

GRADE:	G10 + MS
ACCOUNTABLE TO:	Chief Operations Officer
RESPONSIBLE FOR:	The leadership, management, clinical governance and continued development of WSAPC's Mental Health Programme, including line management and clinical supervision of Mental Health Workers and oversight of the quality, safety, effectiveness and outcomes of the programme in partnership with relevant professional leads.

MAIN PURPOSE

To lead, manage and develop WSAPC's Mental Health Programme as a core element of the Curriculum Access Team (CAT), ensuring a high-quality, graduated offer that combines early intervention, prevention and targeted mental health support. The postholder will provide senior professional and clinical oversight, hold line-management responsibility for the Mental Health Team, and maintain robust clinical governance arrangements in partnership with the Clinical Psychologist, ensuring appropriate professional expertise informs the quality and safety of practice across the programme.

Working across WSAPC and increasingly with mainstream schools, the postholder will develop the programme's reach and impact, strengthening the confidence and capability of education staff whilst maintaining clear boundaries with specialist health services. Through effective programme development, partnership working and evidence-informed practice, the role will support children and young people to improve wellbeing, reduce barriers and remain successfully engaged in appropriate education.

KEY RESPONSIBILITIES

Programme Development & Delivery

- Lead, manage and develop WSAPC's Mental Health Programme as a core element of the Curriculum Access Team, ensuring effective delivery, quality and continuous improvement.
- Lead the graduated mental health offer, maintaining clear internal and external referral pathways, thresholds and interventions that provide the right support according to need, complexity and risk.
- Translate agreed strategic priorities into effective programme delivery, ensuring developments and new ways of working are implemented, embedded and reviewed.
- Use programme demand, referral patterns, outcomes, clinical learning and emerging need to identify gaps, shape priorities and inform the development of evidence-informed interventions and provision.
- Lead the programme development and implementation of new interventions and approaches in response to identified need, drawing upon the Clinical Psychologist and other relevant professional expertise to ensure interventions are evidence-informed, clinically appropriate and delivered within agreed professional and governance frameworks.
- Develop and widen the Mental Health Programme's support to mainstream schools, working with schools and partners to strengthen early intervention and provide targeted support that helps children and young people remain engaged and successfully supported within their local school.
- Work collaboratively across CAT to ensure mental health intervention forms part of a coordinated and holistic response to the wider barriers affecting a child or young person's engagement with and access to education
- Contribute senior mental health expertise to APC College Accountability plan.

Team & Operational Management

- ✦ Lead and manage the day-to-day operation of the Mental Health Programme, ensuring effective delivery, clear accountability and a coordinated team approach.
- ✦ Provide line management and clinical supervision to Mental Health Workers, setting clear expectations for performance, practice and professional development.
- ✦ Coordinate the operational contribution of Assistant Psychologists, ensuring their work supports programme priorities and school practice, while the Clinical Psychologist retains responsibility for their professional and clinical oversight and supervision.
- ✦ Manage programme workload, caseloads and capacity, deploying staff and resources according to pupil need, complexity, risk and programme priorities.
- ✦ Monitor team performance and delivery, ensuring interventions progress appropriately and addressing concerns through the relevant management or professional route.
- ✦ Manage the Mental Health Programme budget, ensuring resources are effectively planned, monitored and used in line with programme priorities.
- ✦ Manage commissioned and contracted provision, monitoring quality, performance and outcomes and contributing to the development of future provision in response to identified need.
- ✦ Ensure effective communication and coordination across the programme, promoting clear professional boundaries.
- ✦ Promote a culture of professional curiosity, openness, reflective practice, constructive challenge and continuous improvement in which staff feel confident to seek advice and escalate concerns.

Professional & Clinical Accountability

- ✦ Provide senior professional mental health leadership across the Mental Health Programme, working within own professional registration, competence and scope of practice and recognising the professional accountability of other disciplines.
- ✦ Maintain clear professional and clinical boundaries across the programme, ensuring responsibilities for operational management, clinical supervision, safeguarding, professional practice and escalation are understood and appropriately applied.
- ✦ Work in partnership with the Clinical Psychologist, taking appropriate professional and clinical direction on psychological practice, formulation and the practice of Assistant Psychologists, recognising the Clinical Psychologist's professional expertise and accountability in these areas.
- ✦ Participate in regular clinical supervision in accordance with professional requirements and programme governance arrangements, supporting safe practice, reflection, complex decision-making and continued professional development.
- ✦ Promote effective multidisciplinary working, ensuring professional expertise is respected, clinical advice informs programme delivery and differences or concerns are appropriately discussed and escalated through agreed governance arrangements.
- ✦ Maintain clear boundaries between education and specialist health and mental health provision, strengthening schools' capacity to support pupils whilst recognising when needs require referral, escalation or intervention from specialist services.
- ✦ Escalate unresolved professional or clinical concerns through appropriate APC leadership / Policy and clinical governance arrangements where agreement cannot be reached through professional discussion.

Clinical & Targeted Support

- ✦ Provide senior clinical mental health expertise across the programme, with oversight of complex, escalating and higher-risk presentations.
- ✦ Provide senior clinical consultation to Mental Health Workers on complex or high risk cases where additional clinical judgement is required.
- ✦ Maintain oversight of complex and higher-risk cases, providing direct clinical assessment or intervention only where the level of complexity, risk or presentation requires senior clinical expertise.
- ✦ Contribute to intervention and safety planning for complex cases, ensuring risk is appropriately understood, managed and escalated.
- ✦ Support timely signposting, referral and escalation to appropriate health, community and specialist services, using professional knowledge to identify the right pathways and providing professional challenge and advocacy where required.
- ✦ Work directly with children and young people, families and involved professionals where senior clinical involvement is required to support complex decision-making, coordinated care or transition.
- ✦ Maintain accurate and clinically appropriate records of direct clinical involvement in accordance with NMC standards, safeguarding, clinical governance and information governance requirements.

Clinical Governance & Supervision

- ✦ Maintain appropriate clinical governance arrangements for mental health practice within WSAPC, ensuring interventions are safe, evidence-informed and appropriate within an education setting.
- ✦ Provide regular clinical supervision to Mental Health Workers, supporting safe practice, professional reflection, decision-making, risk management and professional development.
- ✦ Maintain oversight of Mental Health Worker caseloads, ensuring complexity and risk are appropriately managed and work remains within individual competence, professional boundaries and scope of practice.
- ✦ Ensure clear arrangements for assessment, risk and safety planning, record keeping, information sharing, review and escalation, recognising the interface between clinical practice, safeguarding and education.
- ✦ Work with the Clinical Psychologist and other relevant professionals to ensure appropriate governance across the multidisciplinary programme, respecting individual professional responsibilities and areas of expertise.
- ✦ Use supervision, case review, audit and learning from practice to identify areas for improvement and inform training and development across the Mental Health Team.
- ✦ Maintain own professional registration, competence and continuing professional development in accordance with NMC requirements and relevant professional standards.

Health Promotion & Prevention

- ✦ Lead the health promotion, early intervention and preventative elements of the Mental Health Programme as part of the graduated offer.
- ✦ Develop approaches that promote resilience, emotional wellbeing, positive health behaviours and self-care, reducing the risk of needs escalating to specialist intervention.
- ✦ Improve health literacy amongst children, young people and families, supporting early recognition of concerns and access to appropriate health, mental health and community support.
- ✦ Identify and respond to health inequalities and barriers to accessing support, particularly for vulnerable and disadvantaged children and young people.

- Strengthen early identification of emotional and psychological need, supporting education staff to recognise concerns and respond proportionately.
- Lead the development of training, guidance, reflective practice and practical resources for education staff, drawing on psychological and mental health expertise to strengthen relational practice, classroom strategies and staff confidence in responding to pupils' needs.
- Use learning from referrals, casework, supervision and programme data to inform prevention, staff development and wider programme improvement across WSAPC and mainstream settings.

Assessment and Triage

- Maintain professional oversight of assessment and triage across the Mental Health Programme, ensuring decisions are proportionate to need, complexity and risk.
- Provide senior clinical input where presentations are complex, risk is elevated or the appropriate intervention or pathway is unclear.
- Ensure assessment and intervention consider the whole child, recognising the interaction between mental and physical health, SEND, safeguarding, family circumstances, behaviour and wider barriers to education.
- Contribute senior mental health expertise to CAT referral and review processes, supporting multidisciplinary decisions about the most appropriate intervention or combination of support.
- Maintain oversight of pupils' progression through the programme, ensuring intervention is reviewed, adapted, stepped up, stepped down or concluded according to need, risk and impact.
- Ensure children and young people are appropriately signposted, referred or escalated to alternative or specialist pathways where their needs fall outside the remit of the Mental Health Programme or require additional professional expertise or intervention.

Partnership / Multi Agency Working

- Develop and maintain effective relationships with health, education, SEND, safeguarding, social care, community and voluntary-sector partners, strengthening referral pathways and access to appropriate support.
- Act as a senior professional link between APC and external health and mental health services, promoting effective communication, coordinated working and clear professional boundaries.
- Contribute specialist mental health expertise to multi-agency planning and decision-making for children and young people with complex needs.
- Work collaboratively with schools and partners to strengthen early intervention, address gaps or barriers in provision and support children and young people to remain successfully engaged in education.
- Advocate for children and young people, providing appropriate professional challenge and escalation where needs, risk or barriers to accessing support require further action.

Programme Quality & Outcomes

- Monitor and evaluate the quality, performance and impact of the Mental Health Programme, using clear measures of demand, activity, capacity and outcomes.
- Ensure outcomes reflect the breadth of the programme, including pupil wellbeing, resilience and regulation, classroom strategies and relational practice, staff confidence, appropriate social and self-regulation strategies, attendance, engagement and access to education.
- Use programme data, outcome measures, pupil and family voice and professional feedback to identify emerging need, gaps in provision and areas for improvement.
- Monitor the quality, performance and outcomes of commissioned provision as part of the wider Mental Health Programme.

- ✦ Provide clear and timely reporting to senior leaders and relevant stakeholders, demonstrating programme performance, impact, emerging risks and development priorities.
- ✦ Use learning from quality assurance and service evaluation to drive continuous improvement and inform future programme development.
- ✦ Advocate for children and young people, providing appropriate professional challenge and escalation where needs, risk or barriers to accessing support require further action.
- ✦ Contribute to WSAPC's self-evaluation, College Accountability Plan, improvement planning and wider quality assurance processes.

Professional Responsibilities

- ✦ Engage in continuous professional development relevant to mental health, education, SEND, safeguarding and alternative provision, maintaining professional knowledge and competence appropriate to the role.
- ✦ Maintain awareness of relevant national and local developments in children's mental health, health, education and inclusion, using emerging evidence, policy and guidance to inform practice and programme development.
- ✦ Contribute professional expertise and learning from the Mental Health Programme to the development of colleagues and wider school practice.
- ✦ Contribute to WSAPC's school improvement priorities and participate in whole-school monitoring, evaluation and review.
- ✦ Reflect on professional practice using supervision, feedback, evidence and outcomes to identify learning and continued professional development.
- ✦ Participate in relevant whole-school training, professional development and College activities.
- ✦ Maintain the standards of personal and professional conduct required by WSAPC and the postholder's professional registration.
- ✦ Comply with statutory requirements and WSAPC policies and procedures, including safeguarding, child protection, health and safety, equality, confidentiality and information governance.

General Responsibilities

- ✦ Support the College Accountability Plan, policies and practices which reflect WSAPC's commitment to inclusion, high expectations and improving outcomes for children and young people.
- ✦ Contribute to WSAPC's self-evaluation, improvement planning and preparation for external review and inspection.
- ✦ Support and contribute to the vision, ethos and values of WSAPC, promoting positive relationships, professional curiosity and a child-centred approach across the College.
- ✦ Work collaboratively with colleagues across WSAPC, recognising the Mental Health Programme as an integral part of the College and wider Curriculum Access Team.
- ✦ Promote and safeguard the welfare of children and young people, ensuring concerns are recognised, recorded and escalated in accordance with WSAPC safeguarding procedures.
- ✦ Undertake any other duties reasonably required and commensurate with the level and responsibilities of the post.

N.B. Employees are required to work in compliance with the schools' Health and Safety policies and under the Health and Safety at Work Act (1974), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the school. In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

Signed: (Post holder) Date:

Signed: (On behalf of WSAPC) Date:

This job description is not intended to be an exhaustive list of all responsibilities, duties, or skills required. The duties and responsibilities outlined may be subject to change or additional tasks may be assigned as necessary to meet the needs of the school.

PERSON SPECIFICATION

Qualifications and Knowledge

- ✦ Registered mental health professional with an appropriate UK professional regulator i.e NMC or relevant professional body i.e HCPC.
- ✦ Substantial relevant post-registration experience.
- ✦ Evidence of relevant post-registration training and continuing professional development appropriate to the role.
- ✦ Strong knowledge of children and young people's mental health, including assessment, risk, early intervention, prevention and appropriate routes for referral and escalation.
- ✦ Strong understanding of clinical governance, professional accountability, supervision and safe multidisciplinary practice.
- ✦ Sound knowledge of safeguarding, SEND and the relationship between mental health, physical health, vulnerability and access to education.
- ✦ Understanding of health promotion, health inequalities and the boundaries between education-based mental health support and specialist health and statutory services.

Experience

- ✦ Significant experience working with children and young people with complex mental health needs, including situations requiring senior professional judgement and management of risk.
- ✦ Experience of leading, managing and developing a mental health, wellbeing or related multidisciplinary team, service or programme.
- ✦ Experience of line management, practitioner development and providing clinical or professional supervision within own scope of practice.
- ✦ Experience of clinical governance, quality assurance and using outcomes, data and learning from practice to improve service delivery.
- ✦ Experience of developing and implementing interventions, pathways or new approaches in response to identified need.
- ✦ Successful experience of multi-agency and multidisciplinary working across professional and organisational boundaries.
- ✦ Experience of consultation, training or professional development that builds the confidence and capability of other professionals.
- ✦ Experience of SEND and/or supporting children and young people experiencing significant barriers to accessing education.

Skills and Abilities

- ✦ Strong leadership and management skills, with the ability to establish clear expectations, manage performance and develop an effective multidisciplinary team.
- ✦ Ability to work with a high degree of autonomy, exercise sound professional judgement and recognise when specialist advice, escalation or senior involvement is required.
- ✦ Ability to provide senior clinical and professional judgement within own scope of practice whilst recognising and respecting the expertise and accountability of other disciplines.
- ✦ Excellent communication and interpersonal skills, with the ability to advise, consult, constructively challenge and influence staff, senior leaders and external professionals.
- ✦ Ability to analyse, interpret and present complex information, data and outcomes clearly and use these to inform decision-making, reporting and improvement.
- ✦ Strong organisational skills, with the ability to prioritise competing demands, meet deadlines and manage resources and programme delivery across a multi-site organisation.

- Ability to translate mental health and psychological knowledge into practical approaches that strengthen relational practice, classroom strategies and the confidence of education professionals.
- Confident and effective use of ICT and digital systems for recording, monitoring and reporting.

Professional Attributes

- Demonstrates professional curiosity, integrity, sound judgement and reflective practice, with a commitment to maintaining professional registration and continued development.
- Committed to inclusive, relational and child-centred practice and improving the educational, health and wellbeing outcomes of vulnerable and disadvantaged children and young people.
- Able to work collaboratively across professional disciplines whilst maintaining clear professional boundaries and providing appropriate challenge where required.

Equalities

- To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council's Equalities Policy.

Other Requirements

- Able and willing to work flexibly across WSAPC locations and mainstream education settings across West Sussex.
- Commitment to safeguarding and promoting the welfare of children and young people and to working in accordance with WSAPC safeguarding procedures.