

Course Tutor – CWP

Job Description

Title	Course Tutor – CWP
Reporting to	Programme Director – CWP
Employer	Anna Freud National Centre for Children and Families
Salary	£45,000 to £50,000 FTE per annum, plus 6% contributory pension scheme
Location	Anna Freud National Centre for Children and Families, 4-8 Rodney Street, London N1 9JH
Working hours	Full-time (35 hours per week; Monday to Friday) Job-share requests will be considered
Holidays	27 days plus Bank Holidays (includes Christmas closure days) FTE
Term of contract	Fixed term, two years in the first instance

The Anna Freud National Centre for Children and Families

The Centre is the leading national charity supporting young minds through innovative therapeutic practice, training and research. Our vision is a world in which children, young people and their families are effectively supported to build on their own strengths to achieve their goals in life. We care for young minds in five main ways:

1. Researching the underlying causes of childhood emotional distress using the latest neuroscience techniques;
2. Developing, piloting and evaluating new, cost-effective interventions and treatments for children and families facing mental health difficulties;
3. Supporting mental health and education services to improve their practice, through the collection and evaluation of outcomes data and shared decision making;
4. Offering teaching and training courses and building a global network of researchers, clinicians and mental health, social care and education professionals to ensure that new knowledge and ideas are shared as widely as possible;
5. Providing advice and leadership to national policy initiatives focused on improving children and young people's mental health.

Children, Young People and Families are at the heart of everything we do; we are committed to discovering and understanding the best way to help children, parents and professionals. We believe our impact comes from partnership and collaboration. The Centre works in close partnership with a wide range of service providers, voluntary sectors and

academic bodies including the Tavistock Clinic, UCL and Yale. The Centre has a learning partnership with the Child Outcomes Research Consortium (CORC) a collaboration of child mental health providers committed to using outcome data to inform service improvement. The CORC central and regional support team is based at the Centre. Also within the Centre is the Evidence Based Practice Unit (EBPU) a service development and evaluation unit based jointly across the Centre and UCL committed to developing and using evidence to inform best practice. The Centre leads on the School in Mind network and has supported the establishment of The Family School – an innovative provision providing excellent education and mental health support for children and parents together, for children aged 5-14 years excluded from mainstream education. Although a separate legal entity the Family School has a close relationship with the Centre. In April 2019, the Centre opened its new Centre of Excellence in King's Cross and The Family School is now located alongside us in our new building.

The Centre should be demonstrating "best practice" in creating the best and safest conditions for child mental health work. We try to achieve this in ways that could be emulated by any organisation seeking to do right by children and families. This means that all staff need to be appropriately trained in ensuring children and vulnerable adults are safe (Safeguarding), our staff are safe (Health and Safety), our information about people is safe (Information Governance) and that we include everyone equally irrespective of their identity and background (Equality and Diversity).

Overview of the post

CYP IAPT is a service transformation programme lead by NHS England of which a large part is training for managers, supervisors and clinicians who are implementing CYP IAPT. The courses are funded by Health Education England. Trainees are staff from the NHS, Local Authorities and voluntary organisations who are part of the CYP IAPT collaboration.

This Postgraduate Certificate in Child and Young Persons Psychological Wellbeing Practice programme provides specialist training for Child Wellbeing Practitioners (CWPs) within the CYP IAPT model.

The programme aims to provide CWPs with the necessary knowledge and skills to deliver evidence-based interventions using a guided self-help model of care. Graduates of this programme will develop their skills in delivering evidence based, quality driven, outcomes informed services.

The curriculum is determined by a national curriculum group for this national programme. This Postgraduate Certificate course has been running since 2017. The programme attracts a broad range of trainees all recruited to services on a recruit to train model.

Purpose of the post

The post-holder will provide substantive support to enable delivery of the programme. This entails working, in the first instance, to support two cohorts of approximately 30 trainees in each cohort.

The post-holder will undertake Module Lead responsibility for setting up effective delivery, assessment, and on-going development of two CWP modules contributing towards the Postgraduate Certificate. It is important that there is compliance with relevant University regulations. In addition, the post-holder should:

- Bring to the attention of the Course Director(s) any concerns relating to the trainees academic work or general welfare;
- Be familiar with UCL and Centre guidelines, particularly those pertaining to staff and trainee welfare and the UCL requirements for assessment and accreditation of the module.

The Course Tutor will also facilitate the delivery of practice tutor groups, attend practice tutor group staff meetings as well as marking workshops. The aim of the practice tutor groups is to enable trainees to develop skills in delivering brief interventions for common mental health problems for children and young people. This includes consideration of evidence-based practice to inform intervention planning, session by session monitoring of outcome, a strong emphasis on client feedback, a formulation-based approach to practice and core skills that enable effective engagement with young people. Trainees will be required to bring video examples of their work to some of these sessions, which the Course Tutor would be expected to comment on.

In addition, the Course Tutors will be expected to teach on topics which may include low intensity guided self-help cognitive behaviour therapy (GSH CBT) for anxiety and low mood in children and young people, parenting interventions for challenging behaviour, delivering group interventions and psychoeducation workshops.

Outside of teaching days, Course Tutors have other responsibilities such as personal tutoring, overseeing assessment and feedback for their modules as well as undertaking marking and planning future teaching sessions. Furthermore, Course Tutors will also be expected to periodically deliver lectures for other workforce development and wider Postgraduate Studies (PGS) programmes.

Duties and responsibilities

1.1 Syllabus

- The Course Tutor will be responsible for the development and delivery of the modules they oversee, in consultation with the Programme Director and other programme staff and in line with the National Curriculum for CWPs and UCL regulations;
- The post-holder will ensure that all material concerning the module is up to date – this includes descriptions in the Student Handbook, Staff Handbook, Centre and UCL webpages, Centre intranet, student Moodle pages and all publicity materials.

1.2 Delivery

- The Course Tutor is expected to deliver part of the teaching themselves. The post-holder will also organise and coordinate lectures, workshops and tutor groups from visiting speakers and other colleagues contributing to the module, in liaison with administrative staff.

1.3 Assessment

- Be responsible for the module assessment ensuring that marking criteria and the marking and any double marking or sampling processes are in line with best practice and UCL guidelines. This will be done with the support of the Programme Director, Deputy Course Director and Senior Education Manager;
- Attend marking workshops as required;
- Undertake marking and sample marking;

- Attend the Interim and Final Exam Board meetings (the date for these are usually agreed one year in advance).

1.4 Practice Tutor Groups

- Facilitating practice tutor groups and skills workshops groups:
 - Facilitate group sessions of approximately 10 trainees, where case material is presented and trainees engage in skills practice with the aim of developing their practice;
 - Monitor levels of trainee progress and bring any concerns to the notice of the Programme Director;
 - Be aware of policies on child protection and of AFC procedures for reporting any such concerns.
- Mark assignments across modules;
- Attend weekly Practice Tutor group meetings after Practice Tutor sessions.

1.5 Staff

- In consultation with other course staff, contribute to the recruitment and induction of staff to support the delivery of modules;
- Meet at least once per term with all relevant teaching staff to discuss any concerns, receive feedback and disseminate any new information;
- Contribute to annual staff evaluation if required.

1.6 Trainee experience

- Be responsible in the first instance for addressing any matters to do with the trainee experience of the module;
- Make reasonable adjustments for trainees with a disability, in liaison with the Programme Director and Programme Officer;
- Undertake personal tutoring to support trainees throughout their time on the programme;
- Report trainees of concern to the Programme Director and Senior Education Manager and follow UCL procedures related to this;
- Be available for trainee queries and respond to them;
- Ensure effective collection of trainee feedback at the end of the module;
- Review trainee feedback, in collaboration with the Programme Director and Programme Officer, considering changes to module content and delivery as appropriate;
- Attend occasional meetings with trainees and site supervisors if necessary.

1.7 Continued Professional Development

- Maintain and develop skills in the area of professional and postgraduate teaching, training and supervision;
- Take part in the Centre's annual review and development programme.

1.8 Other responsibilities

- Attend other Postgraduate Studies (PGS) Committee meetings and AFC staff meetings as required;
- Undertake such other duties and responsibilities, appropriate to the grade of the post, as may be agreed with the Programme Director.

Other

- To actively follow and promote the Centre's policies, including Equal Opportunities, Safeguarding and Information Governance;
- To complete all Centre mandatory training, including Safeguarding and Information Governance training, within the required timescales;
- To maintain an awareness and observation of fire, health and safety regulations;
- The welfare of the children, young people and vulnerable adults who come into contact with our services either directly or indirectly is paramount and all staff have a responsibility to ensure that best practice is followed, including compliance with statutory requirements.

To be noted

This is not an exhaustive list of tasks; the post-holder will be asked to undertake any other ad hoc tasks commensurate with the scope and purpose of this post.

This job description reflects the present requirements of the post, and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post-holder.

The post-holder will be required to have an enhanced DBS disclosure which the Centre will apply for.

June 2019