



Job title	Academic and Professional Tutor	Job family and level	Level 5 R&T (seconded) (Equivalent to Soulbury Educational Psychologist Scale B 3-6 plus up to 3 SPA)
School/ Department	Psychology	Location	University Park Campus

Reporting to the Programme Director. Contract status is a Secondment at 0.4 FTE (Applicants will also be expected to be working as HCPC Registered Practitioner Educational Psychologists with a Local Authority outside their work for the University).

Purpose of role

To contribute teaching, research supervision, academic and professional tutoring and to support the development and delivery of the Doctorate in Applied Educational Psychology (Professional Training). The role holder will be expected to work in a local authority Educational Psychology Services for the remaining portion of their work and to carry out a range of generic and/or specialist duties as an Educational Psychologist.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<ul style="list-style-type: none"> Responsibility for the development, convening, coordinating and delivery of teaching for allocated modules. 	20%
2	<ul style="list-style-type: none"> Responsibility for teaching, supervision and assessment/thesis examination, research, and administrative duties as, and when, required 	30%
3	<ul style="list-style-type: none"> Responsibility for the supervision and support of trainees, facilitating academic, placement and research activities as appropriate. 	30%
4	<ul style="list-style-type: none"> Contributing to the development and efficient operation of the programme through participation in tutor meetings and supervisor training activities as, and when, required. 	5%
5	<ul style="list-style-type: none"> Contributing to the selection and recruitment of candidates to the programme and partake in promotional activity for the Doctorate of Applied Educational Psychology within the local authority area as, and when, required 	5%
6	<ul style="list-style-type: none"> Partaking in Continuing Professional Development, as well as contributing to the profile of the EP role and training through appropriate publication, lectures, project, and other appropriate activities. 	5%

7	<ul style="list-style-type: none"> ▪ To represent the programme at university and other partnership meetings as appropriate. 	5%
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Person specification

	Essential	Desirable
Skills	<ul style="list-style-type: none"> ▪ Excellent interpersonal skills including the ability to communicate well orally and in writing. ▪ Ability to supervise and teach adults using a variety of methods and styles. ▪ A high level of professional skill in consultation, problem solving, professional supervision, psychological assessment and intervention techniques. ▪ Ability to work with a wide range of people including school staff, LEA officers, other agencies, parents and voluntary organisations. ▪ Effective organisational skills, demonstrating the ability to plan ahead, set priorities, manage workload, allocate time and effectively cope with stress. ▪ Ability to supervise and support students and colleagues and engage in joint problem solving where necessary. ▪ Ability to create a culture that is sensitive to and values the contributions of a range of professionals ▪ Ability to work collaboratively with colleagues and course members from a wide range of cultural backgrounds. ▪ Highly literate and interested in reading on developments in applied psychology, education and related subjects. 	<ul style="list-style-type: none"> ▪ Up to date knowledge of relevant legislation, and innovative developments and best practice in practice-based learning and supervision. ▪ Knowledge and experience of different forms and models of supervision

	<ul style="list-style-type: none"> ▪ Computer literate. 	
Knowledge and experience	<ul style="list-style-type: none"> ▪ Experience of contributing to training, development and supervision of educational psychologists. ▪ A record of successful experience within an Educational Psychology Service. ▪ Experience of working with educational, social and cultural diversity. ▪ A record of effective work in schools and other settings as an educational psychologist. ▪ Evidence of involvement in local authority research, project work or service and policy development. ▪ Organisation and management of training using a range of methods. ▪ Excellent record of attendance and punctuality. ▪ Currently Employed in a Local Authority (or its equivalent) in Educational Psychology Services 	<ul style="list-style-type: none"> ▪ Previous practical experience of supervising and supporting Trainee EPs on professional practice placement.
Qualifications, certification and training (relevant to role)	<ul style="list-style-type: none"> ▪ Postgraduate Professional Training Qualification in Educational Psychology. 	<ul style="list-style-type: none"> ▪ Doctorate – PhD or Professional Doctorate in Educational Psychology
Statutory, legal or special requirements	<p>Registered with the Health and Care Professions Council as a Practitioner Educational Psychologist</p> <p>Satisfactory Enhanced disclosure obtained from the Disclosure and Barring Service.</p>	<p>Registered as a Chartered Psychologist or Member of the British Psychology Society</p>



The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

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

