**Clinical Leadership Fellow**

**Job Description**

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| Job Title: | Clinical Leadership Fellow; Post COVID Education Technology Development – pan-Deanery |
| Number of posts:  Department: | 1  Trust Corporate Medical CSU |
| Responsible to: | Professor Dominic Patterson – Primary Care Dean, Health Education England Yorkshire and Humber (HEE YH)  Miss Sarah Kaufmann – Deputy Postgraduate Dean, HEE YH  Katie Cobb – Business Manager, HEE YH |
| Accountable to: | Fiona Bishop, Deputy Postgraduate Dean and Clinical Lead for LS&FD, HEE YH. |
| Duration: | 1 year out of programme opportunity. There is no clinical component to this role. |
| Base: | Duties will be undertaken throughout locations in HEE YH. |
| Length of post: | 1 year commencing August 2021 |
| Contracted hours: | 40 hours per week |

**Aims of the post**

The COVID19 crisis will change the delivery of non-clinical aspects of postgraduate medical education indefinitely and creates an opportunity to broaden and deepen the means by which PGME learners develop. This opportunity is for a Clinical Leadership Fellow (CLF) to join a HEE YH project identifying and applying strategic solutions to the delivery of education in the post COVID learning environment.

The scope of the fellowship will include;

* Clarifying how the available media are suited to different group sizes/formats
* Understanding learner expectations and needs from virtual/remote learning
* Evaluating the available technological solutions
* Developing and promoting a “think digitally first” mentality amongst educators
* Developing and operating an integrated Learning Management System that can bring together specialty and generic resources to allow sharing and retrieval, including access for non-medical learners such as Advanced Clinical Practitioners and Physician Assistants.
* Evaluating how the effectiveness of virtual learning is influenced by the preferred learning styles within a group of educators and learners
* Considering whether/how new learning media can contribute to learner summative assessment through the ARCP process

The post-holder will work closely with the HEE YH Education Team

This post will also provide the CLF with the opportunity to understand and develop their leadership potential and skills by working closely with senior educators in LEPs across Yorkshire and the Humber.

**Post Duties and Description**

The CLF will be expected to:

* Work with the Postgraduate Schools in HEE YH to determine their understanding of the available technology and to further their knowledge and approach so that they “think digitally first”
* Work with the Postgraduate Schools in HEE YH to understand their requirements to move to a digital training programme.
* Research and propose solutions that can be introduced to implement digital training programmes where appropriate for the school and HEE YH faculty, with an aim to improve learner and educator experience
* Highlight where such improvements could be applied to other clinical areas and share best practice
* Work with LS&FD to move our programmes to digital first
* Work with Business managers re Administration and business case development.
* Develop professional relationships with Heads of School, Business Managers, Programme support staff and Senior HEE YH faculty
* Successfully lead and manage projects, apply recognised tools for improvement and measure the progress and outcomes of improvement work using objective methods.
* Provide regular updates on the progress of projects undertaken
* Ensure that learner and educator experience is central and can be demonstrated at the end of any project.
* Collaborate with other frontline and senior level staff who are delivering improvement projects in the Trust
* Demonstrate improved outcomes for patients as a result of the work undertaken
* Organise and participate fully in peer learning with local and regional CLFs and with Improvement Academy Fellows
* Formally relate activity to the NHS Leadership Academy Healthcare Leadership Model and the published standards of the Faculty of Medical Leadership and Management (FMLM)
* Meet weekly with a named Educational Supervisor and monthly with a named Leadership Supervisor to set and review progress towards personal goals.
* Produce a report of the year’s activities, outcomes and development. This may include reflections on responses in assessment tools, such as 360 feedback, and insights into personal development, gained from mentoring, supervision and coaching.

**Assessment**

This shall be mostly formative during the course of the year with satisfactory attendance as a basic requirement plus:

* Completion of an end of fellowship report stating what has been achieved during the programme and what needs to be done moving forward
* Satisfactory completion of PG Cert in Leadership

**Supervision**

Supervision will be provided by Miss Sarah Kaufmann and Professor Dominic Patterson

Induction will include establishment of learning objectives for the year, and assessment of leadership competencies against the revised NHS Leadership Framework. Progress against both learning objectives and leadership competencies will be reviewed during the year with regular (3-monthly) appraisal. Opportunities will be sought to develop the trainee’s own network of senior NHS contacts.

**General duties and description of a Clinical Leadership Fellowship**

There is a wide range of educational and developmental opportunities provided by the Future Leaders Programme. The Fellow will also be expected to undertake a funded academic component, such as a Postgraduate Certificate, with a leadership component.

**PERSON SPECIFICATION**

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| **POST: Clinical Leadership Fellow** | | | |
| **REQUIREMENTS** | **ESSENTIAL** | **DESIRABLE** | **METHOD OF ASSESSMENT** |
| **ELIGIBILITY/QUALIFICATIONS** | Eligible for full registration with the GMC/GDC at time of appointment and hold a current licence to practise  Eligibility to work in the UK.  To be currently working in a Trust within Health Education England working across Yorkshire and the Humber (HEE YH)  In specialty training at ST3 level or above (ST1 or above for Dental Trainees), or GPVTS year 3 | Higher degree or higher-based degree (including an intercalated degree)  Distinction, prizes or honours during postgraduate training | Application form  Pre-Employment check |
| **FITNESS TO PRACTISE** | Is up to date and fit to practise safely |  | Application form  References |
| **LANGUAGE SKILLS** | All applicants to have demonstrable skills in written and spoken English adequate to enable effective communication about medical topics with patients and colleagues demonstrated by one of the following:   * That applicants have undertaken undergraduate medical training in English;   or   * have achieved the following scores in the academic International English Language Testing System (IELTS) in a single sitting within 24 months at time of application – Overall 7, Speaking 7, Reading 7, Writing 7.   If applicants believe they have adequate communication skills but do not fit into one of these examples they must provide supporting evidence. |  | Application form  Interview/Selection centre |
| **CLINICAL EXPERIENCE** | Have evidence of achievement of foundation competences from a UKFPO affiliated Foundation Programme or equivalent by time of appointment in line with GMC standards/Good Medical Practice  **And**  Evidence of achievement of CT/ST1 and CT/ST2 competences in any specialty by the commencement of the post  **Or**  GPST1/2 competences in General Practice at time of appointment  **Or**  Evidence of achievement of DFT and DCT1/2 competences or equivalent by the commencement of the post  The above routes must be supported by evidence from work-based assessments of satisfactory clinical performance (DOPS, Mini-CEX, CBD, ACAT) and multi-source feedback and ARCP or equivalent  Or equivalent, including work overseas. | Well-presented log book or professional portfolio  Experience of multiple care settings | ARCP and eportfolio evidence  Application form  Interview/Selection centre |
| **HEALTH** | Meets professional health requirements (in line with GMC standards/Good Medical Practice) |  | Pre-employment health screening |
| **LEADERSHIP** | Demonstration of commitment to leadership as part of a future career.  Evidence of leadership self-awareness | Knowledge of leadership competencies and demonstration of their attainment | Application form  Interview |
| **TEACHING** | Experienced in teaching in the workplace and or training environment. | Successful completion of educational programmes in quality, safety, simulation or leadership | Application form  Interview  References |
| **RESEARCH/AUDIT** | Evidence of active participation in QI project. | Involvement in a clinical or improvement project delivery with visible results  Peer reviewed presentations and publications | Application form  Interview  References |
| **PROBITY** | Professional Integrity  Demonstrates probity (displays honesty, integrity, aware of ethical dilemmas, respects confidentiality)  Capacity to take responsibility for own actions |  | Application form  Interview / Selection  centre  References |
| **SKILLS AND BEHAVIOURS** | A positive and proactive response to service users based on a commitment to patient safety, high standards of service and continuous improvement.  **A demonstrable expertise in understanding and using information technology**  Cultural awareness with sound understanding of and positive approach to diversity.  Excellent communication skills, able to establish and maintain credibility with medical colleagues and persuade and influence where necessary.  Good organisational skills, able to demonstrate flexibility, maintain a strategic perspective, analyse complex issues and identify potential solutions.  Accept responsibility and accountability for own actions and decisions.  Exhibits the positive values in their behaviour; of being patient centred, fair, collaborative, accountable and empowering people |  | Application form  Interview  References |