

## **Access and Inclusion**

### **Mental Health Support Team**

### **Clinical Supervisor – Educational Psychologist**

### **Job Description and Person Specification**

**August 2023**

<b>Job Title:</b>	Mental Health Support Teams (MHST) Supervisor
<b>Department:</b>	Access and Inclusion
<b>Function:</b>	To coordinate the day-to-day delivery of the MHST at an operational level and to provide supervision of the intervention work of the Educational Mental Health Practitioners (EMHPs)
<b>Team:</b>	Redbridge Educational Wellbeing Team (REWTT)
<b>Post number:</b>	S004219
<b>Grade:</b>	Solbury scale A
<b>Hours/weeks:</b> <i>E.g. 36 hours/52.14 weeks</i>	36 hours, Monday to Friday, 52 weeks per year
<b>Base location:</b>	91 Ray Lodge Road, Woodford Green, IG8 7PG
<b>Reports to:</b> <i>Job title</i>	Team manager
<b>Responsible for:</b> <i>Job titles of direct reports</i>	Senior Practitioners and Educational Mental Health Practitioners (EMHPs)
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	<ul style="list-style-type: none"> <li>• The supervisor will support the development of the MHST initiative within Redbridge, under the direction of the team manager.</li> <li>• The supervisor will work closely with the Senior Mental Health Leads in a group of schools to ensure a 'whole school' approach to mental health and wellbeing.</li> <li>• The supervisor will oversee the formulation and support planning for schools, parents, children and young people using a range of specialist psychological interventions appropriate to the service.</li> <li>• The supervisor will carry out direct joint work with children, young people and parents/carers as part of their work in the Mental Health Support Teams (MHSTs).</li> <li>• The supervisor will be responsible for the caseload management &amp; supervision of the EMHPs who will be providing direct help to children, young people and parents in educational settings by offering rapid access to low intensity, evidence-based interventions, for mild to moderate mental health difficulties.</li> <li>• The supervisor will contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.</li> <li>• The supervisor will hold a post graduate diploma in the Children and Young People's Mental Health Supervision or be willing to undertake the one year Post Graduate Diploma at a London University alongside the role.</li> </ul>
<b>Key external contacts:</b> <i>Organisations</i>	Schools (including PRUs) CAMHS Local Authorities (All London boroughs and nationally) Local Health Service Charitable organisations such as Child Bereavement UK and Papyrus

<b>Key internal contacts:</b> <i>Job titles or groups of staff</i>	Educational Psychology Service Behaviour and Inclusion School improvement Team Social Care Youth Offending Service SEN Team EWS Early Intervention Service Family Support Workers (Early Help)
<b>Key areas for decision making:</b>	<ul style="list-style-type: none"> <li>To help manage the day-to-day running of the MHST team at an operational level.</li> <li>To regulate and manage the case load of the EMHPs.</li> <li>To take a lead in monitoring clinical outcomes and activity data from the work of the EMHPs.</li> <li>To contribute to the development, evaluation and monitoring of the team's operational policies and services, through the deployment of professional skills in research, service evaluation and audit.</li> <li>To be involved, as appropriate, in the recruitment, short listing and interviewing of EMHPs.</li> </ul>
<b>Other considerations:</b> <i>E.g. working patterns</i>	This post will usually involve travelling to multiple locations all over Redbridge, mainly between school settings and other locations such as Social Services.

<b>Key accountabilities and result areas:</b>	<b>Key elements:</b>
<b>To work closely within the team supporting Schools, pupils, families to ensure young people are included with their mainstream settings.</b>	<ul style="list-style-type: none"> <li>Attend meetings.</li> <li>Share knowledge and good practice.</li> <li>Information gathering.</li> <li>Multi-agency working.</li> </ul>
<b>To participate and provide knowledge and guidance within multi-disciplinary meetings.</b>	<ul style="list-style-type: none"> <li>Working with classroom teachers, teaching assistants, parents and other professionals involved with the child.</li> <li>Working with other key professionals such as Safeguarding or Clinical/Educational Psychologist.</li> </ul>
<b>To support interventions in a range of Redbridge schools</b>	<ul style="list-style-type: none"> <li>To work closely with Emotional Literacy Support Assistants (ELSAs) and Senior Mental Health Leads (SMHLs) in Redbridge schools, modelling, training, and setting up interventions.</li> <li>To suggest and lead on project work or running small group interventions.</li> <li>This may involve conducting research and attending training provided by the borough and external provider.</li> </ul>
<b>To undertake supervised casework related to targeted children and young people with behaviour and Social and Emotional and/or additional educational needs.</b>	<ul style="list-style-type: none"> <li>Deliver evidence-based intervention to children, young people, and their families.</li> <li>To lead a range of interventions and support available for children with emotional and behavioral needs.</li> <li>Following LA data protection and safeguarding procedures.</li> <li>To actively engage in regular supervision sessions with your line managers.</li> <li>Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.</li> </ul>
<b>To maintain effective records and produce clear reports of interventions.</b>	Organising, attending and chairing meetings, taking minutes, setting agendas, circulating material.
<b>To work within a multi-professional team and attend relevant meetings.</b>	<ul style="list-style-type: none"> <li>Presenting research, being part of a peer support team, attending team meetings, reading groups, reading, and commenting on research papers. Completing training, providing training to colleagues.</li> <li>Attending multi-disciplinary and multi-agency meetings relating to referrals of children and young people.</li> <li>Attend regular clinical supervision sessions to problem solve around a child's needs.</li> </ul>

<p><b>To participate in and contribute to the Team's professional development, support and performance management programmes in accordance with the Development Plan and Redbridge borough requirements.</b></p>	<p>Responsible for keeping up with changes in psychological theory and practice and be part of considering organisational changes to meet demands.</p>
<p><b>To contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.</b></p>	<ul style="list-style-type: none"> <li>• Attending school meetings and listening to their views about the required services.</li> <li>• Providing support to schools and families.</li> <li>• Consulting with the school EP and SMHL.</li> </ul>
<p><b>To provide feedback of information and ideas to schools, parents and carers.</b></p>	<p>This will involve working in small groups to model interventions with class teachers, learning support assistants and other pupils.</p> <p>To provide written records of interventions provided and to proofread and co-sign reports written by EMHPs.</p>
<p><b>To give advice, suggestions and implementing programmes.</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of evidence informed interventions for low mood, self-harm, anxiety and common behaviour problems in young children and older children in education settings.</li> <li>• Classroom observations, consultations with parents and school staff, use of evidence-based interventions.</li> <li>• Initiate and lead on whole school programs.</li> </ul>
<p><b>Specific accountabilities and responsibilities</b></p> <ul style="list-style-type: none"> <li>• To provide psychologically informed consultation to schools and partners.</li> <li>• To contribute psychological perspective to planning and development of the MHST alongside the wider clinical team.</li> <li>• To facilitate the delivery of whole school intervention and approaches.</li> <li>• Keep coherent records of all activity in line with service protocols and use these records and outcome data to inform decision-making. Complete all requirements relating to data collection.</li> <li>• To provide specialist mental health assessments and interventions for schools, parents, children and young people with the EMHPs.</li> <li>• To undertake risk assessments following referral.</li> <li>• To provide supervision of the intervention work of the EMHPs when they are working independently and to provide this for all EMHPs.</li> <li>• Attend and fulfil any requirements of the training element of the post including practical, academic and practice based assessments. This would include reviewing videos and case reports of the EMHPs where appropriate.</li> <li>• Support EMHP staff in the co-delivery of training sessions. This will include; attendance at practice skills sessions, involvement in formative feedback sessions with teaching staff, and co-production of elements of the curriculum.</li> <li>• Prepare and present case load information within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of EMHPs, supervisor and service are delivered.</li> <li>• To manage and screen referrals into the MHST.</li> <li>• To attend, as required, a range of interagency meetings to represent the service, in a delegated role, offering guidance, where appropriate, ensuring that issues relating to the service are noted and brought to the attention of service managers/leads.</li> </ul>	

<b>Green Statement</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council's commitment to making Redbridge a cleaner, greener place to live. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.</li> </ul>
<b>Data Protection/Confidentiality</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Data Protection Act 1998 – treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles.</li> <li>▪ Complying with the Code of Conduct, other practice guidelines and the rules and protocols defining employees' access to and use of the Council's databases and systems. Any breaches could result in disciplinary measures.</li> <li>▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.</li> </ul>
<b>Conduct and Whistleblowing</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the requirements of the Code of Conduct and maintaining high standards of personal conduct, honesty and integrity. You have a duty to raise any impropriety or breach of procedure to the appropriate level of management. Employees making such disclosures (whistleblowing) are protected and may make them without fear of recrimination.</li> </ul>
<b>Safer Working</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults. Where you work in such a post the Council will require a DBS Disclosure check and references will be taken up prior to employment.</li> </ul>
<b>Equalities</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with the Council's strong commitment to achieving equality of opportunity and outcomes in its services to the community and in the employment of people. You are expected to understand, comply with and promote Council policies in your work, to undertake any appropriate training and to challenge any prejudice and discrimination.</li> </ul>
<b>Customer Care</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.</li> </ul>
<b>Health and Safety</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Being responsible for your own Health &amp; Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.</li> </ul>
<b>To contribute as an effective and collaborative member of the team</b>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ Taking responsibility for continuing self-development and participating in training and development activities.</li> <li>▪ Participating in the ongoing development, implementation and monitoring of the service plans.</li> <li>▪ Supporting and contributing to value for money, service efficiencies and improvements.</li> </ul>

<b>Flexibility</b>	<b>This will involve:</b> <ul style="list-style-type: none"><li data-bbox="619 136 1501 255">▪ The above-mentioned duties are neither exclusive nor exhaustive. From time to time you may be required to undertake responsibilities outside the normal remit of your Job Description as required by the line manager, and are broadly within your grading level and competence.</li></ul>
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## Person Specification

<b>Job Title:</b>	Mental Health Support Team Supervisor		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		A - I - T	Weighting
<b>Minimum education/ qualifications:</b>	Undergraduate degree, upper second class or above, in Psychology.	A	3
	Post-graduate/doctoral level qualification in: Educational Psychology.	A	3
	Membership of relevant professional body.	A	3
<b>Minimum experience/ knowledge/ skills:</b>	Substantial relevant working experience with children or young people (0-25) in a health or educational setting.	A, I	3
	Evidence of understanding of educational systems and practice in England.	A, I	3
	Ability to apply psychology at a systems level within educational settings and borough wide.	A, I	3
	Evidence of the application of whole school approaches to Mental Health and demonstrated ability to implement systems change in schools.	A, I	3
	Demonstrated skill in project leadership and systems change in a multi-disciplinary context.	A, I	3
	Previous experience in supervision preferably with CYP-IAPT Supervision training or equivalent or experience of supervising clinicians or trainee psychologists.	A, I	3
	Ability to deliver evidence based intervention to children, young people and their families.	A, I	3
	Commitment to collaborative working with other professionals and parents.	A, I	3
	Belief in involving children and young people in decisions regarding their education and clear commitment to supporting the development of children and young people.	A, I	3
	Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload and demonstrate appropriate coping mechanisms.	A, I	3
	Ability to learn quickly and adapt to change.	A, I	2
	Understanding of inclusive practices which promote person centred approaches.	A, I	2
Ability to chair team meetings, undertake delegated management tasks and support the Service Manager in general team tasks/development as required.	A, I	2	

	Able to describe and discuss different ways of problem solving in educational settings.	A, I	3
	To give examples of working with diverse groups of people.	A, I	3
	Awareness of safeguarding and risk management practices when working with children and young people.	A, I	3
<b>Minimum behaviours:</b> Customer service	Resilient and adaptable with the ability to work within an environment of conflicting priorities whilst managing time and prioritising work to meet agreed deadlines.	A, I	3
	Excellent negotiation and problem-solving skills.	A, I	3
	Ability to work autonomously.	A, I	3
	High level skills in working with professional networks and the ability to advocate for and advance the mental health needs of parents and their children.	A, I	3
Communicating and influencing others	Ability to communicate new ideas and deliver on subsequent plans.	A, I	3
	Ability to train and be confident in front of small audiences.	A, I	3
Working together	Experience of working with senior LA and School staff.	A, I	2
	Ability to work as part of a team and lead as required.	A, I	3
Analysis and judgement	Ability to reflect and identify need for support.	A, I	2
	Ability to be innovative, resourceful and responsive to changing times.	A, I	3
<b>Special conditions:</b>	Valid driving licence and use of vehicle for work would be an advantage as the post holder will be required to travel to various locations within the borough on a regular basis.		
	This post is subject to a Disclosure and Barring Service check, and is a designated Safety Critical post		
<b>Signature of Employee:</b>	<b>Name:</b> Ann-Marie Cryan	<b>Date:</b> 29.08.23	