



Young Healthy Minds

Job Title: Child and Young Person's Early Intervention Support Worker(EISW) (Counsellor in Training)
Hours: 22.5 hours The post may require some evening and weekend work
Location: Dover
Accountable To: YHM Team Leader

Function:

- To intervene at the earliest possible stage, in the most appropriate manner to prevent the escalation of emotional and/or mental health concerns among children and young people aged between their 4th and 18th birthdays.
- To assist in the improvement of knowledge and skills of staff in universal services to identify and offer support to children and young people displaying emotional well being concerns
- To play an integral role to improve joint working arrangements between providers of Emotional Health and Well-being Services and the Community CAMHS model;
- To contribute to a reduction in the rates of inappropriate referrals to the Community CAMHS service
- To improve the emotional and mental health of children and young people of school age living in the specified area
- To offer consultation to other professionals and to families.

Principle Accountabilities:

- To provide individual and group support for children, young people and their families using brief solution focused interventions.
- To undertake initial community based assessments of children and young people and their families who may potentially be referred to CAMHS. Where necessary, these will be undertaken jointly with primary care workers.
- To provide appropriate information, advice and support to staff and volunteers in universal settings, particularly those involved in pastoral care who are working with children and young people receiving support through the service.
- To ensure that follow on care is provided either by advice to service users or by signposting or referral on to an appropriate service.
- To promote the mental health and emotional well being of children and young people and to have knowledge of the appropriate services available to them.

- To have knowledge of a range of clinically effective interventions with the client group.
- To ensure clear written communication with other agencies and referrers as required.
- To recognise professional boundaries and consult with other services involved in the care of children and young people.
- To be aware of clinical effectiveness by the use of clinical protocols and guidelines.
- To participate in clinical and line management supervision and team meetings.
- To maintain clear, accurate and contemporaneously written records in accordance with professional standards.

Service Delivery

- To participate in the recording and provision of statistical data and to provide regular activity data in accordance with performance management requirements.
- To contribute to the development of clinical guidelines and contribute to clinical research.
- To assess the support needs of children and families referred to the Early Intervention Service by using validated assessment tools, to understand the family's skills, challenges and strengths, and work with them to change patterns of behaviour and challenge and motivate families as they set and achieve their own goals.
- To plan and deliver structured individual and group sessions to children and families over an agreed period of time.
- To be part of a Multi Agency Support Service, contributing to regular reviews and evaluation of the families' progress and needs.
- To work in direct partnership with other local agencies – for example, schools, educational support staff, Homestart, Children's Centres, CAMHS, Children's Services and other agencies as appropriate, in order to promote the welfare of service users, and their take-up of services
- To plan and deliver individual and family group support for children and their families
- To gain the confidence of parents/carers, and enable them to gain maximum benefit from the other support services
- To support Parents/Carers to attend evidenced Parenting programmes if appropriate and, if doing so, work with families to build on their learning from the parenting programmes into their every day routines.
- To improve parents and carers ability and confidence to give their children the support and direction they require; building resilience in families so that they are able to manage crises in the future, reducing the negative outcomes for children and young people within the family.
- To share skills and promote effective working practices with partner agencies

- To keep accurate case records; prepare for and attend supervision and appraisals; and attend training relevant to the post
- To contribute to team and other meetings as required
- To work within the framework of all of Early Intervention Service standards, policies and procedures.

Legal & Policy

- To work in accordance with the British Association for Counselling and Psychotherapy's (BACP) code of ethics and practice, the UKCC or other relevant professional bodies codes of conduct and record keeping standards.
- To act in accordance with Children Act 1989 and other relevant legislation and to maintain an awareness of legislation relevant to children's services.
- To be informed about developments in policy, law and practice in respect of children, young people and family work, with particular relevance to Emotional Health and Well-being.
- To ensure you have an understanding (appropriate to your role) of and comply with Early Intervention Service procedures for promoting and safeguarding the welfare of children and vulnerable adults.
- To comply with Early Intervention Service Diversity & Equality Policy and our Ethical Policy in every aspect of your work and positively promote the principles of these policies amongst colleagues, service users and other members of the community.
- To comply with Early Intervention Service Health and Safety Policy, Data Protection Policy and to protect your own and others' health, safety and welfare.
- To ensure that interventions are delivered in accordance with the Gillick competencies set out in the Fraser guidelines.

Participation

- To ensure that the service operates within a framework which welcomes and values inclusion and diversity
- To develop and maintain effective mechanisms for existing and potential service users to participate in decisions about the development, delivery and review of the service

General

- Undertake any other tasks identified by the Line Manager that are appropriate to the role, dependent on the post holders areas of expertise, knowledge and skills

1. Education, Qualifications and Experience	Status
A Professional qualification A minimum of NVQ Level 3 in Health and Social Care/Children and Young People's Diploma	Essential

and

To have trained or be willing to train in brief therapeutic interventions, creative therapy interventions, peer group mediation and restorative approaches

B	To have proven experience of working with children of all ages and the ability to demonstrate expertise in all stages of child development, including the contributory factors to positive mental and physical well-being	Essential
C	Proven experience of working directly with young people individually and in groups, in community based support services	Essential
D	Proven experience of working as part of a multi agency team	Essential
E	Proven experience of working with families with minimal supervision and direction	Essential
F	Proven experience and understanding of working in multicultural communities and awareness of the issues faced by families living in rural communities	Essential

	2. Knowledge	Status
A	To possess a working understanding of the Common Assessment Framework and the associated processes	Essential
B	A thorough and comprehensive understanding of Safeguarding Children, Young People and Vulnerable Adult Policies and Procedures and a willingness to continually update and apply this knowledge	Essential
C	An understanding of the likely health and development needs of children and young people who have suffered significant disruption and loss in their lives.	Essential
D	An awareness of a range of therapeutic models to meet the likely emotional needs of young people	Essential
E	Knowledge of the statutory and voluntary service context, of the framework for health, education and social care services and relevant legislation	Desirable
F	An understanding of the range of voluntary and statutory organisations particularly schools, which support children and families, and an ability to work constructively with these organisations	Desirable

G An understanding of the Kent Community CAMHS Pathway and how the Early Intervention Service relates to this. Desirable

3. Abilities and Skills		Status
A	Practical, creative, determined and dedicated with a good understanding of the methodologies appropriate to work in this area – and how to apply them.	Essential
B	The ability to demonstrate a way of working that is based on a belief that families have the capacity to change and An approach which values and empowers family members including an empathic and understanding	Essential
C	An approach which enables parents and children to articulate their emotional and practical needs	Essential
D	The ability to focus on prioritising the safety and well-being of children and young people within the family, while responding to the whole family's needs	Essential
E	A persistent, reliable and flexible approach which recognises the need for openness and honesty with families about the changes needed	Essential
F	A commitment to equal opportunities and non discriminatory practice and knowledge of these issues in service delivery and employment	Essential
G	Excellent communication and interpersonal skills, both verbal and written, along with thorough record keeping skills	Essential
H	Ability, enthusiasm and flexibility to work creatively and independently and in partnership with others to provide and develop a coordinated service	Essential
I	A commitment to holistic approaches to working with individuals and families, to working independently and co-operatively with families in their own home and in groups	Essential
J	IT skills in Excel/Access/ Microsoft office	Essential
K	Very flexible in terms of work location as the post will require you to travel throughout a District and sometimes beyond. A full driving licence and access to a car is essential	Essential