

# Recruitment Profile

## Job Title: GP Portfolio Training Programme Director – Equality Diversity & Inclusion

### About the Job

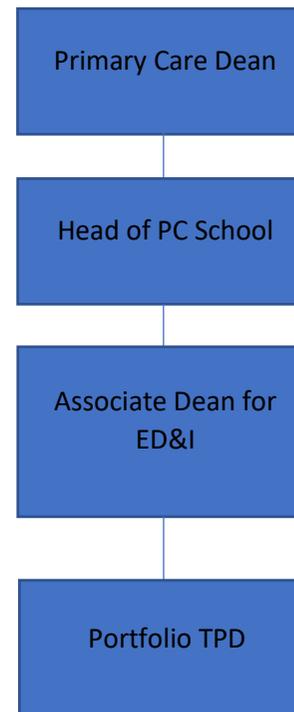
Training Programme Directors (TPDs) are responsible for facilitating the provision of education for doctors in training for a career in primary care, and for experienced primary care clinicians.

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 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.

All TPDs will have a pastoral role.

The TPDs will work in a team and are responsible to their Associate Postgraduate Dean (APD), and through him or her to the Heads of School of Primary Care and the Primary Care Dean.

### Organisation Structure



# Recruitment Profile

## About You

This section details the personal attributes we require for this role. If you feel these describe you we would welcome your application

## Behaviours and Values

- Proactive approach;
- Ability to travel;
- Team based approach;
- Comfortable with change.

## Skills and Abilities

Proven leadership abilities;  
Evidence of strategic thinking;  
Well-developed verbal and written communication skills;  
Good negotiating skills;  
Ability to delegate appropriately;  
Evidence of good working relationships with professional colleagues; Computer literacy; Editorial skills.

## Experience and Knowledge

Knowledge of adult educational theory and practice;  
Theoretical and practical knowledge of educational research methodologies;  
Understanding of Primary Care in England and its interface with secondary care;  
Understanding of current primary health care general issues;  
Understanding of current primary health care educational issues;  
Proven experience of regularly working as a clinician in general practice, after completion of vocational training, with current full registration with the GMC;  
Current clinical commitment of not less than 3 sessions a week;  
Participated in formal training programmes in general practice;  
Significant experience of working within the education/health

## Qualifications and Training

General practitioner with MRCP;  
Desirable:  
Evidence of educational qualification relevant to post.

sectors;

Experience of teaching in higher education.

# Expected Outcomes

## About your role

This section details the outcomes and deliverables that would be expected from the role and includes the generic TPD outcomes.

**This is a portfolio TPD post which will focus on Differential Attainment**

**Explore initiatives designed to tackle differential attainment across the Primary Care school and work with the programme APDs, TPDs, Differential Attainment (DA) fellow and scholars to integrate solutions into the half day release courses in order to deliver sustainable and equitable opportunities for GPSTs in the SW.**

There are significant differences between the GP training cohorts in the SW programmes, with some areas having a higher proportion of trainees joining the programme without any previous experience of working in the NHS. It is important therefore that we recognise the different learning needs of our trainees in order to maximise the opportunity for all trainees to achieve their full potential in their GP training programme. A variety of initiatives have already been identified nationally to improve support for NHS naive doctors, enhance relationships with supervisors, provide early assessment and targeted input. This Portfolio TPD session is aimed at supporting a SW - wide approach to related aspects of teaching and half day release programme delivery by working collaboratively with the different programmes and those educators already involved with work, and could include the following:

- i. Liaising with programme teams to highlight issues of DA
- ii. Linking with the GP trainee committee to obtain feedback on DA issues
- iii. Developing teaching practice to address the issue of DA
- iv. Working with the central team to develop data gathering in this area
- v. Networking outside HEE SW to identify areas of good practice nationally
- vi. Facilitating appropriate pastoral support, coaching, mentoring or advice on training to local trainers and trainees
- vii. Developing appropriate educational resources and sharing these with colleagues, both locally and across the deanery, in order to promote good practice
- viii. Using appropriate tools of assessment and evaluation; interpreting result and devising suitable plans to meet issues raised

## Engaging People/Key Working relationships

- Liaise with the School of Primary Care to ensure good exchange of plans, ideas and information;
- **Key relationships include with the ED&I AD – who is line manager – Claire Fox, and the wider GP SMT**
- Promote good working relationships with postgraduate centre

## Delivering Results/Functional Responsibilities

- Strategic input into organisation of local continuing professional development programmes;
- Support for specific groups such as retained doctors, new practitioners, senior GPs and doctors on the

managers and Postgraduate Centre teams under the local hospital trust Director of Medical Education;

- Liaise with other TPDs and medical educationalists in the Deanery to discuss and develop good practice;
- Encourage prospective new GP Educational and Clinical Supervisors;
- Provide appropriate support for doctors in practice or training;
- Undergo annual appraisal and agree an educational professional development plan with the appropriate Associate Postgraduate Dean;
- Attend and contribute to trainers' conferences;
- Attend and contribute to TPDs' conferences;
- Attend/contribute to developmental courses as appropriate (for example new trainers', experienced trainers', small group facilitators');
- Assist in preparations for, and participate as necessary in, Deanery visits and inspections;
- Attend meetings of the Deanery education teams, School of Primary Care Board and national meetings as appropriate;
- Be involved in relevant stages of the recruitment process;
- Provide career advice for doctors considering a career in general practice;
- Prepare an annual report in line with agreed guidelines from the School of Primary Care.

- Induction and Refresher Scheme;
- Integration of topic based teaching for GP specialist trainees and non-medical primary care clinicians into existing continuing professional development programmes;
- Development of appropriate educational resources;
- Liaison and integration with local GP educational Provider Organisations;
- Development of school-wide courses;
- Provide educationalist input into the identification of poor and borderline performers;
- Significant incident analysis of performance issues;
- Coaching and mentoring;
- Careers advice;
- Appropriate use of assessment tools;
- Appraisal arrangements for educational teams;
- Liaison with primary care trust clinical governance & appraisal leads to develop a
- Co-ordinated approach;
- Develop strategies to help improve the performance of GPs across the patch;
- Interpret assessments and devise suitable plans to meet issues raised;
- Develop and maintain resource database.
- Understanding of assessment;
- Ensure continuous quality improvement;
- Advise APDs of any concerns about trainer performance;
- Support and advise trainers;
- Encourage professional educational development amongst trainers to enable succession planning;
- Monitor and assess the progress of General Practice Specialist Trainees;
- Review of Royal College of General Practitioner's curriculum and local implementation of educational programmes from this.

## Management and leadership

- Help trainers to identify any general practice specialist trainee problems at an early stage and involve the appropriate APD;
- Liaise with the hospital trust Director of Medical Education and the relevant Associate Postgraduate Dean to monitor the quality of training in hospital posts approved for GP training; Make recommendations to the Director of Medical Education, APD and Director of School where hospital posts approved for GP training fail to meet acceptable standards;
- Support consultants in the identification and management of GP Specialist Trainees in difficulty during their hospital rotations;
- Investigate and make recommendations about General Practice Specialist Trainees failing to make satisfactory progress in their training, in association with the appropriate APD;
- Attend, or lead as appropriate, trainer assessment visits in the locality under the strategic guidance of the patch APD;
- Design and delivery of specific workshops for GP Specialist Trainees and Foundation Doctors;
- Advise prospective trainers on the process of becoming approved trainer and the standards required;
- Advise on the selection and reselection of trainers and training practices according to GP school policy and criteria;
- Liaise with trainers' workshops to inform them of current educational issues and institute policy developments; Use leadership skills across health care boundaries (both environmental and professional);
- Working with nursing educators and health organisation leads in supporting development of Primary Care/GP training for clinicians.

## Setting Direction and Service Improvement

- Liaise with APD and other TPDs to maintain and develop the skills of small-group facilitation in themselves and others;
- Facilitate small-group learning throughout the period of GP specialist training and for established practitioners; 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. Plan, facilitate and evaluate a small-group programme, ensuring educational aims and objectives meet the relevant aspects of the GP curriculum.
- Quality Assurance of:
  - Practices involved in education;
  - Learning environments (including secondary care GP specialist training posts);
  - Non-workplace-based delivery (including local and Deanery wide courses);
  - Educational supervision of GP specialist trainees by local trainers;
  - Local and Deanery wide continuing professional development;
- Assessment of new resources;
- Use appropriate research methods to develop equality agenda.

# Benefits Information

<b>About the Benefits</b>		
<b>What's great about this post?</b>	<b>What's the terms and conditions?</b>	
<p>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 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.</p> <p>The TPDs will usually relate to a postgraduate medical education centre and the doctors and other health professionals within the catchment area of that centre.</p> <p>The TPDs will work in a team and are responsible to their Associate Postgraduate Dean (APD), and through him or her to the Director, School of Primary Care and the Postgraduate Medical Dean at Severn Postgraduate Medical Education.</p>	Employment contract will be held by Sentinel Healthcare CIC	
	<b>Salary</b>	GP00
	<b>Hours of Work</b>	2 sessions per week
	<b>Permanent, Fixed Term or Secondment</b>	12 months fixed term
	<b>Leave and Bank Holidays:</b>	27 days per year and 8 bank holidays, pro rata if part-time. Leave increases to 29 days per year after 5 years' service and 33 days per year after 10 years' service
<b>What other opportunities are available to me?</b>	<b>Other useful information</b>	
<p>We'll be committed to your training and development from day one.</p> <p>When you join, you'll receive an induction and have the opportunity to attend a variety of skills-related courses, some on-line.</p> <p>Our learning and development strategy includes all the ways that we can support you to 'shine' and excel in your role and is open to our staff at every level in our organisation. It also includes Leadership and Management development and provides the opportunity to apply for funding to support personal development activity.</p>	<p>Your essential role will indirectly contribute to saving and improving people's lives.</p> <p>Job-sharing and part-time working is welcomed. Please indicate this on your application form.</p> <p>We are committed to implementing reasonable adjustments for people with disabilities.</p> <p>If you are successful, you will be issued with a contract of employment which will include a full statement of the terms and conditions of service and Job Description</p>	