

Job Description For

Specialty and Associate Specialist (SAS) Tutor

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JOB DESCRIPTION: Specialty and Associate Specialist (SAS) Tutor

Introduction:

1. SAS doctors and dentists are a diverse group with a wide range of skills, experience and specialties. Specialty Doctor is currently the only national contract open for this grade. However there are a number of doctors that still remain on the terms and conditions for grades now closed to new entrants; they are often known as Associate Specialists; other titles also exist.
2. SAS doctors are distinct from Locally Employed Doctors (LEDs) who work in fixed term contracts for shorter periods of time, often taking a break from conventional training pathways.
3. The SAS grade provides an opportunity for doctors to have a career progression to the top of the grade over a number of years whilst gaining experience and developing their skills. Doctors are contractually required to undertake job planning and appraisal whilst having the option to develop a portfolio to record their progress within their role. Annual increments are awarded according to nationally set thresholds at intervals (currently two to three yearly).
4. The SAS Tutor is an experienced SAS doctor, consultant, or dentist who works within the organisational structure to support and promote the interests and development needs of SAS. In some organisations (especially ones with few SAS doctors), the role of SAS Tutor may be combined with that of LED Tutor (or another educational leadership role), in which case job descriptions can be combined.

Please note:

1. This job description refers to SAS doctors. In some organisations the Tutor may also have responsibility for SAS dentists.
2. A candidate should have support of their relevant clinical and the medical director before applying for this post and to ensure they have capacity in their job plan to undertake this role.

Accountable and reports to: Director of Medical Education (DME) or equivalent.

NB: In some areas they may also be accountable to an Associate/Deputy Dean for SAS doctors

Tenure: 3 years, job description and job plan reviewed annually

Remuneration: Recommended 1PA - dependent upon the number of SAS doctors in the trust.

An example of a variable PA allocation is shown below (also see Appendix 1):

Number of Doctors per Trust	PA Tariff
<30	0.5
31 – 70	1
71 – 120	1.5
121 +	2

Job Purpose

The post holder will:

1. Provide support and guidance to SAS in the Trust, and champion the needs of these doctors within their organisation in collaboration with Clinical Leads, the Director of Medical Education (DME) and senior hospital management.
2. Take a leadership role in both the professional and career development of SAS and their contribution to education and training in relevant specialties.
3. To provide expert advice on matters related to SAS.
4. Lead on the organisation and delivery of internal and external developmental programmes to improve and support the developmental needs of SAS, ensuring that they are supported by the organisation, including appropriate time in their job plans for supporting professional activity (SPA).
5. Help SAS requiring additional support, broadly in line with the guiding principles in the NACT “Supporting trainees” document.
6. During the tenure of the post, it is anticipated that area(s) of responsibility will change and develop over time in response to the workforce planning and requirements of this staff group.

Key responsibilities of the SAS tutor

1. Routinely review and update the induction processes for new SAS joining an organisation
2. Develop a working knowledge of all SAS doctors across the organisation
3. Ensure professional and career development for all SAS doctors are addressed
4. Establish strong links with other departments in the organisation including Human Resources (HR), Finance and other lead clinicians across the organisation.
5. Represent the SAS grade at senior clinical and workforce meetings and ensure equity for SAS doctors and dentists across the organisation, particularly with respect to professional development
6. Liaise with appropriate governance and funding bodies such as Health Education England (HEE) or Deanery for support with projects and innovative workstreams to meet the professional development needs of SAS
7. Submit annual SAS funding returns to the Deanery as per regional HEE policy

Specific professional and managerial tasks

Internal

1. Provide support with local induction, job planning, appraisal, and awareness of opportunities available for career progression for new SAS
2. Liaise with clinical and service leads to highlight the SAS doctors working in their service and facilitate support of their personal and professional development
3. Work with SAS doctors to secure SPA time and study leave funding equivalent to consultant grades as per Trust policies
4. Advise and support SAS doctors through appraisal and revalidation processes and ensure through feedback that all SAS doctors undergo personally developmental annual appraisal
5. Link with Less Than Full Time and Supported Return to Training Champions to ensure that aligned opportunities for SAS is provided.
6. Support recruitment and retention of SAS doctors
7. To work (in collaboration with SAS Specialty Leads where applicable) to identify specialties where further specialty-specific development of SAS doctors is required

8. To identify generic skills gaps and take a lead with planning generic education and development sessions that benefit wider groups of SAS doctors, including non-technical skills such as human factors and quality improvement.
9. Support and guide SAS wishing to apply for entry to specialty training or applying for the Certificate of Eligibility for Specialist Registration (CESR); signposting to the relevant CESR champion or specialty-specific lead SAS Tutor as necessary
10. Advise and support SAS who are subject to investigations relating to professional issues and lead on/assist programmes aimed at supporting these doctors.
11. Organise training of SAS to enable them to take on roles such as Educational and Clinical Supervisors for trainees
12. Support and promote SAS in developing roles in non-clinical areas such as management, research, and clinical governance
13. Assist SAS to identify and support the needs of trainees requiring additional support, even if they are not Named Clinical and Educational Supervisors, through workplace supervision, escalation as required, and referral to appropriate services
14. Review the results of national data collections such as the General Medical Council SAS and LED survey and work from other organisations such as the British Medical Association (BMA) to improve the working lives of SAS doctors, forming and implementing the organisational response to any issues identified
15. Represent the Director of Medical Education when required on issues related to SAS Doctors.
16. Provide support to the DME on matters of professional conduct raised through responsible officer forums and other meetings.
17. Attend Local Faculty group meetings and Faculty/Supervisor update days as appropriate.
18. Provide DME with structured feedback from SAS doctors on the strengths and weaknesses of the CPD opportunities of various departments.

External

1. Liaise with the associate or deputy postgraduate team leading on SAS doctors for the HEE/Deanery Local office on SAS Doctor matters and concerns.
2. Attend SAS Tutor Meetings held by HEE/Deanery Local Office (or other) as required and provide structured feedback on CPD opportunities
3. Facilitate and participate in regional SAS development days
4. Through the Trust Medical Education Department become a member of NACT to contribute to and learn from collective experience of tutors across the UK

Self-development

1. Develop an appropriate role-related PDP to be discussed and approved at annual appraisal. The post-holder is required to undergo regular appraisal in respect of this role, preferably with the Director of Medical Education
2. Comply with data protection, freedom of information and equal opportunities/diversity requirements
3. Commit to maintaining their own educational CPD relevant to the role.

Principal communication and working relationships

- Director of Medical Education (line manager), Clinical Tutor, Specialty College Tutors and other relevant senior postgraduate medical education leadership team
- Postgraduate Medical Education Manager (MEM) and administrative team (who provide the post holder with administrative support)
- Unit/Departmental/Service Leads
- Other members of the wider educational faculty
- Medical Director, Director of Finance and Director of HR
- Medical staffing/HR department
- Local Negotiating Committee
- Associate/Deputy Postgraduate Dean responsible for SAS doctors on behalf of the Deanery

Measurable outcomes

- Feedback from SAS doctors concerning quality of professional development opportunities and support
- Overall satisfaction measured in SAS surveys
- Accountability of SAS funding – courses and development opportunities
- CESR outcomes
- Engagement levels of SAS doctors in Trust activities and other roles (no. of CS/ ES/appraisers etc)
- Recruitment and retention data
- Yearly performance review with director of medical education or nominated representative
- Proportionate levels of complaints against SAS??

Person Specification: SAS Tutor

REQUIREMENTS	ESSENTIAL	DESIRABLE
Qualifications	GMC - Full Registration including recognised clinical and educational supervisor (mapped to 7 domains) SAS doctor or dentist or a consultant with a minimum of 5PA clinical contract with the organisation	Postgraduate medical education, leadership or management qualification (PGCert, Diploma, Masters)
Experience	Breadth of experience in appraisal and medical education e.g. training and supervision of doctors, students and other healthcare professionals Knowledge of assessment methods Experience as a representative	Experience in leadership or management within a formal role or as part of a team in related activity
Teamwork	Proven ability to contribute to effective multidisciplinary teams Positive attitude towards multi-professional working	Team or service-based quality improvement work as a project or part of a programme
Communication	Excellent oral, aural and written communication skills Excellent interpersonal skills and the ability to deal with difficult situations Evidence of supporting junior staff and colleagues	Presentations at local, regional and national conferences Publications in local, national and international journals and other non-peer reviewed work
Management	Evidence of understanding of management of change Ability to manage risk and change Understanding of management structure and key education stakeholders (GMC, AoMRC, COPMed, COPSAS, NACT) Evidence of good organisational and leadership skills	Evidence of contribution to service development Evidence of attending a management course Able to manage change across an organisation/multi-agency setting
Teaching	Experience of teaching and training, including medical trainees, students of all healthcare disciplines and allied health professionals	Evidence of teaching abilities – positive feedback and/or teaching observation
Personal	Evidence of personal development	

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