

	<b>Position Title:</b> Senior Clinician TRC	<b>Team:</b> Take Two		<b>Region:</b> Southern - Noble Park
	<b>Supervisor:</b> Clinical Team Leader	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> C Senior Clinician	<b>Date Completed:</b> June 2019

## ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p><b>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</b></p>	<p>Take Two is an intensive therapeutic service for infants, children and young people who have suffered trauma, neglect and disrupted attachment. It provides high quality therapeutic services for families, as well as contributing to the service system that provides care, support and protection for these children. Take Two is a Victoria-wide service funded by the Department of Health and Human Services, auspiced by Berry Street, and is also involved in partnership with other community service agencies to provide services to therapeutic foster care, Aboriginal therapeutic home-based care, therapeutic residential care and the Stronger Families service.</p> <p>Take Two is a flagship site of the Child Trauma Academy implementing the Model of Neurosequential Therapeutics to guide intervention planning.</p> <p>Berry Street is introducing the Teaching-Family Model (TFM) into its therapeutic residential care settings. This model aims to provide humane, effective, individualised, consumer and trauma informed care. It contains elements of teaching, self-determination, positive and responsive interactions, family sensitive practice, cultural sensitivity and professionalism.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><b>Berry Street expects all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>This is a specialist role designed to provide clinical assessment, consultancy and therapeutic support to the Berry Street Southern Therapeutic Residential Care program. This position has a leadership role in the team and may supervise other staff. Tasks include:</p> <ul style="list-style-type: none"> <li>• Conducting assessments and developing therapeutic treatment plans, in conjunction with the client and care team, with clear goals that are reviewed regularly</li> <li>• Working closely and collaboratively with the client and the care team to achieve agreed goals within a specified time frame.</li> <li>• Working collaboratively with the TFM consultant to support staff, provide training, and implement the model in a tailored approach for each child</li> </ul> <p>Helping residential staff to incorporate the model in a therapeutic manner.</p>
	REPORTING RELATIONSHIPS
	<p>This role is based at our Noble Park office, however involves significant periods of time at the residential units.</p>

This role reports to the Clinical Team Leader who will provide supervision and review. This role has no direct reports but may have a supervisory role with team members and works in conjunction with other team members.

## EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Berry Street is committed to the principles of social justice. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- Berry Street supports White Ribbon, Australia’s campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity.

## KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Highly developed ability to provide secondary consultation, training and advice to clinicians, carers, residential carers and other professionals
- Demonstrated ability to undertake clinical file reviews and brief assessments.
- An understanding of the complexity of the service system and the issues involved in providing services to statutory clients, with the ability to work in a complicated environment that can challenge and frustrate individual values and viewpoints.
- Demonstrated commitment to working collaboratively and the capacity to listen and consider other’s opinions, respectfully and tactfully negotiate and liaise with DHHS, other agencies and the community.
- Sound decision making skills, reflected in excellent clinical judgements.
- A high degree of self-discipline, reflected in the ability to provide targeted clinical services within strict time-frames.
- Willingness to coach and develop others, impart knowledge and provide supervision to clinicians in accordance with Berry Street’s policy.
- Excellent written and oral communication skills including timely and accurate written reports and able to clearly articulate and engage with a range of audiences – children, families and caregivers, other professionals and the court system.
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practicing and promoting self-care strategies.

## QUALIFICATIONS AND OTHER REQUIREMENTS

- Tertiary qualification in Psychology, Social Work or related discipline.
- Please note: The scope of this position does not require the incumbent to be registered with AHPRA, as such, discipline specific registration is not a

## DESIRABLE

- Experience in the residential care system
- Experience working with Aboriginal communities, children and families.
- Post Graduate training is preferred.

<p>requirement. If the incumbent wishes to maintain registration it is at the incumbent's discretion and will not impact on the scope of this role.</p> <ul style="list-style-type: none"> <li>• A minimum of 5 years' experience conducting clinical work with children WWCC and satisfactory Criminal Records Check.</li> </ul>	
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## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Assessment and Treatment</b>	<ul style="list-style-type: none"> <li>• Conduct assessments to understand the impact of trauma, neglect, and abuse experiences on the child's development and functioning and develop a treatment plan.</li> <li>• A non-standardised assessment approach is used and generally involves assessing the individual child, collecting a brief history and context such as care arrangements, living arrangements, school arrangements, resources.</li> <li>• Administer and interpret standardised clinical measures such as HoNosca, SDQ, Trauma Symptom Check List (TSCC), NMT.</li> <li>• At times, specialized assessments are required, and the clinician will consult with their team leader for discussion and approval in supervision to ensure clinical governance.</li> <li>• Where a child is known to be or is possibly Aboriginal, consultation with the Aboriginal team needs to occur as part of the assessment process to ensure this process is being culturally informed.</li> <li>• Write a cohesive, succinct, timely report for multiple audiences –including the child, parents, carers, and Child Protection.</li> <li>• Develop a formulation which forms the basis for a therapeutic treatment plan that includes goals and time frames.</li> </ul>
<b>Service Delivery</b>	<ul style="list-style-type: none"> <li>• A well-developed understanding of Child Development, Attachment, Trauma and Systems theories, their relationship to child abuse and neglect, and ability to assist others to understand the implications of these.</li> <li>• Knowledge of and expertise in delivering a range of appropriate therapeutic interventions to the client group.</li> <li>• Capacity to articulate and relate theory to practice in a residential environment.</li> <li>• Ability to understand and manage the complexities inherent in working in therapeutic care.</li> <li>• Provide leadership for the development and delivery of reflective practice to the residential staff.</li> <li>• Provide secondary consultation to residential staff concerning the mental health needs of young people within the residential programs and/ or facilitate relationships with other mental health providers if involved already or a referral has been initiated.</li> <li>• Work collaboratively with the TFM consultant</li> <li>• Support the development and facilitation of training</li> <li>• Provide consultation at identified young person's Care Team meetings to assist in the understanding and management of the young person's emotions and behaviours and where appropriate ensure referrals to relevant services.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrated understanding and knowledge of Aboriginal culture and values.</li> <li>• Identify and respond to clinical risk.</li> <li>• Conduct regular reviews of the therapeutic progress to recognise when the treatment goals have been met.</li> <li>• Attends court and gives evidence that may include their professional opinion based upon assessment reports and professional observations on the child/young person's development and relationships with significant others</li> </ul>
<b>Team Work</b>	<ul style="list-style-type: none"> <li>• Demonstrated ability to provide therapeutic leadership and guidance to residential staff and where appropriate the range of professionals and members of the child's network.</li> <li>• Clinicians work in a team to ensure the work-place is a learning environment and are required to share and listen to others.</li> <li>• Participate in case presentations and other clinical development opportunities as these are learning opportunities to assist self and colleagues.</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Complete assessment, review and closure reports in agreed time frames.</li> <li>• Maintain up to date files.</li> <li>• Update data bases as required and expected.</li> <li>• Keep timely and succinct case notes and file accordingly.</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>• Attend Professional Panels as required.</li> </ul>
<b>Self and Organisation</b>	<ul style="list-style-type: none"> <li>• Participate actively in supervision. The Berry Street model of supervision encompasses management, support, development and mediation. It is not supervision to maintain professional standards. It is the forum to discuss clinical governance and risk and seek approvals and guidance as required.</li> <li>• Engage in workplace organisation training and initiatives of Take Two.</li> <li>• Engage in Communities of Practice and Friday Focus.</li> </ul>

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Occasional
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Occasional
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
<b>People Contact</b>	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
<b>Transport</b>	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional

