



## **JOB DESCRIPTION**

**Job title:** Course Tutor (iST Training)  
**Reports to:** Clinical Institute Director, Childhood First

**Other key relationships:** Clinical Staff Development Lead  
Clinical Psychotherapist Lead  
Clinical Research Lead  
Clinical Training Delivery Co-ordinators  
Community Directors

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**Main Location:** **London** with frequent travel to Kent and Norfolk

**Salary:** **pro rata** £32,000 – £36,300 per annum

**Benefits:** Benefits include 25 days annual leave, up to 6% employer pension contribution, health benefit and a life assurance scheme.

### **Context:**

Childhood First seeks to offer the highest possible quality of care, education and treatment for children and young people who have suffered severe emotional trauma, together with expert support for their families, carers and associated professionals.

All of the services we offer are informed by our understanding of, and expertise in, the psychodynamics of relationships and of groups. Our treatment approach, Integrated Systemic Therapy (iST), has been developed over 40 years and blends psychodynamic, systemic, group analytic and milieu therapy traditions.

What has gone wrong in the lives of the children we care for has gone wrong in their relationships with families, carers, peers, etc. In working for their recovery, therefore, we attend in particular to the children's relationships - with their peers, with staff, with families and carers - and to the quality of relationships between all those who care for them.

We aim to create a community life, an educational experience and a treatment programme which can support each child in restoring their capacity to trust others, building positive relationships, and fulfilling their true potential. This is supported by a Placement & Family Support Service.

Childhood First works in partnership with relevant agencies - local authorities, children's services, CAMHSs, primary care and mental health trusts, professional

bodies, research departments, voluntary providers - to understand and support the mental and emotional health of traumatised children, and in particular looked after children with complex needs.

The aim of our Integrated Systemic Therapy staff training programmes is to provide a practice-based training for professionals caring for children and young people with complex emotional and psychological needs, and is informed by an application of psychodynamic principles and concepts. The programmes have been designed to provide a framework for staff training through initial induction and introductory training, to comprehensive core and advanced training for senior practitioners and managers. The programmes offer different exit awards to students and professionals with different academic backgrounds.

The programmes are particularly aimed at group-based care settings (e.g. residential therapeutic care homes and smaller units) where the assumption is that the core of staff training and development needs to be practice-based, with the essential aims of developing both the individual and organisational practice. They are therefore designed to be delivered within the participating institutional settings, and over the 15 years since their initial validation, Childhood First has run these programmes in each of its therapeutic communities.

The Integrated Systemic Therapy training programmes are academically accredited by Middlesex University; and have clinical accreditation with and are Organisational Members of the United Kingdom Council for Psychotherapy (UKCP).

### **Job Purpose:**

To plan and deliver therapeutic staff training seminars, student assessments and training support, to meet the requirements of the Integrated Systemic Therapy programmes, within Childhood First therapeutic communities and networks as directed.

### **Key Tasks and Responsibilities:**

#### **1. Course Delivery**

- To be the key contact for each cohort (Decisions regarding acceptance on to the course lies with the Clinical Institute Director, in conjunction with the Community Director and iST Clinical Development Leads).
- Provide seminar outlines, reading lists and other administrative requirements in advance of each seminar.
- Plan and deliver online and face to face seminars and workshops according to the individual seminar description, aims and learning outcomes.
- Conduct regular assessment of student/trainee progress according to set criteria, including;
  - Attendance (100% attendance is desired but 80% is a must).
  - Participation in discussion.

- Marking written assignments and essays according to the marking guidelines provided.
- Report any concerns regarding student/trainee progress or well-being in good time to the Community Director and Clinical Director.
- Provide pastoral support to student/trainees whilst remaining in role and respecting the various relationships and circles of containment Childhood First provides.
- Support external course delivery and at other locations in the absence of local Clinical Training Delivery Coordinator or iST staff, on the Clinical Institute Directors request.

## **2. Course Evaluation and Development**

- Provide module evaluation reports drawing from feedback, questionnaires and post-module review.
- Participate in the Programme Development Group and other training-relating meetings as advised by the Clinical Institute Director.
- Participate in the design of therapeutic training programmes and seminars as requested.
- Maintain continuous professional development and provide own CPD log if requested to do so by Childhood First.

## **3. Organisational Team Membership**

- Model clinical professionalism for community staff, at all times.
- Be an active member of Childhood First multi-disciplinary Clinical Team, led by the Clinical Institute Director.
- Develop professional relationship with senior colleagues within, Greenfields, Gables, Earthsea and Merrywood, Oakwood, Greenfields School and at Head Office.
- Observe all Childhood First policies and procedures.
- To undertake any other related duties as may, from time to time, be specified by the Clinical Institute Director.

## **4. Supervision**

- Supervision of student observations
- Supervision of work-based placements and learning

## PERSON SPECIFICATION

	Essential	Desirable
EDUCATION & QUALIFICATIONS	<p>Training in Integrated Systemic Therapy to at least Practitioners Diploma level, or equivalent</p> <p>Committed to ongoing personal professional development.</p>	<p>Training in psychoanalytic/ psychodynamic/systemic therapies.</p> <p>Degree/Professional qualification related to work with children, mental health, social work or education.</p> <p>Meets the qualification requirements for UKCP or BPC membership (not Associate).</p> <p>A1 Assessors award/PTTLS/DTTLS/PGCE</p> <p>Training/Tutor/Lecturer/Adult Education Qualification or demonstrable equivalent by experience.</p>
EXPERIENCE	<p>Delivering training programs and facilitating experiential learning discussions.</p>	<p>Direct, recent experience of work with children or adolescents in a relevant setting.</p> <p>Working with minimum day to day supervision and remotely/home based.</p>
SKILLS AND ABILITIES	<p>Competence to authentically deliver the specific subject matter of the seminar modules.</p> <p>Flexible approach whilst maintaining prescribed standards and processes.</p> <p>Self-starter, motivated and proactive.</p> <p>Excellent organisational skills, including administration tools.</p>	<p>Relevant IT Skills.</p> <p>Using evaluation techniques.</p>

	Able to communicate at all levels using strong written and verbal communication skills.	
KNOWLEDGE	<p>Understanding of therapeutic treatment for emotionally and behaviourally disturbed children and young people, at the levels both of practice and academic study</p> <p>Knowledge and commitment of safeguarding best practice.</p> <p>Knowledge and commitment to anti-discriminatory practice.</p> <p>Appropriate understanding of psychodynamic principles, practice and processes especially as applied to institutions and individuals working with distressed and traumatised children</p>	Sound knowledge and understanding of children's homes and foster care statutory and legal frameworks.
OTHER	<p>Able to accept and assimilate support and advice from managers, peers, colleagues and consultants.</p> <p>Commitment to the vision, mission and values of Childhood First.</p> <p>Ability to travel extensively in UK to meet requirements of the role.</p> <p>Able to work under pressure, contain and manage own stress, and maintain appropriate personal and professional boundaries</p>	