



Job title	Teaching Associate in Trauma Informed Practice	Job family and level	Teaching & Curriculum Leadership Level 4
School/ Department	Education	Location	Jubilee Campus

Purpose of role

The role holder will be expected to make an impact within the School of Education and in the teaching and research area of counselling and trauma informed practice.

The role holder will contribute to the School of Education's organisation, management and strategic planning and will also contribute to the University's strategic planning processes.

The role holder will contribute to the design and delivery of counselling and trauma informed practice programmes, to maintain the high teaching standards in the School of Education. They will provide a consistently excellent standard of teaching and support for student learning that is underpinned by scholarship related to their field, and contribute to curriculum development, quality assurance and enhancement. They will undertake continuing professional development and work in partnership with staff and students to maintain the highest standards in all areas of their work.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>To contribute to the curriculum leadership and teaching in the School of Education, ensuring teaching is research informed. This will include the role holder:</p> <ul style="list-style-type: none"> ▪ contributing to the design and quality control of modules and/or programmes of study in counselling and trauma informed practice, ensuring the curriculum is up to date and international in its scope; ▪ providing curriculum leadership in own area of expertise; ▪ designing assessments and approaches to marking and feedback; evaluating and responding to student feedback, tackling issues affecting the quality of delivery within the scope of own level of responsibility; ▪ developing knowledge and experience of different methods of teaching, understanding the evidence supporting the use of such approaches in own teaching context; ▪ developing expertise in the use of enabling technologies to support student experience and student learning. 	70%
2	<ul style="list-style-type: none"> ▪ To be responsible for administrative duties in areas such as admissions, timetabling, ethical review and student attendance. 	

3	<ul style="list-style-type: none"> ▪ To provide pastoral care to students and resolve problems affecting the quality of course delivery and student progress in the School of Education, referring more serious matters to others, as appropriate. 	
4	<ul style="list-style-type: none"> ▪ To engage in research and scholarship in the area of counselling and trauma informed practice 	10%
5	<ul style="list-style-type: none"> ▪ To support others in the School and University through collaborating with colleagues. 	20%
6	<ul style="list-style-type: none"> ▪ To develop internal and external relationships to foster future collaboration. 	
7	<ul style="list-style-type: none"> ▪ To be an active member of relevant committees in the School of Education. 	

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written skills, to communicate with clarity on complex information. (S, I) ▪ Proven competence in teaching in the area of counselling and trauma informed practice (S, I) ▪ High analytical ability to facilitate conceptual thinking, innovation and creativity. (I) ▪ Ability to build relationships and collaborate with others, internally and externally. (I) ▪ An understanding of trauma and experience of working with people who have experienced trauma, e.g. refugees, young people in care. (S, I) 	<ul style="list-style-type: none"> ▪ Understanding of working across disciplines with students who come from a range of professional backgrounds, e.g. nursing, social work, probation, teaching, counselling and psychotherapy. ▪ Able to work with people to support their well-being with a Rogerian humanistic approach which is compassion based and holistic.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Teaching experience within counselling and trauma informed practice (S) ▪ Demonstrate knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context. (I) ▪ Knowledge of scholarship of, and for, teaching about counselling and trauma informed practice(I) ▪ An understanding of the challenges of teaching across different professional disciplines, and familiarity with supporting the research of students who are working with children and/or young people and/or adults. (I) 	<ul style="list-style-type: none"> ▪ An understanding of the wider UK higher education environment ▪ Experience of using experiential teaching methods with postgraduate students.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Master's degree in Education and/or a relevant (helping) profession (including but not limited to Counselling, Psychotherapy, Mental Health) (S) ▪ Evidence of professional development 	<ul style="list-style-type: none"> ▪ PhD (or near completion) or equivalent in a relevant subject area. ▪ Higher Education teaching qualification or equivalent. ▪ Membership of an appropriate professional teaching body, where appropriate. ▪ MA or equivalent in person-centred experiential psychotherapy.

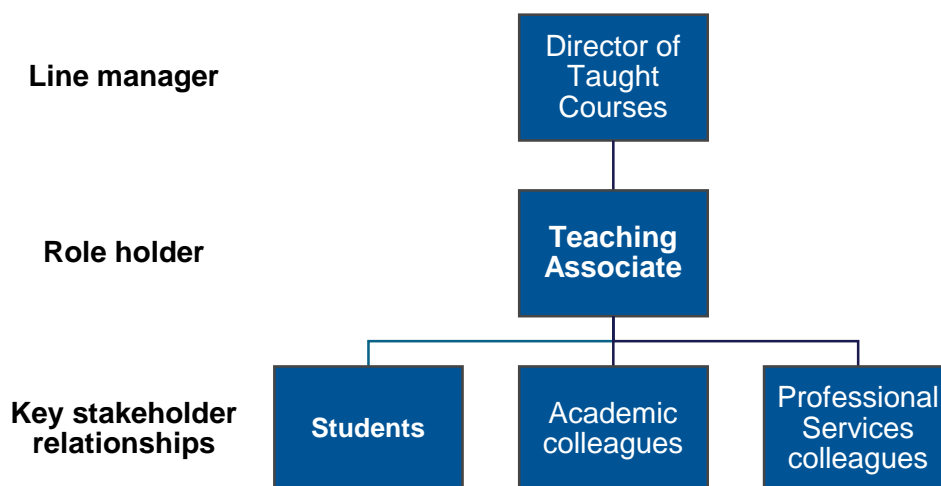


Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others





Job title	Assistant Professor in Trauma Informed Practice	Job family and level	Teaching & Curriculum Leadership Level 5
School/ Department	Education	Location	Jubilee Campus

Purpose of role

The role holder will be expected to make an impact within the School of Education and in the teaching and research area of counselling and trauma informed practice.

The role holder will contribute to the School of Education's organisation, management and strategic planning and will also contribute to the University's strategic planning processes.

The role holder will contribute to the design and delivery of counselling and trauma informed practice programmes, to maintain the high teaching standards in the School of Education. They will provide a consistently excellent standard of teaching and support for student learning that is underpinned by scholarship related to their field, and contribute to curriculum development, quality assurance and enhancement. They will undertake continuing professional development and work in partnership with staff and students to maintain the highest standards in all areas of their work.

The role holder may have line management responsibilities, including the responsibility for the professional development of other colleagues, and contribute to the overall administration of the School.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>To contribute to the curriculum leadership and teaching in the School of Education, ensuring teaching is research informed. This will include the role holder:</p> <ul style="list-style-type: none"> ▪ contributing to the design and quality control of modules and/or programmes of study in counselling and trauma informed practice, ensuring the curriculum is up to date and international in its scope; ▪ providing curriculum leadership in own area of expertise; ▪ designing assessments and approaches to marking and feedback; evaluating and responding to student feedback, tackling issues affecting the quality of delivery within the scope of own level of responsibility; ▪ developing knowledge and experience of different methods of teaching, understanding the evidence supporting the use of such approaches in own teaching context; ▪ developing expertise in the use of enabling technologies to support student experience and student learning. 	70%

2	<ul style="list-style-type: none"> ▪ To be responsible for administrative duties in areas such as admissions, timetabling, ethical review and student attendance. 	
3	<ul style="list-style-type: none"> ▪ To provide pastoral care to students and resolve problems affecting the quality of course delivery and student progress in the School of Education, referring more serious matters to others, as appropriate. 	
4	<ul style="list-style-type: none"> ▪ To engage in research and scholarship in the area of counselling and trauma informed practice 	10%
5	<ul style="list-style-type: none"> ▪ To support others in the School and University through collaborating with colleagues. 	20%
6	<ul style="list-style-type: none"> ▪ To develop internal and external relationships to foster future collaboration. 	
7	<ul style="list-style-type: none"> ▪ To be an active member of relevant committees in the School of Education. 	

Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent oral and written skills, to communicate with clarity on complex information. (S, I) ▪ Proven competence in teaching in the area of counselling and trauma informed practice (S, I) ▪ High analytical ability to facilitate conceptual thinking, innovation and creativity. (I) ▪ Ability to build relationships and collaborate with others, internally and externally. (I) ▪ An understanding of trauma and experience of working with people who have experienced trauma, e.g. refugees, young people in care. (S, I) 	<ul style="list-style-type: none"> ▪ Ability to provide effective leadership and management ▪ Understanding of working across disciplines with students who come from a range of professional backgrounds, e.g. nursing, social work, probation, teaching, counselling and psychotherapy. ▪ Able to work with people to support their well-being with a Rogerian humanistic approach which is compassion based and holistic.
Knowledge and experience	<ul style="list-style-type: none"> ▪ Extensive teaching experience within counselling and trauma informed practice (S) ▪ Demonstrate knowledge and experience of different methods of teaching and understand the evidence supporting the use of such approaches in own teaching context. (I) ▪ Knowledge of scholarship of, and for, teaching about counselling and trauma informed practice(I) ▪ An understanding of the challenges of teaching across different professional disciplines, and familiarity with supporting the research of students who are working with children and/or young people and/or adults. (I) 	<ul style="list-style-type: none"> ▪ An understanding of the wider UK higher education environment ▪ Experience of supervising at Masters level ▪ Conference participation and presentation ▪ Record of scholarship activity and of writing for different audiences ▪ Experience of change leadership ▪ Experience of using experiential teaching methods with postgraduate students.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Master's degree in Education and/or a relevant (helping) profession (including but not limited to Counselling, Psychotherapy, Mental Health) (S) ▪ Substantive evidence of professional development 	<ul style="list-style-type: none"> ▪ PhD (or near completion) or equivalent in a relevant subject area. ▪ Higher Education teaching qualification or equivalent. ▪ Membership of an appropriate professional teaching body, where appropriate. ▪ MA or equivalent in person-centred experiential psychotherapy.



Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to “lead the way” in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others

