

# **Job Description**

# **Lecturer – Counselling (fractional posts)**

# **Commercial Industries and A Level School**

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### The School

Kingston College was graded ‘good’ by Ofsted in 2016, awarded “Bronze” in the 2018 Teaching Excellence Framework (TEF) and has developed over the years a formidable reputation for the quality and breadth of its education and training provision.  A major development on the main site has provided the opportunity to combine educational study with business and training activity.  The Commercial Industries and A Level School has responsibility for courses across the whole spectrum of Hair and Beauty, Tourism, Hospitality, Public service, Sport and Leisure, Counselling, Early Years, Health and Social Care and A Levels, with courses ranging from basic skills, to work at undergraduate level, together with the business and training activities associated with the development and responsibility for the work based learning contracts across the College.

The School offers a wide curriculum range covering both academic and vocational subjects and the School is now looking for a number of dynamic individuals to enhance this expanding area.

The current Counselling provision includes a BA (Hons) Integrative Relational Counselling degree and part time adult Level 2 and Level 3 introductory courses, including an Access to HE programme. Our introductory courses are currently awarded by NCFE (Level 3) and CPCAB (Level 2). Our counselling degree programme has gold-standard accreditation from BACP and is validated by Middlesex University. The course teaches an integrative approach to counselling which emphasises the centrality of the therapeutic relationship to counselling. The approach is based on an integration of selected elements from both the humanistic and the developmental-psychodynamic perspectives.

### The Role

Several teaching roles, on all courses and at all levels, are available to suitable applicants, along with specialist roles on the degree course. Please see the additional information section below for details, which also explains how to express your interest in the range of opportunities. All roles include the delivery of scheduled training, assessment/evaluation and feedback and pastoral support. If a candidate meets the requirements for more than one role, it might be possible to combine individual roles into a portfolio of teaching.

The person(s) appointed must be professionally registered as a psychotherapist and/or counsellor, and, for most roles, accredited. For roles on the degree course, their training and experience need to be compatible with the Integrative-Relational approach and meet all essential criteria for the post (see individual person specifications below). The successful candidates will be well-organised, self-motivated teachers and practitioners who have the ability to work with adult learners. The holder of this post will be expected to take responsibility for teaching and providing tutorial support for Counselling courses that may include Degree programmes and adult part time day and evening programmes. They may also be called upon to teach elsewhere in the School. The person appointed will be responsible, in the first instance, to the Team Leader, Head of Section and through them to the Head of School.

The holder of this post will be expected to contribute to all aspects of the work of the Section/School and this will include occasional 'out of hours' activities (such as selection days, interviews, and open events). The majority of degree teaching is all day Friday, part time adult courses and Access to HE courses take place in an evening and during the day.

**Main Purposes and Responsibilities**

**Responsible to:** Head of School. Day-to-day line management will be the responsibility of the Team Leader.

The post-holder will be expected to:

* Produce schemes of work, monitor their delivery, supervise assessment, provide internal verification and if necessary, liaise with external verifiers/moderators.
* Ensure programmes of work are conceived and delivered in ways, which meet the needs of individual learners (e.g. through Individual Learning Plans and resource-based learning).
* Contribute to the development of existing and new provision.
* Keep abreast of new developments in their curriculum area and related areas of education.
* Attend Section and School meetings where possible
* Co-ordinate, review and evaluate of modules/ courses for which he/she is responsible.

**General Duties of the Post**

All staff in the School are expected to:

* Teach on one or more of the courses provided or serviced by the School and contribute to the development of existing and new provision and the implementation of flexible and cost effective teaching and learning styles.
* Complete the administrative work connected with their teaching efficiently and effectively, including completion of registers, records of work and various forms of student progress sheets.
* Develop and implement student assessment strategies in accordance with College policies and the requirements of awarding bodies.
* Adopt a consistent approach in dealing with student discipline in accordance with School policy.
* Adopt procedures and practices to create a safe working environment, and ensure all students comply with the same and any safety standards in force for the area of work.
* Ensure that equipment and materials are treated with respect by classes for which they are responsible and that labs, computing rooms and other teaching areas are left clean and tidy.
* Participate fully in professional development including lesson observation, undertaking of training or re-training and the acquisition of essential qualifications.
* Assume tutorial and pastoral responsibilities, and take part in the recruitment and interviewing of potential students.
* Contribute to meetings, career conventions, in-service training sessions, conferences, seminars, open evenings and student assessment events, enrolments etc. in addition to their teaching and administrative responsibilities which may involve evening and Saturday working
* Cover for absent colleagues where possible.
* Keep up-to-date with Quality Improvement initiatives and to be aware of, and meet, service standards for the School.
* Propose any ideas that may help to promote and extend the College’s reputation and efficient running of the College.

**General Duties of the Post (Continued)**

* Perform other duties as may be required by the Principal, Head of School or their representatives in order to ensure the efficient functioning of the College.

This is not an exhaustive list of duties and responsibilities and the tutor may be required to undertake other duties, which fall within the remit of their role, in discussion with the Programme Leader, Head of School or Team Leader.

**Additional Information**

Please refer to the person specification (below) for full details of the personal qualifications, experiences and attributes required for these roles. Please note that in addition to a generic person specification there is also an additional set of personal requirements for some of the specialist roles.

When applying please indicate which teaching roles you are interested in. You can express interest in a combination/all of these roles. Your suitability will be evaluated against the appropriate person specification.

**Roles for which we wish to recruit lecturing staff – Lecturer for;**

1. Level 2 and 3 Counselling courses
2. Access to HE Counselling
3. BA (Hons) Integrative Relational Counselling – Clinical supervisor
4. BA (Hons) Integrative Relational Counselling – Skills Teaching
5. BA (Hons) Integrative Relational Counselling – Theory Teaching
6. BA (Hons) Integrative Relational Counselling - Personal Development Group facilitator
7. BA (Hons) Integrative Relational Counselling – Teaching and Supervision of Research

This Job Description / Specification is subject to periodic review.

**Salary scale: £21,422 to £38,682 pro rata, per annum inclusive of London Allowance**

**Closing Date: 22nd July 2019**

**Interview Date: 1st August 2019**

**Person Specifications**

**Lecturer in Counselling: generic requirements for all lecturer posts**

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|  | The successful candidates will: | **Essential** | **Desirable** |
| A | 1. Hold a professional qualification to practise in Integrative-Relational counselling or psychotherapy (minimum L6 Diploma or Honours Degree) – for teaching on the Access to HE (only) the requirement is for a minimum of L5 Diploma or Foundation Degree
 | **✓** |  |
|  | 1. Be a practising member/registrant of BACP, UKCP or an equivalent professional body, with 3 year’s post-qualification experience, and, where appropriate, have BACP accreditation.(for teaching on the Access to HE course I year’s post-qualification experience is sufficient and for teaching on L2/3, if not BACP accredited, be willing to gain this in the first year)
 | **✓** |  |
|  | 1. Hold a teaching qualification or be willing to achieve one in post, in line with current regulations, and needs of awarding/validating bodies.
 | **✓** |  |
|  | 1. Have at least I year’s experience as a teacher of counselling at a similar level/on a similar subject
 |  | **✓** |
|  | 1. [With guidance] be able to assess students’ work/ practitioner skills.
 | **✓** |  |
|  | 1. Be familiar with national educational standards; and BACP and awarding/validating body requirements for the appropriate level.
 |  | **✓** |
|  | 1. Be a creative, resourceful and effective educator, able to:
* convey knowledge
* support the development of skills
* support, challenge, mentor and motivate students
* maintain boundaried, warm and empathic relationships with students
* assess students’ work and offer effective feedback
* monitor and record students’ progress within college and course systems and procedures
* meet targets
 | **✓** |  |
|  | 1. Have the personal qualities required to be able to:
* work conscientiously to a high standard
* be well-organised and show attention to detail, so as to plan, prepare and carry our administrative and other tasks effectively within deadlines
* respond flexibly to changing circumstances and demands
* be resilient under pressure
* be open to new ideas and innovations
* be creative in problem-solving
* work collaboratively as part of a team
* work effectively as an individual
 | ✓ |  |
|  | 1. Have good general IT skills:
* familiarity with Word, Excel, PowerPoint and email
* capacity to adapt quickly to college IT systems

  | **✓** |  |
|  | 1. Have a strong demonstrable commitment to the ethics of counselling and teaching, and be committed to sound practice with regard to difference, diversity and power in the counselling room and the classroom.
 | ✓ |  |

**Specific additional requirements for individual posts**

**3. Lecturer in counselling: BA (Hons) Integrative Relational Counselling – Clinical supervisor**

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|  | The successful candidates will: | **Essential** | **Desirable** |
|  | 1. Have undertaken, or be currently undertaking, training as a clinical supervisor of counsellors; or have substantial experience as a clinical supervisor of trainee counsellors.
 | **✓** |  |

**6. Lecturer in counselling: BA (Hons) Integrative Relational Counselling - Personal Development Group facilitator**

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|  | The successful candidate will: | **Essential** | **Desirable** |
|  | 1. Take a relational, dynamic approach to group facilitation.
 | **✓** |  |
|  | 1. Be able to comment effectively on students’ personal development, both formatively and summatively.
 | **✓** |  |
|  | 1. Be sensitive to the unique boundaries and ethics of the role of group facilitator within an assessed course.
 | **✓** |  |
|  | 1. Have undertaken training as a therapeutic group facilitator.
 |  | **✓** |

1. **Lecturer in counselling:** **BA (Hons) Integrative Relational Counselling**

**– teaching and supervision of research**

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|  | The successful candidates will: | **Essential** | **Desirable** |
|  | 1. Hold a Masters level qualification to practise.
 |  | **✓** |
|  | 1. Have undertaken research in counselling or psychotherapy as part of their training.
 | **✓** |  |
|  | 1. Have experience teaching research and/or supervising undergraduate research.
 |  | **✓** |