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**Appointment of a Lecturer in Counselling and Psychotherapy (0.3 full-time equivalent)**

**The Job**

The range of duties of a university lecturer is extensive and diverse. The following summary indicates the nature of this range. Almost all academic staff will be expected to contribute to both the teaching and the research activity of their subject area.

**Teaching and scholarship**

A Lecturer (AC2) is expected to possess, develop and utilise a range of teaching methods and ways of supporting student learning. These may include lectures, seminars, tutorials, forms of e-learning, workshops, laboratory classes and individual supervision.

The role requires the ability to: identify the learning needs of students and to define appropriate learning objectives; ensure that the teaching content, methods of delivery and learning materials are appropriate; develop own teaching materials, under guidance; select appropriate types of formative assessment; seek ways of improving teaching performance by self-reflection and the gathering and analysis of student feedback, and teach as a member of a team within the framework of an established course. An understanding of equal opportunities issues with regard to academic content and teaching delivery is also expected.

**Research and scholarship**

A Lecturer is expected to: continually update their disciplinary and/or professional knowledge and understanding; develop personal (and, where appropriate, collaborative) research objectives; write up research work for publication; translate new subject knowledge into teaching content; and reflect on their own practice as a higher education teacher. Engagement in continuous professional development with regard to disciplinary/professional and pedagogic expertise is required.

**Communication**

A Lecturer should be able to: deal with routine communication using a range of media; communicate complex information orally, in writing and electronically and communicate material of a specialist or highly technical nature.

**Liaison and networking**

A Lecturer is expected to: liaise effectively with colleagues and students; build internal contacts and participate in internal information exchange networks and join external networks to share ideas.

**Managing people**

A Lecturer will be able to agree and largely self-manage teaching, research and administrative activities.

**Teamwork**

A Lecturer is expected to: collaborate with academic colleagues on course development, curriculum changes and the development of research; attend and contribute to subject group and similar meetings and collaborate with colleagues across the university to identify and respond to students’ needs.

**Pastoral Care**

A Lecturer will be expected to: act as a personal tutor; use listening, interpersonal and pastoral care skills to deal with sensitive issues concerning students, appreciate the needs of individual students and their circumstances, and to refer students as appropriate to the specialist services which can provide further help.

**Initiative, problem-solving and decision making**

A Lecturer will be able to: develop and apply initiative, creativity and judgement in the conduct of teaching and research; respond effectively to pedagogical and practical challenges, and contribute to decision making on, and share responsibility for, the academic content, delivery and assessment of modules.

**Planning and managing resources**

A Lecturer will be able to plan and manage their own teaching and the use of teaching and research resources, including laboratories and workshops, as agreed with relevant senior colleagues. An awareness of risks in the work environment and their potential impact will be expected.

**Person Specification**

Appointment to either the Lecturer/AC2 will be dependent upon the role to be undertaken and the skills, knowledge and experience of the successful applicant.

It is expected that the criteria below regarding knowledge and qualifications will be met by the successful candidate.

**Essential**

* A relevant degree.
* A postgraduate qualification/PhD or an equivalent level of professional experience in psychotherapy.
* Professional accreditation/registration with UKCP or Senior Accreditation with BACP.
* Previous teaching experience of counselling and psychotherapy at postgraduate level or extensive relevant experience.
* An excellent knowledge of humanistic theory and practice and a capacity and willingness to work with students training in both modalities.
* An ability to locate humanistic theory practice in an academic multi-disciplinary context
* A broad general knowledge of other approaches to counselling and psychotherapy and an openness to a cross-modality position
* Considerable psychotherapeutic clinical experience
* Understanding of academic and award standards and the range and level of knowledge and skills, both subject-specific and generic, which the programme is intended to foster.
* Competent IT skills and effective use of IT for teaching and learning.

**Desirable**

* A HESA recognised qualification for teaching in HE
* A research profile or clear evidence of potential

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* The appointment is generally made at the bottom of the range dependent upon experience and previous salary.
* The annual leave entitlement is 35 working days, pro rata for proportional (part-time staff). This is in addition to the statutory holidays applicable in England, local discretionary holidays and days when the university is closed in the interests of efficiency.
* Hours – The full time equivalent of this post is 0.3. The nature of teaching posts is such that staff are expected to work such hours as are reasonably necessary in order to fulfil their duties and responsibilities. It would therefore be inappropriate to define the total hours to be worked in any week. A reasonable norm for full-time staff, however, having regard to the contractual position of other senior staff in the institution, would be thirty-seven, although this should not be regarded as a minimum or maximum. Direct teaching responsibility should not exceed eighteen hours in any week or a total of five hundred and fifty hours in the teaching year. This provision will not, however, apply in subject areas where the nature of the curriculum and teaching style make it inappropriate. In such cases, separate arrangements apply.

More information about the university and the school can be found by following the links below:

* [Academic departments](https://www.brighton.ac.uk/about-us/contact-us/academic-departments/index.aspx)
* [Research and Enterprise at the University](https://www.brighton.ac.uk/research-and-enterprise/research/index.aspx)
* [Professional services departments](https://www.brighton.ac.uk/about-us/contact-us/professional-services-departments/index.aspx)

The University has an attractive range of benefits and you can find more information in the [Working here](https://www.brighton.ac.uk/about-us/working-with-us/jobs/index.aspx) section of our website which includes information on [Equality, diversity and inclusion](https://www.brighton.ac.uk/about-us/working-with-us/jobs/equality-diversity-and-inclusion.aspx) and [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

**DBS**

If you think a DBS check is required for this post, please provide further information in answer to the questions below and the HR Recruitment Team will assess if a check is required.

**Job sharing**

The University of Brighton welcomes job sharers. Job sharing is a way of working where two people share one full-time job, dividing the work, responsibilities, pay, holidays and other benefits between them proportionate to the hours each works, thereby increasing access to a wide range of jobs on a part-time basis. The advert for the post for which you are applying will indicate whether applications from job sharers can be considered (this may not be possible for a post that is already part time for example) and further information can be found on the ‘Balancing Working Life’ section here [Benefits and facilities](https://www.brighton.ac.uk/about-us/working-with-us/jobs/benefits-and-facilities.aspx).

## Professional development/teaching

All new appointees are required to attend a two day Academic Induction programme to orient them to the context for learning and teaching at the university.

New lecturers/senior lecturers appointed on 0.4 contracts or above who have little or no previous experience of teaching in UK Higher Education, and who have not undertaken an equivalent course of study and training, are expected to take the part-time Postgraduate Certificate in Academic Practice in their first or second year in post.

The course provides opportunities to explore a range of practical approaches to supporting students’ learning, and to reflect upon the process of developing as an educator. By negotiation with the relevant Dean/Associate Dean of School, teaching timetables are adjusted to enable the new lecturer to participate effectively in the course. The course is accredited by Advance HE, the national professional body for teachers in Higher Education, and successful completion leads to professional recognition as a Fellow. Lecturers/Senior

Lecturers with existing experience who do not hold a category of Advance HE Fellowship are expected to gain the appropriate category (normally Fellowship) via the Professional Development and Recognition (PRD) Scheme. Both the PGCAP and the PRD Scheme are run by the University’s Learning and Teaching Hub.

The Learning and Teaching Hub also runs the Introduction to Teaching and Learning in Higher Education (ITLHE), a short two day course for those new to teaching (suitable for those on contracts of less than 0.4), and workshops, events and consultancy for all academic staff and course teams across the university. Further information is available on our website.

The successful applicant will be provided with further information about routes to HEA Fellowship, as well as other professional development opportunities at the time of appointment.

Date: June 2025