

|  |  |
| --- | --- |
| Job/Position Title: | Trainee Clinical Psychologist |
| Department/Location: | Dependent on placement location. |
| Grade/Band: | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria for Selection | Essential | Desirable | Measurement  Application Form - **AF**  Interview - **IN**  Assessment – **AS** |
| Education/Qualifications  First degree in Psychology, or an equivalent qualification, which confers eligibility for Graduate Basis for Chartered Membership (GBC) of the British Psychological Society.  Evidence from undergraduate and any postgraduate study of a capacity to undertake study at a Doctoral level, as indicated by a good class of degree or its equivalent, or by postgraduate study in a field related to Clinical Psychology.  Evidence of a high level of proficiency in English language. | **✓**  **✓**  **✓** |  | AF/IN/AS |
| Knowledge  Specialist knowledge of clinical psychology acquired through relevant prior experience, undergraduate teaching and/or clinically supervised practice, and the potential to build upon and extend such knowledge through training. | **✓** |  | AF/IN/AS |
| Experience  Experience of paid or voluntary work in a clinical, community or clinical-academic setting exposing the person to client groups and service settings directly relevant to clinical psychology. This experience can be gained in a range of contexts including NHS or University settings, the voluntary sector, or organisations affiliated to the NHS. It follows that a variety of pre-training roles would be relevant, including (but not restricted to) Assistant Psychologist, Research Assistant, Graduate Primary Care Worker, Nursing Assistant, and Healthcare Assistant.  Sufficient relevant clinical/clinical-research experience to familiarise the person with working practices in NHS/UK statutory service-settings.  Evidence that this experience (as above) engenders realistic expectations of the demands and nature of Clinical Psychology training.  Evidence that this experience (as above) has developed an awareness of the contexts in which Clinical Psychology services are usually delivered.  Evidence that this experience includes building and sustaining relationships with service users in relevant organisational contexts.  Evidence of learning from supervision of clinical practice.  Evidence of a capacity to undertake research at a postgraduate level. | **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | AF/IN/AS |
| Skills – Research  A foundation of undergraduate-level knowledge of research design and methodology.  Knowledge of basic statistical procedures employed within the field of psychology (including multivariate data analysis). | **✓** | **✓** | AF/IN/AS |
| Skills – Analytical/capacity for formulation  Evidence of potential to formulate and articulate sound judgements based on analysis and interpretation of a range of complex information in clinical work, drawing both on clinical observation and on relevant theoretical models. | **✓** |  | AF/IN/AS |
| Skills – Information Technology  Familiarity with computer use which may include email, word-processing, spreadsheets, presentation software, database programmes, publishing programmes. | **✓** |  | AF/IN/AS |
| Skills – Physical  Capacity to frequently sit in constrained positions for client assessments, group and individual therapy and counselling sessions and clinical supervision.\* | **✓** |  | AF/IN/AS |
| Skills – Communication  Effective communication skills, both orally and in written format.\*  Evidence of potential to communicate complex, technical and clinically sensitive information to individuals with whom clinical psychologists usually work. This includes both psychologists and fellow professionals, as well as individual clients and their relatives/carers.  Evidence of potential to tailor communication in a manner which is congruent with the needs of the recipient, including the needs of clients with a range of emotional difficulties, or who have difficulty in communicating or understanding.  Evidence of potential to exercise both appropriate assertion and diplomacy according to the particular situation, with professional colleagues, carers, relatives, and clients with a range of challenging emotional difficulties (including hostility).  Evidence of potential for good presentation skills suited to both formal and informal settings.\* | **✓**  **✓**  **✓**  **✓**  **✓** |  | AF/IN/AS |
| Skills – Planning  Evidence of organisational potential which enables planning of own workload in relation both to clinical work (e.g. organise appointments with staff and clients, plan client sessions) as well as academic work (e.g. teaching and research activities).  Evidence of a potential for flexibility in planning: specifically a capacity to monitor, evaluate and adjust plans accordingly over time. | **✓**  **✓** |  | AF/IN/AS |
| Personal Qualities  Evidence of ability to form empathic relations with a wide range of clients in a variety of settings.  Evidence of an ability to form good and respectful professional working relationships with a wide range of professional colleagues.  Evidence of a capacity to reflect constructively on all aspects of own performance (academic, clinical and professional).  Evidence of a capacity to reflect realistically on their own strengths and weaknesses.  Evidence of receptiveness to academic feedback and clinical supervision, and to apply ideas and knowledge gained from this feedback to current and novel contexts.  Evidence of values consistent with the NHS Constitution.  Evidence of a belief in the possibility of psychological change.  Evidence of respect for fairness and diversity.  Capacity for frequent extended periods of intense concentration in a range of clinical contexts (e.g. individual/group therapy, clinical assessments/interviews, clinical supervision) which require active participation which takes account of dynamic processes, and where planning of appropriate responses to these dynamic processes is required.  Potential to work effectively under pressure, including working directly with staff and clients who may be highly distressed, analyse data where there may be frequent interruptions, prioritise work, operate a waiting list, meet short deadlines and function within an unpredictable work pattern which requires regular revision of plans.  Ability, with appropriate support, to undertake psychological assessment and therapy in an emotionally demanding environment, with frequent exposure to highly distressing or highly emotional circumstances, including situations where sexual abuse, family violence and breakdown, mental illness or terminal ill health may be the focus of psychological intervention.  Ability to function well in the context of unexpected or uncertain outcome, or in the absence of guidelines or in novel situations, and to contain anxiety and distress on behalf of others, including other staff within the organisation.  Evidence of potential ability to work as a lone worker in circumstances where there may be exposure to severe distress, verbal or physical aggression.  Evidence of potential ability to work effectively whilst exposed to unpleasant working conditions including frequent exposure to verbal aggression and occasional exposure to physical aggression. | **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓**  **✓** | **✓**  **✓**  **✓** | AF/IN/AS |
| Corporate  Full UK Drivers Licence and car/motorcycle owner.  Ability and willingness to travel across the training region.\*  Satisfactory Enhanced check with the Disclosure and Barring Service.  Satisfactory Work Health Assessment | **✓**  **✓**  **✓**  **✓** |  | AF/IN/AS |

\* After any reasonable adjustments to compensate for disability, including adjustments required to comply with the Equality Act.