

| Job Description for Therapist (Children’s Home & Community Settings) | |
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| Locations | Children’s Home, Yvonne House, in Lambeth SW8 4TE. Semi-Independent Living Project: Delivered in our 1-bed training flats in Southwark & Lewisham. The Community office is based in North Lambeth SE11 6EE. |
| Salary | £45,000 pro rata + £500 training budget + work-related travel expenses from home + external clinical supervision + wellbeing budget of £25 pcm + pension with Nest |
| Hours | Part Time (3 to 4 x 8hr days, 24 to 32 hours pw) |
| Report to | Responsible Individual/CEO |
| Summary of Role | Emotionally support children and young people in and leaving the care of their local authority to support the development of critical social and emotional skills to help emotional regulation, improve social skills, and deal with here-and-now issues. Working week breakdown up to 3 to 4 x 1:1 therapy sessions per day; attend key meetings with the network and internal team meetings for care and safety planning. |
| Core Duties | <p>Young people’s views, wishes & feelings</p> <ol style="list-style-type: none"> 1. Strive to gain a positive and enabling therapeutic alliance with young people, offering natural rapport, respect, genuine empathy, positive regard and help them to express their views, wishes and feelings. 2. Be flexible, adaptable, and creative in your approach to therapy appointments i.e. meeting in their own homes, making use of public spaces to encourage relationship building. 3. Help each young person to understand how their privacy will be respected and the circumstances when it may have to be limited. 4. Regularly consult young people, and seek their feedback, about the quality of the therapy and support they receive. <p>Young people’s health, well-being & relationships</p> <ol style="list-style-type: none"> 1. Help young people to achieve the health and well-being outcomes recorded in relevant plans, promoting healthy lifestyles. 2. Help young people to develop strategies for self-regulation. 3. Help young people to understand, in a way that is appropriate according to the young person’s age and understanding, personal, sexual, and social relationships and how those relationships can be supportive or harmful. 4. Help young people to develop and practice skills to resolve conflicts positively and without harm to themselves and anyone. |

Protect young people/young parents and infants from harm and enable them to keep themselves safe

1. Identify and act upon signs that a young person/young parent/child are at risk of harm.
2. Take effective action whenever there is a worry or serious concern about a young person's or child's welfare.
3. Recognise incidents or indications of bullying and how to deal with them.

Help young people develop resilience and skills to live independently as an adult

1. Help young people manage their emotions and feelings and tolerate distress.
2. Help young people develop an understanding of who they are and a sense of belonging – including family, diversity, equality, and inclusion (race, culture, religion, disability, sexuality, or gender).
3. Continually assess risks and needs and work closely with Practitioners and Managers to safety plan and offer the best quality package of support possible.

Monitoring and reporting on the experiences of young people

1. Keep accurate, timely and secure records in the form of weekly reflective reports to be shared internally and with Children's Social Care, crucial for client experience and involvement.
2. Liaise with other agencies regarding mental health, medication, and community support. When required, attend Professionals Meetings building positive relationships with the network.
3. To review the Practitioners' reports and incidents to track progress and concerns.
4. To record weekly stats on tracking spreadsheets to best capture the journey of change.

Team working

1. Attend Team Meetings to share practice, learning and insights, promote connectivity and collaboration within and across teams.
2. Keep up-to-date knowledge around incidents and challenges affecting teams to promote and achieve an integrated and supportive working environment for all.

Self-care, performance management & clinical supervision

1. Reflect on your own practice, in emotionally challenging circumstances, using external clinical supervision and line management supervision and develop ideas for future service and personal development.
2. Be responsible for continuous professional development in your practice.

Person Specification for Therapist (Residential & Community Settings)

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| <p>Knowledge & Skills</p> | <ol style="list-style-type: none"> 1. Trained and experienced in a modality with registration with BACP or equivalent Skills to identify and act upon signs that a child or young person is at risk of harm. 2. Good understanding of the importance and limits of confidentiality within a therapeutic context. 3. A thorough understanding of Developmental Trauma. 4. Understanding of challenges of delivering frontline support. |
| <p>Personal Attributes</p> | <ol style="list-style-type: none"> 5. Flexible, approachable, resilient, able to manage and take care of your own needs. Intuitive, a team player, creative and able to think on your feet. 6. Works with integrity, warm and thoughtful. 7. A commitment to continued personal and professional development. |
| <p>Championing Diversity</p> | <ol style="list-style-type: none"> 8. Value people, their diversity, and contributions – treat everyone fairly with respect and dignity and respond sensitively to differences; being approachable and actively co-operating with others; encouraging participation. 9. Understand cultural sensitivity, recognising the importance of naming difference and exploring heritage. 10. You will be capable of intercultural communication and calling out unconscious bias. |
| <p>Other</p> | <ol style="list-style-type: none"> 11. Use of IT - able to use basic desktop functions (MS Office, Excel, PowerPoint) and appropriate related technology, e.g. WhatsApp. 12. Ability to work flexibly to meet business needs. 13. An enhanced level DBS check. |