
	Position Title: Senior Clinician	Team: Take Two Loddon Mallee		Region: Northern	
	Supervisor: Clinical Team Leader	Delegations and Authorities: In Line with Delegations Policy	Band: C Rem: Senior Clinician \$10,500pa MVA	Date Completed: September 2019	

OUR VISION AND FOCUS	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 is an intensive therapeutic service for infants, children and young people who have suffered trauma, neglect and disrupted attachment. 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 is a Victoria-wide service funded by the Department of Health and Human Services, auspiced by Berry Street, and is also involved in partnership with other community service agencies to provide services to therapeutic foster care, Aboriginal therapeutic home-based care, therapeutic residential care and the Stronger Families service.</p> <p>This role will work across infant, children, young people in a variety of settings, providing direct intervention as well as secondary consultation and system interventions across the Loddon Mallee area including two days per week at Njernda Aboriginal Cooperative (NAC) in Echuca.</p> <p>NAC delivers health, social welfare and community development programs to local Aboriginal people in the Echuca area.</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>	<ul style="list-style-type: none"> Contribute to a Take Two partnership program with Njernda Aboriginal Cooperation. Including: training and support to program staff, carers and members of each child's therapeutic network; secondary consultation concerning the mental health needs of clients; high quality clinical assessment which forms the basis for a therapeutic care plan and facilitation of culturally appropriate healing programs to Child Protection clients in home-based care through NAC as required; and provide support to staff regarding vicarious trauma and debriefing for staff regarding client issues and systemic decisions Carry a case load. 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. Conduct assessments, develop therapeutic treatment plans with clear goals that are reviewed regularly and intervene at the level of the system, family and child.
	REPORTING RELATIONSHIPS
	<p>This role is based in Bendigo and Echuca. It is part of the Loddon Mallee Take Two Team, with a close relationship with the Take Two Aboriginal team for peer support and cultural connection.</p> <p>This role reports directly to the Clinical Team Leader of the Take Two Loddon Mallee Team.</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 the principles of social justice. 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

- 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.
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated 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 clients, with the ability to work in a complicated environment that can challenge and frustrate individual values and viewpoints.
- Demonstrated 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.
- Sound decision-making skills reflected in excellent clinical judgements.
- A high degree of self-discipline reflected in the ability to provide targeted clinical services within strict time-frames.
- Willingness to coach and develop others and impart knowledge in accordance with Berry Street policy.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in Psychology, Social Work or related discipline.
- A minimum of 3 years' experience conducting mental health clinical work with children.
- 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 or a registered occupational therapist 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.

DESIRABLE

- An Aboriginal or Torres Strait Islander person, or strong cultural awareness and skills in working with Aboriginal and Torres Strait Islander people.
- Post Graduate training is preferred.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Assessments	<ul style="list-style-type: none"> • Assess/determine the training, consultation, and support needs of NAC Home Based Care staff and carers. • Where appropriate, conduct assessments of children in home-based care with NAC to understand the impact of trauma, neglect, and abuse experiences on the child’s development and functioning and develop a treatment plan. • 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 HoNOSCA, SDQ, Trauma Symptom Check List (TSCC), Ages and Stages, as appropriate. • At times specialised assessments are required and the clinician will consult with their team leader for discussion and approval in supervision to ensure clinical governance. • Write a cohesive, succinct, timely report for multiple audiences –including the child, parents, carers, and Child Protection. • Develop a formulation which forms the basis for a therapeutic treatment plan (developed with the carers and children) that includes goals and time frames.
Treatment	<ul style="list-style-type: none"> • Provision of training, secondary consultation and support to staff, carers and family members. • Where appropriate, provide the therapeutic treatment to children as specified in the treatment plan. • Treatment can be at the levels of the individual child, the family system, and the care team system. • 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 for carers, early childhood/education services). • Develop and sustain therapeutic relationships with and between child and adults. Attend care team meetings where possible. • Identify and respond to clinical risk. • 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. • Attend 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. • Clinicians work in a team to ensure the work-place is a learning environment and are required to share and listen to others. • Participate in case presentations and other clinical development opportunities as these are learning opportunities to assist self and colleagues. • Provide support including debriefing to NAC staff when impacted by client issues and/or systemic decisions.
Administration	<ul style="list-style-type: none"> • Complete reports in agreed time frames. • Maintain up to date files. • Update data bases as required and expected. • Keep timely and succinct case notes and file accordingly.

Leadership	<ul style="list-style-type: none">• Provide leadership in the implementation of the Aboriginal Therapeutic Home-Based Care Program including assessment procedures, needs identification, risk assessment, practice guidelines, case documentation and discharge planning.
Self and Organisation	<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 Friday Focus as appropriate to the role.

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