

Deputy Programme Director – Educational Mental Health Practitioner (EMHP) Programme

Job Description

Title	Deputy Programme Director – EMHP
Reporting to	Programme Director – EMHP
Employer	Anna Freud National Centre for Children and Families
Salary	£40,000 to £53,000 FTE per annum, plus 6% contributory pension scheme
Location	Anna Freud National Centre for Children and Families, 4-8 Rodney Street, London N1 9JH
Working hours	Part-time (17.5 hours per week, 0.5 FTE) Working across Monday to Wednesday
Holidays	27 days plus Bank Holidays (includes Christmas closure days) FTE
Term of contract	Two years in the first instance

The Anna Freud National Centre for Children and Families

The Centre is the leading national charity supporting young minds through innovative therapeutic practice, training and research. Our vision is a world in which children, young people and their families are effectively supported to build on their own strengths to achieve their goals in life. We care for young minds in five main ways:

1. Researching the underlying causes of childhood emotional distress using the latest neuroscience techniques;
2. Developing, piloting and evaluating new, cost-effective interventions and treatments for children and families facing mental health difficulties;
3. Supporting mental health and education services to improve their practice, through the collection and evaluation of outcomes data and shared decision making;
4. Offering teaching and training courses and building a global network of researchers, clinicians and mental health, social care and education professionals to ensure that new knowledge and ideas are shared as widely as possible;
5. Providing advice and leadership to national policy initiatives focused on improving children and young people's mental health.

Children, Young People and Families are at the heart of everything we do; we are committed to discovering and understanding the best way to help children, parents and professionals. We believe our impact comes from partnership and collaboration. The Centre works in close partnership with a wide range of service providers, voluntary sectors and academic bodies including the Tavistock Clinic, UCL and Yale. The Centre has a learning partnership with the Child Outcomes Research Consortium (CORC) a collaboration of child mental health providers committed to using outcome data to inform service improvement. The CORC central and regional support team is based at the Centre. Also within the Centre is the Evidence Based Practice Unit (EBPU) a service development and evaluation unit based jointly across the Centre and UCL committed to developing and using evidence to inform best practice. The Centre leads on the School in Mind network and has supported the establishment of The Family School – an innovative provision providing excellent education and mental health support for children and parents together, for children aged 5-14 years excluded from mainstream education. Although a separate legal entity the Family School has a close relationship with the Centre. In April 2019, the Centre opened its new Centre of Excellence in King's Cross and The Family School is now located alongside us in our new building.

The Centre should be demonstrating “best practice” in creating the best and safest conditions for child mental health work. We try to achieve this in ways that could be emulated by any organisation seeking to do right by children and families. This means that all staff need to be appropriately trained in ensuring children and vulnerable adults are safe (Safeguarding), our staff are safe (Health and Safety), our information about people is safe (Information Governance) and that we include everyone equally irrespective of their identity and background (Equality and Diversity).

The EMHP Programme

The Educational Mental Health Practitioner (EMHP) Programme is a one-year Postgraduate Diploma course which is part of a national initiative to develop the child mental health workforce. It is a new course which started in January 2019 to train graduate entry practitioners to the child and young people mental health workforce. It is a key part of the Green Paper proposals to establish mental health workers in schools to increase the workforce set out by the government in 2015.

The content of this Postgraduate Diploma course is guided by a National Curriculum group chaired by the National Advisor for CYP-IAPT and Child Mental Health. The course has six modules including three modules from the Child Wellbeing Practitioner (CWP) programme.

For the ‘CWP’ modules, the course will train practitioners to provide brief/low intensity interventions for children, young people and parents with common psychological problems or mild to moderate severity. The three common presentations that practitioners will be trained for are anxiety, low mood/self-harm and common behaviour problems. A second group of three modules will focus on (1) learning about how to work in an educational context, (2) working with common problems in educational settings and (3) delivering group-based programmes as part of prevention of emerging mental health needs. This teaching will include the delivery of group interventions and psychoeducation workshops.

Alongside their training, EMHP trainees will work in the schools linked to the trailblazer site in which they are employed.

Overview of the post

The Deputy Programme Director will work closely with the EMHP Programme Director and provide operational support to ensure the satisfactory development and ongoing delivery of the EMHP programme, according to UCL standards and regulations and in line with the course objectives.

The post-holder will have experience of being an experienced teacher or school leader who has worked with children or young people with special educational needs and disability (SEND) or within a pastoral team coordinating intervention for children with social, emotional and mental health (SEMH) needs in a mainstream school, pupil referral unit or alternative provision.

A key part of the Deputy Programme Director's role will be to bring a strong education perspective to the programme, curriculum and training of EMHPs.

Purpose of the post

The post-holder will provide substantive support to support delivery of the programme. This entails working, in the first instance, to support two cohorts of approximately 30 students in each cohort.

The role, in collaboration with the Programme Director, also includes responsibilities such as recruiting and managing staff, supporting the day to day work of course and administrative staff, course marketing and trainee recruitment, teaching and marking duties, UCL governance and liaison with trainees and site supervisors. There is a specific responsibility to coordinate, facilitate and support the overall running of practice tutor groups on the programme.

The post-holder will liaise with the Programme Director, Senior Education Manager and the Programme Officer in the management of the course. They will also work within a broader team of other Programme Directors and Postgraduate Studies (PGS) staff in order to create and deliver a coherent and high-quality programme.

Duties and responsibilities

1.1 Academic duties

- Working alongside the EMHP Programme Director to ensure the development, planning and implementation of an integrated and coherent high-quality curriculum is consistent with the course aims;
- In consultation with the Programme Director, coordinate assessment, marking and feedback systems for all EMHP modules and provide training support where necessary;
- Contribute directly to the teaching and marking on the programme;
- Work with other markers on the course to ensure inter-rater reliability;
- Ensure the successful maintenance of academic standards and teaching quality;
- Work alongside the Programme Director, Course Tutors and Practice Tutors to ensure that all UCL requirements are met, for example, in relation to organising required meetings for effective course functioning (e.g. Trainee meetings, Programme Teaching Committee meetings, etc.) and the timely completion of all necessary UCL paperwork (e.g. collating of student feedback, completing annual ASER reports etc);

- Ensure assignments have clear corresponding marking criteria before these are presented and ratified by the External Examiner;
- Collect and respond to trainee feedback (including PTES) to ensure that high levels of trainee satisfaction are maintained;
- Work alongside the Programme Director and Course Tutors to help co-ordinate preparation and documentation for the Exam Board meetings;
- Attend the annual curriculum committee meeting, regular Postgraduate Studies (PGS) staff meetings and Interim and Final Exam Board meetings. Attendance at UCL meetings will also be required from time to time.

1.2 Monitoring and support of student progress

- Ensure the development of learning materials, preparing schemes of work and working with the Programme Director, Course Tutors, Practice Tutors and Programme Officer to maintain records to monitor trainee progress, achievement and attendance;
- Ensure the completion of trainee assessments and oversee the co-ordination of marking, ensuring all assessments are stored and marked securely with full feedback returned to trainees within four weeks;
- Work alongside the Programme Director, Course Tutors and Practice Tutors to oversee the extenuating circumstances process, ensuring students are provided with clear information and individual cases are monitored in liaison with the UCL Faculty Extenuating Circumstances Panel;
- Ensure the welfare and safety of trainees while at UCL and the Centre;
- Work alongside the Programme Officer and Senior Education Manager to coordinate personal tutors and ensure provision of pastoral care and support to trainees, as well as providing the tutors with adequate support;
- Support the Programme Director to effectively manage the process of any trainee grievance or complaint received.

1.3 Programme, University and Centre administration

- Ensure the course meets its trainee recruitment and teaching quality targets as agreed with the Head of Postgraduate Studies (at the Centre) and Head of the Research Department of Clinical, Educational and Health Psychology (UCL);
- Interview and select trainee applicants where required;
- Assist in the recruitment of teaching staff as necessary;
- Maintain effective communication with all members of the EMHP programme team;
- Participate in the administration of the department's programmes of study including admissions, recruitment and other activities as requested.

1.4 Practice Tutor Groups

- Lead on coordinating practice tutor groups for the programme;
- Facilitate practice tutor groups and skills workshops groups:
 - Facilitate group sessions of approximately 10-12 trainees, where trainees present case material and engage in skills practice to develop their practice;
 - Monitor levels of trainee progress and bring any concerns to the notice of the Programme Director;
 - Be aware of policies on child protection and of AFC procedures for reporting any such concerns;
- Lead weekly Practice Tutor group meetings Professional development;
- To maintain own continuing professional development.

Other

- To actively follow and promote the Centre's policies, including Equal Opportunities, Safeguarding and Information Governance;
- To complete all Centre mandatory training, including Safeguarding and Information Governance training, within the required timescales;
- To maintain an awareness and observation of fire, health and safety regulations;
- The welfare of the children, young people and vulnerable adults who come into contact with our services either directly or indirectly is paramount and all staff have a responsibility to ensure that best practice is followed, including compliance with statutory requirements.

To be noted

This is not an exhaustive list of tasks; the post-holder will be asked to undertake any other ad hoc tasks commensurate with the scope and purpose of this post.

This job description reflects the present requirements of the post, and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post-holder.

The post-holder will be required to have an enhanced DBS disclosure which the Centre will apply for.

June 2019