**Person Specification**

**Training Programme Director**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** | * Primary clinical healthcare qualification. * Membership/Fellowship of a College, Faculty, professional association and/or regulatory body. * Attendance at courses aimed to support educational development (example: educator courses, Train the Trainer, etc). | * Educational qualification such as a postgraduate certificate diploma or Masters in Medical Education. |
| **Employment/ Special Knowledge/ Experience** | * Considerable experience of working with learners or doctors in training in an educational context. * Experience of clinical and educational leadership and innovation, including managing a multi-professional team. * Demonstrable track record of delivery in service and education. * Understanding of developments involving the relevant Colleges/Faculties, professional bodies, related NHS organisations and regulatory bodies. * Understanding of the workforce transformation agenda. * Trained and experienced in recruitment, selection and Equality and Diversity in the last 3 years. * Active involvement in, and up to date with, appraisal processes. * Knowledge of the NHS, its structures and processes, including an understanding of healthcare/multi-professional workforce matters. * Applicants who are doctors require a Licence to Practise. | * Previous or current appointment as a leader in healthcare education. * Awareness of funding streams for healthcare education. * Understanding of current health, social care and education policy. |
| **Skills and abilities** | * Demonstrable leadership skills and an ability to influence and motivate others. * A strong sense of vision and ability to innovate. * Politically astute with an ability to sensitively manage complexity and uncertainty. * Ability to problem solve and maintain objectivity. * Strong interpersonal, communication, written and presentation skills. * Ability to quickly establish personal and professional credibility with colleagues and other key stakeholders. * Excellent organisational and time management skills. * Committed to own personal development and an ability to support others to develop and progress. | * Ability to rapidly establish academic credibility. |

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