

Post Details		Last Updated: 29 7 2019	
Faculty/Administrative/Service Department:	Faculty of Health and Medical Sciences Department of Psychological interventions		
Job Title:	Senior Teaching Fellow		
Job Family & Job Level	Research and Teaching	6	
Responsible to:	Head of Department or Faculty		
Responsible for:	May have supervisory responsibility for other staff		
<p>Job Summary and Purpose</p> <p>To make a major contribution to teaching development at undergraduate and postgraduate level.</p> <p>To lead in Faculty/Department management and administration at an appropriate level.</p>			
<p>Main Responsibilities and Activities</p> <p>Teaching delivery and development:</p> <p>Give leadership to sustained development of teaching methods, materials, technologies and learning environments which enhance the students' learning opportunities whilst creating an environment for understanding and enthusiasm amongst students.</p> <p>Lead innovation in curriculum development and design programmes that keep the Department/faculty at the leading edge of the discipline. Take responsibility for the quality of curriculum development and programme designs.</p> <p>Contribute to maintaining the quality and standards for the delivery of programmes.</p> <p>Critical review of teaching and learning activities as directed by the Dean, e.g. improvement mechanisms following analysis of MEQ data.</p> <p>Contribute at national and international level to the advancement of pedagogical issues related to their subject specialism.</p> <p>Lecture, train and supervise students at UG, and PG level (as appropriate).</p> <p>Undertake, lead and support the development of appropriate criteria for the assessment of programmes of work, practical sessions, fieldwork and examinations in subject specialism, and provide appropriate protocols for excellent feedback to students. Critically evaluate the impact of the assessment criteria.</p> <p>Where appropriate act as a University delegate during teach out period with Associated institutions.</p> <p>Continually update knowledge and understanding in the field or specialism. Extend, transform and apply knowledge from pedagogical development to teaching, learning and electronic environments, as part of an integrated approach to academic practice and look towards enhancing the reputation of the Faculty and University nationally and internationally.</p> <p>Seek to publish pedagogical findings in appropriate peer reviewed HE journals, textbooks or monographs. Seek to contribute to an editorial board for an educational journal.</p> <p>Conduct individual or collaborative scholarly projects related to their discipline and/or be researching pedagogic issues related to their academic discipline and communicating their findings widely within and outside the University.</p> <p>Actively contribute to the development of Department/School and Faculty teaching and learning strategies and wider discussion of educational issues within the University and outside.</p>			

Identify sources of funding for pedagogical research, project proposals and consultancy. Contribute to securing funds for these activities.

Participate in and develop external networks for example to contribute to student recruitment, secure student placements, facilitate outreach work, generate income, obtain consultancy projects or build external relationships for future activities.

Maintain and develop professional expertise and registration requirements with appropriate professional body under the guidance of a senior colleague.

Student pastoral care

Develop and use pastoral care skills to support the academic development of students and ensure a good student experience.

Act as personal tutor and give first line support before referring students on to appropriate services.

Management and Administration

Perform senior administrative duties such as Director of Learning or Programme Director, that enhance the effectiveness of the management of the Faculty's student learning experience and learning opportunities.

Be involved in academic, professional or clinical networks in the discipline and take leading roles in these networks.

Lead on the advice, supervision and guidance to peers and colleagues and direct support for their innovations within pedagogical developments.

Person Specification

Post holder expected to possess a doctoral degree (relevant to the interests of the Faculty/Department).

Post holder to demonstrate:

- Evidence of significant academic and /or professional leadership..
- Evidence of a strong contribution to administration
- Evidence of strong external reputation, demonstrating a regional and national standing in areas related to learning, teaching and assessment.
- Portfolio of excellent outputs in discipline or teaching and learning journals

A Teaching Qualification e.g. Postgraduate certificate in Learning and Teaching in HE or equivalent is usually expected. For practice staff not holding a qualification this can be completed on arrival.

Relationships and Contacts

Post holder will be a member of Faculty committees relevant to their administrative duties, e.g. Faculty Board of Studies and Examination Board.

Teaching and Administrative duties will be allocated by the Head of Faculty/Department, within the context of the programmes agreed by the Faculty Learning and Teaching committee or similar body.

Special Requirements

The post holder is expected to work outside normal office hours as necessary.

The post holder will be expected to contribute to programme development, refreshing and assessment activities throughout the academic year, including times when students are not on campus.

If it is agreed by the line manager that the post holder will be carrying out research, time will be identified to enable this to take place and appraisal targets will be set accordingly.

All Staff are expected to:

Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities policy.

Undertake such other duties within the scope of the post as may be requested by your Manager.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand
- Following local codes of safe working practices and the University of Surrey Health and Safety Policy

Addendum

This document provides additional information relating to both specific aspects of the post/faculty and any post specific person specification criteria. The information contained within this document should always be read in conjunction with the accompanying generic Role Profile.

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Background Information/Relationships

The post will have as its main responsibility the leadership and operational delivery of the Advance practice in Psychological wellbeing programme. The programme is commissioned by Health Education England South Coast to meet the workforce needs of these communities. To successfully fulfil this role the post holder will need to form effective working relationships with regional IAPT service providers and their practitioners in Surrey, Sussex and Kent. In addition the post holder will need to form relationships with the training community in the South of England to support the development of the Workforce

Other important relationships will be with the programme stakeholders:- Health Education England Commissioners, South Coast (formerly Kent Surrey and Sussex) The British Psychological Society, British Association of Behavioural and Cognitive therapy,

Person Specification

This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role. This is in addition to the criteria contained within the accompanying generic Role Profile.

	Essential/ Desirable
Is Registered practitioner psychologist with the HCPC or a an accredited practitioner with BABCP or a Senior Primary wellbeing practitioner with at least 5 years' experience	E
Has sustained experience working within NHS services/IAPT and / or third sector organisation providing psychological therapies	E
Be able to demonstrate leadership in clinical practice	E
Have knowledge and expertise in the provision of clinical supervision	E
Have expertise in delivering academic teaching	E

Have expertise in liaison, consultation and conflict resolution skills	E
Demonstrated evidence of leadership, experience and knowledge of NHS based research and policy	E
Evidence of being able to deliver and organise quality assurance processes to meet the needs of professional bodies	E
Experience of developing supervisor training programmes to meet applied psychology and psychotherapeutic practitioner needs	D
Key Responsibilities This document is not designed to be a list of all tasks undertaken but an outline record of any faculty/post specific responsibilities (5 to 8 maximum). This should be read in conjunction with those contained within the accompanying generic Role Profile.	
<ol style="list-style-type: none"> 1. Provide leadership for the Advanced practitioner in Psychology wellbeing programme 2. Provide Management of the academic team contributing to the Advanced practitioner in Psychology well being 3. Liaison, consultation and negotiation with service provider of IAPT services and the MHS commissioners 4. Contribute to the teaching on the Advanced practitioner in Psychology wellbeing programme 5. Undertake the necessary governance and quality assurance process required by the BPS and the University 6. Ensure that all the students are provided with suitable support for the academic and clinical aspects of the programme. 7. Oversee the team members linking with service providers for recruitment and the delivery of appropriate placements that meet the IAPT programmes requirements 8. Contribute to the development and delivery of supervisor workshops <p>N.B. The above list in not exhaustive.</p>	