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|  | <b>Position Title:</b> Senior Clinician | <b>Team:</b> Take Two  |   | <b>Region:</b> Gippsland              |
|  | <b>Supervisor:</b> Clinical Team Leader | <b>Delegations and Authorities:</b><br>In Line with Delegations Policy | <b>Band:</b> C<br>Senior Clinician<br>Motor Vehicle Allowance | <b>Date Completed:</b> September 2019 |

## ORGANISATIONAL INFORMATION

| OUR VISION AND FOCUS  | ROLE CONTENT   |
|---|--|
| <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>   |
| 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>The primary objectives of the role are to:</p> <ul style="list-style-type: none"> <li>• Have a leadership role in the team and support the clinical team leader, including building and maintaining important partnership relationships and supporting the team to meet key performance indicators</li> <li>• Provide clinical supervision to clinicians and students as required.</li> <li>• 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.</li> <li>• Contribute to the development and implementation of training requests from external agencies.</li> <li>• Conduct assessments, develop therapeutic treatment plans with clear goals that are reviewed regularly and intervene at the level of the system, family and child.</li> <li>• Work closely and collaboratively with the client, their family and the care team to achieve the goals within the specified time frame.</li> </ul> |

## REPORTING RELATIONSHIPS

This role is based at our Morwell office and is part of the broader Take Two team.

This role reports to the Gippsland Team clinical team leader who will provide supervision and review. This role could have up to 2 direct reports 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.
- Have a demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.
- 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 the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street is also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.

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

- 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"> <li>• An appropriate Bachelor degree level or higher qualification in a Health or Welfare related field such as Occupational Therapy, Psychology, Social Work, Family Therapy, Speech Pathology or related discipline.</li> <li>• Please note: The scope of this position does not require the incumbent to practice as a registered psychologist, occupational therapist or other AHPRA registered profession and, as such, discipline specific registration is not a 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.</li> <li>• A minimum of 5 years' experience conducting clinical work with children</li> <li>• 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 matters.</li> </ul> | <ul style="list-style-type: none"> <li>• Post Graduate training is preferred.</li> <li>• Experience in providing secondary consultation, psychoeducation and coaching</li> <li>• Family Therapy training</li> </ul> |

#### KEY ACCOUNTABILITIES AND RESPONSIBILITIES

| ACCOUNTABILITY | SPECIFIC RESPONSIBILITIES  |
|----------------|--|
| Assessments    | <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 outcome measures such as HoNOSCA, SDQ, Trauma Symptom Check List, Ages and Stages, NMT</li> <li>• 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.</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> |
| Intervention   | <ul style="list-style-type: none"> <li>• Provide the therapeutic treatment as specified in the treatment plan. This may be directly with the child &amp;/or via others such as parents or carers/family members, utilising psychoeducation, coaching and/or reflective practice.</li> <li>• The inclusion of a Cultural Connection Tool is essential for Aboriginal children</li> <li>• Treatment can be at the levels of the individual child, the family system, and the care team system</li> <li>• 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</li> <li>• Develop and sustain therapeutic relationships with and between child and adults</li> </ul>   |

|                |  |
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|                | <ul style="list-style-type: none"> <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 and the episode of care is completed and initiate case closure procedures.</li> <li>• Provision of secondary consultation and advice to non-clinical staff, carer and family members working in Care Teams and the broader service system</li> <li>• 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</li> </ul> |
| Team Work      | <ul style="list-style-type: none"> <li>• Work cooperatively with the system that sits around the child – child protection practitioners, education providers, health providers, care givers and family</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>   |
| Administration | <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>   |
| Supervision    | <ul style="list-style-type: none"> <li>• Provide supervision to clinicians in accordance with Berry Street's supervision policy.</li> <li>• Coach and mentor clinicians</li> <li>• Conduct annual reviews of clinicians in accordance with Berry Street policy</li> <li>• Review and sign off on reports completed by supervisees</li> <li>• 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.</li> <li>• Supervise students as required</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.   | 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 |
| <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 |