



Job Description

HSB Clinical Practitioner

| Job Details | |
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| Grade | GR5 |
| Number of Posts | |
| Department | Therapeutic Emotional Support Servic |
| 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 Trusts 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

Key Responsibilities

- To provide a therapeutic and holistic social care service within a multi-disciplinary team, to support children, young people and their families and carers, where children and young people are displaying harmful sexualised behaviour and who require support with their emotional welfare and well-being needs.
- To provide a therapeutic and support service, that is flexible in approach, to children and young people who have displayed harmful sexual behaviour. Offering support based on, that takes account of individual identity, intellectual capacity, as well as potential risks posed to themselves or others.
- Contribute to all aspects of teamwork, working as a member of the team to deliver a needs-led, professional HSB therapeutic support service to children, young people and their families, complying with legislative requirements ensuring learning taken from harmful sexualised behaviour research is applied to promote best practice.
- Undertake specialist assessments and provide tailored therapeutic interventions, ensuring that appropriate case records are rigorously maintained.
- To contribute to the HSB referral and triage process, including the provision of direct advice, guidance and information to potential referrers.
- Provide a consultation and support service to social care, health and education partner agencies, providing advice, guidance and support where harmful sexualised behaviour is of concern, promoting early support and learning within the consultation provision.
- To develop psychologically informed formulations of complex presenting difficulties/issues that integrate information from a variety of sources in to the assessment within a coherent framework, drawing upon multiple models, theory and evidence, and incorporate interpersonal, societal, cultural and biological factors. This developing a shared understanding of the difficulties



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| children, young people and families experience. |
| <ul style="list-style-type: none">To provide tailored support and intervention following assessment of children, young people and their families, taking account of individual needs, presenting behaviour, parenting capacity and family functioning with an aim to strengthen protective factors, increasing emotional resilience and reducing the risk of further harmful sexual behaviour. |
| <ul style="list-style-type: none">To promote multi-agency partnership working to assess, develop a shared understanding, plan, and support children, young people and their families where sexualised behaviour is evident ensuring that multi-agency safeguarding procedures are applied at all times. |
| <ul style="list-style-type: none">Take a 'joined up' approach to ensuring the effectiveness of the team's work and service performance, actively promoting/encouraging effective partnership working with those that access the service and other teams/agencies/organisations at all times. |
| <ul style="list-style-type: none">To promote and contribute to team working and support, being available for colleagues to share best practice, promote reflective team forums, and to be an active participant in joint work and areas of service and team development. |
| <ul style="list-style-type: none">Participation in and contribute to training and development activities including research. |
| <ul style="list-style-type: none">To deliver training to colleagues, and partner agencies to support the development of early help initiatives, raise awareness and promote understanding regarding best practice, legislation, and national guidance regarding children and young people that display harmful sexualised behaviour. |
| <ul style="list-style-type: none">Participate in the regular collection, collating and provision of appropriate performance management information including outcomes for those using the service. |
| <ul style="list-style-type: none">Participate in own supervision sessions and performance and development reviews, being proactive in identifying professional/personal development needs. |
| <ul style="list-style-type: none">Actively seek to support the work of the HSB Team Managers by undertaking any other duties commensurate with the post or the needs of the service as necessary. |

| Key Information | | | | |
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| Is a Safeguarding Check needed? | | Children | Adults | Children and Adults |
| | Basic | | | |
| | Enhanced | x | | |



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| Will this position have Line Manager Responsibility? | Dropdown Options: No |
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Person Specification

| Essential Criteria | | |
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| 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 | AF/Q | CQSW, DipSW or Equivalent social work qualification or Forensic / Clinical / Counselling Psychology Qualification. |
| Qualifications | AF/Q | Registration with the Social Work England or Health and Care Professionals Council (HCPC) for related profession. |
| Experience | AF/I | Experience of working with children and families. |
| Experience | AF/I/E | Experience and understanding of working with children who display and exhibit harmful sexualised behaviour |
| Experience | AF/I/E | Experience of carrying out assessments, interpreting and summarising complex assessment information, formulation and using this to plan interventions with children, young people and their families where sexual harmful behaviour is evident. |
| Experience | AF/I/E | Experience of offering therapeutic interventions for children, young people and their families where harmful sexualised behaviour is evident. |



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| Experience | AF/I/E | Experience of working with children who have special educational needs or learning difficulties and disabilities |
| Experience | AF/I | Understanding of ACES and trauma informed practice when working alongside children who present with harmful sexualised behaviours |
| Experience | AF/I | Experience working collaboratively with agencies and partners to deliver interventions to support positive and lasting change. |
| Experience | AF/I | Experience of working with other professionals/agencies and developing positive working relationships. |
| Experience | AF/I | Experience of writing court or similarly formal reports. |
| Experience | AF/I/E | Experience of working with people from ethnic minority backgrounds. |
| Skills | AF/I/E | Understanding of the different methods of professional social work and / or psychological assessment, formulation and interventions, frequently requiring sustained and intense concentration. |
| Skills | AF/I | Skills in individual, family/group work |
| Skills | AF/I/E | Skills and experience in working with children and young people who have communication difficulties |
| Skills | AF/I | Understanding of legislation/national guidelines/research in relation to Children and Families work, |



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| | | social work and/or youth justice work. |
| Skills | AF/I | Understanding of children's emotional wellbeing, trauma, abuse and mental health and its impact on development. |
| Skills | AF/I/E | 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. |
| Skills | AF/I/E | Demonstrate skills in risk assessment and management and how these influence and shape safety planning with clients. |
| Skills | AF/I/E | Ability to manage the multiple demands of the role; managing a caseload, where there are a range of complexities, and offering consultation to agencies and professionals who are directly working alongside children, families and caregivers who are experiencing sexualised behaviours. |
| Skills | AF/I/E | Ability to interact effectively with children, young people, their parents, carers and professional networks. |
| Skills | AF/I/E | Ability to contain and work with organisational stress. |
| Skills | AF/I/E | 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. |



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| Skills | AF/I/E | Awareness of the impact of discrimination, disadvantage and social deprivation and a commitment to anti-discriminatory practice. |
| Skills | AF/I/E | Ability to write high quality reports/maintain accurate records in a timely manner. |
| Skills | AF/I/E | High standard of communication skills. |
| Skills | AF/I/E | Ability to make formal presentations to review meetings, panels, and court. |
| Skills | AF/I/E | An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016 |
| Skills | AF/I/E | Ability to work in a team setting and in partnership with other professionals/agencies |
| Skills | AF/I/E | Ability to work with other agencies and forge positive working relationships. |
| Skills | AF/I/E | Understanding of and to make full and constructive use of management and professional practice supervision. |
| Skills | AF/I/E | Prepared to apply and work within procedures, policies and practices laid down by BCT. |
| Skills | AF/I | Basic level of IT literacy. |
| Training | AF/I | Evidence of post qualification CPD and willingness to participate in further training. |
| Training | AF/I | Experience in delivering training to others. |



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| Training | AF/I | Evidence of post qualifying training in therapeutic models/practice relevant to emotional wellbeing of children subject to Early Help support, Child in Need, Child Protection plans or placed in care. |
| Other | AF/I | Awareness of needs of people in multi-cultural society with consideration of how this would apply to interventions and supports for children, families and caregivers who have been exposed to harmful sexualised behaviours. |
| Other | AF/I/E | Understanding of disadvantage and social deprivation and the impact of this. |
| Other | AF/I/E | Ability to demonstrate personal commitment to equality of opportunity and anti-discriminatory practice. |
| Other | AF/I | Prepared to work flexibly, to meet the needs of both the service and service users. |

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.

