

	Position Title: Senior Clinician	Team: 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 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. 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 provides a range of services including the Intensive Therapeutic Service (ITS), a Victoria-wide service funded by the Department of Families, Fairness and Housing (DFFH), managed by Berry Street. Take Two Hume are also involved in the provision of Therapeutic Foster Care (Circle), Enhanced Therapeutic Supports (ETS) and Therapeutic Foster Care (TFC). 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.

OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE	
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.	The primary objectives of the role are to: • Delivering tailored therapeutic care training to identified carers • Completing assessments of children and young people, including but not limited to HoNOSCA and SDQs. • Developing, reviewing and implementing therapeutic plans. • Supporting Therapeutic Foster Carers with regular reflective supervision, psychoeducation and other supports required to maintain placement (such as direct clinical work with the child or young person and/or dyadic work with child and caregiver). • 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. • Provide evidence based therapeutic interventions, based on the needs and strengths of the young person and assessments. • Supporting the wider Care Team to understand the therapeutic needs of children and young people. • Develop and maintain a peer support group. At times, this role may require out of hours work, dependent upon the carers capacity and availability.	
	<th data-bbox="1039 946 2163 986">REPORTING RELATIONSHIPS</th>	REPORTING RELATIONSHIPS
	This role is for the Hume region and travel across the region is expected. Locations available: Shepparton, Yorta Yorta country or Seymour on Taungurung Country. This role reports to the Clinical Team Leader who is based at the Shepparton Take Two Office and 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.	

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

- 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 DHHS, other agencies and the community.
- Ability to provide secondary consultation and advice to non-clinical staff, carers and family members working in Care Teams
- 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	DESIRABLE
• 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. • 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 appearances. • 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. • 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 Stret if they are under investigation or have been excluded prior to and during the course of their employment.	• Experience in the Child Protection and Out of Home Care sector. • Clinical experience with children and adolescents • Experience in working with Foster carers. • Experience in a range of therapeutic interventions. • Post graduate training in relevant child, adolescent and family clinical practice.

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 (or be open to training in this intervention). • 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, HoNOSCA, Trauma Symptoms Check List (TSCC) and Ages and Stages Questionnaires. • 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, time frames and recommendations as specified with the Take Two case flow.
Interventions	• Provide reflective practice sessions for peer support groups for foster carers in partnership with the foster care provider. • The inclusion of a Cultural Connection Tool is essential for Aboriginal children. • Identify and respond to clinical risk. • Provision of secondary consultation and advice to non-clinical staff, carer and family members working in Care Teams. • Where necessary attends 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. • 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. • 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.
Teamwork	• Work cooperatively with the system that sits around the child – child protection practitioners, case managers, 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.

Aministration	• 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. • 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 & Organisational 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 workplace organisation training and initiatives of Take Two.

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.	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.	Occasional
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Not Applicable
	Work in a client's home or their family home alone and/or with others.	Occasional
	Represent, advocate and cooperate with legal processes which may include attendance to court.	Not Applicable
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Occasional
	Work via computer from home as required.	Daily
	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.	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.	Daily
	Work in educational or community facilities.	Occasional
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Choose an item.
	Undertake training and professional development activities both internal and external to the organisation.	Occasional

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