



Application Pack

Trainee Education Mental Health Practitioner (EMHP)



Dear Applicant,

Re: Trainee Education Mental Health Practitioner (EMHP)

Thank you for your interest in working for The Junction. Within the application pack you will find a Job Description, Person Specification, Equal Opportunities Monitoring Form and application form.

The Junction is a respected charity working to make a difference to the lives of children young people and their families. We are proud of our reputation and believe that all of our workers are key to establishing positive relationships, building trust, self-belief, a sense of family and belonging.

The post-holder will be employed by The Junction and will work into the InsideOut Mental Health Support Team, alongside a wider team of practitioners. The Trainee Education Mental Health Practitioner (EMHP) is an active member of the team working with others to support the delivery of mental health and emotional wellbeing activities and to deliver positive outcomes for children, young people and their families

The post holder will deliver a range of delegated activities as part of a multidisciplinary team to support children, young people and their families by offering age-appropriate information and advice on a range of emotional health, lifestyle and behaviour related issues. The role will assist the more senior members of the team delivering Whole School Approach, training and group work.

When writing your application please ensure you address the person specification provided and highlight any information in excess of the criteria. If you would like to discuss the requirements of the post or have any questions about the role please contact **Sara Mirsalehi** on 01642 756000 or via e mail at **sara.mirsalhei@thejunctionfoundation.com**

Once you have completed your application please return to:

recruitment@thejunctionfoundation.com

Or alternatively post to The Junction, Westfield Farm, The Green, Dormanstown, Redcar TS10 5NA, please ensure your envelope is marked **PRIVATE AND CONFIDENTIAL**.

Please note the deadline for the applications is **Sunday 11th August 23:30**.

Interviews to be held on Thursday 22nd and Friday 23rd August.

The post is subject to relevant safeguarding procedure which includes a satisfactory Disclosure and Barring Service check. We look forward to receiving your application.

Yours faithfully,

Beth Major
Chief Executive Officer



Why work for The Junction?

Pension

We contribute 5% of your equivalent salary into your pension scheme for all eligible posts.

Staff Wellbeing Programme

Our staff Wellbeing Programme, provided through Simplyhealth, provides money back on health related treatments such as optician costs, dentist fees, physiotherapy and alternative therapies,

so you aren't left to foot the bill.

Counselling Helpline

We provide access to 24hr Counselling Helpline support so you are never left to struggle if life becomes tough.

Counselling Face-to-Face

In addition to the helpline we provide access to 6 sessions of face to face counselling

Generous Holidays

Our generous holiday entitlement of 6 weeks per year plus bank holidays means you can balance your work and home life commitments.

Loyalty Holiday Bonus

We reward loyalty by offering colleagues 1 extra days holiday for every completed holiday year up to a maximum of 5 additional days. Increasing holiday entitlement to 7 weeks per year plus bank holidays for 5 completed holiday years.

Staff Development

We have a history of growing our own talent and we develop and support staff to expand their knowledge and take opportunities that become available.



Making a Difference

By being part of an extra ordinary team we work together to help transform the lives of local children, young people and families.

Within The Junction

There are a range of services within The Junction all working towards shared goals and all focused on making a difference to the lives of children, young people and their families, including:

- Youth Employment Services
- Young Carers' Services
- Youth Services
- Children and Young People's Emotional Wellbeing and Mental Health Services
- Children and Young People's Specialist Transport Services

We pride ourselves on being able to provide multiple specialist services 'under one roof' with each service interacting together to provide the best possible seamless service to children and young people. We employ multi-disciplinary teams of professionals with backgrounds in psychology, social work, counselling, youth work and youth unemployment as well as other qualified and experienced practitioners who:

- Understand the issues facing children and young people
- Have the skills to effectively support them
- Can deliver outcome focused interventions

We have developed a unique service delivery model to ensure that clients are able to access a service that supports their individual needs. However, the ethos of The Junction ensures our services do not work in silos, although we recognise the need for service identities and separate lines of accountability to stakeholders.

All of our services are person-centred, outcome-focused and outcome-driven with an increased need to evidence the impact our services have on children, young people and their families.



Expectations and Job Description

It is essential that everyone who works or volunteers for The Junction recognises how their efforts help us make a difference to the lives of so many children, young people and families who are in need of our support. It is equally important that everyone is conscious of how their role supports the Vision and Mission of The Junction and that everyone can feel a sense of pride in their work.

We are very protective of our reputation of putting children and young people at the heart of everything we do and we have a clear expectation that all of our workers believe in and work to the Values and Key Principles of the organisation.

Vision

Our vision is a world where no child, young person or family is left to struggle. We want a world where there is always someone to talk to.

Mission

To empower children, young people and their families to embrace life with confidence, facing life's challenges in a positive way.

Values	Key Principles
We listen	Children and Young People are at the heart of everything we do
We genuinely care	
We don't judge	Our workers are the key to building strong, positive relationships
We empower	
Working in partnership to make change happen	

Working within The Junction's policy environment

All staff and volunteers within The Junction are expected to work in accordance with the policies, practices and procedures of the organisation. Key to this approach is a commitment to promote and safeguard the welfare of children, young people and vulnerable adults, as safeguarding is everyone's responsibility. Similarly, all staff are expected to demonstrate a commitment to promoting and valuing diversity, being prepared to challenge the use of discriminatory language and to support and encourage non-discriminatory practice.



Personal Development

All staff are expected to make a commitment to their own personal development, partaking in personal development opportunities and undertaking training, supervision and appraisal as required and to support the personal development of others, particularly apprentices.



Job Title: Trainee Education Mental Health Practitioner (EMHP)

Salary: £26,779 (Agenda for Change)

Hours: 37.5 hours per week

Location: Based at Community Venture Limited (CVL), Middlesbrough, Working across Middlesbrough and Redcar

Contract: Permanent (Depending on successful completion of trainee programme and future funding)



Trainee Education Mental Health Practitioner Role Specification

Key Deliverables	<p>To allow the postholder, under supervision and with support, to develop knowledge and practice skills in;</p> <ul style="list-style-type: none"> • Delivering evidence-based intervention for children and young people in education setting with mild to moderate mental health problems • Helping children and young people within these settings who present with more severe problems to rapidly access more specialist services • Supporting and facilitating staff in education settings to identify and where appropriate manage issues related to mental health and wellbeing • Working with and within education environments to afford better access to specialist mental health services • To develop an understanding of what schools already do to support the emotional well-being and positive mental health of students. <p>And to evidence development of those skills with associated knowledge acquisition to record and evidence progression towards an academic award and demonstrable practical ability.</p>
	Key Duties
Therapeutic Assessment and Intervention	<ol style="list-style-type: none"> 1. Be educationally supervised, supported and assessed oneself to assess and deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties. 2. Developing skills in supporting children and young people experiencing mild to moderate mental health difficulties, their parents/carers, families and educators in the self-management of presenting difficulties. 3. Developing and practicing evidence-based skills under supervisory support of working in partnership with children, young people, their families and educators in the development of plans for the specific intervention and agreeing outcomes. 4. Developing and learning the skills required in order to enable children and young people in education, and where appropriate parents/carers to collaborate and coproduce their own agreed plan of care. 5. Show evidence in a variety of forms that at all times assessment and intervention is provided from an inclusive values base, which recognises and respects diversity. 6. Discuss with supervisors and agree to accept appropriate referrals for children and young people in educational settings, according to agreed local and national and local referral routes, processes and procedures. 7. Under supervision, undertake accurate assessments of risk to self and others. 8. Learn, understand, rationalise and adhere to the protocols within the educational service to which the postholder is attached. 9. Engage along with more senior staff in the signposting of referrals for children and young people with more complex needs to the relevant service. 10. Engage in robust managerial and clinical supervision, identifying the scope of practice of the individual postholder within the role, and working safely within that scope. 11. Gain and practice a range of interventions related to provision of information and support for evidence based psychological treatments, primarily guided self-help. 12. Practice, evidence, reflect on and demonstrate an ability to manage one's own caseload in conjunction with the requirements of the team. 13. Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment, where appropriate, both for personal educational benefit in discussion with supervisors, or to provide direct assistance. 14. Keep coherent records of all training and clinical activity in line with both health and education service protocols and use these records and outcome data to inform decision making.



	<p>15. Complete all requirements relating to data collection.</p> <p>16. Show evidence of working within a collaborative approach, involving a range of relevant others when indicated. Specifically, work in collaboration with teachers and other educational staff, parents, children, young people and the wider community to enhance and broaden access to mental health services.</p> <p>17. Contribute to the development of individual or group clinical materials or training materials and go on to develop further such materials as falls within own degree of competence.</p>
Training & Supervision	<p>18. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments.</p> <p>19. As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination, for at least one day a week.</p> <p>20. Apply learning from the training program directly to practice through the course.</p> <p>21. Receive practice tutoring from educational providers in relation to course work to meet the required standards.</p> <p>22. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.</p> <p>23. Respond to and evidence the implementation of improved practice because of supervisor feedback.</p> <p>24. Engage in and respond to personal development supervision to improve competences and practice.</p> <p>25. Be involved in the evaluation of the course</p> <p>26. Disseminate research and service evaluation findings through presentations and supervisory discussions.</p>
Professional	<p>27. Ensure the maintenance of standards of own professional practice according to both the postholder's employer and the Higher Education Institution in which they are enrolled.</p> <p>28. Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments.</p> <p>29. Ensure that confidentiality is always protected.</p> <p>30. Ensure that any risks or issues related to the safety and wellbeing of anyone the postholder comes into contact with in the course of their professional duties are communicated and shared with appropriate parties in order to maintain individual safety and the public interest.</p> <p>31. Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.</p> <p>32. Participate in individual performance review and respond to agreed objectives.</p> <p>33. Keep all records up to date in relation to Continuous Professional Development and the requirements of the post and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments.</p> <p>34. Attend relevant educational opportunities in line with identified professional objectives.</p>



Education Mental Health Practitioner Person Specification

	In Training	Essential when Qualified	Desirable when Qualified
Qualifications	<ul style="list-style-type: none"> • Ability to study at degree level. • Proven record of previous academic attainment. • Good solid basic literacy and numeracy qualifications at a minimum of level 2 	<ul style="list-style-type: none"> • Successful completion of the HEE commissioned 1yr 'Education Mental Health Practitioner' course. 	<ul style="list-style-type: none"> • A further relevant degree qualification • Teaching qualification • Youth Mental Health First Aid trained
Skills / Competencies	<ul style="list-style-type: none"> • Ability to learn in a variety of settings and using a variety of learning methods • Computer literate • Ability to study as a self-motivated learner who can formulate their own progress towards learning objectives and negotiate pathways to achievement with supervisory teams 	<ul style="list-style-type: none"> • Ability to carry out 1:1 therapeutic mental health interventions with children • Ability to carry out 1:1 therapeutic mental health interventions with families • Ability to conduct group parenting programmes • Ability to work within educational settings to increase mental health awareness within the staff group • Ability to conduct mental health assessments of children and young people • Ability to make an assessment of risk and to record and communicate it appropriately. • Ability take appropriate action to mitigate or manage risk. 	<ul style="list-style-type: none"> • Ability to teach others about mental health issues • Ability to conduct other group therapeutic interventions with children and their families
Knowledge	<ul style="list-style-type: none"> • Knowledge of the educational system in England • Knowledge of children and young people gained through academic study in child development, child wellbeing or mental health. 	<ul style="list-style-type: none"> • Knowledge of educational environments • Knowledge of safeguarding issues • Knowledge of capacity and consent issues including Gillick competence 	<ul style="list-style-type: none"> • Knowledge of the functional operation of specialist CAMHS teams • Knowledge of the school's safeguarding procedures and who the Designated Safeguarding Lead, (DSL), is in each establishment that they work in
Previous Experience	<ul style="list-style-type: none"> • It is desirable that the applicant will have previous experience of working with children and young people 	<ul style="list-style-type: none"> • Experience of working with children and young people, their families and others. 	<ul style="list-style-type: none"> • Experience of working with children and their families in a healthcare setting



		<ul style="list-style-type: none"> • Experience of working and liaising with a wide variety of agencies and stakeholders 	<ul style="list-style-type: none"> • Experience of working with children and their families in an education setting
Specialist Experience		<ul style="list-style-type: none"> • Experience of working with children and young people who have social, emotional and/or behavioural difficulties • Experience of working with anxiety disorders • Experience of working with affective (mood) disorders • Experience of the delivery of specific therapeutic interventions to children, young people or their families (e.g. CBT, solution focused brief therapy) 	<ul style="list-style-type: none"> • Experience of monitoring and recording outcome measures for children’s emotional wellbeing • Experience of navigating complex social systems and environments, who may have conflicting priorities or agendas • Experience of working with looked after children • Experience of working with other vulnerable groups
Specific Attributes	<ul style="list-style-type: none"> • Full, enhanced and current satisfactory DBS disclosure for the role • Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload • Excellent oral and written communication skills 	<ul style="list-style-type: none"> • Full, enhanced and current satisfactory DBS disclosure for the role • Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload • Excellent oral and written communication skills 	<ul style="list-style-type: none"> • Proven commitment to continuous professional development.
Personal Qualities	<ul style="list-style-type: none"> • Self-motivated • Able to travel to meet the requirements of the post • Team player • Excellent time management and organisational skills • Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability. 	<ul style="list-style-type: none"> • Self-motivated • Able to travel to meet the requirements of the post • Team player • Excellent time management and organisational skills • Able to meet the physical requirements of the role after reasonable adjustments have been made for any illness or disability. 	