



CYPPT- Trainee Practitioner in Specialist Clinical Practice: Children and Young People with Learning Disabilities or Autism

Job Description & Person Specification

Job Purpose

As a Post Graduate Diploma (PGDIP) trainee, the post holder will deliver evidence based, client centred care to children and young people with mental health problems within the THRIVE Framework for service delivery and in line with their training programme.

The post holder will work under supervision whilst undertaking their PGDip. with the CYPPT Psychological Therapies Training Centre. The training post will equip the post-holder to provide interventions for children, young people or families referred to the service, using the core principles of CYPPT practice along with an evidence-based intervention consistent with the course they are attending.

The post- holder will attend all taught and self-study days required by the education provider, as specified within the CYPPT curriculum and work in the service for the remaining days of the week using their newly developed skills.

The post holder will work with people with different cultural backgrounds and ages, using interpreters when necessary and should be committed to equal opportunities

As the post is identified within the CYPMH strategy, it is expected the role will continue to develop in line with national and local initiatives.

The post holder will demonstrate an attitude which respects and values service users and their carers.

The post holder will embrace the core values of the organisation and adopt the principles of THRIVE.

Reports to – Clinical Lead

Department – Children & Young Peoples Mental Health & Wellbeing

Hours per week – 35

Venus Grade – 7.1

Role & Responsibilities

1. CLINICAL

- 1.1. To hold a caseload of assessments and treatment interventions based upon the therapeutic modality of their training.
- 1.2. To provide direct therapeutic interventions consistent with IAPT principles, their training modality and progress, including assessments, formulation and therapeutic input into children, young people and families referred into the service.
- 1.3. Undertake risk assessments and care plans accordingly, in line with the THRIVE framework.
- 1.4. To work in ways that are sensitive to the needs of children and young people and families from a wide range of racial, cultural and religious backgrounds.
- 1.5. To participate directly in the team's duty rotas in line with the grading of the post.
- 1.6. To exercise responsibility within supervisory, managerial and accountability structures, for the assessment, treatment and discharge of clients.
- 1.7. To deliver care co-ordination, ensuring effective assessment, care planning and risk management processes are maintained. Involve the views of children, their families, referring agents and other professionals involved in the network of care.
- 1.8. To produce a clinical formulation and intervention plan founded on evidence-based practice in co-operation with the child young person and carers
- 1.9. To hold responsibility for standards of clinical practice within area of work.
- 1.10. To work jointly and collaboratively with other team members in order to enhance and develop the provision of services to young people and their families. To have an effective knowledge base of other modalities so as to engage and work effectively with colleagues in other disciplines.
- 1.11. Undertake risk management for all children including the protective and risk factors present in the network of significant relationships.
- 1.12. Identify and respond appropriately to child protection issues, as described with the guidelines of Local Safeguarding Children's Board.
- 1.13. Maintain clear and comprehensive electronic clinical records, to ensure information is accurate and complies with Data Protection Act and professional body and partnerships standards.
- 1.14. To engage with using routine outcome measures as clinically appropriate including their use in clinical practice and inputting data into clinical records.
- 1.15. To work collaboratively with children, young people and their families and contribute to the partnerships service user participation agenda.

2. COMMUNICATION

- 2.1. To communicate in a skilled and sensitive manner information concerning the assessment, formulation and treatment plans of clients and to monitor and evaluate progress during the course of the care.
- 2.2 Ensure client confidentiality is appropriately maintained in line with national, local and professional body policies and guidelines.
- 2.3 Provide and receive sensitive or contentious information to children, young people and families and to other professionals within young people's services.

- 2.4. Communicate effectively with children, young people and their carers, when in crisis and in challenging family situations
- 2.5. Organise and facilitate multi-agency meetings and reviews
- 2.6. Elicit sensitive information using engagement/ communication skills which are appropriate to the young person's stage of development
- 2.7. Work, as part of an integrated multi professional team, ensuring good communication and working relationships with other professionals
- 2.8. Provide written reports detailing the progress of the mental health intervention.

3. TEACHING, TRAINING AND SUPERVISION.

- 3.1. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice-based assessments.
- 3.2. Apply learning from the training programme in practice.
- 3.3. Participate in supervision from the Psychological Therapies Training Centre supervisors in relation to course work to meet the required standards.
- 3.4. Participate in service supervision, including preparing and presenting clinical information for all patients on the post holder's caseload to their clinical supervisor on a regular basis as determined by the training requirements.
- 3.5. Engage in and respond to personal development supervision to improve competences and clinical practice in line with course requirements.
- 3.6 Engage in all requirements to use feedback and clinical outcomes tools in clinical, supervision and training contexts.
- 3.7. To provide training and /or presentations to other professionals, teams or agencies, to deliver specialist training programmes and support service development.
- 3.8. Maintain registration in accordance with their professional body
- 3.9. Be accountable for own clinical practice and professional behaviour

4. MANAGEMENT, POLICY AND SERVICE DEVELOPMENT

- 4.1. Contribute to the service's evidence-based practice by engaging with audits and evaluations as appropriate
- 4.2. Contribute to service developments.

5. RESEARCH AND SERVICE EVALUATION

- 5.1. To maintain an up to date knowledge of the evidence base in relation to mental health knowledge and other interventions.

5.2. To contribute to planning and implementing systems for evaluation and monitoring of therapeutic practice and outcomes of clinical work within the service.

5.3. Participate in research, evaluation and audit in response to the clinical and professional interest of the post, and to monitor standards, quality and consumer reaction to the provision of services in accordance with NICE guidance

5.4. Participate in appropriate audit. Quality assurance programmes and research as directed.

6. CONTINUING PROFESSIONAL DEVELOPMENT

6.1. To receive and engage in regular clinical supervision in accordance with partnership Clinical Governance Standards and the Code of Practice and ethical guidelines of professional body

6.2. To contribute to the development and maintenance of the highest professional standards of practice through active participation in internal and external CPD training in consultation with the post holders service manager to meet professional body requirements for CPD and registration.

6.3. To contribute to the development of best practice in the service by taking part in regular supervision and appraisal and maintaining awareness of current developments in the field.

6.4. To maintain appropriate professional body registration/accreditation.

7. STANDARD REQUIREMENTS

Confidentiality: Confidentiality/data protection regarding all personal information and partnership activity must be maintained at all times (both in and out of working hours) in accordance with professional codes of conduct and relevant legislation such as the Data Protection Act. The post holder should ensure that they are familiar with and adhere to all Information Governance policies and procedures. Any breach of confidentiality will be taken seriously and appropriate disciplinary action may be taken.

Code of Conduct: Maintain a consistently high standard of conduct and to provide the highest standard of service in accordance with the Code of Conduct for all employees.

Equal Opportunities: Promote the concepts of equality of opportunity and managing diversity.

Health and Safety: Employees must be aware of the responsibilities placed upon them under the Health and Safety at Work Act 1974, paying due regard to health and safety in the workplace and management of risk to maintain a safe working environment for service users, visitors and employees.

Infection Prevention and Control: Employees must be aware of their responsibilities to protect service users, visitors and employees against the risks of acquiring health care associated infections, in accordance with the partnership policy.

Professional standards and performance review: Maintain consistent high professional standards and act in accordance with the relevant Professional bodies.

Code of Conduct: Employees are expected to participate in the performance review process.

Service/Departmental Standards: Support the development of performance standards within the Service/Department to ensure the service is responsive to and meeting the needs of its customers.

Finance: All staff will comply with financial processes and procedures.

PERSON SPECIFICATION

Post: Post Graduate Diploma CYPPT Trainee Practitioner Recruit to Train in Diploma / Post graduate therapy / Development post

Qualifications	Essential	Desirable	Assessed By
Core Mental Health profession Registered Mental Health Nurse / Social Worker / Occupational therapist or Creative Therapist and evidence of study at degree level 6 OR Evidence of an equivalent academic qualification at Degree level (Level 6) in a health and social care or education related subject <u>and</u> completion of The British Association for Behavioural and Cognitive Psychotherapies (BABCP) Knowledge Skills and Attributes (KSA) to ensure those who do not have a relevant recognised Core Professional training or qualification can evidence how they meet this prerequisite requirement for further therapy training at post graduate level: http://www.babcp.com/Accreditation/CBP/KSA.aspx	☐		Application / KSA

Training	Essential	Desirable	Assessed By
Assessment and care planning skills and risk assessment and risk management.	☐		Application / Interview
Relevant Post basic qualification and training.		☐	Application / Interview

Experience	Essential	Desirable	Assessed By
Minimum of 2 years working with children and families and a hospital or community setting.	☐		Application / Interview
Can demonstrate skills in assessing and managing people / children and young people experiencing emotional and or mental health problems.	☐		Application / Interview
Can demonstrate skills in assessing and managing risk in a variety of settings.	☐		Application / Interview
Proven ability in assessing the needs and strengths of people and their carers.	☐		Application / Interview
Ability to deliver a range of therapeutic techniques which can be incorporated into one to one and / or group interventions.	☐		Application / Interview

Working within an integrated multi-disciplinary environment and co-working with other teams within team meetings, case conferences and professional meetings.	☐		Application / Interview
Experience of working holistically with children and young people with an emphasis on a holistic assessment of emotional and mental health needs alongside coexisting physical and environmental factors that impacts on wellbeing.		☐	Application / Interview

Special Knowledge / Skills	Essential	Desirable	Assessed By
Working knowledge of recent government legislation e.g. Mental Health Act, Health & Safety, Care Programme Approach, Care Act & Safeguarding.	☐		Application / Interview
Able to work incorporating principles of Clinical Governance.	☐		Application / Interview
Knowledge of working collaboratively with people and their carers to ensure their involvement in the assessment and care planning process.	☐		Application / Interview
Shows awareness of cultural diversity and is able to incorporate this into care planning and the delivery of care.	☐		Application / Interview
Knowledge and evidence of using IT systems.	☐		Application / Interview
Good written and verbal communication skills.	☐		Application / Interview
Knowledge of carer services/ issues/ assessment.	☐		Application / Interview
Knowledge of audit processes.		☐	Application / Interview
Knowledge of carers services / issues / assessment.		☐	Application / Interview
Skills and Knowledge working holistically with children and young people.		☐	Application / Interview

Personal Attributes	Essential	Desirable	Assessed By
A Current driving licence and access to a car during the working day is essential (reasonable adjustments will be considered for any applicants who are unable to drive due to a disability).	☐		Application / Interview
Ability to work on as part of MDT.	☐		Interview
Good communication skills.	☐		Interview
Ability to work on own initiative, with reference to policies and procedures.	☐		Application / Interview
A willingness to work flexibly to meet the needs of services users and the team including extended hours.	☐		Interview

Reliable and enthusiastic. Motivated and resourceful. Professional attitude.	☐		Interview
ABILITY TO UNDERTAKE THE DUTIES AND DEMANDS OF THE POST. A SATISFACTORY SICKNESS RECORD OVER THE PREVIOUS 2 YEARS (SUBJECT TO THE NEED TO ACT WITH FAIRNESS AND EQUALITY OF OPPORTUNITY, PARTICULARLY WHERE THE SICKNESS IS RELATED TO A DISABILITY AND/OR PREGNANCY).	☐		Interview

SAFEGUARDING

The partnership has a responsibility to ensure that all children/young people and adults are adequately safeguarded and protected. As a consequence, all employees are required to adhere to national and local safeguarding policies / procedures and to act upon any concerns in accordance with them.

CORE & STATUTORY TRAINING

All employees are expected to maintain their compliance with the services core and statutory training requirements.

SUMMARY

This job Description is an outline of the key tasks and responsibilities of the post and the post holder may be required to undertake additional duties appropriate to the pay band. The post may change over time to reflect the developing needs of the partnership and its services, as well as the personal development needs of the post holder.

Venus Employee Commitment

At Venus we believe in championing the achievements of the individual but first and foremost, we're also a team, and a team is strongest when everyone feels that they are supported and are valued as individuals.

We know that our team are the heart of our organisation and that is why we make the following commitment to all our employees.

- To value our people with a fair and transparent pay review process
- To offer opportunities for internal promotion
- Provide all our staff with a fair and structured performance review process
- To be a learning organisation that supports its employees in gaining qualifications
- To give all Venus staff opportunities to influence and change how we support our staff, stakeholders & clients

Our Commitment to Building an Inclusive Workplace

Venus is an equal opportunities employer who believes passionately that our team should represent the diversity of the communities that we support. We are committed to providing a place of work that provides fair and equal career growth and learning opportunities to all its employees. We do not tolerate discrimination of any kind within our

organisation and we celebrate creating a culture offering opportunity for all; regardless of race, culture, gender, age, sexual orientation, disability or religious beliefs.