

Job Description

Position:	Cognitive Behavioural Therapist (CBT)
School/Service:	Student Services and Experience
Reference:	SSE-060/P
Grade:	Grade 7
Status:	Permanent (1.0 FTE)
Hours:	Full-Time: 08:45am – 17:00pm (36.25 hours per week)
Responsible to:	Student Mental Health and Wellbeing Manager

Main Function of the Role:

- To work as an autonomous CBT Therapist within a multidisciplinary team.
- To provide a qualified, evidence-based and high-quality CBT service contributing directly to the students' formulation and treatment plan.
- To formulate and implement clinical plans for CBT treatment of student's issues based on an appropriate conceptual framework of the students' issues employing methods based on evidence.
- Use routine outcome measures such as GAD-7 and PHQ-9 and other psychometrics relevant to clinical presentations to inform treatment outcomes.
- To communicate in a skilled and sensitive manner information concerning the assessment, formulation and treatment plan for students and to monitor their progress.
- To support the Student Mental Health and Wellbeing Manager with the onboarding of trainee CBT therapists working in the Life Lounge on placement.
- To collate and analyse data in relation to the CBT service measuring service satisfaction and clinical outcomes, taking an active part in the development of new services in order to ensure best practice of CBT services across the Life Lounge.
- To work closely with the Student Mental Health and Wellbeing Manager to manage waiting times and demand.
- To work within a multidisciplinary team to provide coordinated, effective and integrated CBT to students at the University. Referring to statutory services such as IAPT as required.
- To share information as appropriate with regards to students accessing the service who present at risk (risk to self or others).

Principal Duties and Responsibilities

1. To carry out CBT assessments of students referred to the Life Lounge, based on the appropriate use, interpretation and integration of complex psychological data such as self-report measures and rating scales, direct and indirect structured observations and interviews with clients and others involved in the client's care in order to reach a sound formulation of the client's difficulties.
2. To be responsible for holding and managing a clinical caseload and to exercise professional responsibility for planning and prioritising own workload and the assessment, treatment and discharge of clients, within the bounds of the service operational policy.
3. To be responsible for implementing highly specialist, evidence-based, short-term interventions for students with mental health problems including those with a degree of complexity, providing advice, guidance and consultation to other professionals contributing directly to the students' formulation and treatment plan.
4. To evaluate and make decisions about treatment options, taking into account both theoretical and therapeutic models concerning historical and developmental processes that may have shaped the individual.
5. To undertake risk assessment, formulation and management for individual clients with complex presentations and to make referrals using the Safeguarding policy where appropriate.
6. To provide CBT delivered in a range of formats including drop-in sessions, one to one CBT appointments delivered both face-to-face and online, and group therapies.
7. Liaise with relevant stakeholders on individual client work. To develop networks and referral pathways in to other services including IAPT and local charitable services.
8. To manage CBT resources available to the team, particularly those employed in the assessment and treatment of clients.
9. To maintain the highest standards of clinical record keeping including electronic data entry, report writing in accordance with BABCP code of practice and the University's policies and procedures.
10. Maintain a high level of knowledge and awareness of the changes and developments in the field of higher education and CBT and Mental Health and their implications for the delivery within the institution.
11. To receive clinical professional supervision in relation to own caseload.
12. To review the suitability of referrals for trainee CBT therapists, working closely with the School of Psychology in responding to concerns raised by trainee CBT therapists on placement at the Life Lounge.
13. To fulfil the role of a Senior Designated Safeguarding Champion for which training will be provided.

14. To contribute to the development, improvement, evaluation and monitoring of the team's operational policies at the University and to implement policy changes.
15. To support the Student Mental Health and Wellbeing Manager in conducting referral audits and service evaluations related to the CBT pathway, to support any associated service developments.
16. Follow University policy and procedure in relation to safeguarding including Prevent and the disclosure of criminal convictions and any associated risk assessment.
17. To actively participate in CPD training and development programmes as required in accordance with BABCP accreditation requirements.
18. Deal competently, sensitively and in a professional manner when dealing with students/customers who can be distressed and or demanding.
19. Ensure the confidentiality of information is maintained in line with Data Protection requirements and in accordance with university, professional body, and statutory requirements.
20. Ensure a safe working environment and abide by university health and safety policies and practices and to observe the University's Equal Opportunities policy and Dignity at Work policy at all times.
21. Awareness of environmental and sustainability issues and commitment to the University's associated strategy with respect to the performance / delivery of key responsibilities of the role.
22. Ensure and maintain integrity and confidentiality of data and associated data protection requirements in line with statutory and corporate requirements.

Note: This is a description of the position requirements, as it is presently constituted. It is the University's practice to periodically review job descriptions to ensure that they accurately reflect the role requirements to be performed and if necessary, update to incorporate changes were appropriate. The review process will be conducted by the relevant manager in consultation with the position holder.

This appointment is subject to Disclosure and Barring Clearance.

Person Specification

Position: CBT Therapist		Reference: SSE-060/P	
School/Service: Student Services and Experience		Priority	
Criteria		(1/2)	Method of Assessment
1 Qualifications			
1a) Educated to degree level		Priority 1	Application Form/Documentation
1b) Hold a Postgraduate qualification in CBT		Priority 1	Application Form/Documentation
1c) Occupy a Core Profession by qualification, or have completed a BABCP KSA portfolio to demonstrate equivalence		Priority 1	Application Form/Documentation
1d) Mental Health First Aid (MHFA) qualification of the willingness to achieve this within the first 12 months of employment		Priority 1	Application Form/Documentation
1e) Hold accreditation as a CBT practitioner (or evidence have applied for) with the BABCP		Priority 1	Application Form/Documentation
2 Skills / Knowledge			
2a) Experience of providing a CBT service, maintaining a high degree of professionalism in the face of highly emotive or distressing problems		Priority 1	Application Form/Interview
2b) A high level of specialist knowledge and clinical competence in applying CBT to complex difficulties and a proven track record of delivering positive outcomes		Priority 1	Application Form/Interview
2c) Ability to work as part of a multi-disciplinary team with exceptional interpersonal skills		Priority 1	Application Form/Interview
2d) Credible time management, caseload management skills and experience of prioritising and managing competing demands, including waiting lists with minimum supervision		Priority 1	Application Form/Interview
2e) Good verbal and written communication skills e.g., the ability to communicate effectively and explain Standard Operating Procedures (SOPs) concisely to students, staff and external colleagues		Priority 1	Application Form/Interview
2f) Competent in the use of IT e.g., proficient in the use of Microsoft Office, such as Word, Excel and Outlook/emails etc.		Priority 1	Application Form/Interview
2g) Able to maintain a helpful, cooperative and professional manner when working under pressure, dealing with difficult highly emotive and/or distressing situations		Priority 1	Application Form/Interview
2h) An understanding of mental health agendas within a Higher Education context		Priority 2	Application Form/Interview
3 Experience			

3a) Credible experience providing CBT interventions, advice and guidance to students experiencing a wide range of mental health difficulties, including those with complex needs	Priority 1	Application Form/Interview
3b) Proven experience of assessing risks either in the workplace or risks associated with an individual, their behaviour and/or disability	Priority 1	Application Form/Interview
3c) Experience of working in a customer/client focused environment, demonstrating sound liaison skills with both internal and external stakeholders	Priority 1	Application Form/Interview
3d) An understanding and experience of safeguarding protocols and safeguarding legislation	Priority 1	Application Form/Interview
3e) Experience of clinically supervising other practitioners within a healthcare setting	Priority 2	Application Form/Interview
3f) Experience of delivering training to colleagues around CBT interventions and their application	Priority 2	Application Form/Interview
3g) Sound analytical, creative and pragmatic problem-solving skills, with experience of contributing to service developments	Priority 2	Application Form/Interview
4 Personal Qualities		
4a) Emotional resilience to work calmly under pressure, containing anxiety in self and others. Must have the ability to recognise own limitations and seek additional support where necessary	Priority 1	Interview
4b) Be able to work independently without close supervision within a team environment	Priority 1	Interview
4c) Commitment to continuous improvement and creative ways of working, including Continuing Professional Development (CPD)	Priority 1	Interview
4d) Awareness and adherence to issues on confidentiality and data protection	Priority 1	Interview
5 Other		
5a) Able to undertake staff development, which may take place outside of the University	Priority 1	Interview
5b) Awareness of the principles of the Data Protection Act, Health and Safety, Freedom of Information Act, Prevent and Bribery Act	Priority 1	Interview
5c) Commitment to the University's policy on equal opportunities and diversity	Priority 1	Interview

Notes:

1. **Priority 1** indicates **essential** criterion – an applicant would be unsuccessful if unable to satisfy all Priority 1 criterion.
2. **Priority 2** indicates **desirable** criterion - applicants failing to satisfy a number of these are unlikely to be successful.
3. It is the responsibility of the employee to ensure any professional accreditation/membership remains current
4. Employees are expected to have access to suitable IT equipment and broadband internet access at home to work remotely if required