

## Course Leader and Tutor Fast Track Foundation in Integrative Counselling and Psychotherapy

### Job Description

The Minster Centre is seeking a Course Leader and Tutor for their Fast-Track Foundation in Integrative Counselling and Psychotherapy course. At present teaching is taking place in person at our building in Queens Park, London NW6.

Please apply using the attached application forms with a covering email by **noon on Thursday 21<sup>st</sup> October** to Afua Pierre [afua@minstercentre.ac.uk](mailto:afua@minstercentre.ac.uk). We hope to hold interviews on Wednesday 27<sup>th</sup> October. First interviews will be on Zoom. This post will be filled as soon as we have a suitable candidate so please send your application at the earliest opportunity. For further information contact Alyson Jaffe [alyson@minstercentre.ac.uk](mailto:alyson@minstercentre.ac.uk).

This post is being advertised internally and externally. We particularly welcome applications from people of colour or with disabilities as people with these characteristics are under-represented in the profession and at the Minster Centre, particularly in senior posts.

Please review whether you currently have any Minster Centre students as clients and in which year and let us know if this is the case so that we can manage any potential dual relationships.

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### Terms and conditions

This role will normally be held by a tutor who also delivers training on the course.

**Hours:** Hours dedicated to the course leader role 5 hours per week. Hours per week for Course leaders are specified for each role and are averaged across a year, although in this case may be concentrated around the course running times (February – July). Some agreed regular availability and attendance at The Minster Centre which are devoted to Course Leader responsibilities will be needed to support good organisation and communication. Some hours can be worked flexibly and remotely. Hours and attendance will be agreed with your Line Manager. Training Committee meetings which Course Leaders attend are on Friday afternoons and start of year meetings, progression review meetings etc. would normally be timetabled by the CL in consultation with their team. They may be at evenings or weekends. Tutorials and ad hoc discussions will be timetabled by the CL.

This post includes 66.5 hours teaching on this course. Teaching is delivered at weekends and is paid on a contact hour basis. This rate includes all preparation, marking and assessments.

**Salary:** CL FTE (35 hour week) £45,000, pro rata. Actual salary £6,428.57. Payment for teaching is £47.60 per contact hour.

**Annual Leave:** FTE (35 hours a week) holiday entitlement is 33 days each holiday year, pro rata for part time staff. Leave to be taken outside key course times.

**Contract:** Permanent

**Reports to:** Director/ Deputy Director

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### **Background and summary of the job**

The Minster Centre is a registered charity based in Queens Park, NW6 that trains Integrative psychotherapists and counsellors. The Centre has more than 300 students and 60 plus staff including around 50 trainers. Our courses are accredited by the UK Council for Psychotherapy, the British Association of Counselling and Psychotherapy, and validated by Middlesex University and the Centre is registered with the Office for Students (OfS). The Minster Centre also provides a psychotherapy and counselling service to the local community (both online and in person) delivered by senior trainees.

The Fast Track- Foundation course is for people who:

- Want to learn about psychotherapy or counselling.
- Wish to gain skills for another career or interest.
- Seek to build on previous introductory skills training.
- May wish to go on to train as a counsellor or psychotherapist.

It is delivered over 8 weekends:

19 & 20 February 2022

12 & 13 March 2022

26 & 27 March 2022

23 & 24 April 2022

7 & 8 May 2022 (Skills Weekend done by other tutors)

21 & 22 May 2022

11 & 12 June 2022

2 & 3 July 2022

About a third to a half of the students who successfully complete this course continue to join the first year of the Minster Centre professional training courses, others continue to train elsewhere or pursue training in related areas.

The Course Leader (CL) will take lead responsibility for the whole programme including overseeing course delivery and development, managing the course team, delivering some aspects of the teaching and overseeing assessment, quality assurance and pastoral care. They will be managed and supported by a Director or Deputy Director and will liaise closely with other CLs, especially of the weekly Foundation Course and First Year, the Registrar and Admissions Team, IT Manager and the Quality Manager.

## **Main areas of responsibility**

### ***Programme Management***

1. Working with the relevant Deputy Director, lead the development of curriculum content and delivery, assessment processes, and training standards for the course ensuring they meet key standards.
2. Liaise with other CL and key Committees (Training, Diversity, Quality) to support development of training across years and the Centre.
3. Ensure the training offered is inclusive, catering well for a diverse student body.
4. Monitor professional standards, guidance and good practice agreed by BACP, UKCP (and any other relevant body), and ensure that the training meets key standards.
5. Working with staff team and the Quality Manager and IT services, review the Programme Handbook, Assessment Guide and information and resources for students on Moodle at least annually, ensuring clarity, consistency and quality, in good time for the start of each course.
6. Ensure that key decisions are recorded and communicated to relevant staff.

### ***Cohort Management***

1. Working with the Registrar, plan the year's timetable and co-ordinate and support tutors and ETG facilitators as necessary.
2. Arrange assignment of students to Theory and Skills and ETG groups.
3. Lead on resolving any problems, raising issues with other teaching staff, the Training Office, the Director or relevant Deputy Director as necessary.
4. With the Training Office, manage and monitor the attendance of students on all elements of the course including weekends.
5. Oversee a smooth transition for students progressing onto the First Year of the Diploma in Counselling, including arranging opportunities to meet staff and students in later years.

### ***Student recruitment***

1. Organise and run at least 3/4 Open Events alongside other Minster staff.
2. Liaise with Admissions staff over applications and interviews.
3. Undertake up to 20 interviews of course applicants and arrange fellow tutors and staff deliver others.
4. Review applications and recruitment considering how we can continue to improve attracting good applicants and inclusivity.

### ***Student support, assessment and progression***

1. Work with the Registrar to organise marking of the required assessments submitted by students to the standards required by The Minster Centre as indicated in the Student Handbook/Assessment Guide.
2. Provide or organise group tutorials/workshops/webinars for students on preparing for key assessments and progressing to the following year or further training.
3. Work with Deputy Director to recruit a moderator if a change is required.
4. Monitor student progress and communicate with all tutors and ETG facilitators during the course to ascertain any issues or concerns about individual students and record any decisions on individual student records held by the Training Office.
5. Organise regular meetings of teaching staff to consider student progression and ensure a record is kept.
6. Ensure two tutorials per student are organised by the relevant tutor, written records are made and are placed on student records.
7. Ensure further one-to-one tutorials are provided where necessary to students whose progression is raising concern or with specified learning needs that have been agreed by the Learning Support Co-ordinator in Learning Agreements.
8. Liaise with other relevant members of staff about any issues or concerns about individual students as they progress and record any decisions on individual student files.
9. Bring students of concern to the Training Committee for discussion.
10. Arrange, as necessary, additional meetings to discuss issues of concern with students and respond to student's requests for such meetings.
11. Organise moderating for the assignment.
12. Work with the Registrar to maintain records of student attendance, assessment and other records required by The Minster Centre.

### ***Quality Assurance***

1. Lead on resolving any problems associated with the course, raising issues with other teaching staff, Registrar, admin or Director/Deputy Director as necessary.
2. Review student feedback relevant to course (end of course, Board of Studies, other surveys and forums) and lead on providing a response and identifying changes or improvements, including identifying and implementing any additional staff support, training or monitoring, curriculum, teaching or assessment changes.
3. Identify potential developments to learning, teaching or assessment, bring to the Training Committee, and work with the Quality Manager to support student and staff consultation and for the Management Team to agree and implement changes, including taking them through any relevant BACP or UKCP processes.
4. Be a member of the Training Committee (TC) (meets at least 3 times per year) and feed issues into the TC, Quality Committee (QC) and Diversity Committee (DC).
5. Assist in developing and implementing any further approaches to monitoring of the curriculum content and delivery, assessment processes, and of the training standards, and their development as appropriate.
6. Take part in review events as appropriate including University Reviews, accreditations, QAA, OfS, BACP and UKCP Reviews.

### ***Staff management***

1. With support of the HR lead on recruitment of team staff including reviewing job descriptions, participating in interviews and staff induction
2. Manage relevant tutor team
3. Ensure review processes (peer and CL) are in place for trainers and identify good practice and areas for improvement and disseminate.
4. Work with individual staff members to address performance issues.
5. Ensure, with the support of Director/Deputy Director, stand-in delivery of teaching and supervision in the event of staff absence.

### ***Complaints and Appeals***

1. Organise informal resolution of complaints and appeals relevant to the course whenever possible.
2. Working with relevant Director/Deputy Director organise and participate in complaint, appeal or fitness to practice panels for own or other years/areas.
3. Contribute to organisational processes and thinking on ethical behaviour, codes of practice, guidance and procedures for staff, students and members.

### ***Teaching/Tutor Role:*** **Specific Responsibilities**

1. Facilitating the delivery of the academic seminars (theory and skills) according to the seminar outline provided.
2. Directly providing seminars.
3. Arranging a presentation rota with the students who will take part in seminars.
4. Providing stand-in delivery of student-led seminars when this is necessary, sometimes at short or no notice.
5. Monitor student progress and communicate with other tutors, and ETG facilitators, during the year, any issues or concerns about individual students as they progress and record any decisions on individual student files.
6. Participating in the assessment of students by:
  - a) marking essays presented by seminar students to the standards required by The Minster Centre as indicated in the Programme Handbook and Aids to Study.
  - b) passing on essays for moderating and adjusting marking, as necessary.
  - c) maintaining records of student attendance, assessment and other records required by The Minster Centre.
  - d) participating in meetings, to discuss issues in relation to the students and their progress on the training.
7. Assisting in the monitoring of the curriculum content and delivery and of the training standards; and their development as appropriate by:
  - a) continuously monitoring and reviewing your work with students and discussing any issues arising both for yourself and individual students with other co-tutors, and with line manager when necessary.
  - b) participating in programmes auditing the effective delivery of the Fast Track Foundation Year courses.

- c) participating, where needed, in research and evaluation to support the development of the Fast Track Foundation Course programmes, and other aspects of the training.
- d) assisting in curriculum development through attendance at relevant meetings and through raising current issues.

***Participate in professional activities that enable or enhance fulfilment of the role.***

1. Participate in professional activities that enable or enhance fulfilment of the role of Course Leader of Fast Track Foundation including effective use of supervision, personal and professional development.
2. Be familiar with the Student Handbook, Middlesex University academic standards and regulations, the Quality Code, the Minster Centre Staff Handbook and any other policies (both local and national) that are relevant to the role, and support staff in accessing and following these.
3. Maintain accreditation in line with the requirements of The Minster Centre and the national registering bodies.
4. Participate in professional activity including meetings, conferences and other activity as needed to be an effective tutor and CL.

This is not an exhaustive list of duties and responsibilities. The post holder may be required to undertake other duties which fall within the ambit of the role, in discussion with the Director or a Deputy Director.

The post holder is expected to comply with all relevant policies, procedures and guidelines of The Minster Centre, including those relating to Equal Opportunities, Health and Safety and the General Data Protection Regulations, and clinical governance including research governance and Codes of Practice/Ethics. The post holder is required to comply with requirements of the relevant national registering body to ensure continued registration.

## Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Education/ Qualifications and Knowledge</b>	<p>UKCP or BACP or equivalent accredited training and registration.</p> <p>In-depth understanding of a range of modalities with a comprehensive grasp of contemporary psychotherapy and counselling thinking such as the relational turn. Good understanding of principles of learning, teaching and assessment at HE level.</p>	<p>Teaching qualification</p> <p>Supervision qualification and experience that meets UKCP Training Supervisor criteria</p> <p>Masters qualification</p>
<b>Relevant Experience</b>	<p>Significant post- qualification experience as a psychotherapist and supervisor.</p> <p>Significant experience of delivering counselling/ psychotherapy training equivalent to HE level 6 or above.</p> <p>Experience of working with a wide range of students/people.</p> <p>Experience of facilitating training that addresses power and difference, systemic discrimination and equipping psychotherapists to work effectively with difference.</p> <p>Previous experience of working with teams and managing processes.</p>	<p>Course management experience</p>

<p><b>Skills/Abilities</b></p>	<p>Ability to organise own time and workload effectively.</p> <p>Excellent communication skills both verbal and written.</p> <p>Confident IT skills especially competence in Microsoft Office and Zoom.</p> <p>Skills in managing the complex dynamics inherent in therapy training contexts.</p>	<p>Research skills</p> <p>Previous experience of working with Moodle or similar.</p> <p>Advanced supervision skills.</p>
<p><b>Qualities/Disposition</b></p>	<p>Willingness to take responsibility and lead.</p> <p>Team player</p> <p>Reflective and flexible</p> <p>Conscientious and diligent</p>	