

Job Description

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

Job Title:	Preceptorship Clinical/Counselling Psychologist or Senior Clinical/Counselling Psychologist
Band:	7 / 8a
Locality:	The Bay, Lancaster, Morecambe, Kendal, Barrow
Service:	All Age Eating Disorder Service
Base:	Altham Meadows, Morecambe
AfC Ref:	
Hours of work:	37.5 hours per week

Our Values

The values 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:

- *We are always learning*
- *We are respectful*
- *We are kind*
- *We are a team*

Job Summary

- To ensure the systematic provision of a high quality specialist psychology service for people struggling with eating disorders across the age range and in and across a variety of settings, including home, community and education contexts.
- To offer advice, consultation and supervision on this client group's psychological care to psychology colleagues, non-psychology colleagues and other non-professional carers.
- To work closely with and to support the Team Leader with the management of clinical issues within the local team.

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- To work autonomously within professional guidelines and exercise responsibility for the systematic governance of psychological practice within the service. To propose and implement policy changes within the area served by the team/service.
- To utilise doctoral level research skills for audit, policy and service development and research and to supervise research carried out by trainee and assistant psychologists.

Key Relationships

Professionally Accountable to: Consultant Clinical Psychologist/ Principal Clinical Psychologist (service wide)

Managerially Accountable to: Team Leader (locality) and Service Manager (service wide)

Department Chart

The service is currently undergoing transformation – this information can be provided at interview.

Key Responsibilities

Communication and Relationship Skills

To provide specialist psychologically informed advice, guidance and consultation to other professionals contributing directly to client's formulation, diagnosis and treatment plan.

To communicate, in a skilled and sensitive manner, information concerning the assessment, formulation and treatment plans for clients and family/carers under their care and to monitor progress.

To communicate and liaise where appropriate with all other professionals involved in the individual client's treatment and ongoing mental health care.

To provide regular information to clients' GP and/or referrer about the treatment process and outcome, initial and ongoing risk assessments, making appropriate disclosure and referral onward where necessary.

To provide information reports as required by the team leader and others e.g. clinical lead, in order to facilitate effective communication with referring agencies and commissioners.

To improve wellbeing through interventions and encouraging access to other agencies that provides social prescribing and promote social inclusion.

To advise both service and professional management on those aspects of the service where psychological and/or organisational matters need addressing.

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Analytical and Judgmental Skills

To provide a psychological assessment and therapy service based upon the appropriate use, interpretation and integration of complex data from a variety of sources, including psychological assessments, self-report measures, rating scales, direct and in direct structured observations as well as interviews with clients, family members and others involved in the client's care.

To undertake risk assessment and risk management for individual clients.

To make decisions regarding suitability for psychological therapy or a particular therapeutic modality with particular regard to issues of risk and referral onward to other specialist services as required.

To formulate and implement treatment plans with clients, normally within an agreed structured time frame, by offering NICE guidelines and evidence based one to one interventions and group interventions.

To exercise sound theoretical knowledge of the processes of a psychological intervention based on evidence of efficacy employing a range of evidence based psychological interventions to meet the needs of the referred client. To develop, monitor and evaluate new areas of care and treatment.

Planning and Organisational Skills

To formulate and implement plans for the psychological treatment of client's problems, based upon an appropriate conceptual framework of the client's problems and employing methods based upon evidence of efficacy.

To plan and organise appropriate material and equipment and have this ready at every session.

To manage own clinical and supervisory case load within guidelines provided by the team operational management and the professional guidelines and ethical framework of appropriate professional governing body.

To provide an agreed level of activity (to include clinical and supervisory caseload) in keeping with service level agreements and agreed by team leader.

To oversee placements as appropriate for trainees, ensuring that trainees acquire the necessary skills, competencies and experience to contribute effectively to mental health care.

To contribute to in service training events through presentations, with information relating to good working practice, special projects and procedural changes.

To take a role in the management of waiting times for psychological therapy in the team and to recommend and take actions to manage access times in conjunction with the team leader.

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Patient/Client Care

To provide specialist psychological assessments of children, young people and adults referred to the eating disorder service 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 a person's care.

To formulate and implement plans for the formal psychological treatment and/or management of a 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 contexts including community, home, leisure, respite or school and residential settings.

To be responsible for implementing a range of psychological interventions for individual children, young people and adults, as well as carers, families and groups, adjusting and refining psychological formulations, drawing upon different explanatory models and maintaining a number of provisional hypotheses.

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, adult, family or group.

To exercise autonomous professional responsibility for the assessment, treatment and discharge of clients whose problems are managed by psychologically based treatment plans.

To ensure that professionals in other agencies have access to a psychologically based formulation and treatment plan for children, young people, adults or families seen within the service, through the provision of advice and consultation and the dissemination of psychological research and theory.

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.

To coordinate multi-agency or multi-disciplinary input, where appropriate, taking responsibility for initiating planning and review of treatment, and communicating effectively with the service user and all others involved in the network of care, and to monitor progress during the course of multi-disciplinary interventions.

To communicate in a skilled and sensitive manner, information concerning the assessment, formulation and treatment plans of service users under their care and to monitor and evaluate

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progress during the course of care. To communicate highly complex and/or sensitive information service users and other professionals involved in their care.

To refer on to appropriate agencies/professionals for treatment or an opinion that is in the person's best interests.

To provide expertise and specialist psychological advice, guidance and consultation to other professionals contributing directly to the person's diagnosis, formulation and intervention plan.

To work closely with and support the Team Leader with management of clinical issues within the local team.

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).

Responsibilities for Teaching, Training and Supervision

To provide clinical placements for trainee clinical/counselling 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 (when at 8a level).

To provide clinical professional supervision and post-qualification training (CPD) to recently qualified clinical psychologists (when at 8a level).

To provide pre-qualification teaching of clinical psychology to doctoral clinical psychology training programmes.

To maintain and develop skills in the area of professional post-graduate training and clinical supervision.

To provide advice, consultation and training to other professionals to help others to provide psychologically informed interventions.

In common with all practitioner psychologists to receive regular clinical supervision in accordance with good practice guidelines.

To attend relevant training to develop expertise in NICE guidelines treatments for eating disorders.

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Responsibilities for Policy and Service Development

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.

To represent the service 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.

To contribute towards the systematic governance of practice within the eating disorder service.

Responsibilities for Finance

No key responsibilities relating to finance.

Responsibility for Human Resources

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 psychologists.

Responsibility for Information Resources

To provide and maintain adequate statistics and records of work as required by the Trust.

Research and Development

To contribute to the evaluation, monitoring and development of the service's operational policies, through the deployment of professional skills in research, service evaluation and audit, ensuring incorporation of psychological frameworks for understanding and provision of high quality care.

To utilise theory, evidence-based literature and research to support evidence based practice in individual work and work with other team members.

To undertake appropriate research and provide research advice to other psychologists or other professionals undertaking research.

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.

To commission and supervise research projects at doctoral thesis level undertaken by trainee psychologists, and to assist in the dissemination of the outcomes of this research.

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To commission and supervise other research and audit projects undertaken by assistant psychologists.

To record clinical observations and information relevant to children, young people and adults in accordance with service policy, ensuring accurate documentation of clinical activity and outcomes.

General

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.

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 psychology and related disciplines.

To maintain and promote 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.

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.

To participate in departmental and specialty meetings.

Freedom to Act

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.

Person Specification

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

Description	Essential	Desirable	Assessment
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Education/ Qualifications	<p>Post-graduate doctoral level training (or equivalent) in clinical or counselling psychology, including specific models of psychopathology, clinical psychometrics and neuropsychology, two or more distinct psychological therapies and lifespan developmental psychology as accredited by the BPS.</p> <p>Professional registration as Practitioner Psychologist with HCPC.</p>	<p>Further or pre-training and qualifications in research methodology, staff training and/or other fields of applied psychology.</p>	<p>Certificates, professional registration.</p>
Knowledge and skills	<p>Doctoral level knowledge of clinical/counselling psychology including highly developed specialist knowledge of lifespan developmental psychology, clinical psychometrics and neuropsychology, particularly the literature pertaining to two or more distinct psychological therapies for use with children, young people, adults and their families/carers.</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 effectively, orally and in writing, highly technical, and clinically sensitive information to children and young people, adults, 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 adults and their families/carers.</p> <p>Evidence of continuing professional development as recommended by the BPS.</p>	<p>Well-developed knowledge of the theory and practice of specialised psychological therapies in specific difficult to treat groups.</p> <p>Knowledge of the theory and practice of two or more highly specialised psychological therapies and assessment methodologies.</p> <p>Experience of conducting holistic and comprehensive assessments for the purpose of producing psychological reports.</p> <p>Completion of supervisor training to enable the supervision of practicing Clinical/Counselling Psychologists/ trainees.</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>	<p>Application Interview</p>

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	<p>Ability to plan and prioritise own clinical workload and research programmes.</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>		
Experience	<p>Experience of working with complex mental health difficulties.</p> <p>Experience of representing psychology within the context of multi-disciplinary care.</p>	<p>Assessed experience of working as a qualified psychologist at a specialist level.</p> <p>Experience of working with service users with eating disorders.</p> <p>Experience of using NICE guidelines recommended approaches for working with eating disorders, such as CBT-ED, MANTRA, FT-AN</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 delivering teaching, training and/or offering professional and clinical supervision to other professionals working with children/ adults who have psychological difficulties.</p> <p>Experience of assessing and treating children, young people and their families across the full range of care settings.</p>	Application Interview

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		<p>Experience of the application of psychology in different cultural contexts.</p> <p>Experience of working with sexual abuse, adult mental illness, verbal aggression, risk of physical aggression and family breakdown.</p> <p>Experience of working systemically with family and carer groups and establishing the most effective methods of working with children, young people and their carers.</p>	
Personal	<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 environments or conditions.</p> <p>Ability to cope in, and deal with highly distressing emotional circumstances.</p>	<p>Ability to exert moderate physical effort whilst conducting practical activities as part of therapeutic group work with children.</p>	Application Interview
Other	<p>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>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>	Application Interview

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	<p>Ability to develop and use complex multi-media materials for presentations in public, professional and academic settings.</p> <p>Ability to articulate and interpret clearly the role of the profession of psychology based upon a good understanding of the framework of government and national professional policy.</p> <p>Ability to drive or access suitable transport in order to work from different bases if needed within the working week.</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?
Low/moderate – at times there may be requirements to carry and transport resources to deliver groups.	Infrequent	To car/ base	Varied – within Trust guidance for manual handling.	No

Is the job holders expected to sit / stand in a restricted position?	How often?	For how long?	What activity is involved?
Yes	Every session	Varies depending on duties (i.e. admin or clinical)	Sitting for therapy sessions (typically 1 hours at a time)

MENTAL EFFORT Are there any duties requiring particular concentration? – Please detail.	How often?	For how long?

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All clinical duties, particularly psychological assessment, therapy & consultation sessions. Contribution to complex case work/ forums. Report writing.	Daily	Extended periods
Are there any duties of an unpredictable nature? – Please detail.	How often?	For how long?
Home visits (although not routinely offered)	Infrequent	Up to 1 hour

EMOTIONAL EFFORT Does the job involve dealing with any distressing or emotional circumstances? – Please detail.	Direct / Indirect exposure	How often?
Working with service users and families showing high levels of distress and high levels of physical health risks. Cases involved in safeguarding children/adults processes. Supporting service users who display self-harm and self-injurious behaviour.	Direct	Daily, possible multiple times a day
WORKING CONDITIONS Does the job involve exposure to unpleasant working conditions? – Please detail.	How often?	
Potentially for any home visits.	Infrequently	

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

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We are a team

- ✓ 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

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

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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**



**We are
Always
Learning**



**We are a
Team**

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