



**NEWHAVEN SCHOOL  
SCHOOL MENTAL HEALTH PRACTITIONER (SMHP)  
Job Description & Person Specification**

**SALARY:** *APT&C PO1 to PO2 – Scale Point 27-32  
£41,133 - £45,750 (Full Time Equivalent)*

**ACCOUNTABLE TO:** Senior Leadership Team

**LINE MANAGER:** Senior Leadership Team

**CLINICAL SUPERVISOR:** External Clinical Supervisor

**HOURS OF WORK:** Part time and flexible hours are welcome

**CONTRACT:** Fixed term one year with a view to extend or become permanent

**HOW TO APPLY:** Please visit [www.newhavenschool.co.uk](http://www.newhavenschool.co.uk) to download our application form – CVs are not accepted. We only accept applications submitted before the closing date. Newhaven School reserves the right to close the job advert earlier than the advertised closing date where there is a high volume of applications.

**SAFEGUARDING NOTICE**

Newhaven School is committed to ensuring the highest levels of safeguarding and promoting the welfare of young people, and we expect all our staff and volunteers to share this commitment. All offers of employment are subject to an enhanced Disclosure and Barring Service (DBS) check, references, an online search, and where applicable, a prohibition from teaching check will be completed.

**WELCOME TO NEWHAVEN SCHOOL FROM SENIOR LEADERSHIP TEAM**

Welcome to your application process to Newhaven School. At Newhaven we provide education for a wide range of pupils for whom mainstream does not meet their needs in the Royal Borough of Greenwich. Our vision is that we work hard to be a caring, trauma informed community where young people are kept safe, supported as individuals, taught the skills they need and challenged to become successful adults with dreams to realise.

We do this by building trust with our pupils by listening to and understanding their needs. This is supported by our trauma, neurodivergence and equity informed practice. A key feature of our work is that we try and build the social communication and emotional regulation skills in our young people so they have the ability to restore situations when they go wrong through building strong and enduring relationships. All of this together means that they can achieve well at school and go on to ambitious destinations when they leave.

Newhaven meets a wide range of needs through a number of different provisions. The vast majority of learners have a history of poor attendance coupled with failure and rejection within education and social settings. In our Gardens site we have the PRU which caters for young people who have been excluded from mainstream schools or come on managed moves. We also work with them in our assessment centre to support with working out the best way forward for them educationally. There is also NEST, our provision for young people with severe and enduring mental health difficulties and King's Park Campus which is an 11-19 school for pupils with a diagnosis of Autism and severe & enduring mental health needs. Alongside these we have a Hospital Team with a teaching base at the Queen Elizabeth and

an Outreach team that mainly works with pupils who are struggling to engage with any education and often any services. Across all of our provisions we work hard to ensure that we provide a safe and very supportive environment, which is able to give an inclusive yet personalised education to suit the needs of the learner.

We are equally as proud of our academic success as of our supporting and nurturing environment, which enables our young people to develop self-respect, tolerance, personal values and beliefs. We aim above all to provide our pupils with a route to becoming successful, engaged adults who are able to participate in the fullness that life has to offer.

The senior management team at Newhaven are looking to appoint conscientious and enthusiastic staff of who believe in creating a fairer world, are up for a challenge and are willing to try out new ideas. We take pride in being a really friendly, supportive and innovative workplace and we are committed to offering colleagues the opportunity to develop long lasting careers with us.

We look forward to receiving your application and the successful candidate will join the team of staff at our school who are determined to give our pupils the best opportunities possible to become successful, responsible citizens with bright futures.

### **JOB PURPOSE**

The School Mental Health Practitioner (SMHP) will be focused primarily on providing evidence based psychological health services to young people across the sites of Newhaven School. This includes offering 1:1 therapies, group work, interventions and assessments. In addition to 1:1 work, the SMHP will also facilitate parent support groups and ensure mental health promotion across the whole school community. Close liaison for safeguarding and care planning purposes with external organisations such as CAMHS, Social Care, Youth Offending Services, Speech and Language services and Educational Psychology Services is essential to this role.

### **WE WELCOME APPLICATIONS FROM**

We are ideally looking for applicants who are clinicians who have worked with young people who present a complexity of needs including developmental trauma, neurodevelopmental conditions and SEN would be welcomed.

Those qualified as either Education Mental Health Practitioners or Children's Wellbeing Practitioners. We would also consider applicants who are qualified as Psychological Wellbeing Practitioners and have had additional training and experience in working with children and young people. Other mental health professionals who are registered with the BACP, BABCP, UKCP or HCPC and are trained to deliver evidence-based mental health interventions to young people are also welcome to apply. This role is ideally suited to a practitioner who is able to work autonomously and independently whilst ensuring attendance to regular supervision that will be provided externally to support their work.

This is a full-time position although part-time/job-share requests can be considered. The Practitioner will be allocated time on different sites, all of which are based in the Royal Borough of Greenwich. The successful applicant will need to be willing and able to travel to each site depending on the needs of the school.

Attendance to multidisciplinary meetings on the sites of the school is essential as is liaison with external professionals and organisations to ensure safeguarding of young people.

## **OUR VISION**

Our core vision is to provide a secure base from which young people can feel able to learn, thrive, develop strong relationships and be equipped to be a member of the wider community. Our vision is to ensure each and every young person is able to learn whilst feeling safe, supported and their needs understood. We want them to feel that they belong to the school community and that their knowledge, skills and experiences are valid, listened to and understood. We know that our young people come from a range of backgrounds and have faced many challenging inequalities in their lives already. We are committed and determined to address those inequalities and we believe that this is done through a strong work force with core values that guide them in achieving excellent outcomes for our young people.

## **INCLUSION**

We are committed to sustaining an inclusive, authentic and caring work environment for our staff and an excellent learning experience for our young people. We understand inequalities that impact negatively on the life chances of our staff and young people and are committed addressing them through providing a fair and equitable environment based on the needs of everyone. It is our vision that the experiences of staff and young people at Newhaven School will impact on generations in the future.

## **MAIN AREAS OF RESPONSIBILITY**

### Direct work with young people

- Provide one-to-one evidence-based mental health and wellbeing interventions for pupils and their parents. This will include advice, therapeutic interventions, shared care planning and support to the pupil and their teachers and their parents, as appropriate.
- Provide therapeutic and/or psychoeducational opportunities to small groups of pupils based on specific needs and in collaboration with the SENCO, heads of provision or heads of department.
- Provide break time and lunchtime drop-in sessions for pupils who may be experiencing mild to moderate mental health issues or distress.
- Run Parent Partnership interventions, including parent workshops as agreed with the senior leadership team and in collaboration with community organisations.
- Maintain and monitor accurate records of contact and progress in line with agreed service, national, and school policies.
- Use routine outcome measures to ensure interventions are goal specific and have a positive outcome for the young people.
- Provide termly and annual written reports on the service for the school senior leadership team.
- Liaise with parents/carers and school staff regularly to facilitate pupils' engagement in and successful outcomes of clinical interventions.
- Attend inset day training, twilight sessions and other school meetings when appropriate or requested.
- Promote the involvement of pupils in the service design, delivery and evaluation of the service provided and to regularly seek their views and feedback.
- Contribute to school risk assessment processes in relation to pupils' wellbeing/mental health including suicidality, self-harm, forensic and other behavioural or developmental risks.
- Maintain a professional attitude as an ambassador of Newhaven School and to create positive and helpful relationships with everyone.

### Whole School Support

- Develop the role of wellbeing and mental health services across the designated sites so that it is accessible to all pupils.
- Work with the school SENCOs and Senior Leadership Team to identify and recommend mental health and wellbeing training needs within their sites.

### Professional Development

- Attend and participate meaningfully in all school meetings related to pupils, group supervision sessions, professional development training sessions and individual supervision with the external supervisor.
- Participate and contribute to one's own performance appraisal and supervision sessions, highlighting own developmental needs.
- Keep abreast of relevant initiatives and developments within the field of mental health/wellbeing, speech and language therapy, occupational therapy and education.
- Keep up to date with developments in the field of mental health, education, SEN, neurodevelopmental needs by reading, discussion and attendance at courses and maintaining a continuing professional development (CPD) training log.
- Undertake relevant training and development and feed back to other staff
- Maintain a high quality of wellbeing/mental health service, according to the UK Council for Psychotherapy (UKCP), Health and Care Professions Council (HCPC) or British Association of Behavioural and Cognitive Psychotherapies (BABCP) Standards of Conduct, Performance and Ethics, school policies and code of conduct.
- Attend regular clinical supervision and seek support from clinical supervisor where needed as per professional requirements.
- Work collaboratively in the development and maintenance of effective working practices with the various staff groups.
- With other external professionals (e.g. Speech & Language Therapists, Educational Psychologists and Music Therapists), contribute to and deliver on professional development training sessions offered to school staff.

### Safeguarding Referral Management

In consultation with the designated school safeguarding lead, the SMHP is expected to refer cases:

- of suspected abuse and neglect to the local authority Children's Social Care as required and school support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- to the Disclosure and Barring Service, where a person is dismissed or has left post due to risk/harm to a child as required;
- where a crime may have been committed to the Police as required, in consultation with the School Safeguarding lead.

### Safeguarding Training, Knowledge and Skills

The SMHP should undergo training to maintain the knowledge and skills that are required to carry out the role. This training should be updated at least every two years and include Prevent awareness training. All such training that is undertaken should provide SMHPs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly Children's Social Care (CSC).

### Understanding the Views of Children and Young People

It is important that young people feel heard and understood. Therefore, the SMHP should be supported in developing knowledge and skills within the service that they provide to:

- encourage a culture of listening to young people and taking account of their wishes and feelings, among all staff, and in any measures the designated schools may put in place to protect them;
- understand the difficulties that young people may have in approaching school staff about their circumstances and consider how to build trusted relationships which facilitate

communication. attend to factors relating to race and cultural diversity, neurodevelopmental difficulties, mental health stigma that may create barriers to accessing help and support;

- seek young people's feedback and ideas about the SMHP service, its accessibility and the impact of interventions provided.

### Holding and Sharing Information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education (KCSiE, September 2022), and therefore the SMHP should be equipped to:

- Understand the importance of information sharing, within the designated school sites;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR);
- Be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

### School Ethos

- To undertake such other duties as may be required, commensurate with the level of responsibility of the post
- To engage actively in the performance review process, addressing appraisal targets set in conjunction with the line manager each autumn term
- To participate in training and other professional development learning activities
- To promote equal opportunities and celebrate diversity in all aspects of the school community
- To play a full part in the life of the school community, to support its values, aims and ethos and to encourage staff and pupils to follow this example
- To support and attend school community events
- To adhere to and actively promote the school policies
- To adhere to the staff handbook and to comply with the school dress code
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate
- To be familiar with and promote safeguarding requirements, demonstrating adherence to the DfE Guidance 'Keeping Children Safe in Education and the school's Safeguarding/Child Protection policies
- To be aware of and comply with all school policies, processes and procedures, in particular those relating to conduct, child protection (as above), health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate designated person.

THE SMHP will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. All staff are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Newhaven School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010). Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

## PERSON SPECIFICATION

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Holds a degree in field relevant to the post</li> <li>• Holds a recognised training qualification in youth counselling and/or evidence-based psychological therapy for children, young people and families</li> <li>• Post qualification training and supervised experience in a clinical role with children, young people and families who experience mental health difficulties</li> <li>• Is registered as either:               <ul style="list-style-type: none"> <li>- Psychological Wellbeing Practitioner, Children’s Wellbeing Practitioner, or an Education Mental Health Practitioner with the British Association for Behavioural and Cognitive Psychotherapies (BABCP) or the British Psychological Society (BPS).</li> <li>- CBT Therapist with the BABCP</li> <li>- Counsellor or Psychotherapist with the British Association for Counselling and Psychotherapy (BACP) or the UK Council for Psychotherapy (UKCP).</li> <li>- Practitioner Psychologist or Arts Therapist with the Health and Care Professions Council (HCPC).</li> </ul> </li> </ul>	
<b>Skills, behaviours and clinical expertise</b>	<ul style="list-style-type: none"> <li>• Can demonstrate an understanding of the full range of emotional and mental health needs of young people and associated risk and protective factors</li> <li>• Demonstrates skill and theoretical understanding of a range of evidence-based psychological therapeutic models relevant to troubled young people, and their families</li> <li>• Experience of and skills in undertaking clinical assessment, formulation and treatment planning alongside parents, carers and school staff based on child’s needs</li> <li>• Ability to plan and deliver evidence-based therapeutic interventions to address the full range of mental health disorders with a young person and their carer, as appropriate, hold regular reviews of clinical work and measure the outcomes</li> <li>• Demonstrates knowledge of school environments and an understanding of the process of engaging young people who require or would benefit from emotional and therapeutic support within educational settings</li> <li>• Skills in supporting parents and providing evidence based parenting advice and interventions</li> <li>• Ability to provide staff consultation and advice in a timely manner to sustain pupils’ wellbeing</li> <li>• Ability to work in partnership with specialist mental health providers and third sector agencies to support troubled pupils and families</li> </ul>	<ul style="list-style-type: none"> <li>- Has experience of working in trauma-informed settings</li> <li>- Has knowledge, skills and experience of using trauma-informed approaches.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ability to complete assessment and formulation of the full range of child and adolescent mental health disorders and related neurodevelopmental conditions and associated risk and protective factors</li> <li>• Ability to undertake mental health risk assessments with children and young people, including suicidality and self-harm, eating disorders and sexually harmful behaviours</li> <li>• Demonstrates a clear understanding of the needs of service users from diverse social and cultural backgrounds, and stakeholders and range of service provision offered to support them across designated schools</li> <li>• Takes an active approach to self-development and shows a commitment to continuous professional learning</li> <li>• Desire and ability to act and develop as a Subject Matter Expert (e.g. self-harm, Emotionally Based School Avoidance, bereavement etc) within the school or each site.</li> <li>• Excellent teaching and presentation skills</li> </ul>	
<b>Safeguarding</b>	<p>A clear understanding of child protection policy and procedures and commitment to safeguarding of children and vulnerable adults</p> <ul style="list-style-type: none"> <li>• Is pro-active in reporting safeguarding issues and concerns with regards to children and vulnerable adults, to school and line management, in accordance with Newhaven School policy</li> <li>• Continues to keep up to date with safeguarding policy and developments</li> </ul>	
<b>Line Management &amp; Supervision</b>	<ul style="list-style-type: none"> <li>• Willingness to take active part in line management and clinical supervision with your line manager</li> <li>• Develops an understanding of how to manage an active caseload of one-to-one work</li> <li>• Seeks to continually improve quality of service provision in all areas</li> <li>• Meet the expectations of the designated schools and more senior colleagues; understands the need for efficiency and timelines in delivery</li> <li>• Displays effective, well-organised management of your caseload and input on appropriate systems</li> <li>• Demonstrates a clear vision of what Newhaven School requires of its staff and models behaviours aligned to BABCP UKCP and HCPC frameworks.</li> </ul>	
<b>Relationships (Internal &amp; External)</b>	<ul style="list-style-type: none"> <li>• Builds relationships through effective communication with all stakeholders within the school</li> <li>• Demonstrates a clear understanding of the needs of service users, including young people and families from diverse social and cultural backgrounds and stakeholders and how SMHP services can support these needs and resolves problems as they arise</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the role of SENCO and pastoral leads to work collaboratively sharing updates, care plans and risk assessments of children referred</li> </ul>

	<ul style="list-style-type: none"> <li>• Shows passion for Newhaven School's vision, mission and values and understands how these underpin its work</li> <li>• Establishes and sustains positive working relationship with Newhaven School colleagues, school staff, children and young people, parents and carers</li> </ul>	
<b>Reporting and Evaluation</b>	<ul style="list-style-type: none"> <li>• Develops and exhibits a clear understanding of systems for reporting</li> <li>• Evidences management of their caseload, actions taken and progress made in supporting young people</li> <li>• Demonstrates an ability to use data and analysis to produce useful reports on a regular and ad hoc basis</li> <li>• Manages all data and information in a professional and organised way that is compliant with UK GDPR and Newhaven School policies</li> </ul>	
<b>School Ethos &amp; values</b>	<ul style="list-style-type: none"> <li>• Enthusiasm for and commitment to the achievement of the Newhaven School's overall vision for success at all levels</li> <li>• Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all pupils</li> <li>• Motivation to work with children and young people</li> <li>• Ability to build &amp; sustain professional standards, relationships &amp; personal boundaries with young people</li> </ul>	
<b>Communications</b>	<ul style="list-style-type: none"> <li>• Communicates effectively and appropriately with Line Manager, particularly highlighting any concerns or issues that require resolution</li> <li>• Actively participates in team meetings</li> <li>• Considers the needs of the audience and pitches communications at an appropriate level</li> <li>• Demonstrates accuracy in all communications including emotionally sensitive contexts</li> <li>• Shares information, good practice and skills with their SMHP team and wider organisation when required</li> <li>• Seeks to develop relationships with all staff in order to develop wider knowledge and understanding of all welfare and safeguarding teams at designated schools</li> </ul>	
<b>Information Technology</b>	<ul style="list-style-type: none"> <li>• Demonstrates competency in using Microsoft Office <ul style="list-style-type: none"> <li>- Word, Excel, PowerPoint, Outlook, the Internet</li> <li>- To have developed computer skills to enable input of relevant data and typing of clinical summaries and reports etc</li> </ul> </li> </ul>	An understanding of the impact of social media on the lives of young people

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The job-holder will ensure that school policies are reflected in all aspect of his/her work, in particular those relating to:

1. Equal Opportunities

2. Health and Safety
3. General Data Protection Regulations (2018) and Data Protection Act (2018)
4. Safeguarding children