

	Position Title: Clinician	Team: Take Two	  
	Band: A	Salary: Stream 2, Level 5	Date: February 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 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. 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 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 Families, Fairness and Housing managed by Berry Street. Take Two is also involved, in partnership with other community service agencies, in the provision of therapeutic foster care (Circle), therapeutic Family Violence services, Aboriginal therapeutic home- based care, therapeutic residential care, Stronger Families, Care Hub (Loddon), 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.
	PRIMARY OBJECTIVES OF THE ROLE
	The primary objectives of the role are to: • Carry a case load of clients who are at various stages of the episode of care, such as assessment, treatment and closure. Therapeutic work can range from short to long term. • 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, family and the care team to achieve the goals within the specified time frame.

OUR VALUES	REPORTING RELATIONSHIPS
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 is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children.	This role is based at our Shepparton Office in Berry Street’s Hume Region, Yorta Yorta Country. This role reports to the Clinical Team Leader who will provide 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. • 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 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 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

- Demonstrate ability to provide direct service in the clinical assessment and interventions with 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 DFFH, 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 good clinical judgements and the willingness to seek supervision.

QUALIFICATIONS AND OTHER REQUIREMENTS

- An appropriate Bachelor degree level or higher qualification in a Health or Welfare related field such as Psychology, Social Work, Family Therapy Occupational 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.
- 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 if they are under investigation or have been excluded prior to and during the course of their employment.

DESIRABLE

- Experience in Child Protection and Out of Home Care sector.
- Experience working with Aboriginal communities, children and families.
- Post Graduate training in relevant child, adolescent and family clinical practice is strongly preferred.
- Experience of working within the CQI frameworks of the Australian Council of Healthcare Standards would be an advantage.
- Experience conducting trauma and developmentally informed clinical work with children and young people.

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	• 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	• Provide therapeutic interventions specified in the goal and intervention plan, in collaboration with the client, family and care team. • 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.
Administration and Reporting	• 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.
Community, Education & Development	• 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 Communities of Practice and Friday Focus.
Other	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.

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
Client Facing and Service Delivery	Work with clients who may have a physical, psychiatric, or sensory disability.	Regular
	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.	Regular
	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.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional
	Work in a client's home or their family home alone and/or with others.	Daily
	Represent, advocate, and cooperate with legal processes which may include attendance to court.	Occasional
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.	Occasional
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Regular
	Work rostered hours with the possibility of overtime.	Occasional
	Work on-call after hours.	Not Applicable
	Work in an open plan office with no assigned desk.	Daily
	Work in buildings which may require the use of stairs or elevators.	Daily
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Regular
	Work in a client's home or their family home alone and/or with others.	Regular
	Work in educational or community facilities.	Regular
	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