

	<b>Position Title:</b> Clinician	<b>Team:</b> Take Two - Intensive Therapeutic Service and Therapeutic Residential Care Consultancy		<b>Region:</b> Northern <b>Office:</b> Eaglemont
	<b>Supervisor:</b> Team Leader	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> A Clinician 1-3 years Clinician 3 + years Motor Vehicle Allowance	<b>Date Completed:</b> January 2020

## ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</b></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><b>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</b></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>Take Two is a flagship site of the Child Trauma Academy implementing the Model of Neurosequential Therapeutics to guide assessment and intervention planning</p> <p>This role will cover two different programs within Take Two including the Therapeutic Residential Care, and the Intensive Therapeutic Service.</p>
<h3>OUR VALUES</h3> <p><b>Berry Street expects all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> 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><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<h3>PRIMARY OBJECTIVES OF THE ROLE</h3> <p>The primary objectives of the role are to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Conduct assessments and develops a therapeutic treatment plan with clear goals that are reviewed regularly</li> <li>• Work closely and collaboratively with the client and the care team to achieve the goals within the specified time frame.</li> <li>• Provide consultation and reflective practice to two Berry Street residential care units and work in collaboration with Berry Street Residential Care Program.</li> </ul> <h3>REPORTING RELATIONSHIPS</h3> <p>This role is based at Eaglemont office. It is part of the broader Take Two team.</p> <p>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.</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 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 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 potentially challenge and frustrate individual values and viewpoints.
- Demonstrated commitment to working collaboratively and the capacity to listen and consider others opinions, respectfully and tactfully negotiate and liaise with 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.
- Demonstrated 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.

## QUALIFICATIONS AND OTHER REQUIREMENTS

- 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.
- 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.
- A minimum of 2 years' experience conducting clinical work with children

## DESIRABLE

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Conduct assessments to understand the impact of trauma, neglect, and abuse experiences on the child’s development and functioning.</li> <li>• 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.</li> <li>• Administer and interpret standardised outcome measures such as HoNosca, SDQ, Trauma System Check List (TSCC), Ages and Stages, NMT.</li> <li>• 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.</li> <li>• 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 with this process being culturally informed.</li> <li>• Write a cohesive, succinct, timely report for multiple audiences –including the child, parents, carers, and Child Protection and Stronger Families Program</li> <li>• Develop a formulation which forms the basis for a therapeutic treatment plan that includes goals and time frames.</li> </ul>
<b>Treatment</b>	<ul style="list-style-type: none"> <li>• Provide the therapeutic treatment as specified in the treatment plan.</li> <li>• The inclusion of a Cultural Connection Tool is essential for Aboriginal children.</li> <li>• Treatment can be at the levels of the individual child, the family system, and the care team system.</li> <li>• 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).</li> <li>• Develop and sustain therapeutic relationships with and between child and adults.</li> <li>• Identify and respond to clinical risk.</li> <li>• 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.</li> <li>• Provision of secondary consultation and advice to non-clinical staff, carer and family members working in Care Teams.</li> <li>• Provision of reflective practice to Berry Street residential care units.</li> <li>• 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.</li> </ul>
<b>Team Work</b>	<ul style="list-style-type: none"> <li>• Work cooperatively with the system that sits around the child – child protection practitioners, education providers, health providers, care givers and family.</li> <li>• Clinicians work in a team to ensure the work-place is a learning environment and are required to share and listen to others.</li> <li>• Participate in case presentations and other clinical development opportunities as these are learning opportunities to assist self and colleagues.</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Complete assessment, review and closure reports in agreed time frames.</li> <li>• Maintain up to date files.</li> <li>• Update data bases as required and expected.</li> <li>• Keep timely and succinct case notes and file accordingly.</li> </ul>
<b>Self and Organisation Development</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Engage in workplace organisation training and initiatives of Take Two.</li> <li>• Engage in Communities of Practice and Friday Focus.</li> </ul>

**INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT**

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

<b>Element</b>	<b>Key Activity</b>	<b>Frequency</b>
<b>Work Environment</b>	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	
<b>People Contact</b>	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
<b>Administrative Tasks</b>	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
<b>Transport</b>	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