

## **Job Description:**

### **The role of Deputy Head of School/Lead ICM**

#### **Summary Roles and Responsibilities**

The role of Deputy Head of School is to work with and support the Postgraduate Dean and the Head of School in leading the delivery of a wide range of functions, aligned to the Health Education England mandate.

The Deputy Head of School is professionally and managerially accountable to the Postgraduate Dean and the Head of School. The Deputy Head of School will focus upon improvement of learner supervision, assessment and experience, engagement of faculty and ensuring effective educational outcomes, both now and in the future. The role is evolving and will also focus on whole workforce transformation and developing multi-professional links.

To support the Postgraduate Dean and the Head of School, the Deputy Head of School will work across the spectrum of health and where relevant, social care, within the context of a team, so that the provision of education reflects changing service models. This will deliver an integrated workforce comprising individuals from a spectrum of professional and other backgrounds.

**Duration:** 3 years (renewable under some circumstances, subject to approval of the Postgraduate Dean and Head of School)

**Sessions/Grade:** 2 PAs

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#### **KEY AREAS OF RESPONSIBILITY:**

##### **Leadership**

To work with the Postgraduate Dean and Head of School:

- To provide effective clinical leadership, contributing to the strategic development of HEE.
- To contribute to the vision of the local NHS and to enhance patient care by providing leadership and direction with respect to the quality of education and training.
- To be an advocate and a positive role model on behalf of HEE, by promoting leadership that inspires, motivates and empowers all staff, and demonstrating the values of the NHS.

- To work on behalf of HEE, providing expert advice on specialty-specific matters.
- To work locally with key groups and stakeholders, to attend and host events across the regions, to develop key liaisons and to ensure effective local engagement and responsiveness in line with the culture of HEE.
- To review how multi-professional healthcare teams interact and identify opportunities for different healthcare professions to work more effectively together through education and training.
- To work with providers and others to support and capture innovation locally and ensure national and local conversations develop 'best practice'.
- To support the management of Training Programme Directors and other clinical faculty to ensure appropriate systems for assessment, rotational management, revalidation, trainee supervision and support and other functions within the School.

#### Corporate leadership

- To ensure delivery of the specialty-specific aspects of the HEE mandate through local initiatives and programmes.
- To work with the Postgraduate Dean and Head of School to develop further consistency and commonality across education and training in England.

#### Involvement in Programmes and Projects

- To promote or lead work programmes on behalf of HEE that support local and national developments and initiatives.

### **Quality and Safety**

To work closely with the Postgraduate Dean and Head of School to implement the HEE Quality Framework and:

#### Education and Training Quality Improvement and Performance

- To emphasise the importance and promote the development of a quality learning environment for all learners.
- To support the Postgraduate Dean and Head of School in meeting all HEE statutory requirements.

#### Patient Safety and Healthcare Quality Improvement

- To assist in the development of quality processes which are complementary across the healthcare workforce.

- To support the use of clinical skills training and simulation (where appropriate/applicable), stressing the importance of teamwork and human factors.

### **School Programme Management**

To oversee School programme management and advise the Postgraduate Dean and Head of School on the following matters:

- Specialty-specific matters and trainee/trainer concerns;
- Recruitment to training posts and programmes;
- To use our educational resources to support learners within programmes to fulfil their full potential.
- Postgraduate programme management, including assessments, progression, rotations (to ensure Code of Practice compliance), support and remediation, OOP management, trainee management, careers support, less than full-time training, interdeanery transfer, academic training and other related work-streams.

To oversee the School structure and relevant School meetings within the structure.

### **Educational and Workforce Development**

To advise and support the Postgraduate Dean and Head of School in educational and workforce development elements, including:

Professional Development of the educational faculty

- To support compliance with requirements particularly with regard to the supervision and support for trainees and learners.
- To identify learning needs and support provision of educational appraisal, educator development and resource for faculty, trainees and learners.
- To create and promote shared learning opportunities to increase effective inter-professional working across the School.

Intelligence Support/ provision

- To ensure local intelligence processes inform quality management processes.
- To engage with information systems (trainee database, post establishments).

Strategic Workforce Development and Commissioning

- To contribute to workforce planning, ensuring clinical engagement with local and national workforce planning processes.
- To develop educational programmes where needed to support achievement of curriculum competencies, engaging with commissioning processes as required.
- To identify and support the implementation of alternative workforce solutions within the School.
- To advise the Postgraduate Dean and Head of School on commissioning and decommissioning activities.

#### Finance

- To engage with business planning processes and associated School budgets as needed.
- To ensure compliance with procurement requirements.

#### **Key Relationships**

- Postgraduate Dean
- Local Director
- Staff at all levels across the geographical area covered by the local office
- Associate and deputy deans
- Training Programme Directors and clinical faculty
- Other Heads of Schools/Foundation and GP School Directors
- Royal Colleges
- Professional and regulatory bodies
- Wider Stakeholder Network
- Local Medical and Dental Schools
- Providers and commissioners across the region
- Directors of Education
- Higher Educational Institutions

In addition to the above, the following is also included in the role;

### **Leadership**

- To Lead the development of the Intensive Care Medicine Training Programme
- To plan and deliver an ICM Rotation without boundaries
- To meet with stakeholders and develop a practical and high quality training rotation within Yorkshire
- To acknowledge local workforce challenges and plan a strategy to meet local manpower requirements in ICM

### **Programme Management**

- To attend School meetings within the structure and other relevant meetings.
- To meet Code of Practice requirements, ensuring that rotational information is available to local teams to meet the 12 week deadline, and to support information sharing to track exceptions, noting the contribution to HEE metrics.
- To undertake professional development identified for the role (attendance at required training days, online eLearning packages etc).
- To assist the Head of School and Postgraduate Dean in the early identification of trainees requiring additional support through local monitoring, escalation as required and referral to appropriate services.
- To facilitate career management or be able to provide access to career management skills or provision.

## Person Specification – Deputy Head of School

CRITERIA	ESSENTIAL	DESIRABLE
<b>Qualifications</b>	<p>Registered medical practitioner with active NHS consultant contract within Yorkshire and the Humber</p> <p>Membership/Fellowship of a College, Faculty, professional association and/or regulatory body</p> <p>Attendance at courses aimed to support educational development (example: educator courses, Train the Trainer, etc)</p>	<p>Educational qualification such as a postgraduate certificate diploma or Masters in Medical Education.</p>
<b>Employment/ Special Knowledge/ Experience</b>	<p>Considerable experience of working with learners or doctors in training in an educational context</p> <p>Experience of clinical and educational leadership and innovation, including managing a multi-professional team</p> <p>Demonstrable track record of delivery in service and education</p> <p>Understanding of developments involving the relevant Colleges/Faculties, professional bodies, related NHS organisations and regulatory bodies</p> <p>Understanding of the workforce transformation agenda</p> <p>Trained and experienced in recruitment, selection and Equality and Diversity in the last 3 years</p> <p>Active involvement in, and up to date with, appraisal processes</p> <p>Knowledge of the NHS, its structures and processes, including an understanding of healthcare/multi-professional workforce matters</p>	<p>Previous or current appointment as a leader in healthcare education</p> <p>Awareness of funding streams for healthcare education</p> <p>Understanding of current health, social care and education policy</p>

	Applicants who are doctors require a Licence to Practise	
<b>Skills and abilities</b>	<p>Demonstrable leadership skills and an ability to influence and motivate others</p> <p>A strong sense of vision and ability to innovate</p> <p>Politically astute with an ability to sensitively manage complexity and uncertainty</p> <p>Ability to problem solve and maintain objectivity</p> <p>Strong interpersonal, communication, written and presentation skills</p> <p>Ability to quickly establish personal and professional credibility with colleagues and other key stakeholders</p> <p>Excellent organisational and time management skills</p> <p>Committed to own personal development and an ability to support others to develop and progress</p>	Ability to rapidly establish academic credibility