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|  | Position Title: Aboriginal Clinician | Team: Take Two Aboriginal Team |    |
| | Band: A | Salary: Clinician 1-3 years Clinician 3+ years Motor Vehicle Allowance | Date: July 2020 |

| OUR VISION AND PURPOSE | ROLE CONTEXT |
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| <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.</p> <p>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.</p> <p>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.</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>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"> • Carry a case load of Aboriginal and Torres Strait Islander clients in the designated region who are at various stages of the episode of care, such as assessment, therapeutic support, and closure. Therapeutic work can range from short to long term. • Provide cultural consultation to Take Two staff working with Aboriginal and Torres Strait Islander children and young people to ensure culturally appropriate assessment, and therapeutic support. • Conduct assessments and develop culturally appropriate therapeutic support plans guided by the Neurosequential model, with clear goals that are reviewed regularly. • Work in a systemic and collaborative manner with the client, family and the care team to achieve the goals within the specified time frame. • Provide pre-referral consultations with DHHS in the designated region for Take Two referrals into the Aboriginal Team. • Provide culturally respectful community consultation for local communities in the designated region regarding Aboriginal and Torres Strait Islander Children at risk of coming into care, or currently in OOHC. |

REPORTING RELATIONSHIPS

This position can be based state-wide within all regions including North (Wurundjeri Country, Latji Latji Country or Dja Dja Wurrung Country), South East (Boonwurrung Country), Western (Wadawurrung Country, Wurundjeri Country or Wathaurong Country), Hume (Yorta Yorta Country) or Gippsland (Gunaikurnai Country or Bunurong Country).

This role reports to the Aboriginal Clinical Team Leader or Aboriginal Senior Clinician who will provide clinical and cultural supervision and review. This role has no direct reports and works in conjunction with other team members within Take Two, Berry Street and in other agencies.

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

- Demonstrated ability to provide direct service in the clinical assessment and interventions with Aboriginal and Torres Strait Islander children, young people and families; and to comply with service delivery towards output and outcomes requirement (please refer to expectations under assessment, and therapeutic support).
- An understanding of the complexity of the service system and the issues involved in providing services to Aboriginal and Torres Strait Islander statutory and non-statutory clients, with the ability to work in a complicated environment that can potentially challenge and frustrate individual values and viewpoints.
- Demonstrated understanding of intergenerational trauma and the impacts of colonisation on attachment and developmental milestones for Aboriginal and Torres Strait Islander children and young people.
- Demonstrated commitment to working collaboratively and the capacity to listen and consider other opinions, respectfully and tactfully negotiate and liaise with ACCOs, 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 challenging situations, monitoring own social and emotional wellbeing and practicing and promoting self-care strategies.
- Sound decision making skills, reflected in good clinical judgements and the willingness to seek supervision.

| QUALIFICATIONS AND OTHER REQUIREMENTS | DESIRABLE |
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| <ul style="list-style-type: none"> • This is an Indigenous Identified role only open to Aboriginal and Torres Strait Islander peoples. The filling of this position is intended to constitute a special measure under section 8(1) of the Racial Discrimination Act 1975 (Cth), and s12 of the Equal Opportunity Act 2010 (Vic). • 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. • 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. | |

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 |
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| Assessments | <ul style="list-style-type: none"> • Conduct culturally appropriate and considered assessments to understand the impact of intergenerational trauma, and the experiences of challenging life situations that impact the child's development and functioning, including the NMT metric. • A non-standardised assessment approach is used and generally involves assessing the individual child, collecting a brief history and context such as cultural connections, 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 Aboriginal clinician will consult with their team leader for approval to ensure clinical governance. • Where a child is known to be, or is possibly Aboriginal, 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, in collaboration with the client, family and care team. • Use a variety of culturally appropriate and evidence-informed approaches suitable 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 cultural 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. • Aboriginal Clinician works in a team to ensure the workplace is a learning environment and are required to share and listen to others. • Provide cultural consultation non-Aboriginal Take Two staff to increase their cultural competence. • 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. |
| Self and Organisation Development | <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. |

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| 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. |
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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 |
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| 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 |