**Job Description: Educational Mental Health Practitioner**  
**Dovecote School, Somerset**

Dovecote school is committed to creating a diverse workforce. We’ll consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

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| **Job Title** | Education Mental Health Practitioner |
| **Hours** | 40 hours p/w |
| **Working Weeks** | 39 weeks p/a |
| **Salary** |  |
| **Responsible to** | Senior Mental health lead |
| **Responsible for** |  |
| **Purpose of Job** | To provide therapeutic and mental health support for students with complex social, emotional, and mental health (SEMH) needs, including autism, ADHD, trauma, and PDA, promoting inclusion, development, and well-being. |
| **DOVECOTE SCHOOL VISION**   1. We strive to equip all students with the skills needed to meet their full potential through an innovative and specialised curriculum. Small scale learning communities where young people are known as individuals. 2. The learning process is active. 3. The learning community is underpinned by environmentally sustainable values and practices. 4. Student voice is empowered through a strong emphasis on developing individual communication strategies. 5. Families and the local community are vital partners in the life of the school, and they share in the decision-making. We work together as a team to provide a happy, safe, and stimulating environment, whilst promoting well-being for all and building confidence for the future | | |
| **WE VALUE** | **WE AIM TO** | |
| **LEARNING** | Create nurturing, challenging and empowering learning opportunities for children, staff and parents/carers. | |
| **INCLUSION** | Offer a broad, balanced curriculum that is relevant and accessible for all children | |
| **ACHIEVEMENT** | Celebrate the achievements and successes of each individual | |
| **COMMUNICATION** | Ensure everyone has a voice and their contribution is valued | |
| **RESPONSIBILITY** | Secure the accountability of all through distributive leadership, rigorous monitoring, and evaluation | |
| **REFLECTION** | Improve future performance through the continuous evaluation of our practice | |
| **CREATIVITY** | Think outside the box and try new ideas to continuously raise standards | |
| **COMMUNITY** | Foster positive working relationships with parents/carers, multi-agency professionals and the local community | |
| **ENVIRONMENT** | Protecting our future and our planet | |
| **DIVERSITY** | Promote tolerance and respect for individual differences, abilities, needs and beliefs | |
| **WELL-BEING** | Create a safe, caring environment in which everyone is healthy, happy and ready to learn | |
| **TRANSITION** | Equip children and families with the knowledge, skills, independence and resilience to face future challenges | |

**Purpose of Job**:  
To provide tailored mental health support for students with SEMH needs, including ADHD, PDA, autism, and trauma-related challenges. Work collaboratively with staff, students, and families to foster emotional resilience and well-being, delivering evidence-based assessments and interventions for students at Dovecote School, who require aimed and specific support beyond our whole school Therapeutic Approach.

**Dovecote School Vision**

At Dovecote School, we believe every child deserves the chance to thrive. Set in the heart of Somerset, we provide specialised education for students with complex needs, focusing on individuality, inclusion, and empowerment. Our dedicated team supports every student to achieve their full potential in a safe, nurturing environment.

**Aims and Objectives**

* Support the social, emotional, and mental health (SEMH) development of students.
* Provide tailored intervention and therapeutic strategies to enable positive change in emotional wellbeing and behaviour and engagement.
* Build resilience and self-regulation to enhance academic and personal growth.
* Work collaboratively to reduce exclusions and improve attendance and outcomes for all students.

**Main Duties and Responsibilities**

**Direct Support for Students**

* Support students experiencing mild to moderate mental health difficulties, along with their teaching staff, using evidence-based methods.
* Conduct outcome-focused, low-intensity interventions while respecting the educational environment.
* Carry out mental health assessments and collaboratively create intervention plans with clear outcomes.
* Help children requiring additional support to access specialist services through appropriate referrals.
* Undertake and document risk assessments, operating in line with safeguarding protocols and local procedures.

**Collaboration and Whole School Mental Health Approach**

* Work with school staff to enhance mental health awareness and develop proactive strategies for well-being.
* Partner with school leads to implement a Whole School Approach to mental health, which compliments Thrive Approach.
* Work with the Therapy and Inclusion team to facilitate reintegration of students following periods of absence or barriers to attendance.

**Collaboration and Reporting**

* Liaise with teachers, SENCOs, therapists and inclusion team to implement and monitor personalised intervention and safety plans.
* Assess and report on student progress using recognized tools and frameworks.
* Share insights with colleagues and external agencies to ensure a holistic approach to support.

**Professional Development and Safeguarding**

* Commit to ongoing training in therapeutic, neuro-affirming approaches and trauma-informed practices.
* Receive and apply supervision to ensure safe and effective practice.
* Continuously update your professional knowledge and adhere to current best practices.
* Ensure compliance with safeguarding policies and report concerns promptly.

**Person Specification**

**Qualifications**

**Essential**:

* Qualification from a CYP Educational Mental Health Practitioners Course (EMHP) or Post Graduate Diploma/Graduate Diploma in Mental Health Practice in Education Settings.

**Desirable**:

* Additional relevant degree qualifications.
* Youth Mental Health First Aid training.
* Counselling qualification, including for individual and group talking therapies

**Experience**

**Essential**:

* Experience in working with anxiety and affective (mood) disorders.
* Delivering therapeutic interventions to children, young people, or families (e.g., CBT, solution-focused therapy).
* Working with children and families in education or healthcare settings.
* Liaising with multiple agencies and stakeholders.
* Monitoring and recording outcome measures for emotional well-being.

**Desirable**:

* Experience with looked-after children or other vulnerable groups.

**Skills and Knowledge**

**Essential**:

* Ability to deliver 1:1 and group therapeutic interventions for children, young people, and families.
* Strong understanding of safeguarding and risk management processes.
* Knowledge of educational settings and the mental health needs of children with SEND.
* Skills to build relationships with diverse stakeholders.

**Desirable**:

* Knowledge of capacity and consent issues, including Gillick competence.
* Understanding of CAMHS team operations and related services.

**Job-Specific Requirements**

* Excellent time management, organizational, and communication skills.
* Ability to manage sensitive and potentially emotionally distressing caseloads.
* Ability to work across a multi-disciplinary team