

## JOB DESCRIPTION

### Educational Supervisor and Named Clinical Supervisor for GP Trainees in Secondary Care Posts

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| <b>JOB TITLE:</b>      | Educational Supervisor or Named Clinical Supervisor for GP Trainees in Secondary Care Posts               |
| <b>ACCOUNTABLE TO:</b> | Health Education East of England, Relevant Foundation/Speciality School, Trust Board/MD/DME               |
| <b>REPORTS TO:</b>     | Director of Medical Education (or equivalent title) via Foundation Programme Director or Speciality Tutor |
| <b>TENURE:</b>         | 3 years to be reviewed annually (as part of Trust appraisal process)                                      |

#### GMC Definition of Educational Supervisor

“A trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee’s educational progress during a training placement or series of placements. The Educational Supervisor is responsible for the trainee’s educational agreement.” This definition shall also apply to a trainer who fulfils the role of Named Clinical Supervisor for GP trainees in secondary care posts.

#### Job Purpose:

An Educational Supervisor is a named individual who is responsible for supporting, guiding and monitoring the progress of a named trainee for a specified period of time. He/she may be in a different department, and occasionally in a different organisation, to the trainee. Every trainee must have an Educational Supervisor and the trainee should be informed of the name of his/her Educational Supervisor in writing. Best practice is for an Educational Supervisor to supervise between two and four trainees at any one time. Normally the Educational Supervisor will be a consultant, but specialty doctors/associate specialists, where appropriately skilled and trained, may also fill this role, so long as the relevant College/Specialty Advisory Committee has no rules to the contrary.

#### Appointments Process:

There should be a clear local process for appointment of Educational Supervisors which involves advertisement and a formal interview which ensures that the appointees meet the attached person specification.

#### Key Responsibilities

1. The Educational Supervisor should ensure that he/she is adequately prepared for the role. He/she should have completed the following training:
  - a. An approved course in Educational Supervision; which must include appraisal skills and giving constructive feedback, how to deliver the relevant workplace based assessments and use to the relevant portfolio.
  - b. Maintain up to date training in Equality and Diversity and appropriate levels of safeguarding training for children and vulnerable adults.

- c. Can demonstrate understanding of current educational theory and practical educational techniques.
  - d. Be familiar with the current structure of the training programme, the curriculum and the educational opportunities available.
  - e. Be familiar with the current local and HEEoE policies for dealing with underperforming trainees and other trainees requiring additional support.
  - f. Have identified time both allocated and timetabled within his/her job plan to carry out the role effectively at a rate of 0.25 PA per trainee.
  - g. Attend 75% of regional and national Faculty events such as meetings, recruitment and ARCPs.
  - h. Notify case to the Medical Director, Clinical Tutor and Director of Medical Education, .any trainee who is involved in a SI, never event or coroners
2. The Educational Supervisor should oversee the education of the trainee, acting as his/her mentor and meeting with the trainee to ensure that he/she is making the expected clinical and educational progress.
  3. The Role would not normally be expected to be combined with that of also being the College or Specialty Tutor.
  4. The Educational Supervisor should ensure that all meetings occur in protected time and are held in a private and undisturbed environment.
    - a. The Educational Supervisor should meet with the trainee during the first week of his/her post in order to:
      - a. ensure that the trainee understands his/her responsibility for his/her own learning, the structure of the programme, the curriculum, the educational opportunities available, the assessment system and the relevant portfolio.
      - b. develop a learning agreement and educational objectives with the trainee which is mutually agreed and which will be the point of reference for future appraisals.
      - c. establish a supportive relationship.
    - b. The Educational Supervisor should meet with the trainee to carry out regular educational appraisals and review performance (generally at the beginning, midpoint and end of every placement). Before each meeting, (and if necessary after the meeting) the Educational Supervisor should exchange information with those involved in the clinical supervision of the trainee and other key personnel with whom the trainee is working.
 

During each meeting:

      - a. Assess progress against the learning plan and educational objectives should be reviewed.
      - b. Review the personal development plan and learning objectives and update as necessary.
      - c. Review the outcome of any workplace based assessments and the attendance at formal teaching events should be reviewed
      - d. Review the trainee's portfolio to ensure that it is being maintained and developed by the trainee.

**Note:** *The trainee has overall responsibility for ensuring that his/her portfolio is maintained and developed and that all relevant documentation is completed at the appropriate time and signed off where necessary.*

      - e. the trainee's clinical performance and professionalism should be reviewed (see 6).
      - f. the trainee should be given honest and constructive feedback.

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- g. the trainee should be given the opportunity to comment on his/her training and the support that is being provided. Any problems that are identified by the trainee should be discussed and a solution should be sought.
    - c. The Educational Supervisor should ensure that appropriate support is available if one of their trainees is involved in an SI, never event or coroner's case. This may be from the Educational Supervisor themselves or by a third party identified by the educational supervisor.
5. The educational supervisor should ensure that the Educational Supervisor's Structured Report and enhanced Form R, are completed and returned to the Annual Review of Competence Progression (ARCP) Panel within the necessary timescales. This may require seeking feedback on the trainee's performance from other Trainers and Clinical Supervisors.
 

**Note:** *Educational Supervisors' reports are an important mechanism for identifying trainees who are underperforming or need additional support. They must be completed fairly and honestly so that ARCP Panels and Foundation Programme Directors can make fully informed decisions. The GMC's document "Good Medical Practice" states "You must be honest and objective when appraising or assessing the performance of colleagues, including locums and students. Patients will be put at risk if you describe as competent someone who has not reached or maintained a satisfactory standard of practice". Educational Supervisors should work within local processes, discuss cases and decisions with HR and other appropriate colleagues across the Trust and Faculty and not make decisions in isolation*
6. The Educational Supervisor should facilitate access to careers advice and support for trainees.
7. If a trainee's clinical performance and/or professionalism is not reaching the required standard, the Educational Supervisor should ensure that:
  - a. This is discussed with the trainee as soon after the problem is identified as possible. Meetings with the trainee should take place with another person present and outcomes should be conveyed both verbally and in writing.
 

**Note:** *Written records of this and all subsequent meetings with the trainee must be kept and copies of these records must be handed to the trainee.*
  - b. Remedial measures identified and are put in place with clearly defined written objectives so that the trainee has the opportunity to correct any deficiencies. Discussions may include trainee's Responsible Officer, Faculty Responsible Officer, Trust Medical Director, Head of School, Training Programme Director and external offices such as NCAS.
  - c. The Educational Supervisor must report any concern that may affect a trainee's fitness to practice or any patient safety concerns that they may identify in fulfilling their role immediately to their Medical Director.
  - d. He/she seeks support from experienced colleagues (e.g. Clinical Tutor/DME, Foundation Programme Director or Speciality Tutor) who will ensure that the processes followed are consistent with the relevant local and HEEoE policies and procedures as well as providing personal and professional support
8. If a trainee needs additional support for other reasons, the Educational Supervisor should ensure that the local and HEEoE policies and procedures for managing such trainees are followed.

## Person Specification

### Educational Supervisor

| Attributes                    | Essential  | Desirable  |
|-------------------------------|--|--|
| <b>Qualifications</b>         | GMC full registration<br><br>Specialist or General Practitioner registration*  | Postgraduate qualification in education  |
| <b>Knowledge &amp; Skills</b> | Knowledge of management and governance structures in medical education and training and awareness of recent changes in the delivery of medical education and training nationally and locally.<br><br>Enthusiasm for delivering training<br><br>Evidence of, or will have completed, current training prior to taking up the post in: <ul style="list-style-type: none"> <li>• Training the trainer</li> <li>• Appraisal and feedback</li> <li>• Relevant workplace-based assessments</li> <li>• ARCPs and revalidation</li> <li>• Relevant portfolio</li> <li>• Equality and diversity</li> </ul> Effective communications skills, motivating and developing others, approachability, good interpersonal skills. | Evidence of supporting trainees and trainers.<br><br>Understanding of uses of IT in education.<br><br>Evidence of personal development in medical education<br><br>Evidence of delivering well evaluated teaching sessions/tutorials |

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