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## Public Health Specialty Training Programme Role description: Deputy TPD

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This role description covers a number of Deputy Training Programme Director (TPD) posts – each of which has a different focus.

A postholder can hold more than one post (e.g. cover more than one area of focus).

Health Education East of England (HEEoE) will agree a service level agreement with the postholder's employer for the level of service being purchased and remunerated.

HEEoE will issue a letter of appointment to the postholder.

Job title:	<b>Deputy Training Programme Director;</b>
Grade:	<b>Consultant or equivalent seniority;</b>
Reporting to:	<b>Training Programme Director<sup>1</sup>;</b>
Base:	<b>Regional role and travel, but largely working from postholder's existing base;</b>
Time commitment:	<b>Flexible from half to three PAs per week per post;</b>
Duration:	<b>Fixed term of three years.</b>

### 1 Indicative areas of focus

- Geographical: "Locality TPD": 1 - 3 PAs (one post each for the North and South zones);
- Faculty (Educational and Clinical Supervisor development): 1-2 PAs (one post);
- Health Protection: 0.5 - 1PA (one post);
- Exam preparation: 1 - 2 PAs (two posts);
- Academic training: 0.5 – 1PA (one post);
- Quality assurance: 0.5 - 1PA (one post).

### 2 Job purpose

- The purpose of the School of Public Health is to organise the training of public health specialists and public health practitioners so that they may achieve registration with the GMC and UKPHR. Both these programmes are funded and quality assured by HEEoE.
- The Head of School is an HEE appointment whose role is to advise and support HEEoE in their role as commissioners of these educational programmes.

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<sup>1</sup> Reporting to Head of School for the Quality Assurance post

- The Training Programme Director is responsible for the operational delivery of the specialty training programme and is accountable to the Head of School.
- These Deputy TPD roles support the TPD in the training of public health specialists.
- The operational delivery of the specialty training programme is facilitated through the Specialty Training Committee (STC) which reports to the School Board. The TPD and Deputy TPDs are members of the STC.
- The specialty training programme needs to follow the current version of the “Gold Guide”<sup>2</sup> and the curriculum developed by the Faculty of Public Health (as agreed with the General Medical Council).

### 3 Key tasks

The Training Programme Director is responsible for ensuring these tasks are delivered – and the Deputy TPDs will support the TPD in their delivery, including deputising as appropriate:

- Continuing to develop and improve the training programme working through the Specialty Training Committee;
- Ensuring a supportive learning environment:- facilitating dialogue between all parties and taking active steps to avoid bullying, undermining and discrimination;
- Recruitment of new registrars (supporting the national process);
- Recruitment and development of Educational and Clinical Supervisors;
- Recruitment and development of the training faculty;
- Ensuring that there are sufficient training placements for the needs of the programme;
- Liaison with training placements to ensure an appropriate learning environment, including the development of workplace supervision arrangements;
- Organising a process to match registrars to suitable placements based on their training needs and taking into account their preferences, but balancing individual against collective needs;
- Allocating registrars to Educational Supervisors;
- Ensuring there is appropriate induction to the programme and to training locations;
- Ensuring the registrars have access to a suitable academic course to prepare them for Part A exam – liaising and negotiating with appropriate educational providers;
- Ensuring the registrars have support to prepare them for Part A and Part B exams and other assessments, for example “On call”, consultant competence;
- Ensuring the registrars have access to appropriate regional learning and development activities;
- Supporting Educational and Clinical Supervisors;

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<sup>2</sup> A Reference Guide for Postgraduate Specialty Training in the UK.

- Contributing to the Annual Review of Competence Progression (ARCP) including liaising with the HEEoE ARCP team over timing, panel membership, which registrars need reviewing, advice on the appropriate documentation, assessment of portfolios and attendance at ARCP panels;
- Supporting Educational Supervisors in the assessment and management of registrars in difficulty - following HEEoE and employer policies;
- Supporting Educational Supervisors to develop remediation plans and supporting their implementation;
- Ensuring registrars have access to careers advice;
- Liaising with the employer of the registrars on, for example employment matters, sick leave, maternity leave, study leave, occupational health, capability, grievances etc. - and following the employer's policies;
- Ensuring that all registrars have an up-to-date Certificate of Completion of Training (CCT) date;
- Reviewing and completion of learning agreements, Out-of-programme and LTFT requests, "Completion of training" and other FPH / UKPHR forms etc.
- Maintaining comprehensive records, including communications, for all registrars – including uploading relevant documents to "Intrepid";
- Development and maintenance of a suite of programme policies;
- Contributing to HEEoE's quality assessment and assurance processes;
- Ensuring that the programme follows HEE policies and standards for educational delivery.

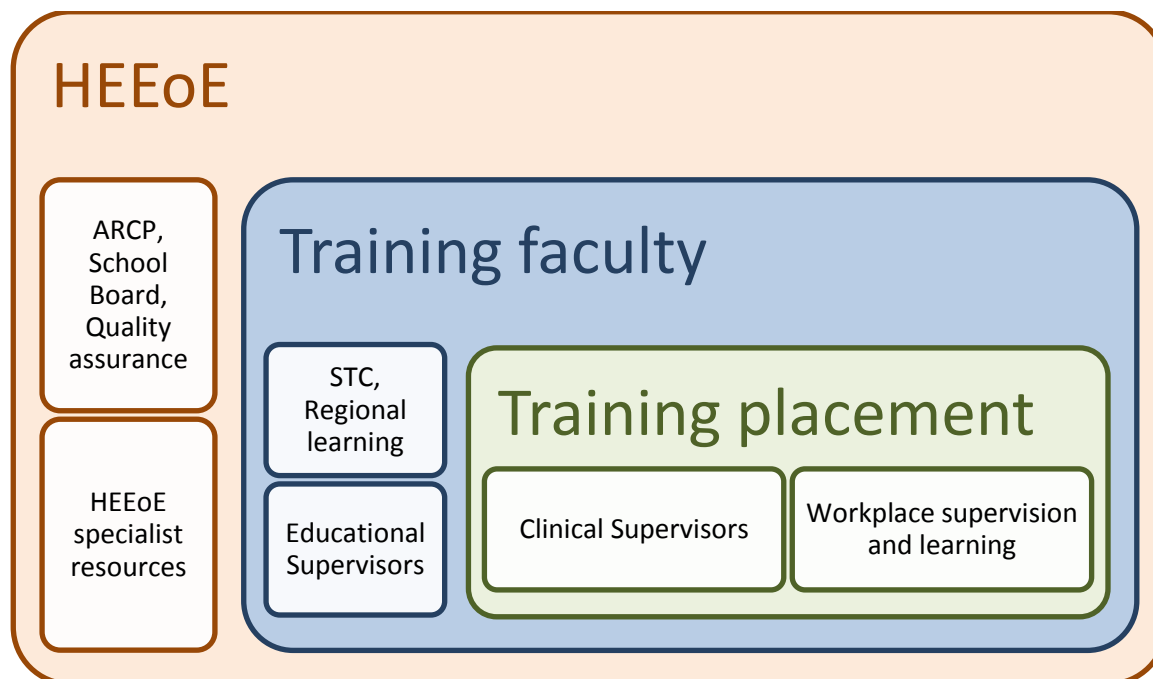
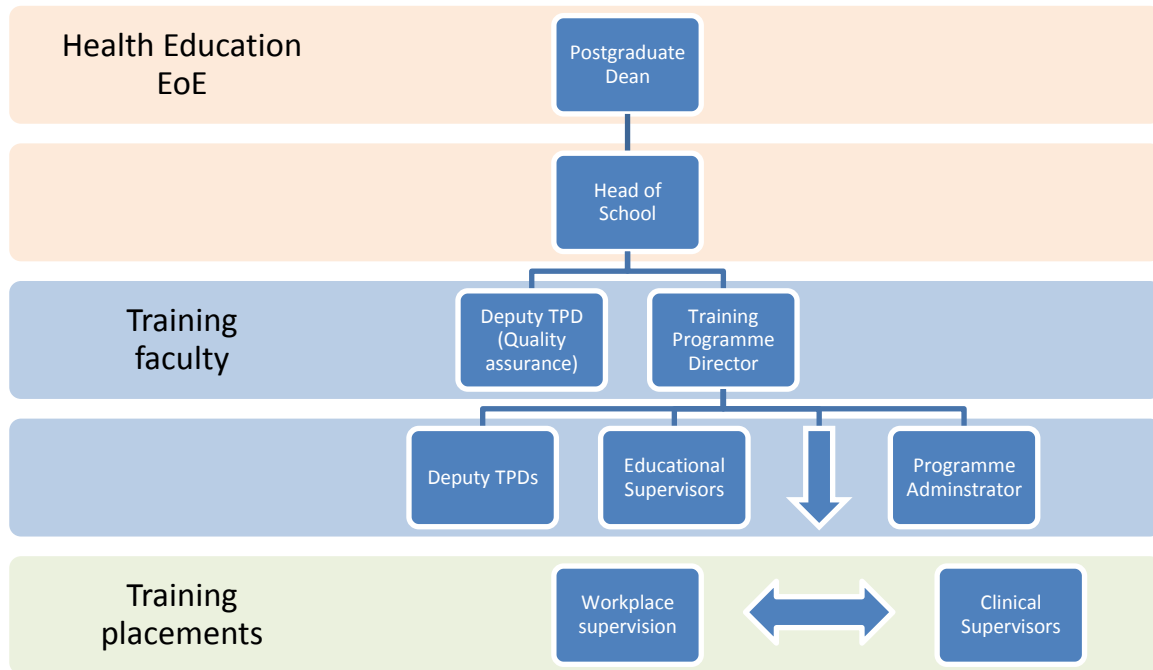
#### **4 Person specification**

- Inclusion in the GMC Specialist Register / GDC Specialist List / UK Public Health Register (UKPHR) for Public Health Specialists;
- Member, Honorary Member or Fellow in good standing of the Faculty of Public Health or UK Public Health Register;
- If registered with the General Medical Council, has a license to practise;
- Is engaged in the practice of public health at specialist level;
- Meets the requirements for being an Educational Supervisor;
- Demonstrates understanding of the educational, professional and pastoral needs of registrars;
- Effective interpersonal skills including the ability to listen, motivate, persuade and influence individuals and organisations and overcome potential resistance to change;
- Undergoes annual professional appraisal and maintains minimum requirements for CPD.

#### **Desirable**

- Additional relevant qualification in education;
- Is familiar with the requirements for educational management, curriculum delivery and assessment including appropriate educational opportunities to meet curriculum requirements, workplace based assessment methods, Parts A & B, and the ARCP processes.

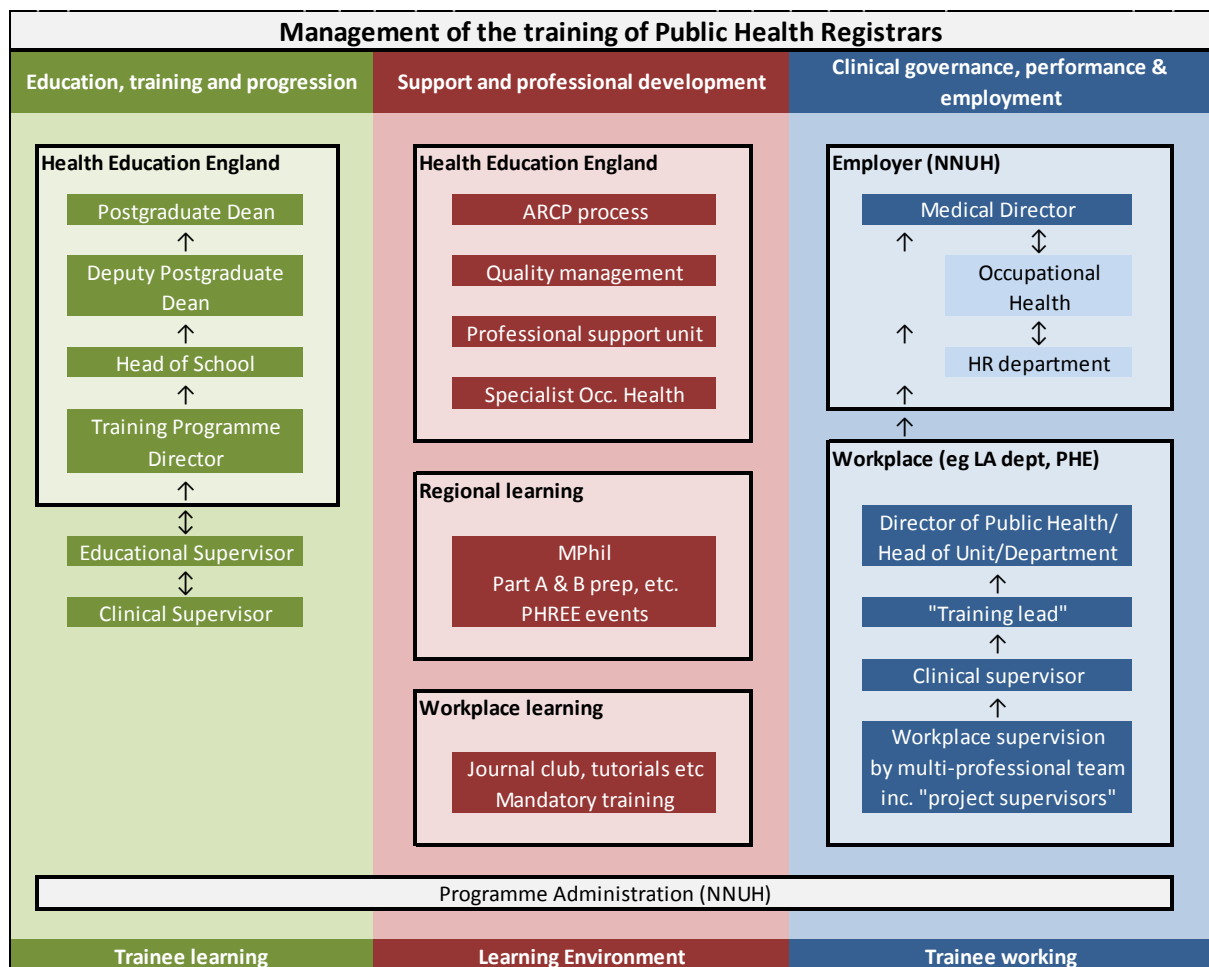
## 5 Organisation charts



## 6 Key relationships



## 7 Management accountabilities



<b>Task allocation: This table shows indicative allocations which can be varied according to skills and experience</b>	<b>TDP</b>	<b>Locality TPD</b>	<b>Faculty dev/mnt</b>	<b>Health Protection</b>	<b>Exam prep</b>	<b>Academic</b>
Continuing to develop and improve the training programme working through the Specialty Training Committee; Ensuring a supportive learning environment:- facilitating dialogue between all parties and taking active steps to avoid bullying, undermining and discrimination; Maintaining comprehensive records, including communications, for all registrars – including uploading relevant documents to “Intrepid”; Development and maintenance of a suite of programme policies; Contributing to HEEoE’s quality assessment and assurance processes; Ensuring that the programme follows HEE policies and standards for educational delivery.						
Recruitment of new registrars (supporting the national process)						
Recruitment and development of Educational and Clinical Supervisors						
Recruitment and development of the training faculty						
Ensuring that there are sufficient training placements for the needs of the programme						
Liaison with training placements to ensure an appropriate learning environment, including the development of workplace supervision arrangements						
Organising a process to match registrars to suitable placements based on their training needs and taking into account their preferences, but balancing individual against collective needs						
Allocating registrars to Educational Supervisor						
Ensuring there is appropriate induction to the programme and to training locations						
Ensuring the registrars have access to a suitable academic course to prepare them for Part A exam – liaising and negotiating with appropriate educational providers						
Ensuring the registrars have support to prepare them for Part A and Part B exams and other assessments, for example “On call”, consultant competence						
Ensuring the registrars have access to appropriate regional learning and development activities						
Supporting Educational and Clinical Supervisors						
Contributing to the Annual Review of Competence Progression (ARCP) including liaising with the HEEoE ARCP team over timing, panel membership, which registrars need reviewing, advice on the appropriate documentation, assessment of portfolios and attendance at ARCP panels						
Supporting Educational Supervisors in the assessment and management of registrars in difficulty - following HEEoE and employer policies;						
Supporting Educational Supervisors to develop remediation plans and supporting their implementation						
Ensuring registrars have access to careers advice						
Liaising with the employer of the registrars on, for example employment matters, sick leave, maternity leave, study leave, occupational health, capability, grievances etc. - and following the employer’s policies						
Ensuring that all registrars have an up-to-date Certificate of Completion of Training (CCT) date						
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