

# Practice Tutor – EMHP

## Job Description

Title	Practice Tutor – EMHP
Reporting to	Programme Director EMHP
Employer	Anna Freud National Centre for Children and Families
Salary	£38,000 to £55,000 FTE per annum, dependant upon experience
Location	Anna Freud National Centre for Children and Families, 4-8 Rodney Street, London N1 9JH
Working hours	Part-time (Seven hours per week, 0.2 FTE)
Holidays	27 days plus Bank Holidays (includes Christmas closure days) FTE
Term of contract	Fixed term, one year 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**

This one-year Postgraduate Diploma course is part of the child mental health workforce development programme. 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 aim of the practice tutor groups is to enable trainees to develop practice skills around all aspects of the course. The aim is to create a safe but creative learning environment in which trainees can share their successes and challenges in a supportive and creative way. A key part of this is to enable dialogue between educational and mental health perspectives on the needs of schools and pupils.

There are scheduled topics for each week of the programme but these are likely to be adapted as the course progresses and the learning needs of the trainees becomes apparent.

The post-holder is also required to bring to the attention of the Programme Director any concerns relating to the trainee's academic work or general welfare.

The Practice Tutor will also be required to mark the trainee assignments and attend marking workshops. They will need to attend a weekly Practice Tutor Group meetings. Practice Tutors have additional responsibilities such as personal tutoring and may also deliver some teaching sessions.

## **Purpose of the post**

The main purpose of the post is to co-facilitate one practice tutor group of up 10-12 trainees on Tuesdays from October 2019 for the duration of the academic year, as part of the EMHP Programme.

Each practice tutor group will be co-facilitated by a Tutor with a mental health background and a Tutor with an educational background.

The course is divided into approximately 10 weeks with half-term breaks (called reading weeks). Post-holders are expected to work during and out of term time.

During the year, Practice Tutors will be expected to undertake other course-related tasks such as marking assignments. There are eight assignments that the students are required to complete over the year.

## **Duties and responsibilities**

- The Practice Tutor will be expected to facilitate practice tutor groups. This will entail:
  - Co-facilitating group sessions of approximately 10-12 trainees, where trainees present case material and engage in skills practice;
  - Preparing the content for each group session;
  - Monitor levels of student progress and bring any concerns to the notice of the Programme Director;
  - Be aware of Child Protection policies and of Centre procedures for reporting any such concerns;
- Complete a brief report for each trainee in their group on the completion of each term;
- Mark assignments across modules in line with UCL regulations;
- Contribute to the running of the Programme Team and attend weekly Practice Tutor group meetings as well as other Postgraduate Studies (PGS) Committee meetings and staff meetings as required;
- Attend occasional meetings with trainees and site supervisors if needed;
- Help to address any matters to do with the trainee experience of teaching;
- Undertake personal tutoring to support trainees throughout their time on the programme;
- Be available for trainee queries and respond to them;
- Report trainees of concern to the Programme Director and Senior Education Manager and follow UCL procedures in relation to this;
- Take part in the Centre's annual review and development programme;
- Engage in training and development opportunities offered by PGS/AFC and UCL;

- Undertake such other duties and responsibilities appropriate to the grade of the post, as may be agreed with the Programme Director, including the delivery of whole group teaching sessions.

## **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