



Research Tutor – PsychD in Child and Adolescent Psychotherapy

Job Description

Title	Research Tutor – PsychD in Child and Adolescent Psychotherapy
Reporting to	Academic Director - PsychD (Professional Doctorate) in Child and Adolescent Psychotherapy
Employer	Anna Freud Centre
Salary	£34,000 to £42,000 per annum FTE, plus 6% contributory pension scheme
Location	Anna Freud National Centre for Children and Families, 4-8 Rodney Street, London N1 9JH.
Working hours	Part-time (three and a half hours per week – including Tuesday mornings during term time, and/or some block teaching)
Holidays	27 days plus Bank Holidays (includes Christmas closure days) FTE
Term of contract	One year in the first instance, starting from 15 July 2021 There can be some flexibility on the start date

The Anna Freud National Centre for Children and Families

The Centre is the leading national charity supporting young minds through innovative therapeutic practice, training and research. Our vision is a world in which children, young people and their families are effectively supported to build on their own strengths to achieve their goals in life. We care for young minds in five main ways:

1. Researching the underlying causes of childhood emotional distress using the latest neuroscience techniques;
2. Developing, piloting and evaluating new, cost-effective interventions and treatments for children and families facing mental health difficulties;
3. Supporting mental health and education services to improve their practice, through the collection and evaluation of outcomes data and shared decision making;
4. Offering teaching and training courses and building a global network of researchers, clinicians and mental health, social care and education professionals to ensure that new knowledge and ideas are shared as widely as possible;
5. Providing advice and leadership to national policy initiatives focused on improving children and young people's mental health.

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Children, Young People and Families are at the heart of everything we do; we are committed to discovering and understanding the best way to help children, parents and professionals. We believe our impact comes from partnership and collaboration. The Centre works in close partnership with a wide range of service providers, voluntary sectors and academic bodies including the Tavistock Clinic, UCL and Yale. Also within the Centre is the Evidence Based Practice Unit (EBPU) a service development and evaluation unit based jointly across the Centre and UCL committed to developing and using evidence to inform best practice. The Centre leads on the School in Mind network and has supported the establishment of Pears Family School – an innovative provision providing excellent education and mental health support for children and parents together, for children aged 5-14 years excluded from mainstream education. Although a separate legal entity, Pears Family School has a close relationship with the Centre. In April 2019, the Centre opened its new Centre of Excellence in King's Cross and Pears Family School is now located alongside us in our new building.

The Centre collaborates with UCL in offering a unique portfolio of postgraduate programmes in child and adolescent mental health, covering both clinical training and research, ranging from certificate to doctoral levels.

The Centre should be demonstrating “best practice” in creating the best and safest conditions for child mental health work. We try to achieve this in ways that could be emulated by any organisation seeking to do right by children and families. This means that all staff need to be appropriately trained in ensuring children and vulnerable adults are safe (Safeguarding), our staff are safe (Health and Safety), our information about people is safe (Information Governance) and that we include everyone equally irrespective of their identity and background (Equality and Diversity).

The Centre values diversity and aims to have a workforce that reflects this. We encourage applications from all sections of the community.

The Doctorate (PsychD) in Child and Adolescent Psychotherapy

The Centre has long standing links with leading Universities, including Yale and UCL. In collaboration with the Centre, UCL delivers a portfolio of postgraduate programmes (both taught and research based) focussed on child mental health.

The PsychD in Child and Adolescent Psychotherapy (the Independent Training) is a four-year full-time, highly selective professional doctorate, which is a collaboration between UCL, the Centre and the Independent Psychoanalytic Child and Adolescent Psychotherapy Association (IPCAPA) at the British Psychotherapy Foundation (bpf), alongside NHS training placement providers. The course aims to develop the academic, clinical and research skills needed to practice as a professional Child and Adolescent Psychotherapist. Completion of the doctorate leads to professional membership of the Association of Child Psychotherapists (ACP). The theoretical orientation of the training represents the thinking of the Independent School within the British Psychoanalytic movement. A Jungian pathway has been developed for those in Jungian analysis. In this integrated programme research thinking sits alongside the clinical programme so that graduates will become able to use research to inform their clinical practice.

Each year approximately 9-15 students are selected to join the course, which combines working in a clinical setting, with lectures and seminars to support academic development and the opportunity to complete a doctoral level research project. Teaching is offered in a small group setting and aims to provide a thorough understanding of child development,

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childhood psychopathology and psychotherapeutic techniques linked with direct experience of clinical work and conducting relevant research.

Whilst the majority of the clinical teaching is based at the British Psychotherapy Foundation (bpf), the research teaching is delivered by staff at the Centre. During the first year, trainees develop foundation skills in psychotherapy research, critical reading and research design. From the second year, trainees undertake a research project on an area relevant to the child psychotherapy profession, under the supervision of an academic supervisor. The research component is assessed by submission of a 20,000 word dissertation, submitted in the fourth year of the course, and made up of three components – an 8,000 word literature review; an 8,000 word report on an empirical study; and a 4,000 word reflective commentary.

The course takes a blended learning approach to teaching, and it is anticipated that some elements of research teaching and supervision will be provided remotely (online) and some via face-to-face contact.

Purpose of the post

The Research Tutor post offers an opportunity for someone to join a small team of experienced academic supervisors and work collaboratively in teaching, supervising and supporting students in completing their PsychD research theses. This will entail some combination of providing small-group seminar teaching, and assisting individual students in the process of devising, conducting, analysing and writing-up their research projects, which are mostly worked on across years two and three of the course.

Student projects are sometimes devised independently by the student or involve working on existing projects based at the Centre or elsewhere. Projects will be of direct relevance to psychotherapy with children and young people and may include evaluations or studies of the therapeutic process.

The post-holder will also become an honorary member of staff at UCL, and will have the opportunity to join the Child Attachment and Psychological Therapies Research Unit (ChAPTRe), which can provide support for those interested in developing their own research activity, applying for grants etc. For more details about ChAPTRe, see <https://www.annafreud.org/research-and-policy/research-policy/research-units/child-attachment-and-psychological-therapies-research-chaptre/>

Duties and responsibilities

PsychD supervision

The post-holder will be expected to supervise up to four students at any one time. It is anticipated that the majority of these projects will draw on qualitative research methodologies, and there may be several students working on different aspects of the same study. Group supervision is usually offered on a monthly basis, with flexibility for additional individual meetings as required. The role of the academic supervisor includes:

- to establish lines of communication and to provide adequate contact time with the supervisee;
- where the student is working with data from an existing study, to ensure that there is good communication between the student, the academic supervisor and the project lead;

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- to support the student to develop clearly defined research questions and a potential research design by the time the research proposal is completed;
- to provide appropriate guidance with reference to literature reviewing, data collection, data analysis and the writing up of the research;
- to provide detailed feedback (in a timely manner) on draft versions of the literature review paper and the empirical study report;
- to be aware of deadline dates and to support the supervisee to work towards these.

The workload is likely to vary across the year, with periods where students are more or less focused on the dissertation work. Therefore, flexible allocation of time across the year is essential. **Supervision with students will need to take place on a Tuesday morning**, as this is the day when students are currently timetabled to be based at the Centre. Students also attend some block-teaching towards the end of each term (winter, spring and summer workshops). The post-holder may need to be available at some of this time.

The course has built on the experience of teaching during the pandemic to develop a blended learning approach. The majority of teaching and supervision will be provided remotely (online), but some teaching and supervision will be provided face-to-face.

Small-group seminar teaching, marking and other supervision

The post-holder will be involved in aspects of the research methods teaching of students on the PsychD, e.g. through running research workshops, seminars or a monthly research journal club. Teaching takes place on Tuesday mornings during term-time, and/or during more intensive winter, spring and summer workshops, that usually happen at the end of each academic term. The post-holder will also be expected to contribute to the marking of assessments on the doctorate, as needed.

Staff meetings

The post-holder will be expected to attend relevant staff contributing to the PsychD programme at the Centre (for example, attendance at the Exam Boards in September and a termly staff meeting), as well as some supervisor meetings.

Other

- To maintain an awareness of and actively follow and promote the Centre's policies, including Equal Opportunities, Health and Safety, Safeguarding and Information Governance;
- To complete all Centre mandatory training, including but not limited to Safeguarding, Health and Safety, Equal Opportunities 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 post-holder will be asked to undertake any other ad hoc tasks commensurate with the scope and purpose of this post.

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This job description reflects the present requirements of the post, and as duties and responsibilities change/develop, the job description will be reviewed and be subject to amendment in consultation with the post-holder.

The post-holder will be required to have a DBS disclosure which the Centre will apply for.

April 2021

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