**Job Profile comprising Job Description and Person**

**Specification**

**Job Description**

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| **Job Title:**Primary Mental Health Worker | **Grade**: PO3 |
| **Section:**Intensive Intervention Team | **Directorate:**Children’s Services Directorate |
| **Responsible to Following Manager:**Team Manager | **Responsible for Following Staff:**N/A |
| **Post Number/s:** | **Last Review Date:**January 2016 |

**Working for the Richmond/Wandsworth Shared Staffing Arrangement**

This role is employed under the Shared Staffing Arrangement between Richmond and Wandsworth Councils. The overall purpose of the Shared Staffing Arrangement is to provide the highest quality of service at the lowest attainable cost.

Staff are expected to deliver high quality and responsive services wherever they are based, as well as having the ability to adapt to sometimes differing processes and expectations.

The Shared Staffing Arrangement aims to be at the forefront of innovation in local government and the organisation will invest in the development of its staff and ensure the opportunities for progression that only a large organisation can provide.

**Job Purpose**

To deliver a therapeutic service within a framework of consultation to children, their families, and the networks that support them with a particular focus on children in need, children subject to child protection proceedings and children on the edge of care/in care. This post has a specific focus on support for community based mental health initiatives.

This role is likely to include occasional home visits and evening work. It involves working with highly vulnerable children and families. It involves some travel across the Borough and outside the Borough.

**Specific Duties and Responsibilities**

1. To assess the emotional/psychological/therapeutic needs of children and young people and offer advice to social workers , parents, carers and other members of the professional network including educational settings.

2. In collaboration with the network offer and deliver therapeutic intervention to children, young people and their families. The nature of the interventions might include using systemic techniques, CBT, mentalizing approaches and/or psychodynamic ways of working. In addition, the practitioner will provide ongoing consultation to members of the team about child development and issues related to the emotional health and well-being of children, young people and their families and support referrals to appropriate services.

3. To contribute advice and information to assist in the development and implementation of the Local Authority policies on meeting the needs of schools, children and their parents.

4. To undertake continuing professional development and engage in regular professional supervision.

5. To participate as a member of the service contributing to service development and policy formulation.

6. To undertake other tasks as may be reasonably required by the Head of Service.

7. To work as a member of the team providing a consultation and intervention service for children and young people and their families where there are concerns about their emotional or psychological well-being.

8. To participate in the team allocation processes, attend regular team meetings, and represent the team at meetings. This will include Team around the Child or Family (TAC/TAF) and Child Protection meetings where “signs of safety” is used.

9. To develop and deliver training to a range of professionals including social workers and to facilitate space for staff to reflect on their work with children, young people and families.

**Additional Information**

N/A

**Generic Duties and Responsibilities**

 To contribute to the continuous improvement of the services of the Boroughs of

Wandsworth and Richmond.

 To comply with relevant Codes of Practice, including the Code of Conduct and policies concerning data protection and health and safety.

 To adhere to security controls and requirements as mandated by the SSA’s policies, procedures and local risk assessments to maintain confidentiality, integrity, availability and legal compliance of information and systems

 To promote equality, diversity, and inclusion, maintaining an awareness of the equality and diversity protocol/policy and working to create and maintain a safe, supportive and welcoming environment where all people are treated with dignity and their identity and culture are valued and respected.

 To understand both Councils’ duties and responsibilities for safeguarding children, young people and adults as they apply to the role within the council.

 The Shared Staffing Arrangement will keep its structures under continual review and as a result the post holder should expect to carry out any other reasonable duties within the overall function, commensurate with the level of the post.

**Person Specification**

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| **Job Title:**Primary Mental Health Worker | **Grade**:PO3 |
| **Section:**Intensive Intervention Team | **Directorate:**Children’s Services Directorate |
| **Responsible to:**Team Manager | **Responsible for:**N/A |
| **Post Number/s:** | **Last Review Date:**January 2016 |

**Our Values and Behaviours**

The values and behaviours we seek from our staff draw on the high standards of the two boroughs, and we prize these qualities in particular:

**Being open.** This means we share our views openly, honestly and in a thoughtful way. We encourage new ideas and ways of doing things. We appreciate and listen to feedback from each other.

**Being supportive.** This means we drive the success of the organisation by making sure that our colleagues are successful. We encourage others and take account of the challenges they face. We help each other to do our jobs.

**Being positive.** Being positive and helpful means we keep our goals in mind and look for ways to achieve them. We listen constructively and help others see opportunities and the way forward. We have a ‘can do’ attitude and are continuously looking for ways to help each other improve.

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| **Person Specification Requirements** | **Assessed by****A & I/ T/ C****(see below for explanation)** |
| **Knowledge** |
| 1. Knowledge of a range of modes of psychotherapeutic evidence based interventions & how these can be applied in community, clinical and / or educational settings. | A & I |
| 2. Knowledge of child / family development, safeguarding andchild protection | A & I |
| 3. Knowledge of local authority roles and functions | A & I |
| **Experience** |
| 4. Casework experience as a practitioner working with children, young people and their families in a range of settings (including children in need/children on the edge ofcare/children subject to child protection plans, children in care etc). | A & I |
| 5. Experience of collaborative multi–professional/multi-agencyworking e.g. attendance at Team around the Child/Child in | A & I |

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| 6. Experience of direct work with children, young people,parents/carers and families. | A & I |
| 7. Experience of working within statutory legislative frameworksand contributing professional reports as appropriate. | A & I |
| 8. Experience of working to support a diverse community with a broad range of needs. | A & I |
| **Skills** |
| 9. The ability to gather evidence, synthesise complex information, reach logical conclusions and make sound judgements and decisions and to communicate these clearly both orally and in writing in ways that are accessible for a wide variety of audiences, in particular young people and families. | A & I |
| 10. Evidence of an understanding of how Child Protection /Safeguarding legislation relates to the role, responsibilities and practice. | A & I |
| 11. The ability to work effectively with parents and acrossagencies, teams and disciplines in a diverse range of educational and community based settings, building positive relationships and managing conflict. | A & I |
| 12. The ability to develop and deliver training to differentprofessional groups including social workers and to facilitate space for staff to reflect on their work with children, young people and families. | A & I |
| 13. The organisational ability to prioritise, initiate and plan work to meet deadlines and to compile accurate and up to daterecords, notes and reports in a timely manner. | A & I |
| 14. A commitment to the ongoing development of professional knowledge and skills and to ensure maintenance of registration status of an appropriate regulatory body, to participate in the SCPS supervision and appraisal processes and where eligible the Wandsworth PRP scheme. | A & I |
| 15. Evidence of an understanding of how the Council’s Equal Opportunities policy would relate to the practice of the psychologist, and the potential implications for minority groups, including non-majority ethnic, cultural and / or linguistic groups. | A & I |

Need/Family meetings, working as part of a multi-disciplinary team.

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| **Qualifications** |
| 16. Professional qualification (social work, systemic family therapy, child psychotherapy, occupational therapy) | A & C |
| 17. Registration with appropriate regulatory body | A & C |

**A – Application form**

**I – Interview**

**T – Test**

**C - Certificate**