


	Position Title: Senior Clinician	Team: Take Two	  
	Band: C	Salary: Senior Clinician MVA	Date: September 2020

OUR VISION AND PURPOSE	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 provides a range of therapeutic services for infants, children and young people who have suffered trauma, neglect and disrupted attachment, and contributes to the service system that provides care, support and protection for these children. One of these services is the Intensive Therapeutic Service, a Victoria-wide service funded by the Department of Health and Human Services, managed by Berry Street. Take Two is also involved, in partnership with other community service agencies, in the provision of therapeutic foster care, therapeutic Family Violence services, Aboriginal therapeutic home-based care, therapeutic residential care, Stronger Families, Navigator and the Community Wellbeing Program. Additionally, the service also provides training, consultation and reflective practice to the wider Children and Family Services sector and conducts and disseminates evaluation research on Take Two's therapeutic services. 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>We expect all staff to apply these Values in all aspects of their work.</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>Working Together: 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"> • Have a leadership role in the team and support the clinical team leader, including building and maintaining important partnerships and supporting the team to meet key performance indicators. • Provide clinical supervision to clinicians and students as required. • 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. • Contribute to the development and implementation of training requests from external agencies. • Conduct assessments and develop therapeutic treatment plans guided by the Neurosequential model, with clear goals that are reviewed regularly. • Work in a systemic and collaborative manner with the client, their family and the care team to achieve the goals within the specified time frame.
	REPORTING RELATIONSHIPS
	<p>This role is based at our Bendigo Office in the Northern Region, Dja Dja Wurrung Country.</p> <p>This role reports to the Clinical Team Leader who will provide supervision and review. This role may have direct reports as required and works in conjunction with other team members within Take Two, Berry Street and in other agencies.</p>

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 service delivery that prioritises diversity and inclusion. 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 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

- Demonstrate 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 and non-statutory clients, with the ability to work in a complicated environment that can potentially challenge and frustrate individual values and viewpoints.
- Demonstrate understanding of trauma and the impacts on attachment and developmental milestones for children and young people.
- Demonstrate commitment to working collaboratively and the capacity to listen and consider other opinions, respectfully and tactfully negotiate and liaise with DHHS, other agencies and the community.
- 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.
- Demonstrate ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practicing and promoting self-care strategies.
- Sound decision making skills, reflected in excellent clinical judgements and the willingness to seek supervision.
- A high degree of self-discipline reflected in the ability to provide targeted clinical services within strict timeframes.
- Willingness to coach and develop others, impart knowledge and provide supervision to clinical staff in accordance with Berry Streets policy.
- Demonstrate management and leadership capacity, 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

- 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.
- 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.
- Significant experience conducting trauma and developmentally informed clinical work with children and young people.
- 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.

DESIRABLE

- Post Graduate training is preferred.
- Experience in providing secondary consultation, psychoeducation and coaching
- Family Therapy training

ABOUT TAKE TWO

Who we are

Berry Street started in Melbourne in 1877 and believes children, young people and families should be safe, thriving and hopeful. Take Two is a program of Berry Street providing trauma informed intensive therapeutic services for infants, children, young people and families impacted by trauma, neglect or abuse.

Take Two is also involved, in partnership with other community service agencies, in the provision of therapeutic foster care, therapeutic Family Violence services, Aboriginal therapeutic home-based care, therapeutic residential care, Stronger Families, Navigator and the Community Wellbeing Program. Additionally, the service also provides training, consultation and reflective practice to the wider Children and Family Services sector and conducts and disseminates evaluation research on Take Two's therapeutic services. Take Two is a flagship site of the Child Trauma Academy implementing the Model of Neurosequential Therapeutics to guide intervention planning.

The service is a consortium of:

- Berry Street – lead agency & child welfare expertise
- VACCA – cultural expertise
- Mindful (University of Melbourne) – practice development expertise
- La Trobe University – research expertise

Take Two operates from more than a dozen Victorian sites, including metro, regional and rural areas.

Our therapeutic model

Take Two is the only fully accredited outreach program that provides a state-wide service for infants, children, young people impacted by trauma, neglect or abuse. Treatment approaches focus on the repair of harmful outcomes, and improvements in emotional health, relationships and development. We work with the traumatised child, and with their caregivers, families and communities. We help them understand the child's trauma, and how it's impacting their development and behaviours.

We use the Neurosequential Model of Therapeutics (NMT) to guide treatment and intervention planning. Based on current neuroscientific research, the NMT model helps us assess the impacts of the child's trauma on their developing brain and determine which interventions we should use to support the child. We then use evidence-based and evidence-informed interventions and treatments to support children who have suffered developmental trauma.

What we do

Take Two provides individual, dyadic and systemic client facing services including:

- Intensive Therapeutic Service (children referred by Child Protection)
- Therapeutic Foster and Residential Care programs
- Stronger Families program (helping families keep their children out of out-of-home care)
- Restoring Childhood program (working with the child and the non-offending parent after family violence)
- Specific wellbeing programs for very vulnerable groups of children in our community, including; Aboriginal children, and young people who have disengaged with school.

Take Two also provides a range of research, practice development and consultation services. Our research has provided unique insights into what helps and what hinders children from overcoming childhood adversity.

Take Two is highly committed to providing culturally appropriate support to Aboriginal children accessing our services. We employ Aboriginal staff in dedicated positions and work closely with Aboriginal Controlled Community Organisations across the state.

Our Developmental Specialists Team (including a Neuropsychologist, Occupational Therapist and Speech Pathologist) provide individual client assessments and consultation.

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, including the Neurosequential Model of Therapeutics (NMT) metric. • 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 clinical measures such as ABAS, SDQ, Trauma System Check List (TSCC) and Ages and Stages. • Use of 5P for case formulation (Presenting, predisposing, precipitating, perpetuating and protective factors). • If specialised assessments are required the clinician will consult with their team leader for approval 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 including completion of the Cultural Connection Assessment Tool. • Write a cohesive, succinct, timely report for multiple audiences –including the child, parents, carers, and Child Protection. • Develop a formulation, utilising the NMT, which forms the basis for a therapeutic treatment plan that includes goals and time frames.
Interventions	<ul style="list-style-type: none"> • Provide therapeutic interventions specified in the goal and intervention plan. This may be directly with the child and/or via others such as parents or carers/family members, utilising psychoeducation, coaching and/or reflective practice. • Use a variety of evidence-informed approaches appropriate to your client. • Treatment can be at the levels of the individual child, the family system, the care team system or a combination. • Key therapies 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 and systems work for carers, early childhood/education services and others included in the child’s therapeutic web. • Develop and sustain therapeutic relationships with and between the child and adults in the child’s therapeutic web. • Identify and respond to clinical risk as appropriate. • 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, carers and family members working in Care Teams. • Monitor and manage the clients emotional/physiological arousal during sessions. • 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.
Teamwork	<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, with a focus on advocating for the dignity and human rights of the client. • Clinicians work in a team to ensure the workplace is a learning environment and are required to share and listen to others. • Participate in case presentations and other clinical development opportunities to assist self and colleagues.
Administration	<ul style="list-style-type: none"> • Complete assessment, review and closure reports within Take Two guidelines and in agreed time frames. • Maintain up to date files, including timely and succinct case notes, and update data bases as required and expected. • Preparation of files for subpoenas and court as required. • Complete case reviews as requested
Supervision	<ul style="list-style-type: none"> • Provide supervision to clinicians in accordance with Berry Street’s supervision policy, including annual reviews. • Coach and mentor clinicians. • 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

Self and Organisation Development	<ul style="list-style-type: none">• Role model best behavior within the team and when representing Take Two.• Contribute to building the culture of Take Two and your team.• 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.
Other	<ul style="list-style-type: none">• Self-manage risk and safety in clinical practice and work environments.• Berry Street are committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street are also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.• Other duties as directed.

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 on-call after 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