

GRADE:	G8
ACCOUNTABLE TO:	Mental Health Programme Manager
RESPONSIBLE FOR:	The delivery of targeted mental health and wellbeing interventions to children and young people as part of WSAPC's Mental Health Programme.

MAIN PURPOSE

To provide targeted, evidence-informed mental health and wellbeing support to children and young people whose emotional, behavioural or mental health needs are affecting their engagement with and access to education. Working as part of the Curriculum Access Team (CAT), the postholder will undertake structured assessment and intervention, deliver individual and group work and support pupils to develop strategies that improve wellbeing, emotional regulation, resilience and engagement with education.

Working under the professional oversight and supervision of the Mental Health Programme Manager, the postholder will work collaboratively with education staff, families and other professionals, contributing to early intervention and preventative practice whilst recognising when needs, complexity or risk require senior clinical input, safeguarding action or support from other specialist services.

KEY RESPONSIBILITIES

Targeted Intervention

- Deliver structured 1:1 and small-group mental health and wellbeing interventions according to identified need, agreed outcomes and programme pathways.
- Build positive and purposeful relationships with children and young people, using relational and evidence-informed approaches to support engagement, emotional regulation, resilience and wellbeing.
- Support pupils to understand their emotional and mental health needs and develop practical strategies for managing emotions, relationships, behaviour and engagement with education.
- Deliver targeted interventions in areas such as anxiety, emotional regulation, resilience, self-esteem, healthy relationships, coping strategies and emotional wellbeing within the scope of the role.
- Adapt intervention to meet the needs of pupils with SEND, communication differences, additional vulnerabilities or significant barriers to engagement.
- Maintain an allocated caseload, ensuring intervention remains purposeful, time-limited and focused upon agreed outcomes.

Assessment, Planning & Review

- Undertake structured assessment within agreed programme frameworks, gathering and considering information from pupils, families, education staff and other professionals to develop an understanding of need.
- Develop and deliver intervention plans with clear objectives and outcomes, reviewing progress and adapting support in response to changing need and evidence of impact.
- Contribute to risk assessment and safety planning within agreed frameworks, recognising changes in presentation or risk and escalating concerns appropriately.
- Monitor pupils' progression through intervention and contribute to decisions regarding continuation, adaptation, step-down, closure or alternative support.
- Recognise the limits of own role and competence, seeking senior clinical advice and escalating safeguarding, complexity or risk appropriately.

- Support children and young people to access alternative or specialist pathways where their needs fall outside the remit of the Mental Health Programme.

Education Practice & Early Intervention

- Work alongside teaching, pastoral, safeguarding CAT Team and SEND staff to develop a shared understanding of pupil presentation and identify practical strategies that support successful engagement in education.
- Translate learning from assessment and intervention into practical strategies that strengthen relational practice, emotional regulation, classroom engagement and positive participation in school.
- Provide advice, guidance and consultation to education staff within the scope of the role, seeking senior or specialist advice where required.
- Contribute to preventative and early intervention approaches, including group work, workshops and resources that strengthen wellbeing and reduce escalation of need.
- Support education staff to build confidence in recognising and responding appropriately to emerging emotional and mental health needs.

Health Promotion & Wellbeing

- Promote positive mental health, resilience, self-care, healthy behaviours and emotional wellbeing through individual, group and wider programme activity.
- Support children and young people to improve their understanding of mental and emotional health and recognise when and how to seek additional support.
- Recognise barriers and health inequalities that may affect a pupil's ability to access appropriate support and raise these through relevant programme or multi-agency processes.
- Contribute to resources and activities for pupils, families and education staff that promote wellbeing, early intervention and prevention.

Partnership Working

- Work collaboratively across CAT and WSAPC to ensure mental health intervention forms part of a coordinated response to the wider barriers affecting a pupil's education.
- Develop effective working relationships with parents, carers, schools and relevant professionals, contributing to coordinated planning and review.
- Contribute to relevant professional and multi-agency meetings, sharing information and professional observations appropriately.
- Support pupils and families to understand and access appropriate school, community, health and other services, escalating barriers or concerns where necessary.

Programme Quality & Development

- Monitor and evaluate the impact of intervention using agreed outcome measures, pupil voice and professional feedback.
- Contribute learning from pupil work, referrals and emerging need to the continued development of the Mental Health Programme.
- Participate in programme quality assurance, case review, team meetings and service development activity.
- Contribute to the development and delivery of resources, training and good practice across WSAPC and mainstream education settings.

Recording, Reporting & Case Management

- ✦ Maintain accurate, timely and confidential records of mental health and wellbeing assessment, intervention, decisions, outcomes and professional communication in accordance with WSAPC and Mental Health Programme requirements.
- ✦ Maintain clear and professionally appropriate clinical notes, recording relevant observations, intervention undertaken, pupil response, identified concerns, agreed actions and next steps.
- ✦ Ensure records clearly distinguish between pupil voice, factual information and professional observation or judgement, and are sufficiently detailed to support supervision, review and continuity of support.
- ✦ Maintain professional curiosity and remain alert to changes in presentation, behaviour, wellbeing or circumstances that may indicate increased vulnerability, safeguarding concern or risk.
- ✦ Recognise safeguarding concerns arising through work with pupils and families, recording and reporting these promptly through WSAPC's established safeguarding procedures and seeking advice from the DSL/DDSL where required.
- ✦ Contribute to risk assessment and safety planning within agreed programme and safeguarding frameworks, ensuring concerns, actions and changes in risk are clearly recorded, communicated and escalated appropriately.
- ✦ Maintain clear records of intervention progress and outcomes, ensuring these inform case review, decisions about next steps and appropriate step-up, step-down or conclusion of support.
- ✦ Ensure records and information sharing meet agreed requirements for confidentiality, consent, information governance and safeguarding.

Professional Responsibilities

- ✦ Participate fully in regular clinical supervision with the Mental Health Programme Manager, using supervision to support practice, reflection, safe decision-making and continued professional development.
- ✦ Maintain clear professional boundaries and practise within own competence, recognising the scope and limitations of the Mental Health & Wellbeing Practitioner role and that you do not practise autonomously.
- ✦ Take appropriate professional direction from the Clinical Psychologist / Mental Health Worker in relation to psychological practice, formulation and intervention.
- ✦ Work within the operational arrangements and programme priorities established by the Mental Health Programme Manager, including agreed workload, deployment and service expectations.
- ✦ Maintain and develop professional knowledge through relevant evidence, guidance, continuing professional development, reflective practice and whole-school learning.
- ✦ Reflect on personal practice using supervision, data, feedback and outcomes to identify learning and inform continued development.
- ✦ Maintain high standards of professional conduct, confidentiality, integrity and accountability.
- ✦ Contribute psychological knowledge and learning to the development of CAT and psychologically informed practice across WSAPC.

General responsibilities

- ✦ Support, contribute to WSAPC's vision, ethos, policies and College Accountability Plan, promoting high standards of achievement, inclusion, behaviour and wellbeing.
- ✦ Contribute to school improvement, self-evaluation and quality assurance processes, including evaluating the impact of developments on pupil progress and outcomes.

- ✦ Maintain positive and professional relationships with pupils and colleagues across WSAPC settings.
- ✦ Work collaboratively with colleagues, schools, agencies and external partners to support effective and coordinated provision for children and young people.
- ✦ Comply with WSAPC policies and statutory requirements, including safeguarding, child protection, health and safety, equalities and information governance.
- ✦ Undertake any other duties reasonably required and commensurate with the grade 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

- ✦ Degree or Level 6 qualification in psychology, mental health, health and social care, counselling, education, youth work or another relevant discipline, or an equivalent professional qualification relevant to the role.
- ✦ Evidence of relevant continued professional development in children and young people's mental health, emotional wellbeing, SEND, therapeutic approaches or related practice.
- ✦ Good knowledge and understanding of children and young people's mental health and emotional wellbeing, including factors affecting presentation, behaviour and engagement with education.
- ✦ Understanding of safeguarding, risk, professional boundaries and appropriate routes for seeking advice and escalating concerns.
- ✦ Understanding of SEND and the interaction between mental health, emotional wellbeing, behaviour, relationships, family circumstances and access to education.
- ✦ Knowledge of evidence-informed approaches to supporting emotional regulation, resilience and wellbeing.

Experience

- ✦ A minimum of two years' relevant experience working with children and young people in mental health, emotional wellbeing, education, SEND, pastoral, youth or a related service, including experience supporting those with complex or significant barriers to education.
- ✦ Experience of delivering structured individual and/or group interventions to children and young people and reviewing progress against identified outcomes.
- ✦ Experience of contributing to assessment, intervention planning, risk management and review within an agreed professional framework.
- ✦ Experience of developing positive and purposeful relationships with vulnerable, disadvantaged or disengaged children and young people.
- ✦ Experience of working collaboratively with families, education professionals and other agencies to support children and young people with additional or complex needs.
- ✦ Experience of recognising safeguarding, mental health or risk concerns and appropriately seeking advice, signposting or escalating to other professionals or services.

Skills and Abilities

- ✦ Ability to engage children and young people and deliver structured, purposeful interventions according to individual need.
- ✦ Ability to gather, analyse and interpret information, contribute to assessment and planning and recognise changes in presentation, need or risk.
- ✦ Ability to exercise appropriate professional judgement whilst recognising the limits of own competence and when advice or escalation is required.
- ✦ Strong communication and interpersonal skills, with the ability to work effectively with pupils, families, education staff and other professionals.
- ✦ Ability to translate understanding of mental health and emotional wellbeing into practical strategies that support children and young people within education.

- ✦ Ability to work independently within agreed frameworks whilst contributing effectively to a multidisciplinary team and responding appropriately to supervision.
- ✦ Strong organisational skills with the ability to manage a caseload, prioritise work, maintain accurate records and meet agreed timescales.
- ✦ Confident and effective use of ICT and digital systems for recording, monitoring and reporting.

Professional Attributes

- ✦ Relational, professionally curious and child-centred, with high expectations for children and young people.
- ✦ Reflective and open to supervision, professional challenge and continued learning.
- ✦ Able to maintain appropriate professional boundaries and work calmly and proportionately where pupils present with complexity or risk.
- ✦ Committed to inclusive practice and improving outcomes for children and young people experiencing vulnerability, disadvantage or barriers to education.

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.