

Job Description

Our vision: To support our local communities by excelling in everything we do together.

Job Title:	Senior Clinical Psychologist
Band:	Band 8a
Locality:	Specialist Services
Service:	CAMHS & Child Psychology Integrated Service
Base:	Royal Preston Hospital/Preston CAMHS&CPS base
AfC Ref:	
Hours of work:	30 hours per week

Reporting Arrangements:

Reports to: **Nominated Team leader / Operational Manager**
 Responsible to: **Locality Lead for Psychological Services**

JOB SUMMARY

- The post holder will support the provision and delivery of high quality psychological services within their specific geographical area and work closely with senior colleagues to achieve this.
- To provide a qualified specialist clinical psychology service to children, young people and their families with the Paediatric Diabetes Team at Royal Preston Hospital
- To provide specialist psychological assessment, formulation and psychological therapies
- To offer advice and consultation to non-psychology colleagues and to other non-professional carers.
- To offer placements to Clinical Psychology Trainees and provide clinical supervision
- To work autonomously within professional guidelines and the overall framework of the Specialty and Psychology service's policies and procedures.
- To utilise research skills for audit policy and service development within the area served by the service.
- The post holder will liaise closely with the Consultant Clinical Psychologist, Principal Clinical Psychologist and other key senior staff as requested to support the implementation of agreed system changes and service developments within the network.

Key Relationships

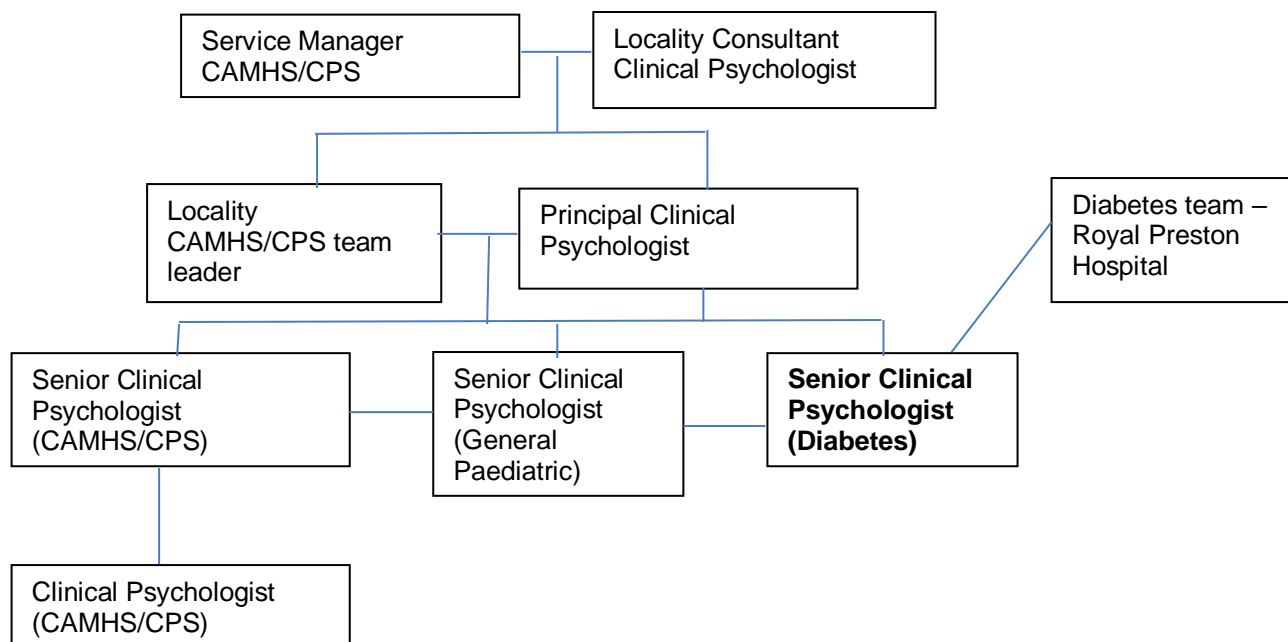
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| <ul style="list-style-type: none"> • Individuals, Families, Referrers and Communities • Paediatric Diabetes team • CAMHS/CPS MDT members • Education Services • GPs & Primary Health Care Team • Social Care • Other qualified psychologists and therapists | <ul style="list-style-type: none"> • Managers • Clinical Leadership Team • Other Healthcare Professionals • Voluntary / Independent Sector • Safeguarding Team • Trainee Psychologists and Other Learners |
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Department Chart – Preston CAMHS/CPS



WORKING CONDITIONS/ENVIRONMENT

- To work within defined clinical areas, travelling as required to provide a locally accessible service, necessitating the means to transport yourself to other locations.
- Basic keyboard skills are required as is sitting in a constrained position
- Frequent client interviews necessitate maintaining intense concentration and involve frequent exposure to highly distressing circumstances, as well as frequent exposure to verbal aggression and the risk of physical aggression.

KEY RESULT AREAS

Clinical

1. To provide specialist psychological assessments of children, young people and their families referred to the Paediatric Diabetes team, based upon the appropriate use, interpretation and integration of highly complex psychological data from a variety of sources including psychological and neuropsychological tests, self-report measures, rating scales, direct and indirect structured observations and semi-structured interviews with clients, family members and others involved in the child's care.
2. To formulate and implement plans for the formal psychological treatment and/or management of a child's or young person's psychological problems, based upon an appropriate conceptual framework of the person's problems, and employing methods of proven efficacy as appropriate for their age range, across the full range of contexts including community, out-patient, in-patient, school and residential settings. To be responsible for implementing a range of psychological interventions for individual children, carers, families and groups, adjusting and refining psychological formulations, drawing upon different explanatory models and maintaining a number of provisional hypotheses.

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3. To conduct neuropsychological assessments with children and adolescents, where applicable, interpreting the results with reference to evidence based models and providing verbal and written feedback to clients, their families and other professionals involved in a child's care.
4. To evaluate and make decisions about treatment options taking into account both theoretical and therapeutic models and highly complex factors concerning historical and developmental processes that have shaped the child, young person, family or group.
5. To exercise autonomous professional responsibility for the assessment, treatment and discharge of clients whose problems are managed by psychologically based treatment plans.
6. To ensure that professionals in other agencies working with a child, young person or family have access to a psychologically based formulation and treatment plan for children, young people or families seen within the service, through the provision of advice and consultation and the dissemination of psychological research and theory.
7. To screen/assess and manage factors which may indicate a level of psychological or physical risk for individual children and their families, and to provide general advice to other professionals on psychological aspects of risk assessment and management.
8. To coordinate multi-agency or multi-disciplinary input, where appropriate, for children, young people and their families, taking responsibility for initiating planning and review of treatment plans including children/young people, their families and referring agents, and communicating effectively with the child/young person, family and all others involved in the network of care, and to monitor progress during the course of multi-disciplinary interventions.
9. To communicate highly complex and highly emotive information in a skilled and sensitive manner often within a context of hostility information concerning the assessment, formulation and treatment plans of children, young people and families under their care and to monitor and evaluate progress during the course of both uni- and multi-disciplinary care. To communicate highly complex and/or sensitive information to children, young people, their families and other professionals involved in their care.
10. To demonstrate awareness of potential communication difficulties and/or cultural considerations and, where appropriate adapt professional practice accordingly, involving identification of, and effective liaison with, appropriate support services (e.g., advocacy, family support, translators).
11. To provide expertise, advice and support to facilitate the effective and appropriate provision of psychological care by all members of the Paediatric Diabetes team.

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Teaching, training and supervision

1. To provide clinical placements for trainee clinical psychologists, ensuring that trainees acquire the necessary skills, competencies and experience to contribute effectively to good psychological care, and to contribute to the assessment and evaluation of such competencies.
2. To provide clinical supervision to clinical colleagues where agreed.
3. To provide advice, consultation and training to other members of the service for their provision of psychologically based interventions to help improve clients' functioning.
4. To maintain and develop skills in the area of professional post-graduate training and clinical supervision.
5. To provide advice, consultation and training to staff working and other professionals working with the client group across a range of agencies and settings, where appropriate.
6. In common with all clinicians to receive regular clinical supervision in accordance with good practise guidelines (LSCFT and BPS). To receive regular professional supervision from a more senior clinical psychologist.
7. To continue developing specialised clinical competencies through attendance at relevant post qualification training and at regional networks (e.g. SIG).

Management, recruitment, policy and service development

1. To participate as a senior clinician in the development of a high quality, responsive and accessible service including advising both service and professional management on those aspects of the service where psychological and/or organisational matters need addressing.
2. To represent CAMHS/CPS at a local level by attending relevant multi-agency and multi-disciplinary forums, in order to support the development of multi-disciplinary and inter-agency working.
3. To participate as appropriate in staff recruitment, both in the short-listing process and as a member of interview panels for assistant, trainee and qualified clinical psychologists.
4. To contribute towards the systematic governance of practice within the child service.

Research and service evaluation

1. To contribute to the evaluation, monitoring and development of CPS/CAMHS operational policies, through the deployment of professional skills in research, service evaluation and audit and ensuring incorporation of psychological frameworks for understanding and provision of high quality care.
2. To utilise theory, evidence-based literature and research to support evidence based practice in individual work and work with other team members.
3. To undertake appropriate research and provide research advice to other clinical psychologists or other professionals undertaking research.



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4. To initiate project management, including complex audit and service evaluation, with colleagues within the service to help develop and improve services to clients and their families.
5. To commission and supervise research projects at doctoral thesis level undertaken by trainee clinical psychologists, and to assist in the dissemination of the outcomes of this research.
6. To commission and supervise other research and audit projects undertaken by assistant psychologists.
7. To record clinical observations and information relevant to children and young people in accordance with service policy, ensuring accurate documentation of clinical activity and outcomes.

General

1. To ensure the development, maintenance and dissemination of the highest professional standards of practice, through active participation in internal and external CPD training and development programmes, in consultation with the Locality Consultant lead.
2. To ensure the development and articulation of best practice in psychology within the lead service areas outlined and contribute across the service by exercising the skills of a reflexive and reflective scientist practitioner, 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.
3. To maintain and promulgate the highest standards of clinical record keeping including electronic data entry and recording, report writing and the responsible exercise of professional self-governance in accordance with professional codes of practice of the British Psychological Society and Trust policies and procedures.
4. To maintain up to date knowledge of legislation, national and local policies and issues in relation to both the specific client group and mental health.
5. To participate in departmental and specialty meetings.

The range of duties and responsibilities outlined above are indicative only and are intended to give a broad flavour of the range and type of duties that will be allocated. They are subject to modification in the light of changing service demands and the development requirements of the post-holder



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Person Specification

Our vision: high quality care, in the right place, at the right time, every time.

Description	Essential	Desirable	Assessment
Education/ Qualifications	<p>Doctoral level training in clinical psychology, including specifically models of psychopathology, clinical psychometrics and neuropsychology, two or more distinct psychological therapies and lifespan developmental psychology, as accredited by the BPS.</p> <p>Current registration with the HCPC as a Practitioner Psychologist (Clinical)</p>	<p>Pre-qualification training and qualifications in research methodology, staff training and/or other fields of applied psychology.</p> <p>Additional training / qualifications in evidence based specialist psychological therapies applicable to children, young people, their parents and/or carers.</p> <p>Formal training in supervision of other clinical psychologists</p>	<p>Application form</p> <p>Interview</p> <p>Certificates</p> <p>Registration</p>
Knowledge	<p>Doctoral level knowledge of clinical psychology</p> <p>Skills in the use of highly complex methods of psychological assessment intervention and management frequently requiring sustained and intense concentration.</p> <p>A high level of ability to communicate</p>	<p>Well-developed knowledge of the theory and practice of specialised psychological therapies in specific difficult to treat groups (e.g. Attachment difficulties, complex Trauma, neurodevelopmental difficulties etc), and with children and young people with a range of health conditions including Diabetes</p>	<p>Application form</p> <p>Interview</p> <p>Reference</p>

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	<p>effectively, orally and in writing, highly technical, and clinically sensitive information to children and young people, their families, carers and other professional colleagues both within and outside the NHS.</p> <p>Skills in providing consultation to other professional and non-professional groups.</p> <p>Doctoral level knowledge of research design and methodology, including complex multivariate data analysis as practiced within the field of clinical psychology.</p> <p>Knowledge of child protection and other key legislation and its implications for both clinical practice and supervision regarding work with children, young people and their families/carers.</p> <p>Evidence of continuing professional development as recommended by the BPS by completion of CPD</p>	<p>Well-developed knowledge of theory and practice of highly specialised psychological therapies and assessment methodologies</p>	
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	<p>log demonstrating a minimum of 40 hours per year.</p> <p>Ability to plan and prioritise own workload</p> <p>Advanced word processing skills. Advanced use of presentation software such as MS PowerPoint. Use of internet for searching documents and research. Use of Email.</p> <p>Skills in the use of statistical packages such as SPSS. Use of MS EXCEL or similar spreadsheets to analyse data numerically and graphically.</p>		
Experience	<p>Experience of working as a qualified clinical psychologist with children, young people and their families, presenting with the full range of clinical severity across the full range of care settings, including Paediatric settings.</p> <p>Experience of working systemically with family and carer groups and establishing the most effective methods of working with</p>	<p>Substantial experience of contributing a psychological perspective within the context of multidisciplinary care</p> <p>Experience in working with children and young people with Diabetes</p> <p>Experience of the application of clinical psychology in different cultural contexts.</p>	<p>Application form Interview Reference</p>

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	<p>children, young people and their carers.</p> <p>Experience of exercising full clinical responsibility for clients' psychological care and treatment, both as a professionally qualified autonomous practitioner and also within the context of a multidisciplinary treatment plan.</p> <p>Experience of teaching, training and supervising</p> <p>Demonstrable experience of conducting complex audit/research and service evaluation.</p>		
Skills & Abilities	<p>Ability to sit in constrained positions when working with clients</p> <p>Ability to sustain intense levels of concentration, responding and participating as required.</p> <p>Ability to self-reflect and use clinical supervision appropriately.</p> <p>Ability to cope with unpleasant working</p>		<p>Application form</p> <p>Interview</p> <p>Reference</p>

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	environments or conditions. Ability to cope in, and deal with highly distressing emotional circumstances		
Other	<p>Able to working to professional guidelines.</p> <p>Ability to identify provide and promote appropriate means of support to carers and staff exposed to highly distressing situations and severely challenging behaviours.</p> <p>Ability to identify, and employ, as appropriate, clinical governance mechanisms for the support and maintenance of clinical practice in the face of regular exposure to highly emotive material and challenging behaviour.</p> <p>Ability to teach and train others, using a variety of complex multi-media materials suitable for presentations within public, professional and academic settings.</p> <p>Ability to articulate and interpret</p>	<p>Experience of working within a Multicultural framework</p> <p>Record of having published in either peer reviewed or academic or professional journal and/or books.</p>	<p>Application form</p> <p>Interview</p> <p>Reference</p>

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	<p>clearly the role of the profession of clinical psychology based upon a good understanding of the framework of government and national professional policy.</p> <p>Willingness to undergo an enhanced DBS check.</p> <p>Ability to drive or access suitable transport in order to work from different bases within the working week.</p> <p>Able to work in UK</p>		
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EFFORT FACTORS

PHYSICAL EFFORT What physical effort is required for the job?	How often?	For how long?	What weight is involved?	Any mechanical aids?
Limited. Transportation of cognitive tests.	Infrequent	To car/ DV	Within Trust guidance on manual handling weights	No

Is the job holders expected to sit / stand in a restricted position?	How often?	For how long?	What activity is involved?
Yes	Every shift	Varies depending on duties (admin versus clinical sessions)	Sitting for therapy sessions (1 hour)/ admin

MENTAL EFFORT Are there any duties requiring particular concentration? – Please detail.	How often?	For how long?
All clinical duties, particularly therapy sessions. Leading complex case forums where appropriate.	daily	Extended periods
Are there any duties of an unpredictable nature? – Please detail.	How often?	For how long?
Home visits	occasionally	1 hour plus travel

EMOTIONAL EFFORT Does the job involve dealing with any distressing or emotional circumstances? – Please detail.	Direct / Indirect exposure	How often?
Working with patients and/or parents demonstrating high levels of distress	Both	Daily
WORKING CONDITIONS Does the job involve exposure to unpleasant working conditions? – Please detail.	How often?	
Home visits	Occasionally	

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Our Values & Behaviours

The values and behaviours represent what we as an organisation, and the individuals who make up that organisation, are about. It is our aim that everything we do fits in with, and reinforces, these values:

Values	Behaviors we expect
<i>We are always learning</i>	<ul style="list-style-type: none"> ✓ We seek our opportunities to learn so we are supported to reach our potential ✓ We set high standards and are open to change and improvement ✓ We value appraisals, supervision and learning opportunities ✓ We speak up if we are concerned about safety and focus on opportunities to improve
<i>We are respectful</i>	<ul style="list-style-type: none"> ✓ We are open and honest, ensuring people receive information in ways they can understand ✓ We seek, value and support diverse perspectives, views and experiences ✓ We put service users and carers at the heart of everything we do, proactively seeking feedback ✓ We take pride in our work and take responsibility for our actions
<i>We are kind</i>	<ul style="list-style-type: none"> ✓ We are approachable and show compassion ✓ We actively listen to what people need and proactively offer our support ✓ We pay attention to our own wellbeing and the wellbeing of others ✓ We celebrate success and provide feedback that is sincere and genuine
<i>We are a team</i>	<ul style="list-style-type: none"> ✓ We take personal and team accountability to deliver the highest standards of care ✓ We work in active partnership with service users and carers ✓ We actively build trusting relationships and take time to celebrate success ✓ We work in collaboration with our partners to enable joined up care

Special Conditions:

As a member of staff you have:

- Legal duties and responsibilities under Health & Safety legislation, plus a general duty to work safely and not to put others at risk i.e. colleagues, service users, visitors, as a result of any activity or omission at work.
- A duty to report any practice that you consider compromises standards of risk and health & safety. The Whistle-blowing Policy gives effect to the Public Interest Disclosure Act under which an individual who raises such concerns for unfair treatment is protected.

All Lancashire & South Cumbria NHS Foundation Trust staff employed within all Environments that have contact with service users, their families or systems to support them have a responsibility to safeguard and promote the welfare of children, adults and vulnerable families.

As a member of staff you must:

- All Lancashire & South Cumbria NHS Foundation Trust staff employed within Clinical Environments have contact with children, vulnerable adults, service users and their families must familiarise themselves and be aware of their responsibilities and adhere to Local Safeguarding

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Children's Board, Local Safeguarding Adult Board and LSCFT Procedures for Safeguarding and Protecting Children.

- The Trust places great emphasis on the need for the strictest confidentiality in respect of personal data - both that of service users and staff. All information about people will be treated in the strictest confidence at all times. Breaches of confidentiality will be investigated and may lead to Disciplinary action being taken.
- The Trust view its responsibility under the Data Protection Act and the Caldicott Principles as central to all activities that are carried out in its name. Staff are therefore expected to acquaint themselves with the principles of Information Governance, and to complete the mandated training modules that have been agreed."
- The Trust places great importance on sustainable development, reducing their carbon footprint and maximising the positive social, economic and environmental outcomes of Trust actions and activities. As an employee it will be your responsibility to minimise your environmental impact, use resources efficiently, saving energy by switching off unnecessary equipment, reducing waste generation, using recycling / redistribution facilities, minimising travel and saving water when possible. If your role involves purchasing / ordering supplies you must consider the environmental / sustainable impacts and purchase optimal environmental / sustainable products / services.

Promoting Equality and Reducing Inequalities

- To understand and uphold organisational policies and principles on the everyday promotion of equality, diversity and inclusion.
- To create an inclusive working environment which values a variety of ideas, experiences and practice, where differences are respected and celebrated for the benefit of ourselves, the Trust and the communities we serve.
- To uphold the Trust's commitment to health and wellbeing



**We are
Kind**



**We are
Respectful**



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