Senior Clinical Psychologists: Looked After Children & Adoption
£41,967 - £52,455 (Equivalent Agenda for Change Band 8a)
Therapeutic & Emotional Support Service & Adoption Service
Working 36.5 hours per week

This is an exciting opportunity to join a dynamic and developing Clinical Psychology Team within Birmingham City Council Adoption Service and Therapeutic and Emotional Support Service (TESS) for children in care (0-25 years). We provide a range of psychological support services and work closely with social care, health, education and third sector colleagues and partners. In addition to Clinical Psychologists, the service is comprised of therapeutic Social Workers trained in a variety of models and approaches (e.g. Play Therapy, Systemic Family Therapy, Art Therapy, DDP, CBT etc).

We are currently seeking to recruit two experienced and enthusiastic Senior Psychologists to contribute to further service developments. One post will have a primary remit in Adoption, the other with a primary remit for children in care (including supporting neurodevelopmental /learning difficulties).

With both roles, there will be an emphasis on providing comprehensive and specialist assessment and intervention packages to children in care and/or adopted children and young people, their parents and/or carers. Interventions aim to help children, young people and families develop resilience, make sense of past life events, improve attachment relationships, and make sense of emotional, behavioural and developmental difficulties that can result from experiences of abuse, neglect, maltreatment and/or adversity.

There will also be a strong focus on service development, service evaluation, providing psychological consultation /expert opinion, cascading psychological thinking, developing/delivering teaching, training and group work, and clinically supervising others. As a vibrant and developing service committed to excellence, it is anticipated there will also be opportunities to work creatively and flexibly to develop and implement innovative practice and service developments as well as working from the established evidence base.

Regular clinical supervision and line management will be provided by the Principle Clinical psychologist within the service and we are committed to supporting opportunities for continued professional development. We have close links with the University of Birmingham D.Clin.Psy training course, deliver teaching on the programme and provide specialist 3rd year Clinical Training placements within our service.

For further information and to arrange an informal visit, please contact Dr Marie Kershaw, Principle Clinical Psychologist, Birmingham Adoption Service/TESS, PO Box 16600, Lancaster Circus, Birmingham B2 2DX Tel: 07885 235823 Email: marie.kershaw@birmingham.gov.uk

We reserve the right to close adverts prior to the closing date stated should we receive a high volume of applications.
If you decide to apply for this post but do not hear back from us within three weeks of the closing date, please assume that you not have been short-listed on this occasion.

We will be requesting references. Please ensure you include email addresses and contact numbers for your referees which MUST be at supervisory or managerial capacity covering the last 3 years of employment to date to avoid delay in the recruitment process.

We are keen to ensure that our workforce reflects the community it serves, particularly in terms of
ethnicity, gender, disability and experience of mental health difficulties.

Birmingham City Council is committed to safeguarding all children and young people and expects all staff and volunteers to share this commitment.

**UK Registration**

Applicants must have current UK professional registration.

**Ref: PE2092017**

**Closing date: 29 August 2017**

A Disclosure and Barring Service (DBS) formerly CRB check will be undertaken

“Right to work in the UK documentation will be fully checked for all applicants. All non UK and non EU applicants are required to apply for a Certificate of Sponsorship from Birmingham City Council and must be approved by the UK Border Agency (UKBA) before any employment offer can be confirmed.”
1. **Job Purpose**

1.1 To provide highly specialist clinical psychology support to looked after and/or adopted children and young people (aged 0-25 years) and their parents/carers, as part of the Birmingham Therapeutic & Emotional Support Service (TESS), and in conjunction with the Birmingham Adoption Service.

1.2 To provide dedicated highly specialist clinical psychology support to meet the needs of children and young people within TESS and/or the Adoption Service who present with neuro-developmental (ASD, ADHD etc) and/or learning difficulties.

1.3 To provide highly specialist clinical psychology support to clients across all sectors of care: including providing specialist psychological assessment and therapy, as well as advice and consultation to parents, carers and other professionals / agencies working with children and young people who are looked after or adopted.

1.4 To participate in and make proposals regarding service development, service evaluation, audit and research within the designated specialty and wider service.

1.5 To apply teaching/ training skills to other professionals and carers, and apply supervision skills to Assistant Psychologist, Trainee Psychologist and/or others as appropriate.

2. **Duties and Responsibilities**

2.1 **Clinical**

2.1.1 Through collaborative multi-disciplinary and multi-agency working, support the delivery of an effective therapeutic and emotional wellbeing service across the city, meeting the specialist, and often complex psychological needs of looked after and/or adopted children and young people.

2.1.2 To provide highly specialist psychological assessments of children and young people who are looked after or adopted. This involves analysis, interpretation and integration of complex data from a variety of sources, including: psychometric and neuropsychological tests, self-reported measures, rating scales, direct and indirect structured observations, semi-structured interviews with clients, carers, family members and other professionals.
involved in their care (e.g. schools, social workers, voluntary sector), and reviews of complex background history reports and case files including histories of very significant child abuse and neglect.

2.1.3 To undertake risk assessments and risk management for individual clients and to provide advice to other professionals on aspects of risk assessment and management.

2.1.4 To develop psychological formulations of complex presenting difficulties/issues that integrate information from assessments within a coherent framework, draw upon multiple psychological models, theory and evidence, and incorporate interpersonal, societal, cultural and biological factors.

2.1.5 To develop, advise and make decisions about treatment and/or management of a client’s emotional well-being, behavioural, developmental and/or mental health needs. Plans take into account both theoretical and therapeutic models, and complex factors concerning historical and developmental processes associated with social care and/or learning disabilities that have shaped the client’s current functioning of the individual, family, carer(s), or group. Interventions are based on an appropriate conceptual framework, and employ methods of demonstrated efficacy, across the full range of care settings.

2.1.6 To implement a range of psychological interventions for individuals, parents, carers, families and groups, within and across teams, refining psychological formulations, drawing on different explanatory models, maintaining a number of hypotheses. This requires high levels of concentration due to highly distressing & emotional pressures of working with clients with histories of child abuse and neglect.

2.1.7 To provide highly specialist advice, guidance and consultancy to colleagues, other professionals, and carers regarding individual clients, information on cognitive, behavioural and/or emotional factors and how they impact on individuals, families and client groups, and to inform care / intervention planning. Provide the psychological component of multi-disciplinary TESS/Adoption service, with an understanding of procedures and practice which requires expertise in the area of adoption and children in care systems.

2.1.8 To attend and provide expert opinion at child in care review meetings, or other professionals meetings, which often requires the simplification and effective communication of complex and/or sensitive information to teams who are unfamiliar with psychological models/approaches, and may be resistant to acceptance of difficult information.

2.1.9 To use routine outcome measurement with children, young people, carers, families and supporting professionals to inform efficacy of interventions alongside other clinical information.

2.1.10 To exercise full autonomous clinical/professional responsibility for the assessment, treatment and discharge of clients within professional guidelines and the overall framework of BCC policies and procedures. Size of caseload with recognise the complexity of cases and balance the other requirements of the job.

2.1.11 To demonstrate flexibility in the delivery of psychological support and core area of work to meet the needs of particular client groups. For example, a focus on adoption specific services, learning disability/difficulties, residential units, etc depending on the needs of the service at any given time.

2.1.12 In providing care to clients, families and carers, liaise with other agencies involved in their care, including for example; Social Workers, Education, Health, CAMHS, Educational Psychology, Youth Justice, and Third Sector providers. This may include liaison regarding appropriate referral and care pathways; to ensure children and young people are able to access the right service at the right time to best meet their needs.

2.1.13 To communicate, in a skilled and sensitive manner, to clients, family, carers and others as appropriate, information that may be sensitive, complex, contentious, or distressing concerning the assessment, formulation and treatment plans of clients. This includes those who may have significant emotional/psychological health needs, learning difficulties/disabilities and/or other barriers to understanding.
2.1.14 To undertake all work sensitively to the needs of the child/young person, family and/or carer(s) from a wide range or racial, cultural and religious backgrounds and with sensitivity to issues of disability, sexuality, class and age.

2.1.15 To contribute to the team ethos of valuing the rights of the children, young people families and/or carers serviced by TESS and/or the Adoption Service and assisting them in making informed choices about their needs and their treatment.

2.1.16 Observe the professional codes of practice of the British Psychological Society, and maintain registration with the Health and Social Care Professions Council.

2.2 Teaching, Training & Development

2.2.1 To undertake mandatory and statutory training as required by BCC policy.

2.2.2 To contribute and commit to undertaking an annual appraisal and development review.

2.2.3 To contribute to the development & maintenance of the highest professional standards of practice, through active participation in internal, external & self-directed CPD activities, in consultation with their line manager and as identified in the personal development plan.

2.2.4 Contribute to the development and articulation of best practice in psychology across the service, by continuing to develop the skills of reflexive and reflective scientist practitioner, taking part in regular professional supervision and appraisal and maintaining an active engagement with current developments in the filed of Clinical psychology and related disciplines.

2.2.5 To maintain an up to date knowledge of legislation, best practice guidelines, local & national policies relating to children in care, adoption, learning disabilities and mental health / psychological well-being.

2.2.6 To facilitate learning opportunities to empower, enable, train and support other professionals, to achieve the delivery of effective psychological care and identify further training needs. Including providing teaching/training to others on the nature, identification & management of psychological difficulties in children in care and adoption.

2.2.7 To provide training placements for doctorate level trainees in Clinical Psychology & contribute to teaching on undergraduate and post graduate courses in Clinical psychology as appropriate.

2.3 Management, Recruitment, Policy & Service Development:

2.3.1 To actively participate in relevant team or departmental meetings

2.3.2 To contribute to the development, evaluation and monitoring of the service’s operational policies through the deployment of professional skills in research, service evaluation and audit.

2.3.3 To lead on agreed and identified areas of service development (e.g. learning difficulties, or pre-order adoption support), under the management of the Principle Clinical Psychologist.

2.3.4 To clinically supervise the workloads of Assistant Psychologists, Doctorate level Trainee Psychologists and/or Graduate Psychologists, within the service’s policies and procedures and as directed by the Principle Clinical Psychologist. To monitor and manage the impact on self, Assistant Psychologists, doctorate level Trainee Psychologists and Graduate Psychologists, of frequent exposure to accounts of family dysfunction, breakdown, physical, emotional and sexual abuse and neglect.

2.3.5 Provide peer supervision to other multi-disciplinary colleagues.

2.3.6 To be involved as appropriate in the shortlisting and interviewing of Assistant, Graduate and newly qualified Clinical Psychologists.

2.4 Information, Research & Service Evaluation

2.4.1 To use high level computer and keyboard skills for clinical and service development activities, inputting and analysing complex information with a high degree of accuracy.
To maintain the highest standards of clinical record keeping including electronic data entry and recording, report writing, and the responsible exercising of professional self-governance in accordance with professional codes of practice of the British Psychological Society, HCPC & and BCC policies and procedures.

To be responsible for monitoring, recording and reporting on clinical work and communicate complex clinical information to a variety of recipients e.g. service users, families, carers and other professionals, both in writing and in person.

To undertake audit, evaluation, and research as required by the service, to inform future service developments and/or maintain standards, including taking the lead on specific areas of project management in agreement with the Principle Clinical Psychologist.

Disseminate results through presenting at case discussions, workshops, and conference and/or through publication.

Supervise and organise research and audit activity of Assistant Psychologists, doctorate level Trainee Psychologists and/or Graduate Psychologists.

To utilise NICE guidance, theory, evidence based literature and research to support evidence based practice in individual work and work with other team members, including the use of outcome measures.

Research and examine new ways of working or transferring existing practical and theoretical models of work from one context to another.

This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties, which fall within the grade of the job, in discussion with their manager.

This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The post holder is expected to comply with all relevant policies, procedures and guidelines, including those relating to equal opportunities, Health & Safety and Confidentiality of Information.

To receive regular clinical and professional supervision from a Principle Clinical Psychologist within the service in accordance with British Psychological Society Division of Clinical psychology guidelines and the BCC Supervision policy.

Plan own work to ensure the meeting of defined objectives.

Supervising Officer Job Title: Principle Clinical Psychologist

To receive regular clinical and professional supervision from a Principle Clinical Psychologist within the service in accordance with British Psychological Society Division of Clinical psychology guidelines and the BCC Supervision policy.

Plan own work to ensure the meeting of defined objectives.

To provide clinical supervision to other assistant, graduate and/or trainee psychologists where appropriate.

<table>
<thead>
<tr>
<th>Post Title</th>
<th>Grade</th>
<th>No. of Posts</th>
<th>Level of Supervision</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide clinical supervision to other assistant, graduate and/or trainee psychologists where appropriate.</td>
<td>4 &amp; 5</td>
<td>1-2</td>
<td>As required</td>
</tr>
</tbody>
</table>
5. **Special Conditions**

- This vacancy is exempt from the Rehabilitation of Offenders Act.
- A Disclosure and Barring Service check will be undertaken.

  Observance of the City Council’s Equal Opportunities Policy will be required.
People Directorate

Person Specification

Post: Senior Clinical Psychologist

Grade: 6

Division: CYPF Integrated Services

Section: Adoption / Therapeutic & Emotional Support Service

Method of Assessment (M.O.A.)
A.F. = Application Form; I = Interview;
T. = Test or Exercise; C. = Certificate; P. = Presentation.

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>ESSENTIAL</th>
<th>M.O.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education/Qualifications</strong>&lt;br&gt;NB: Full regard must be paid to overseas qualifications.</td>
<td>1. Post graduate doctorate level training in clinical psychology (e.g. Clin.Psy.D) accredited by the BPS, including specific models of psychopathology, clinical psychometrics and neuropsychology, 2 or more distinctive psychological therapies and lifespan developmental psychology, or a BPS statement of equivalence.&lt;br&gt;2. Registration as a Practitioner Psychologist with the Health and Care Professionals Council.</td>
<td>AF / C&lt;br&gt;AF/C</td>
</tr>
<tr>
<td><strong>Experience</strong>&lt;br&gt;(Relevant work and other experience)</td>
<td>1. Extensive supervised post qualification experience working with children, young people &amp; families.&lt;br&gt;2. Experience of exercising clinical responsibility for specialist psychological assessment (including cognitive &amp; neuro-psychological assessment), formulation, planning &amp; delivering interventions across a range of care settings.&lt;br&gt;3. Substantial experience of working with looked after or adopted children and young people; including those with learning difficulties and mental health difficulties (including complex trauma, attachment difficulties, loss, dual diagnosis), challenging behaviour, and/or neurodevelopmental difficulties (e.g. ASD, ADHD).&lt;br&gt;4. Experience of working within a multi-disciplinary setting and in partnership with other multi-agency professionals/agencies.&lt;br&gt;5. Experience of undertaking psychological consultation with a variety of multi-disciplinary / multi-agency professionals and/or carers.&lt;br&gt;6. Experience of undertaking service evaluation, audit, and / or clinically relevant research.&lt;br&gt;7. Minimum 12 months supervised experience of providing clinical supervision, and/or specialist training in providing clinical supervision.&lt;br&gt;8. Experience of planning &amp; delivering teaching or training to other professionals and/or carers.</td>
<td>AF/I&lt;br&gt;AF/I&lt;br&gt;AF/I&lt;br&gt;AF/I&lt;br&gt;AF/I&lt;br&gt;AF/I&lt;br&gt;AF/I&lt;br&gt;AF/I</td>
</tr>
<tr>
<td>Skills &amp; Ability</td>
<td>1. Advanced level knowledge and skills in the use of complex methods of psychological assessment, formulation, and intervention frequently requiring sustained and intense concentration.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>2. Specialist skills in individual and family/group work.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>3. Specialist skills in working with children and young people who have communication difficulties.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>4. Ability to maintain a high degree of professionalism, and make appropriate decisions in the face of highly emotive and distressing issues (including significant child abuse &amp; neglect), stress and conflict, possible verbal abuse, and the threat of physical abuse.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>5. Ability to identify, and employ as appropriate, clinical governance mechanisms including regular supervision to support &amp; maintain clinical practice in the face of regular exposure to highly emotive material and/or challenging behaviour.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>6. Ability to plan &amp; organise caseload and plan &amp; organise work across different teams &amp; setting.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>7. Skills in self-management (including time-management &amp; working on own initiative), and the ability to cope with pressure of work and its impact on self and others.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>8. High level of skill in communicating effectively and with diplomacy, orally and in writing, highly technical and complex information to clients, their parents/carers, and other multi-agency professionals.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>9. Interpersonal skills and ability to work effectively with colleagues/partners, both individually and in project context.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>10. Doctoral level knowledge of research methodology, research design and complex qualitative and quantitative data analysis as practised within the field of clinical psychology.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>11. Ability to contribute to the development &amp; implementation of service evaluation and service development projects.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>12. Advanced computer, IT &amp; keyboard skills, including ability to develop and use complex multi-media materials for presentations in public, professional and academic settings.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>13. Willingness &amp; ability to travel effectively and in a timely way across multiple locations across the city.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>14. Understanding of child protection procedures and practice of application.</td>
<td>AF/I</td>
</tr>
<tr>
<td>Personal</td>
<td>1. Ability to interact effectively with children, young people, their carers and professional networks.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>2. Ability to contain and work with organisational stress, and ‘hold’ the stress of others.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>3. Ability to tolerate and remain calm in the face of high levels of emotional distress, emotional demands &amp; hostility.</td>
<td>AF/I</td>
</tr>
<tr>
<td></td>
<td>4. Ability to exercise appropriate levels of self-care and to monitor own state, recognising when it is necessary to take active steps to maintain fitness to</td>
<td>AF/I</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>5. Evidence of continuing professional development, including willingness to participate in further training, as recommended by BPS/HCPC in line with expectations of a highly specialist role.</td>
<td>AF/I</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1. Knowledge and understanding of relevant government policies, guidelines, literature and guidance, and its implications for practice with: looked after &amp; adopted children</td>
<td>AF/I</td>
<td></td>
</tr>
</tbody>
</table>

All staff are expected to **understand** and be **committed** to Equal Opportunities in employment and service delivery.