

## **JOB DESCRIPTION**

### **Well Being Practitioner for Children and Young People (in training)**

**Post Title: CYP Psychological Well Being Practitioner**

**Salary: NHS Band 4 after qualification band 5 successfully completing the course.**

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#### **CYP IAPT**

The Children and Young People's Improving Access to Psychological Therapies programme (CYP IAPT) is a service transformation programme delivered by Health Education England and partners that aims to improve existing children and young people's mental health Services (CYP PWBP) working in the community. Well Being Practitioners for Children and Young People training will benefit from being integrated fully within Adhar Project a BAME Mental Health Charity and linked to the CYP IAPT collaborative, which brings a valuable organisational infrastructure.

#### **Job Purpose**

This is a training role within the Children and Young People's Improving Access to Psychological Therapies programme (CYP IAPT). The post-holder will work within a Adhar Project as part of a multi-disciplinary team delivering, under supervision, high-quality; outcome –informed, focused, evidence-based interventions for children and young people experiencing, mild to moderate anxiety, low mood, behavioural 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 self-study days 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 their newly developed skills.

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#### **Main Duties and Responsibilities**

##### **1. Therapeutic skills**

- 1.1. Assess and deliver, under supervision outcome focused, evidence-based interventions to BAME children and young people experiencing mild to moderate mental health difficulties.
- 1.2. Working in partnership, support BAME children, young people experiencing mild to moderate mental health difficulties and their families in the self-management of presenting difficulties.

- 1.3. Work in partnership with BAME children, young people, and families in the development of plans for the intervention and agreed outcomes.
- 1.4. Support and empower BAME children, young people, and families to make informed choices about the intervention.
- 1.5. Operate at all times from an inclusive values base, which recognises culturally sensitivity and respects diversity.
- 1.6. Accept referrals within agreed national and local protocols.
- 1.7. Undertakes accurate assessment of risk to self and others.
- 1.8. Adhere to the service referral protocols. Under supervision signpost unsuitable referrals to the relevant service, as necessary.
- 1.9. Through close case management and supervision, escalate cases where the level of need becomes beyond scope, or more severe ensuring adherence to other relevant elements of service delivery.
- 1.10. Provide a range of information and support for evidence based psychological treatments. This may include guided self-help. This work may be face-to-face, by telephone or via other media.
- 1.11. Adhere to an agreed activity contract relating to the overall number of children and young people contacts offered, and sessions carried out per week in order to improve timely access and minimise waiting times.
- 1.12. Attend multi-disciplinary meetings relating to referrals or CYP in treatment, where appropriate.
- 1.13. 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.
- 1.14. Assess and integrate issues relating to transitions, education, and training/employment into the overall therapeutic process.
- 1.15. Work within a collaborative approach involving a range of relevant others when indicated.
- 1.16. Work in collaboration with children, young people, and communities to enhance and widen access.

## 2. **TRAINING AND SUPERVISION**

- 2.1. Attend and fulfil all the requirements of the training element of the post including practical, academic, and practice-based assessments.
- 2.2. Apply learning from the training programme to practice.

- 2.3. Receive supervision from educational providers in relation to course work to meet the required standards.
- 2.4. Prepare and present case load information to 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 service are delivered.
- 2.5. Respond to and implement supervision suggestions by line manager and clinical supervisors in practice.
- 2.6. Engage in and respond to personal development supervision to improve competences and practice.

### **3. PROFESSIONAL**

- 3.1. 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.
- 3.2. Ensure that confidentiality is protected at all times.
- 3.3. Ensure clear objectives are identified, discussed, and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
- 3.4. Participate in individual performance review and respond to agreed objectives.
- 3.5. Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments.
- 3.6. Attend relevant conferences/workshops in line with identified professional objectives.

### **4. GENERAL**

- 4.1. Contribute to the development of best practice within the service.
- 4.2. Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance, and best practice.
- 4.3. Maintain up-to date knowledge of legislation, national and local policies, and procedures in relation to children and young people's mental health
- 4.4. 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.
- 4.5. 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.

- 4.6. 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.

### **PERSONAL SPECIFICATION**

<b>Personal Specification</b>	<b><u>Essential</u></b>	<b>Desirable</b>	<b>Assessment Method</b>
Qualification	Evidence of ability to study successfully at undergraduate level or the equivalent	Psychology or other health /social care/youth related undergraduate degree	CV / Interview
	Evidence of numeracy	Other relevant postgraduate degree	CV/ Numeracy Test
Experience	Minimum of 1-year Experience of working with BAME children and young people in paid or volunteer capacity.	Experience of working in mental health or related services	CV CV/ Interview Question
	Evidence of working with children and young people with mental health difficulties	Worked in a service where agreed targets in place to demonstrating outcomes	Interview
Skills & Competencies	Ability to understand and evaluate Children and Safeguarding protocols	Received training (either formal or through experience) and carried out risk assessments within scope of practice	Interview question
	Computer literate		Interview question
	Excellent verbal and written communication skills, including telephone skills and use of internet mediated communication		Interview / CV
	Demonstrate good therapeutic relationships with clients		Interview question
	Ability to develop good professional relationships with internal colleagues and external		References / Interview

	<p>organisations and individuals across the voluntary and statutory sector.</p> <p>Responsive to and willing to ask for feedback and support when needed.</p> <p>Ability to work on own initiative</p>		<p>References / Interview</p> <p>References / Interview</p>
Knowledge	<p>Knowledge of child and adolescent development and the role of the family in supporting children and young people's emotional well-being</p> <p>Understanding of systems and contexts in which children and young people are likely to live</p>	<p>Demonstrates an understanding of common mental health problems experienced by children and young people</p> <p>Able to identify common mental health problems in children and young people</p> <p>Understands why it is essential to use evidence-based interventions when possible</p> <p>Understands why collecting feedback from children, young people and parents is important</p> <p>Knowledge of children's act and mental health act</p>	<p>Interview question</p> <p>Interview question</p> <p>Interview question</p>
Training	<p>To attend the formal training as required</p> <p>Able to complete academic components of the course</p> <p>Able to integrate training into practice</p>		<p>CV/ interview</p> <p>CV/ interview</p> <p>CV/ interview</p>
Other Requirements	<p>High level of enthusiasm and motivation</p> <p>Excellent organisational and self management skills</p> <p>Ability to use supervision and personal development positively and effectively</p>	<p>Understanding of fostering and children in care</p> <p>Knowledge of child poverty, eating disorders, bullying, cyber bullying, child exploration, &amp; self-harm,</p>	<p>Interview</p> <p>Interview Reference</p> <p>CV/ interview</p>

	Able to work under pressure	Knowledge and understanding of disabilities and autism spectrum	Interview
	Regard for others and respect for individual rights of autonomy and confidentiality		Interview question
	Commitment to equality and anti-racism		Interview question
	Ability to be self reflective in own personal and professional development and in supervision	Knowledge of Race and Health Inequalities	Interview question
	Able to travel between sites where children and young people may present (e.g. schools, NHS premises, home etc).	Car driver with a valid driving licence and/or ability and willingness to travel to locations throughout the organisation	CV / Interview
		Knowledge and ability to speak and understand one of the community languages spoken in Leicester would be advantageous (Guajarati, Hindi, Urdu , Punjabi, Somali)	CV/ Interview questions