



**Seminar Leader Roles
Candidate Information
Pack**

July 2020

Thank you for your interest in joining our team.

This is an exciting time to join WPF Therapy as we look ahead to finding new ways to best meet the needs of our clients and trainees in a changing global context.

Founded in 1969, WPF Therapy has much to be proud of in its 50-year history, having a reputation built on delivering high quality psychotherapy that has been made accessible to thousands of clients through affordable pricing and inclusive practice. The charity has worked through and adapted to major social change and this year, as a society and as individuals, we have all faced new challenges due to the pandemic. I am incredibly proud and impressed by how our community has responded in prioritising our support to clients and trainees through remote delivery.

We are as committed as ever to making sure that good therapy is accessible to those that need our help and we are confident that our updated modes of delivery and contemporary content on our clinical qualification provide the right foundation for therapists in a changing future.

The success of WPF Therapy is directly related to the skills and engagement of our employees and our work environment. We are a community committed to lifelong learning and development which means you will have the opportunity to develop professionally and personally whilst working with us. Our services are based in the principle of being open and accessible to all so we want to ensure that we use our collective expertise in developing and delivering our services. Our work is done in the service of others to help them grow and we engage in that work with partners and the wider profession to support the development, utilisation and application of the psychodynamic model.

We are looking for skilled and resilient people to join us, experts in their subject matter and excellent communicators, who share our values and commitment to accessible therapy through multi-channel delivery. You will be open to innovation in the teaching and delivery of psychodynamic therapy courses and proactive in contributing ideas and collaborating with colleagues to deliver excellent learning experiences.

It is my privilege to be Chief Executive of this great charity, I hope you feel inspired to apply to join us.

A handwritten signature in blue ink, appearing to read 'Sam Downie', written in a cursive style.

Sam Downie, Chief Executive

About WPF Therapy

WPF Therapy provides therapy services for more than 400 clients every week and we provide training and professional courses in counselling and psychotherapy for over 1,000 people every year. Our services are delivered face to face both in our building and online.

We provide:

- high-quality, affordable counselling and psychotherapy
- a variety of therapies, individual and group, short and long term, to help people with different needs
- professional training and CPD in psychotherapy
- training in counselling skills for people who work with people

More about [Our therapy options](#).

We provide training at both a foundation level and a qualifying level. Trainees can start with our Foundation Certificate courses and progress to the Clinical Qualification in Psychodynamic Psychotherapy. For those trainees who are looking for a more intense model they can continue their development on our Psychoanalytic Psychotherapy training. We run a wide-ranging programme of specialist CPD courses for qualified counsellors and psychotherapists. These include a Post-Qualifying Certificate in Supervision and a Certificate in Clinical Assessment Skills as well as a full programme of workshops and lectures. WPF Therapy uses multi-channel delivery which means that some sessions are delivered remotely.

More about [our courses](#)

Our Vision:

A safe space that empowers individuals to manage their own lives and flourish

Our Mission:

As a charity, our mission is to advance mental health and wellbeing for the benefit of society and everyone.

We do this in four ways:

- by providing affordable **therapeutic services** to promote mental and emotional well-being
- by providing **training and educational opportunities** for therapists, and those involved in the caring professions, in order to ensure a skilled workforce is available to deliver effective treatments
- by supporting, promoting and engaging in **research** into mental health and its treatment
- by raising **awareness** of mental health issues and treatments

Our Values:

- Community
- Learning
- Openness
- Expertise
- Professionalism
- Compassion

Our Structure

WPF's Executive Teams consists of:

- Sam Downie, Chief Executive
- Oye Agoro, Director of Clinical Services
- Yetunde Aroloye, Director of Resources
- Lynsey Hotchkies, Director of Studies
- Currently held by Fran Bristow as Interim Director, Director of Clinical Practice

Each Director is responsible to the Board of Trustees and the relevant sub committees for the services they head up. The Executive Team, through the Chief Executive, is responsible to the Board of Trustees for major strategy and policy development. The Executive Team also co-ordinates corporate management policies and activities across WPF's range of services.

We are currently a team of about 80 people, many staff work part time and it is possible for some roles to be undertaken remotely either fully or in part. Flexibility is important as it enables us to offer greater accessibility in course timetables.

Our Governance

The Board of Trustees plays a very important role in making sure that as a charity, WPF is run in the interests of the people it is there to support. They strategically oversee the management and administration of the organisation and that its work and goals are in line with its vision.

Trustees are not involved in the day-to-day running of WPF. The Board has delegated authority to the Chief Executive and Executive Team to manage operations. Instead, they play the role of a 'critical friend' to the Chief Executive by giving support and by challenging – in a supportive way – to help them manage effectively.

The Trustee Boards meet between four to eight times a year. Trustees also sit on a number of sub-committees that focus on particular areas of work or projects.

[Current WPF Trustees](#)

Clinical Qualification in Psychodynamic Psychotherapy

WPF offers a professional psychodynamic psychotherapy qualification in once weekly psychotherapy which successful graduates will be able to offer both face to face online and in person. Training leads to registration with BPC and UKCP and the course is also BACP accredited

In line with WPF Therapy's commitment to making psychotherapy accessible and the changing world context which has raised the profile and demand for online therapy we have recently reviewed the content of this programme with a view to providing a training in psychodynamic psychotherapy that will enable graduates to work professionally with flexibility around mode of delivery of therapy.

This is a four-year course which combines theoretical seminars and clinical experience. Theoretical seminars are delivered online during year one and in building as the training progresses. Clinical work is both online and in person. Trainees are expected to provide both. All trainees are provided with a clinical placement within WPF Therapy clinical services. Clinical supervision of this work takes place across 44 weeks a year and is currently online. WPF Therapy uses multi-channel delivery and some sessions will be delivered remotely.

For the year one intake of 2020-2021 supervision, experiential groups and seminars will be online delivery for the full academic year. Other years will be in building as far as possible. This will be reviewed as the situation with Covid-19 develops in line with government advice and we anticipate that some parts of the course will include in person attendance at London Bridge.

[Click here](#) for detailed information about this programme

Our Vacancies

Following a recent curriculum and timetable review we are recruiting for a number of Seminar Leader roles to support our Clinical Qualification. Approximately 120 trainees are enrolled on the whole programme of whom about 35 graduate every year. The programme has moved predominantly online due to current government guidelines.

Seminar Leaders

	Contract Type	Terms (10 weeks)	Seminar Times	Actual Salary	FTE Salary
Clinical Concepts (Mode A2)	Fixed Term	1, 2	Thursday, 5.30-6.50pm	£1417	£34,103
Clinical Concepts	Fixed Term	1,2,3	Thursday, TBC	£2,125	£34,103

Human Development (M2) starts Jan 2021)	Fixed Term	2,3	Tuesday 2.00- 3.30pm	£1417	£34,103
Ontology (Mode A)	Fixed Term	1,2,3	Friday, 5.30- 6.50pm	£2,125	£34,103

Please see end of this pack for details of full [Job Descriptions](#) and Person Specifications.

For a copy of the module description prior to application please email humanresources@wpf.org.uk

How we value our people

- We are committed to supporting our staff through a variety of methods including coaching, mentoring, e-learning, shadowing and individual courses. Each staff member has an annual appraisal and agrees a learning and development plan that is reviewed annually.
 - We are committed to supporting our staff to achieve a good work-life balance and offer flexible working options wherever we reasonably can.
 - 38 days holiday including bank holidays, pro rata for part time staff. Teaching staff are expected to take holiday outside of term time.
 - Membership of a contributory pension scheme with Aviva, employee contribution is 5%, WPF contribution is 5%, contributions can be made via salary sacrifice
 - WPF has an employee assistance programme provided by Health Assured. It offers free confidential, independent help, information and guidance to all employees and their immediate family 24 hours a day. It also allows for face-to-face counselling sessions, offered near the employee's home or place of work.
 - Season ticket loan after successful probationary period
 - Company sick pay after three months' employment
 - Family Friendly Policies which includes flexible working, maternity, paternity, adoption and shared parental leave.
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How to apply

To apply for any of these posts, please submit:

- A comprehensive CV (no more than 2 pages).
- A supporting statement that addresses the essential criteria as set out in the Person Specification.

If you wish to apply for more than one position please indicate this in your supporting statement, together with any preferences in terms of roles.

- Details of two referees whom we would be able to contact at shortlist stage.

As part of the online application process, you will be asked to complete an equal opportunities monitoring [form](#). The information on this page will be treated as confidential and used for statistical purposes only. This information will not be treated as part of your application.

The closing date for applications: **10am, Friday 14 August 2020**

Applications should be sent to **humanresources@wpcf.org.uk**

If you have any queries in relation to the application process, or you experience difficulties uploading your application, please do not hesitate to contact humanresources@wpcf.org.uk

For an informal discussion about the role please contact Lynsey.Hotchkies@wpcf.org.uk

DBS

All teaching and clinical roles are subject to an enhanced Disclosure & Barring Service (DBS) check by the Disclosure & Barring Service and offers of employment are subject to satisfactory receipt of these.

Interviews

Panel interviews will be undertaken remotely via video conferencing on Microsoft Teams.

Seminar Leader (Psychodynamic Psychotherapy Programme)

Job Description

Job Purpose

- To enable students/trainees to acquire a defined level of competency within the subject matter of their seminar module and to ensure that all students/trainees meet the module/course learning outcomes.
- Please refer to Appendix 1 for specific tasks depending on seminar module.

Reports To: Programme Manager

Key Tasks and Responsibilities

- To teach the required number of seminars according to a set curriculum, to WPF standards, and with reference to the Course or Module Learning Outcomes. This includes assessing students/trainees on a continuous basis and facilitating the student self-assessment process.
- To use both experiential and didactic teaching methods in order to help students/trainees integrate theory and practice.
- To mark and offer feedback to students/trainees on written assignments as required. Marking should follow the relevant mark scheme.
- To complete all assessments including Seminar Report Forms if required.
- To attend scheduled line management and team meetings and an annual appraisal with the Programme Manager. Attendance at these meetings is required and will be outside normal course hours but can be claimed separately.
- To follow programme and organisational policies and procedures, including the accurate maintenance of a student attendance record.
- To teach within the BACP Ethical Framework for the Counselling Professions (2019) and to ensure that students/trainees understand and work within the relevant codes of practice and conduct.
- To ensure students/trainees' understanding of the impact of prejudice and the need to develop anti-discriminatory practice.
- To liaise regularly with other members of the Training Directorate, for example with the course Group Conductor/s and the Programme Administrators.
- To respond promptly to all communications and to work jointly with the programme management and administrative support team

- To provide course outlines, session plans, handouts and equipment checklists to organisational deadlines as set by the relevant programme manager.
- To incorporate WPF Therapy specific information into the training.
- To be familiar with the full provision of training at WPF Therapy and to promote further WPF training to students/trainees. This includes providing references requested by WPF Therapy for students/trainees applying to further training.
- To assist in the monitoring and evaluation of the curriculum content and delivery and of the training standards, and their development including via feedback, questionnaire and post module review with management as appropriate
- To participate in professional activities that enable or enhance fulfilling the role of Seminar Leader including attending WPF Therapy training and meetings.
- Be familiar with and abide by the WPF Therapy Values and Code of Ethics and Professional Practice as well as those Codes of Ethics relevant to personal professional memberships.
- To work with online learning platforms and deliver their seminar remotely as required.
- To provide a photograph and brief biography for the website and other promotional materials.
- Depending on the programme, Seminar Leaders may be required to be filmed teaching and to facilitate an online discussion forum related to the content of their seminar.
- In the event that the seminar is the last training activity of the day in the building the Seminar Leader will be required to work closely with Reception staff to implement the Lone Working Policy. This means that it is important that they stay until after the last trainee leaves and to complete the final floor walk and lock the building leaving by 9.15pm Monday to Friday and 4.30pm on Saturdays and Sundays. Reception staff will be familiar with most aspects of facilities related matters and evacuations and will therefore lead on these matters, the Seminar Leader will lead on any trainee related matters. At the extremities of the day it is likely that the Seminar Leader and the Reception staff will be the only employees on site.
- To work in accordance with WPF Therapy policy, including the Equalities and Diversity Policy.
- To consult, as appropriate, with the designated Health & Safety Manager in case of incidents and emergencies.
- To undertake any other responsibilities or tasks as reasonably required by WPF Therapy on request of the Programme Manager.

- Some additional responsibilities are required for individual courses. see Appendix 1 for more details

Person Specification

Experience and Knowledge

- A qualified and experienced psychoanalytic, psychodynamic or group analytic psychotherapist. The appointee must be accredited with BACP or registered with UKCP (CPJA) or BPC. Some modules may have specific qualification requirements and expertise. Please refer to Module descriptions.
- Demonstrable use of counselling skills working as a counsellor/psychotherapist or work as a psychotherapist and experience of training in counselling skills.
- Demonstrable experience of teaching/training adults. This is likely to have been achieved through a teaching/training qualification or substantial experience in teaching adults. You will need to be able to demonstrate the application of the principles of adult learning in groups. This extends to experience of continuous assessment of students/trainees using a variety of techniques and facilitation of study skills and essay marking.
- To be able to demonstrate expertise and teach to the course curriculum and/or Module Outline.
- Experience and/or willingness to learn how to effectively deliver counselling and psychotherapy training through an online medium.
- Good IT skills and capacity to work online.
- An up-to-date awareness of the changing legal and regulatory requirements within counselling and psychotherapy.
- You must understand and adhere to the law regarding copyright and plagiarism, and know how to accurately cite sources for intellectual material used in the curriculum.
- An understanding of the law and guidance around safeguarding and responsibilities as outlined in the WPF Therapy Safeguarding Policy.
- Familiarity with (or willingness to learn) how to work within a Virtual Learning Environment.
- Knowledge of anti-discriminatory practice including legislation and protected characteristics.

Skills and Personal Qualities

- Flexibility and willingness to take the initiative as well as being able to encourage creativity in the students/trainees.
- Empathy, genuineness, warmth and a non-judgemental attitude when teaching and relating to students/trainees.

- The courage to address issues of prejudice, discrimination or any other breach of WPF policies, procedures or the BACP Ethical Framework for the Counselling Professions promptly and appropriately.
- To demonstrate a personal commitment to the psychodynamic model.
- To be willing and able to work within a digital environment.
- To liaise with other staff and managers appropriately and in compliance with WPF Therapy Values and Code of Conduct.
- To engage with and support the wider WPF organisation in the achievement of its goals and mission.
- Self-management skills including organisational skills and time-keeping.

Abilities

- Able to demonstrate an understanding of how your own cultural background can influence your attitudes and communication and may affect your ability to train and relate to others from different cultural and ethnic groups.
- Able to facilitate experiential learning in a variety of ways for adult groups including when working online.
- Able to create a learning environment and attend to the social and emotional needs of the students/trainees in an appropriate manner including when working online.
- Able to develop and use training approaches that address a variety of learning styles and preferences.
- Able to demonstrate a high level of interpersonal and communication skills including the giving and receiving of feedback.
- Able to work effectively as part of a team whilst retaining the ability to work independently.

Equalities

WPF Therapy is committed to equality of opportunity. All staff must support this and, wherever possible, contribute to the development of this aim.

This job description provides a summary of key responsibilities and duties. From time to time it may be reviewed based on the needs of the organisation.

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Seminar Leader Job Description – Appendix 1

Psychodynamic Psychotherapy Programme – Module

Clinical Concepts (Mode A – Two Terms)

Module Rationale

Psychodynamic psychotherapy places at the very heart of the process the relationship between psychodynamic psychotherapist and client, the notion of unconscious as well as conscious communication, and the interplay of past with present relationships and situations. This module has as its focus the body of theory which relates to client/ psychodynamic psychotherapist interaction evolved from the clinical work of Freud and Jung, and has been further developed by Klein, Bion, Winnicott and contemporary authors. Trainees need to be able to see how the clinical concepts that they are taught to use have arisen and developed and to find where there have been and are areas of major conflict and disagreement.

The main purpose of the module is to enable trainees to arrive at a grasp of such concepts as transference, counter-transference, defence, resistance and boundaries in a way that arises out of their own practice and is therefore most useful to them.

Learning Outcomes

1. Trainees are developing an awareness of key concepts and linking them with the appropriate contributor eg Jung, Bion etc.
2. Trainees show an emerging capacity to describe their work with clients in terms of psychodynamic clinical concepts.
3. Trainees show a developing grasp of the application of clinical concepts through discussion of case material, exemplification of concepts with clinical vignettes, mini-case presentations around a specific concept etc.
4. Trainees become able to use the module actively to think clinically about their own work and that of others from the point of view of general principle not supervision.
5. Trainees are beginning to show an awareness of research in the field
6. Trainees begin to show a capacity to engage creatively with differing clinical views encountered in reading, input and discussion.

Key Tasks and Responsibilities

- To teach 20 seminars according to a set curriculum, to WPF standards, and with reference to the Course or Module Learning Outcomes. This includes assessing trainees/trainees on a continuous basis and facilitating the trainee self-assessment process.
- To work with Module Leader teaching on the alternative Mode. This includes agreeing the reading list, agreeing the written assignment and second marking as required (NB. Marking is claimed separately and is linked to the number of assignments marked).

- To update reading lists annually in discussion with Programme Manager.
- To mark written assignment
- To complete Seminar Report Forms (feedback) on trainees' participation in the seminar.

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Seminar Leader Job Description – Appendix 1

Psychodynamic Psychotherapy Programme – Module

Human Development (Mode M – Two Terms)

Module Rationale

The psychodynamic approach implies that the past has formed residues which will be relevant to an understanding of the present even though it may not always be appropriate to work overtly with interpretations linking past and present. The psychodynamic psychotherapist needs an understanding of the relevance of the past to the present to be able to note and identify patterns and to see how the triangle of past, present and transference forms itself. In addition, the practising psychodynamic psychotherapist needs to have a good foundation in current thinking and theorising about human growth and development, including ideas from neuroscience and early brain development.

This module critically examines psychodynamic views of the psychological development of the human being. The emphasis is on normal development and on tracing the growth of various aspects of the adult personality. Typical developmental tasks, crises and adaptations are considered as well as difficulties that may arise.

The module seeks to examine human development from a variety of perspectives reflective of diversity within society.

Learning Outcomes

1. Trainees demonstrate an understanding of developmental tasks, crises and adaptations/defences reflecting a diverse theory and clinical base.
2. Trainees use their own life experience and casework appropriately to examine critically the validity of theoretical assumptions.
3. Trainees demonstrate some understanding of the importance of the achievement of the depressive position for normal emotional development as well as an understanding of the interplay between the paranoid schizoid and depressive positions.
4. Trainees have some knowledge of recent research in infant and child development, including the work of attachment theory and neuroscience and recognise the importance of a research and evidence base.
5. Trainees demonstrate awareness of research in the field and begin to be able to relate this to their practice.
6. Trainees show an ability to integrate psychological with social, cultural and biological influences whenever appropriate.

Key Tasks and Responsibilities

- To teach 20 seminars according to a set curriculum, to WPF standards, and with reference to the Course or Module Learning Outcomes. This includes assessing students/trainees on a continuous basis and facilitating the student self-assessment process.
- To work with Module Leader teaching on the alternative Mode. This includes agreeing the reading list, agreeing the written assignment and second marking as required (NB. Marking is claimed separately and is linked to the number of assignments marked).
- To update reading lists annually in discussion with Programme Manager.
- To mark written assignment
- To complete Seminar Report Forms (feedback) on trainees' participation in the seminar.

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Seminar Leader Job Description – Appendix 1

Psychodynamic Psychotherapy Programme – Module

Ontology (Mode A – Three Terms)

Module Rationale

Becoming a psychodynamic psychodynamic psychotherapist places heavy demands on each trainee to understand him or herself, attitudes, values, prejudices. This module provides time and opportunity for exploration of each trainee's position in relation to thought and values in areas such as philosophy, religion, the arts, science and politics.

Learning Outcomes

1. The trainee shows in the module willingness to pose or have posed fundamental questions about what he/she and others understand themselves to be.
2. The trainee shows that he/she can approach such questions by referring to self awareness and to the combined awareness of disciplines such as science, art, spirituality, religion and politics.
3. The trainee shows that he/she engages in dialogue with him/herself and others in the group and demonstrates a balance between thinking and feeling functions.
4. The trainees shows that he/she engages in dialogue with whatever is taken as text.
5. The trainee shows that he/she is attempting to understand what constitutes and constructs his/her "I".

Syllabus

Each module leader provides material from various disciplines such as philosophy, religion, the arts, science and politics. The order will vary as will the exact topics discussed according to the group. The context is subordinate to the methodology and attitude to the texts that this module particularly, and the module as a whole, seeks to engender.

Key Tasks and Responsibilities

- To teach 30 seminars. This includes assessing students/trainees on a continuous basis and facilitating the student self-assessment process.
- To work with Module Leader teaching on the alternative Mode. This includes agreeing the reading list.
- To update reading lists annually in discussion with Programme Manager.
- To complete Seminar Report Forms (feedback) on trainees' participation in the seminar.

