

***JOB DESCRIPTION***

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| **Job Title:** | Trainee Children’s Wellbeing Practitioner (x 2 places available) |
| **Contract type:** | Fixed term training contract (dependent on completion of the course). Course to start January 2025 and finish approximately end of January 2026 when all coursework has been completed. |
| **Salary:** | £27,462 per annum  |
| **Hours of work:** | Full time, 35 hours per week.Monday – Friday, 9:00am – 5:00pm (one hour per day for lunch which is unpaid) |
| **Office base:** | Phoenix Youth Centre, Tadworth, but working across various locations in East Surrey, as necessary.Attendance at University of Sussex 2 days per week from Jan to October  |
| **Responsible to:** | Emotional Wellbeing and Mental Health Manager |
| **Responsible for:** | N/A |
| **Job Purpose:** | To work, under supervision, delivering evidence-based interventions for children and young people experiencing mild-moderate anxiety, low mood and behavioural difficulties. This will involve working individually with children or young people (5-18 years) and involving their parent(s)/caregivers as appropriate, offering psychoeducation workshops and co-facilitating therapeutic groupwork. Trainee Children’s Wellbeing Practitioners (CWPs) will be expected to integrate into YMCA East Surrey’s Emotional Wellbeing and Mental Health (EWMH) team and to support all early intervention work. This Trainee Children's Wellbeing Practitioner role includes completion of the Child Wellbeing Practice Postgraduate or Graduate level Diploma run by the University ofSussex, which follows the nationally agreed curriculum to qualify as a Children's Wellbeing Practitioner. This year the course will run from 7th Jan 2025, for 12 months, with 2 taught days at university per week, with some university holiday weeks built in, followed by time to consolidate skills and meet the final academic deadline for the course in January 2026. The teaching is a blend of in-person and online, with the majority of teaching in-person.Participation in this course involves learning the theory, and then translating this into practice in your service and covers a wide range of materials over 8 taught modules. There are a variety of assessment modes to assess the required knowledge and competencies. This training equips the student to acquire relevant knowledge to be an effective community mental health professional, working with children, young people, and their parents/carers. It provides the trainee with the opportunity to gain competence in the core skills needed to assess and formulate mild to moderate mental health difficulties with children and young people (CYP), before being able to then learn the skills to work with them, using a specific cognitive-behaviourally informed therapeutic intervention to meet the identified mental health need. The trainee will learn therapeutic interventions to use 1:1 with children and youngpeople and in group settings; ways to work with parents and carers of CYP with anxiety and worry, or those with behaviours that challenge; how to engage CYP, parents/carers and staff working with CYP in psychoeducation workshops to promote mental wellbeing for CYP. Students will also learn the thresholds for guided self-help for CYP, direct low-intensity intervention work, and when to refer on to other services within the local area.  |
| **Main Responsibilities:** | Therapeutic skills * Assess and deliver (under supervision), outcome focused, evidence-based interventions to children and young people experiencing mild to moderate mental health difficulties.
* Working in partnership, support children, young people experiencing mild to moderate mental health difficulties and their families in the self-management of presenting difficulties.
* Work in partnership with children, young people and families in the development of plans for the intervention and agreed outcomes.
* Support and empower children, young people and families to make informed choices about the intervention.
* Operate at all times from an inclusive values base, which recognises and respects diversity.
* Accept referrals within agreed national and local protocols.
* Undertake accurate assessment of risk to self and others.
* Adhere to the service referral protocols. Under supervision, signpost unsuitable referrals to the relevant service as necessary.
* Through close case management and supervision, escalate cases where the level of need becomes beyond scope, or more severe ensuring adherence to other relevant elements of service delivery.
* Provide a range of information and support for evidence based psychological treatments, primarily guided self-help. This work may be face-to-face, by telephone or via other media.
* Adhere to an agreed activity contract relating to the overall number of children and young people contacts offered, and sessions carried out per week in order to improve timely access and minimise waiting times.
* Attend multi-disciplinary meetings relating to referrals or CYP in treatment, where appropriate.
* Keep coherent records of all activity in line with service protocols and use these records and outcome data to inform decision making. Complete all requirements relating to data collection.
* Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic process.
* Work within a collaborative approach involving a range of relevant others when indicated.
* Work in collaboration with children, young people and communities to enhance and widen access.

 Training and Supervision* Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments.
* As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination - recommendation is 150 hours of study for each of the 8 modules, which includes the teaching days. Some study time within working hours can be negotiated with the manager, whilst it is expected that that study will also need to be completed in own time.
* Apply learning from the training programme to practice.
* Receive tutorial support from educational providers in relation to course work to meet the required standards.
* Prepare and present case load information to supervisors within the service on an agreed and scheduled basis to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.
* Respond to and implement supervision suggestions by supervisors in practice.
* Engage in and respond to personal development supervision to improve competences and practice.

 Professional* Ensure the maintenance of standards of practice according to the employer and any regulating bodies and keep up to date on new recommendations/guidelines set by the relevant departments.
* Ensure that confidentiality is always protected.
* Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.
* Participate in individual performance review and respond to agreed objectives.

 General* Contribute to the development of best practice within the service.
* Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice.
* Maintain up to date knowledge of legislation, national and local policies and procedures in relation to children and young people’s mental health.
* Any other duties are required to be performed within the grade and renumeration of the role.
* We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. This role will require an enhanced DBS disclosure (with barred children/vulnerable adults).  We require you to understand and demonstrate this commitment and attend any required training
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**PERSON SPECIFICATION:** Trainee Children’s Wellbeing Practitioner

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|  |  | **Essential** | **Desirable** | **How measured (application, assessment, interview)** |
| **Qualifications, Education & Training:** | *The course will be run at a Graduate Diploma and a Post Graduate Diploma level.* |  |  |  |
|  | For the Level 6 (Graduate Diploma) the minimum level would be 3 x A-levels with grades of AAB - BBB (BBC if meet the criteria for contextual offer), or an equivalent qualification such as NVQ level 3 or above, or equivalent experience (and proven ability to work at graduate level).Evidence of experience of working with children and young people. Information re contextual offer: <https://www.sussex.ac.uk/study/undergraduate/apply/offers/contextual-offers> | X |  | Application and certificates |
|  | For the Level 7 (Post-graduate Diploma) the minimum requirement is a Graduate Degree at 2:2, NVQ level 6 or above in Health Care or equivalent experience (and proven ability to work at post-graduate level) | X |  | Application and certificates |
| **Experience:** |  |  |  |  |
|  | Counselling and or some psychological training and skills would be an advantage |  | X | Application and interview |
|  | Experience of working/volunteering with people in a mental health setting or with people who experience mental illness |  | X | Application and interview |
|  | Experience of working with children, young people and families with multiple and / or complex needs | X |  | Application and interview |
|  | Knowledge of emotional and mental health issues which affect children and young people including depression, anxiety, relationships, stress, anger management, self-image and bullying | X |  | Application and interview |
|  | Knowledge of legislation around safeguarding, equality and diversity and information sharing and consent | X |  | Application and interview |
|  | Ability to demonstrate an awareness of the concepts of clinical risk assessment |  | X | Application and interview |
|  | Experience of applying safeguarding and child protection policies and procedures | X |  | Application and interview |
|  | Experience of working in depth with children, young people and their families to improve mental health and emotional wellbeing |  | X | Application and interview |
|  | Experience of working with other partners and agencies in developing and implementing joint programmes |  | X | Application and interview |
| **Abilities, skills and attitude:** |  |  |  |  |
|  | An ability to relate well to children, young people and parents and build trust | X |  | Application and interview |
|  | A strong commitment to the co-production of service and activities which aim to build resilience | X |  | Application and interview |
|  | An ability to design and implement creative and varied programmes of activities which address themes such as self-esteem, relationships and managing anxiety | X |  | Application and interview |
|  | Ability to assess the needs and strengths of individual children, young people and parents | X |  | Application and interview |
|  | Ability to keep accurate records of engagements and evidence of change | X |  | Application and interview |
|  | An ability to record outcomes using an agreed goal-based outcome tool | X |  | Application and interview |
|  | Good communication skills including listening skills, a clear written style and IT proficient | X |  | Application and interview |
|  | A strong commitment to collaborative working with a range of other agencies | X |  | Application and interview |
|  | Experience or willingness to work in depth with children, young people and their parents using strengths-based frameworks such as a solution focused therapy, motivational interviewing and relational youth work |  | X | Application and interview |
|  | Ability to motivate and enthuse colleagues and contribute positively to a team commitment |  | X | Application and interview |
|  | Ability to manage own caseload of children, young people and parents some with multiple and complex needs |  | X | Application and interview |
|  | Ability to protect children and young people by adhering to safeguarding policy and procedure  | X |  | Application and interview |
|  | Ability to follow data protection policies and guidance | X |  | Application and interview |
| **Other requirements:** |  |  |  |  |
|  | Need to qualify for 'home fees' status for university education in the UK. Further info can be found here: <https://www.sussex.ac.uk/study/fees-funding/tuition-fees/fee-status> | X |  | Application and ID documents |
|  | Ability to travel to different locations within and outside the borough to attend meetings and training | X |  | Application and interview |
|  | Car driver with clean licence and use of a car | X |  | Application and interview |
|  | Subject to a satisfactory Enhanced DBS disclosure | X |  | Application and DBS disclosure |
|  | Commitment to the values, aims and mission of YMCA East Surrey  | X |  | Application and interview |
|  | Understanding and commitment to equality, diversity and inclusion for staff, services users and stakeholders | X |  | Application and interview |