



## JOB DESCRIPTION

---

<b>Job Title:</b>	Health Improvement Practitioner Specialist – Emotional Health Healthy Schools Programme Function
<b>Grade:</b>	Agenda for Change Band 6
<b>Reports to:</b>	Team Lead - Healthy Schools Programme Function
<b>Responsible to:</b>	School Health Services Operational Head of Service & Public Health Lead

---

### Job Summary:

This post is positioned within the School Health Services, part of the Children's Community Services Directorate in Central Manchester University Hospitals NHS Foundation Trust. The School Health Services consist of School Nursing, Healthy Schools, Accident Prevention and Child and Family Weight Management services. They operate citywide across Manchester working in partnership with schools to improve the health outcomes of children, young people and their families. Comprising of five child focused functions, namely; Immunisation; National Child Measurement Programme (NCMP) and Screening; Safeguarding; Healthy Schools Programme; and the Healthy Child Programme, the School Health Service contributes to tackling health inequalities by addressing the city's key public health priorities for children.

This post works citywide coordinating the specialist field of emotional health in schools. In conjunction with the School Nurse Public Health Lead for Emotional Health, the post leads the School Health Service's response to the city's emotional health Public Health Priority: *'to improve children and young people's emotional health and wellbeing and to reduce the incidence of bullying'*.

---

## MAIN DUTIES & RESPONSIBILITIES

### 1. Communication & Relationship Skills

- To engage, build and maintain relationships with schools and the wider school community, including staff, parents and governors.
- To influence, negotiate and encourage other professionals from statutory and third sector agencies to work in partnership to tackle health inequalities.
- To support schools and other education settings to identify their own health needs and implementing appropriate health interventions to make them healthier places to work and learn.
- To organise meetings with schools and other professionals to facilitate group discussion and dynamics and where appropriate chair and/or minute take.
- To work in conjunction with the School Nurse Public Health Lead for Emotional Health to improve the emotional health of children and young people in schools.
- To attend the Healthy Schools Programme Function Business meetings and external meetings where appropriate.
- To create and deliver presentations to meet the needs of a range of audiences and to communicate effectively through written and verbal reports.
- To liaise, and deliver when appropriate, with other staff from the Healthy Schools Programme Function on health programmes and interventions for schools.

### 2. Knowledge, Training and Experience

- To interpret and implement national and local strategies in line with the city's public health priorities.
- To work in conjunction with the School Nurse Public Health Lead, on the city's Public Health Priority: *to improve children and young people's emotional health and wellbeing and to reduce the incidence of bullying*, on behalf of the School Health Services.
- To keep updated with national drivers, good practice and resources in the specialist field of emotional health education and contribute this knowledge to the wider team.
- To contribute knowledge and understanding of generic health promotion/public health interventions to the benefit of the team.
- To support other leads in their specialist fields utilising generic health promotion/public health skills should capacity demand.
- To have a working knowledge of relevant procedures including Safeguarding.
- To have a working knowledge of the cultural and linguistic diversity of inner city schools and their wider communities.

### **3. Analytical & Judgemental Skills**

- To assess health needs and apply the appropriate public health intervention to meet schools' needs.
- To monitor and evaluate the effectiveness of work programmes/health interventions and adjust accordingly.
- To demonstrate the ability to reflect on practice with peers and supervisors and from learning make changes accordingly.

### **4. Planning & Organisational Skills**

- To plan, organise and evaluate training delivered to a range of audiences including adults, young people and children.
- To coordinate and organise multi-agency and networking events as the emotional health specialist lead for the Healthy Schools Programme Function.
- To project manage a variety of activities and public health intervention programmes as the emotional health specialist lead for the Healthy Schools Programme Function.
- To maintain personal and professional standards to ensure professional credibility and continued professional development.

### **5. Physical Skills**

- To demonstrate efficient keyboard and typing skills to facilitate efficient progress through specialist and team shared workload.
- To input data and maintain own specialist element of the team databases and the team website.

### **6. Patient/ Client Care**

- To be recognised as a specialist in the field of emotional health in schools and other education establishments.
- To support schools through the process of the Healthy Schools Programme including the Health Check, identifying the Action Plan and recommending appropriate health interventions to address their school needs.
- To provide specialist advice, guidance and support to schools and professionals in the specialist field of emotional health and specialist advice around evidence based public health programmes of work.

### **7. Policy and Service**

- To provide and implement specialist policy guidance and support on emotional health to schools and other appropriate agencies.
- To recommend policy changes in own specialist area and to propose policy developments for the School Health Services.

## **8. Financial and Physical**

- To order specialist field resources and ensure stock levels of training materials and resources are maintained.
- To be responsible for the safety of the team's shared equipment and IT resources when in use for training in schools or other external venues.
- To ensure the maintenance and functioning of the team's equipment when using and to report any problems to the team's administrator.

## **9. Human Resources**

- To co-ordinate the implementation of emotional health public health interventions relevant for primary, secondary, special education sectors and pupil referral units (PRU's).
- To facilitate the training of staff and other professionals thereby giving them the confidence, knowledge and skills to deliver age appropriate emotional health education to children and young people.
- To contribute specialist public health improvement knowledge to training courses on the Healthy Schools Annual Training Programme /Behind the Behaviour Training Programme

## **10. Information Resources**

- To develop new resources and training materials, such as training packs, posters, leaflets and other interactive materials to aid learning and the delivery of public health interventions in line with CMFT guidance.
- To share information with others and adhere to data protection guidance.

## **11. Research and Development**

- To collect, analyse and interpret local and national health data to inform practice and help schools implement evidence based health and wellbeing strategies.
- To support a group of schools through the Health Check public health audit process and implement health interventions through an Action Plan to address identified health needs.

## **12. Freedom to Act**

- To co-ordinate and work autonomously within one of the specialist fields within the team.
- To be accountable for own professional actions and recognise own professional boundaries.
- To work independently and to be responsible for managing own workload.
- The post holder may be required to undertake other duties within the commensurate with the grade and experience.
- To adhere to all Trust Human Resources Management policies and procedures

## **PHYSICAL/MENTAL/EMOTIONAL EFFORT AND WORKING CONDITIONS**

The job role will be office based involving sitting to use a keyboard and VDU. Frequent driving to schools throughout the city for meetings and to venues to deliver training is required, together with some lifting of training materials and equipment to and from venues. The job will need frequent concentration in an open plan office to produce reports and evaluations, analyse statistic and data,

and develop training and school resources. On occasions, the postholder may be required to deal with distressed parents/staff in training or group work situations.

### **INFECTION CONTROL**

It is a requirement for all staff to comply with all infection control policies and procedures as set out in the Trust's Infection Control manual.

### **PATIENT SAFETY**

The postholder as a member of the Trust is accountable for patient safety ensuring compliance with the Health Act, Annual Health Check and related health policies

### **HEALTH AND SAFETY**

The postholder must not wilfully put him/herself or others at risk while at work. Safe working practices and safety precautions must be adhered to, protective clothing and equipment must be used where provided. All accidents must be reported to a member of management who has to participate in accident prevention by reporting all potential hazards.

### **EQUAL OPPORTUNITIES AND FAIR TREATMENT**

The postholder will immediately report to their line manager any breach or suspected breach of both equal opportunities and fair treatment guidelines

### **SECURITY**

The post holder has a responsibility to ensure the preservation of NHS property and resources.

### **CONFIDENTIALITY**

The post holder is required to maintain confidentiality at all times in all aspects of the work.

### **TEAM BRIEFING**

The Trust operates a system of Team Briefing, which is based on the principles that people will be more committed to their work if they fully understand the reason behind what is happening in their organisation and how it is performing.

### **No Smoking Policy**

The Trust had adopted a no smoking policy, which applies to all staff, patients and visitors and extends to the hospital grounds as well as internal areas. Staff appointed will agree not to smoke on hospital premises.

This job description indicates the main functions of the post holder and may be subject to regular review and amendment in the light of service development.

**Signed (Employee):**

**Date:**

**Signed (Manager):**

**Date:**

**PERSON SPECIFICATION: Health Improvement Practitioner – Emotional Health (Band 6)**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Education to relevant degree or equivalent professional qualification	
<b>Skills, Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of the theory and practice of health promotion and/or public health</li> <li>• Knowledge and understanding of the issues leading to health inequalities</li> <li>• Understanding of improving health outcomes for children and young people.</li> <li>• Understanding of national policy drivers for improving the emotional health of children and young people</li> <li>• Understanding of current emotional health policy and legislation</li> <li>• Ability to communicate, negotiate and influence at a number of different levels.</li> <li>• Ability to plan, deliver and evaluate training.</li> <li>• Ability to understand, analyse and use data to inform best practice.</li> <li>• Effective communication at all levels, including verbal, written and presentation skills.</li> <li>• IT skills e.g. Microsoft office</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of working with schools and school staff/ Healthy Schools Programmes</li> <li>• Experience of working with children and young people.</li> <li>• Experience of delivering training or teaching about how emotional health affects children and young people</li> <li>• Experience of project management and leading health programmes and interventions</li> <li>• Experience of policy development</li> <li>• Experience of undertaking monitoring evaluation</li> <li>• Experience of developing teaching and training resources</li> <li>• Experience of multi-agency partnership working</li> <li>• Experience of supporting the continued professional development of other professionals through training</li> <li>• Experience of working with diverse communities within an equality framework and an understanding of Equal Opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering PSHE in a school setting</li> <li>• Experience of working with Minority Ethnic Communities</li> <li>• Experience of working with parents</li> </ul>

<b>Personal Attributes/Abilities</b>	<ul style="list-style-type: none"><li>• Self motivated and able to work under own initiative</li><li>• Ability to work independently and as part of a team.</li><li>• Good organisational skills</li><li>• Flexible and co-operative approach</li><li>• Willing to travel throughout the city</li><li>• Willing to work flexibly</li><li>• Undertaken continual professional development</li></ul>	
--------------------------------------	--	--

Please address each element of the person specification within your application.