

# CWP Memorandum of Understanding

Between the London and South East Workforce Development Team

and

Tavistock and Portman NHS FT]

This Memorandum of Understanding (MoU) states the terms and understanding between the London and South East Workforce Development Team (comprised of staff from Anna Freud National Centre for Children [AFNCCF]/University College London [UCL]) and partnerships involved in the Children's Wellbeing Practitioner (CWP) Programme.

The purpose of this MoU is to identify the roles and responsibilities of partnerships involved in the programme.

# The Children's Wellbeing Practitioner Programme (CWP Programme)

The Children's Wellbeing Practitioner Programme (CWP Programme) has been developed in response to the target outlined in *Implementing the Five Year Forward View for Mental Health* of offering evidence based intervention to 70,000 more children and young people annually by 2020, by training up 1700 new staff. This is cohort 6 of the CWP programme. An audit for cohort 1 of the programme is available, please contact [cwp@annafreud.org](mailto:cwp@annafreud.org) for a copy.

The CWPs will be trained to offer brief, focused evidence- based interventions in the form of low intensity support and guided self-help to children and young people who demonstrate mild/moderate:

- Anxiety (primary and secondary school age)
- Low mood (adolescents)
- Common behavioural difficulties (working with parents for under 8s)

CWPs time will be divided between attending university for teaching, working in service and studying/completing assignments.

The CWPs will be supervised by an experienced specialist CWP supervisor/service development lead who will attend training provided. These new teams will be placed upstream in the pathway in primary care, schools, and the voluntary sector, as well as CAMHS in some areas.

## Roles and Responsibilities

### 1. Workforce Development team

The Workforce Development team will be responsible for:

- Liaising with service leads to provide support during the recruitment process
- Facilitating regular steering group meetings
- Providing implementation support throughout the programme
- Supporting the development and collection of data as part of the CWP audit to be fed back to services, commissioners and Health Education England (HEE)
- Provide regular updates to HEE on behalf of implementing services
- Provide general day to day support for services
- Support the training courses being held at UCL and KCL and provide a bridge between training and implementation within the service
- Set up site visits with each service to meet with service leads, supervisors and CWPs
- For sites using the POD data collection tool, the Workforce Development team will provide technical support for POD and an annual report on experience and outcomes data
- Specific responsibilities of the HEIs (UCL and KCL) will be detailed in the CWP handbook

### 2. Local Commissioners

- Local commissioners should approve the application to join the CWP program
- Consider the longer term sustainability of CWPs in their area in line with national plans, such as the Green Paper on transforming CYP Mental health and the NHS Long Term Plan
- Confirm sustainability plans after the training year

- The CWP initiative is to be built into the Local Transformation Plans

### 3. CWP Service Lead(s)

The Service Lead will be the first point of contact for the CWP programme within each service. They will have oversight of the implementation of the programme and support the CWP supervisors in service development and management of the programme.

- Service Leads will be responsible for recruiting appropriate CWPs using a template JD and PS provided by the Workforce Development team (see appendix 1)
- Service Leads will be responsible for the recruiting a Supervisor(s)/Service Development Lead to support the CWPS. New sites can use a template JD and PS provided by the Workforce Development team (Band 8a - see appendix 2)
- Service Leads should be responsible for informing the Workforce Development team of progress with recruitment and alert us as soon as possible if they are not able to fill their places
- Service Leads will be required to attend approx. 6 weekly steering groups to feedback on progress and share learning with the wider CWP network
- The Service Lead should be responsible for setting up a site visit with the Workforce Development team and ensure that other relevant members of the local CWP team are present
- The Service Leads should ensure regular availability by phone or email to provide updates to the Workforce Development team
- The Service Leads should ensure that data is collected and flowed to the Workforce Development team to evaluate the effectiveness of the programme
- The Service Leads have overall responsibility to ensure adequate clinical governance arrangements are in place to ensure a safe and effective service is provided to service users
- The Service Lead is responsible for CWP staff in terms of health and safety, appropriate working environment and that they have adequate study time to fulfil the requirements of the course
- Service Leads will be asked to work with their local CWP team (including commissioners, Supervisors/Service Development Leads and CWPs) to provide feedback at a shared learning event to be held at the end of the CWP training course
- The Service Manager will be responsible for ensuring that the line manager releases the CWP for training and supports their training, as outlined in Appendix 4
- Service Leads are responsible for providing equipment (laptop, phone) and software (for recording sessions, for video submission to university) as required for the CWPs to complete their course assignments
- Service Leads should ensure that Placement support money is being used appropriately and for the activities intended (please see Operational Guidance for details)

### 4. CWP Supervisor(s)/Service Development Leads

The CWP Supervisor(s)/Service Development Leads will be responsible for the management & supervision of the CWPs. The CWP Supervisor/Service Development Lead will support the strategic development of the CWP initiative within their service, under the direction of the service lead. See appendix 2 for a Band 8a equivalent JD and PS for supervisors of new sites. The role includes:

- Supervisors/Service Development Leads will be responsible for the day to day supervision and line management of the CWPs within their service. Given the trainees stage in training

the supervisors will need to offer close supervising that will incorporate an element of supporting training and skills development, such as taking time to watch recordings of trainees work and giving feedback

- Supervisors must commit (with consent from their employing organisation) to work for a specified number of days on the CWP programme and will receive placement support funding in line with this. Currently the expectation is that Supervisors/Service Development Leads are funded to work a day per CWP trainee. This time commitment will include at least weekly individual supervision and also have group supervision for the CWP trainee group to review video recordings of clinical sessions
- Supervisors/Service Development Leads will be responsible for creating job plans (see appendix 3 for sample Job Plan)
- Supervisors/Service Development Leads will be responsible for co-creating supervision contracts with CWPs
- Supervisors/Service Development Leads will be responsible for ensuring that the university are notified of any pre-booked annual leave that clashes with CWP teaching
- Supervisors/Service Development Leads will be responsible for ensuring that CWPs are aware that the university training is mandatory with a minimum attendance rate of 80% in order to pass the university component of the programme
- Supervisors/Service Development Leads will be responsible for supporting CWPs in case selection to support case assignments (including regular reviewing of video material)
- Supervisors/Service Development Leads will help to develop CWPs skills in offering brief, focused evidence- based interventions in the form of low intensity support and guided self-help to children and young people
- New Supervisors/Service Development Leads will attend Post Graduate Certificate in CYP IAPT Supervision (CWP) at KCL which will include 15-20 teaching sessions across the year and assignment submission
- Supervisors/Service Development Leads will also attend a proportion of CWPs negotiated with the CWP program (typically 2 joint teaching days) to ensure familiarity with this teaching and support the CWPs learning
- Supervisors/Service Development Leads have a responsibility to report serious concerns about CWPs falling behind or not meeting the required standards to the course

## **5. CWPs**

This is a training role within the Children and Young People' Improving Access to Psychological Therapies programme (CYP IAPT). The CWP will deliver, under supervision, high-quality, brief outcome focused, evidence-based interventions and guided self-help for children and young people experiencing mild to moderate mental health difficulties (see appendix 1 for sample JD/PS). CWPs will be responsible for:

- Fulfilling the course requirement (see course handbook)
- Informing their service and the university if unable to attend university teaching including letting the service know the teaching topic that has been missed, so they are aware of this potential gap in the CWP's knowledge to support their case work, to ensure safe and ethical practice
- Working within the clinical governance frameworks of their employing organisation

## **6. Higher Education Institutes (HEIs) – UCL/AFNCCF**

The CWP course for your site is delivered by AFNCCF in partnership with UCL. HEIs will provide high quality teaching and support to CWP trainees (as detailed in the trainee handbook). Open

communication between the HEI and Partnerships is essential for trainee support and safe practice because learning takes place in both settings. Reasons for communication between the HEI and Partnerships would include:

- If CWP trainee progress is being hampered by the arrangement in the partnership, the course may contact the Supervisor or Lead in the partnership to ask such difficulties to be addressed.
- If there are concerns about CWP performance on the course, course staff will talk to the CWP and to the supervisor/manager where appropriate. This will be done in order to both support the CWP and ensure safe and ethical practice for the CYP with whom they are working. The courses will involve the CWP in this process where possible.
- Similarly, sites may contact the HEIs to share information if they have concerns about CWP performance in the work setting.

Further specific responsibilities of the HEIs (AFNCCF/UCL) will be detailed in the CWP handbook.

## **Additional Service Requirements**

### **Data collection**

Each service will be required to collect and flow outcomes data to the Workforce Development Team based at the Anna Freud National Centre for Children and Families. There is a requirement that each CWP collects the following data with each young person/parent or carer/family/group that they see.

Demographic data and referral information

Health outcomes:

RCADS – for adolescents in secondary school

SDQ – for parents of children of primary school age

Session feedback:

Session Feedback Questionnaire (SFQ)

Experience of service:

Experience of Service Questionnaire (ESQ)

Goals:

Goal Based Outcome (GBO)

Goal Based Outcome – Helpful Ideas Tracker (GBO-HIT)

The Workforce Development team recommends the use of an online data collection tool called POD for the collection of this data. This tool is embedded within the CWP training and is used by each CWP to collect goals and learning outcomes during training. The tool can also be used by each CWP to collect the measures outlined above. The Workforce Development team are then able to export anonymised service data to evaluate the effectiveness of the interventions being offered and to contribute data towards the CWP audit. If a service does not use POD, it will be their responsibility to ensure that service data is exported and sent in a format as specified by the Workforce Development team. Use of POD is free for trainee CWPs but a license is required for use outside of this. Services will have the functionality to view and export their own data from POD.

## Safeguarding, risk management and lone working policies

Each service is responsible for ensuring that the CWPs are familiar with and adhere to local policies around safeguarding, risk management and lone working. Where CWPs are placed in schools, it will be the responsible of the employing organisation to ensure that CWPs are familiar with school policies are have a named key contact at all times who can be contacted should a safeguarding concern arise.

## Submission of video material

Trainees will be required to record some sessions with young people and parents to submit for course assignments. They will need to obtain consent for the person being recorded to do this and this will need to include consent for the footage to be safely stored at the university during the period of the course and for use by external markers. The material will only be used for training purposes. If necessary, each service should check that this is in line with the information governance policy of the organisation. Please see the Video Submission MoU for more details of this process.

## Onsite Protected Learning Time

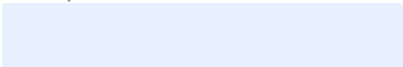
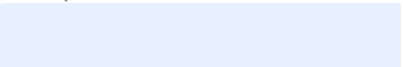
On the weeks that the students attend a teaching day, CWPs should be given half a day of additional Onsite Protected Learning Time by their sites

All other weeks, CWPs should be allocated one day of Onsite Protected Learning Time, which would allow time for a variety of tasks:

- Assignments
- Preparing for the Shared Learning Event (there may also be a need for additional planning and prep time with supervisors outside of allocated study time for this task, so some flexibility from supervisors may be needed e.g. - an hour a fortnight to support with this)
- Preparing for CWP case work
- Attending bespoke training delivered by supervisor or organisation
- Additional supervision if appropriate

It is for services to decide whether they wish CWPs to undertake this study time onsite or not

### Signed by:

<b>CWP Service Lead</b> Name: Click or tap here to enter text.  Signature   <b>Date:</b> Click or tap to enter a date.	<b>Workforce Development Team (AFNCCF)</b> Name: Click or tap here to enter text.  Signature:   <b>Date:</b> Click or tap to enter a date.
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# Appendix 1: Sample CWP Job Description and Person Specification

## JOB DESCRIPTION

**Children's Wellbeing Practitioner (in training)**

**Post Title: Children's Wellbeing Practitioner (CWP)**

**Salary: NHS Band 4 or equivalent**

**Responsible to:** {.....}

**Accountable to:** {.....}

**Key Relationships:** {.....}

## CYP IAPT

The Children and Young People's Improving Access to Psychological Therapies programme (CYP IAPT) is a service transformation programme delivered by Health Education England and partners that aims to improve existing children and young people's mental health Services (CYP MHS) working in the community. Children's Wellbeing Practitioner training will benefit from being integrated fully within CYP MHS..

## Job Purpose

This is a training role within the Children and Young People's Improving Access to Psychological Therapies programme (CYP IAPT). The post-holder will work within a CYP, mental health service delivering, under supervision, high-quality; brief outcome focused evidence-based interventions and guided self-help for children and young people experiencing mild to moderate mental health difficulties.

The training and service experience will equip the post holder with the necessary knowledge, attitude and capabilities to operate effectively in an inclusive, value driven service.

The post holder will attend all university based taught and Onsite Protected Learning Time required by the education provider, as specified within the agreed national curriculum and work in the service for the remaining days of the week using their newly developed skills.

## Main Duties and Responsibilities

### 1. Therapeutic skills

1.1. Assess and deliver, under supervision outcome focused, evidence-based interventions to children and young people experiencing mild to moderate mental health difficulties.

1.2. Working in partnership, support children, young people experiencing mild to moderate mental health difficulties and their families in the self-management of presenting difficulties.

1.3. Work in partnership with children, young people and families in the development of plans for the intervention and agreed outcomes.

1.4. Support and empower children, young people and families to make informed choices about the intervention.

1.5. Operate at all times from an inclusive values base, which recognises and respects diversity.

1.6. Accept referrals within agreed national and local protocols.

1.7. Undertakes accurate assessment of risk to self and others.

1.8. Adhere to the service referral protocols. Under supervision signpost unsuitable referrals to the relevant service as necessary.

- 1.9. Through close case management and supervision, escalate cases where the level of need becomes beyond scope, or more severe ensuring adherence to other relevant elements of service delivery.
- 1.10. Provide a range of information and support for evidence based psychological treatments, primarily guided self-help. This work may be face-to-face, by telephone or via other media.
- 1.11. Adhere to an agreed activity contract relating to the overall number of children and young people contacts offered, and sessions carried out per week in order to improve timely access and minimise waiting times.
- 1.12. Attend multi-disciplinary meetings relating to referrals or CYP in treatment, where appropriate.
- 1.13. Keep coherent records of all activity in line with service protocols and use these records and outcome data to inform decision making. Complete all requirements relating to data collection.
- 1.14. Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic process.
- 1.15. Work within a collaborative approach involving a range of relevant others when indicated.
- 1.16. Work in collaboration with children, young people and communities to enhance and widen access.

## **2. TRAINING AND SUPERVISION**

- 2.1. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice based assessments.
- 2.2 As well as attendance at the University for training, fulfil private study requirements to enhance learning and prepare assignments for examination, for at least one day a week.
- 2.2. Apply learning from the training programme to practice.
- 2.3. Receive practice tutoring from educational providers in relation to course work to meet the required standards.
- 2.4. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.
- 2.5. Respond to and implement supervision suggestions by supervisors in practice.
- 2.6. Engage in and respond to personal development supervision to improve competences and practice.

## **3. PROFESSIONAL**

- 3.1. Ensure the maintenance of standards of practice according to the employer and any regulating bodies, and keep up-to-date on new recommendations/guidelines set by the relevant departments.
- 3.2. Ensure that confidentiality is protected at all times.
- 3.3. Ensure clear objectives are identified, discussed and reviewed with supervisor and senior colleagues on a regular basis as part of continuing professional development.



3.4. Participate in individual performance review and respond to agreed objectives.

3.5. Keep all records up to date in relation to Continuous Professional Development and ensure personal development plans maintains up to date specialist knowledge of latest theoretical and service delivery models/developments.

3.6. Attend relevant conferences/workshops in line with identified professional objectives.

#### **4. GENERAL**

4.1. Support the collection of data and facilitate data flow to the Workforce Development team.

4.2. Contribute to the development of best practice within the service.

4.3. Ensure a comprehensive understanding of the relevant safeguarding legislation, guidance and best practice.

4.4. Maintain up-to date knowledge of legislation, national and local policies and procedures in relation to children and young people's mental health

4.5. All employees have a responsibility and a legal obligation to ensure that information processed is kept accurate, confidential, secure and in line with the Data Protection Act (1998) and Security and Confidentiality Policies.

4.6. It is the responsibility of all staff that they do not abuse their official position for personal gain, to seek advantage of further private business or other interests in the course of their official duties.

4.7. This Job Description does not provide an exhaustive list of duties and may be reviewed in conjunction with the post holder in light of service development.

<b>Personal Specification</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment Method</b>
Qualification	Evidence of working with children and young people with mental health difficulties  A minimum of a second-class Bachelor's degree from a UK university or an overseas qualification of an equivalent standard in a relevant subject (e.g. psychology)	Training in nursing, social work, occupational therapy, counselling or within a specific psychological therapy  Psychology or other health /social care/youth related undergraduate degree  Other relevant postgraduate degree	Application Form

Experience	Evidence of working with children and young people with mental health difficulties	Experience of working in mental health or related services  Worked in a service where agreed targets in place to demonstrating outcomes	Application Form/ Interview Question
Skills & Competencies	Ability to study as a self-motivated learner and implement training with appropriate support  Demonstrates high standards in written and verbal communication  Team Player  Ability to personally manage a sensitive, traumatic and potentially emotionally distressing caseload.	Ability to manage own caseload and time  Speaks a second language	Application Form/ Interview Question
Other	Full, enhanced and current satisfactory DBS disclosure for the role.  Able to travel to meet post requirements		

## Appendix 2: Sample CWP Supervisor Job Description and Person Specification

### Job Description –

<b>Title:</b>	<b>Children’s Wellbeing Practitioner (CWP) Supervisor/service development lead</b>
<b>Grade:</b>	<b>Band 8a</b>
<b>Department:</b>	.....
<b>Division:</b>	.....
<b>Responsible for:</b>	<b>Children’s Wellbeing Practitioners (CWP)</b>
<b>Accountable to:</b>	.....

### **Post Summary**

The Children and Young People’s Improving Access to Psychological Therapies programme (CYP IAPT) is a service transformation programme funded by Health Education England and delivered by local partnerships that aims to improve existing children and young people’s mental health Services (CYP MHS) working in the community.

[insert service name] has been successful in its bid to establish a new team of Children’s Wellbeing Practitioners (CWP’s). These posts come with placement support to be delivered by this post holder. The new post will include providing intensive supervision, clinical caseload management and to take a lead in developing the new service that will allow CWPs to deliver their skills. This will be done in conjunction with local service managers, the London and South East Workforce Development team and HEIs (KCL/UCL). The successful post holder will also access training attached to the supervision/service development role and hold a small caseload.

### **Job Purpose**

The CWP supervisor/service development leads, will be responsible for the management & supervision of the CWPs which are training roles within CYP IAPT. The post holder will also take a lead role in developing new services or new service structures to support the delivery of CWP skills and facilitate wider service transformation within the local child mental health system – this will be done in conjunction with and local service leads and managers. The CWPs will work within [insert service name] as part of a team delivering, under the supervision of this post, high-quality; brief outcome focused evidence-based interventions for children and young people experiencing mild to moderate mental health difficulties.

The CWP Supervisor/service development lead will support the strategic development of the CWP initiative within their service, under the direction of the service lead.

The training, supervision and service experience will equip the CWPs with the necessary knowledge, attitude and capabilities to operate effectively in an inclusive, value driven service.

The CWPs will attend all university based taught and onsite learning days required by the education provider, as specified within the agreed national curriculum and work in the service for the remaining days of the week using their newly developed skills.

The supervisor(s)/service development leads, in this post (s) will also attend a Post Graduate Certificate in CYP IAPT Supervision (CWP) course throughout the year (further information to follow). Supervisors will also be encouraged to attend some of the teaching of the CWPs at UCL or KCL.

### **Overview of Post Expectations:**

CWP Supervisors/Service Development Leads should be able to demonstrate:

- A complete and up to date CV
- Previous experience in supervision preferably with CYP-IAPT Supervision training
- Substantial experience working with children and families with mental health needs (i.e. not just working with adults)
- Clinical experience of outcomes based practice
- Knowledge and experience in evidence based practice with children and their families
- Enthusiasm for extending brief low intensity forms of help offered to children and parents around mental health needs
- Knowledge of evidence informed interventions for low mood, self-harm, anxiety and common behaviour problems in young children.
- Enthusiasm for and knowledge of the use of ROMs/feedback and outcomes tools on a session-by-session basis and how to use in supervision
- Experience of goal-focused interventions

### **Main Duties**

#### **A. Clinical**

1. To oversee the formulation and treatment and management plans for parents, children and young people being treated by the CWPs using a range of specialist psychological interventions appropriate to the service; individual and group.
2. Working in Partnership, support children, young people experiencing mild to moderate mental health difficulties and their families in the self-management of presenting difficulties.
3. Work in partnership with children, young people and families in the development of plans for the intervention and agreed outcomes.
4. To support and empower children, young people and families to make informed choices about the intervention.
5. To operate at all times from an inclusive values base, which recognises and respects diversity.
6. Accept referrals within agreed national and local protocols.
7. Undertakes accurate assessment of risk to self and others.
8. Adhere to the service referral protocols. Under supervision signpost unsuitable referrals to the relevant service as necessary.
9. Through close case management and supervision, escalate cases where the level of need becomes beyond scope, or more severe ensuring adherence to other relevant elements of service delivery.

10. Provide a range of information and support for evidence based psychological treatments, primarily guided self-help. This work may be face-to-face, by telephone or via other media.
11. Adhere to an agreed activity contract relating to the overall number of children and young people contacts offered, and sessions carried out per week in order to improve timely access and minimise waiting times.
12. Keep coherent records of all activity in line with service protocols and use these records and outcome data to inform decision-making. Complete all requirements relating to data collection.
13. Assess and integrate issues relating to transitions, education and training/employment into the overall therapeutic process.
14. Work within a collaborative approach involving a range of relevant others when indicated.
15. Work in collaboration with children, young people and communities to enhance and widen access to support health promotion.
16. To provide some joint specialist mental health assessments and treatments to parents, children and young people with the CWP supervisees. Following attendance at the CWP courses the interventions will be based on the low intensity evidence based interventions for the treatment of low mood, anxiety, and behaviour problems
17. To provide clinical supervision of the intervention work of the CWPs when they are working independently
18. To judge when the CWPs are able to work independently with specific clients and interventions
19. To provide reports and communicate in a skilled and sensitive manner concerning the assessment, formulation and treatment plans of clients.
20. To support the CWPs to liaise with other education, health, social care and voluntary sector staff from a range of agencies, in the care provided to clients.

#### **B. Teaching, training and supervision**

1. Attend and fulfil all the requirements of the training element of the post including practical, academic and practice based assessments. This would include reviewing videos and case reports of the CWPs
2. Support CWP staff in the co-delivery of training sessions approximately once a month. This will include; attendance at practice skills sessions, involvement in formative feedback sessions with teaching staff, and co-production of elements of the curriculum.
3. Apply learning from the training programme to practice.
4. Receive supervision from educational providers in relation to course work to meet the required standards.

5. To continue to develop skills in the area of professional teaching, training to multidisciplinary teams and partner agencies (education, social care).
6. Prepare and present case load information to supervisors within the service on an agreed and scheduled basis, in order to ensure safe practice and the governance obligations of the trainee, supervisor and service are delivered.
7. Respond to and implement supervision suggestions by supervisors in practice.
8. Engage in and respond to personal development supervision to improve competences and practice.
9. Co-develop a supervision contract with CWP
10. To induct CWP into appropriately using supervision, including looking at data and videos in supervision

**C. Service development Management and policy.**

1. To support the strategic and practical development of the CWP initiative within their service and wider Children's mental health system, under the direction of the service lead.
2. To manage and screen referrals into the CWP service.
3. To manage the day-to-day running of the CWP team at an operational level.
4. To regulate and manage the case load of the CWPs
5. To take a lead in monitoring clinical outcomes and activity data from the work of the new team
6. To provide line management for Band 4 CWPs within the service as required by the Service Manager.
7. To contribute to the development, evaluation and monitoring of the team's operational policies and services, through the deployment of professional skills in research, service evaluation and audit.
8. To assist the service manager by undertaking delegated routine team based functions, as required, such as: chairing meetings, overseeing evaluations/audits, etc.
9. To advise both service and professional management on those aspects of the service where psychological and/or organisational matters need addressing.
10. To be involved, as appropriate, in the recruitment, short listing and interviewing of band 4 CWPs
11. To attend, as required, a range of interagency meetings to represent the service, in a delegated role, offering guidance, where appropriate, ensuring that issues relating to the service are noted and brought to the attention of the service manager.
12. To assist, in the integration and development of user participation, outcomes measures, and evidence based treatment approaches in line with the wider CAMHS strategy for service

improvement.

13. To initiate and oversee service development, such as joint working with other agencies and developing new interventions within the service.
14. To ensure that CWP's are covered by the clinical governance arrangements for the service. This would include reviewing policies relating to risk management and safe working and ensuring that these policies are adhered to by the CWP workforce.

#### **D. Service evaluation and research**

1. To utilise theory, evidence-based literature and research to support evidence based practice in individual work and work with other team members.
2. To undertake CWP project management, including audit and service evaluation, with colleagues within the service to help develop and evaluate service provision
3. Work with service managers to ensure outcomes data is collected, used clinically and submitted to the Workforce Development team

## PERSON SPECIFICATION

The person specification defines the skills, knowledge and experience required to carry out the job and will also be used in the short listing and interview processes.

	ESSENTIAL	DESIRABLE
<b>TRAINING &amp; QUALIFICATIONS</b>	Appropriate qualification to be an existing CAMHS clinician.	
<b>EXPERIENCE</b>	<p>Two years post qualification experience.</p> <p>Experience of supervising CAMHS clinicians.</p> <p>Experience of working with evidence based approaches to low mood, anxiety and behavior problems.</p> <p>An enthusiasm for using Routine Outcome Measures.</p> <p>An enthusiasm for brief interventions.</p> <p>Experience of working with children, young people and parents presenting with a range of mental health difficulties and challenging behaviour.</p> <p>Formulation and treatment of children and young people with mental health difficulties.</p> <p>Experience of undertaking delegated leadership tasks and managing staff effectively.</p> <p>Experience of multidisciplinary and multiagency working and co-working assessments and treatment.</p> <p>Experience of supervision of clinical staff in CAMHS.</p> <p>Ability to develop, manage and lead on outcomes data and data reporting for the service.</p> <p>Experience of providing a culturally sensitive service.</p> <p>Working autonomously with families providing an assessment and treatment service.</p> <p>Contributing to multidisciplinary team meetings and co-working assessments and treatment within clinic-based settings.</p>	<p>Experience of working with other agencies outside of the NHS</p> <p>Experience of working with Health Visitors, Family Support Workers and Social Workers</p>



	<p>Experience in managing child protection concerns</p> <p>High level knowledge of the theory and practice of psychological interventions.</p> <p>Skills in the assessment of mental health factors for young children and their parents.</p>	
<b>KNOWLEDGE AND SKILLS</b>	<p>High level knowledge of the theory and practice of psychological interventions.</p> <p>Skills in the assessment of mental health for children young people and their parents.</p> <p>Ability to work autonomously.</p> <p>High level skills in working with professional networks and the ability to advocate for and advance the mental health needs of parents and their children.</p> <p>Ability to chair team meetings, undertake delegated management tasks and support the CAMHS Service Manager in general team tasks/development as required.</p> <p>Ability to form excellent working relationships with colleagues and work flexibly with others in multidisciplinary and multi-agency settings.</p> <p>Ability to identify and employ mechanisms of clinical governance as appropriate, to support and maintain clinical practice.</p> <p>Ability to manage/supervise clinical staff on band 4.</p> <p>Knowledge and skills in effective communication, orally and in writing, complex, highly technical and/or clinically sensitive information to clients, their families, carers and other professional colleagues both within and outside the NHS.</p> <p>Effectively manage a clinical caseload, complete outcomes measures routinely, update clinical records in line with team, service and Trust requirements.</p> <p>Knowledge of the relevant clinical research literature and ability to apply it to field of parent/child mental health for each service area.</p>	

	<p>Knowledge of legislation in relation to the client group and mental health, education and the children Act and Child protection.</p> <p>Ability to form good working relationships and work flexibly with others in multi-disciplinary and multi-agency settings.</p>	
OTHER	<p>Ability to form good working relationships and work flexibly with others in multi-disciplinary and multi-agency settings.</p> <p>Interest and ability to contribute to service development.</p> <p>Ability to teach and train others, using a variety of multi-media materials suitable for presentations with clients and /or professionals.</p> <p>Confident speaking with a range of audiences in different setting.</p> <p>Motivated and innovative</p>	

## Appendix 3: Sample CWP Supervisor Job Plan Template

### Overview

- CWP Supervisors and Service Development Leads will be employed by each service depending on the number of CWPs within the service. For 2 CWPs, CWP Supervisors/Service Development Leads will work for 2 days a week. For 3 CWPs, CWP Supervisors/Service Development Leads will work for 3 days a week.
- In certain situations it might also be possible to do a 2 day/1 day or 1 day/1 day split between two Supervisors/Service Development Leads

The following template job plan has been created so that CWP supervisors and service develop leads can plan for this role and assign their time to key tasks across their working days. Please use the plan below and adjust it based on your working hours, emailing a copy of your final job plan to [cwp@annafreud.org](mailto:cwp@annafreud.org)

\*Please note the requirements of this role may vary slightly depending on the service you work in. Please therefore adapt the time allocations according to your service's needs, ensuring you are still meeting the no. of days per week requirement and the key activities outlined below.

### Job Role – Breakdown

Number of days assigned to CWP Supervisor and Service Development Lead role: [.....]

#### 1) Supervision

Activities	Purpose	Frequency
a) Face to face case discussion incl. video	<ul style="list-style-type: none"><li>• Encourage CWPs to feel confident with videoing cases</li><li>• Encourage reflective practice</li><li>• Encourage CWPs to raise problems or concerns following difficult cases</li><li>• Allow CWPs to use opportunity to role play and practice with CWP peers when not yet seeing cases</li></ul>	

b) Observing & discussing your clinical work	<ul style="list-style-type: none"> <li>• Encourage CWPs to sit in on relevant cases</li> <li>• Support CWPs with basic face-to-face skills e.g. introducing yourself, discussing how you will work together, discussing endings, using outcome measures etc.</li> <li>• Use opportunity for CWPs to shadow different practitioners across different modalities (if appropriate)</li> </ul>	
c) Clinical co-working	<ul style="list-style-type: none"> <li>• Encourage CWP to ask as an observer initially and gradually introduce them into the session as confidence grows</li> <li>• Support CWPs with concerns or issues that arise as they begin to take on caseload</li> </ul>	
d) You observing/ discussing their clinical work	<ul style="list-style-type: none"> <li>• Sit in on CWP sessions to support them and assess progress</li> <li>• Use opportunity to feedback to them during face to face case discussions (a)</li> </ul>	
e) Using outcome measures in supervision	<ul style="list-style-type: none"> <li>• Encourage discussions around monitoring progress</li> <li>• Work with CWPs to think about ways that outcome measures demonstrate when something is going well</li> <li>• Work with CWPs to think about ways that outcome measures demonstrate when something is not working</li> </ul>	
f) reflective practice groups and peer support	<ul style="list-style-type: none"> <li>• Encourage CWPs to support each other throughout</li> <li>• Work with CWPs to discuss what has gone well and any concerns they have</li> <li>• Use peer support to help to minimise anxiety surrounding work in a new service, adopting a new and unknown model</li> </ul>	

## 2) Service Development

Activities	Purpose	Frequency
a) Discuss role with CWP service lead	<ul style="list-style-type: none"> <li>• Ensure CWP service model is followed</li> <li>• Flag any issues or risks around CWPs</li> </ul>	
b) Liaise with external agencies and organisations	<ul style="list-style-type: none"> <li>• Discuss CWP role with relevant external agencies such as GPs and schools</li> <li>• Create and communicate (with service lead) a clear message to external agencies regarding CWP role and self-help offer</li> </ul>	
c) Ensuring CWPs are grounded in the service	<ul style="list-style-type: none"> <li>• Provide CWPs with induction into the service</li> <li>• Ensure CWPs practical needs are met – desk space, material, resources, access to technology etc.</li> <li>• Ensure CWPs are familiar with other key members of the team/service</li> </ul>	
d) Work with children, young people, parents and carers to advise	<ul style="list-style-type: none"> <li>• Promoting participation and collaborative practice across the CWP programme</li> <li>• Gather regular feedback from young people and their parents around different aspects of the programme</li> <li>• Support work with participation groups and the CYP IAPT young advisors to ensure young people's needs are listened to and supported</li> </ul>	

### 3) Co-production

Activities	Purpose	Frequency
a) attend Friday co-teaching sessions with CWPs  (see timetable for details)	<ul style="list-style-type: none"> <li>• Support teaching staff and practice tutors with group discussions</li> <li>• Support and facilitate discussions with CWPs from within service, as well as with those from across other partnerships</li> <li>• Support teaching staff and practice tutors by encouraging CWPs to bring dilemmas and issues experienced within the service to support problem solving</li> </ul>	Approximately once a month
b) provide support and advice regarding CWP assignments  (see timetable for details)	<ul style="list-style-type: none"> <li>• Using reflective analysis to review video tapes - assessment</li> <li>• Using reflective analysis to review video tapes – guided self-help</li> <li>• Support CWPs with a group task drawing on reflective analysis</li> </ul>	TBC

## Appendix 4



### Re: Training for Child Wellbeing Practitioners

To be completed by the line manager of the prospective student.

Dear Course Administrator,

I am writing to confirm my support for [.....] in training as a Child Wellbeing Practitioner at UCL or KCL. I understand that the course involves training in offering Guided Self Help and other interventions for Children and Young People with mild to moderate emotional and behavioural problems.

Please indicate that you are in agreement with the following aspects of the course.

1. The course will involve up to 30 days teaching during the year and, as far as possible, the service will support attendance on these teaching days.
2. The course will require video recording of sessions with children and/or their parents. This recording will only be done with explicit written consent from the child and the parent.
3. During the academic year, the service will provide opportunities to work with at least 30 children with mild to moderate emotional and behavioural difficulties.
4. During the academic year, the service will allow the CWP to have protected study time when working within the service. UCL and KCL recommend half a day a week during term time and 1 day a week during non-term time.
5. The course will provide quite detailed guidance on the interventions to be used to treat children and young people from your service. This guidance will aim to improve therapy practice but does not replace supervisory structures within their own setting, as overall professional liability, legal and case responsibility remains with the student and their service/employer, and as such this guidance will always be secondary to service protocols and case management supervision.
6. During the period of the course I appreciate that I can contact the Workforce Development Team to discuss any issues that may arise as needed.

Signed: [.....] Job title: [.....]

Name: [.....] Date: [.....]