

	Position Title: Senior Clinician	Team: Take Two		Region: Northern Office: Eaglemont
	Supervisor: Clinical Team Leader	Delegations and Authorities: In Line with Delegations Policy	Band: C Senior Clinician Motor Vehicle Allowance	Date Completed: July 2019

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</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>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</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, Stronger Families and Navigator.</p> <p>Take Two is a flagship site of the Child Trauma Academy implementing the Model of Neurosequential Therapeutics to guide intervention planning.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></p> <p>Courage: to never give up, maintain hope and advocate for a 'fair go'</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: 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>The primary objectives of the role are to:</p> <ul style="list-style-type: none"> • Have a leadership role in the team and support the clinical team leader, including acting in that role when the clinical team leader is on leave • Provide oversight of a Take Two partnership program including: developing and maintaining the partnership with the lead agency; co-ordinating referrals and ensuring the targets are met; attending and contributing to relevant panel meeting; providing secondary consults and supervise staff. • Carry a case load; the numbers of cases are dependent on the number of staff the senior clinician supervises. Given the seniority of the role the cases are more complex, with clients who are at various stages of an episode of care, such as assessment, treatment and closure and may reside in a range of settings such as home, foster care or residential care. Therapeutic work can range from short to long term. • Conduct assessments, develop therapeutic treatment plans with clear goals that are reviewed regularly and intervene at the level of the system, family and child. • Work closely and collaboratively with the client, their family and the care team to achieve the goals within the specified time frame. •
	REPORTING RELATIONSHIPS

<p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>This role is based at our Morwell office and is part of the broader Take Two team.</p> <p>This role reports to the Gippsland clinical team leader who will provide supervision and review. This role has 2-3 direct reports and works in conjunction with other team members.</p>
EXPECTATIONS	
<ul style="list-style-type: none"> • 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	
<ul style="list-style-type: none"> • Demonstrated ability to provide a high standard of complex direct service in the clinical assessment and treatment of children, young people and families; and to comply with service delivery towards output and outcomes requirement. (Please refer to expectations under assessment and treatment). • 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 others' 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 clinical staff in accordance with Berry Streets 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. • Demonstrated management and leadership skills, including the provision of coaching, mentoring, supervision (able to do so in accordance with Berry Street's supervision model), team building, monitoring of workload and managing performance 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> • An appropriate Bachelor degree level or higher qualification in Psychology, Social Work or related discipline. • Please note: The scope of this position does not require discipline specific registration. If the incumbent wishes to maintain registration in their 	<ul style="list-style-type: none"> • Post Graduate training is preferred. • Experience in providing secondary consultation, psychoeducation and coaching

<p>discipline it is at the incumbent's discretion and will not impact on the scope of this role.</p> <ul style="list-style-type: none"> • A minimum of 5 years' experience conducting clinical work with children • Staff must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances. 	<ul style="list-style-type: none"> • Family Therapy training
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KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Assessments	<ul style="list-style-type: none"> • Conduct assessments to understand the impact of trauma, neglect, and abuse experiences on the child's development and functioning and develop a treatment plan. • 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. • Administer and interpret standardised outcome measures such as HoNOSCA, SDQ, Trauma Symptom Check List, Ages and Stages, NMT • At times specialised assessments are required and the clinician will consult with their team leader for discussion and approval in supervision to ensure clinical governance. • 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. • Write a cohesive, succinct, timely report for multiple audiences –including the child, parents, carers, and Child Protection. • Develop a formulation which forms the basis for a therapeutic treatment plan that includes goals and time frames
Intervention	<ul style="list-style-type: none"> • Provide the therapeutic treatment as specified in the treatment plan. This may be directly with the child &/or via others such as parents or carers/family members, utilising psychoeducation, coaching and/or reflective practice. • The inclusion of a Cultural Connection Tool is essential for Aboriginal children • Treatment can be at the levels of the individual child, the family system, and the care team system • Key interventions provided are family or child psychotherapy (which is informed by principles of relational therapies), dyadic therapy between child and adult (to build and repair relationship) and psycho education for parents/carers, school etc • Develop and sustain therapeutic relationships with and between child and adults • Identify and respond to clinical risk • Conduct regular reviews of the therapeutic progress to recognise when the treatment goals have been met and the episode of care is completed and initiate case closure procedures. • Provision of secondary consultation and advice to non-clinical staff, carer and family members working in Care Teams and the broader service system • Attend court and give 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

Team Work	<ul style="list-style-type: none"> • Work cooperatively with the system that sits around the child – child protection practitioners, education providers, health providers, care givers and family • Clinicians work in a team to ensure the work-place is a learning environment and are required to share and listen to others. • Participate in case presentations and other clinical development opportunities as these are learning opportunities to assist self and colleagues.
Administration	<ul style="list-style-type: none"> • Complete assessment, review and closure reports in agreed time frames • Maintain up to date files • Update data bases as required and expected • Keep timely and succinct case notes and file accordingly
Supervision	<ul style="list-style-type: none"> • Provide supervision to clinicians and senior clinicians (higher duties payment provided to cover this) in accordance with Berry Street's supervision policy. • Coach and mentor clinicians and senior clinicians (higher duties payment provided to cover this) • Conduct annual reviews of clinicians and senior clinicians (higher duties payment provided to cover this) in accordance with Berry Street policy • Review and sign off on reports completed by supervisees • Attend potentially difficult and/or complex meetings with clinicians as required, this may be due to complexities within partnerships or if a more complex clinical situation has evolved. • Supervise students as required
Leadership	<ul style="list-style-type: none"> • Act in the clinical team leader role as required (higher duties payment provided to cover this) • Attend Professional Panels as required • Provision of secondary consultation to partner agencies • Ensure that referral, case allocation, review and closure processes and systems are in place to meet agreed timelines and expectations for the Stronger Families program • Ensure that service delivery information for the Stronger Families program is collected and recorded in a professional and timely manner, and is consistent with the requirements of an agreed management information system and the research strategy.
Self and Organisation	<ul style="list-style-type: none"> • 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. • Engage in workplace organisation training and initiatives of Take Two. • Engage in Communities of Practice and Friday Focus

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
Work Environment	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.	Regular
	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.	Regular
	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
People Contact	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
Administrative Tasks	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
Transport	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