



## Job Description

<b>Job Title</b>	Education Mental Health Practitioner Trainee
<b>Reporting to</b>	Mental Health Support Team Leader
<b>Service Area</b>	Mental Health Support Team
<b>Location</b>	London Boroughs of Croydon & Merton
<b>Contract Type</b>	Fixed Term from 13.01.25 until 19.12.25 Full-Time 35 hours per week
<b>Salary</b>	£31,081 per annum
<b>Annual Leave</b>	28 days paid leave plus all Bank Holidays

### Job Purpose

This is a training role within the Children and Young Mental Health programme (CYP-MH). The post-holder will be employed by Croydon Drop In or Off The Record delivering, under supervision, high-quality, brief outcome focused evidence-based interventions and guided self-help for children, young people and parent/carers experiencing mild to moderate mental health difficulties.

The training and service experience will equip the post holder with the necessary knowledge, attitude and capabilities to operate effectively in an inclusive, value driven service.

The post holder will attend all university-based taught and Onsite Protected Learning Time required by the education provider, as specified within the agreed national curriculum and work in the service for the remaining days of the week using your newly developed skills.

### Overview of Role:

Croydon Drop In and Off The Record have exciting opportunities to join our Mental Health Support Teams in 2025. The Children and Young People's Mental Health programme (CYP-MH) is a service transformation programme supported by NHS Health Education England that aims to improve existing children and young people's mental health services (CYP-MHs) working in the community. EMHP training will benefit from being integrated fully within CDI. The post-holder will be undertaking the Postgraduate Diploma in Education Mental Health Practice at Kings College London and carrying out clinical work in our services to complement your studies and use your skills.

### Key accountabilities:

- To study and successfully complete the PG Diploma EMHP qualification
- To put into practice the manual-based skills in our face-to-face frontline Mental Health Support Team services in Primary & Secondary Schools
- To fully participate in all activities and responsibilities as an employee of either Croydon Drop In or Off The Record

### Main Duties and Responsibilities of the role:

1. Working within Croydon Drop In or Off The Record to assess and deliver, under supervision, outcome focused, evidence-based interventions to children, young people and parent/carers experiencing mild to moderate mental health challenges

2. Working in partnership, support children, young people experiencing mild to moderate mental health challenges and their families in the self-management of presenting issues and in the development of plans for the intervention and agreed outcomes
3. Support and empower children, young people and families to make informed choices
4. Operate at all times from an inclusive, anti-racist values base, which recognises and respects diversity
5. Accept referrals within agreed national and local protocols
6. Undertake accurate assessment of risk to self and others
7. Through close case management and supervision, escalate cases where the level of need becomes beyond scope, or if more severe ensuring adherence to other relevant elements of service delivery
8. Provide a range of information and support for evidence-based psychological interventions, primarily guided self-help. This work may be face-to-face, by telephone or via other media
9. Adhere to an agreed activity contract relating to the overall number of children, young people and parent/carer contacts offered, and sessions carried out per week in order to improve timely access and minimise waiting times.
10. Attend multi-disciplinary meetings relating to referrals where appropriate
11. Keep coherent records of all activity in line with CDI/OTR protocols and use these records and outcome data to inform decision making
12. Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic process
13. Work within a collaborative approach involving a range of relevant others when indicated
14. Work in collaboration with children, young people, education settings (promoting the Whole School Approach and i-Thrive) and communities to enhance and widen access

### **Training & Supervision**

15. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments
16. 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.
17. Apply learning from the training programme to practice
18. Receive practice tutoring from educational providers in relation to course work to meet the required standards
19. Prepare and present case load information to clinical 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 the service are delivered

20. Respond to and implement supervision suggestions by supervisors in practice
21. Engage in and respond to personal development supervision to improve competences and practice

### **Professional**

22. Ensure the maintenance of standards of practice according to the employer and any regulating bodies and keep up-to-date on new recommendations/guidelines set by the relevant departments
23. Adhere to all our policies especially including Safeguarding, Equality Diversity & Inclusion, Data Protection, Health & Safety and Confidentiality
24. Ensure clear objectives are identified, discussed and reviewed with line manager, supervisor and senior colleagues on a regular basis as part of continuing professional development
25. Participate in individual performance review and respond to agreed objectives
26. Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintain up to date specialist knowledge of latest theoretical and service delivery models/developments
27. Attend relevant trainings/conferences/workshops in line with identified professional objectives

### **General**

28. To keep accurate records in accordance with the monitoring & evaluation demands of the role and our services and to liaise closely with administrators. Support the collection of data and facilitate data flow
29. Contribute to the development of best practice within the service
30. Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice
31. Maintain up-to date knowledge of legislation, national and local policies and procedures in relation to children and young people's mental health
32. All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (1998) and Security and Confidentiality Policies
33. It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties
34. This Job Description does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development

35. It is the responsibility of all staff to minimise CDI's and OTR's environmental impact by recycling wherever possible, switching off lights, computer monitors and equipment when not in use, minimising water wastage and reporting faults promptly
36. We operate a no smoking policy on our sites and in any educational settings where the post holder may be working

### Person Specification

Criteria		
Skills	Essential	Desirable
Ability to communicate effectively and sensitively with children, young people and their carers	✓	
Ability to study as a self-motivated learner and implement training with appropriate support	✓	
Ability to personally manage a sensitive, traumatic and potentially emotionally challenging caseload	✓	
Ability to adapt communication style according to the varying needs of children & young people	✓	
Speak a second language		✓
Ability to maintain a reflective stance in emotive/challenging interactions with young people and their carers	✓	
Ability to effectively use clinical supervision to reflect on practice	✓	
Ability to work on own initiative and as part of a team	✓	
Strong organisational skills and ability to use monitoring & evaluation measures	✓	
Strong written and proven IT skills	✓	
Capability to complete academic work at postgraduate diploma level, including IELTS or equivalent to the appropriate level for students with English as a foreign language (Band D) <a href="https://www.kcl.ac.uk/study/postgraduate/apply/entry-requirements/english-language.aspx">https://www.kcl.ac.uk/study/postgraduate/apply/entry-requirements/english-language.aspx</a>	✓	
Experience & Knowledge		
Professional experience working with children, young people and their families	✓	
Experience of working in mental health or related services		✓
A complete understanding of Equality, Inclusivity & Diversity and an overt commitment to providing inclusive, anti-racist, culturally competent service delivery	✓	
Worked in a service where agreed targets are in place to demonstrate outcomes		✓
Experience of working with safeguarding issues, knowledge/understanding of issues related to safeguarding children and vulnerable adults	✓	

Experience of multi-agency working	✓	
Experience of working within a professional setting concerned with the emotional well-being and development of young people	✓	
Demonstrates an appreciation of the range of factors that can impact on a child's developmental and emotional well-being	✓	
Demonstrates understanding of children & adolescent services in statutory & voluntary sectors and the need for trauma-informed, attachment aware approach		✓
Demonstrates knowledge of theory in relation to early child-development		✓
<b>Qualifications:</b>		
Undergraduate degree, upper second class or above, in Psychology <b>or</b> related subject (e.g., Psychology, Education, Childhood development, Social Care/Youth Work) Including any subject with further training or experience in a relevant field (e.g. Teaching/TA; Learning Support; HCA; Youth Work; Counselling)	✓	
<b>Or</b> relevant professional experience including CYP Mental Health/Education/Mentorship/Coaching. To be considered on a case-by-case basis as this could include qualifications in nursing, social work, teaching, occupational therapy, caring professions, early years or nannying	✓	
<b>Or</b> other relevant postgraduate degree or postgraduate qualification	✓	
<b>General</b>		
A non-judgemental, empathic and person-centred approach	✓	
A commitment to equality of opportunity, non-discriminatory practice and the aims & purposes of CDI and OTR	✓	
Full, enhanced and current satisfactory DBS disclosure for the role	✓	