



## Job Description

### Principal Clinical/Forensic Psychologist

| Job Details            |  |
|------------------------|--|
| <b>Grade</b>           | 6  |
| <b>Number of Posts</b> | 1  |
| <b>Department</b>      | Healthy, Safe, Behaviour (HSB - Harmful Sexualised Behaviour Team) |
| <b>Reporting to</b>    | Head of Service  |

#### 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

**Job Purpose**

Shared responsibility for the leadership and management of the Healthy, Safe, Behaviour Team (HSB – Harmful Sexualised Behaviour Team).

Provide clinical and professional supervision, leadership and management of Clinical / Forensic Psychology services across HSB.

Provide clinical & strategic advice and support to Heads of Service in HSB in relation to the emotional/psychological health and sexual wellbeing and development of children and young people with consideration to the wider family and support network.

Ensuring the development and systematic provision of a high quality, multi-level specialist psychology service to children and their families across all sectors of care and support within the remit of HSB; to help understand, prevent and ameliorate psychological distress and harmful behaviour and improve the mental health, well-being and sexual behaviour of service users.

Ensure the Clinical / Forensic Psychology provision meets BCT and directorate objectives, national strategic and policy guidelines, and the needs and expectations of children, young people, parents and carers.

Work autonomously within guidelines and exercise responsibility for ensuring the quality and standards of professional practice and performance in the relevant areas of service delivery. Ensuring equality of access to the service, and collaborative working between service users/carers and key partner agencies.

Utilise research skills for audit, policy and service development and research.

**Key Responsibilities**

- To lead the development of Clinical / Forensic Psychology support services within HSB.
- To clinically and professionally supervise, oversee and line manage the work of Clinical / Forensic Psychologists, Assistant Psychologists and Trainee Psychologists within HSB. Ensuring the



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| allocation of work meets the needs of customers/service users   |
| <ul style="list-style-type: none"><li>• To lead the recruitment, appraisal and personal development plans of clinical / forensic psychology staff, and assist in the recruitment of other staff as required.</li></ul>  |
| <ul style="list-style-type: none"><li>• Undertake disciplinary, grievance, managing attendance and complaints investigations</li></ul>  |
| <ul style="list-style-type: none"><li>• To deploy and control the use of psychology resources and be responsible for budgetary control.</li></ul>   |
| <ul style="list-style-type: none"><li>• To provide effective management support and individual supervision and guidance to staff within HSB, and/or the wider service as required.</li></ul>  |
| <ul style="list-style-type: none"><li>• Actively support the work of the Head of Service HSB by undertaking any other duties commensurate with the post or the needs of the service as necessary.</li></ul>   |
| <ul style="list-style-type: none"><li>• To manage referrals to Psychology, prioritising according to need and informing allocation of assessment and therapy cases to both internal and external providers. This includes close liaison with partner agencies and externally commissioned providers.</li></ul>  |
| <ul style="list-style-type: none"><li>• To develop and deliver highly specialist psychology services to meet the needs of children and their families accessing a HSB service. This includes the assessment of children with complex social care, psychological health needs, and offending sexualised behaviour and at times high risk presentations; based on the appropriate use, interpretation and integration of complex data from a number of sources including psychological (and neuro-psychological) tests, self-report measures, rating scales, direct &amp; semi-structured interviews with clients, family members and multi-agency professionals involved in a service user care.</li></ul> |
| <ul style="list-style-type: none"><li>• To formulate and implement plans for psychological treatment and psychologically informed care plans, and employing methods based upon evidence of efficacy across a range of care and support settings; to re-formulate over time as appropriate, drawing upon different psychological models, theories and principles and maintaining a number of provisional hypotheses.</li></ul>   |
| <ul style="list-style-type: none"><li>• To make highly skilled evaluations and decisions about a broad range of treatment options taking into account both theoretical and therapeutic models and highly complex factors concerning historical and developmental processes that have shaped the individual, family or group.</li></ul>  |
| <ul style="list-style-type: none"><li>• To be responsible for the implementation of a range of highly specialist psychological interventions for children in care, care leavers, their parents, carers, families and groups, within and across teams.</li></ul>   |
| <ul style="list-style-type: none"><li>• Communicating highly complex condition related information to children, young people, their families and/or carers, where there may be significant defensiveness, resistance or even hostility and which requires empathy, reassurance and the highest levels of interpersonal and communication skills.</li></ul>  |
| <ul style="list-style-type: none"><li>• Frequently managing painful and/or upsetting events whilst dealing with family dysfunction, relationship breakdown, abuse and trauma histories and/or significant psychological health difficulties.</li></ul>  |



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| <ul style="list-style-type: none"><li>• High exposure to people who may exhibit verbal and/or physical aggression or manipulative behaviour, harmful sexualised behaviour, or disturbed personality where there is a potential for aggression or malicious complaint and managing clinical risks involved. Taking responsibility for highly specialist risk assessment and risk management plans for children and young people and providing advice and consultation to other professionals on psychological aspects of risk assessment and management.</li></ul> |
| <ul style="list-style-type: none"><li>▪ Frequently carrying out complex and focused clinical assessments and interventions that require intense concentration for long periods.</li></ul>   |
| <ul style="list-style-type: none"><li>• To undertake risk assessments and risk management for individual clients and to provide advice to other professionals on aspects of risk assessment and management as required.</li></ul>   |
| <ul style="list-style-type: none"><li>• To provide highly specialist advice, guidance, consultation to other professionals on their assessment, formulation and therapy, intervention or care plans for children and families.</li></ul>  |
| <ul style="list-style-type: none"><li>• To identify and share psychologically informed best practice within HSB in the field of children, young people, and their families and psychological therapies and support and related topics; through the provision of advice, consultation, teaching and training and dissemination of psychological knowledge, research &amp; theory.</li></ul>  |
| <ul style="list-style-type: none"><li>• To be responsible, as Principal Clinician, for the development and co-ordination of comprehensive, high quality psychological support services for children and families. Including advice and guidance to Team Managers and Heads of Service.</li></ul>  |
| <ul style="list-style-type: none"><li>• To contribute to wider services developments across agencies (e.g. health) and commissioning processes.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ Keep under regular/systemic review the effectiveness of policies, procedures and practices, including recommending changes in the light of developments in national guidance/legislation. Ensure changes are effectively communicated internally.</li></ul>   |
| <ul style="list-style-type: none"><li>▪ Represent the Service/Department in meetings etc. as required.</li></ul>  |
| <ul style="list-style-type: none"><li>▪ Lead on the development (and delivery where appropriate) of psychologically informed teaching and training programmes for professionals, parents and carers as required.</li></ul>  |
| <ul style="list-style-type: none"><li>▪ To contribute to teaching on the University Clinical / Forensic Psychology Doctorate programmes in areas relevant to children and young people and harmful sexualised behaviour and provide specialist third year clinical / forensic placements to clinical / forensic psychology doctorate trainees.</li></ul>  |
| <ul style="list-style-type: none"><li>▪ To undertake and contribute as appropriate to the supervision of Clinical / Forensic Psychologists and other HSB staff whilst keeping abreast of current developments in psychological research, theory and practice, and maintain expertise in areas of special interest.</li></ul>  |
| <ul style="list-style-type: none"><li>▪ Observe the professional codes of practice of the British Psychological Society, Division of Clinical / Forensic Psychology, and HCPC, and adhere to all Birmingham Childrens Trust policies and procedures. Including maintaining the highest standards of clinical record keeping, electronic data entry, report writing and the responsible exercise of professional self-governance.</li></ul>  |



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| <ul style="list-style-type: none"><li>Contributing to the development and maintenance of the highest professional standards of practice through active participation in internal and external CPD training and development programmes, in consultation with the Head of Service</li></ul>  |
| <ul style="list-style-type: none"><li>Contributing to the development and articulation of best practice in psychology across the services by continuing to develop the reflective and scientific-practitioner model, taking part in regular professional supervision and appraisal, and maintaining an active engagement with current developments in the field of Clinical / Forensic Psychology and related disciplines.</li></ul> |
| <ul style="list-style-type: none"><li>To maintain up to date knowledge of legislation, national and local policies and issues in relation to mental health, emotional well-being, and harmful sexualised behaviour</li></ul>   |

| Key Information                                      |   |        |                     |     |          |        |                     |       |  |  |  |          |   |  |  |
|--|---|--------|---------------------|-----|----------|--------|---------------------|-------|--|--|--|----------|---|--|--|
| Is a Safeguarding Check needed?                      | Dropdown Options:<br><b>Not Required</b><br>Or<br><table><tr><td></td><td>Children</td><td>Adults</td><td>Children and Adults</td></tr><tr><td>Basic</td><td></td><td></td><td></td></tr><tr><td>Enhanced</td><td>X</td><td></td><td></td></tr></table> |        |                     |     | Children | Adults | Children and Adults | Basic |  |  |  | Enhanced | X |  |  |
|  | Children  | Adults | Children and Adults |     |          |        |                     |       |  |  |  |          |   |  |  |
| Basic  |   |        |                     |     |          |        |                     |       |  |  |  |          |   |  |  |
| Enhanced   | X   |        |                     |     |          |        |                     |       |  |  |  |          |   |  |  |
| Will this position have Line Manager Responsibility? | Dropdown Options:<br><table><tr><td>Yes</td></tr><tr><td></td></tr></table>   |        |                     | Yes |          |        |                     |       |  |  |  |          |   |  |  |
| Yes  |   |        |                     |     |          |        |                     |       |  |  |  |          |   |  |  |
|  |   |        |                     |     |          |        |                     |       |  |  |  |          |   |  |  |

### Person Specification

| Essential Criteria  |   |                              |
|---|---|------------------------------|
| Method of Assessment (M.O.A): AF = Application Form; E = Work Based Exercise; I = Interview; P = Presentation; Q = Qualifications |   |                              |
| CRITERIA  | Essential   | Method of Assessment (M.O.A) |
| Qualifications  | Post graduate doctorate level training in clinical or forensic psychology (e.g. DForenPsy or DClinPsy) accredited by the British Psychological Society (BPS), including specific models of psychopathology, clinical psychometrics and neuropsychology, 2 | AF/Q                         |



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|                     | or more distinctive psychological therapies and lifespan developmental psychology, or a BPS statement of equivalence.   |      |
| Qualifications      | Registration as a Practitioner Psychologist with the Health and Care Professionals Council.   | AF/Q |
| Experience          | Minimum 4 years supervised post qualification experience working with children, young people & families.  | AF   |
| Experience          | Experience of exercising clinical responsibility for specialist psychological assessment (including cognitive & neuro-psychological assessment), formulation, planning & delivering interventions across a range of care settings.  | AF/I |
| Experience          | Minimum 2 year working with children who present with children and young people who present with harmful sexual behaviour including mental health difficulties (including complex trauma, attachment difficulties, loss, dual diagnosis), challenging behaviour, and/or neurodevelopmental difficulties (e.g. ASD, ADHD). | AF   |
| Experience          | Experience of working within a multi-disciplinary setting and in partnership with other multi-agency professionals/agencies.  | AF/I |
| Experience          | Experience of undertaking psychological consultation with a variety of multi-disciplinary / multi-agency professionals and/or carers.   | AF/I |
| Experience          | Experience of undertaking service evaluation, audit, and / or clinically relevant research.   | AF/I |
| Experience          | Minimum 12 months supervised experience of providing clinical supervision, and/or specialist training in providing clinical supervision.  | AF   |
| Experience          | Experience of planning & delivering teaching or training to other professionals and/or carers.  | AF   |
| Skill and Abilities | Advanced level knowledge and skills in the use of complex methods of psychological assessment, formulation, and intervention frequently requiring sustained and intense concentration.  | I    |
| Skill and Abilities | Specialist skills in individual and family/group work.  | AF   |



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| Skill and Abilities | Specialist skills in working with children and young people who have communication difficulties.  | AF/I |
| Skill and Abilities | 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 & neglect), stress and conflict, possible verbal abuse, and the threat of physical abuse. | I    |
| Skill and Abilities | Ability to identify, and employ as appropriate, clinical governance mechanisms including regular supervision to support & maintain clinical practice in the face of regular exposure to highly emotive material and/or challenging behaviour.                         | AF/I |
| Skill and Abilities | Ability to demonstrate leaderships skills and apply them  | I    |
| Skill and Abilities | Ability to plan & organise caseload and plan & organise work across different teams & setting.  | I    |
| Skill and Abilities | Skills in self-management (including time-management & working on own initiative), and the ability to cope with pressure of work and its impact on self and others.   | I    |
| Skill and Abilities | 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.  | AF   |
| Skill and Abilities | Interpersonal skills and ability to work effectively with colleagues/partners, both individually and in project context.  | I    |
| Skill and Abilities | Doctoral level knowledge of research methodology, research design and complex qualitative and quantitative data analysis as practised within the field of clinical psychology.  | AF/I |
| Skill and Abilities | Ability to contribute to the development & implementation of service evaluation and service development projects.   | AF   |
| Skill and Abilities | Advanced computer, IT & keyboard skills, including ability to develop and use complex multi-media materials for presentations in public, professional and academic settings.  | AF/I |



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| Skill and Abilities   | Willingness & ability to travel as needed and in a timely way across multiple locations across the city.  | AF/I |
| Skill and Abilities   | Understanding of child protection procedures and practice of application.   | I    |
| Personal Competencies | Ability to interact effectively with children, young people, their carers, parents, families and professional networks.   | AF/I |
| Personal Competencies | Ability to contain and work with organisational stress, and 'hold' the stress of others.  | I    |
| Personal Competencies | Ability to tolerate and remain calm in the face of high levels of emotional distress, emotional demands & hostility.  | I    |
| Personal Competencies | 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 practice.                        | I    |
| Personal Competencies | Evidence of continuing professional development, including willingness to participate in further training, as recommended by BPS/HCP in line with expectations of a highly specialist role. | AF   |

**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.**

