Job Description   **July 2019**

Role Title: Psychosynthesis Trust: Study Tutor – Self-Employed

Department: Programmes

Accountable to: Programmes Director, part of the Study Tutor team and the wider Programmes Team

Rate of Pay: £5,000 per annum (paid in instalments), meetings and summative marking paid separately

Hours: Group tutor meetings are set and defined up to a year in advance, individual tutor meetings to be confirmed separately with students

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Overview:

The Trust is in an exciting phase in its development, with a real emphasis on quality standards across the programme offer. We are in process with a curriculum review to ensure our curriculum, constructive alignment of taught elements and how we teach. This means that the role will continue to be refined as we move forward.

We are looking for someone who is interested in being part of The Psychosynthesis Trust wider Programmes Team, in the direct support of the learning of our students. You will hold a deep understanding of Psychosynthesis and be the first point of contact for students in their learning, providing guidance and pastoral support and holding a relationship that balances support and challenge.

You will provide formative feedback on written work, and also play an important role in assessing students' readiness to progress, working closely with programme team colleagues to co-ordinate the overall assessment and progression of each student.

The Study Tutor manages a group of up to 20 students across several cohorts.

Purpose of Role:
Managing the learning and development of students, across their learning journey

Duties and Responsibilities
Assessment
- To provide students with formative feedback on all written assessed work
- To complete the Study Tutor Assessment Report at the end of each year
- To collate assessment feedback from across the programme team and complete the summative report for learning outcomes at the end of each module

- To gather and collate feedback and assessment from all course trainers, designated markers and supervisors and discuss this thoroughly with the student during the semester and at transition interviews at the end of each year of study
- To advise the Programmes Director about student's progress and professional development.
- To complete the "Items of Assessment" forms to meet the deadlines for the Assessment Boards
- To act as an assessor for written work (including Personal Essay, Systems Analysis Project and Theoretical Essay)
- To attend and contribute to Internal Assessment Meetings

Student Support
- To provide support, guidance and instruction to students as appropriate, using Student Handbooks and Practice Guides to facilitate the process of the student's successful completion of the programme
- To build a good enough 'holding' relationships with students, providing support and challenge as appropriate and dealing with difficulties and concerns as they arise
- To keep regular contact with students by e-mail correspondence or by telephone
- To ensure the student is aware of their responsibilities towards the course (i.e. deadlines, filling in the paperwork correctly, evaluative measures, looking for a suitable placement agency etc.)
- To co-ordinate and facilitate Orientation days for students

Tutorials
- To facilitate group tutorials throughout the year (2-3 training groups, 6-12 students per group) 4 in Foundation year and 6 each in CNG1 & 2 of the Post Graduate years
- To meet individually with each student for one hour long individual tutorial per semester and one hour long individual tutorial at the end of each academic year to assess and evaluate the student's progress and passage into the next year of study.

Administration
- To maintain up to date student files
- To keep accurate and timely records of each student's progress
- To keep appropriate notes of each individual tutorial
- To ensure that all electronic records are emailed to submissions by their due dates (student tutor assessment records and study tutor reports)

Meetings – attendance is mandatory
- To attend 4 Study Tutor Meetings per year (paid separately)
- To attend 3 Programme Team Meetings per year (paid separately)
- To attend 2 Internal Assessment Meetings per year (paid separately)
- To attend student management meetings where extraordinary intervention, feedback or support is required (often in collaboration with Programmes Director)

Competency/Performance Driver	Technical/Professional Expertise
1. Able to give clear guidance on approaching academic work and help students reflect on their writing 2. Able to challenge students in service of their learning, development and insight 3. Excellent communication, conflict resolution and mediation skills, including diplomacy and sensitivity 4. Ability to comprehend, conceptualise and integrate psychosynthesis theory and principles with the ability to articulate and demonstrate this knowledge in written and verbal form 5. A mature capacity to reflect on the psychospiritual development of individual students and the group as a whole within a holistic transpersonal context 6. A commitment to self-inquiry, with a high degree of psychological awareness and ability to reflect on personal and inter-personal process 7. Highly organised with the ability to prioritise and good attention to detail 8. Ability to work within and maintain well-defined professional boundaries 9. Excellent written and spoken English language skills 10. Good problem solving skills 11. Willing to adapt to and work with change 12. Ability to work independently and as part of a team	**Essential:** • Psychosynthesis Counselling or Psychotherapy qualification • Knowledge and understanding of Psychosynthesis as a model • Minimum 3 years post qualification clinical experience • Member of BACP or UKCP • Minimum of 150 hours of personal therapy with a BACP or UKCP registered therapist • Education to postgraduate level minimum • Good IT skills • Professional insurance **Desirable:** • Experience of working with groups and group process • Teaching experience

Attitudes, behaviours and perspectives

Values and Behaviours

Our values and behaviours are important to us – and as such we are looking for people who align and resonate with our values. This includes:

Wholeness: It is important for us to take time to see the bigger picture and the unity in multiplicity. We are interested in using different ways of knowing – the head, the heart and the body. We are motivated by serving the whole.

Love: We are looking for people who appreciate the strengths and potential in themselves and in others and supporting others in reaching their fullest potential.

Inquiry: We value an environment where we are learning as we go through our actions and taking time to reflect on what works, what doesn't and what we need to do to evolve and adapt.

Will: We want to be intentional in our actions which are underpinned by strength, goodness and skill

Responsibility: It is important that we all take ownership to 'know, master and transform ourselves' and our relationships so that we can be of service to ourselves and others

Diversity
We value diversity and the intersectionality of people and their backgrounds. This is important to us as we seek to cultivate a creative and more expansive and inclusive attitude to difference in ourselves, our communities and our society. So, we are particularly keen to receive applications from Black, Asian and minority ethnic, people with disabilities, people who identify with being LGBTQIA, people who have a mental health condition or people who identify with being marginalised (or have been in the past).

Time and remuneration

The Study Tutor receives an annual sum of £5,000 paid in installments

Additional payment is given for the following:
- Marking at £35 per script
- Meeting attendance (Internal Assessment, Programme Team, Study Tutor, Assessors Meetings) at £15 per hour
- Additional tutorials at £45 per hour

The time requirement for the role is seasonal, with more input required around assessment periods (April/May/June and Oct/Nov/Dec) and quieter periods in July/August and January/February
Basic time requirements vary depending on number of students.

At 15 students:
- 2 x one to one tutorial per year per student = 30 hour long tutorials
- 1 x assessment meeting per student = 15 hour long assessment meetings
- Around 10 group tutorials per year across 2 cohorts = 10 x 2 hour group tutorials
- 2 orientation sessions = 1.5 days of orientation
- Summative assessment at circa 2 hours preparation per students = 30 hours
- Adhoc management of email queries and communication with students and Trust staff, with a commitment to respond to emails within 48 hours

- Meeting attendance:
    - 3 Programme Team Meetings = 3 days (usually Fridays)
    - 4 Study Tutor Meetings = 4 half days usually (Monday or Fridays)
    - 2 Internal Assessment Meetings = 2 days

- Extraordinary student management meetings = circa 2 hour long per year