

**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:** Educational Supervisor

**Works with:** TSTLs and PGME Clinical Educational leaders and team

**Appraisal:** Educational appraisal is part of annual general Medical Appraisal

**Period of Notice:** To be discussed within the specialty

**Sessions:** 0.25 per trainee per week. This is 1/4<sup>th</sup> of a four-hour PA, which equals an hour per trainee per week. 4 trainees = 1PA = 4hrs

**Qualification:** Minimum: Trained Educational Supervisor approved by GMC

**Locations:** Based at the Trust

**Main purpose of the job:** This is a complex role which spans the areas of educational management, educational supervision and feedback, an understanding of the role of assessment in learning, the use of portfolios as a learning and assessment tool, an understanding of how to identify, support and manage a Non Consultant Doctor in difficulty, and of supporting career decision-making. It also requires an understanding of the role of the CS and how to link with that individual in situations where the 2 roles are separated.

## Main Tasks & Overview of Responsibilities

As an Educational Supervisor, it is mandatory to be trained in accordance with the GMC standards for training. The SRFT Corporate Policy that links to this role is Supervision of Non-Consultant Doctors and Physician Associates at SRFT which is available on Synapse or on request from the PGME Department.

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

### GMC Definition

“A trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified student or junior doctors’ trajectory of learning and educational progress during a clinical training period and/or series of periods. Every student and trainee must have a named educational supervisor.”

### Roles and Responsibilities of an Educational Supervisor

This is a complex role which spans the areas of educational management, educational supervision and feedback, an understanding of the role of assessment in learning, the use of portfolios as a learning and assessment tool, an understanding of how to identify, support and manage a doctor in difficulty, and of supporting junior doctor career decision-making. It also requires an understanding of the role of the CS and how to link with that individual in situations where the 2 roles are separated.

### **Educational Management**

- 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.
- Is responsible for the educational progress of a trainee over an agreed period of training set against knowledge of a mandated curriculum (Foundation, Specialty or GP).
- Undertakes 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 or delegates assessment of junior doctors as appropriate, has been trained in assessment and understands the generic relationship between learning and assessment and particularly that within a specific curriculum.
- Meets with junior doctors at agreed specified times in accordance with the requirements of Foundation or Specialty curricula.
- Liaises with Clinical Supervisors to gain an overview of trainee progression.
- Attends Faculty Group Meetings as required and disseminates relevant information to clinical supervisors and trainees as appropriate.
- Liaises with the appropriate Trust Specialty Training lead and Training Programme Director [Foundation or Specialty] over trainee progression.
- Liaises with the Postgraduate Medical Education Department about requested information on junior doctor progression.
- Ensures appropriate training opportunities for junior doctors to gain the required competencies.
- Acts as first port of call for junior doctors who have concerns and/or issues about their training and manages this in accordance with the Trust/LEP & HENW guidelines.
- Participates in any visiting processes as required.
- Discusses career intentions as appropriate and offers support either individually or via Trust/LEP and HENW career advice structure.
- Must ensure that all doctors and non-medical staff involved in training and assessment understand the requirements of the curriculum (Foundation, Specialty, or GP).

- Must have knowledge of and comply with the GMC regulatory framework.

### **Educational Meetings: Initial**

The ES arranges to meet junior doctors at the beginning of each attachment to:

- Check that the junior doctor has received a local induction.
- Ensure that competency check lists have been completed.
- Ensure that the junior doctor has relevant handbooks, specialty, faculty etc.
- Review the junior doctor's portfolio, including any feedback from previous placements, ARCP etc. and adapt/monitor learning needs in relation to these and curricular requirements (Foundation, Specialty, or GP)
- Discuss learning needs, how these will be developed, and which assessment methods will be used to evaluate whether the doctor is meeting required competencies (i.e. complete a learning agreement).
- Discuss the range of evidence which might contribute to the building of a portfolio of training progression.
- Record all meetings, outcomes of meetings as required and communicate these to junior doctor, Faculty Group, Trust Specialty Training Lead, Training Programme Director as appropriate.

### **Education Meetings: Mid-Point**

The ES arranges to meet the junior doctor at the mid-point of each attachment to:

- Discuss and review progress to date. If necessary, amend learning outcomes.
- Discuss taster opportunities if appropriate and ensure that these are relevant and appropriate to career intentions.
- Review learning portfolio and support development of evidence of competency.
- Ensure that the doctor is appropriately engaging in the assessment process, learning from this, and achieving the expected competencies for the stage and level of training.
- Negotiate remedial efforts if required.

### **Education Meetings: End Point of Rotation**

The ES arranges to meet the junior doctor at the end of each attachment to:

- Review progress to date in relation to the requirements of the curriculum and the learning agreement for the placement.
- Ensure that all appropriate assessments have been completed, review with the junior doctor which competencies have been met, and amend

Professional Development Plan as appropriate, noting what needs to be carried forward to the next rotation and forward plan future learning needs.

- Ensure that all relevant documentation has been completed including that for the ARCP.

### **Annual Review of Competence Progression [ARCP], Appraisal, and Annual Planning**

The ES:

- Is responsible for bringing together the structured report which looks at evidence of progress in training and submitting this together with other documentation as required to the ARCP process. In the Foundation Programme the Educational Supervisor signs off the FACD which is then countersigned by the Training Programme Director. This to include completing the declaration on trainees' involvement in critical incidents, complaints, probity and health declarations for revalidation purposes.

### **Knowledge and Skills Required for Educational Supervisor Roles**

ES will need to demonstrate that they have the following core knowledge and skills:

#### **Coaching, mentoring and pastoral care:**

- An understanding of the importance of one-to-one support for individual learners as appropriate.
- An awareness of the range of support mechanisms available for personal and professional development.
- A basic understanding of the principles of coaching and mentoring, including the differences and overlap between them.
- Promote self-awareness and reflection.

#### **Careers support:**

- Willingness to support learners in managing their career exploration and decision-making.
- An awareness of medical careers resources available to signpost trainees.
- An appreciation of current and future workforce trends in own specialty.

#### **Learning agreements/educational needs:**

- Understand the importance of assessing an individual's needs and appropriate goal setting.
- Is familiar with the framework of a learning agreement.

- Appreciate the need to balance support and challenge for each learner as appropriate.
- Understand the importance of maintaining accurate written records of educational meetings with trainees.

### **Assessment and appraisal:**

- An understanding of the difference between assessment and appraisal and the connection between them.
- An understanding of the importance of both to learning and to learner progression.
- Appreciation of the importance of timely and specific feedback and objective setting.

### **Principles of ARCPs/RITAs:**

- An understanding of the function of the ARCP panel.
- An understanding of the importance of the educational supervisors report as key evidence to the panel.
- An understanding of what makes a good quality Educational Supervisors Report.
- An appreciation of the importance of the cycle of supervision before and after the ARCP panel.

### **Managing doctors requiring extra support**

- An awareness of the range of symptoms of a trainee in difficulty.
- An understanding of the importance of early diagnosis and intervention.
- Is approachable and open to trainees.
- Has an awareness of when and how to use reporting routes for onward referral.

### **Basics of Quality control - Deanery and GMC standards**

- Understand the importance of measuring the quality of education.
- Understands own role in relation to GMC standards and local educational governance.
- Pays attention to monitoring and improving own educational performance.

### **Achieving the Knowledge and Skills of an Educational Supervisor**

Trusts are responsible for ensuring these requirements are met. HENW has

commissioned Edge Hill University to provide a bespoke PG Cert and the first two modules provides training to the standard of Educational Supervisor

It is recognised that other bodies, such as Royal Colleges, Universities, and other education providers also provide training which may demonstrate the required standards.

To be formally recognised as a trainer, Educational Supervisors need to provide a certificate of training to show that they meet the GMC trainer standards. All Educational Supervisors will be expected to demonstrate that they continue to meet the standards outlined 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 responsibility of SCO to ensure that all educational Supervisors meet the necessary requirements for the role and to report annually to the HENW on their trainers for live reporting to the GMC.

Organisational evidence is sought at HEE Quality Monitoring visits.

## **Additional information - Guidance on skills and knowledge requirements**

### **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 / Foundation Competency Assessments**

- To understand the role, types and formative nature of workplace-based assessments (WBA's) appropriate to the relevant specialty
- Understand what acceptable progress is.
- To understand the importance of appropriate feedback as part of WBA's
- Understand 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 trainees
- 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 Clinical Supervisor**

- Have read the GMC standards for Trainers
- Have read the definitions of Clinical Supervisor and Educational Supervisor
- Understand their own educational role in relation to the standards
- Understand their own role in relation to local education structures and processes

### **Coaching, mentoring and pastoral care**

- An understanding of the importance of one to one support for individual learners as appropriate
- An awareness of the range of support mechanisms available for personal and professional development
- A basic understanding of the principles of coaching and mentoring, including the differences and overlap between them
- Promote self-awareness and reflection

### **Careers support**

- Willingness to support learners in managing their career exploration and decision making
- An awareness of medical careers resources available in order to signpost trainees
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### **Learning agreements / educational needs**

- Understand the importance of assessing an individual's needs and appropriate goal setting
- Is familiar with the framework of a learning agreement.
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- Understand the importance of maintaining accurate written records of educational meetings with trainees

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- An understanding of the difference between assessment and appraisal and the connection between them
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- An understanding of the function of the ARCP panel
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- An understanding of what makes a good quality educational supervisors

- report
- An appreciation of the importance of the cycle of supervision before and after the ARCP panel

### **Managing trainee's with difficulties**

- An awareness of the range of symptoms of a trainee in difficulty
- An understanding of the importance of early diagnosis and intervention
- Is approachable and open to trainees
- Has an awareness of when and how to use reporting routes for onward referral.

### **Basics of Quality control - HENW and GMC standards**

- Understand the importance of measuring the quality of education
- Understands own role in relation to GMC standards and local educational governance
- Pays attention to monitoring and improving own educational performance

### **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.

## **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

Criteria	Essential	Desirable
<b>Education/Qualifications:</b>		
GMC Full Registration	Y	
GMC Accredited Clinical Supervisor (Certified and on HENW Register)	Y	
GMC Accredited Educational Supervisor (Certified and on HENW Register)	Y	
<b>Skills and Knowledge:</b>		
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"> <li>• Training the trainer</li> <li>• Appraisal and feedback</li> <li>• Relevant workplace-based assessments</li> <li>• ARCPs and revalidation</li> <li>• Relevant portfolio</li> <li>• Equality and diversity</li> </ul>	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