

Access and Inclusion

Mental Health Support Team

MHST Clinician and Supervisor

Job description and person
specification

June 2025

Job Description

Job Title:	MHST Clinician and Supervisor
Department:	Access and Inclusion
Function:	To coordinate the day-to-day running of the Mental Health Support Team (MHST) at an operational level and to provide supervision of the intervention work of the Educational Mental Health Practitioners (EMHPs).
Team:	MHST
Post number:	S007491, S005139
Grade:	NHS Band 7
Hours/weeks: <i>E.g. 36 hours/52.14 weeks</i>	36 hours, Monday to Friday, 52 weeks per year.
Base location:	91 Ray Lodge Road, Woodford Green, IG8 7PG.
Reports to: <i>Job title</i>	MHST Team Manager
Responsible for: <i>Job titles of direct reports</i>	Educational Mental Health Practitioners (EMHPs) and Senior Practitioners
Role purpose and role dimensions: <i>Overview of the job</i>	The Supervisor will support the development of the MHST initiative within Redbridge, under the direction of the team manager. The Supervisor will work closely with the senior mental health leads in schools to ensure a 'whole school' approach to mental health and wellbeing. These leads will work closely with the MHSTs to ensure children and young people get the right help as soon as possible. The Supervisor will be responsible for the caseload management & 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. The Supervisor will oversee the formulation and support for schools, parents, children and young people being known to the MHST using a range of specialist psychological interventions appropriate to the service The Supervisor will carry out direct joint work with children, young people and parents/carers as part of their work in the MHSTs. The supervisor will work within a multi-professional environment and will contribute to relevant meetings. To work within a multi-professional team and attend relevant meetings. The Supervisor will contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.

Key external contacts: <i>Organisations</i>	Schools (including Pupil Referral Units). CAMHS Local Authorities (All London boroughs and nationally). Local Health Service. New Rush Hall Group. Charitable organisations such as Child Bereavement UK and Papyrus.
Key internal contacts: <i>Job titles or groups of staff</i>	Educational Psychology Service. Behaviour and Inclusion. School improvement Team. Social Care. Youth Offending Service. Special Education Needs Team. Emotional Wellbeing Services. Early Intervention Service. Family Support Workers (Early Help).
Key areas for decision making:	To help manage the day-to-day running of the MHST team at an operational level. To regulate and manage their own and their supervisees case load. To make clinically informed decisions relating to the support and care of those known to the MHST. To take a lead in monitoring clinical outcomes and activity data from the work of the EMHPs. 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. To be involved, as appropriate, in the recruitment, short listing and interviewing of team members.
Other considerations: <i>E.g. working patterns</i>	This post will usually involve travelling to multiple locations all over Redbridge, mainly between school settings and other local authority locations.

Key accountabilities and result areas:	Key elements:
To promote a whole school approach to mental health in schools including developing, supporting and delivering interventions in a range of Redbridge schools	This will involve: - Initiate and lead on whole school programs by working closely with senior leadership in schools, Senior Mental Health Leads, and Emotional Literacy Support Assistants (ELSAs) offering consultation, project work, training and intervention. - Working with the whole school community including parents and local organisations to facilitate change. - Providing specialist mental health assessments and interventions for schools, parents, children and young people at an individual, group and whole school level. - Classroom observations, consultations with parents and school staff, use of evidence-based interventions. - Managing and screening case-flow into the MHST. - Facilitating and/or undertaking risk assessments following consent for involvement and manage risk appropriately. - Enabling effective signposting to families and school professionals.

To undertake supervised casework related to targeted children and young people.	This will involve: - Deliver evidence-based intervention to children, young people and their families. - To lead a range of interventions and support available for children with emotional and behavioural needs. - To suggest and lead on project work or running small group interventions. This may involve conducting research and attending training provided by the borough and external providers. - To participate and provide knowledge and support within multi-disciplinary meetings. - To actively engage in regular supervision sessions with your line managers. - 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.
To provide effective supervision within the MHST	This will involve: - To provide supervision of the intervention work of junior practitioners in the team. - Support supervisees and junior colleagues in the co-delivery of training sessions and workshops. This will include attendance at practice skills sessions, involvement in formative feedback sessions with teaching staff, and co-production of materials. - Attend and fulfil any requirements of the training element of the post including practical, academic and practice-based assessments. - Supporting trainee practitioners in meeting their course requirements through ensuring effective workflow, reviewing videos and case reports of the EMHPs where appropriate.
To maintain effective records and produce clear records of support.	This will involve: - Keep coherent records of all activity in line with service protocols and use these records and outcome data to inform decision-making. - Organising, attending, and chairing meetings as required; including setting agendas, taking minutes, and circulating relevant documentation in a timely manner. - Maintaining accurate, up-to-date, and professional records for your own clinical and non-clinical work. - Ensuring that supervisees' documentation meets local and national standards, providing guidance and oversight as needed. - Producing accessible summaries of involvement for young people, parents/carers, and professionals using plain language where appropriate. - Complete all requirements relating to data collection.
To work within a multi-professional team and attend relevant meetings.	This will involve: - 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 and other Redbridge teams (e.g. Social Care and Health). - Attend multi-disciplinary and multi-agency meetings relating to referrals of children and young people in treatment. Attend regular clinical supervision sessions to problem solve around a child's needs.

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.	This will involve: - Actively engaging in regular supervision, reflective practice sessions, team meetings, and line management. - Contributing to the ongoing development of team practice through sharing knowledge, attending training, and supporting colleagues' learning. - Participating in appraisal, audit, and quality assurance activities, and reflecting on feedback to support your own development. - Keeping up to date with developments in theory, research, and practice, and contributing to discussions about service improvements or organisational change to meet emerging needs.
To contribute to the initiation, development, and implementation of new responses to changing needs and demands upon the team.	This will involve: - Attending school meetings and listening to their views about the required services. - Providing support to schools and families. - 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. -
To provide guidance, suggestions and implement programmes	This will involve: - Knowledge of evidence informed interventions for low mood, self-harm, anxiety and common behaviour problems in young children and older children in education settings. - Classroom observations, consultations with parents and school staff, use of evidence-based interventions. - Initiate and lead on whole school programs.
Specific accountabilities and responsibilities for Clinical Psychologists Discipline - To provide a clinical psychology informed perspective on children and young people's needs, promoting holistic assessment which considers their family and history, environment, education, religion, culture, and social circumstances. - To contribute psychological perspective to planning and development of the MHST alongside the wider clinical team. - To lead on the continuing professional development of junior clinicians. - To lead on the development of new therapeutic support in schools Specific accountabilities and responsibilities for Family and Systemic Therapists Discipline - To provide a systemic family therapy perspective on children and young people's needs, promoting holistic assessment which considers their family and history, environment, education, religion, culture, and social circumstances. - Contribute systemic family therapy perspective to planning and development alongside the wider clinical team. - To draw on relevant training to be able to conceptualise the needs of an educational setting at an organisational level in order to contribute to the MHST Whole School Approach. Specific accountabilities and responsibilities for Social Workers Discipline - To provide a professional social work perspective on children and young people's needs, promoting holistic assessment which considers their family and history, environment, education, religion or culture and social circumstances. - Contribute social work and safeguarding expertise to planning and development alongside the wider clinical team. - To provide advice and support on the delivery of social learning theory-based parenting interventions at a group and individual interventions within educational settings.	
Green Statement	This will involve: ▪ 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. Demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in your job.

Data Protection/Confidentiality	This will involve: ▪ Complying with the Data Protection Act 2008– treating all information acquired through your employment, both formally and informally, in strict confidence and in accordance with Caldicott principles. ▪ 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. ▪ Maintaining client records and archive systems in accordance with departmental procedure, policy and statutory requirements.
Conduct and Whistleblowing	This will involve: 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.
Safer Working	This will involve: ▪ 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 Disclosure and Barring Service (DBS) check and references will be taken up prior to interview.
Equalities	This will involve: ▪ 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.
Customer Care	This will involve: ▪ Complying with corporate and service area customer service standards and promoting the development of high quality, individualised and customer-led services.
Health and Safety	This will involve: ▪ Being responsible for your own Health & 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.
To contribute as an effective and collaborative member of the team	This will involve: ▪ Taking responsibility for continuing self-development and participating in training and development activities. ▪ Participating in the ongoing development, implementation and monitoring of the service plans. ▪ Supporting and contributing to value for money, service efficiencies and improvements.

Flexibility	This will involve: ▪ 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 you're the grading level and competence.
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Person Specification

Job Title:	Clinical 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
Minimum education/ qualifications:	For Clinical Psychologists Discipline Only		
	- Undergraduate degree, upper second class or above, in Psychology.	A	3
	- Post-graduate/doctoral level qualification in: Clinical Psychology.	A	3
	- Membership of relevant professional body.	A	3
	For Family & Systemic Therapists Discipline Only		
	- Relevant degree.	A	3
	- A recognized professional qualification in Family Therapy or equivalent qualification at level of Masters or higher academic award.	A	3
	- UKCP registration as a family/systemic Psychotherapist.	A	3
	For Socials Workers Discipline Only		
	- A recognised social work qualification and registered with Social Work England.	A	3
	- Approved Mental Health Professional training and qualification.	A	2
	- Recognized qualification in a specific model of therapy e.g. family therapy, CBT etc.	A	2
	- Membership of relevant professional body	A	3
Minimum experience/ knowledge/ skills:	Experience of utilising a range of professional skills at post-qualifying level in a child and adolescent mental health setting or educational setting.	A,I	3
	Evidence of understanding of educational systems and practice in England.	A,I	3
	Previous experience in supervision, preferably with CYP-IAPT Supervision training or supervising junior clinicians or trainees.	A,I	3
	Ability to deliver evidence-based intervention to children, young people and their families.	A,I	3
	Evidence of collaborative working practice with other professionals and parents/carers.	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	2
	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
	Experience of working with mild to severe mental health difficulties.	A,I	3
	Broad knowledge of specialist mental health services and the wider network of mental health services.	A,I	3
	Commitment to collaborative working with other professionals and parents.	A,I	3
	Demonstrated skill in project leadership and systems change in a multi-disciplinary context.	A,I	2
	Experience of multidisciplinary and multi-agency working and co-working assessments and treatment	A,I	3
	Social Workers Discipline Only		
	Experience of safeguarding practice, working with children subject to a child protection plan, identifying and managing risk.	A,I	3
	Experience providing advice and support on the delivery of social learning theory based parenting interventions at a group and individual interventions within educational settings.	A,I	2
	Experience leading interventions to support groups of parents/carers	A,I	3
	Family Systemic Therapist/Clinical Psychologists Discipline Only		
	Ability to apply psychology at a systems level within educational settings and borough wide.	A,I	3
	Experience working at an organisational level to facilitate change	A,I	2
Minimum competencies: Customer focus	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	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
Special conditions:	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.		
Signature of Employee:	Name:	Date:	