**MSc Person-Centred and Experiential Psychotherapy**

**Job Description**

**Job Title:**  Year 1 and 2 Tutor, MSc Person-Centred & Experiential Psychotherapy

**Location:** This Post is based at the Sherwood Psychotherapy Training Institute, Nottingham.

**Employment status:** Self-employed

**Hours:** Part-time (see overleaf for details)

**Fees:** Details of remuneration are available separately please contact PA@spti.net

**Accountability:** Managerially accountable to Programme Leader

**Liaises with:** Primarily Programme Leaders, Tutors and Course Administrators

**What does the role entail?**

As a tutor primarily involved in the early stages of training your involvement would support critical examination of

* key elements of client-centred, experiential, existentially informed, focusing-oriented, and emotion-focused therapies with specific attention to underpinning philosophical, ethical, and theoretical foundations
* therapeutic relating and change; human development and psychopathology across the lifespan
* the relational, ethical, legal, and socio-political dimensions of Person-Centred and Experiential Psychotherapies.

This role requires you to engage with students individually as well as within small and large group training settings to support the development of their:

* Capacity to effectively communicate the qualities and expertise necessary for qualification and readiness for UKCP professional registration as autonomous and self-directing Person-Centred/Experiential practitioners
* Ability to take initiative, personal responsibility, be self-directing and demonstrate originality together with the transferable qualities and skills necessary for continuing professional development and the maintenance of your professional body membership/s and registration/accreditation.

This will include:

* Delivering training that is firmly grounded within a thorough knowledge of relevant scholarship, theory, and educational practice
* Preparing high quality resources to enhance learning relevant to person-centred and experiential psychotherapies framework within the given module descriptors
* Ensuring students have appropriate levels of support and challenge to enhance their therapeutic style with attention to relational ethics, therapist attitudinal qualities and specific skills regarding relating, listening, and responding when working in premises, via the telephone or video-conferencing platforms
* Supporting students to identify and explore intrapersonal and interpersonal phenomena requiring attention from an equality, diversity, and inclusion perspective
* Working with students to identify and evaluate key aspects of personal philosophy in relation to the central philosophical assumptions of person-centred and experiential approaches
* Facilitating processes of giving and receiving feedback which enable students to develop their integration of philosophy, theory, and practice within the person-centred and experiential psychotherapies framework
* Preparing students to make effective use of practice-based evidence such as recordings and process and outcome measures as a means of exploring efficacy and areas for development
* Undertaking tutorials (pastoral, academic and progression related), where applicable, to support students’ acquisition of knowledge and understanding
* Instilling the necessity of attending to and maintaining wellbeing as person-centred practitioners
* Setting assessment tasks according to module descriptors; providing appropriate guidelines, briefing, opportunities for formative assessment and support in preparation of summative assignments; grading work and providing affirmative as well as constructive feedback; moderating assessments marked by other tutors
* Maintaining an accurate register of attendance; ensuring accurate record-keeping in relation to assessments; completing and returning to deadline any documentation required by Programme Leader and/or validating bodies
* Collaborating with students and tutor team to assess personal, professional, and academic development as central to learning and progression within postgraduate training

Commitment includes:

* Year 1 and/or 2 workshop delivery and associated meetings *(18 training days minimum, usually Friday to Sunday with occasional Thursdays) meeting time commitments vary according to agreed schedule of work)*
* Year 1 and 2 marking and associated meetings (*total number of presentations/scripts and meeting time commitments vary according to cohort sizes)*
* Reserve tutor cover: *(usually 6 workshops - dates to be agreed)*

You will also be required to attend:

* Bi-monthly Programme team meetings (*usually* *15 hours in total across the academic year*)
* Annual Team Development day (*usually 5 hours in total*)
* Three SPTI ‘All tutor’ days (*usually 15 hours in total*)
* Quality Assurance reviews (*where applicable*)

Please note, the above information provides a framework for the tutor role. However, this should not be regarded as a definitive list and other reasonable duties consistent with the post may be required.

**What qualifications and experience do I need to be eligible to apply?**

In addition to evidencing your capacity for the above you will:

* Be qualified at post-graduate level within the Person-Centred and Experiential Psychotherapies framework and have been practising as a psychotherapist for a minimum of three years
* Be maintaining a current caseload as a psychotherapist registered with the UKCP (or accredited via an equivalent professional body)
* Have completed a formal supervision training and ideally have been practising as a supervisor for a minimum of two years
* Preferably hold a relevant teaching qualification (e.g. PgCert in Higher Education (PGCHE) or a Fellowship of the Higher Education Academy (FHEA)
* Have practical understanding of the needs of diverse learners together with recent experience of effective work in supporting students to develop attitudinal qualities and skills essential to person-centred and experiential psychotherapies training
* Possess highly developed interpersonal skills as the basis for establishing and maintaining effective working relationships with both students and professional colleagues from diverse backgrounds
* Have proven skills in making effective use of technology to enhance learning
* Be committed to your own professional development and/or relevant research
* Not to be subject to any unresolved ethical complaints or to have been found guilty of serious professional misconduct or ethical misconduct

If you are interested in the tutor role but do not meet all the above criteria, please contact us to explore the possibility of becoming a trainee tutor. We offer a comprehensive package that provides an exciting opportunity to enhance your person-centred practice by developing each of the key components essential to becoming a tutor within the field.

**About the Programme:**

For more information about the MSc in Person-Centred and Experiential Psychotherapy and the current tutor team, please visit:

<http://spti.net/courses/personcentred.shtml>

**Person Specification - Tutor, MSc Person-Centred & Experiential Psychotherapy**

|  |  |  |
| --- | --- | --- |
| **CRITERIA** | **ESSENTIAL** | **DESIRABLE** |
| **QUALIFICATIONS/PROFESSIONAL STATUS** |  |  |
| Qualified at post-graduate level within the Person-Centred and Experiential Psychotherapies (PCEP) framework | **√** |  |
| Have been practising as a psychotherapist for a minimum of three years | **√** |  |
| Maintaining a current caseload and have UKCP registration (or equivalent professional body status) as an individual psychotherapist | **√** |  |
| Completed a relevant teaching qualification (e.g. PgCert in Higher Education (PGCHE) or a Fellowship of the Higher Education Academy (FHEA)) |  | **√** |
| Have experience facilitating learning in group contexts of relevance to the PCEP training context | **√** |  |
| Completed a formal supervision training | **√** |  |
| Have been practising as a supervisor for a minimum of two years |  | **√** |
| Not subject to any unresolved ethical complaints or who have been found guilty of serious professional misconduct or ethical misconduct. | **√** |  |
| **EXPERIENCE AND KNOWLEDGE** |  |  |
| Depth and breadth of specialist PCEP knowledge to facilitate student learning regarding preparation for and maintenance of supervised clinical work | **√** |  |
| Knowledge and experience of higher education and ability to utilise a range of delivery techniques to enthuse and engage trainees |  | **√** |
| Knowledge of UKCP requirements regarding training and registration |  | **√** |
| Capacity to hold to the ‘responsibility dynamic’ when facilitating groups and experiential learning (face-to-face, in premises and remote) | **√** |  |
| Experience of linking philosophy, theory and practice and reversing the process to demonstrate values and ideas through practical examples | **√** |  |
| Experience and knowledge of assessment and provision of feedback in relation to written and presentation work for professional registration and qualification at postgraduate level |  | **√** |
| Knowledge and experience of the complexities of working face-to-face in premises and remotely | **√** |  |
| **SKILLS** |  |  |
| Able to demonstrate independent and self-managing work styles | **√** |  |
| Ability to work within a diverse team to fulfil the demands of the role | **√** |  |
| Excellent interpersonal skills, communication style and team working including facilitation and demonstration skills when working in face-to-face premises or remotely (e.g. via Zoom) | **√** |  |
| Excellent written and verbal communication skills including presentation skills (face-to-face, in premises and remote) | **√** |  |
| Excellent administrative skills including familiarity with IT packages such as Word, PowerPoint, Outlook | **√** |  |
| **ATTRIBUTES** |  |  |
| Commitment to PCEP philosophy and theory and to translating these into practice as a trainer | **√** |  |
| Demonstrate strong trainee-centric approach to ways of working and commitment to high quality standards and experience for students | **√** |  |
| Commitment to Equality, Diversity, and Inclusion (EDI) within the PCEP framework specifically and the wider professional context generally | **√** |  |
| Commitment to excellence as a PCE practitioner-researcher | **√** |  |
| Commitment to working within relevant professional, ethical, and legal frameworks | **√** |  |