



Job Description

Term Time (school based with outreach) Early Intervention Mental Health Support Worker (P/T)

Hours per week: 30 hours

Contract type: Permanent in the line with funding

Location: Fife

Reports to: Early intervention Mental Health and Wellbeing Team Manager

Line Management Responsibility: No

Financial Accountability: Low

To offer a provision of early intervention to support mental health and emotional wellbeing in secondary aged young people. This early intervention service is designed to support the emotional wellbeing of young people within secondary schools and their local communities. The service will focus on young people experiencing anxiety, stress, and difficulties with emotional regulation, offering timely and targeted support before issues escalate.

Job Summary

The Early Intervention Mental Health Support Worker will be responsible for the work with young people aged S1 to S6 who are enrolled in a Fife Secondary School, providing up to five mental health coaching and mentoring sessions.

Within this role, you will work closely and collaboratively with colleagues in schools and other partners to co-facilitate wellbeing groups and provide inputs within assemblies, personal and social education classes, registration and inset days. These inputs will include sessions such as Seasons for Growth, Kitbag, Decider Skills, and Anxiety Management.

You will deliver a mental health drop in, collaboratively with school partners ensuring this drop-in service is tailored to the needs of each school, offering accessible and responsive support for young people.

You will support the development of mental health pupil voice groups such as wellbeing ambassadors and contribute to the implementation of initiatives which challenge the stigma and discrimination of mental health within the school community, such as See Me, See Change.



Key Responsibilities

You will be responsible for responding to individualised needs, providing coaching and mentoring and delivering group support through a range of settings within the school environment. The focus will be on universal level supports and the post holder will develop excellent relationships with partners to ensure a streamlining of support for young people both within school and within the community.

The Early Intervention Mental Health Support Worker will demonstrate leadership and ownership over effective service delivery to young people both within a school setting and outreach within the community. You will also demonstrate a collaborative approach and effective partnership working to deliver high quality support to young people as part of a multi-disciplinary team with schools.

Service Delivery

- To build relationships and provide positive mentoring support to young people using a goal setting approach.
- Identification and recording of support needs in partnership with the young person.
- To work in partnership with existing community resources, organisations and supports to sustain positive change for young people and identify appropriate move on strategies.
- Ability to assess and respond appropriately to situations where young people may be at risk of harm. This may involve escalation and referral to more appropriate services.
- On a planned basis, respond to the young people and generate solutions using professional judgement and decision making which is risk enabled. This may involve escalation and referral to/from more appropriate services.
- Provide the supported engagement of young people with universal and specialist supports, services and activities to improve mental health and emotional wellbeing.

People

- To understand the impact of mental wellbeing and engagement from the young person, so that a range of support can be given.
- To understand the individual's wellbeing needs, identify any barriers and provide appropriate support.



- To demonstrate professional resilience when providing support with sensitive or challenging issues.
- To understand and manage emotions, recognise and challenge behaviours.
- Celebrate strengths, aims and engender hope maximizing health and wellbeing outcomes.
- To establish mutually trusting, open and non-judgemental relationship with young people.
- Work with education staff to identify young people who require additional support their mental health and wellbeing.
- To develop strong partnerships with the wider stakeholders to support the delivery of includem services.

Influence

- To help young people share what it is they need to better support their own mental health and wellbeing.
- Promote shared learning and contribute to continuous service, design and development.
- To role model appropriate responses and convey a positive attitude towards day-to-day activities.
- Establish and maintain high quality relationships with partner agencies to ensure the right young people get the right help at the right time and that their progress is recognised.
- Identification of service gaps in the area and using strategies to influence community planning.
- Promote the project within the area to ensure the service is used to full capacity.
- Demonstrate understanding of your impact on people and how they might see you.

Resources

- Ensure needs led planning and deployment of resources to ensure time is used effectively over five coaching and mentoring sessions to meet the needs of young people, with the support of includem's helpline.
- To record the required information that will evidence progress against project outcomes and the ongoing evaluation process.



- To maintain and produce accurate and timely records and reports.
- To ensure support is delivered in line with includem's Policies Procedures, SSSC Codes of Practice & National Guidelines.

Quality Assurance

- To be accountable for the quality of your work and be able to evidence this work effectively.
- To actively participate in formal supervision and continuous professional development.
- To generate creative and new solutions to issues faced by young people.



Person Specification

Category	Essential Job Requirements	Desirable Job Requirements	Method of Assessment
Technical Skills, Knowledge, and Experience	<ul style="list-style-type: none"> • Experience of effectively engaging vulnerable young people who are likely to have faced challenging life circumstances, and supporting them to achieve positive change. • Experience of developing and maintaining effective partnership relationships across the organisational sectors. • Ability to deliver groups and information in a presentation style. • Ability to recognise situations in which people are in crisis or at risk and able to use a strengths based approach to deliver appropriate interventions. • Demonstrate an awareness and ability to respond appropriately to the impact of childhood trauma and adverse experiences on young people’s behaviour, 	<ul style="list-style-type: none"> • 	Application process Group stage interview Individual interview



	<p>coping mechanisms and functioning.</p> <ul style="list-style-type: none"> • Ability to respond flexibly to changing situations led by the needs of young people and families. • Excellent organisational and planning skills. • Effective team player who is also confident working independently. • Self-motivated and flexible. • Ability to provide emotional, practical and social support to young people. • Excellent communication skills, both written and verbal. • Ability to routinely evidence practice, particularly for evaluation purposes. • Reliability and commitment to deliver the relationship-based model of intervention. 		
<p>Education / Qualifications</p>	<ul style="list-style-type: none"> • Willing to work towards SVQ Level 3/appropriate professional qualifications for SSSC registration. 	<ul style="list-style-type: none"> • SCQF Level 4 within a relevant discipline (recognised by SSSC) 	<p>Application process</p>



			Group stage interview Individual interview
Other Requirements	<ul style="list-style-type: none"> • Ability to demonstrate, understand apply our organisational values which are clearly aligned to the SSSC Codes of Practice. These are embedded in all roles and applicants must evidence their attitudes/behaviours as part of the application process: • Respect • Collaboration • Participation and Dignity • Empowerment 	<ul style="list-style-type: none"> • Experience in the development, delivery and evaluation of group work 	Application process Group stage interview Individual interview

Acknowledgement:

This job description is an overview of the duties, responsibilities, and requirements of the position. You may be required to perform other duties throughout your employment at the reasonable request of your line manager.

I acknowledge that I have read and understood the job requirements, responsibilities, and expectations outlined in the job description.

Employee Name		Employee Signature		Date	
Line Manager Name		Line Manager Signature		Date	