

Job Description

Job Title: Specialist Clinician, PBS Team

POSTCODE: CB23 3RG

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 assessment and 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. The PBS team utilise the PBS framework 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 work collaboratively with children/young people, their families and professional networks to achieve positive outcomes.
- To provide clinical expertise within the PBS Framework to improve outcomes for children/young people with learning disabilities and/or autism who are at risk of exclusion as a result of behaviour that challenges.
- To provide specialist assessment and interventions using the Positive Behaviour Support framework in collaboration with others as appropriate.
- 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.	Partnership working 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. 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. Work closely with children and young people who may challenge in terms of physically aggressive or self-injurious behaviour, may have limited communication skills, and may have 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.

	Promote the child/young persons voice throughout support provided, always ensuring person-centred working practices. Work with the team and wider stakeholders in ways that deliver on the Transforming Care agenda locally.
2.	High standards of clinical care Ensure a high standard of clinical care from the service to young people with learning disability and autism, their families, and their networks based on the principles of Positive Behaviour Support (PBS). 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. To evaluate own clinical practice using core and bespoke outcome measures, as well as contribute to the evaluation of the service.
3.	Complex clinical caseload 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. Undertake detailed clinical assessment and integrate and interpret a range of complex material appropriate to the case and through multidisciplinary working with PBS team colleagues. This may include detailed functional behaviour assessment, risk assessment, systemic analysis (e.g. through the use of chronologies, genograms and eco maps), assessment of functional skills and learning needs, sensory and/or communication assessments.. Develop PBS Plans collaboratively with the family and professional network, based on a clear shared formulation of behaviour that challenges. Ensure contextual fit and suitability of plans, providing appropriate training and coaching to ensure its implementation. Provide a range of behavioural, systemic, communication and/or other evidence-based interventions, based on a clear formulation, to embed the PBS Plan across home, school, community and/or respite settings. Use an evidence base to regularly review interventions to ensure they are effective and meaningful.
4.	Training, coaching and consultation Design and deliver training and coaching to families and professional networks, as appropriate to the need. Training needs may range from understanding behaviours that challenge and/or PBS principles to the bespoke needs of the child/young people and the network. Contribute to the development of training packages to be used systemically by the team. Provide advice, guidance, and support, both formally and informally to families and professionals. This may include clinical consultation to colleagues to support them working with children and young people whom display behaviours that challenge. Provide clinical supervision to colleagues and trainees within the team when appropriate.
5.	Risk management

	Undertake assessments of risk and protective factors and contribute to multi-agency risk management plans. Work autonomously in a range of settings including working in people's homes, schools, overnight respite provisions, and community settings. 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. To recognise areas of unmet need and signpost children/young people and/or their networks to other appropriate services when necessary.
6.	Continuous professional development (CPD) 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 behaviours that challenge. Contribute to evaluation and training in these areas to develop a creative and responsive service. 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. 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. To receive regular clinical and management supervision, and access CPD in accordance with good practice guidelines and CCC policy.
7.	Service delivery To contribute to service reviews in collaboration with the team, ensuring systems and approaches are in-keeping with national best practice and guidance. To support with future developments of the service to ensure service delivery is effective and reflective of the needs of the local area. To attend meetings in which service developments are planned and discussed.
8.	Other relevant duties as discussed with the Clinical Lead.
10.	Demonstrate an awareness and understanding of equality, diversity and inclusion. 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.
11.	Ability to contribute to our commitment of becoming a Net Zero organisation by 2030.
12.	Safeguarding commitment <i>(Include for roles involving work with children/vulnerable adults)</i> 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.

Person Specification

Qualifications, knowledge, skills and experience

Minimum level of qualifications required for this job

Qualifications Required	Subject	Essential/ Desirable
Core Undergraduate Qualification/Profession Appropriate qualification in relevant clinical profession	Relevant professional qualifications: e.g. Positive Behaviour Support, Applied Behaviour Analysis, Psychology, Intellectual and Developmental Disabilities, Analysis and Intervention in Learning Disability, Speech and Language Therapy, Occupational Therapy, other relevant fields The maintenance of Registration by attendance on short or long training courses to meet CPD requirements. Full Registration with relevant professional body. e.g. BACB, UKSBA, HCPC, BPS, Working towards or a willingness to work towards UKSBA registration if not already registered with a relevant professional body	E
Further training/ short courses in positive behaviour support/child development/ learning disability/ communication/ working with families/ working with behaviour that challenges	Level 5 PBS qualification: e.g. BTEC Diploma in Practice Leadership in Positive Behaviour Support, Advanced Diploma in Leading Positive Behavioural Support in Organisations Additional training in one or more key evidence-based approaches: e.g. Acceptance and Commitment Therapy (ACT), Picture Exchange Communication System (PECS) Social Communication, Emotional Regulation, and Transactional Support (SCERTS), Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) Talking Mats, Intensive Interaction, Makaton, Attention Autism	D

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

Identify	Describe	Essential/ Desirable
Knowledge		

Safeguarding	Evidence of a thorough and up-to-date knowledge and understanding of safeguarding policies and procedures. Ability to work in a way that promotes the safety and well-being of children and young people. 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.	E
Legislation	Knowledge of relevant legislation, policy and practice guidance in relation to working with young people with disabilities and behaviours that challenge. Ability to translate national and local policy into practice.	E
Child development	Knowledge of typical child development, learning disability, autism and special educational needs Knowledge of the key issues affecting access to education and care for children and young people who have a learning disability.	E
PBS framework	Sound knowledge of the PBS framework, PBS principles and its real-world application. Specialist knowledge relating to professional training, applicable to understanding the behavioural and skill needs of children/young people with learning disabilities and/or autism.	E
Assessment and intervention	Expert knowledge of completing clinical assessment and intervention to better understand and support the needs of the child/young person and their networks. Expert knowledge and understanding of contributing factors which may affect assessments and interventions. Expert ability to collect and interpret data to ensure evidence based working practices.	E
Organisations and systems	Good knowledge of current working practices in children's services and the impacts felt by children/young people and their families/networks. Good knowledge of legal frameworks which affect children/young people i.e., Child in Need, Child Protection, EHCP, CETR	D

	Knowledge of child and adult mental health services and developments within these services and an understanding of relevant organisational structures.	
Skills		
Organisation	Ability to work autonomously and plan, organise, prioritise own clinical workload. To maintain highest standards of clinical records, ensuring these are accurate and timely using the team's recording systems and processes.	E
Collaboration	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. Skills in engaging and working with young people with disabilities, families, carers and professionals. Skills in ensuring written guidance and practical interventions has contextual fit, in collaboration with the child/young person and their network. Skills in care planning and working in a multi-disciplinary context. Capacity to remain emotionally contained, thoughtful and empathic when working with children/young people who may display behaviours that challenge. Capacity to remain emotionally contained, thoughtful and empathic when working with families and networks who may be experiencing high levels of stress. Able to complete some planned out of hours work as required (evenings and weekends)	E
Clinical skills	Expertise in undertaking clinical assessment and intervention with young people, their families, and professional networks. 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. Ability to produce comprehensive written reports to explain and summarise assessments and interventions provided.	E

	Strong ability to develop, implement and review PBS plans which target improvements in quality of life, behaviour change, risk management and skill development.	
Communication	Ability to communicate clearly and effectively, using the highest level of interpersonal and communication skills, in order to provide support in complex family situations, and where there is a behaviours that challenge. Skills in disseminating, delivering and presenting various forms of written and oral communication. Ability to disseminate information from written reports, guidance, intervention plans and/or PBS plans to the needs of the reader.	E
IT Skills	Competent use of IT packages and standard keyboard skills. Ability to use IT programmes to design data collection systems to achieve a thorough evidence base for clinical reasoning. Ability to use IT programmes to analyse data to achieve a thorough evidence base for clinical reasoning.	E
Transport	Access to car/ vehicle, business car insurance, MOT and ability to travel to all areas covered by the PBS team.	E
Confidentiality	Ability to maintain confidentiality and discretion.	E
Experience		
Working with children and young people	Significant experience of working clinically with children and young people with disabilities and behaviours that challenge 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.	E

Clinical services	Robust experience of completing clinical assessment and intervention to better understand and support the needs of the child/young person and their networks. Robust experience of designing and delivering interventions to better support the outcomes of the child/young person and their networks. Experience of delivering clinical services within the PBS framework and utilising PBS Principles.	E
	Experience of providing clinical consultation. Experience of working within a clinical service whilst delivering assessment/intervention within the PBS framework. Care coordination / key professional experience.	D
Training	Experience of developing and delivering high quality training to a range of audiences. Experiencing of developing and delivering bespoke training packages for families and staffing teams.	D
Supervision	Providing support and supervision to colleagues.	D
Equality, Diversity and Inclusion (applies to all roles).	Ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role.	Essential
Net Zero (applies to all roles).	Ability to contribute towards our commitment of becoming a net zero organisation.	Essential
Safeguarding (applies to all roles working with children/vulnerable adults)	Demonstrate an understanding of the safe working practices that apply to this role. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	Essential

Disclosure level

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

Work type

What work type does this role fit into? (tick one box that reflects the main work type, the default work type is hybrid)	Fixed	Hybrid X	Field	Remote	Mobile
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