

	Position Title: Therapeutic Specialist	Team: ENRICH, Take Two	  
	Band: C	Salary: Stream 2, Level 6	Date: July 2026

OUR VISION AND PURPOSE	ROLE CONTEXT
We believe children, young people and families should be safe, thriving and hopeful. Our Vision for 2026: Together we will courageously change lives and reimagine service systems. For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose. Berry Street is a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We use approaches that are culturally safe and informed by the best evidence available. We measure and learn from the impact of our work, and we continually review our models of practice. We look forward to working with our staff, carers, partners, supporters, and government, to ensure children, young people and their families can create the future they imagine for themselves.	Take Two provides a range of therapeutic services for infants, children and young people who have suffered developmental and relational trauma; Take Two plays a leading role in the provision of therapeutic services to the Out of Home Care system that provides support and protection to children who cannot live with their families. Take Two is also involved, in partnership with Berry Street and other community service agencies, in the provision of therapeutic family violence services, therapeutic foster care, therapeutic residential care, and therapeutic services for the Family Preservation and Reunification Response Program. Berry Street Yooralla Residential Care staff are trained in the CARE framework which aims to create the conditions at both the relational and organisational level that supports healing, growth, competence, and resilience in children
	PRIMARY OBJECTIVES OF THE ROLE
	This is a specialist role designed to provide clinical assessment and intervention to children and young people, psychoeducation resources, and a therapeutic framework for the residential carers who support the young people living in Berry Street Yooralla’s therapeutic Residential Care homes. The key components of the role include: • Providing a thorough assessment of young people’s current presentations, including their developmental and family histories, potential mental health challenges and the impact arising from any developmental trauma they may have experienced • Writing comprehensive reports and then translating the findings and recommendations into practice guidance for the residential care staff and the broader system such as the young person’s care team. • Supporting the carer group through the provision of reflective practice • Working closely with residential carers to ensure each young person receives interventions that target their individual needs and promotes their healing from their trauma experience.

OUR VALUES	
We expect all staff to apply these Values in all aspects of their work. Courage: to never give up, maintain hope and advocate for a ‘fair go’ Integrity: to be true to our word Respect: to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations 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 Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills Berry Street Yooralla is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children.	REPORTING RELATIONSHIPS This role is based at our Preston office with dedicated periods of time spent at the residential care homes within the Northern Metro area. This role reports to the Clinical Team Leader, Take Two who will provide supervision and identify professional developmental opportunities. This role may have direct reports and a supervisory role with students.

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.
- Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.
- Participate in regular supervision, performance planning and review processes and probationary reviews.
- Complete mandatory training within designated timeframes.
- Berry Street Yooralla is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.
- Berry Street Yooralla is 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 as LGBTIQ+.

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

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitor your own stress levels, and practice and promote self-care strategies.
- A comprehensive understanding of child development, clinical assessments and the impact of developmental and relational trauma on a child or young person's development and wellbeing.
- Experience in providing consultation to and engaging with other professionals.
- Experience in reflective practice or a demonstrated capacity to acquire the necessary skills
- Ability to synthesise evidence and best-practice frameworks, devise formulations, and make robust care and support recommendations, with the ability to effectively communicate this with carers, professionals, and other stakeholders.
- Experience in working therapeutically with young people, including demonstrated capacity to persevere to achieve positive outcomes when working with young people who have experienced trauma and have complex needs and presentations.
- An understanding of Aboriginal and CALD (Culturally and Linguistically Diverse) cultures to provide culturally sensitive and effective care for young people in residential care.
- An understanding of Out of Home Care Services and the Child Protection placement and support system in Victoria.
- An ability and commitment to working in close partnership with other Berry Street teams and a broad range of external services.
- Well-developed ability to provide secondary consultation, training and advice to carers, residential staff and other professionals.
- Responsible decision-making skills, reflected in sound clinical judgements.
- Demonstrated ability to work collaboratively and respectfully with stakeholders and Berry Street staff.
- Strong 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.

QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
• A Bachelor's 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. • A minimum of 2 years' experience conducting trauma and developmentally informed clinical work with children and young people. • Staff members 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. • Positions working in unsupervised contact with young people in Out of Home care settings will be subject to Worker Carer Exclusion Scheme (WCES). Employees have a legal obligation to advise Berry Street Yooralla if they are under investigation or have been excluded prior to and during the course of their employment.	• Post-graduate training in relevant child, adolescent and family clinical practice • Experience in Child Protection and Care Services systems, and in working with young people in residential care is desirable. Please note: The scope of this position does not require the incumbent to be registered with AHPRA as such, discipline specific registration is also not a requirement. If the incumbent wishes to maintain their registration, it is at the incumbent's discretion.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Assessments	• Within the first six weeks of placement, assess the child or young person's individual strengths and needs, including: – Reviewing the available information – Getting to know the child or young person to understand their strengths and needs. – Gathering any missing information, including any previous assessments conducted – Conducting assessments including, but not limited to, the Strengths & Difficulties Questionnaire (SDQ) and Health of The Nation Outcomes Scale Children and Adolescents (HoNOSCA) – Work with the care team regarding recommendations for linkage to other services as needed. – Share the assessment and any recommendations with Child Protection, the care team, the young person and significant others if appropriate and with Guardian consent • Review and/or develop therapeutic plans in conjunction with the house supervisor, case planner, and care team. This will include a Behaviour Support Plan (BSP) and a Therapeutic Treatment Plan. BSPs should be developed in line with the <i>Practice guide: behaviour planning to best support children and young people in out-of-home care</i> and aim to address key behaviours of concern through a range of proactive strategies that build on a young person's strengths and increase their life skills. These plans should align with the child or young person's Case Plan (including the Care and Placement Plan and Cultural Plan). • Review and update the assessments in line with the ENRICH program's case flow document • Where a young person is known to be or is possibly Aboriginal, consultation with the Take Two Aboriginal Consultant needs to occur at assessment and as required thereafter.

Service Delivery	• Support the transition of the child or young person's entry into the home, and where possible, be part of the transition of the new child or young person into the home. • If there is a NDIS Plan which includes funded behaviour supports, work with the NDIS Behaviour Support Practitioner to ensure that staff can implement supports in the home that are disability and trauma informed. • Upon the young person's entry into placement, work with the residential carers to ensure a young person successfully transitions and settles into the home. • Support and guide residential care staff to respond to young people's specific needs and behaviours and to build their insight into the process of healing; this includes modelling positive therapeutic responses. • Facilitate reflective discussions with carers and Residential Programs to problem-solve challenges in the home and develop and review strategies and interventions • Assist residential care to have sensitive, reparative interactions with young people through reflective practice to enhance understanding of the interpersonal aspects of providing therapeutic care and workers capacity to self-manage their own responses so they can remain consistent in their approaches. • Promote the active participation of young people in developmentally appropriate decision-making about the operations of the home and their own therapeutic treatment plan.
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	• Be present in the home and check in with young people on how they are doing. • Support establishment and maintenance of: – A therapeutic trauma-informed environment – A domestic rhythm in the home based on structure, routine and predictability – A culturally safe environment – LGBTQ+ inclusive practices in the home and actively connecting young people with communities where needed. • Support access to additional resources as required, such as education and health. • Support the connection of young people to their cultural communities. • Support family work, led by Family Preservation Response, as appropriate, to enable connection and/or reunification with family in line with the young person's case plan. • Support the planned transition from therapeutic residential care to longer term and less intensive placement arrangements. Whether the exit is unplanned or planned, support transition planning for young people leaving the home. This may include: ○ Considering continuity of support in health, education and/or community during their transition. ○ Considering any referrals for additional resources that may need to be made and working with the case planner to ensure a referral is made, where appropriate. ○ Consider the sharing of relevant information and documents ○ Considering the child or young person's emotional and coping skills and how the child or young person can be supported through the change ○ Continue to participate in care team meetings during the transition period ○ When necessary. • When required, attend court and give evidence that may include your professional opinion based upon reports and professional observations on the child/young person's development and relationships with significant others.
Teamwork	• Work professionally and collaboratively as a member of the young people's care teams • Support implementation of plans led by other professionals in the home where relevant, including and not limited to the NDIS Behaviour Support Plan, Cultural Plan, Individual Education Plan. • Provide updates to Child Protection as required to inform ongoing risk assessment and review of Case Plan goals. • Guide CSO or ACCO staff to develop consistent approaches to planning and working with individual young people. • Develop service partnerships and linkages to promote joint therapeutic work, particularly with relevant Aboriginal services.
Reporting and Administration	• Complete reports in agreed time frames. • Maintain up to date files. • Update databases as required and expected. • Keep timely and succinct case notes and file accordingly.
Leadership	• Attend Professional Panels as required. • Lead by example in actively promoting and implementing the requirements of Berry Street's positive duty to provide a safe workplace, health and safety management system – policies, procedures, and processes. Including, holding staff accountable for observing all safe work procedures, rules, and instructions.

	• Provide feedback and wellbeing support through probationary reviews, regular supervision meetings, annual performance planning and review. • Ensuring direct reports have completed all mandatory training and development required for their role.
Self and Organisation	• Participating actively in supervision. The Berry Street model of supervision encompasses management, support, professional development, and mediation. It is not supervision to maintain professional standards. It is a 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 Take Two's Practice Focus.
Other	• Other duties as required

ABOUT TAKE TWO

Who are we

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 services. Additionally, Take Two also provides training, consultation and reflective practice to the wider Children and Family Services sector and conducts and shares 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 and young people impacted by trauma, neglect or abuse.

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 then provide evidence-informed interventions and treatments

What we do

Take Two is a therapeutic service helping to address the impact of trauma on children who have experienced abuse, neglect, family violence or other adverse experiences. We also provide training, clinical services and consultancy for professionals and organisations who need specialist therapeutic expertise.

ENRICH

The Therapeutic Specialist role sits within the ENRICH program which is a Residential Therapeutic Care initiative designed to support children and young people with complex trauma histories. Delivered in partnership with Berry Street and funded by the Department of Families, Fairness and Housing, ENRICH provides intensive, trauma and developmentally informed therapeutic support within residential care settings.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

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

Element	Key Activity	Frequency
Client Facing and Service Delivery	Work with clients who may have a physical, psychiatric, or sensory disability.	Daily
	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Daily
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Regular
	Work in a client's home or their family home alone and/or with others.	Regular
	Represent, advocate, and cooperate with legal processes which may include attendance to court.	Regular
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work via computer from home as required.	Regular
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Occasional
	Work rostered hours with the possibility of overtime.	Not Applicable
	Work on-call after hours.	Occasional
	Work in an open plan office with no assigned desk.	Regular
	Work in buildings which may require the use of stairs or elevators.	Regular
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Daily
	Work in educational or community facilities.	Occasional
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Undertake training and professional development activities both internal and external to the organisation.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data.	Daily
	Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.	Daily