



## Job Description

### Senior Art Psychotherapist

Job Details	
<b>Grade</b>	D
<b>Number of Posts</b>	
<b>Department</b>	Corporate Parenting - Therapeutic Emotional Support Service (TESS)
<b>Reporting to</b>	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

**Overview of the role:**

**Scope and Purpose of Role**

To provide high-quality, trauma-informed art psychotherapy to children and young people in care, care leavers and families, supporting emotional wellbeing, attachment, identity and relational healing. The post holder will work as part of a multi-disciplinary team, contributing to assessment, intervention, consultation and service development within a child-centred and safeguarding-focused framework.

**Key Responsibilities:**

Contribute to all aspects of teamwork to deliver a needs-led, professional art psychotherapy service to children, young people, care leavers and their families, complying with legislative requirements and in accordance with best practice

To contribute to the TESS Access Point, including the provision of direct advice, guidance and information to potential referrers

Work collaboratively with social workers, CAMHS, education, health professionals and voluntary sector partners to ensuring the effectiveness of the Team's work and service performance, actively promoting/encouraging effective partnership.

Deliver individual, group and family-based art psychotherapy to children, young people and care leavers with complex emotional, behavioural and relational needs.

Undertake comprehensive psychotherapeutic assessments, including formulation informed by attachment theory, trauma, neurodevelopment and systemic contexts.

Develop and review care plans and therapeutic goals in collaboration with young people, families and professionals.



Maintain accurate, timely and confidential clinical records in line with GDPR, organisational policy and professional standards.
Monitor and evaluate therapeutic outcomes using qualitative and quantitative measures.
Provide psychologically informed therapeutic support to children and young people affected by trauma, loss, neglect, abuse and disrupted attachments.
Support identity development, emotional regulation and resilience in children in care and care leavers.
Offer flexible, developmentally appropriate interventions that recognise placement instability and transitions.
Deliver family-based art psychotherapy and contribute to systemic formulations where appropriate.
Provide a psychologically informed consultation & reflective practice service and offer professional support to foster and residential carers, social workers and other professionals around children, young people, care leavers, and their families.
Attend and contribute to Children in Care reviews, and professional meetings.
In collaboration with colleagues, facilitate TESS initial meetings, first appointments and review meetings.
Maintain a strong safeguarding focus and act in accordance with Children Act 1989/2004, Working Together to Safeguard Children and organisational safeguarding procedures.
Identify, assess and manage risk, escalating concerns appropriately.
Participation in and contribute to training and development activities including research, and to contribute to the delivery of training outside of the service.
Participate in the regular collection, collating and provision of appropriate performance management information including outcomes for young people, care leavers and their carers.
Work within the HCPC Standards of Proficiency and BAAT Code of Ethics and Professional Practice.
Engage in regular clinical and line management supervision and reflective practice. Attending team practice and service meetings. Contributing to service practice discussions and development.
Maintain HCPC registration and fulfil CPD requirements.
Contribute to service development, audits and evaluation activity.
To coordinate the ordering, storage and maintenance of art equipment, materials and client's artwork within the clinical setting.



Support trainee art psychotherapists or students where appropriate, and supervise newly qualified art psychologist.

Key Information															
<p>Is a Safeguarding Check needed? (<i>DBS and Experian background checks</i>)</p>	<p><b>Dropdown Options:</b></p> <table border="1" data-bbox="829 548 1448 646"> <tr> <td>Not Required</td> <td></td> </tr> </table> <p>Or</p> <table border="1" data-bbox="829 730 1448 961"> <thead> <tr> <th></th> <th>Children</th> <th>Adults</th> <th>Children and Adults</th> </tr> </thead> <tbody> <tr> <td>Basic</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Enhanced</td> <td>X</td> <td></td> <td></td> </tr> </tbody> </table>	Not Required			Children	Adults	Children and Adults	Basic				Enhanced	X		
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<p>Will this position have Line Manager Responsibility?</p>	<p><b>Dropdown Options:</b></p> <table border="1" data-bbox="829 1073 1003 1182"> <tr> <td></td> </tr> <tr> <td>No</td> </tr> </table>		No												
No															

**Person Specification**

Essential Criteria		
<p><b>Method of Assessment (M.O.A):</b> AF = Application Form; E = Work Based Exercise; I = Interview; P = Presentation; Q = Qualifications</p>		
CRITERIA	ESSENTIAL	Method of Assessment (M.O.A)



<b>Education/Qualifications</b>	MA or MSc in Art Psychotherapy / Art Therapy from a HCPC-approved training programme.	AF/Q
<b>Education/Qualifications</b>	Registered with the Health and Care Professions Council (HCPC) as an Art Psychotherapist.  Eligible for full membership of the British Association of Art Therapists (BAAT).	AF/Q
<b>Experience</b>	Experience of delivering art psychotherapy to children and young people with complex needs and their families.	AF/I/P
<b>Experience</b>	Experience working with trauma, attachment difficulties and developmental trauma.	AF/I/P
<b>Experience</b>	Experience of working with children in care, care leavers and/or families with complex needs.	AF/I/P
<b>Experience</b>	Experience of multi-disciplinary working within health, social care or education settings.	AF/I/P
<b>Experience</b>	Experience of assessment, analysing results and planning interventions with children with mental health problems and their families.	AF/I/P
<b>Experience</b>	Experience of maintaining clinical records and managing risk appropriately.	AF/I/P



<b>Experience</b>	Strong understanding of attachment theory, trauma-informed practice and child development.	AF/I/P
<b>Experience</b>	Experience of writing court or similarly formal reports. AF/I/P	AF/I/P
<b>Experience</b>	Experience supervising students / trainees or contributing to training.	AF/I/P
<b>Experience (desirable)</b>	Experience supervising newly qualified art psychotherapist.	AF/I/P
<b>Skill</b>	Ability to formulate complex presentations using psychodynamic, attachment-based and systemic perspectives.	AF/I/P
<b>Skill</b>	Skilled in adapting therapeutic approaches to meet diverse cultural, developmental and neurodiverse needs.	AF/I/P
<b>Skill</b>	Ability to write high quality reports/maintain accurate records.	AF/I/P
<b>Skill</b>	Able to manage caseloads, including complex cases, and offer consultation	AF/I/P
<b>Skill</b>	Ability to build therapeutic relationships with children, young people, and care leavers who may be reluctant or mistrustful of services.	AF/I/P
<b>Skill</b>	High standard of communication skill with strong communication skills, both written and verbal.	AF/I/P
<b>Skill</b>	Demonstrable ability to be emotionally resilient,	AF/I/P



	reflective and able to work with distressing material.	
<b>Skill</b>	Ability to be warm, empathic and child-centred in approach.	AF/I/P
<b>Skill</b>	Prepared to work flexibly, to meet the needs of both the service and service users.	AF/I/P
<b>Skill</b>	Able to work independently while contributing positively to a team.	AF/I/P
<b>Skill</b>	Ability to work in a team setting and in partnership with other professionals/agencies	AF/I/P
<b>Safeguarding Children</b>	Clear knowledge and application of safeguarding legislation and practice in England.	AF/I/P
	Prepared to apply and work within procedures, policies and practices laid down by BCT	AF/I/P
<b>Written and verbal communication skills</b>	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by <b>Part 7 of the Immigration Act 2016</b>	AF/I/P
<b>Valuing diversity</b>	Experience of working with people from ethnic minority backgrounds.	AF/I/P
	Committed to equality, diversity and anti-oppressive practice.	AF/I/P
	Awareness of needs of people in multi-cultural society.	AF/I/P

	Understanding of disadvantage and social deprivation.	AF/I/P
	Able to demonstrate personal commitment to equality of opportunity and anti-discriminatory practice.	AF/I/P
<b>Training</b>	Evidence of post qualification CPD and willing to participate in further training, including training others.	AF/I/P

**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.**

