

## **JOB DESCRIPTION - Educational Supervisor**

April 2018

**Accountable to:** Clinical/Specialty Director, Foundation/Specialty School

**Reports to:** Director of Medical Education (DME) via College/Specialty Tutor. Director of Education may have the DME responsibilities

**Tenure:** **3 years**, to be reviewed annually

**Job plan:** The Educational Supervisor role is assigned, usually by the Specialty Tutor, to a named senior doctor who has undertaken the required training to be recognised by the GMC. The role will be discussed and formalised at job planning with the Clinical Director and designated SPA time provided (0.25 SPA per trainee for direct supervision; dependent on model of supervision/programme this will likely be shared between named educational supervisor and named clinical supervisor).

### **Job Purpose:**

An educational supervisor is a named individual who is responsible for supporting, guiding and monitoring the progress of a named trainee for a specified period of time. He/she may be in a different department, or in a different organisation, to the trainee. If the trainee is in their department the Educational Supervisor may also act as the Named Clinical Supervisor and must understand these responsibilities (*see Job Description of Named Clinical Supervisor*)

The educational supervisor should have a job description and be informed of the name of his/her trainee in writing, together with relevant programme personnel e.g. named clinical supervisors, programme director, programme manager etc.

### **Key Responsibilities:**

#### 1. Understand their Educational Supervisor role

- Be familiar with the structure of the training programme of their assigned trainee and the educational opportunities available locally and regionally.
- Be aware of local policies for trainee support and development
- Their role within the 2016 contract for junior doctors
- Their role in the ARCP process and trainee's revalidation

#### 2. Oversee the professional development of their trainee

- create a supportive partnership with the trainee flexing their supervision style as necessary
- ensure that all meetings occur in protected time and are private and undisturbed
- ensure that the trainee is making the expected clinical, educational and professional progress
- by identifying behaviours that demonstrate areas of strength as well as specific areas requiring development
- by addressing any issues that arise

3. Meet with their trainee in the first 2-3 weeks of their programme, ideally in the first week, to:-
  - ensure that the trainee understands his/her responsibility for his/her own learning, the structure of the programme, the curriculum, the educational opportunities available, the assessment system the relevant portfolio & requirements for ARCP
  - develop a **personal development plan** and **personalised work schedule** that takes into account:
    1. the trainee's individual training needs
    2. the learning opportunities in the programme
    3. predominantly professional & non-clinical skills
    4. that additional clinical learning needs will need to be added by the named Clinical Supervisor
 and is mutually agreed with the trainee and will be the point of reference for future educational meetings and reviews
  - sign the Educational Agreement
4. Meet with trainee regularly to review progress and professional development
  - encourage reflection on curriculum and GMC's *Good Medical Practice*
  - review progress with the personal learning plan & update as necessary
  - review the trainee's portfolio to ensure that it is being maintained and developed by the trainee. *Note: The trainee has overall responsibility for ensuring that his/her portfolio is maintained and developed and that all relevant documentation is completed at the appropriate time and signed off where necessary*
  - give the trainee an opportunity to comment on their training, learning opportunities and the support that is being provided. All problems identified by the trainee should be discussed and a solution sought.
5. Provide honest and constructive feedback
  - From information obtained from the Clinical Supervisors reports, the portfolio and personal discussions on educational and professional progress
6. Complete the Structured Educational Supervisor's Report
  - provide summary of progress with specific areas of strength and development needs and returned to the ARCP Panel within the necessary timescales. This should require seeking feedback on the trainee's performance from other Supervisors and Educators (see 5)
  - Any SIs / complaints should be noted on the Educational Supervisors Report & the Enhanced Form R for the ARCP.
7. Have career discussions for medium and long term
  - Ensure that the trainee knows how to access specific careers advice and support.
8. Provide specific additional support as necessary
  - If a trainee's clinical performance and/or professionalism is not reaching the required standard or if some personal issue is impacting on their ability to work / progress
  - discuss with the trainee as soon as possible after the problem is identified and document the meeting in the portfolio
  - ensure the local policy for trainee support and development and/or other relevant Trust/HR policies are followed and the DME is informed.
  - Where appropriate, measures are put in place with clearly defined written objectives so that the trainee has the opportunity to correct any deficiencies

- any concern with a trainee's clinical competence, conduct or health which may pose a potential risk to patient care or themselves must be escalated immediately to the Clinical Director and Director of Medical Education. This should be followed by a written report and agreed action plan
  - all relevant key personnel (including the DME and TPD/Specialty Tutor) are kept fully informed.
9. The Educational Supervisor is expected to:
- continue to develop in their educational role, collate the necessary supporting information to ensure compliance with GMC requirements and discuss the role during their Annual Appraisal
  - attend Local Education Faculty Group meetings
  - contribute to local teaching programmes (tutorials, lectures, simulation)
  - participate in ARCPs and national recruitment programmes for their training programmes
  - identify time to carry out role effectively
10. The Educational Supervisor is supported by
- other Supervisors in their department and their Clinical Lead.
  - the Specialty Tutor who should keep them informed and updated with
    - developments from the Foundation, GP & Specialty Training
    - local, regional and national developments in medical education.
  - the Specialty Tutor will provide individual support as required particularly when there is a trainee requiring additional support / remediation
  - the relevant Training Programme Director who should provide feedback to the Supervisor following ARCP
11. The Educational supervisor role should be reviewed regularly; the exact mechanism is determined locally. It is either done as part of the NHS Appraisal or with their speciality Tutor. Reaccreditation currently varies by region and specialty from annually to every 5 years.

## Person Specification for Educational Supervisor

Attributes	Essential	Desirable
<b>Qualifications</b>	<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>
<b>Knowledge &amp; Skills</b>	<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>Evidence of current training in:</p> <ul style="list-style-type: none"> <li>• Educational supervision</li> <li>• Workplace-based assessments &amp; giving feedback</li> <li>• Supporting a doctor in difficulty</li> <li>• 2016 Junior doctor contract</li> <li>• Relevant e-portfolio</li> <li>• Equality and diversity</li> </ul> <p>Effective communications skills, motivating and developing others, approachability, good interpersonal skills.</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>