



Anna Freud

Job Profile

Job title	Programme Director - Educational Mental Health Practitioner
Reporting to	Co-Head - Workforce Development Programmes
Employer	Anna Freud
Salary	£62,220 FTE per annum, plus 6% contributory pension scheme
Location	Hybrid (a mixture of home/onsite working): staff are working onsite for at least 20% of their working hours, at the Anna Freud in King's Cross (4-8 Rodney Street, London N1 9JH). The postholder will also need to attend in person for any in-person teaching, team meetings as necessary.
Working hours	Part-time: usual working hours 14 hours on Wednesdays and Mondays or Fridays (days to be confirmed).
Holidays	27 days plus Bank Holidays FTE
Term of contract	Permanent
DBS level	Standard

About Anna Freud

We are a world-leading mental health charity for children, young people and their families. Our purpose is to take everything that we have learned over the last 70 years, and to transform the mental health of current and future generations of children and young people, to close the gap between mental illness and mental wellness and to create a more compassionate society for everyone. Our vision is a world where all children and young people are supported effectively to enable them to develop their emotional and mental health, build on their strengths and achieve their goals in life. Our mission is to close the gap in wellbeing and mental health by advancing, translating, delivering, and sharing the best science and practice with everyone who impacts the lives of children, young people and their families.

Purpose and overview of the role

The Anna Freud works in close collaboration with University College London (UCL) to deliver a series of postgraduate programmes that are awarded by UCL. The Programme Director for the PGDip Educational Mental Health Practitioner (EMHP) programme sits within the Education and Training Division at Anna Freud. Postgraduate programmes within the Education and Training Division are grouped into two 'streams': Academic Research and Workforce Development. The postholder will be located in the Workforce Development stream. Additionally, for UCL governance purposes, UCL postgraduate programmes delivered by Anna Freud sit within the Research Department of Clinical, Educational and Health Psychology (UCL Division of Psychology and Language Sciences). The EMHP Programme is accredited by the British Psychological Society (BPS).

The Educational Mental Health Practitioner is a professional role and an exciting opportunity to deliver evidence-based early interventions for children and young people and parents/carers in educational settings. It is a full time, year-long employment training programme on completion of which, trainees will qualify as an EMHP, one of the key roles in Mental Health Support Teams (MHSTs). This programme is part of the national Children and Young People's Mental Health Psychological Training Programmes and is a shared initiative between the Department for Education and NHS England which supports the government's priority to increase access of mental health and well-being support for children and young people. The training is funded by NHS England and accessed through employment within a NHS, Local Authority or Voluntary Sector Mental Health Support Team service. The course follows a blended learning approach with some teaching online and some in-person, including lectures, workshops and practice tutor groups. Further details can be found online [here](#).

Working with the Head of Postgraduate Studies (PGS), Co-Heads of the Workforce Development Programmes and Head of Operations, the postholder will be responsible for ensuring the programme is in compliance with evolving UCL academic governance, quality assurance and enhancement frameworks as well as accreditation standards outlined by the BPS. As Programme Director, you will join a supportive and collaborative PGS Leadership Team, comprising of several other Programme/Deputy Directors, Senior Education Managers, Senior Course Tutor, Heads of Workforce Development and the Head of PGS.

Main responsibilities of the role

- Maintain and develop the programme curriculum and content with Co-Heads of Workforce Development Programmes and in line with an evolving EMHP National Curriculum, UCL and British Psychological Society (BPS) accreditation standards;
- Work closely with the Deputy Programme Director and other colleagues in the Programme Team to ensure smooth, inclusive and effective co-delivery of the programme;

- Lead and enhance the work of the Programme Team and develop the student academic experience for diverse cohorts;
- Ensure the satisfactory delivery of the programme according to UCL standards and regulations and accreditation standards of BPS;
- Work in close collaboration with Mental Health Support Team (MHST) site leads and supervisors to maintain consistency in training, support trainee progress and maintain high quality student expertise;
- Ensure that the programme meets annual student recruitment targets as well as ensuring it attracts high quality student applicants;
- Manage the programme budget to ensure that the programme remains financially viable.

Education Leadership

- Ensure that the programme is academically coherent and inclusive and that it remains informed by research; developments in evidence-base, equity, diversity and inclusion (EDI) and other initiatives within the subject field;
- Be responsible for the delivery and regular review of the programme within the standards, policies and timescales required by the University and the accreditation standards of the BPS;
- Contribute to the ongoing development, planning and implementation of a high quality, EDI-informed curriculum in line with national standards;
- Ensure that the programme is responsive to developing needs of all communities within the field of child mental health, as well as to expectations of the funders (NHSE) and the needs of the profession, and that appropriate actions are taken in response to all stakeholders;
- Ensure that the modules which form the programme are coherent, reflect issues related to equity, diversity and inclusion and appropriate for achievement of the programme learning outcomes;
- Ensure that the programme reflects the dimensions of the UCL Connected Curriculum and research based education can be evidenced across the programme;
- Oversee the development and co-ordination of the teaching and tutor group timetable for each cohort of trainee students;
- Ensure that student evaluation of modules and programme is managed effectively and includes all voices to enhance provision for current and/or future cohorts;
- Ensure that feedback from students is received in a regular way and properly responded to within UCL policy;
- Provide direct teaching on relevant aspects of the course modules;
- Provide leadership to the team of staff who contribute to modules and teaching and practice tutorials for the programme;

- Lead in the management of the programme, including regular meetings with teaching staff, Practice Tutors, Programme Officer(s) and other administrative staff;
- Ensure the course meets its student recruitment and teaching quality targets as agreed with the Co-Head of Workforce Development Programmes, Head of PGS and the Head of Department for Clinical, Educational and Health Psychology (UCL);
- Attend all necessary curriculum, departmental, UCL meetings and implementation meetings suggested by Co-Head of Workforce Programmes.

Assessment and Feedback

- Ensure that the intended learning outcomes, at all levels, are clear and appropriate for the level of the qualification;
- Ensure that assessment criteria and marking schemes on all modules are clear and explicitly communicated to and explored with students;
- Ensure that the overall assessment requirements satisfy UCL regulations contained in the Academic Manual;
- Ensure that assessments are planned across the programme so that there is a diversity of assessment methods and clustering is avoided;
- Retain oversight for the setting of all assessments and appropriate marking criteria at the start of the academic year;
- Oversee the completion of student assignments and coordinate marking of all work in collaboration with colleagues;
- Be responsible for overseeing the allocation of first and second markers to all assessments linked to teaching delivered by the Anna Freud on the programme, ensuring that procedures for internal and external scrutiny across the whole course are in place and aligned to UCL policy;
- Be responsible for overseeing and chairing regular parity meetings for all course markers to attend;
- Oversee the external examiner process for the programme, including liaising with the relevant examiners, presenting sample work to them for peer feedback and responding to their comments;
- Provide direct support for assessment and feedback on relevant aspects of the course and complete relevant marking of course assessments;
- Attend Board of Examiners meetings and represent the programme. You will be expected to take a lead in overseeing quality assurance procedures associated with the processing of marks and awards on the programme.

Student Engagement and Performance

- Work with colleagues to provide and oversee the provision of pastoral care and appropriate support to students from all backgrounds;

- Oversee the development of learning materials, lead curriculum review and module development and oversee the maintenance of records, monitoring student progress, achievement and attendance;
- Develop appropriate ways of engaging students as partners, for example in generating ideas for enhancing provision and in decision-making, in order to enrich their academic experience and ensure this is an inclusive process.

Programme, UCL and Postgraduate Studies Administration

- Work with colleagues in overseeing the shortlisting, interviewing and selecting of prospective students and supporting an inclusive process;
- Recruit teaching staff as necessary for successful delivery of the components of programme in consultation with the Head of Operations, supporting an inclusive recruitment process;
- Undertake annual staff development reviews for relevant staff members on the programme;
- Initiate and maintain effective communication with programme staff and sites;
- Manage the course budget and ensure that financial constraints are managed;
- Contribute to the management of the Postgraduate Studies department as requested;
- Attend relevant departmental meetings including PGS Operations and PGS Leadership.

Professional Development

- Maintain own continuing professional development and attend an annual review meeting with the line manager;
- Keep up-to-date with learning and teaching developments and adhere to best practice.

All employee responsibilities:

- Maintain an awareness of and actively follow and promote Anna Freud's policies, including Equal Opportunities, Health and Safety, Safeguarding and Information Governance;
- Complete all Anna Freud mandatory training, including but not limited to Safeguarding, Health and Safety, Equity and Diversity and Information Governance, within the required timescales;
- The welfare of the children, young people and vulnerable adults who come into contact with our services either directly or indirectly is paramount and all staff have a responsibility to ensure that best practice is followed, including compliance with statutory requirements.

To be noted

This is not an exhaustive list of tasks; the employee will be asked to undertake other ad hoc tasks relevant with the scope and purpose of this role. This job description reflects the present requirements of the role, and as duties and

responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post-holder.

Person Specification

Before starting your application, please read the below in full to understand the requirements of this role. The key criteria which will help us to assess candidates are listed below. There is guidance to highlight at which stage the criteria will be assessed. **Please ensure all criteria listed to be assessed at application stage are evidenced in your supporting statement.**

Criteria	Assessment Method (Application/Interview/Task)
Qualification/training, experience and/or knowledge	
PhD or professional doctoral degree within the field of child mental health or a recognised qualification in a core child mental health profession (e.g. clinical/ counselling psychology), or a recognised qualification in working with children (e.g. educational psychology, social work, teaching) with additional experience/training in working with child mental health.	Application
Experience of curriculum design, teaching, assessment and programme organisation in a Higher Education context and adapting these to meet the needs of a variety of learners, as well as delivering training for child mental health practitioners from diverse communities.	Application/Interview
Knowledge of core competencies required in working with children, young people and their families , including inclusive delivery of mental health assessments and interventions and knowledge and experience of delivering CBT interventions for children, young people and families within a CAMHS and/ or educational setting.	Application/Task/Interview
Excellent knowledge of the national Mental Health (Previously CYP IAPT) programme and experience of supporting and training workforce trainees.	Application/Interview
Knowledge and experience of child mental health service implementation.	Application/Interview
Experience of managing, supervising and/ or supporting staff with demonstrable leadership skills and ability to lead a team of programme staff alongside managing workload and competing tasks.	Application/Task/Interview
Skills and/or abilities	
Excellent interpersonal, written and verbal communication skills with an ability to handle sensitive	Application/Task/Interview

and challenging situations with diplomacy, discretion and tact.	
Ability to work flexibly, collaboratively and form good working relationships within a multi-disciplinary setting.	Application/Interview
Ability to understand what makes mental health interventions in educational settings work and how low intensity practitioners can facilitate such interventions in school systems.	Application/Interview
Excellent organisation skills and attention to detail and ability to manage a budget and ensure financial viability of the programme.	Application/Interview
Other requirements	
Demonstrable commitment to delivering high quality standards in teaching and assessment and fostering a positive and inclusive learning environment for trainees to enhance student experience.	Application/Interview

During the interview(s), candidates will be asked at least one question regarding our values, and one question regarding equity, diversity and inclusion (EDI). We expect everyone to actively demonstrate our values and inclusive behaviours in all areas of their work. **Our values and EDI statement can be viewed [here](#).**

Equal opportunity

We ask our people to share their diversity dimensions with us as it helps us to identify, tackle and prevent any bias appearing across the employee lifecycle at Anna Freud. Monitoring this information allows us to understand how well our efforts to improve diversity, equity and inclusion are working. Your responses will be held securely by our HR team in accordance with our privacy policy and will not be seen by recruiting managers or the interview panel at any stage of recruitment, therefore your responses will not form part of our selection process.

Further support

We want to ensure all candidates can access and apply for our vacancies equitably, if you require any additional assistance to apply or would like to find out more about the role, please contact us on recruitment@annafreud.org. We aim to provide reasonable adjustments where operationally possible for the work that we do.

Post-interview

If successful after interviewing, you will be notified verbally with a job offer and pre-employment checks will be initiated.