

General Practitioner Educator Fellowship

JOB DESCRIPTION

Job Title:	General Practitioner Educator Fellowship
Responsible to:	Patch Associate Postgraduate Dean
Employed by:	Devon Training Hub c/o Sentinel Healthcare
Base:	Plymouth Science Park
Salary Band:	Medical (GP00) – Sessional Rate £8114.
Sessions per Week:	One
Length of Post:	Twelve month fixed term contract
Location:	Plymouth
Key Relationships:	Head of Primary and Community Care Education, Head of School of Primary Care, Associate Postgraduate Deans of School of Primary Care, General Practice Educator Team and Devon Training Hub.

1. Job Purpose

- 1.1 General Practitioner Educator (GPE) Fellowship posts are designed to provide training to new and inexperienced medical educators. As such they will work closely with, and be supervised by experienced local medical educationalists and Associate Postgraduate Deans within the Peninsula School of Primary Care. As part of their training they will be involved in a wide variety of educational roles. They will be provided with various educational opportunities in order to develop their educational skills.
- 1.2 General Practitioner Educator Fellows are responsible for facilitating the provision of education for doctors in training for a career in primary care, and for experienced primary care clinicians.
- 1.3 The post is generic in nature and the precise responsibilities of the post holder will be determined by the Associate Postgraduate Dean with responsibility for the GPE team. It is likely that area(s) of responsibility will change and develop over time in response to external factors and to facilitate the professional development of the post holder across a range of educational areas.
- 1.4 All General Practitioner Educator Fellows will have a pastoral role.
- 1.5 The General Practitioner Educator Fellows will usually relate to a postgraduate medical education centre and the doctors and other health professionals within the catchment area of that centre.
- 1.6 The General Practitioner Educator Fellows will work in a team and are responsible to their patch Associate Postgraduate Dean and through him or her to the Director of the School of Primary Care and the Postgraduate Medical Dean at the Peninsula School of Primary Care.

- 1.7 The post holder will have an identified line manager who will also act as their educational supervisor. This will usually be the local Patch Associate Postgraduate Dean.
- 1.8 The post holder will be encouraged to undertake higher training such as that leading to a Certificate in Postgraduate Medical Education.

2. Dimensions

The post is for 1 session, with responsibilities to be agreed with the Patch Associate Programme Dean. The post is subject to the terms and condition detailed in the Health Education England contract of employment.

3. Primary Duties and Areas of Responsibility

Generic

- 3.1 Liaise with the School of Primary Care to ensure good exchange of plans, ideas and information
- 3.2 Promote good working relationships with Postgraduate Centre Managers and Postgraduate Centre teams under the local NHS Hospital Trust Director of Medical Education
- 3.3 Liaise with other General Practice Educators and General Practitioner Educator Fellows and Medical Educationalists to discuss and develop good practice
- 3.4 Establish a good working relationship with hospital consultants and educational supervisors involved with General Practice Specialist trainees in hospital rotations
- 3.5 Encourage prospective new General Practice trainers
- 3.6 Represent and promote General Practice trainers and trainees
- 3.7 Be aware of the selection of hospital posts for General Practice training and create local rotations relevant to training for general practice, in association with the local Training Programme Directors, and patch Associate Postgraduate Dean.
- 3.8 Undergo annual appraisal and agree an educational professional development plan with the appropriate Associate Postgraduate Dean
- 3.9 Attend and contribute to PGME run conferences and events
- 3.10 Attend and contribute to developmental courses as appropriate (for example 'new trainers', 'experienced trainers', 'small group facilitators')
- 3.11 Attend meetings of the education teams and national meetings as appropriate

- 3.12. Be involved in patch team meetings and through these, helping to develop strategies to help improve the performance of GP education across the patch
- 3.13 Be involved in relevant stages of the recruitment process
- 3.14 Provide career advice for doctors considering a career in general practice.
- 3.15 Be involved in preparing an annual report in line with agreed guidelines from the School of Primary Care and Peninsula Postgraduate Medical Education, under the supervision of the patch Associate Postgraduate Dean
- 3.16 Provide input into strategic planning of local continuing professional development programmes
- 3.17 Being involved in the Quality Assurance of local and patch level GP education, as a way of promoting continuous quality improvement, under the strategic guidance of the patch Associate Postgraduate Dean, including:
- a. attending, or lead as appropriate, trainer assessment visits in the locality, as well as writing up reports
 - b. trainee learning environments (including secondary care General Practice specialist training posts)
 - c. non-workplace-based delivery (including local and Deanery wide courses)
 - d. educational supervision of General Practice specialist trainees by local trainers
 - e. continuing professional development;
 - f. assessment of new resources
 - g. encourage professional educational development amongst trainers to enable succession planning
 - h. help trainers to identify any General Practice General Practice specialty trainees having problems at an early stage, and involve the appropriate Training Programme Director
 - i. support consultants in the identification and management of General Practice specialist trainees in difficulty during their hospital rotations, and involve the appropriate Training Programme Director
 - j. investigate and make recommendations about General Practice Specialist Trainees failing to make satisfactory progress in their training, in association with the appropriate Associate Postgraduate Dean
 - k. make recommendations, as appropriate, to the patch Associate Postgraduate Dean, NHS Hospital Trust Director of Medical Education, and Head of School where hospital and GP practice posts approved for General Practice training fail to meet acceptable standards
 - l. liaise with trainers' workshops to inform and develop current educational issues and policy
- 3.18 Educational delivery:
- a. Be involved in the day to day running of the local Half-Day Release course, Including:

- i. Integration of topic based teaching for General Practice specialist trainees and non-medical primary care clinicians into existing continuing professional development programmes
- ii. Provide appropriate pastoral support, coaching, mentoring or advice on training to local trainers and trainees
- iii. Developing appropriate educational resources and sharing these with colleagues, both locally and across the deanery, in order to promote good practice
- iv. Being involved in liaison and promoting integration with local General Practice educational trusts, CCGs, local hospitals and relevant Out of hours organisations
- v. Provide educationalist input into the identification of poor and borderline performers
- vi. Being involved in significant incident identification and analysis of issues relating to local training, including informing the patch Associate Postgraduate Dean of any concerns about trainee or trainer performance
- vii. Using appropriate tools of assessment and evaluation; interpreting result and devising suitable plans to meet issues raised

Note: it is not expected that General Practitioner Educator Fellows will routinely deliver continuing professional development educational sessions themselves but will be available for strategic advice and support for those so doing.

- b. Small Group Facilitation:
 - i. liaise with Associate Postgraduate Deans, General Practitioner Educator Fellows and other General Practice Educators to maintain and develop the skills of small-group facilitation in themselves and others
 - ii. facilitate small-group learning of General Practice Specialty Trainees and for established practitioners
 - iii. use the small group setting to:
 - enhance group bonding
 - address problems best suited to this setting (e.g. ethical issues, case based discussion)
 - develop and improve small-group skills in the group members
 - iv. plan, facilitate and evaluate a small-group programme, ensuring educational aims and objectives meet the relevant aspects of the General Practice curriculum;
 - v. review the Royal College of General Practitioner's curriculum and local implementation of educational programmes using this
 - vi. design and delivery of specific workshops for General Practice Specialty Trainees and for established practitioners

4. Flexibility

- 4.1 This job description is designed to identify the principal responsibilities of the post only, and is subject to review in the light of the changing needs of the organisation. The post holder is required to be flexible in developing the role to respond to new and changing demands. The size of the overall Health Education England team necessarily requires the post holder to be completely flexible in

responding to the demands upon the team, including undertaking tasks, commensurate with his/her pay band but outside the immediate focus of the job role.

- 4.2 The post holder is expected to take a proactive approach to his/her own development and to co-operate with the appraisal processes to ensure that competences, skills and knowledge consistently match the changing requirements of the post.

5. Equal Opportunities

- 5.1 All duties must be carried out in a manner that recognises and promotes the absolute commitment and duty of Health Education England to achieve diversity and equal opportunities.
- 5.2 This job description is designed to identify the principal responsibilities of the post only, and is subject to review in the light of the changing needs of the organisation. The post-holder is required to be flexible in developing the role to respond to new and changing demands. The post-holder is expected to take a proactive approach to his/her own development and to co-operate with the Knowledge and Skills Framework and appraisal processes to ensure that competences, skills and knowledge consistently match the changing requirements of the post.

6. Sustainability

GP Educator Fellows are required to work sustainably including sensible use of office equipment, facilities, and supplies, considering carbon expenditure when travelling, working electronically where possible.

7. Terms and Conditions

The appointment is subject to the terms and conditions laid out in the Employees contract of the Health Education England

Person specification

	Essential (E) Desirable (D)
Qualifications	<p>Primary medical qualification (E)</p> <p>Member of the Royal College of General Practitioners (E at time of appointment)</p> <p>General Medical Council Registration (E)</p> <p>Medical education qualification at undergraduate or postgraduate level (D)</p>
Specific Knowledge and Skills	<p>Maintains a high standard of professional practice and personal values in relation to patients and their care (E)</p> <p>Maintains availability and accessibility to patients (E)</p> <p>Maintains a high standard of clinical competence (E)</p> <p>Possesses effective interpersonal communication skills and networks effectively (E)</p> <p>Is aware of the needs of the service and has the improvement of patient's health as a main priority (E)</p> <p>Is open while keeping personal information confidential, fulfilling the Data Protection Act (E)</p> <p>Will take appropriate action if patient safety is threatened (E)</p> <p>Works well as part of a team (E)</p> <p>Is an excellent problem solver (E)</p> <p>Understanding and engagement in quality improvement activity at a higher level than basic audit (D)</p>
Attitudes	<p>Approaches work with enthusiasm (E)</p> <p>Demonstrates intellectual curiosity (E)</p> <p>Displays empathy and interest in the learners (E)</p> <p>Is impartial, objective and non-discriminatory (E)</p> <p>Demonstrates probity and upholds the law and relevant regulations (E)</p> <p>Is sensitive and responsive to other's educational needs (E)</p> <p>Demonstrates a sustainable approach (D)</p>
Experience	<p>Previous experience in teaching (E)</p> <p>Previous experience in planning educational events (E)</p> <p>Understands and offers a wide experience of primary care and the NHS and appreciates the responsibilities of teaching in the NHS (D)</p>