

## RECRUITMENT PACK



**This document includes the following information:**

- Job Description
- Person Specification
- Additional information

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Making an application:

**Please complete the short on-line application form and attach the following 3 documents:**

- a) A covering letter setting out how you meet the requirements of the role as set out in the person specification.
- b) A full curriculum vitae (CV) including any publications. You should provide information on the range and content of your teaching and supervision experience, as well as on curriculum development.
- c) An education statement of no more than two sides of A4 setting out your track record in terms of contribution to pedagogical developments and, where appropriate, the development of professional practice. You should also include a reflective statement on your approach to research-led education and how it draws on pedagogical research. Also indicate how you ensure your continuing professional development as an excellent teacher in higher education.

Shortlisting is undertaken by a panel after the closing date on the basis of information provided and failure to upload the requested documents will result in an application being rejected.

**We recommend that you take a copy of this recruitment pack to help with your preparation.**

A commitment to sustaining an inclusive and diverse community is one of the University's Core Values and we are keen to address any imbalances in our workforce.

The University of Essex is proud to be part of the Disability Confident scheme and is committed to supporting diversity and equality, representative of our inclusive community. As part of our commitment to this scheme any candidate who has a disability and meets all the essential criteria for the role will be offered an interview. We also work in partnership with national disability organisation [AccessAble](#) who provide detailed online access guides to many of our campus buildings and facilities which you may find useful.

Please note: We are only accepting on-line applications for this post. However, if you have a disability that makes it difficult for you to provide us with information in this way, please contact the Resourcing Team (01206 876559) for help.

Closing Date: 5 June 2019

Interviews are planned for: 9 July 2019

Expected start date: 1 August 2019, or as soon as possible thereafter



UNIVERSITY OF ESSEX  
 JOB DESCRIPTION

<b>Job Title and Grade:</b>	Lecturer (ASE); Grade 9
<b>Contract:</b>	Permanent, Part-time
<b>Hours:</b>	A notional minimum of 21.6 hours per week
<b>Salary:</b>	£40,793 - £48,676 per annum, pro-rata
<b>Department/Section:</b>	Department of Psychosocial and Psychoanalytic Studies
<b>Responsible to:</b>	Head of Department (HoD)
<b>Purpose of role:</b>	To contribute to teaching in the areas of Therapeutic Communication and Therapeutic Organisations, Psychodynamic Counselling and Psychoanalytic Observation and Reflective Practice.

## CONTEXT

The Department of Psychosocial and Psychoanalytic Studies is recognised internationally as one of the leading Departments for work that focuses on the role of the unconscious mind in mental health, culture and society and the many psychosocial factors, which influence our lives.

We are now seeking to appoint a Part-time Lecturer in Psychotherapy and Counselling. This is a permanent position for 21.6 hours per week starting from 1 August 2019, or as soon as possible thereafter. You will take up a teaching role supporting the delivery of our innovative FdA/BA Therapeutic Communication and Therapeutic Organisations programme at our Colchester Campus and contribute to our Graduate Diploma and/or MA in Psychodynamic Counselling, and observation modules in our BA Childhood Studies.

The job could suit someone with experience of working psychodynamically, and with an ability to explore psychodynamic thinking in relation to everyday roles in professional organisations concerned with education, health and social care. You will be a member of the British Psychoanalytic Council, the Association of Child Psychotherapists, the Council for Psychoanalysis and Jungian Analysis (a college of the UK Council for Psychotherapy), the British Association of Psychotherapy and Counselling or an equivalent organisation. You will have relevant teaching experience and a capacity to inspire your students.

*As an enabling academic environment for all of our students and staff we are committed to the principles of Athena Swan and equality for all. We particularly welcome applications from those who identify as female or non-binary and those from an ethnic minority to improve their representation in PPS.*

The post holder will be expected to:

1. Teach on the FdA/BA Therapeutic Communication and Therapeutic Organisations.
2. Teach Observation and Reflective Practice in BA Childhood Studies.
3. Teach on the Graduate Diploma and/or MA Psychodynamic Counselling.
4. Undertake placement visits
5. Supervise and support UG and MA students in their research projects.
6. Fulfil any assessment and examination duties.
7. Where appropriate, contribute to the development of new programmes in counselling.

## KEY RESPONSIBILITIES OF THE POST

- To contribute to excellence in education by designing and delivering, substantive and effective teaching and learning support at undergraduate and postgraduate levels (e.g. curriculum development and review, assessment and feedback, supervision, etc.) as agreed with the HoD.
- To engage in individual and/or collaborative scholarship and professional practice activity which contributes to an excellent standard of publications
- To undertake leadership duties related to pedagogic research and education appropriate to career stage and as allocated by the HoD.
- To enhance the scholarly reputation of the Department and the University by contact with the wider academic community and the dissemination of knowledge via public communication and other activities.
- To contribute expertise and knowledge to departmental and/or institutional initiatives as directed by the HoD.

### Education

- To engage successfully and effectively in substantive teaching and learning support roles in the Department, and develop a broad understanding of how such activities support student learning.
- To design, plan and deliver learning across a range of modules or within subject area, in creative and innovative ways appropriate to the subject area and level, taking into account departmental action planning and priorities.
- To deliver and support learning activities (modules, programmes of study, etc.) in stimulating and inclusive ways appropriate to the subject area, level, range of learners and learning environment.
- To assess and feed back to learners (UG, PG, work-based, etc.) in evidence-informed ways appropriate to the subject and level.
- To supervise student projects, fieldwork and placements.
- To supervise postgraduate taught students appropriate for the discipline.
- To gain Fellowship of the Higher Education Academy within the probationary period (usually three years for permanent posts).
- To contribute to the development of faculty and departmental quality assurance procedures and quality enhancement initiatives to ensure that teaching and learning support meets the standards expected within a research-led university.

### Leadership and Citizenship

- To undertake leadership of specific, significant areas of activity within the department (e.g. recruitment, admissions, acting as undergraduate or postgraduate director) as may be reasonably required by the Head of Department.
- To play an active and constructive role in the Department and engage in activities beyond your own education duties, (e.g. admissions or undergraduate recruitment, etc.), identifying areas for improvement and taking action as agreed by the Head of Department.
- Undertake peer mentoring of colleagues new to teaching on the request of the Head of Department.

- To participate in, build and develop internal and external networks and establish links with relevant academic and professional bodies, contacts and employers.
- To ensure knowledge and skills relevant to the profession are up-to-date and applied in education and research, and that the implications of quality assurance and quality enhancement for professional practice are fully understood.
- To engage in continuing professional development in relevant subjects/disciplines and their pedagogy, incorporating the outcomes from research, scholarship and the evaluation of professional practice.

### **Scholarship and Professional Practice**

- To incorporate subject and pedagogic research and/or scholarship into learning and assessment as part of an integrated approach to academic practice.
- To develop and produce learning materials and disseminate the results of scholarly activity.
- To actively engage in reflective practice and continuing professional development in relevant subjects/disciplines and your pedagogy, incorporating the outcomes from research, scholarship and the evaluation of professional practice.
- To contribute to your individual field of expertise as appropriate to your discipline.
- To conduct individual or collaborative scholarly research projects as appropriate to your discipline.
- To identify sources of funding and contribute to the process of securing funds for your scholarly activities.

*These duties are a guide to the work that the post holder will initially be required to undertake. They may be changed from time to time to meet changing circumstances.*

### TERMS OF APPOINTMENT

For a full description of the terms of appointment for this post please visit:

<https://www.essex.ac.uk/staff/employment-policies-procedures/my-contract>



UNIVERSITY OF ESSEX  
PERSON SPECIFICATION

<b>JOB TITLE:</b> Lecturer (ASE); Grade 9	<b>POST REF:</b> REQ02655
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QUALIFICATIONS / PROFESSIONAL RECOGNITION	Essential	Desirable
■ Relevant Masters level degree in Psychoanalysis, Psychotherapy, Counselling, or equivalent professional experience or practice.	X	
■ Fellowship of the Higher Education Academy or the ability to gain professional recognition at this or a higher level if appropriate.	X	
■ Relevant doctoral level degree in Psychoanalysis, Psychotherapy, Counselling or equivalent professional experience or practice.		X
■ Membership of the British Psychoanalytic Council, the Council for Psychoanalysis and Jungian Analysis (a college of the UK Council for Psychotherapy), the Association of Child Psychotherapists the British Association of Psychotherapy and Counselling or an equivalent organisation.	X	
■ Qualification as a psychoanalytic psychotherapist or psychodynamic counsellor.	X	
EXPERIENCE/KNOWLEDGE	Essential	Desirable
■ Substantial experience in teaching at undergraduate and/or postgraduate levels, or demonstrable potential to engage in teaching and learning support in, engaging and innovative ways.	X	
■ Experience of designing and planning of learning activities (training, modules, programmes of study, etc.), developing effective learning environments (face to face and/or virtual) and approaches to student support and guidance.	X	
■ Sustained engagement in continuing professional development in relevant subjects/disciplines and their pedagogies, incorporating research, scholarship and the evaluation of professional practices.	X	
■ Experience, or an understanding of engaging with the implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching.	X	
■ Experience of clinical work as a psychoanalytic psychotherapist or psychodynamic counsellor.	X	
■ Knowledge and capacity to teach Psychoanalytic Observation and Reflective Practice.	X	
■ Experience of e-learning/blended learning programmes and/or of combining various forms of teaching and learning delivery.		X
■ Experience and training in a therapeutic role in a relevant setting to inform teaching in Therapeutic Communication and Therapeutic Organisations.		X
SKILLS/ABILITIES	Essential	Desirable
■ The ability and willingness to complement and continuously enhance the department/school's education strengths and areas of planned development.	X	

■ The ability to engage in knowledge exchange and outreach activities and a willingness to mentor colleagues to do the same.	X	
■ A clear understanding of how students learn both generally and within their subject/disciplinary area(s) and the ability to apply this understanding to their own practice.	X	
■ A commitment to the on-going evaluation of their own teaching and an ability to do this effectively, with the support of others where appropriate.	X	
■ Strong communication skills, both written and verbal.	X	
■ An appreciation of the value of appropriate technologies and how these support student learning with a willingness to deploy these when relevant.		X
■ Capacity undertake placement visits and support students on placement.	X	
■ The ability and willingness to play an active part in the administration of the department, including a commitment to attend all staff meetings relevant to your role.	X	
■ Willingness to become involved and take an equal share in extra-curricular activities within the department (e.g. open days; research student conferences; school visits etc.	X	

PROFESSIONAL VALUES	Essential	Desirable
■ A commitment to helping develop dynamic communities of research and education at the University.	X	
■ A strong and well-articulated commitment to the University's values and mission to deliver excellence in both education and research (integrated academic practice).	X	
■ A commitment to respect individual learners and diverse learning communities and to promote participation in higher education and equality of opportunity for all learners via student-centred practice.	X	
■ A commitment to using evidence-informed approaches and the outcomes from research, scholarship and continuing professional development in their academic practice.	X	
■ An acknowledgement of the wider context in which higher education operate.	X	
■ A willingness to participate in extra curricula departmental activities (e.g. events supporting recruitment, welcome and employability).	X	
■ Commitment to support an enabling academic environment, the principles of Athena Swan and equality for all.	X	
ELIGIBILITY	Essential	Desirable
■ The ability to meet UK 'right to work' requirements*.	X	

\* The University has a responsibility under the Asylum, Immigration and Nationality Act 2006 to ensure that all employees are eligible to work in the UK. Prior to commencing employment, the successful candidate will be asked to provide documentary evidence to this effect. Please note that the University may not be able to issue a Tier 2 Certificate of Sponsorship for this post. For further information about UK immigration requirements please follow this link <https://www.gov.uk/government/organisations/uk-visas-and-immigration>

## ADDITIONAL INFORMATION

### Department

You can find more information about the department at the following link:

<https://www.essex.ac.uk/departments/psychosocial-and-psychoanalytic-studies>

### People Supporting Strategy

Please find a link to the People Supporting Strategy.

<https://www.essex.ac.uk/-/media/documents/directories/human-resources/people-supporting-strategy.pdf>

### General information

Informal enquiries may be made to Dr Chris Nicholson, Head of Department (telephone: 01206 873075; e-mail: [cnich@essex.ac.uk](mailto:cnich@essex.ac.uk)). However, all applications must be made online.

At the University of Essex we use consistent language and terminology that articulates more clearly the responsibilities for education, research and leadership/citizenship associated with each academic role. This will help new colleagues to understand the University values from the moment they engage either as an applicant or new colleague, and help them to understand the future career pathways available to them as they become more established in their role.

We advertise our salaries on a range to indicate the trajectory of progression that can be made. Appointments are usually made at the start of the salary range. The university salary structure includes automatic pay progression within the published grades, subject to service and performance. In addition to this, there are performance related annual pay review schemes in place.

### Benefits

As an employer we offer a range of benefits and a commitment to career development and equal opportunities in an environment that both reflects and creates a rich interaction of people, disciplines and ideas.

- Pension scheme
- Generous holiday entitlement
- Competitive salaries
- Training and development
- Family Friendly policies
- On campus childcare facilities, for more information visit [www.wivenhoeParkDayNursery.co.uk](http://www.wivenhoeParkDayNursery.co.uk)
- Relocation support package for qualifying staff
- Interest free season ticket loan
- Range of optional salary exchange tax benefits (pension and bicycle schemes)

**This document is produced by:**

**Resourcing Team  
Human Resources  
University of Essex  
Wivenhoe Park  
Colchester CO4 3SQ  
United Kingdom  
Tel: +44 (0)1206 876559  
Email: [resourcing@essex.ac.uk](mailto:resourcing@essex.ac.uk)**

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