



## PERSON SPECIFICATION

### FFT G Worker (Agenda for Change 7/8a equivalence)

	Essential Criteria	Desirable Criteria
Education/Qualifications	<ul style="list-style-type: none"> <li>Post-graduate doctoral level training in clinical or applied psychology (or its equivalent) accredited by the BPS, or a BPS Statement of Equivalence.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>A Master's level or equivalent professional qualification (e.g. RMN or social work training) may be considered as an alternative if backed up by significant relevant experience.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Masters/Doctoral level qualification in Family Systemic Psychotherapy or equivalent, plus professional qualification.</li> </ul> <p>AND.</p> <ul style="list-style-type: none"> <li>Current UKCP or HCPC or social work registration</li> </ul>	<ul style="list-style-type: none"> <li>Undertaken post-graduate training in systemic therapy</li> </ul>
Experience	<ul style="list-style-type: none"> <li>Substantial (2-3 years) assessed experience of working as a qualified professional with a level of systemic training or as a clinical psychologist with experience of systemic work for the 8a</li> </ul>	<ul style="list-style-type: none"> <li>Experience of assessing and treating clients across the full range of care settings.</li> <li>Experience of working within a</li> </ul>



	<ul style="list-style-type: none"> <li><input type="checkbox"/> Experience of specialist systemic assessment, formulation and intervention with children, young people and families in either community, primary care, CAMH or inpatient settings. (8a)</li> <li><input type="checkbox"/> Experience of exercising full clinical responsibility for the systemic care and treatment of children or young people. (7/8a)</li> <li><input type="checkbox"/> Experience of working with a high degree of professionalism in the face of emotive and distressing problems, verbal abuse and the threat of physical abuse with a wide variety of client groups across the whole life course presenting problems that reflect the full range of clinical severity. (7 and 8a)</li> <li><input type="checkbox"/> Experience of working in a multi-disciplinary team (7 and 8a)</li> <li><input type="checkbox"/> Experience of working with a range of childhood disorders at the acute and chronic stage. (7 and 8a)</li> <li><input type="checkbox"/> Experience of self-harm assessment and intervention with both individuals and their families (7 and 8a)</li> <li><input type="checkbox"/> Experience of risk assessment, risk management and safety planning (7 and 8a)</li> </ul>	<p>multicultural framework.</p> <ul style="list-style-type: none"> <li>• Experience of working with a range of therapeutic modalities.</li> <li>• Experience of working intensively using a systemic approach. Experience of teaching, training and/or professional and clinical supervision</li> </ul>
<p><b>Skills/Abilities</b></p>	<ul style="list-style-type: none"> <li>• Skills in the use of complex methods of psychological or psychosocial assessment, psychological and or systemic formulation, intervention and management frequently</li> </ul>	<ul style="list-style-type: none"> <li>• Skills in providing consultation to other professional and non-professional groups</li> </ul>

	<p>requiring sustained and intense concentration. This requires the use of highly developed analytical and judgement skills, where there are a range of options. (8a)</p> <ul style="list-style-type: none"> <li>• Ability to work in community and family settings, managing the highly complex emotional relationships within and between the component parts of the family and how it interacts with the professional system in ways which maximise the potential for therapeutic outcomes. (7/8a)</li> <li>• Ability to work with families who are experiencing high levels of stress (7 and 8a)</li> <li>• Ability to apply a clinical model of systemic theory and intervention and the ability to achieve adherence to a clinical model. (7 and 8a)</li> <li>• Well-developed skills in the ability to communicate effectively, orally and in writing. (7 and 8a)</li> <li>• Ability to act upon consultation and feedback. (7 and 8a)</li> <li>• Ability to develop pragmatic and goal specific measurable steps that can be set out for young people and their families. (7 and 8a)</li> <li>• Ability to multi-task and manage competing demands and pressures (7 and 8a).</li> <li>• Planning and organising skills for caseload management.</li> <li>• Skills in self-management, including time</li> </ul>	
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	<p>management.</p> <ul style="list-style-type: none"> <li>• Good understanding of other professionals theoretical perspectives of this client group.</li> <li>• Ability to identify and employ as appropriate, clinical governance mechanisms, including regular supervision for the support and maintenance of clinical practice in the face of regular exposure to highly emotive material and challenging behaviour.</li> <li>• Advanced keyboard skills</li> <li>• Skills in providing consultation to other professional and non-professional groups (8a).</li> <li>• Able to demonstrate commitment to high quality care and service provision</li> </ul>	
<p><b>Knowledge/Understanding</b></p>	<ul style="list-style-type: none"> <li>• Knowledge of legislation in relation to the client group (adolescents with conduct disorder, and offending behaviour; social care) and its implications for both clinical practice and professional management in relation to the client group (7/8a).</li> <li>• Good understanding of other professionals theoretical perspectives of this client group</li> <li>• Ability to think of the family as a client.</li> <li>• Ability to adopt a systemic perspective.</li> <li>• Knowledge of child and young people's development (7 and 8a)</li> <li>• Ability to reflect on cases and develop formulations and make use of supervision.</li> <li>• Ability to operate as lone worker.</li> </ul>	<ul style="list-style-type: none"> <li>• Well-developed knowledge of the theory and practice of specialised psychological therapies in specific difficult to treat groups {e.g. personality disorder, dual diagnoses, people with additional disabilities etc}.</li> <li>• Knowledge of the theory and practice of highly specialised psychological therapies and assessment methodologies.</li> <li>• Knowledge of working with diverse communities, including knowledge of relevant community languages (e.g. Bengali)</li> </ul>



	<ul style="list-style-type: none"> <li>• Ability to engage with client and families in their own homes.</li> <li>• Ability to work therapeutically with the use of interpreters</li> <li>• Ability to plan and achieve specific goals.</li> <li>• Ability to accept to work to a specific model of intervention.</li> <li>• Ability to work with a racially and culturally diverse community in a wide variety of contexts including working therapeutically in family homes (7 and 8a)</li> <li>• Up-to-date knowledge of relevant legislation, ethical issues, safeguarding and strategic frameworks including The Children Act 1989, and its implications for both clinical practice and professional management of services for children and young people. (7 and 8a)</li> <li>• Evidence of continuing professional development as recommended by the BPS or equivalent.</li> </ul>	
<p><b>Physical requirements</b></p>		
<p><b>Other requirements</b></p>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills, enabling formation of networks with professionals from other agencies to promote effective team working with clients.</li> <li>• Ability to work flexible hours.</li> <li>• Able to contain and work with high levels of distress from clients.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Able to contain and work with organisational stress.</li> <li>• Ability to be coached and to receive and act upon critical feedback. (7 and 8a)</li> <li>• Interpersonally calm and able to defuse difficult, volatile situations.</li> <li>• Able to tolerate ambiguity and to take decisions in situations of incomplete information.</li> <li>• 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.</li> <li>• Good organisational skills.</li> <li>• Motivated towards personal and professional development with a strong CPD record.</li> <li>• Ability to identify providers and promote appropriate means of support to carers and staff exposed to highly distressing situations and severely challenging behaviours.</li> <li>• Ability to develop and use complex multi-media materials for presentations in public, professional and academic settings.</li> <li>• Able to travel to family homes</li> <li>• Recognise people's right to privacy and dignity, treating every person with respect</li> <li>• Willingness to embrace integrated model and new ways of working.</li> <li>• Willingness to be flexible in approach and attitude</li> </ul>	
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*Family Psychology Mutual is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment*

*Family Psychology Mutual believes in treating everyone with dignity and respect and encourages applications from all sectors of the community.*