

JOB DESCRIPTION

Vacancy reference:	SRF27895; SRF27896
Post Title:	Senior Clinical Tutor
Grade:	CL07 – CL11
School/Department:	Charlie Waller Institute/School of Psychology and Clinical Language Sciences
Reports to:	Hannah Whitney

Purpose

The post holder will provide support for our Deputy Director (CYP) to deliver our graduate/postgraduate CBT-informed programmes. The post will involve teaching, marking and contribution to the development of the programmes.

Main duties and responsibilities

Teaching and Learning

- (1) Develop and deliver teaching of the highest quality across a range of modules at graduate and postgraduate level.
- (2) Develop and apply effective teaching methods, materials and assessment techniques, recognising cultural equality and diversity challenges.
- (3) Reflect on student feedback, student performance and peer observation in order to enhance modules and teaching.
- (4) Review and update module content and materials regularly, applying knowledge gained from relevant research and scholarship.
- (5) Set, mark, moderate and assess student coursework and examinations and provide timely and useful feedback to students.
- (6) Supervise the clinical work of students.
- (7) Support and encourage students' clinical, academic, personal, and professional development.
- (8) Ensure that module design and delivery comply with quality standards and regulations.
- (9) Actively contribute to meeting the teaching and learning strategy and objectives of the CWI and the School.
- (10) Plan and develop high quality independent, original contributions to teaching and learning policy and practice within the School.

Teaching and Learning Development

- (1) Disseminate pedagogic research findings and establish a reputation for the enhancement of teaching and learning within own subject area.
- (2) Provide expert advice to staff and students and promote best practice.
- (3) Engage with educational and teaching development issues with relevant committees and working groups across the CWI and the University.

Enterprise and Outreach

- (1) Contribute to national committees and/or working groups as appropriate.
- (2) Participate in activities that contribute to the widening participation agenda.

Leadership and Management

- (1) Take on roles such as Admissions Tutor.
- (2) Contribute to the accreditation of programmes and quality control processes.
- (3) Provide academic leadership to those working within the programme.
- (4) Supervise the work of support staff (e.g. in a smaller teaching or supervision team).
- (5) Participate in project or working groups or School committee as appropriate.
- (6) Undertake teaching-related administrative activities such as contributions to training bid proposals.

Supervision received

Non-clinical supervision will be provided by the Course Director. The post will have limited day to day supervision and the responsible person is expected to make decisions and identify issues and respond appropriately.

Contact

Colleagues within the CWI and the School of Psychology as well as workplaces that send staff to Reading clinical courses.

Terms and conditions

This role is a full-time/part-time, fixed-term contract for two years. Some flexibility with working hours (e.g. occasional evening or weekend work) may be required to accommodate the demands of the post.

This document outlines the duties required for the time being of the post to indicate the level of responsibility. It is not a comprehensive or exhaustive list and the line manager may vary duties from time to time which do not change the general character of the job or the level of responsibility entailed.

Date assessed: 19.1.19

PERSON SPECIFICATION

Job Title	School/Department
Senior Clinical Tutor	Charlie Waller Institute/School of Psychology and Clinical Language Sciences

Criteria	Essential	Desirable
Skills Required	<ul style="list-style-type: none"> • Excellent clinical skills for helping children and young people with mental health problems • Excellent supervisory skills of CBT therapists • Excellent verbal and written communication skills • Confident working with all organisational levels and with clinicians from a range of backgrounds with a variety of experience • Excellent organisational skills • Proven ability to work to deadlines • Proven ability to teach and mark assessments • Ability to critically evaluate • Ability to troubleshoot queries from students and stakeholders 	<ul style="list-style-type: none"> • Experience of postgraduate teaching in a University setting
Attainment	<ul style="list-style-type: none"> • Graduate Honours (or equivalent) level • Relevant clinical qualification sufficient to work as an independent practitioner (e.g., Doctorate in Clinical Psychology, Registered Mental Nurse) 	<ul style="list-style-type: none"> • Teaching qualification • BABCP accreditation as a therapist

Knowledge	<ul style="list-style-type: none"> • Knowledge of evidence-based psychological treatments (including CBT), particularly for children and young people. • Knowledge of Mental Health Services for children and young people, and other relevant agencies delivering mental healthcare • Working knowledge of MS Office packages 	<ul style="list-style-type: none"> • Knowledge of evidence-based treatments (including CBT) across the lifespan. • Knowledge of the research basis for CBT across the life span. • Knowledge of Higher Education Systems and National Health Service • Knowledge of University procedures and processes and structure • Networks of contacts within HE/NHS
Relevant Experience	<ul style="list-style-type: none"> • Specific training in evidence-based psychological therapies (particularly CBT) • Experience of utilising evidence-based psychological therapies (particularly CBT) • Experience of providing clinical supervision for clinicians delivering cognitive behaviour therapy • Experience of communicating and working effectively with stakeholders and external networks • Experience of teaching and marking 	<ul style="list-style-type: none"> • Experience of working in a University environment • Experience of providing supervision of supervision to staff providing supervision for staff delivering CBT
Disposition	<ul style="list-style-type: none"> • Able to work independently and as part of a team • Flexibility and ability to work under pressure • Confident communicator at all levels NHS and academic • Sensitivity to cultural issues and needs and awareness of university regulations/best practice 	
Other	<ul style="list-style-type: none"> • Able to work occasional evenings and early starts • Willing to travel 	<ul style="list-style-type: none"> • Able to travel in order to meet with relevant individuals/groups in a variety of locations

Completed by: Pamela Myles-Hooton

Date: 19.1.19