

Job Description

Job Title: SPECIALIST CLINICIAN, PBS TEAM

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.

The Positive Behaviour Support (PBS) Team is an intensive clinical service for young people with learning disabilities and severe behaviours that challenge which place them at risk of exclusion, hospitalisation or a move to an out of county 52 week placement. PBS is an overarching framework used to deliver a range of evidence-based interventions that encourage a holistic and person-centred approach across home, school, short breaks and community settings with a focus on improving quality of life and keeping young people connected to their local community.

PURPOSE

- To provide clinical expertise within a Positive Behaviour Support Framework to improve outcomes for young people with learning disabilities and / or autism who are at risk of exclusion as a result of behaviour that challenges.
- To provide assessment and deliver therapeutic interventions to children and young people with learning disability and behaviour that challenges, their families, carers, and professional networks.
- To provide consultation and clinical expertise to social work colleagues, health and education professionals and others.

Main accountabilities

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

Main accountabilities	
1.	Ensure a high standard of clinical care to young people with learning disability and autism, their families, and their networks based on the principles of Positive Behaviour Support.
2.	Develop good working relationships with key stakeholders in care, education, health, voluntary and community groups to achieve the aims of the service. Develop and maintain a good knowledge and understanding of local services and resources.
3.	Undertake detailed clinical assessment appropriate to the case and through multidisciplinary working with PBS team colleagues. As a team this would include detailed functional analysis, risk assessment, systemic analysis (e.g. through the use of chronologies, genograms and eco maps), physical health, pain, sleep, assessment of functional skills and learning needs, sensory, communication assessments. Integrate and interpret a range of complex material.
4.	Develop Positive Behaviour Support Plans collaboratively with the family and professional network, based on a clear shared formulation of challenging behaviour. Draw from a broad spectrum of clinical models that help in understanding the needs of the individual, family, group or organisation.
5.	Undertake assessments of risk and protective factors, and contribute to multi-agency risk management plans.
6.	Respond to child protection concerns which arise in the course of the work, in line with child protection procedures and guidance. Take responsibility for one's own decision making in high-risk cases using the supervisory framework.
7.	Provide a range of behavioural, systemic, communication and other evidence-based interventions, based on a clear formulation, in order to embed the Positive Behaviour Support Plan across home, school, community and respite settings.
8.	Hold a complex clinical caseload, working under supervision. Plan and prioritise own clinical workload. Work with multi-disciplinary colleagues from the PBS team, the wider social care clinical team, and different agencies in Cambridgeshire in order to ensure that young people on the caseload have access to high quality multidisciplinary care.
8.	Work autonomously in a range of settings including working in people's homes, schools, overnight respite provisions, and community settings.
10.	Work closely with children and young people who may challenge in terms of aggressive or self-injurious behaviour, may have limited communication skills, and may have unusual physical and mental health needs. Manage exposure to distressing and emotionally charged circumstances, and maintain systemic rapport across the family and professional network where there may be significant differences of approach and opinion. Use expertise and experience to respectfully challenge where appropriate.

11.	Communicate and liaise effectively with families, and relevant professionals working in health, care, and education settings. Ensure that the network is kept informed of relevant information and guidance.
12.	Record, monitor, and report on clinical work and communicate clinical information to a range of audiences including young people with disabilities, their families, carers, teaching staff, other professionals across statutory and voluntary sector organisations. To do this orally and in writing. Maintain records as an autonomous practitioner.
13.	Contribute to innovative practice by developing specialist expertise and keeping up to date with relevant policy and practice guidance as well as research in PBS and work with young people with learning disabilities and challenging behaviour. Contribute to evaluation and training in these areas to develop a creative and responsive service.
14.	Identify and access CPD and training opportunities that are relevant to the demands of the post, using the appraisal and evaluation of professional practice processes.
15.	Work with the team and wider stakeholders in ways that deliver on the Transforming Care agenda locally.
16.	Provide clinical supervision to junior staff and trainees within the team.
17.	Lead on consultation and deliver training to increase the knowledge, skills and abilities of relevant stakeholders in working with challenging behaviour.
18.	Provide other clinicians with access to clinical consultation and training, that supports them working with children and young people with challenging behaviour.
19.	Provide advice, guidance, and support, both formally and informally to families and professionals.
20.	Work in ways which are sensitive to social difference. This includes working in ways that reflect the wide range of abilities to understand the therapeutic process. Take a proactive stance in challenging discrimination and support the development of a culturally competent service.
21.	Other relevant duties as discussed with the Team Manager.

Service Specific	
1.	To evaluate own clinical practice using core and bespoke outcome measures, as well as contribute to the evaluation of the service.
2.	Contribute to the requirements of CPD provision and support the learning of multi-disciplinary staff team at all levels of expertise with regards to own area of clinical specialism.
4.	To become involved in research as appropriate to the needs of the service.
5.	To attend meetings in which service developments are planned and discussed.
7.	To make use of all relevant IT systems in accordance with local policy.

8.	To act in accordance with CCC/ PCC HR policy.
9.	To receive regular clinical and management supervision, and access CPD in accordance with good practice guidelines and CCC policy.
10.	To participate in the CCC/ PCC annual Appraisal process, and local authority evaluation of professional practice process.
11.	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.
12.	To participate in annual personal development/appraisal reviews with relevant professional line manager.
13.	To complete all relevant mandatory training.
14.	To complete other relevant duties as discussed with the Team Manager.

Personal Attributes	
1.	Capacity to remain emotionally contained, thoughtful and empathic when working with highly distressed patients who may be verbally abusive.
2.	Ability to communicate effectively and work directly with a range of different groups of people: This includes with children and young people who have a severe learning disability and who may be functioning at the earliest stages of communication, siblings, parents, carers, Education/ Social Care colleagues/ Health colleagues.
3.	Ability to communicate complex information verbally/ visually/ written at different levels including so that it is accessible to service users and professional colleagues.
4.	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.
5.	Ability to work collaboratively within an MDT context; sharing area of clinical expertise with colleagues, ability to collaboratively challenge and reflect on own practice with colleagues, joint case management, seeking the professional guidance of colleagues as appropriate and practicing professional generosity to ensure a highly effective clinical service is delivered.
6.	Ability to undertake highly specialist assessments, including clinical assessment in the area of expertise and risk assessment.
7.	Must be capable of professional autonomy i.e. holding full case responsibility, being accountable for own professional actions.
8.	To access professional development following agreement with /clinical lead in accordance with the guidelines of appropriate professional registration.
	Safeguarding commitment

	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.
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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 Appropriate qualification in relevant mental health/clinical profession and demonstrable practice over a minimum of 2 years.	Relevant professional qualification e.g. Nursing (Mental Health / Learning Disability), Clinical Psychology, Behaviour Analyst, Speech and Language Therapy, Occupational Therapy, Systemic Psychotherapy, Educational Psychology, Social Work, Other relevant field The maintenance of Registration by attendance on short or long training courses to meet CPD requirements. Full Registration with relevant professional body. e.g. HCPC, BPS, NMC SWE, BABCP	E
	Additional training in one or more key evidence-based approaches e.g. Positive Behaviour Support, Systemic practice (AFT recognised Years 1&2), Intensive Interaction, SCERTS, TEACCH, Theraplay, VIG, Epilepsy	D

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

Identify	Describe	Essential/ Desirable
Knowledge		
	Specialist knowledge relating to professional training, which might include behavioural, systemic, physical health, communication, sensory, skills development, educational, child development, mental health. Knowledge of the factors affecting the emotional well-being of children with disabilities, who may be looked after children. Knowledge of other modalities to engage appropriately with colleagues and their work with clients. Knowledge of relevant legislation, policy and practice guidance in relation to working with young people with disabilities and challenging behaviour. Ability to translate national and local policy into practice.	E

	<p>Knowledge of child and adult mental health services and developments within these services and an understanding of relevant organisational structures.</p> <p>Awareness and understanding of issues of risk relating to children and ability to respond appropriately using relevant procedures, including the ability to work with high-risk situations in complex cases, and to take responsibility for clinical decisions as part of a team.</p>	
Skills		
	<p>Able to innovate and work creatively and flexibly, drawing on the theoretical and evidence base, and ensuring that the work is child and family centred.</p> <p>Able to demonstrate commitment to high quality care and service provision.</p> <p>Skills in the undertaking clinical assessment and intervention with young people, their families, and professional networks.</p> <p>Skills in care planning and working in a multi-disciplinary context.</p> <p>Skills in engaging and working with young people with disabilities, families, carers, professionals using an intensive support approach.</p> <p>Excellent ability to work as a member of a team. An ability to work flexibly and take on a range of tasks as a member of a small team, in line with the skills and abilities of the post holder.</p> <p>Ability to make and maintain links in order to make the most of the expertise within Cambridgeshire and Peterborough.</p> <p>Ability to communicate clearly and effectively, using the highest level of interpersonal and communication skills, in order to provide therapy in complex family situations, and where there is a challenging behaviour.</p> <p>Skills in disseminating, delivering and presenting various forms of written and oral communication.</p> <p>Ability to make considered judgements, paying attention to a range of options, in the delivery of evidence-based interventions within a PBS / systemic framework to children and their families.</p> <p>Ability to work autonomously and plan, organise, prioritise own clinical workload.</p> <p>Able to work competently with social difference.</p> <p>Competent use of IT packages and standard keyboard skills.</p>	E
Experience		
	Significant experience (2+ years) of working clinically with children and young people with disabilities and challenging behaviour	E

	<p>Experience of working with families and professional networks to undertake specialist assessment and deliver evidence based therapeutic interventions with young people with complex needs, drawing on a range of relevant theoretical models. Experience of doing this through direct work and consultation.</p> <p>Experience of providing clinical consultation and delivering training.</p>	
	<p>Experience of behavioural work using a Positive Behaviour Support framework.</p> <p>Experience of working in multi-cultural settings including work with interpreters.</p> <p>Supervision experience.</p> <p>Care coordination / key professional experience.</p>	D
Other		
	<p>Ability to concentrate intensely for extended periods of time.</p> <p>Enthusiasm for learning, recognition of limitations of own knowledge and understanding.</p> <p>An interest in developing a quality service and contributing to improving the lives of young people and their families.</p> <p>Recognise peoples' right to privacy and dignity, treating every person with respect.</p> <p>Flexibility of approach and attitude.</p> <p>Requirement to drive and hold a current driving licence and have access to a vehicle for work to be able to travel efficiently to all areas covered by PCC and CCC. Provide evidence that the vehicle is insured for business use.</p> <p>Able to complete some planned out of hours work as required (evenings and weekends).</p>	E
Equal opportunities		
	<p>Ability to demonstrate awareness/understanding of equal opportunities and other people's behaviour, physical, social and welfare needs.</p>	E
Safeguarding		
	<p>Demonstrate an understanding of the safe working practices that apply to this role.</p> <p>Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.</p>	E

Disclosure level

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