



Job Description

TESS Therapeutic Support Practitioner

Job Details	
Grade	C
Job Evaluation Number	A1562
Number of Posts	3
Department	Corporate Parenting – Therapeutic & Emotional Support Service (TESS)
Reporting to	Team Manager

Who Are We?

We are Birmingham Children's Trust.

'Working Together to make Birmingham the greatest city to grow up in.'

The sole purpose of Birmingham Children's Trust is to make a positive difference for children, young people and families in the city, by driving up the quality of practice and partnerships across the city and its services.

Every employee from Family Support and Social Workers to Finance and Legal, work together to make a positive difference to children, young people and families. We are one team, and each have an important role to play in achieving the Trust's objectives.

Birmingham Children's Trust Leadership team comprises of six Executive Directors who are responsible for leading and managing the Trust to be an autonomous and high performing organisation.

Our Vision:

Our vision is to build a Trust that provides excellent social work and family support for and with the city's most vulnerable children, young people and families.

We will do this:

- with compassion and with care.
- through positive relationships, building on strengths.
- in collaboration with children, young people, families and partners.



- by listening, involving and including.
- in ways that are efficient and deliver value for money.

Success will mean significant progress towards these outcomes:

- healthy, happy, resilient children living in families.
- families able to make positive changes.
- children able to attend, learn and achieve at school.
- young people ready for and contributing to adult life.
- children and young people safe from harm.

Our Values

ONE TEAM
ACCOUNTABILITY AND RESPONSIBILITY
QUALITY AND INNOVATION
RELATIONSHIPS
HIGH SUPPORT HIGH CHALLENGE

Portfolio Responsibilities

The Therapeutic Support Practitioner helps children, care leavers, and young adults access therapeutic and emotional support. They build trust, reduce anxiety before therapy, and provide flexible, informal support to hesitant individuals. Offering outreach, practical assistance, and trauma-informed guidance through visits and activities. Working collaboratively empowering young people with complex experiences to sustain support.

Key Responsibilities

Building positive, trusting relationships with children in care, care leavers and young adults referred to the service.

Providing early engagement support following referral, helping to reduce anxiety and uncertainty about therapy.

Using informal, creative and relationship-based approaches to encourage engagement, tailored to the needs and preferences of



each young person. Uphold the values, policies and trauma-informed ethos of the service.
Meeting young people in a range of settings including their home, foster placements, supported accommodation and community venues.
Offering consistent emotional support, listening and reassurance to young people who may feel nervous, ambivalent or resistant to accessing emotional support.
Supporting young people to develop confidence, emotional literacy and coping strategies.
Providing practical support where appropriate to help young people attend sessions, understand the service, or overcome barriers to engagement.
Preparing young people for therapy sessions and help them reflect on their experiences afterwards if helpful.
Engaging effectively with young people who may present with emotional distress, behavioural challenges or emerging risks.
Maintaining appropriate boundaries while building warm, supportive relationships.
Providing information and support to young people on an individual or group basis as appropriate.
Working collaboratively with TESS colleagues to support elements of the therapeutic process, as agreed and appropriate.
Collaborating with children, young people, and adults, ensure the service develops a tailored plan to address their specific requirements effectively.
Sharing relevant observations and feedback with the therapeutic team, maintaining professional boundaries and confidentiality.
Recognising safeguarding concerns and follow organisational policies and procedures at all times.
Ensuring assessments, interventions and recording or work undertaken is completed according to service and organisational policy and procedures.
Ensuring accurate, timely, and confidential records of support and engagement are maintained, including securely storing assessments, plans, and casework per requirements.
Providing support for the TESS duty and referral access service while offering guidance to young people and their referrers as needed.
Assisting with monitoring and evaluating TESS's work while contributing to producing reports, assessments, and reviews as required.
Demonstrating knowledge and applying anti-discriminatory practices with service users, colleagues,



parents, carers, and agencies while promoting equal opportunities within the Service.
Undertaking training deemed suitable for the role's duties, within available resources, to enhance both the position and overall service.
Participating in supervision, reflective practice and team & service meetings at all times.
Participating in appropriate working parties, as required, which contribute to the further development of TESS Services.
Working flexible hours as needed to align with the requirements of the service and its users.

Key Information	
Is Safeguarding Check needed?	DBS Enhanced Children
Will this position have Line Management Responsibility?	No

Person Specification

Essential Criteria		
Method of Assessment (M.O.A): Application Form; Work Based Exercise; Interview; Qualifications; Presentation		
Qualifications	Q	Hold certification at RQF Level 3 or higher in health, social care, youth work, or counselling skills. Demonstrate experience providing therapeutic support to children and young people using trauma-informed practices.
Experience	AF/I/P	Show experience collaborating with agencies to support children, young people, and care leavers facing vulnerabilities or risks.
Experience	AF/I/P	Have worked successfully in achieving outcomes for Young People under supervision.



Experience	AF/I/P	Provide assistance to individuals requiring support for emotional and relational needs directly and effectively.
Experience	AF/I/P	Demonstrate experience collaborating with therapeutic services or mental health support teams effectively.
Experience	AF/I/P	Demonstrate experience with creative, activity-based, or informal methods of engagement.
Experience	AF/I/P	Demonstrate experience working adaptably in community environments, conducting home visits and performing outreach tasks.
Experience	AF/I	Demonstrate experience supporting children in care, care leavers, vulnerable individuals, or young people in outreach roles.
Skills	AF/I/P	Develop working relationships with families, carers, professionals, and partner agencies across various sectors and services.
Skills	AF/I/P	Demonstrate proficiency in all verbal components of the role using English as outlined in legislation.
Skills	AF/I	Write emails, reports, case records, and other documents using electronic case recording systems and BCT software.
Skills	AF/I/P	Demonstrate understanding of the needs of individuals from varied ethnic, cultural backgrounds, and differing abilities.



Skills	AF/I/P	Demonstrate understanding of equitable practices within the context of service provision.
Skills	AF/I/P	Demonstrate a commitment to anti-oppressive and anti-discriminatory practices, promoting equality, diversity, and inclusive behaviours consistently.
Skills	AF/I/P	Demonstrate the ability to identify and secure community opportunities and access support services for care leavers.
Skills	AF/I/P	Demonstrate knowledge of challenges encountered by children in care and individuals who have left care.
Skills	AF/I/P	Demonstrate knowledge of trauma-informed practice and its effects on behaviour, emotions, trauma, loss, and attachment.
Skills	AF/I/P	Collaborate effectively while being part of a diverse and multidisciplinary team.
Skills	AF/I/P	Inspire individuals to aim high. Adopt a kind, empathetic, practical, and realistic approach to their needs.
Skills	AF/I/P	Demonstrate effective communication skills to build rapport with individuals, including those who are hard to engage.
Skills	AF/I/P	Foster trusting relationships with individuals who might experience low confidence, anxiety, or hesitation to participate.
Skills	AF/I/P	Demonstrate excellent



		communication and listening abilities, adapting approaches to suit each individual's requirements.
Other	AF/I/P	Demonstrate knowledge of applicable laws and policies concerning children in care and those leaving care.
Other	AF/I/P	Apply knowledge of safeguarding responsibilities, policies, and adherence to professional boundaries effectively and consistently.

All staff understand that employment on this job description is in line the current BCC; BCT and Acivico workforce contracts.

In line with your Birmingham workforce contract, it may be reasonable from time to time to request employees to undertake other duties commensurate with your role. These requests should be exceptional. If you find these are anything other than a 'time to time' request, then it will be necessary for the role to be re-evaluated (following NJC Gauge principles) to maintain the integrity of BCC's job evaluation scheme.

For reference your contract of employment states: From time to time, you may be required to undertake other or additional duties as we may reasonably require.

At Birmingham Children's Trust, we are dedicated to safeguarding and promoting the welfare of children and young people. We expect our staff to create an environment and culture that promotes equality, diversity, and inclusion and advocate for anti-discriminatory practices and behaviours.