

**Saving *lives*,
Improving *lives***



Northern Care Alliance
NHS Group

Salford | Oldham | Bury | Rochdale | North Manchester

Salford Care Organisation

Job Description & Person Specification



Choose to make a Difference

Be developed • Be supported • Be inspired • Be empowered • Be rewarded • Make a difference

We're thrilled you're thinking of joining us!

Our new Northern Care Alliance NHS Group unites five local hospitals to deliver high quality care across the North East of Greater Manchester.

The Alliance provides the benefits of scale but delivers this locally through multiple hospital sites which make up four new Care Organisations – Bury/Rochdale, North Manchester, Oldham and Salford. Using our mantra of 'Saving lives, Improving lives', the aim is for our Care Organisations to work closely with the communities they serve to deliver safe, high quality and reliable care, which are trusted, connected and pioneering.

Our Care Organisations are designed to operate within our group arrangement of hospitals, community and healthcare services which bring together over 17,000 staff and the services of The Pennine Acute Hospitals NHS Trust and Salford Royal NHS Foundation Trust. Our size and geographical reach means we are creating an environment each individual will be inspired and empowered by to be the best they can be. This is a really exciting time to join our new team.

Salford Royal NHS Foundation Trust was rated an 'Outstanding Trust' for the second time by the Care Quality Commission (CQC) in 2018. This achievement marked Salford Royal as the only NHS acute and community Trust in the UK to be rated as

Outstanding on two consecutive occasions.

The Trust is consistently rated as one of the best places to work in the NHS and here are just a few of the reasons why:

- Major teaching hospital for the Universities of Salford & Manchester.
- Recent investment of £200 million to develop our main hospital site.
- Leading Major Trauma Centre for Greater Manchester, largest Dermatology Centre in Europe, leading UK centre for Neurosciences, leading centre for clinical trials and other studies.
- Identified as a Global Digital Exemplar, a key part of the NHS Driving Digital Maturity programme.

The Trust has many nationally and internationally renowned clinicians who are pioneering the latest techniques and treatments. The Trust has an excellent reputation for quality and innovative clinical services, teaching and research.

In Salford the NCA was proud to be able to develop one of the country's first integrated health and social care services. This joins up the best of health, social care and support within the integrated care division of Salford Care Organisation. Focussing on person centred approaches for better outcomes, improved service user experience and utilising local resources to support people to live independently and with the highest possible quality of life.

Our Values

We have four core values which are a focus for how our staff and volunteers work with each other to provide care for our patients and service users. We think of our values as a set of guiding principles to refer to when making decisions and interacting with people and they help us to work together to continuously improve the organisation and ourselves.

These core values form part of the Organisations Performance Framework which regularly reviews how staff are performing.

Patient & People Focus

This value enables us to place the patient and service user first with everything we do.

All staff are required to demonstrate that they:

- Communicate effectively with patients, service users, families and colleagues
- Pro-actively personalise the service, connecting with patients and carers
- Adopt and practice the 'safe, clean, personal' ethos.

Continuous Improvement

This value ensures that the organisation including individual staff are always moving forwards and improving the ways things are done.

All staff are required to demonstrate that they:

- Look at ways of measuring and auditing improvements
- Pro-actively develop goals and objectives in support of the Trust's vision
- Identify opportunities to reduce waste and inefficiency.

Accountability

This value enables us all to recognise our own part in keeping our organisation 'safe, clean and personal' in the way we care for people.

All staff are required to demonstrate that they:

- Are transparent and results focused
- Display personal accountability towards problem-solving
- Recognise and accept accountability beyond job role.

Respect

This value is about respecting patients and colleagues alike, and also the on-going reputation of the organisation.

All staff are required to demonstrate that they:

- Are supportive and empower staff involvement
- Are consistent and understanding of others and their needs

Job Description

Job Title: Clinical Supervisor

Accountable to: works with TSTLs / Educational Supervisors

Appraisal: Educational appraisal is part of annual general Medical Appraisal

Sessions: There is no time allowed in Job Plans for this role

Qualification: Minimum: Trained Clinical Supervisor approved by GMC

Location: Based at the Trust

Main purpose of the job:

A Clinical Supervisor is a trainer who is designated and appropriately trained to be responsible for overseeing a specified student or trainee's clinical work in a clinical environment, providing constructive feedback during that training period, and informing the summative judgment at the end of that clinical training period and/or series of periods.

Main Tasks & Overview of Responsibilities

GMC Definition

A trainer who is designated and appropriately trained to be responsible for overseeing a specified student or junior doctors clinical work in a clinical environment, providing constructive feedback during that training period, and informing the summative judgment at the end of that clinical training period and/or series of periods.

Some training schemes appoint an Educational Supervisor for each placement. The roles of Clinical and Educational Supervisor may then be merged.

In many instances the same person may undertake both CS and ES roles for a given trainee. However, in some specialty training programs including GP, Radiology, Orthopaedics some doctors act as CS but in this case time in job plan is allowed.

A Junior Doctor refers to both Trainees and (TENC) Trust Employed Non-Consultant

Roles and Responsibilities of a Clinical Supervisor

Enables junior doctors to learn by taking responsibility for patient management within the context of clinical governance and patient safety

- Ensures that clinical care is valued for its learning opportunities; learning and teaching must be integrated into service provision.
- Undertakes clinical supervision of a junior doctor, giving regular, appropriate feedback according to the stage and level of training, experience and expected competence of the trainee.
- Undertakes assessment of Junior doctors (or delegates as appropriate) using the dedicated workplace-based assessment tools, has been trained in the use of these and understands the generic relationship between learning and assessment.
- Liaises with the appropriate Educational Supervisor over junior doctor progression.
- Must ensure that all doctors and nonmedical staff involved in training and assessment understand the requirements of the curriculum, including the workplace-based assessment tools (Foundation, Specialty or GP) as it relates to a particular trainee.

Knowledge and Skills Required of a Clinical Supervisor

A CS will need to demonstrate that they have knowledge and skills in the following:

1. Equality, diversity and cultural awareness.
2. Core CS Knowledge and Skills, which includes:

Workplace based ('on the job') teaching, including clinical skills teaching:

- To understand how adults, learn best and the relevance of this to teaching.
- To understand how best to teach a clinical skill.
- To have some knowledge of a variety of teaching techniques/methods/tips and to practice them as appropriate.
- To understand the importance of evaluating teaching.

Workplace Based Assessments:

(including calibration for those involved in supervising secondary care placements for

GP trainees)

- To understand the role, types and formative nature of workplace-based assessments (WBAs) appropriate to the relevant specialty.
- Have an understanding of what is acceptable progress.
- To understand the importance of appropriate feedback as part of WBAs.
- Have an understanding of the relationship between WBA's and the educational supervisors ARCP report.
- To identify the initial steps in managing trainees with problems.

Giving feedback to Junior Doctors of all abilities:

- An understanding of some common frameworks for giving feedback.
- Encourage reflection and self-assessment in learners.
- Ability to identify and communicate what was done well and what could be done differently.
- Importance of giving positive and specific criticism.
- Importance of encouraging learners to agree a plan of action.

Adult learning principles:

A brief overview of the following to help understand how trainees learn best:

- Learning cycle.
- Understanding of the variety of learning styles and motivation.
- Role modelling.
- Importance and understanding of reflective practice.
- Evaluation of teaching.
- Educational environment.

Relevant specialty portfolios/e-portfolios/Horus for Foundation:

- An understanding of the use of an educational portfolio to support effective learning and development
- A working knowledge of portfolio(s) as relevant to own specialty

Communication/team working:

- Understand the importance of timely and regular communication with Junior Doctors.
- Have a working knowledge of reporting structures within own specialty department and local Trusts as appropriate.
- Is aware of the importance of role modelling and is a positive role model.

Ethics:

- Respect for the learner and the process of learning.
- Understanding of the principles of confidentiality in the educational environment.
- Foster a safe environment in which learners can challenge and discuss issues.

Understanding GMC requirements of CS:

- Have read the GMC Standards for Trainers.
- Have read the definitions of CS and ES.
- Understand their own educational role in relation to the standards.
- Understand their own role in relation to local education structures and processes.
- Recruitment and selection. All those taking part in recruitment will need to have completed the requisite training.
- All CS will be expected to undergo annual appraisal which must include an element of educational appraisal.

Achieving the Knowledge and Skills of a Clinical Supervisor

HENW has commissioned Edge Hill University to provide a bespoke PG Cert and the first module provides training to the standard of CS (followed by ES in module 2 and Educational Lead in module 3)

It is recognised that other bodies, such as Royal Colleges, Universities, and other education providers also provide training which individuals can use to demonstrate that they have met the required standards.

To be formally recognised as a trainer at SRFT, Clinical Supervisors need to provide a certificate of formal training to show they meet the GMC trainer standards. This certificate needs to be submitted to the SRFT PGME department.

All Clinical Supervisors will be expected to demonstrate that they continue to meet the standards outlined by the GMC through annual appraisal. This will form part of the five-yearly revalidation process.

Under the GMC arrangements for recognising and approving trainers it is the LEPs responsibility to ensure that all Clinical Supervisors meet the necessary requirements for the role and to report annually to HENW on their trainers for live reporting to the GMC.

Corroboratory evidence is sought at HENW Quality Monitoring visits.

Making Every Contact Count

Front line staff are in an ideal position to offer support and advice on how to improve health and wellbeing

Staff should use their interactions with the public to give them additional advice on health and wellbeing

Staff will be given training and support to help them to signpost people to other services which may improve their health and wellbeing.

All people (including consultants) who manage others

You are accountable for the effective deployment of activities that ensure that your department/ward/clinical team is reducing hospital acquired infection. You will ensure that you and your staff comply with the Trust's policies on infection, prevention and control. You will ensure that you and your staff receive the training required to maintain competence to execute the Trusts policies on infection, prevention and control. You have a responsibility to bring deficiencies in the deployment of such policies to the attention of your line manager.

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. You will be expected to fulfill your mandatory safeguarding training at the level applicable to this role.

Electronic Patient Record

Salford Royal uses an Electronic Patient Record (EPR). All Clinicians must use EPR as the primary patient record. It supports delivery of Safe, Clean and Personal patient care. Paper is used only for clinical record components (e.g. fluid charts) that do not at present have an EPR replacement.

The majority of clinical documentation is entered directly on the EPR including health issues, case histories and continuation notes, condition specific structured records and risk assessments. EPR also provides systems for prescribing, requesting most tests and some services, and for viewing results, a local integrated record and correspondence.

Access to this comprehensive EPR is via a unique login and password. All Clinicians working at Salford Royal must receive EPR training.

Criteria	Essential	Desirable
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Code of Conduct

Professional staff that have a national Code of Conduct are expected to adhere to that Code and failure to do so could result in disciplinary action being taken. Staff who do not have a regulatory body are expected to conduct themselves in a professional manner and in line with the Trust values and policies at all times.

Person Specification

Education/Qualifications:		
GMC Full Registration	Y	
GMC accredited Clinical Supervisor (Certified and on HENW register)	Y	
GMC accredited Educational Supervisor (certified and on HENW register)	Y	
Skills and Knowledge:		
Knowledge of management and governance structures in medical education and training and an awareness if recent changes in the delivery of medical education and training nationally and locally.	Y	
Enthusiasm for delivering training	Y	
Evidence of or will have completed. Current training prior to taking up the post in: <ul style="list-style-type: none"> • Training the trainer • Appraisal and feedback • Relevant workplace-based assessments • ARCPs and revalidation • Relevant portfolio • Equality and diversity 		Y
Effective communications skills, motivating and developing others, approachability, good interpersonal skills	Y	
Evidence of supporting trainees		Y
Evidence of personal development in medical education		Y
Evidence of delivering well evaluated teaching sessions/tutorials		Y