

# **Job Description**

**For**

## **Locally-employed Doctor (LED) Tutor**

**Version Date: April 2020**

**Review Due: April 2022**

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*Registered Charity: 295172*

## **JOB DESCRIPTION – LED Tutor**

**Accountable and reports to:** Director of Medical Education

**Tenure:** 3 years, reviewed annually.

**Remuneration:** 1 Programmed Activity (1PA)

### **Definition**

Locally-employed doctors (LEDs) refer to the group of junior doctors who work outside of a recognised regional training programme and employed on a local contract. There are a number of job titles used in the UK which are included in this group including: non-consultant non-trainee doctors; trust grades; clinical, educational and research fellows.

NACT-UK (and the GMC) distinguishes LEDs from Specialty and Associate Specialist (SAS) doctors; the latter group have nationally agreed Terms & Conditions and differing educational and developmental needs, as described in “Supporting Locally Employed Doctors (LEDs) across the UK” (<http://www.nact.org.uk/getfile/7499>).

The LED Tutor job description covers responsibilities to LEDs only; however, some organisations may prefer to amalgamate an LED tutor post with a SAS tutor post, depending on local need.

### **Job Purpose**

The post holder will:

- Provide support and guidance for LEDs, 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;
- Take a strategic leadership role in the development of educationally appropriate rotations for LEDs collaborating across all specialties to enhance the working experience of LEDs, support their career development and improve workforce planning for the purposes of high quality patient care, staff recruitment and retention;
- Ensure LED posts are financially supported by the organisation, including provision of adequate time and funding to enable professional development, e-portfolio completion, appraisal and career advice. This support should include additional support (particularly time in job plans) for trainers/supervisors commensurate with other training grades.
- Quality assure the learning environment and educational provision for LED: working closely with the DME, the post holder will set up a system of quality metrics to oversee LED training and appraisal, ensuring there are systems in place to monitor trainee progress and facilitate development of LED trainers. Where appropriate this could reflect existing educational structures. The post holder may need to develop alternative arrangements and structures for some LEDs, as they are a heterogeneous group of doctors with varying learning needs.

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 LED Tutor**

- Develop a working knowledge of all LED posts across the organisation.
- Ensure educational, pastoral and career planning needs for all LEDs are addressed.
- Implement creative and educationally appropriate rotations for LEDs across all specialties.
- Establish strong links with department of Human Resources (HR), Finance, Specialty Tutors/Educational Leads and Lead Clinicians across organisation.
- Represent the LED grade at organisational workforce planning meetings.
- Work with Unit/Department/Service Clinical leads and Finance to ensure equity for LEDs across the organisation in respect to professional development.
- Work with clinical leads to ensure adequate supervisor time is resourced in line with pre-existing national junior doctors' educational and clinical supervision guidance.

### **Specific Professional/Managerial Tasks**

1. Work closely with Unit/Department/Service Clinical Leads and Specialty Tutors to ensure every LED has a **named** Clinical and Educational Supervisor and that these supervisors are appropriately trained to fulfil their role.
2. Work closely with Unit/Departmental/Service Clinical Lead to discuss workforce issues and possible service reconfiguration to enhance the recruitment and retention of LEDs.
3. Attend relevant workforce planning fora to optimise LED post quality across all specialties.
4. Work with clinical leads to secure funding support for professional development time and funding for LEDs equivalent to SAS and consultant grades.
5. Work with clinical leads to secure funding for every LED to have access to an appropriate educational portfolio equivalent to doctors in training posts.
6. Work with clinical leads to ensure funding for supervisors for LEDs is supported in job plans and ensure equity with funding arrangements for supervisors supporting training posts.
7. Provide quality assurance for the learning environment and educational provision for LED posts, reporting to the DME.
8. Represent the Director of Medical Education when required on issues related to LED posts.
9. Attend Local Faculty group (LFG) meetings and Faculty/Supervisor update days.
10. Commit to maintaining their personal educational CPD.

### **Principal communication and working relationships**

- Director of Medical Education (line manager), Specialty/College Tutors and other relevant senior postgraduate medical education leadership team
- Unit/Departmental/Service Leads, Educational Supervisors, named Clinical Supervisors and other members of the educational faculty
- Medical Director, Director of Finance and Director of HR
- Postgraduate Medical Education Manager (MEM) and administrative team (who provide the post holder with administrative support)
- Medical Staffing/HR department

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**Measurable Outcomes:**

- Recruitment and retention of LEDs
- Feedback from LEDs concerning quality of work experience, education and developmental opportunities

**Personal Development:**

The postholder should discuss with the DME and appropriate service lead the benefit of undertaking formal training and gaining qualifications in:

- Postgraduate Medical Education
- Coaching and mentoring
- Other relevant areas of professional development, specifically leadership and management

## Person Specification

### LED Tutor

REQUIREMENTS	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	GMC Full Registration Consultant/SAS doctor with a minimum of 5PA clinical contract with the organisation	Postgraduate medical education qualification (PGCert, PG Diploma, Masters in Education)
<b>Experience</b>	Breadth of experience in medical education e.g. training and educational supervision of trainees, medical students and other healthcare professionals Knowledge of assessment methods	
<b>Teamwork</b>	Proven ability to build and maintain effective multidisciplinary teams Positive attitude towards Nursing and Support team services	
<b>Communication</b>	Excellent oral, aural and written communication skills Excellent interpersonal skills and the ability to deal with difficult situations Evidence of supporting trainees and trainers	
<b>Management</b>	Evidence of service development and management of change Ability to manage risk and change on a personal level An understanding of management structure in medical education and key stakeholders (GMC, COPMed,) Evidence of good organisational and leadership skills	Able to manage and lead change across an organisation and within multi-agency setting
<b>Teaching</b>	Experience of teaching including medical trainees, students of all healthcare disciplines and allied health professionals	Proven teaching abilities – positive feedback and/or teaching observation
<b>Personal</b>	Evidence of personal development	