



Anna Freud

## Seminar Leader - PG Dip (CAPNiP)

<b>Job title</b>	Seminar Leader - PG Dip Child and Adolescent Psychology and Neuroscience in Practice (CAPNiP)
<b>Reporting to</b>	Programme Co-Directors - PG Dip Child and Adolescent Psychology and Neuroscience in Practice
<b>Employer</b>	Anna Freud
<b>Salary</b>	£43,680 per annum FTE, plus 6% contributory pension scheme.
<b>Location</b>	Remote - delivering live seminars online
<b>Working hours</b>	Part-time: 170 hours per annum, including weekly remote seminars across 30 weeks of the academic year, personal tutoring, marking and attendance at team meetings. Seminar times are set to reflect the various time zones of our global cohort, and generally take place at 9:30-11:00am and 6:00-7:30pm, on either a Tuesday or Wednesday.
<b>Holidays</b>	27 days plus Bank Holidays FTE
<b>Term of contract</b>	Permanent

### About Anna Freud

We are a world-leading mental health charity for children, young people and their families. Our purpose is to take everything that we have learned over the last 70 years, and to transform the mental health of current and future generations of children and young people, to close the gap between mental illness and mental wellness - and to create a more compassionate society for everyone. Our vision is a world where all children and young people are supported effectively to enable them to develop their emotional and mental health, build on their strengths and achieve their goals in life. Our mission is to close the gap in wellbeing and mental health by advancing, translating, delivering, and sharing the best science and practice with everyone who impacts the lives of children, young people and their families.

## Purpose and overview of the role

Anna Freud works in close collaboration with University College London (UCL) to deliver a series of postgraduate programmes. The Postgraduate Studies (PGS) Department is grouped into two 'streams' - Academic Research and Workforce Development. The Postgraduate Diploma (PG Dip) Child and Adolescent Psychology and Neuroscience in Practice (CAPNiP) is delivered under the Academic Research stream of programmes.

This post-graduate diploma programme is an exciting new offer from the Anna Freud and UCL, which started in September 2023. The programme is targeted towards professionals working with children and young people, to support their understanding and application of the latest psychological research and practice to their working lives.

The programme is delivered entirely remotely to the global cohort, using a range of online learning tools and strategies to support networking and connection amongst students; it brings together a diverse range of views and expertise from academics, experts by experience, and clinicians, to support students' understanding of a range of topics relevant to the wellbeing of young people.

The programme holds a particular focus on trauma and trauma-informed practice, including specialist modules on working with the impact of trauma, and on trauma-informed practice in education. The programme runs for one-year full time, or two years part time. More details about the programme are available to view in [here](#).

The Seminar Leader will be responsible for running the weekly group seminars for the programme. These seminars are an important point of connection for students and course staff, being the key synchronous learning activity within the programme. Prior to the seminar, students will have had opportunity, at their own pace and convenience, to read key papers and receive primary lectures from experts in the area, as well as engage in a number of individual learning activities to apply their understanding. The seminars function to further embed the learning of the students, through the medium of group presentation exercises, discussion and debate, and reflective activities. The post-holder will be responsible for supporting these structured activities and developing the skills and expertise of the students. The seminar plans have already been designed, although are flexible to the expertise and skills of the seminar leader. Students will be in small groups of fewer than ten for the seminars.

The post-holder is also invited to contribute to the marking of assignments during the programme. These have been designed to be applicable to their working lives and expertise, for example, in writing an information leaflet for carers, or a research summary for a manager within their organisation.

The Seminar Leader will work across a number of modules, spanning the PG Dip programme. Modules within the programme currently include:

- Child Mental Health and Wellbeing: A Developmental Perspective
- Common Mental Health Difficulties in Childhood and Adolescence

- An Introduction to CBT, Mentalization and Psychoanalytic Approaches
- Working with the Impact of Childhood Trauma
- Trauma Informed Care in Education Settings

## **Main responsibilities of the role**

### **1. Seminars**

- Facilitate two seminars of 90minutes duration per week to small groups of students;
- Ensure the effective and efficient delivery, assessment, and on-going development of the seminars, in compliance with UCL procedures and regulations;
- Work with students to support their personal and professional development during their time on the programme, and bring to the attention of the Programme Co-Directors any concerns relating to the students' academic work or general welfare;
- Support students within the confines of the seminar to develop and apply their understanding;
- Contribute to the ongoing development of the seminars through the application of the post holder's unique experience and expertise;
- Be familiar with UCL and Anna Freud's guidelines, particularly those pertaining to staff and student welfare and the UCL requirements for assessment and accreditation of the module;
- Feedback to Programme Co-Directors regarding the experience of the students, and any issues and concerns.

### **2. Personal Tutoring**

- Meet with each allocated student on a termly basis for 45 minutes;
- Liaise with Programme Co-Directors regarding key themes, feedback from students and concerns;
- Respond appropriately to safeguard and support students, where relevant;
- Contribute to supporting students where relevant, for example helping to put into effect a Summary of Reasonable Adjustments (SoRA) or in liaising with markers to help provide assessment feedback to students in personal tutor meetings;
- Working closely with Programme Co-Directors to manage complex student cases e.g. academic misconduct, under-performance, etc.

### **3. Assessment**

- Mark assignments in line with UCL academic regulations and protocol;

- Commit to completing marking within the timeframe set out by UCL (all marking to be finalised within three weeks of submission);
- Contribute to the marking of assignments during the programme (these have been designed to be applicable to their working lives and expertise, for example, in writing an information leaflet for carers, or a research summary for a manager within their organisation);
- Liaise with the Module Lead regarding calibration and moderation of marking and contribute to the updating of the marking criteria as required;
- Ensure feedback written to the students correctly synthesises comments from the two markers and provides detailed and constructive feedback directed at students about their work;
- Ensure mark sheets and feedback is returned to the Programme Officer at the agreed date.

#### **4. Staff**

- Meet at least once per term with relevant teaching staff to discuss any concerns, receive feedback and disseminate any new information;
- Attendance at a Safeguarding training, marking workshop, and relevant Staff Meetings is compulsory;
- Contribute to annual staff evaluation if required.

#### **All employee responsibilities:**

- Maintain an awareness of and actively follow and promote Anna Freud's policies, including Equal Opportunities, Health and Safety, Safeguarding and Information Governance;
- Complete all Anna Freud mandatory training, including but not limited to Safeguarding, Health and Safety, Equality and Diversity and Information Governance, within the required timescales;
- 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 employee will be asked to undertake other ad hoc tasks relevant with the scope and purpose of this role. This job description reflects the present requirements of the role, and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post-holder.

## Person Specification

Before starting your application, please read the below in full to understand the requirements of this role. The key criteria which will help us to assess candidates are listed below. There is guidance to highlight at which stage the criteria will be assessed. **Please ensure all criteria listed to be assessed at application stage are evidenced in your supporting statement.**

Criteria	Assessment Method (Application/Interview/Task)
<b>Qualification/training, experience and/or knowledge</b>	
Relevant clinical training with appropriate registration (i.e. Psychoanalyst, Psychologist, Family Therapist) OR PhD in child mental health.	Application
Excellent understanding of psychology and neuroscience as relevant to young people, with particular expertise in the impact of trauma on child development and wellbeing.	Application/Interview
Experience of running a seminar or discussion group.	Application
<b>Skills and/or abilities</b>	
Ability to manage a seminar group, facilitating discussion amongst students, answer relevant questions and clarify material.	Application/Interview
Ability to link psychological theory to its applications within and outside clinical settings.	Application/Interview
Excellent interpersonal, oral and written communication skills.	Application/Interview
<b>Other requirements</b>	
Awareness of child protection issues and procedures.	Application/Interview

During the interview(s), candidates will be asked at least one question regarding our values, and one question regarding equity, diversity and inclusion (EDI). We expect everyone to actively demonstrate our values and inclusive behaviours in all areas of their work. **Our values and EDI statement can be viewed [here](#).**

### Equal opportunity

We ask our people to share their diversity dimensions with us as it helps us to identify, tackle and prevent any bias appearing across the employee lifecycle at Anna Freud. Monitoring this information allows us to understand how well our efforts to improve diversity, equity and inclusion are working. Your responses will be held securely by our HR team in accordance with our privacy policy and will not be seen by recruiting managers or the interview panel at any stage of recruitment, therefore your responses will not form part of our selection process.

## **Further support**

We want to ensure all candidates can access and apply for our vacancies equitably, if you require any additional assistance to apply or would like to find out more about the role, please contact us on [recruitment@annafreud.org](mailto:recruitment@annafreud.org). We aim to provide reasonable adjustments where operationally possible for the work that we do.

## **Post-interview**

If successful after interviewing, you will be notified verbally with a job offer and pre-employment checks will be initiated.