

JOB DESCRIPTION

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| POST: | Course Lead for Postgraduate Certificate Course in Child, Adolescent and Family Mental Well-being: Multidisciplinary Practice, Gloucestershire Counselling service (GCS) (Validated by University of Essex) (formerly D24) |
| HOURS: | 7 hours per week |
| LOCATION: | Gloucestershire Counselling Service, Stroud |
| RESPONSIBLE TO: | GCS Head of Training (HoT), Portfolio Manager (PM) for Psychological Therapies and Associate Dean |
| ACCOUNTABLE TO: | GCS Head of Training |

JOB SUMMARY:

The Course lead for D24 at GCS will be responsible for managing and leading this innovative tri-modal Post graduate certificate course at GCS and for developing further training programmes at GCS in partnership with the Tavistock and Portman. The course aimed at anyone working with children, young people and families, be this in the statutory, educational or voluntary sector.

The course can be taken as a stand-alone course but equally offer's many students a way in to other Tavistock and Portman NHS Foundation Trust MA courses and training provision.

This Course lead will lead and develop the course team, ensuring that it is adequately resourced, arranging for the provision of teaching and learning across the course modules and addressing student issues and concerns promptly as they arise.

The role holder will ensure that assessment processes are conducted in accordance with Tavistock, University of Essex regulation's, informed by QAA standards. The role holder will ensure that the quality assurance aspects of the course are maintained through; staff training and updates, staff reviews and evaluation's of course provision, through addressing external examiners and students feedback, an annual quality review and action plan (REP/ARC).

The role holder will be responsible for ensuring the budget for the course is set and met and that liaison with Communications and Marketing ensures ongoing recruitment, seeking new student markets and opportunities. The post holder will also be responsible for thinking about the ongoing development of the course, ensuring its remains relevant and accessible and lead in course development's and delivery (i.e.) technology enhanced learning (TEL) and through possible bespoke and regional developments.

Key Relationships:

The Course Lead will be employed within the Training Department of GCS, working closely with the Portfolio manager for Psychological therapies and the Head of Training at GCS. The role holder will work and liaise closely with the Course tutor for D24 at the Tavistock Clinic.

The post holder will directly manage the course teaching team and liaise with colleagues at the Tavistock and GCS to ensure that administrative support, marketing and publicity, student recruitment and finance is carried out.

THE TAVISTOCK and PORTMAN NHS FOUNDATION TRUST:

The Tavistock and Portman NHS Foundation Trust is a specialist mental health trust with a focus on training and education alongside a full range of mental health services and psychological therapies for children and their families, young people and adults. The Trust is committed to improving mental health and emotional wellbeing, believing that high quality mental health services should be available for all who need them. Our contribution is distinctive in the importance we attach to social experience at all stages of people's lives, and our focus on psychological and developmental approaches to the promotion of health and the prevention and treatment of mental ill health.

The Trust makes its contribution through:

- Providing relevant and effective clinical services for children and families, young people and adults, ensuring that those who need our services can access them easily
- Providing training and education aimed at building an effective and sustainable NHS and Social Care workforce and at improving public understanding of mental health
- Undertaking research and consultancy aimed at improving knowledge and practice and supporting innovation

- Working actively with stakeholders to advance the quality of mental health care, and to advance awareness of the personal, social and economic benefits associated with psychological therapies

EDUCATION AND TRAINING:

The Tavistock and Portman NHS Foundation Trust has a national brief for training in the mental health professions and is a national centre for psychoanalytic and systemic training. The Trust is committed to developing new training initiatives to meet the needs of the modern NHS, these initiatives are not only in relation to graduate and post-graduate education, but also strive to provide educational support to the full spectrum of NHS and Social Care workforce. Our trainings aim to be responsive to National Service frameworks and to the requirements of good practice and patient care. The Education and Training Directorate is committed to the expansion of training opportunities for professionals from minority ethnic communities.

GLOUCESTERSHIRE COUNSELLING SERVICE

GCS is an established charitable organisation which for more than 35 years has provided a range of counselling services which relieve distress and improve the wellbeing of people in Gloucestershire and the surrounding area. GCS vision is to develop and deliver high quality counselling services to improve the quality of life of individuals, families and communities within Gloucestershire and the surrounding area, through the provision of high quality professional training in counselling, in order to increase the overall capacity and availability of high quality counselling within the area and to contribute to the skill base of the local workforce.

GCS have identified that there is a lack of provision of such training within Gloucestershire and the South West, hampering the ability of the child and adolescent mental health profession to fully respond to the rising demand for support in this area. The partnership between GCS and the Tavistock and Portman, to offer the Post-graduate certificate in Child, Adolescent and Family Mental Well-Being, is supported by GCS trustees, as it supports GCS's objective of developing this aspect of the mental health workforce in this region.

MAIN DUTIES of Course Lead

1. Course Delivery

- a.** Ensure the smooth delivery of the course; attending to all operational aspects of the course.
- b.** Timetabling: manage the timetabling of students/seminars in collaboration with course administrator.
- c.** Teaching: contribute to teaching on the course.
- d.** Attend/manage attendance at student course committee meetings at least twice in an academic year;

2. Staff Leadership, Management and Recruitment

- a.** Staff recruitment and selection: contribute to systems for recruiting and selecting course staff, managed by GCS HoT and PM.
- b.** Staff support: manage and provide support to teaching staff. Consult with GCS Head of Training (HoT) (and PM) about complex concerns in relation to staff.
- c.** Staff complaints: manage the systems for staff complaints, advising and supporting staff as appropriate.
- d.** Staff development: manage and chair termly course staff meetings.
- e.** Develop appropriate CPD for teaching staff, encourage staff to attend CPD events and participate in these.
- f.** Ensure that CV and VL pro formas for all new staff go to the Tavistock Trust Quality Committee for approval

3. Student recruitment

- a. Publicity and marketing: work with the Marketing and Communications Team and Student Recruitment Manager at the Tavistock to develop strategy, marketing materials and website content.
- b. Student recruitment and selection: participation in course specific open evenings for prospective students; in consultation with GCS HoT.
- c. Maintain an overview of recruitment processes and statistics and contribute to decisions about annual recruitment targets; manage and participate in course interviews of applicants and selection of applicants.
- d. Provide information for the Tavistock and GCS course enquiries team and where appropriate liaise with enquirers to provide more specialized course and careers information, as well as information about the range of relevant courses across the portfolios.

4. Student welfare

- a. Student support: ensure that the tutorial system is functioning well and that students are aware of other available support. Consult with GCS HoT Training (and PM) about complex concerns about individual students or groups of students.
- b. Student feedback and course committee meetings: ensure that student feedback is sought and considered.
- c. Offer additional feedback meetings for students as appropriate e.g. Post Group relations conference meeting
- d. Ensure that each student year group has student representatives.

- e. Student complaints: in consultation with GCS HoT and PM, manage the systems for student complaints, advising and supporting students and staff as appropriate.

5. **Budget and Commercial arrangements**

- a. Budget: contribute to discussion and decision making with GCS HoT and PM about course budget and manage VL invoices for the course.

6. **Placements and Observations**

- a. Maintain standards and guidelines for work placements, infant observations and family observations
- b. Advise students on suitable work placements
- c. Liaise with students, seminar leaders, families, organizations and others to help students set up family and infant observations

7. **Course assessment and assurance**

- a. Student Progression: manage student progression through the course, including the processes for students applying to intermit and withdraw
- b. Assessment: manage course specific aspects of the assessment process; support administrative staff in relation to assessment tasks; participate in marking and verifying assessment submissions; attend and chair pre-board meetings, as appropriate; attend Progression Board Meetings at the Tavistock clinic.
- c. External examiners: in collaboration with GCS HoT and D24 Course lead, contribute to process of identifying potential external examiners as appropriate; respond on behalf of the course to the External Examiner Assessment Board reports for the GCS student cohort.

8. Course Development

- a. Ensure that the PG Certificate is run as an annual course at GCS.
- b. Academic Quality and Governance in consultation with GSC HoT and Tavistock D24 Course Lead and PM prepare the annual REP report. Stay abreast of relevant policy and procedure changes at GCS and at the Trust and where relevant the University Partner participate in DET peer review processes and any other quality development processes as appropriate.
- c. Curriculum development: in consultation with GCS HoT and in collaboration with the course team: ensure that the curriculum is regularly reviewed, taking on board student, external examiner and staff feedback; ensure that reading lists are up to date and provided to the library to meet the library deadline for Moodle.
- d. Reviewing and re-writing handbook for next academic intake.
- e. Reviewing Video Lectures in liaison with E Learning team to prepare website for next academic intake. Relationship with other linked courses and portfolios: in consultation with PM, sustain and develop communication with other courses and portfolios as appropriate.
- f. To support and facilitate the development and implementation of Technology Enhanced Learning within the course.
- g. Sustain and develop the tri-modal pedagogic orientation of the course (Developmental, psychodynamic and systemic) course as it evolves.

9. Programme Development

- a. In consultation with colleagues and GCS and the Tavistock, identify workshops and short courses offered by the Tavistock which could

be delivered at GCS. Work with the GCS training team to offer these courses.

- b. Work closely with PM and HoT to ensure that the Masters course Psychological Therapies with Children, Young People and Families (formerly M34) is accredited for delivery at GCS and delivered at GCS.

10. Research and Service Evaluation

- a. The post holder will be expected to support research and audit activity within the clinic, through the provision of data, participation in selected studies, and undertaking surveys or audits as necessary to own work. Research within GCS and the Tavistock Clinic as well as collaboration in joint projects or the initiation of research projects supported by the Clinic would be encouraged.
- b. All research undertaken should be in line with the national Research Governance framework and the post holder should seek guidance from the Tavistock Trust Research Lead, as appropriate, before embarking on any research project.
- c. The post holder will be expected to utilise theory, evidence-based literature and research to support evidence-based clinical practice.
- d. The post-holder must adhere to the Trust's clinical and research governance guidelines, which includes being responsible for keeping up-to-date and accurate clinical records.

11. CPD and personal development

- a. The post holder will be expected 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, regular professional supervision and appraisal, and an active engagement with current developments.

- b. The post-holder will be invited to an annual appraisal with the GCS HoT which will include the formulation of a professional development plan in relation to the tasks of the post and its development over time. It is expected that some study leave will be taken for attending conferences, reading relevant literature, writing papers for presentation at GCS/Tavistock-organised and other conferences.

- c. The post-holder will also be required to attend mandatory training events as set out in the GCS Staff Training Policy/Trust training policy which includes attendance at induction and ongoing training in fire safety, health and safety, infection control, risk management, safeguarding children and adults at risk and participate in clinical effectiveness activity and appraisal.

GENERAL

The post-holder will be required adhere to all Trust wide polices and procedures including: Equal Opportunities, Risk Management, Health and Safety, Safeguarding Children, Confidentiality and compliance with the Data Protection Act.

All clinical staff registered with a professional body are required to comply with the code of conduct of that professional body. The Trust will take appropriate action when codes of conduct are breached.

This job description is subject to annual review in consultation with the post-holder.

ANNUAL LEAVE: 25 days pro-rated

GENERAL INFORMATION:

We are an Equal Opportunities employer

Person Specification

Essential requirements:

Qualification

A recognised training in psychoanalytic/psychodynamic clinical techniques and or a training in systemic therapeutic work and an ability to work with both set of ideas in the provision of a course that aims to enable students to learn about and use both.

Evidence of capacity to develop curricula, learning and teaching strategies and enable others to do so at QAA level 7; through experience, certificated learning i.e. PGCHE and or HEA Fellowship

Experience

1. Substantial post-qualifying experience in therapy related work; preferably with experience of child adolescent and family work
2. Substantial experience of course organisation and teaching or equivalent experience on a tri-modal(Developmental, psychodynamic and systemic) course
3. Experience of communicating about complex training matters at management level
4. Experience in a multi-professional network and awareness of issues for such networks and teams and to be able to use this to inform teaching design and module input.

Skills & Knowledge

5. Knowledge of the infrastructure requirements for delivering post graduate and post qualifying programmes of study, including academic governance and quality assurance processes

6. Capacity to work efficiently to specified timeframes
7. Capacity to communicate clearly and effectively
8. Ability to support, develop, supervise and take on management responsibilities of a course team comprising of different treatment modalities, where difference needs to be creatively managed and engaged with in the course
9. Capacity to sustain and develop the tri-modal pedagogic orientation of the D24 course(Developmental, psychodynamic and systemic) course
10. Ability to work as a member of a multi-disciplinary/multi-agency team
11. Basic keyboard skills

Other Requirements

12. Understanding of and commitment to the value of difference in experience in a training context.
13. A flexible and engaging personality and a proven ability to work in a complex multidisciplinary organisation.
14. A capacity to communicate clearly in writing (as well as verbally); to be responsible for coordinating data collection and the writing of reports for project work as lead clinician and/or trainer.

Author: Peter Griffiths and Mike Keating

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