

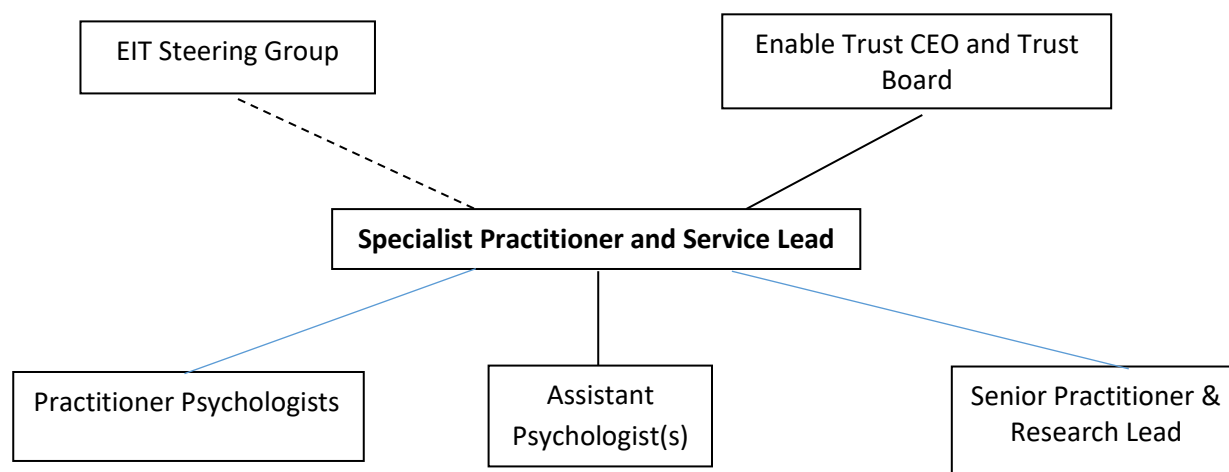
## Job Description and Person Specification

<b>Job Title:</b>	<b>Specialist Practitioner and Service Lead</b>
<b>Salary/Range:</b>	Enable Trust £55,208 (Full time salary £69,010)
<b>Hours:</b>	29.6 hours per week, all year round. Worked Monday to Thursday
<b>Base:</b>	Hybrid working - home, and Trust school sites in Alveston, Thornbury, and Yate.
<b>Responsible to:</b>	CEO and EIT Steering Group
<b>Direct Supervisory Responsibility for:</b>	All EIT staff.
<b>Important Functional Relationships: Internal/External</b>	Clinical Psychologist for Enable Trust, local authorities, schools, children and young people, parents and carers, Pathways Learning Centre.

### Expectations of the Post holder:

- The post holder will lead a highly specialised psychology service for children and young people, their families, and schools, through work with the service extension initiative: Enable Inclusion Team, as part of the Vanguard project.
- The post holder will be an experienced and capable educational or clinical psychologist and will be able to deliver DNA-V coaching services for children, families and school staff in schools in South Gloucestershire, Bristol and North Somerset.
- The main duties are to provide coaching and therapeutic support for children, young people, families and schools, focused around children with social, emotional and mental health needs, including those at risk of permanent exclusion and those presenting as anxious about and avoidant of school (EBSA). This work can be direct with the CYP, their school staff team and/or their family. The primary models being used are drawn from the world of Contextual Behavioural Science (CBS, see [Home | Association for Contextual Behavioral Science \(contextualscience.org\)](http://Home | Association for Contextual Behavioral Science (contextualscience.org))), including DNA-V (see [DNA-V Model of Psychological Flexibility | DNA-V International \(dnav.international\)](http://DNA-V Model of Psychological Flexibility | DNA-V International (dnav.international))), Acceptance and Commitment Therapy (ACT) and Positive Behaviour Support (PBS).
- The post will involve using a range of function-based assessment and formulation processes, clinical interviews and direct observations in order to create and support the implementation of intervention plans with the CYP within their natural social networks. There will also be a need to assess and support the management of complex risks for the CYP.
- The post holder will act as a strategic lead or the further growth and flourishing of EIT, as a service moving from a local service to a regional service with multiple purposes, including working with CYP at risk of exclusion and those presenting as EBSA, as well as supporting school-wide systems change through projects such as CRISP and Whole School Positive Behaviour Culture development (see [Enable Trust - Enable Inclusion Team](#)).
- The post holder will be mainly funded as part of the NHS-E Vanguard programme, and will form a core part of the growth and flourishing of the Enable Trust offer to the regional community.
- The role of the post holder will be to develop strong partnership relationships with other local organisations and commissioning bodies, including Local Authorities and Multi-Academy Trusts (MATs), to help secure sustainable sources of future funding for EIT.
- The post holder must have integrity and discretion at all times.
- Positive interactions with staff and students are an expectation.
- The post holder must be proactive in keeping professional knowledge up to date and have a commitment to personal and professional development.
- It is crucial that all staff in Enable Trust adhere to and actively support Trust policies.

### Organisational chart:



The post holder will be managerially accountable to the Enable Trust CEO and Board of Trustees, as well as the project Steering Group.

### Job Purpose :

- To lead the Enable Inclusion Team, in supporting learners with or without an Education Health Care Plan, in South Gloucestershire, Bristol and North Somerset schools to enable children and young people to learn, use and extend key psychological and social skills (see <https://dnav.international/>) that in turn will support their wellbeing, school placement and educational engagement.
- To coach, support and train school and other staff, alongside family members and carers, to support the development of children's DNA-V skills.
- To deliver direct assessment, intervention, coaching and consultation services to the teaching staff, other professionals and families and carers of children and young people referred to the service.
- Supervision of team members and other professionals working with children and young people referred to the service.
- To ensure the safety of children and young people at all times and to undertake risk assessment and risk management when appropriate.
- Propose changes in service developments, guidelines, protocols and projects relevant to children referred to the service.
- Undertake or support research and audit relevant to this service.
- Provision of teaching, as required, to other professional staff.
- To be part of recruitment of EIT staff, as appropriate

### Key Responsibilities

#### Clinical work:

- Providing CBS-informed support to school staff on effective approaches to use day-to-day with CYP at risk of exclusion, CYP presenting as anxious about school and with other SEMH-relate needs.
- Providing Acceptance and Commitment Therapeutic coaching and parenting support directly with the parents and carers of CYP at risk of exclusion, and parents of CYP presenting as anxious about school and with other SEMH-relate needs.
- Providing DNA-V therapy directly with the child or young person at risk of exclusion. DNA-V is a developmentally sensitive form of ACT and therefore complementary to the therapeutic offer to parents. It is currently being used to support children in South Gloucestershire in partnerships between CAMHS, the Educational Psychology Service and Pathways Learning Centre.

**Financial Management:**

- Work with the Trust to ensure the commissioning of EIT work makes the best possible use of resources through effective strategic planning, including consideration of all financial implications.

**Leadership and Management:**

Contribute to the vision, aims and development of the Trust by:

- Providing leadership and guidance, including direct line management and supervision responsibility for EIT, ensuring staff are fulfilling their responsibilities efficiently and effectively to support the teams aims.
- Ensuring Trust and Academy policies and procedures are disseminated to all staff and adhered to.

**General**

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive definition of the post but sets out the main expectations of the Trust in relation to the post holder’s professional responsibilities and duties. In addition you may be expected to take part in any other reasonable duties which may be required.

**Core Expectations**

Staff should recognise that as the Trust develops, job roles may need to change focus and job descriptions will be reviewed accordingly. Staff need therefore to be flexible in their approach to accommodate the changing needs of the Trust and to participate fully in professional development which supports this.

**Job Context**

- EIT will extend South Gloucestershire, Bristol and North Somerset LAs’ current therapeutic service provision in schools and with families for children and young people with a high prevalence of Adverse Childhood Experiences presenting with multiple, persistent and complex needs and high-risk behaviours, anxiety and SEMH needs.
- The project is a targeted / specialist extension of an existing continuum of education, social care and community health therapeutic services, including jointly commissioned Intensive Positive Behaviour Support for children with learning disabilities and autism.
- The extension will use evidence based, trauma-informed therapeutic coaching models to work concurrently with schools, young people and their parents/carers
- Both the overall service model and individual, personalised intervention plans will be coproduced with schools, young people and families
- The extension will begin to meet the Framework for Integrated Care KPIs.

**Supervision**

- The post holder will be the lead person for the operation of this project and will therefore be expected to use initiative to anticipate requirements and deal with situations as they arise.
- The post holder will report to the Trust CEO, through regular 1:1 meetings.
- Staff supervised by the post holder have allocated duties but will require monitoring, advice and training.
- The post holder will be expected to undertake annual performance management review meetings with those staff they line manage.

**Working Environment**

Hybrid working - home and Enable Trust schools in Alveston, Thornbury and Yate.

**Equipment**

Use of IT facilities and general office equipment

**Special Notes or Conditions**

Enable Trust is committed to safeguarding and promoting the safety and welfare of children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting, including an enhanced DBS disclosure check.

The post holder has a responsibility for their own health and safety at work and that of others ensuring they have received adequate training for any activities they undertake as part of their job role.

## **Person Specification - Specialist Practitioner and Service Lead**

### **Enable Inclusion Team (EIT)**

#### **Essential Criteria**

- Doctorate or equivalent in applied psychology.
- Qualified psychologists must be registered with HCPC as a practitioner psychologist.
- Ability to lead services and projects.
- A minimum of 6 years post qualification experience of providing an assessment, intervention and consultation service to children and young people.
- The ability to present complex information effectively and sensitively to a range of audiences with underpinning sound psychological knowledge and evidence based approaches.
- Ability to support and motivate staff within the contexts of both performance management and professional supervision and the ability to operationalise new initiatives to secure changes in practice and behaviour.
- Strong knowledge of and expertise in delivery of the DNA-V model and other models from the world of contextual psychological science.
- Understanding and experience of working within a trauma-informed way.
- Ability to conduct risk assessments and develop risk management plans for children and young people.
- The ability to address complex practice issues within the context of multi-disciplinary team working.
- Experience of the use of evidence-based practice and practice-based evidence within applied psychology practice
- Experience and knowledge of applying psychology within educational settings in order to improve outcomes for children, families and schools.
- Able to demonstrate knowledge and experience of equalities and diversity issues.

#### **Desirable Criteria**

- Knowledge and experience of supervising trainee psychologists offering and structuring supervision and liaising, as required with University bodies.
- Taking a lead in managing people or projects.
- Innovative, opportunistic and creative approach to service delivery.
- Sound analysis and decision-making in dealing with service delivery matters.
- Ability to organise case conferences with other agencies.
- The ability to conduct formal psychological assessments.
- The ability to contribute to teaching/training of other professions in psychological matters.
- The ability to undertake research and evaluation.
- The ability to use and deliver supervision.
- The ability to provide supervision for trainees and students as required.
- The ability to supervise assistant psychologists, qualified clinical psychologists, and other members of the service as appropriate.
- The ability to contribute to teaching/training of other professions on psychological matters.
- The ability to support skills development for junior staff and staff from other agencies to facilitate delivery of complex interventions in a way that families and children with a variety of needs can engage in.
- The ability to use email, internet and data bases.