

JOB DESCRIPTION - College/Specialty Tutor

April 2018

Accountable to: Clinical / Specialty Director

Reports to: Director of Medical Education (or Director of Education)

Tenure: The post is for three years, renewable for a second term subject to meeting objectives

Appointment: The Tutor is jointly appointed by the Clinical/Specialty Director, the Specialty Training Programme Director / Head of Specialty School and the Trust (Medical Director or DME). For a College Tutor the College may wish to be involved. The role will be discussed and formalised at job planning with the Clinical Director and designated appropriate SPA time. This may require a reduction in DCC as time is required during work hours to fulfill the role.

NACT UK strongly recommends a minimum of 1 programmed activity (PA) for each 20 trainees in the specialty, shared between specialty & subspecialty tutors as appropriate.

Job Purpose:

The College/Specialty Tutor leads on medical education in their nominated specialty / department. They are responsible for supporting supervisors & educators, overseeing the delivery of the training programmes to all trainees and supporting the professional development of SAS & locally employed doctors within their department. They should ensure a learning environment which is challenging, supportive and, where appropriate, multi-professional.

Key Responsibilities

1. Support & develop supervisors and educators

- To assign trainees to GMC recognised Educational Supervisors / named Clinical Supervisors at the start of the post
- To support the professional development of supervisors and educators with updates, educational resources and training programme developments at Local Faculty Group.
- To support the named supervisor to manage a doctor with specific issues ensuring a written report with agreed action plan; escalating to the Clinical Director, DME and TPD when necessary.
- To ensure that the relevant supervisor is informed when a trainee/doctor is named in a significant incident or complaint and receives a debrief at the conclusion of the investigation.
- Meet supervisors to review their role, discuss achievements and challenges & encourage educational development. This meeting should be documented for the supervisors' portfolio and taken into NHS Appraisal.

2. Support the trainees, SAS doctors and locally-employed doctors (LEDs)
 - Ensure departmental induction occurs, which is evaluated and attendance recorded. Department information is updated in induction handbook/website
 - Assign each trainee with a named Supervisor who understands their role
 - All SAS and LEDs should have a named senior doctor for individual professional development
 - To ensure that the education, pastoral & career planning needs of all trainees and junior doctors in your specialty area are being addressed
 - The Tutor should not have access to the individual trainee's portfolio or be part of the discussion of progress, which is the remit of the Education Supervisor, TPD and ARCP panel. Therefore they may be able to provide mentoring support to an individual trainee in certain circumstances but the roles need to be clear to all parties.
 - Provision of educational programme of both formal and work based learning opportunities covering both -specialty and generic curricula in collaboration with colleagues and programme directors
 - Ensure trainees have protected study time to access local and regional education programs. Ensure all SAS and LEDs have study leave (10 days/year) and funds (same as consultants). In some areas there is also a SAS doctors fund for professional development accessed via SAS Tutor.
3. Be an ambassador for patient safety
 - Ensure all trainees, SAS and LEDs receive adequate clinical supervision at all times and do not work beyond their clinical competence or compromise patient safety
 - Ensure, in conjunction with the Clinical Director, that trainees and all LEDs receive appropriate departmental induction, understand expected duties and are competent to perform them prior to starting clinical practice.
 - Educate all members of the multi-professional team about their role as an “educator”; to observe performance, perform requested assessments and give feedback to all doctors to ensure quality patient care at all times
 - Encourage junior doctors or any other member of staff to discuss with the Specialty Tutor any concerns about patient safety. The Tutor will address the concerns and escalate as appropriate. Ensure this process is included within departmental induction both written and verbally.
4. Education Leader for the department
 - Chair Local Faculty Group to inform supervisors & educators, discuss trainees' and other doctors' performance and develop the learning environment
 - To implement, monitor and improve the specialty training programmes in the department in conjunction with the DME & Training Programme Director.
 - Where appropriate to work with the relevant Foundation, Core Programme & GP tutors to ensure the specialty placement fulfils the programme requirements
 - To represent their specialty area at training committees, both internally and externally, as required
 - To ensure, along with the DME, that all those involved in training and assessing doctors have received appropriate training
 - Where appropriate to represent the College/Specialty body in the workplace and vice versa. To attend the relevant College tutor meetings and work with regional representatives where available.

5. Quality

- Review the GMC training surveys data, placement feedback, monitoring visit reports and direct feedback from trainees to provide the Education Department with an annual action plan to improve training in their department.
- To provide updates on this action plan to the Director of Medical Education and appropriate Head of School / TPD
- To ensure the actions required from any Deanery / School QM visits are completed. Proactively use other quality data to improve training in the department.
- Recording of information required by local, regional and national quality control processes and the provision of a report as necessary

6. Junior Doctor Contract

- Create generic work schedules for Human Resources for all trainees in department and share with relevant named supervisors to enable individualised educational plans.
- Support supervisors managing exception reports, reporting to and collaborating with the Guardian of Safe Working when necessary.

7. Workforce and Finances

- Regular meetings with Clinical Director / Lead to discuss training and workforce issues and evidence that training is valued within the directorate. Service reconfiguration and training requirements are discussed together.
- Ensure transparency and accountability for tariff and education resources.
- Active involvement in recruitment and ARCP processes

8. Professional & Personal Development & Support

- Meet DME annually to review the Tutor role, discuss progress and personal development requirements, and the attainment of the specific yearly goals; with updates if required in between.
- Develop an appropriate education PDP to be discussed and approved at annual appraisal.
- Network with Tutors locally, regionally and nationally to gain ideas, share good practice and receive peer support
- Annual review of the role should take place with the Clinical Director as part of the job plan review.

Person Specification for Specialty Tutor / Department Education Lead

Attributes	Essential	Desirable
Qualifications	<p>GMC full registration</p> <p>Completed necessary ES training and be a recognised supervisor by GMC</p>	<p>Postgraduate qualification in education</p> <p>Specialist or General Practitioner registration</p> <p>Coaching qualification</p>
Knowledge & Skills	<p>Knowledge of management and governance structures in medical education and training and awareness of current processes in the delivery of medical education and training nationally and locally.</p> <p>Enthusiasm for delivering training</p> <p>At least 2 years as Educational Supervisor</p> <p>A knowledge and understanding of Equality & Diversity legislation, regulations and procedures</p> <p>Knowledge of GMC regulations, the Learning & Development Agreement with HEE/Deanery & Trust HR policies</p>	<p>Evidence of supporting trainees and trainers.</p> <p>Experience of coaching or mentoring</p> <p>Understanding of uses of IT in education.</p> <p>Evidence of personal development in medical education</p> <p>Evidence of delivering well evaluated teaching sessions/tutorials or simulation scenarios</p>
Interpersonal Skills	<p>Effective communications skills, motivating and developing others, good interpersonal skills.</p> <p>Approachable and able to make time to see trainers and trainees</p> <p>Well organised with good time management skills</p> <p>Demonstration of leadership capabilities</p>	<p>Able to co-operate with other health professionals to promote multi-disciplinary working</p> <p>Previous clinical leadership experience and/or commitment to leadership training</p>