

Access and Inclusion

Trainee Education Mental Health Practitioner (EMHP)

Job Description and Person Specification

May 2024

Job Description

Job Title:	Educational Mental Health Practitioner (EMHP)
Department:	Access and Inclusion
Function:	To provide direct help to children, young people and parents in educational settings
Team:	Mental Health Support Team
Post number:	S004213, S004212
Grade:	NHS band 4 £33,262-£36,025 includes HACS
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>	Mental Health Support Team (MHST) clinical supervisor
Responsible for: <i>Job titles of direct reports</i>	No direct line management
Urgent notes:	Please note that you will need to secure a place on the Educational Mental Health Practitioner PG Dip course at UCL. If shortlisted, you will be required to make a separate application for the university course via: IPP login screen Candidates will need to be available to start in role on Monday 26th of October 2026

Role purpose and role dimensions: <i>Overview of the job</i>	This is a training role within the Green Paper for Transforming CYP's mental health programme. The post holder will work within a service providing low intensity interventions whilst undertaking a programme of training for this role. The training post will equip the post-holder to provide a range of cognitive behavioural therapy (CBT) based self- management interventions to children and young people (CYP) with mild to moderate anxiety and depression and/or behavioural difficulties. The post- holder will attend all taught and self-study days required by the education provider, and work in the service for the remaining days of the week using their newly developed skills. The post holder will work with children, young people and parents with different cultural backgrounds and ages, using interpreters when necessary and should be committed to equal opportunities. Under supervision and with support, to develop knowledge and practice skills in: • Delivering evidence-based intervention for CYP, with mild to moderate mental health problems, in an education setting. • Helping CYP within these settings who present with more severe problems to rapidly access more specialist service. • Supporting and facilitating staff in education settings to identify, and where appropriate, manage issues related to mental health and wellbeing. • Working with and within educational environments to afford better access to specialist mental health services • To evidence development of those skills with associated knowledge acquisition to record and evidence progression towards an academic award and demonstrable practical ability.
Key external contacts: <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
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 • SEN Team • EWS • Early Intervention Service • Family Support Workers (Early Help)
Financial dimensions: <i>Budgetary responsibility & amount. Equipment, cash, property etc. for which employee is responsible.</i>	N/A
Key areas for decision making:	N/A

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 locations. The training programme for this post starts in October 2026, it is 12 months in duration and will consist of academic and supervised practice learning across mental health services and educational settings, such as primary and secondary schools, and further education colleges.
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Key accountabilities and result areas:	Key elements:
Undertake therapeutic assessment and intervention under supervision.	• Assess and 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. • Undertake and record accurate assessments of risk and operate clear risk management processes in line with locally agreed procedures including the safeguarding protocols of the educational setting and Local Safeguarding Board guidance. • Developing skills in supporting CYP experiencing mild to moderate mental health difficulties, their parents/carers, families, and educators in the self-management of presenting difficulties. • 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. • Engage along with more senior staff in signposting children with more complex needs to a locally identified appropriate relevant service
Engage in training and supervision	• To apply learning gained on the EMHP training program directly to practice • Attend and fulfil all the requirements of the training element of the post including practical, academic, and practice-based assessments. • As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination. • Be educationally supervised, supported and assessed whilst delivering outcome focused, evidence-based interventions in educational settings for CYP experiencing mild to moderate mental health difficulties. • 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 trainee, supervisor and service are delivered. • Respond to and implement supervision suggestions by supervisors in practice. • Engage in and respond to personal development supervision to improve competences and practice. • To disseminate research and service evaluation findings in appropriate formats through agreed channels. • Ensure the maintenance of standards of own professional practice according to both the post holder's employer and the Higher Education Institute (UCL). Ensure appropriate adherence to any new recommendations or guidelines set by the relevant departments
Contribute to whole school approaches to ensure young people are included with their mainstream settings.	• To work closely with Emotional Literacy Support Assistants (ELSAs) and Emotional Wellbeing and Mental Health (EWMH) Designated Senior Leads (DSLs) in Redbridge schools, modelling and setting up interventions • Share knowledge and good practice • To contribute to project work or running small group interventions. This may involve conducting research and attending training provided by the borough and external providers

Participate in and provide knowledge and advice within consultation and multi-disciplinary meetings.	• Organising, attending and chairing meetings. • Working with classroom teachers, teaching assistants, parents and other professionals involved with the child. • Working with other key professionals such as Social Workers or Educational Psychologists
Maintain effective records and produce clear reports of interventions and inform interventions.	• Taking minutes, setting agendas and circulating material. • 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. • Complete all requirements relating to data collection.
To work within a multi-professional team and attend relevant meetings.	• 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) • Attend multi-disciplinary and multi-agency meetings relating to referrals or children and young people in treatment
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.	• Responsible for keeping up with changes in psychological theory and practise and be part of considering organisational changes to meet demands.
To contribute to the initiation, development and implementation of new responses to changing needs and demands upon the team.	• Develop individual or group clinical materials or training materials under direction of the wider team. • Attending school meetings • Providing support to schools and families • Consulting with the school EP and EWMH DSL

General accountabilities and responsibilities	
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. In particular, 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 1998 – 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 DBS Disclosure check and references will be taken up prior to employment.
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 your the grading level and competence.

Person Specification

Job Title:	Educational Mental Health Practitioner (EMHP)		
<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:	Undergraduate degree, upper second class or above. Preference given to Psychology, Child Development, Child Wellbeing, Education or Mental Health	A	3
Minimum experience/ knowledge/ skills:	Substantial relevant working experience with children or young people (0-18) in a health or educational setting	A, I	3
	Evidence of understanding of educational systems and practice in England	A, I	3
	Knowledge of CYP gained through academic study in child development, child wellbeing or mental health.	A, I, T	3
	Ability to form a helping relationship with young people and their families	A, I, T	3
	Demonstrate ability and motivation to continue learning and evidence of learning and development since finishing the degree	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, T	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	3
	Experience of participating in multi-disciplinary meetings	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	2
	Awareness of safeguarding practices when working with children and young people	A, I, T	3
	Proficient in IT tools, including use of Microsoft 365 and Zoom. Ability to adapt to new IT systems such as data and case management systems.	A, I	3

Minimum behaviours: 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 working with senior Local Authority 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	3
	Ability to be motivated, innovative, resourceful and responsive to changing times	A, I,	2
Safeguarding and Disclosure:	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
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.	A, I	2
	This post is designated as safety critical	A, I	2
	Ability to work flexibly		
Signature of Employer: 	Name: Ann-Marie Cryan	Date: 28/05/24	