

**Access and Inclusion**

**Mental Health Support Team**

**Senior Practitioner**

**Job Description and Person Specification**

**April 2026**

## Job Description

<b>Job Title:</b>	Senior Practitioner
<b>Department:</b>	Access and Inclusion
<b>Function:</b>	To provide direct help to children, young people and parents in educational settings
<b>Team:</b>	Redbridge Educational Wellbeing Team (REWT) Educational Psychology Service
<b>Post number:</b>	S005574, S005575, S005576 S005577
<b>Grade:</b>	NHS Band 6 £44,484 - £52,521
<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>	MHST Supervisor
<b>Responsible for:</b> <i>Job titles of direct reports</i>	May have line management responsibility for Education Mental Health Practitioners
<b>Urgent notes:</b>	N/A
<b>Role purpose and role dimensions:</b> <i>Overview of the job</i>	<p>The postholder will work as an autonomous responsible practitioner as their training affords to:</p> <ul style="list-style-type: none"> <li>- deliver evidence-based interventions for children and young people in educational settings with mild to moderate mental health needs including anxiety, behaviour and low mood</li> <li>- engage in whole school work which supports and facilitates staff in education settings to identify, and respond to issues related to mental health and wellbeing by building on existing good practice</li> <li>- provide additional clinical support and supervision to Education Mental Health Practitioners (EMHPs)</li> <li>- attend team meetings as required and contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team</li> <li>- contribute, where appropriate, to service development and multi-agency working with our partners</li> <li>- to lead on school initiatives and assist with the day-to-day management of the service.</li> </ul>
<b>Key external contacts:</b> <i>Organisations</i>	Schools (including PRUs) CAMHS Local Authorities (All London boroughs and nationally) Local Health Service New Rush Hall Group Charitable organisations such as Child Bereavement UK and Papyrus

<p><b>Key internal contacts:</b> <i>Job titles or groups of staff</i></p>	<p>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)</p>
<p><b>Financial dimensions:</b> <i>Budgetary responsibility &amp; amount. Equipment, cash, property etc. for which employee is responsible.</i></p>	<p>N/A</p>
<p><b>Key areas for decision making:</b></p>	<p>To monitor clinical outcomes and activity data in order to inform intervention planning</p>
<p><b>Other considerations:</b> <i>E.g. working patterns</i></p>	<p>This post will usually involve travelling to multiple locations all over Redbridge, mainly between school settings and other locations, such as Social Services. We offer a hybrid model of service delivery including in person and remote sessions.</p>

<p><b>Key accountabilities and result areas:</b></p>	<p><b>Key elements:</b></p>
<p>Undertake therapeutic assessment and intervention</p>	<ul style="list-style-type: none"> <li>• To be able to assess needs and develop plans to support children and young people with mild to moderate mental health needs.</li> <li>• Undertake and record accurate assessments of risk and operate clear risk</li> <li>• Deliver outcome focused, evidence-based interventions in educational settings for children and young people experiencing mild to moderate mental health difficulties in collaboration with families and schools.</li> <li>• Follow management processes in line with locally agreed procedures including the safeguarding protocols of the educational setting and Local Safeguarding Board guidance.</li> <li>• To routinely measure clinical outcomes</li> <li>• Support good practice in assessment and intervention across the team</li> <li>• Lead group interventions alongside newly qualified and trainee EMHPs</li> <li>• Signpost children with more complex needs to a locally identified appropriate relevant service</li> </ul>
<p>Contribute to whole school approaches to ensure young people are included with their mainstream settings.</p>	<ul style="list-style-type: none"> <li>• To suggest and lead on the delivery of whole-school approaches/interventions to schools and colleges, e.g. via review of school needs, project work, workshops, groups and consultation.</li> <li>• To work closely with Emotional Literacy Support Assistants (ELSAs) and Senior Mental Health Leads (SMHLs) in Redbridge schools, modelling and setting up interventions</li> <li>• Share knowledge and good practice</li> <li>• This may involve conducting research and attending training provided by the borough and external providers</li> <li>• To develop a broad range of relationships with both internal and external colleagues and partner agencies, including the voluntary sector, services users, parents and carers</li> </ul>
<p>To provide supervision and line management to junior staff</p>	<ul style="list-style-type: none"> <li>• To provide individual and/or group supervision for EMHPs</li> <li>• Support EMHPs through co-delivery of training and group sessions.</li> <li>• Support the EMHP course requirements such as; attendance at practice skills sessions, reviewing videos and case reports, and/or involvement in formative feedback sessions with university teaching staff.</li> </ul>

Engage in supervision and training	<ul style="list-style-type: none"> <li>Continuing to seek and engage in continuing professional development opportunities.</li> <li>Actively engage in regular supervision sessions. 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 practitioner, supervisor and service are delivered.</li> <li>Respond to and implement supervision suggestions by supervisors in practice.</li> <li>Engage in and respond to personal development supervision to improve competences and practice.</li> <li>To disseminate research and service evaluation findings in appropriate formats through agreed channels.</li> <li>To provide mentoring, support and supervision to trainee and newly qualified EMHPs</li> </ul>
Participate in and provide knowledge and advice within consultation and multi-disciplinary meetings.	<ul style="list-style-type: none"> <li>Organising, attending and chairing meetings.</li> <li>Working with classroom teachers, teaching assistants, parents and other professionals involved with the child.</li> <li>Working with other key professionals such as Social Workers or Educational Psychologists</li> </ul>
Maintain effective records and produce clear reports of interventions and inform interventions.	<ul style="list-style-type: none"> <li>Taking minutes, setting agendas and circulating material.</li> <li>Keeping clear, professional and coherent records of all activity in line with service protocols and use these records and outcome data to inform decision making.</li> <li>Complete all requirements relating to data collection.</li> </ul>
To work within a multi-professional team and attend relevant meetings.	<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, provide training to colleagues both in EPS and other Redbridge teams (e.g. Social Care and Health)</li> <li>Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment</li> <li>Contribute to MHST strategic planning meetings</li> </ul>
To participate in and contribute to the Team's professional development, support and performance management programmes as a senior practitioner in accordance with the Development Plan and Redbridge borough requirements.	<ul style="list-style-type: none"> <li>Responsible for keeping up with changes in psychological theory and practise and be part of considering organisational changes to meet demands.</li> <li>Contribute to MHST strategic planning meetings</li> <li>Provide training and CPD to trainee and newly qualified EMHPs</li> <li>To take on managerial tasks as required</li> </ul>
To contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.	<ul style="list-style-type: none"> <li>Initiate and develop new projects within the whole school approach</li> <li>Develop individual or group clinical materials or training materials under direction of the wider team.</li> <li>Attending school meetings</li> <li>Providing support to schools and families</li> <li>Consulting with the school EP and Senior Mental Health Lead</li> </ul>
<b>General accountabilities and responsibilities</b>	
<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>	<p><b>This will involve:</b></p> <ul style="list-style-type: none"> <li>▪ 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 the grading level and competence.</li> </ul>

## Person Specification

<b>Job Title:</b>	Senior Education Mental Health Practitioner (EMHP)		
<i>Method of candidate assessment: A = Application form I = Interview T = Test. Weighting: 3 = most important, 2 = least important</i>		<b>A - I - T</b>	<b>Weighting</b>
<b>Minimum education/ qualifications:</b>	A CYP-MH professional such as a qualified EMHP, CWP or PWP or relevant health care professional (e.g. nurse, CBT therapist, social worker, occupational therapist) with post graduate therapeutic training, such as Senior Wellbeing Practitioner. Where appropriate will be fully registered with the appropriate professional or regulatory body (e.g. HCPC, NMC, BABCP).	A, I	3

<b>Minimum experience/ knowledge/ skills:</b>	Substantial clinical experience working with children and young people (CYP) with emotional wellbeing and mental health difficulties	A, I	3
	Experience working with children or young people (0-25) in an educational setting.	A, I	3
	Evidence of comprehensive understanding of educational systems and practice in England	A, I	3
	Experience in providing a range of evidence-based interventions for children and young people experiencing, mild to moderate anxiety, low mood and behavioural difficulties.	A, I	3
	Demonstrates an understanding of and ability to identify common mental health concerns experienced by children and young people	A, I	3
	Experience of working with young people with additional and complex needs (e.g. ASC, ADHD, learning needs, eating disorders)	A, I	3
	Ability to provide training and mentoring to others.	A, I	2
	Knowledge of child and adolescent development and the role of the family in supporting children and young people's emotional well-being	A, I	2
	Demonstrate ability and motivation to continue learning and evidence of learning and development since finishing initial training.	A, I	2
	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
	Experience of participating in multi-disciplinary meetings	A, I	3
	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	2
Awareness of safeguarding practices when working with children and young people	A, I	3	
Ability to make an assessment of risk and to record and communicate it appropriately. Ability take appropriate action to mitigate or manage risk	A, I	3	

<b>Minimum behaviours:</b> Customer service	Resilient and adaptable with the ability to organise 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
	High level of enthusiasm and motivation	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 building relationships with and working with senior Local Authority and School staff to influence change	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	3
	Ability to be motivated, innovative, resourceful and responsive to changing times	A, I	2
	Excellent organisational and self-management skills	A, I	3
	Ability to manage own caseload and time	A, I	3
<b>Safeguarding and Disclosure:</b>	Satisfactory Enhanced DBS check	A, I	3
	The ability to understand the difficulties and pressures associated with caring for children/vulnerable adults and to demonstrate appropriate coping mechanisms	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.	A, I	2
	Ability to work flexibly	A, I	2
	This post is designated as safety critical		