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| Last updated: | 5/3/25 |

**JOB DESCRIPTION**

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| Post title: | **Senior Teaching Fellow in Clinical Psychology** | | |
| Academic Unit/Service: | Psychology | | |
| Faculty: | Environmental & Life Sciences | | |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 5 |
| \*ERE category: | Education pathway | | |
| Posts responsible to: | Head of School  Programme Director, Doctoral Programme in Clinical Psychology | | |
| Posts responsible for: | None | | |
| Post base: | Office-based (see job hazard analysis) | | |

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| Job purpose |
| To teach at postgraduate level  To undertake leadership, management and engagement  To be a member of postgraduate clinical programme team. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Support the teaching and learning objectives of the School of Psychology by contributing to education and training on our postgraduate clinical programmes.  Monitor, evaluate and revise course design to ensure excellence and coherence. Develop innovative contributions to practice, learning, teaching and assessment methods within the School. Provide constructive feedback to students through assessment and supervision. | 70% |
|  | Contribute to the efficient management and administration of the School of Psychology by performing personal administrative duties as allocated by the Head of School / Director of the Clinical Psychology and by taking on appropriate coordination roles. | 25 % |
|  | Collaborate on and develop original pedagogic and practitioner activities, including research with colleagues in clinical settings, and with other institutions in the UK. | 5% |

| Internal and external relationships |
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| Member of the School of Psychology Academic Programmes’ Boards, Examination Board and of such Academic Unit committees relevant to your administrative duties.  Teaching and administrative duties will be allocated by the Director of the Clinical Psychology programme and the Head of School. |

| Special Requirements |
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| An enhanced DBS check is required for this role. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD **or** equivalent professional qualifications and experience in Clinical Psychology (e.g. D.Clin)  Detailed understanding and knowledge of Clinical Psychology, psychopathology or neuroscience / evidence-based CBT models of mental ill-health.  Track record of development and delivery of teaching at undergraduate and postgraduate level. | Experience of Supervising Clinical Psychology trainees and other staff.  Experience of delivering practice-based training in at least one theoretical modality.  Knowledge of Clinical Psychology training.  Teaching qualification (PCAP or equivalent).  Experience of setting up and visiting clinical placements.  Involvement in national events.  Growing national reputation in research in academic clinical psychology / psychology / CBT or related discipline.  Knowledge of neuropsychology and teaching in relation to neuropsychology. | Application and Interview |
| Planning and organising | Proven ability to plan and develop a range of high-quality teaching activities.  Proven ability in the development and monitoring of practice-based education.  Proven ability to prioritize and manage deadlines. | Ability to develop and deliver high-quality research, ensuring plans complement broader research and education strategy. | Application and Interview |
| Problem solving and initiative | Able to identify broad trends to assess deep-rooted and complex issues.  Able to apply originality in modifying existing approaches to solve problems. |  | Application and Interview |
| Management and teamwork | Proven ability to coach and support students/tutorial groups/colleagues.  Able to undertake coordinating role within programme team and/or wider Psychology department.  Work effectively in a team, understanding the strengths and weaknesses of others to help teamwork development. | Proven ability to manage and deliver own course units and team-taught course units. | Application and Interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience.  Track record of delivering teaching.  Able to engage counselling skills and pastoral care, where appropriate.  Able to persuade and influence at all levels in order to foster and maintain relationships.  Able to resolve tensions/difficulties as they arise.  Able to provide expert guidance to colleagues in own team, other work areas and institutions to develop understanding and resolve complex problems. |  | Application and Interview |
| Other skills and behaviours | Positive attitude to colleagues and students. |  | Application and Interview |
| Special requirements |  | HCPC registration as a Practitioner Psychologist / BABCP accredited  Car driver | Application and Interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public | x |  |  |
| Lone working |  |  |  |
| ## Shift work/night work/on call duties |  |  |  |