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**Job Description**

**Research Peer Support Worker - RAPID**

**Job Title:** Research Peer Support Worker – Remote Approaches to Psychological intervention Delivery (RAPID)

**Grade:** NJC SCP 7-14, currently £22,029 to £25,017 per annum inclusive of Outer London Weighting. Based on 30hrs per week on NJC SCP7 currently £17,623 PA (Inc OLW)

**Hours:** 30 hrs per week

**Accountable to:** CEO

**Supervised By:** MITHNOperations Director & NELFT Chief investigator

**Location:** Redbridge

**Contract Term:** 12 months (with possibility of extension)

**Closing Date:**  13th February 2022

**About Mind in Tower Hamlets and Newham**

We are a local, registered charity affiliated to national Mind. The organisation supports those with mental health issues in Tower Hamlets, Newham and Redbridge towards recovery and leading a better life.

We work with communities from diverse backgrounds and continually invest in building an inclusive organisational culture with diverse leaders through active Listening, Learning and Leading. Over the last 18 months we have explored racism and the impact that this has had on the lives of our clients and staff. This has resulted in the development of our strategic objective towards becoming an anti-racist organisation (ARO).

**Background**

The post holder will be employed to work as a research peer support worker on a National Institute of Health Research (NIHR) funded Health Technology Assessment grant examining digital interventions for suicide in those experiencing a mental health crisis (the RAPID study) taking place in North East London NHS Foundation Trust (NELFT).

The RAPID study will be a 38-month randomised controlled trial, led by Professor Tony Morrison, which builds on our track record of collaborative research on psychological interventions for people with psychosis and other serious mental health problems, by evaluating the possible benefits of 3 remotely delivered, brief psychosocial interventions. The trial will be comparing a safety planning intervention delivered by assistant psychologists with a semi-structured peer support intervention and with a smartphone app designed to help people manage suicidal thoughts. All interventions will be compared with treatment as usual from a crisis home-based treatment team. The trial is being conducted across 5 areas in the UK (Manchester, East London, Glasgow, North East London and Oxford). Dr Lisa Wood (Principal Research Clinical Psychologist) will be the site lead for the North East London (NELFT) site.

**Purpose of Role**

The post holder will work as a member of the Research team on the RAPID programme and will work with peers to complete PREVAIL in a 1:1 setting. The post holder will be working alongside other research and clinical staff members to uphold the culture and structure of the intervention manual and peer support model.

It is expected that the post holder will work flexibly and responsively with peer relationships; engaging in conversations and action planning about participants’ safety; answering queries; responding to feedback; gathering and processing data on participant experience; and engaging in supervision and reflective space. As such, the post holder needs both to work collaboratively, and to take individual responsibility for their contribution to the many tasks and processes involved in the role.

**Key Responsibilities:**

1. To make contributions to the delivery of the peer-delivered intervention that utilizes risk-informed care for supporting those who are at high risk for suicide.
2. To safely address suicidal crisis using safety planning for a crisis, activating resources when there is an immediate safety concern, and the importance of self-care.
3. To have a highly developed working knowledge of the peer-delivered intervention manual and principles of peer support.
4. To draw on and share lived experience within the context of the peer-delivered intervention.
5. To liaise with care coordinators answering queries as to the remit of peer-delivered intervention and its suitability to meet individual clients’ needs.
6. To take an autonomous role in co-delivering the 12-week peer-delivered intervention requiring an ability respond flexibly to the delivery of the manual and shifts in the 1:1 dynamic that may be unpredictable from moment to moment.
7. To respond sensitively to a frequently changing environment. Participants may have high levels of impulsivity or rapidly fluctuating emotional states. To have an integral role in responding to and containing this so as to ensure a safe space for all individuals.
8. To build peer relationships and act autonomously as a consistent healthy and ‘real’ role model within the peer relationship.
9. To take an autonomous role in working with the participants 1:1 to develop safe relationship, recognising this may mean being prepared to face and negotiate differences in people’s personal limits and boundaries, giving and receiving constructive feedback, seeking supervisory support when out of the peer session, a knowledge of relevant study and NHS Trust protocols and enacting on confidentiality limits.
10. To take an autonomous role in supporting participants to explore different perspectives and make meaning of their own experiences. This will require self-awareness, and sensitivity as to the degree of challenge that might be helpful or tolerable to others.
11. To assist with any administrative tasks that relate to the delivery of the intervention, having a knowledge of appropriate administrative procedures.
12. To have an integral role in considering the current number of participants on their caseload to prevent this exceeding availability. Therefore, to be able to use clinical judgement to assess when participants will complete peer sessions and assist with prioritising and problem-solving other options.
13. To demonstrate excellent planning and organisational skills for allocation of peer-delivered sessions, management of diary and allocation of sessions on a weekly/ monthly basis as well as outcome measures including fidelity scales and session records.
14. To participate in regular co reflection (supervision), requiring self-awareness and an ability to focus on balancing the needs of self and others.
15. To attend relevant training courses.
16. To sit for prolonged periods of time during the 1:1 peer session.
17. To sustain concentration and attention over a prolonged period during the 1:1 peer session.

**Main duties of the post**

1. To work within both NELFT and the relevant 3rd sector partner’s values ethos and vision
2. To work in accordance with all legislation, policies and procedures of both NELFT and the employing 3rd sector partner, particularly (but not exclusively) Health and Safety; Information Governance and Safeguarding
3. To provide a peer-delivered intervention to service users with experience of mental health crisis to manage suicidal thinking, and to deliver this in line with the study manual and research protocol.
4. To participate in reviews of fidelity to the study manual though supervision including audio recording of some 1:1 peer session to allow for fidelity ratings.
5. To act in accordance with Good Clinical Practice Training.
6. To act in accordance with the research protocol including maintaining the research blind and reporting of adverse events.
7. To support the research team in activities relating to identification of participants such as liaison with clinical services in the Trust and voluntary/ 3rd sector services.
8. To participate in research and development as required; with an emphasis on promoting evidence-based practice and service development
9. To participate in activities leading to service improvement, as well as maintaining and improving quality

**Duties required of all Employees:**

# 1. Undertake the induction programme as devised and assist in induction of new staff, if requested to do so

# 2. Attend and participate in staff meetings, team meetings, appraisals, training, and other meetings as required.

# 3. Contribute to the co-ordination, training and support of volunteers as agreed with the CEO and operational manager

# 4. Undertake all duties in accordance with Mind in Tower Hamlets and Newham’s policies, with reference to the Equal Opportunities and Health and Safety policies to maximise safety of clients and staff.

# 5. Undertaking other duties and accepting special responsibilities to maintain or enhance the services delivered by Mind in Tower Hamlets and Newham

# 6. To carry out other duties consistent with the post

# 7. To effectively manage any petty cash or financial issues within the finance procedures laid down.

**Service Improvement**

1. To take responsibility for offering a lived experience perspective so that, in any process that involves service users directly or indirectly, there is always more than one perspective available; to help avoid or reduce the polarisation of opinions between services and service user. This may necessitate managing sensitively markedly different views on ways of working.
2. To work autonomously to impart and maintain the principles of Peer Support, necessitating an in-depth theoretical and working knowledge of the model.
3. To take an active role in evaluation of the peer-delivered intervention, developing, and adapting as needed, procedures for doing this within the scope of the intervention manual.
4. To give constructive feedback regarding the improvement of the programme to the appropriate person(s) that can inform development of the manual for future research and clinical contexts and making suggestions for the changes that might be needed.

**Quality**

1. To comply with legislation, policies and procedures relevant to the work being undertaken
2. To work within the limits of own competence and responsibility and refer issues beyond these limits to the relevant people
3. To act responsibly as a team member and seek help where necessary
4. To use and maintain resources efficiently and effectively
5. To report problems as they arise to the appropriate person, and to take an active role in problem solving, where this is within the bounds on the role
6. Ensure relevant records are maintained to a high standard and are easily accessible.
7. Evaluate the quality of own work, making improvements when necessary.
8. Report all complaints and or incidents in accordance with Trust procedures and ensure that the Line Manager is informed.
9. Cooperate with any investigation within the Trust.
10. Develop methods to efficiently plan, organise and carry out the work associated to the research.

**Teaching, Training and Supervision**

##### To actively take part in appraisal and regular supervision in line with Trust policy.

##### To take responsibility for identifying own development needs, and planning with your line manager those needs

##### To actively take part in learning & development opportunities

##### To actively take part in, and achieve competency in all mandatory training relevant to the role

**Computing/Administration**

1. The post holder will be expected to have basic ICT, literacy and numeracy skills and will be trained how to access and use the Trust’s information technology systems.
2. The post holder will have to undergo regular updates in respect of the information technology systems.
3. To take responsibility and to access information which you are authorised to do so in line with your role, taking into account data protection and clinical and social care governance

**Communication**

1. To liaise (verbally and in writing) with service users, family and carers, staff, and other services in a professional and caring manner at all times, often receiving and making sense of highly sensitive, complex and emotive information. Containing this within a 1:1 peer relationship setting and communicating necessary risk information within the wider system.
2. To manage barriers to communication in a professional, constructive, and empathic manner. The principles of peer support as differs from traditional service models. Sensitivity and relational skill will be needed to manage situations where views might seem to be incompatible.
3. To be able to facilitate discussions about the impact of trauma on individuals; to respond with validation and empathy; to be a containing presence, especially where individuals might become distressed; and to manage the emotional impact on oneself of discussing the effects of trauma. To manage disclosures of highly emotive information to ensure the safety of the participant.

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# This job will be reviewed periodically in line with the organisation’s Business Plan. The role as described is not exhaustive and so there may be other areas which are the responsibility of this role

**Research Peer Support Worker**

**Person Specification**

Outlined below are the experience, skills and knowledge required to carry out the tasks in the job description. Please ensure that you use examples to demonstrate that you meet each individual criteria within the application form

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| No. |  | Essential/Desirable |
| Qualification |
|  | NVQ level 2 or equivalent standard of literacy and numeracy  | E |
|  | To have completed at least a Level 2 approved Peer Mentor course (7 credits/ 70 hours of study), or equivalent to ensure at least a basic level of theoretic knowledge of the values of peer support and the principles that underpin them. Theoretical knowledge acquired should inform work practice in delivering peer support. | E |
|  | Qualified through experience as a ‘service user’ with personal experience of psychosis or bipolar disorder e.g. hearing voices, suspicious or paranoid thoughts and experience of using of specialist mental health services e.g. Early Intervention in Psychosis/inpatient settings/ Community Mental Health Teams  | E |
| Experience/Knowledge |
|  | Demonstrable evidence of the capacity and ability to use own experience as a service user to bring expertise to the role, and apply this in a nuanced, sensitive, and responsive way, adapting it to the needs of individuals. | E |
|  | Lived experience of mental health distress and suicidal intensity (thoughts, feelings, impulses, visuals, etc. related to ending your life. | E |
|  | At least one years’ experience of supporting people who have a history of a serious mental health problem, whether in statutory or voluntary sector service; including providing support with managing emotions, negotiating needs and maintaining rewarding relationships.  | D |
|  | Experience of responding sensitively to a frequently changing 1:1 peer relationship, where individuals may have high levels of impulsivity or rapidly fluctuating emotional states. Experience of responding to and containing this so as to ensure a safe environment for individuals.  | D  |
|  | Experience of co-creating a space that prioritises emotional/relational safety, including experience of negotiating differences in relational limits and boundaries  | D |
|  | Experience of sharing your own lived experience where this may be helpful for others .  | E |
|  | To have experience of delivering 1:1 peer interventions | E |
|  | Experience of exercising planning, problem solving, organisational and clinical judgement skills in the allocation of resources, evaluation of practice, responding to unforeseen contingencies and adaption of practice to meet clinical and service needs and requirements. |  D  |
|  | Have experience of teaching and training from a lived experience perspective |  D |
|  | Experience of delivering peer support using remote methods such as the telephone or online platforms (Zoom/ MS TEAMS) |  D |
|  | Experience of delivering peer support within the context of a research study. |  D |
|  | An ability to undertake to the complex task of applying the intervention manual and peer support principles model in a clinical research setting, and in the context of Trust and local policies and procedures; managing responsibly, thoughtfully and sensitively the tensions that may naturally arise  | E |
|  | An understanding of risk management, with a knowledge of Trust and local policies and procedures, and how to apply them  | D |
|  | The capacity to work well with colleagues in a variety of settings; being able to develop rapport with and respond to queries of research team and clinical team staff outside the 1:1 context. This may mean holding, and working constructively, with perspectives that differ markedly | E |
| **Personal, Relational & Relevant Skills** |
|  | The ability to articulate their own experiences and respond to others using everyday/non-clinical language. | E |
|  | The ability to work with others towards sharing responsibility for relationship, negotiating any tensions that this process might engender, for example in taking a shared responsibility for risk  | E |
|  | The ability to negotiate relational boundaries and limits with people, whilst holding in mind the requirements of the wider service/Trust and negotiating the differences between individuals’ perspectives that this may bring forth. | E |
|  | Supports NELFT and MITHN’s mission and values. | E |
|  | Experience of managing resistance and conflict in a 1:1 setting, in a way which does not negatively impact on both individuals in the peer relationship  | D |
|  | Experience of receiving and making sense of highly sensitive, complex and emotive information and communicating necessary risk information within the wider system.  |  D |
|  | The ability to reflect on one’s own role in relationships within the peer relationship, and work with this in ways that are consistent with the principles of peer support and our manual/model and aims of the intervention manual. | E |
|  | The ability to apply sustained mental effort and decision making within the peer-delivered session in regards to how the intervention workbook is delivered, this includes weighing up/considering the individual needs of each peer with options available within the intervention manual, and adapting to the diverse needs of peers and levels of ability. | E |
| Personal Circumstance/Attributes |
|  | Enthusiasm, Probity, Industriousness |  E |
|  | The ability to sit for prolonged periods of time during the 1:1 peer session.  |  E  |
|  | The ability to respond with compassion and maintain connection with others, whilst holding and naming your own worldview, needs and feelings. This may mean tolerating very different perspectives from your own, and managing the strong emotions that may result |  E |
|  | High level of self-awareness – ability to critically appraise one’s own performance, moment-by-moment in and following sessions, independently, and in supervision |  D |
|  | Ability and willingness to reflect on work practice and be open to constructive feedback, being willing and able flexibly to adapt one’s practice accordingly.  | E |
|  | Ability to respond flexibly where novel or unpredictable situations might arise. | E |
|  | Ability to manage stress and to independently prioritise workload, with use of excellent problem solving and organisational skills.  | E |
|  | Ability to accept and use supervision appropriately and effectively, with the willingness and flexibility to adapt one’s practice in response to feedback  | E |
|  | Ability to communicate effectively with people from a wide variety of different settings, managing sensitively and assertively the differences that may naturally arise between IPS and traditional service perspectives | E |
|  | An ability to use IT | E |
|  | The ability to stand or sit for prolonged periods during the sessions. | E |
|  | Ability and willingness to travel as there is a requirement to travel to different sites across the NELFT footprint | D |
|  | Ability to demonstrate NELFT values which includes putting people first, priotising quality, being progressive, innovative and continually improve, being professional and honest and promoting what is possible, independence, opportunity and choice. | E |