

Compass

Joining us as a trainee Educational Mental Health Practitioner

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Our staff feel valued and supported at Compass - it's a great place to work.

We are looking for committed practitioners who are passionate about supporting children and young people with low to moderate mental health and wellbeing needs. You'll go above and beyond to meet the diverse needs of the communities we serve.

Our trainee Educational Mental Health Practitioners get

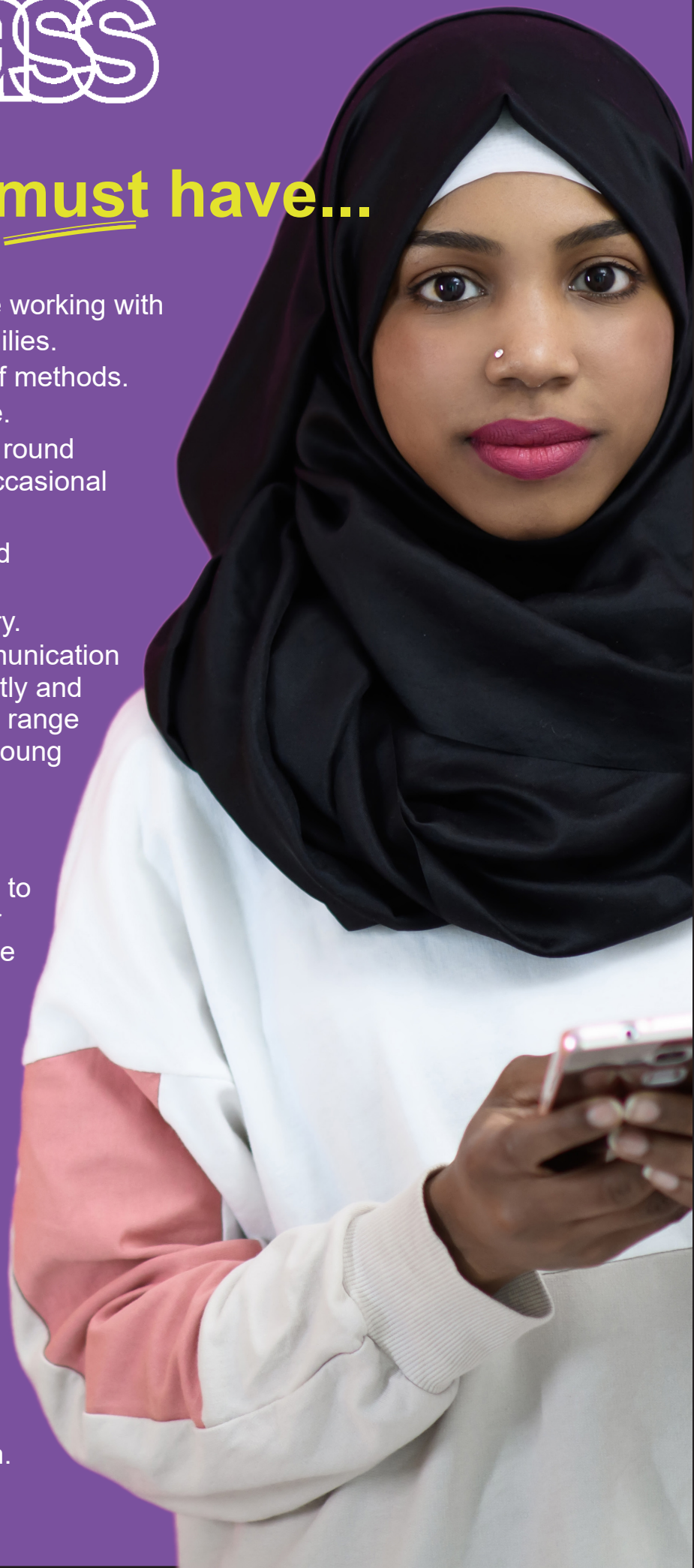
- a fulfilling career, seeing the difference you make to the lives of children and young people in your community
- a range of employee benefits
- on the job-training and a Postgraduate University Diploma



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Our trainees must have...

- Minimum two years' experience working with children, young people and families.
- Ability to learn using a variety of methods.
- Ability to study in your own time.
- Ability to work full-time, all year round (including non-term time), on occasional evenings and weekends.
- Excellent time management and organisational skills.
- Ability to manage your own diary.
- Excellent oral and written communication skills with the ability to confidently and articulately communicate with a range of stakeholders (e.g. children, young people, families, colleagues, education staff, partners).
- A full UK driving licence, with business insurance and access to a vehicle during work hours (for individuals who cannot drive due to a disability, we can consider accessibility options i.e. provided via Access to Work etc).
- Ability to travel efficiently between the service base and school/community settings on a daily basis.
- Ability to reflect our values as a practitioner (integrity, valuing each individual, solution focused, consistent & reliable)
- Ability to be an inclusive practitioner and committed to Equality, Diversity and Inclusion.



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As a trainee EMHP, you will deliver on the three core functions of an MHST. We will support you and guide you.

Mental Health Support Teams' (MHSTs)
Three Core Functions

Direct interventions

Low-Intensity CBT (1:1/Groupwork)

Digital interventions:
(Lumi Nova/OSI: children 5-12)
(Silvercloud: YP 12-18)
(Triple P: parents/carers)

Advice & liaison

Professional consultation
Referral meetings
Liaison with CAMHS
Targeted multi-disciplinary forums for at risk groups (e.g. Children Looked After)
Step up/down arrangements

Whole School/College Approach (WSCA)

LINK sessions
Pupil profiling
WSCA audit/action planning
WSCA activities
(e.g. themed workshops, assemblies, parents evenings)
Teacher training

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Your typical working week as a trainee EMHP

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00			Assessment at school	Group intervention with yp	1:1 intervention with CYP	9:00
10:00	University all day!	University all day!	Case notes	travel	session notes/admin	10:00
11:00	University all day!	University all day!		Clinical skills supervision	travel	11:00
12:00		University all day!	travel	parent phone call	case management supervision	12:00
13:00	University all day!	University all day!	Parent-led intervention	travel	travel	13:00
14:00	University all day!		travel	session with YP	whole school approach workshop	14:00
15:00		University all day!	BA session with yp	travel	travel	15:00
16:00	University all day!		travel	session notes/admin	LINK session	16:00
17:00			session notes/admin	parent phone call	Team meeting (office)	17:00

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Your typical working week as a qualified EMHP

	Monday	Tuesday	Wednesday	Thursday	Friday	
9:00	intervention session 3	Case management supervision	intervention session 2	travel	POD Group Week 6	9:00
10:00	travel		travel	POD Group Week 3	travel	10:00
11:00	assessment	POD Group Week 2	discharge travel	travel	intervention session 2	11:00
12:00		travel	complete discharge/notes	travel	session notes travel	12:00
13:00	intervention session 6	KW Parent-led session 4	intervention session 4 travel	phone call- Parent-led check-in		13:00
14:00	session notes	travel	TAF Meeting	session notes	Prepare next week's resources	14:00
15:00	Safeguarding Team Meeting	session notes	session notes			15:00
16:00						16:00
17:00				Secondary school welcome evening		17:00

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So, it's busy. It's demanding. But we build in time for you to take stock and get your notes and admin up to date.

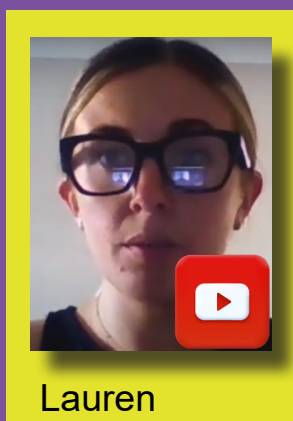
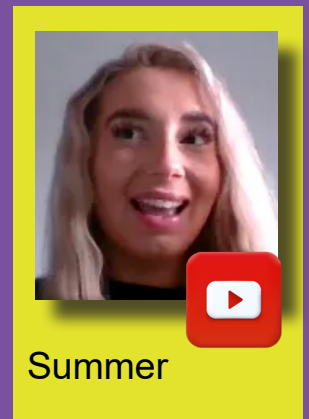
You're working with children and young people, from 5 to 18. As well as their families. We care about them and we do our best for them.

It is a wonderful and fulfilling calling.

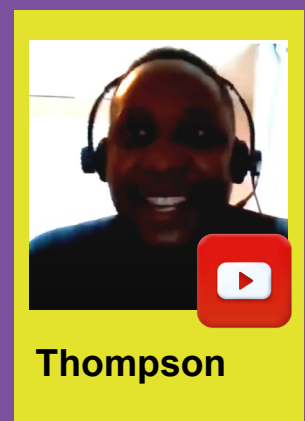
Our inclusive and supportive structure and culture have been carefully built to provide the best environment for our staff.

Here's what our trainee EMHPs say....

"...the job itself is really rewarding. There's a lot of information and a lot to do but just within one year of my training I've already seen the progress that young people are making from the difference that I'm making and from the interventions that I'm leading ...everyone's so supportive."



"...everyone's so supportive. It's a really well-run organisation... everything's really structured. It's just a really, really good place to work. I would recommend it to anybody."



"... the support I've had in terms of the course itself...And the journey has been challenging in places but it has been really enjoyable. It's difficult at the start and it feels like it but as it goes along and you learn how everything works, it's really good and I think you'll enjoy it."

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Our values are embedded in our working culture

Our Compass [staff survey](#) revealed that 98% of staff use the organisation's values in their work every day.

- 95% of staff say they do their best work for Compass and that they apply our principles of equality, diversity and inclusion at work
- And 94% agree that they understand Compass's purpose and strategy
- People in my team work well together to get the job done – 92%
- I can see a clear link between my work and Compass' purpose and strategy – 92%
- My line manager respects people as individuals with different styles, skills and experiences – 91%
- I feel valued and supported by my manager – 89%
- I feel able to approach my line manager when I have a problem and feel confident it will be acted on promptly and fairly – 88%
- I feel encouraged to come up with new and better ways of working – 87%



In all, 84% of staff completed the survey.





The University course

The Postgraduate Diploma in Educational Mental Health Practice has been designed to provide you with the theoretical knowledge, clinical skills, and practical experience necessary to excel in this role. Below is a comprehensive guide to help you understand what to expect from your time at university.

Programme structure and timetable

As the course progresses, the time spent in university decreases, allowing trainees to gradually transition into their service roles more fully.

- **University Teaching:** You'll attend scheduled sessions which may include lectures, seminars, and practical workshops.
- **In service:** A significant portion of your learning happens on the job, where you apply what you've learned in real-world settings.
- **Self-Study:** Independent learning and reflection are critical. You'll need to dedicate time outside of scheduled sessions for reading, assignments, and skill development.

While university attendance is structured into your timetable, in service hours may vary due to service needs, so effective time management is essential.

Teaching and learning methods

The program combines multiple teaching methods to ensure a well-rounded learning experience:

- **Lectures.** Foundational theories and knowledge are delivered through lectures, which provide the core content of the curriculum.
- **Seminars and Group Work.** Small group discussions and collaborative tasks help to deepen understanding and facilitate peer learning.
- **Skills Workshops.** Practical sessions focused on developing clinical interventions and case management skills.
- **Experiential Learning.** Hands-on experience in your placement setting, where you apply learning in real-time.
- **Guest Lectures.** Presentations from experts in the field, offering valuable insights and real-world perspectives.

Blended learning: On-campus and online

The course is delivered by a blended learning approach, with around 50% of the teaching being 'online' and 50% 'on campus':

- **In-Person Attendance:** You will be required to attend scheduled face-to-face sessions at the university, which are vital for skill-based learning.
- **Online Learning:** The university's online platforms, including Blackboard and UDO, will be central for accessing course materials, submitting assignments, and participating in virtual discussions.

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The University course

Self-study and independent learning expectations

To succeed in this course, independent study is crucial. Outside of formal teaching hours, you'll be expected to:

- Engage with reading materials, research, and assignments.
- Reflect critically on your experiences and develop your clinical practice.
- Prepare thoroughly for assessments, which may include case studies, essays, and practical evaluations.

Assessment and supervision requirements

Throughout the programme, you will be assessed through a variety of methods, ensuring a comprehensive evaluation of your skills and knowledge:

- Clinical Hours. You must complete a minimum of 80 clinical hours, covering a range of presentations.
- Supervision Hours. A total of 40 hours of supervision is required, divided between case management and clinical skills.
- Portfolio and Written Assessments. These include critical reflections, case studies, and evidence of professional development.

University breaks and holidays

The academic year includes scheduled holidays, such as Christmas and Easter. However, it's important to note the MHST service is all-year round and will continue to work through holidays delivering the core functions of the service.

Student support and resources

You will have access to a broad range of support services, including:

- Academic Tutoring. Assistance with coursework and study strategies.
- IT and Library Resources. Access to online journals, textbooks, and learning tools.
- Clinical Supervision. Regular sessions with a mentor to guide your development and offer feedback on your practice.

