

## Job Description

Job Title: SPECIALIST CLINICIAN

POSCODE:

Grade: P2

### Overall purpose of the job

Children's Services works with the most vulnerable children, young people and families, including those on the edge of care, within the care system and preparing for independence. The aim of this service is to deliver integrated and individualised interventions to promote best outcomes for them.

### PURPOSE

The purpose of the Specialist clinician / Clinical Psychologist / Psychotherapist, is to provide evidence based complex assessment and treatment to children across Cambridgeshire and Peterborough.

- Working with complex individual and family situations with intergenerational trauma, support children, young people and their families who are experiencing signs of mental health distress.
- Offer consultation to social care, hospitals, schools, other statutory and non-statutory organisations to improve inter-agency collaboration in the provision of timely, accessible and responsive child centred interventions for children and their families. (All cases held within the service must be open to the Cambridgeshire and Peterborough City Councils.)
- This will include but is not limited to the following where they do not meet the threshold for CAMHS services:
  - behavioural issues
  - depression
  - anxiety
  - developmental delay
  - phobias
  - aggression
  - consequences of child abuse
  - self-harming
  - disordered eating
  - psychosomatic disorders.
- You will use a multidisciplinary approach to work within the context of the child's life, for example their family or school.

## Main accountabilities

Please list the accountabilities in descending order of priority. Please include 6-9 accountabilities.

<b>Main accountabilities</b>	
1.	To provide specialist psychological/psychotherapeutic assessments and interventions using the appropriate interpretation and integration of complex data from a variety of sources including psychological and neuropsychological tests, self-report measures, rating scales, direct and indirect structured observations and semi-structured interviews with children, family members and others involved in the child's care.
2.	To formulate and implement plans for the formal psychological/psychotherapeutic treatment and/or management of children and young people in psychological or emotional distress, based upon an appropriate conceptual framework of the child's problems, employing methods based upon evidence of efficacy, across the full range of care settings.
3.	To be responsible for implementing a range of psychological/psychotherapeutic interventions for individuals, carers, families and groups, within and across teams employed individually and in synthesis, adjusting and refining psychological formulations drawing upon different explanatory models and maintaining a number of provisional hypotheses.
4.	To evaluate and make decisions about clinical intervention, taking into account both theoretical and therapeutic models and highly complex factors concerning historical, environmental, biological and developmental processes that have shaped the individual, family or group.
5.	To formulate effective care plans in collaboration with the child and family and work in ways which are sensitive to the needs of families from a range of social, cultural and religious backgrounds.
6.	To provide highly specialist consultation, advice and guidance to other professionals at all levels working with families both within the service and in partner agencies. This will include liaison and working with professional networks involving complex issues.
7.	To refer the child and family to an appropriate service when the presenting needs cannot be met by the service.
8.	To work jointly and collaboratively with other team members to enhance and develop work with children, adolescents and their families by providing specialist knowledge and skills.
9.	To communicate complex information in a skilled and sensitive manner including the child/family's assessment, formulation and treatment plans as well as monitor progress during the course of uni and multi-disciplinary treatment.
10.	To exercise responsibility for the systematic governance of clinical practice within the service in collaboration with the team lead.

11.	To take a lead in coordinating specialist therapeutic activity within the team and participate in disseminating skills to the wider service.
12.	To provide teaching, consultation and supervision to qualified and trainee therapists and other disciplines as agreed with the line manager.
13.	To collaboratively undertake risk assessment and risk management relevant to individuals on case load including protective and risk factors present in the network of significant relationships.
14.	To maintain accurate and contemporaneous records and communicate effectively verbally and in writing.
15.	To prepare reports and attend relating to the child's care and actively participate by offering advice on the psychological understanding of child and family.
16.	To facilitate and support training programmes.
17.	To demonstrate awareness/understanding of equal opportunities and other people's behavioural, physical, social and welfare needs.

#### **Service Specific**

18.	Contribute to the evaluation of clinical approaches within particular areas of the service, so that the effects go beyond individual cases and improve the effective running of that service for the individuals, children, young people and/or their families, including the analysis of complex data and reporting to senior management as required.
19.	Contribute to the requirements of CPD provision and support the learning of multi-disciplinary staff team at all levels of expertise.
20.	Contribute to the evidence based therapeutic service to Cambridgeshire and Peterborough's most vulnerable children and families through the provision of direct work and assessments of therapeutic need and through providing consultation and advice to colleagues and a service to children.
21.	To contribute to and to develop and deliver training programmes in response to this need at a local level.
22.	To provide an early or timely intervention service. To use interventions that have an evidence base to support children and families where behaviour and relationships are problematic.
23.	Keep fully informed and disseminate information on relevant developments in the field of research and policy in relation to the needs of 'Children in Need of help and protection' and 'Looked After Children'.

#### **Personal Attributes**

24.	Capacity to remain emotionally contained, thoughtful and empathic when working with highly distressed patients who may be verbally abusive.
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25.	Capacity to remain focused, collaborative and constructive in the face of organisation stress together with the capacity to help contain the feelings of other colleagues.
26.	Must be capable of professional autonomy i.e. holding full case responsibility, being accountable for own professional actions.
27.	To receive regular clinical supervision from an appropriately qualified clinical supervisor to ensure quality of professional practice.
28.	Through the personal appraisal process, to engage in professional development that ensures that Continuing Professional Development requirements are met and that appropriate registration requirements are maintained.
29.	To participate in annual personal development/appraisal reviews with relevant professional line manager.
30.	To meet the competency requirements of the post's core dimensions.
31.	To have access to professional development following agreement with /clinical lead in accordance with the guidelines of appropriate professional registration.
32.	To work autonomously within professional guidelines and the overall framework of policies.
33.	<p><b>Safeguarding commitment</b></p> <p>We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.</p>

## Person Specification

### Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job - overseas equivalents will be recognised.

(Please note for some roles you may be required to register with a professional body e.g. Social Work England that have specific rules in relation to overseas qualifications).

Qualifications Required	Subject	Essential/ Desirable
Core Undergraduate Qualification/Profession	OT/Nursing/Psychotherapy/Educational/ Clinical or Educational Psychology/Social Work	<b>E</b>
Post Graduate Qualification Diploma/Masters	CBT DBT DDP EMDR Person Centred Integrative Systemic Family Therapy	<b>E</b>
Full Registration with a professional body	e.g. HCPC, BPS, NMC SWE, BABCP	<b>E</b>

Minimum levels of knowledge, skills and experience required for this job

Identify	Describe	Essential/ Desirable
<b>Knowledge</b>		
	Sound working knowledge of child development/mental health issues.	<b>E</b>
	Advanced knowledge and skills in Psychology/Psychotherapy/ Mental Health interventions and their effective application to the mental and developmental wellbeing of children and young people with pervasive, moderate to severe emotional and psychological difficulties that do not meet the threshold for secondary care CAMHS provision.	<b>E</b>
	Sufficient knowledge of other modalities to engage appropriately with colleagues and their work with clients.	<b>D</b>
	Up-to-date knowledge of relevant legislation, and ethical issues, and their implications for both clinical practice and professional management to the full range of client groups.	<b>E</b>

<b>Skills</b>		
	Advanced skills in professional supervision and an ability to deliver regular supervision to a range of professionals and psychotherapy trainees.	<b>E</b>
	Ability to move between different levels of context in a single day, switching between therapy work, live supervision, consultation, teaching, strategic thinking and planning and able to conceptualise at the highest level in order to assist colleagues who are experts in their particular field.	<b>E</b>
	Ability to work autonomously, setting appropriate goals, in accordance with professional ethics guidelines and Cambridgeshire and Peterborough policies.	<b>E</b>
	Ability to manage working in situations of multi-level stress, e.g. client's experience of physical, sexual and emotional abuse, organisational transition.	<b>E</b>
<b>Experience</b>	A minimum of 2 years' experience of working regularly and intensively with children and adolescents and family members.	<b>E</b>
<b>Equal opportunities</b>	Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs.	<b>E</b>
<b>Safeguarding</b>	Demonstrate an understanding of the safe working practices that apply to this role.	<b>E</b>
	Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	<b>E</b>

### Disclosure level

What disclosure level is required for this post?	None	Standard
	Enhanced	Enhanced with barred list checks