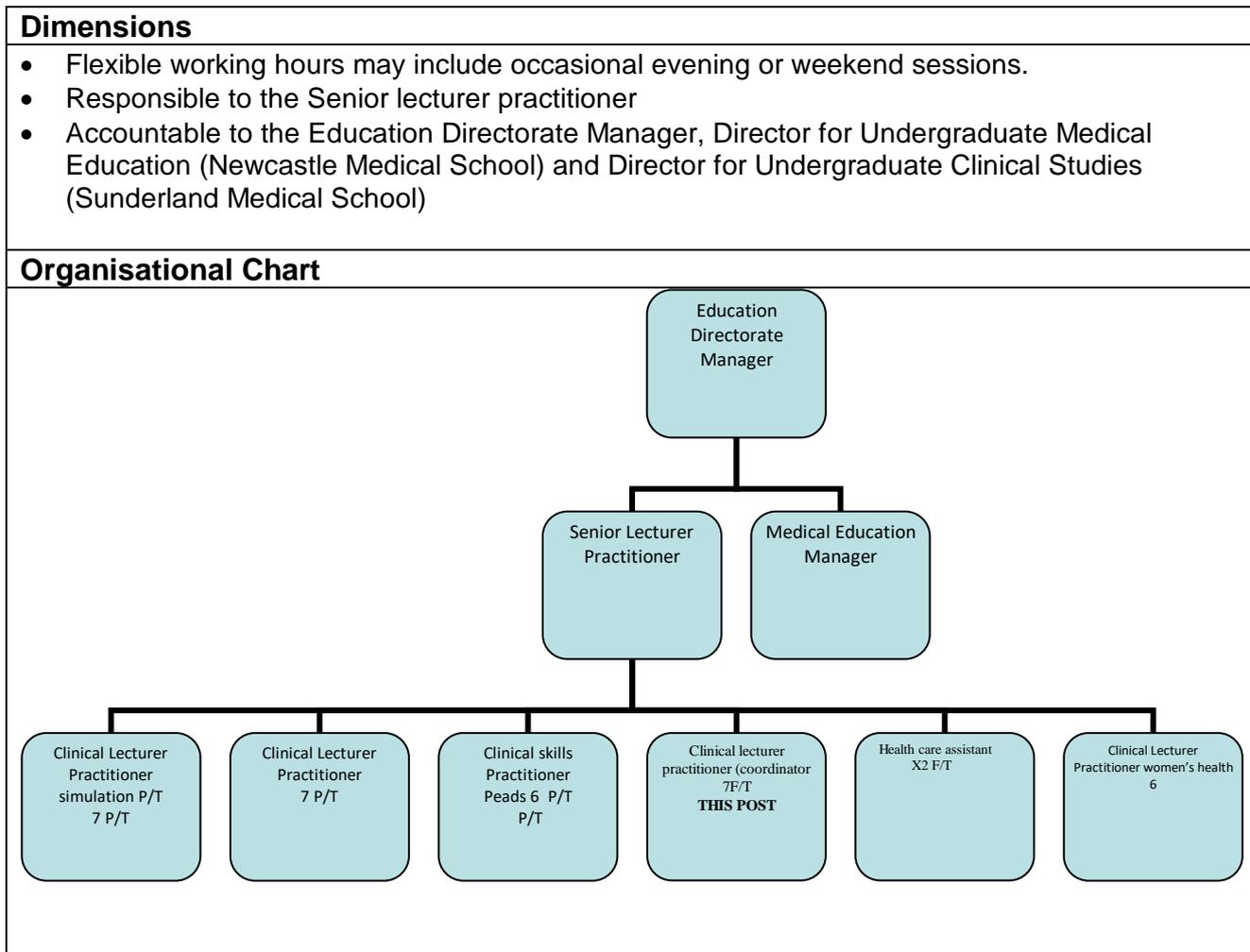


Job Description

Job Details	
Job Title:	Clinical Lecturer Practitioner (Coordinator)
Business Unit:	Corporate
Department/Ward:	Medical Education
Location:	Truswide
Pay Band:	Band 7
CAJE No:	ADM8382
Main Purpose of the Job	
<ul style="list-style-type: none"> • To work as a senior member of the teaching faculty to organise, develop and deliver high quality clinical teaching to undergraduate medical students which meet the learning outcomes of the rotations/blocks in areas specific to your speciality area. • To coordinate the workload, resources and equipment for the undergraduate education nursing team. • To support the Senior Lecturer Practitioner with team management and HR processes including, but not limited to; appraisals, sickness and staff wellbeing processes and HealthRoster • To work with the Medical Education Manager regarding clinical placement capacity for undergraduate medical students. • To actively contribute to internal and external quality assurance and governance processes relating to medical education. • To take a leading role in the development and delivery of innovative medical education within the Trust, including the development of teaching sessions and associated resources. • To work with external stakeholders to identify and negotiate medical student placement opportunities. • To work with rotation/block leads in clinical areas to identify and negotiate medical student access to clinical areas. • To take an active role in the organisation and delivery of assessments and exams for medical students and undertake the role of assessor/examiner. • To continually develop and maintain own clinical skills and knowledge in order to provide current evidence-based teaching practice. • To contribute to the audit and research support of wider educational research undertaken in the department. • To participate in the recruitment of volunteer patients in medical education and contribute to the maintenance and development associated processes, including the volunteer database. • To role model compassionate and inclusive leadership in order to shape the creation of a collective leadership culture within the trust. This means demonstrating a consistent leadership style which (a) engages, enables and empowers others (b) uses coaching to promote ownership of learning and quality improvement and (c) facilitates team working and collaboration within teams / departments and across organisational boundaries. 	



1. Communications and Relationships

- Excellent communication, negotiation, people management and team working skills.
- Demonstrate self-awareness in relation to personal impact whilst working alongside teams and individuals, fostering trust and respect.
- Contribute to relevant meetings, quality assurance and governance processes ensuring effective communication of educational initiatives and sharing best practice.
- Interact and develop effective working relationships with medical education faculty members, and internal and external stakeholders.
- Be Adaptable, flexible and lead by example.
- Able to present high complex and/or sensitive information to large groups of students with various levels of background knowledge.
- Ability to effectively teach physical assessment and communication skills to students.
- Able to offer a justified opinion relating to the professional development and behaviour of medical students and take appropriate action where concerns are identified.
- Demonstrate empathy, reassurance and excellent interpersonal skills when working with medical students and providing feedback relating to performance, achievement of competencies and professionalism.
- Highly developed interpersonal and team-working skills
- Must be able to demonstrate the English language proficiency level required for this post.

2. Knowledge, Skills, Training and Experience

- Essential
- 1st Level NMC Registered Nurse/ Midwife with substantial experience in enhanced clinical practice.
- Experience in clinical education or related subject with evidence of post registration development and further academic study equivalent to master's level
- Advanced specialist knowledge across a broad range of enhanced clinical procedures and practices, underpinned by specialist theoretical knowledge and relevant practical experience.
- Competent in the clinical assessment and the management of patient with a broad range of clinical conditions related to own specialty.
- Experience working as an Enhanced or Advanced Nurse Practitioner
- Extensive post registration experience within own specialty
- Ability to work flexibly and manage competing priorities
- Ability to work independently and autonomously to meet deadlines.
- Experience delivering clinical teaching
- Excellent team working and people management skills.
- Proven experience of organising and providing training in a variety of formats, such as individual and group sessions
- IM&T skills with working knowledge of Microsoft Office Suite
- To lead, inspire and motivate others to high performance by agreeing clear goals and objectives, providing support and guidance and creating opportunities for development
- To contribute to the development of a culture of high engagement, where staff are empowered and entrusted to provide the best services and care for patients
- To promote and facilitate innovation and continuous improvement to deliver better services for service users and patients

Desirable

- Clinical teaching qualification
- Familiarity with working with clinical simulators, role-players and patient volunteers
- Proven experience of leading and managing change, flexible and adaptable to change
- Awareness of audit and research practices and protocols
- Commitment to continuing professional development
- Master's degree in nursing or clinical education or related subject
- Experience in project development
- Knowledge of or experience in coaching and mentoring practices and tools
- Knowledge of or experience in Quality improvement tools, techniques and methods
- Advanced Clinical Assessment training.
- Experience of developing education /training packages
- Understanding of undergraduate medical education
- Experience in practical clinical procedures s such as venepuncture cannulation Naso gastric tube, catheterisation, E.C.G.etc.

3. Analytical Skills

- Ability to promote and recruit volunteer settings.
- Able to identify students in difficulty or with differing and/or additional needs and put in place appropriate support.
- Able to carry out a range of clinical assessments on a formal/informal basis and provide constructive feedback.

<p>4. Planning & Organisational Skills</p> <ul style="list-style-type: none"> • Manage own time efficiently, plan and prioritise effectively and support the development of these skill in others • Ability to set realistic targets and meet deadline • Ability to prioritise effectively and work to deadlines. • Produce a robust annual Professional Development Plan, for yourself and team members, to identify priorities for education, creating a shared vision and measurable goals • Planning and organisation of a wide range of complex teaching activities as part of undergraduate medical education • Coordinating the involvement of other teaching staff, support staff, students, and patients within the teaching plans • Adaptation and adjustment of teaching plans to suit the needs of the teaching situation. • Ability to lead educational initiatives and present these at internal and external forums. • Able to work under pressure and without supervision. • Able to plan and prepare for examinations and teaching sessions, including recruitment of patients, always ensuring that medical school objectives are met. • Excellent organisational skills and the ability to use own initiative and coordinate own activities with minimum supervision
<p>5. Physical Skills</p> <ul style="list-style-type: none"> • IT skills and competence to enable electronic record keeping and able to use of a range of IT resources for data production, report writing and teaching materials. And maintenance of up to date information for the volunteer database • Able to undertake and teach clinical procedures and clinical skills which require a high degree of accuracy and professional judgement. • Physical ability to provide patient care. • Physical ability to participate in the movement and setting up teaching equipment
<p>6. Patient/Client care</p>

- Responsible for providing high standards of care to all patients and volunteers to ensure their needs are always met and ensuring privacy dignity and confidentiality
- Responsible for providing clinical and emotional support to volunteers and their carers; to respond to any concerns or queries that they may express either before, during or after their time supporting undergraduate medical education.
- To Maintain and develop own clinical skills including enhanced assessment and management of changes in patients' conditions. .
- In collaboration with other senior team members make effective use of patient experience data, complaints and incidents to improve the experience of volunteer patients in medical education.
- To provide pastoral support to students in the directorate
- To participate in the development of interprofessional education and support the integration of sessions with AHP and nurses trust wide
- To ensure adherence to the principles of patient, carer, and public involvement in the work area, in line with Section 11 of the Health and Social Care Act 2001 and the Trust's strategy for Patient, Carer & Public Involvement; to ensure that patients are the focus of everything they do and follow good practice shared in line with the Trust's policies and procedures, such as learning from complaints and concerns.

7. Policy & Service Development

- Implements Trust and University policies and education procedures within the Education Directorate
- Involved in the development and evaluation of internal policies and procedures and proposes policy or service changes which may impact on other departments or services within the Trust and partner universities.
- Responsible for the development and management of policies and procedures regarding the involvement of volunteers and children volunteers within undergraduate education
- Play a key role in quality assurance and enhancement of educational methods.
- Contribute to the development and evaluation of medical, nursing and AHP education.
- Contributes towards the development of evidence-based policies, standard operating procedures and guidelines.
- Adheres to Trust policies, standard operating procedures and guidelines.
- Participates in all aspects of quality governance and risk management.
- Participates in monitoring systems by which the quality of care can be measured e.g. audit, benchmarking.

8. Financial & Physical Resources

- Responsible for the safe and correct use of the physical environment and use of a wide range of clinical training equipment
- Personal duty of care and responsibility for ensuring that clinical teaching equipment is stored, maintained safely and correctly. Including reporting any maintenance issues.

9. Human Resources

- Responsibility for the devising, developing, teaching and delivery of innovative training on a range of subjects relevant to undergraduate medical students, nurses and AHPs within the trust.
- Responsible for providing guidance, information and knowledge to administrative staff organising teaching rotations/blocks.
- To develop and deliver teaching on a broad range of subjects to medical students.
- Undertakes assessment of students performing tasks, such as history taking and physical examinations, and provides feedback and guidance in line with medical school protocols.
- Provides opportunity for students to undertake video recordings of their performance, reviews recordings and gives feedback to students and clinical tutors.
- Undertakes formal assessment of students in structured examinations with guidelines issued by the appropriate medical school.
- Responsibility to provide guidance and pastoral support to medical students within the department, in line with departmental policies
- Provides assistance and support to clinical tutors on matters regarding student welfare, ensuring concerns/issues are highlighted in a timely manner
- Assist students in identifying areas for development and devising development plans to meet the needs of identified of areas.
- To support team members in all areas of performance, training, development and health and wellbeing in the workplace and fostering a culture where staff are enabled to take joint responsibility for their development
- To have a key leadership role in the design and facilitation of internal training programmes
- Act as a resource for external continuing workforce development programmes, ensuring staff have fair and equitable access to these.
- Act in a manner that respects equality and diversity and strives to encourage this behaviour in others.

10. Information Resources

- Ensure that the Trust Information Governance Policy is followed to ensure that data quality is maximised and confidentiality of information is maintained and applied to all data recorded, utilised and reported on
- Produce relevant and accurate data, reports and resources using complex information from a range of sources.
- Frequent requirement to prepare and present documents, reports, spread sheets for use within teaching and education directorate
- Responsible for developing a wide range of educational resources to support education initiatives
- You will be expected to have basic functional skills, including literacy, mathematics and digital skills. Digitally literacy is the ability to locate, organise, understand, evaluate and analyse information using digital sources. This is in line with 'digital readiness indicator for health and social care', which has been developed in the Building a Digital Ready Workforce Programme (BDRW), between Health Education England (HEE) and NHS Digital, and is part of the Government's Digital Transformation Portfolio (DTP) (2019)

11. Research & Development

- Use evidence-based research and best practice standards to develop staff knowledge and skills
- Participates in the collection of data as required to demonstrate the effectiveness of educational activity including, audit, direct observation and focus groups
- Contribute to the development of quality assurance and governance processes in the directorate
- Participate in educational research to advance medical education, teaching and assessment.
- Identify area for development within own work and the wider department.
- Contributes to the dissemination of good practice through sharing ideas, knowledge and skills with other professionals and transference to own work environment
- Contribute to the development of and sharing of good practice and knowledge by attending and actively contributing to faculty and other relevant educational event.
- To undertake formal audit and research into medical, nursing and AHP education.

12. Freedom to Act

- Work in accordance with the NMC: The Code: Professional Standards of Practice and Trust Policies and Procedures
- Strategically prioritise a wide variety of requests for educational support
- Professionally network at local and regional level
- Provide leadership through the creative application of education and ideas which have the capacity to enhance the student and volunteer patient experience.
- Freedom to plan teaching sessions with support and guidance available from Senior Lecturers and clinical tutors, in line with university guidance.
- Plans and coordinates own day-to-day activities

Standards

The statements outlined below are the standards of which all employees of Northumbria Healthcare Trust are expected to comply.

Works to the standards expected in the Northumbria Healthcare NHS Foundation Trust statement of values.

Risk Management - to deliver the quality standards and targets outlined in the Trust's Risk Management Strategy and local operational policies

Infection Control:

It is your responsibility to adhere to infection control policies and guidelines in order to promote cleanliness and reduce infections. Hand hygiene must be undertaken correctly to prevent the spread of infection. Personal protective equipment must be used in accordance with Trust policy. You must contribute to the cleanliness of the work environment and keep it "clutter free" and tidy. You must also attend mandatory training and updates to ensure you receive training appropriate to your role

Health and Safety:

Managers have a duty to ensure that safe systems of work are used within their area of responsibility; to investigate accidents and incidents; to arrange for risk assessments to be conducted annually, and to ensure staff attend appropriate health and safety training.

All employees have a duty to take reasonable care for their own health and safety, and that of others who may be affected by their activities; to cooperate with the Trust by complying with all health and safety rules and safe systems of work; and to inform their line manager of any work situation, or practice which may be considered a danger to health and safety.

Patient, Carer & Public Involvement:

Managers have a duty to ensure that the principals of patient, carer and public involvement are adhered to throughout all areas of responsibility in line with Section 242 of the NHS Act 2006 (as amended by the Act 2012) which requires the duty to involve and consult users. A 'user' is defined as someone who is using services, or someone who may use them. In addition, this requires NHS organisations to involve and consult patients and the public in; The planning and provision of services and the development and consideration of proposals for changes in the way services are provided.

This ensure that patients are the focus of everything we do, we share good practice in line with Trust policies and procedures, this includes learning from complaints and concerns.

Safeguarding:

The safeguarding of all those who are vulnerable is an enormous obligation for all of us who work in the NHS and partner agencies.

Safeguarding children and adults at risk of abuse or neglect is complex, frequently under review and we must all take responsibility to ensure that it works effectively.

Safeguarding is everyone's responsibility. It remains the responsibility of every NHS organisation and each individual healthcare professional working in the NHS to ensure that the principles and duties of safeguarding adults and children are holistically, consistently and conscientiously applied with the needs of adults at risk or abuse or neglect at the heart of all that we do.

Partnership working is also key and it is vital that local practitioners continue to develop relations and work closely with colleagues across their local safeguarding system to develop ways of working that are collaborative, encourage constructive challenge and enable learning in a sustainable and joined-up way.

NHS England will continue to seek assurance that the safeguarding arrangements across the health system are effective.

Environment and Sustainability:

The trust aims to be an exemplar organisation that embraces sustainability and meet its corporate responsibility. It is the responsibility of all employees to support the Trusts' vision for sustainable development. To undertake their duties in a way that is not wasteful of environment, financial and social resources throughout their daily activities.

Appendix 1

NOTE: This appendix is not intended to form part of the 'official' Job Description, but is intended for Job Evaluation purposes only.

Effort and Environment:

Physical –

- Moderate physical effort
- Teaching in clinical environment which may require periods of up to 3-4 hours requiring standing for long periods and bending and reaching around volunteer patients . ((comfort breaks are provided within this period)
- Teaching in classroom environment which may require. Standing for up to 3-4 hours.
- Timely mobility between clinical and classroom environment.
- Shifts of up to 9 hours requiring being on their feet to set of equipment and supporting volunteer patients and faculty staff are required during student exams .
- Transporting volunteer patient to and from main entrance /taxi which may require transferring volunteer in and out of hospital chairs (with appropriate moving and handling training) .
- Possible requirement to manoeuvre volunteer patients from bed to chair or similar.
- Possible requirement to comply with local therapeutic handling guideline using hoists , wheelchair or lifting to manouvere volunteer patients.

Mental –

- Frequent concentration to develop project plans, undertake assessments writing reports and inputting and retrieving data from local databases.
- Delivery of own and others teaching sessions.
- Frequent intense concentration in assessing students and volunteer interactions when delivering training and assessing students on an individual and group basis.
- Clinical assessment and examining volunteer patients requires the application of expert knowledge clinical reasoning and concentration . This can be interrupted due to the need to priorities other professionals or emergencies.
- May require intense concentration to carry out research or audit.
- May require intense concentration when developing , maintaining and delivering clinical skills.

Emotional –

- May be occasionally exposed to and expected to support learners or volunteer patients in difficulty or distress.
- Liasing with volunteer patients and families which may expose them to emotional or distressing stories.
- Direct management and supervision of a group of staff who may be working on challenging projects.
- Occasional exposure to patients who may have been misinformed or have different expectations of their role in clinical education.
- Occasional exposure to volunteer patients who may experience emotional difficulties during their participation in education.
- Requirement to delivery teaching on how to manage difficult or challenging clinical situations which can be emotionally draining for volunteers , students and tutor.

Working Conditions –

- Occasional exposure to highly unpleasant working conditions when delivering direct patient care and dealing with bodily fluids / foul linen.
- Regular use of IT equipment
- Frequent use of Visual display units.

Appendix 2

Grid

	DUTIES AND RISK FACTORS OF THE POST	Yes	No
1.	Exposure Prone Procedures (EPP's)*		X
2.	Manual Handling Operations	X	
3.	Dust, Dirt, Smells	X	
4.	Chemicals, Fumes or Gasses (Glutaraldehyde, fixer, anaesthetic gases, reconstitution/handling of cytotoxic drugs)		X
5.	Patient Contact	X	
6.	Babies/Children Contact	X	
7.	Food handling / Preparation	X	
8.	Driving	X	
9.	Fork Lift Truck Driving		X
10.	User of Display Screen Equipment	X	
11.	Noise	X	
12.	Infestation		X
13.	Blood and Body Fluids/Waste/Samples/Foul Linen	X	
14.	Excessive Cold		X
15.	Excessive Heat		X
16.	Inclement weather		X
17.	Radiation		X
18.	Laser Use		X
19.	Heights over 2 metres		X
20.	Confined Spaces		X
21.	Vibration i.e. Power Tools		X
22.	Using machinery with moving/exposed parts		X
23.	Shift work	X	
24.	Use of latex products	X	
25.	Physical violence / aggression	X	
26.	Employment of young people		X
27.	Any other hazards please specify		X
28.	Other		

If any hazard is identified above please give details below.

*Definition of Exposure Prone Procedures (EPP's)

Exposure prone procedures are those where there is a risk that injury to the Health Care Worker may result in the exposure of the patient's open tissues to the blood of the HCW. These procedures include those where the HCW's gloved hands may be in contact with sharp instruments, needle tips and sharp tissue (spicules of bones and teeth) inside a patient's open body cavity, wound or confined anatomical space where the hands or fingertips may not be completely visible at all times.

Person Specification

Job Title:	Clinical Lecturer Practitioner	
Department:	Education Department	
Location:	Trustwide	
Specification	Essential	Desirable
Qualifications / Professional Registration	<ul style="list-style-type: none"> • 1st Level Registered Nurse in Adult/General Nursing specialty • Experience in clinical education with evidence of post registration development and further academic study equivalent to masters level • Competent in enhanced clinical assessment and the management of patients with acute and long term care needs 	<ul style="list-style-type: none"> • Teaching qualification • Advanced Clinical Assessment training. • Master's degree in nursing or clinical education or related
Experience and knowledge	<ul style="list-style-type: none"> • Experience working as an Enhanced or Advanced Nurse Practitioner • Extensive post registration experience within own specialty • Advanced specialist knowledge across a broad range of enhanced clinical procedures and practices, underpinned by specialist theoretical knowledge and relevant practical experience. • Experience of delivering education and training 	<ul style="list-style-type: none"> • Experience of developing education /training packages • Understanding of undergraduate medical education • Familiarity with working with clinical simulators, role-players and patient volunteers • Proven experience of leading and managing change, flexible and adaptable to change • Awareness of audit and research practices and protocols • subject • Experience in project development

Skills and abilities	<ul style="list-style-type: none">• Excellent clinical skills demonstrating a thorough knowledge base and understanding in the enhanced /advanced assessment of patients• Proven experience of providing training in a variety of formats, such as individual and group sessions• Excellent interpersonal skills and the ability to form effective working relationships.• Excellent Organisational skills• IM&T skills with a working knowledge of Microsoft Office Suite• Proven experience of leading and managing change• Must be able to demonstrate the English language proficiency level required for this post	<ul style="list-style-type: none">• Experience in practical clinical procedures such as venepuncture cannulation Naso gastric tube, catheterisation, E.C.G.etc.
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Personal attributes	<ul style="list-style-type: none"> • Ability to communicate with a diverse range of people and interpret and communicate complex information. • Ability to effectively work within a team and support the development of junior colleagues. • Ability to work without supervision and within a given timeframe to meet deadlines. • Flexible and adaptable to change • Learning agility and commitment to self-development 	<ul style="list-style-type: none"> • Commitment to continuing professional development
Other requirements	<ul style="list-style-type: none"> • Willing to work flexible hours, occasional weekend work may be required 	