



Job Description

Principal Clinical Psychologist (TESS)

Job Details	
Grade	6
Number of Posts	1
Department	Therapeutic Emotional Support Service
Reporting to	Head of Service (TESS)

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

About the Role

You will have shared responsibility for the leadership and management of the Therapeutic Emotional Support Service (TESS).

You will provide clinical and professional supervision, leadership and management of Clinical Psychology services across TESS.

You will provide clinical & strategic advice and support to Heads of Service in TESS in relation to the emotional/psychological health and wellbeing of children in care and care leavers.

Ensuring the development and systematic provision of a high quality, multi-level specialist psychology service to children in care and care leavers, across all sectors of care within the remit of TESS; to help understand, prevent and ameliorate psychological distress and improve the mental health and well-being of service users.

You will ensure the Clinical Psychology provision meets BCT and directorate objectives, national strategic and policy guidelines, and the needs and expectations of children, young people, care leavers, 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.

You will also utilise research skills for audit, policy and service development and research.

Key Responsibilities

- To lead the development of Clinical Psychology support services within TESS.
- To clinically and professionally supervise, oversee and line manage the work of Clinical Psychologists, Assistant Psychologists and Trainee Psychologists within TESS. Ensuring the allocation of work meets the needs of customers/service users.
- To lead the recruitment, appraisal and personal development plans of clinical psychology staff, and assist in the recruitment of other staff as required.



<ul style="list-style-type: none">• Undertake disciplinary, grievance, managing attendance and complaints investigations
<ul style="list-style-type: none">• To deploy and control the use of psychology resources and be responsible for budgetary control.
<ul style="list-style-type: none">• To provide effective management support and individual supervision and guidance to staff within TESS, and/or the wider service as required.
<ul style="list-style-type: none">• Actively support the work of the Head of Service TESS by undertaking any other duties commensurate with the post or the needs of the service as necessary.
<ul style="list-style-type: none">• To develop and deliver highly specialist psychology services to meet the needs of children in care and care leavers. This includes the assessment of children with complex social care, psychological health needs, 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 & semi-structured interviews with clients, family members and multi-agency professionals involved in a service user care.
<ul style="list-style-type: none">• 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 settings; to re-formulate over time as appropriate, drawing upon different psychological models, theories and principles and maintaining a number of provisional hypotheses.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• To be responsible for the implementation of a range of highly specialist psychological interventions for children in care, care leavers, their carers, families and groups, within and across teams.
<ul style="list-style-type: none">• Communicating highly complex condition related information to children in care and care leavers, 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.
<ul style="list-style-type: none">• Frequently managing painful and/or upsetting events whilst dealing with family dysfunction, relationship breakdown, abuse and trauma histories and/or significant psychological health difficulties.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Frequently carrying out complex and focused clinical assessments and interventions that require intense concentration for long periods.



<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• To be responsible, as Principal Clinician, for the development and co-ordination of comprehensive, high quality psychological support services for children in care and care leavers. Including advice and guidance to Team Managers and Heads of Service.
<ul style="list-style-type: none">• To contribute to wider services developments across agencies (e.g. health) and commissioning processes.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• Represent the Service/Department in meetings etc. as required.
<ul style="list-style-type: none">• To contribute to planning, co-ordinating and implementing systems for service evaluation, monitoring and development through the deployment of professional skills in research, service evaluation, service user feedback and audit in response to the clinical and professional interests of the post as required.
<ul style="list-style-type: none">• To utilise theory, evidence-based literature and research to support evidence-based practice in individual work, work with other team members and across TESS.
<ul style="list-style-type: none">• To contribute to the development of outcome measures across TESS.
<ul style="list-style-type: none">• Lead on the development (and delivery where appropriate) of psychologically informed teaching and training programmes for professionals, parents and carers as required.
<ul style="list-style-type: none">• To contribute to teaching on the University of Birmingham Clinical Psychology Doctorate programme in areas relevant to children in care and care leavers, and provide specialist third year clinical placements to clinical psychology doctorate
<ul style="list-style-type: none">• To undertake and contribute as appropriate to the supervision of Clinical Psychologists and other TESS staff whilst keeping abreast of current developments in psychological research, theory and practice, and maintain expertise in areas of special interest.
<ul style="list-style-type: none">• Observe the professional codes of practice of the British Psychological Society, Division of Clinical Psychology, and HCPC, and adhere to all Birmingham Children's 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.
<ul style="list-style-type: none">• 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.
<ul style="list-style-type: none">• 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 Psychology and related disciplines.

Key Information

Is a Safeguarding Check needed?

Dropdown Options:

Not Required

Or

	Children	Adults	Children and Adults
Basic			
Enhanced	X		

Will this position have Line Manager Responsibility?

Dropdown Options:

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	Method of Assessment (M.O.A)	ESSENTIAL
Qualifications	Post graduate doctorate level training in clinical or forensic 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 develop	AF/Q
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 & and families.	AF
Experience	Experience of exercising clinical responsibility for specialist	AF/I



	psychological assessment (including cognitive & neuro-psychological assessment), formulation, planning & delivering interventions across a range of care settings.	
Experience	Minimum 2 year working with children in care or adopted children and young people and/or those with learning disabilities; 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/I
Skills and Ability	Advanced level knowledge and skills in the use of complex methods of psychological assessment, formulation, and intervention frequently requiring sustained and intense concentration.	I
Skills and Ability	Specialist skills in individual and family/group work.	AF
Skills and Ability	Specialist skills in working with children and young people who have communication difficulties.	AF/I
Skills and Ability	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
Skills and Ability	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



Skills and Ability	Ability to demonstrate leaderships skills and apply them.	I
Skills and Ability	Ability to plan & organise caseload and plan & organise work across different teams & setting.	I
Skills and Ability	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
Skills and Ability	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
Skills and Ability	Interpersonal skills and ability to work effectively with colleagues/partners, both individually and in project context.	I
Skills and Ability	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
Skills and Ability	Ability to contribute to the development & implementation of service evaluation and service development projects.	AF
Skills and Ability	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
Skills and Ability	Willingness & ability to travel as needed and in a timely way across multiple locations across the city.	AF/I
Skills and Ability	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	Evidence of continuing professional development, including	AF



Competencies	willingness to participate in further training, as recommended by BPS/HCPC in line with expectations of a highly specialist role	
--------------	--	--

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.

