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**Directorate of Education and Quality**

**School of Medicine**

**Job Description: Educational Supervisor**

**Accountable to:** School of Medicine, Health Education East of England (HEEoE), Trust Board

**Reports to:** Director of Medical Education/Clinical Tutor via RCP College Tutor

**Tenure:** Indefinite, to be reviewed annually (as part of Trust appraisal process)

**GMC Definition**

 “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.”

**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 should have a named 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 appointing educational supervisors 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:

1. Have completed the following training:

i. How to be an educational supervisor - to meet AoME standards

ii. How to use the relevant workplace based assessments

iii. How to use the relevant portfolio

iv. Equality and diversity

b. Have some understanding of educational theory and practical educational techniques

1. Be familiar with the structure of the training programme, the curriculum, the ePortfolio and the educational opportunities available.
2. Be familiar with the local and HEEoE policies for dealing with underperforming trainees and other trainees requiring additional support.
3. Have sufficient identified time within his/her job plan to carry out the role effectively (currently 0.25 PA)

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 educational supervisor should ensure that all meetings occur in protected time and are held in a private and undisturbed environment.

1. The educational supervisor should meet with the trainee during the first week of his/her post in order to:

i. 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

ii. develop a learning agreement and educational objectives with the trainee which are mutually agreed and which will be the point of reference for future appraisals

iii. establish a supportive relationship

b. The educational supervisor should meet with the trainee to carry out regular educational appraisals and review performance (at least every two months including at the beginning 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 sessional (clinical) supervision of the trainee and other key personnel with whom the trainee is working. During each meeting:

i. progress against the learning plan and educational objectives should be reviewed

ii. the personal development plan and learning objectives should be updated if necessary

iii. the outcome of any workplace based assessments and the attendance at formal teaching events should be reviewed

iv. the trainee’s portfolio should be reviewed 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

v. the trainee’s clinical performance and professionalism should be reviewed (see 6)

vi. the trainee should be given honest and constructive feedback

vii. 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.

4. The educational supervisor should ensure that the Educational Supervisor’s Structured Report is completed and returned to the Annual Review of Competence Progression (ARCP) Panel within the necessary timescales. This will require seeking feedback on the trainee’s performance from other Trainers and Clinical Supervisors either informally or formally using Multiple Consultant Report forms.

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 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”

5. The educational supervisor should ensure that the trainee knows how to access careers advice and support.

6. If a trainee’s clinical performance and/or professionalism are not reaching the required standard, the educational supervisor should ensure that:

1. This is discussed with the trainee as soon after the problem is identified as possible.

Note: Written records of this and all subsequent meetings with the trainee must be kept and copies of these records must be made available to the trainee.

1. Remedial measures are put in place with clearly defined written objectives so that the trainee has the opportunity to correct any deficiencies
2. All relevant key personnel (including the Medical Director and the Postgraduate Dean) are kept fully informed.
3. He/she seeks support from experienced colleagues (e.g. Clinical Tutor/DME, RCP College 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

7. 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.

8. The educational supervisor should participate in the local delivery of training by:

1. Taking an active part in the local educational faculty for the Trust. This involves attending meetings, liaising with other faculty members and feeding back to the clinical supervisors for trainees.
2. Ensuring that they provide training to GMC standards.
3. Being present for training related visits, whenever possible

9. The educational supervisor should maintain continuing professional development as an educator by:

1. Participating in regular appraisal by the Clinical Tutor/DME or deputy.
2. Maintaining up-to-date knowledge and practice by regular attendance at training workshops.
3. Participating in the recruitment and interviews of trainees in the relevant specialty (at least once every three years).
4. Attending ARCP panels for trainees in the relevant specialty (at least once every three years).

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**Person Specification: Educational Supervisor**

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| **Attributes** | **Essential**  | **Desirable** |
| **Qualifications** | GMC full registration Specialist registration\*  | Postgraduate qualification in education  |
| **Knowledge & Skills**  | 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 Enthusiasm for delivering training Evidence of current training in: . All AoME domains . Relevant workplace-based  assessments . Relevant portfolio . Equality and diversity Effective communications skills, motivating and developing others, approachability, good interpersonal skills.  | Evidence of supporting trainees and trainers. Understanding of uses of IT in educationEvidence of personal development in medical education Evidence of delivering well evaluated teachingsessions/tutorials |

\* Normally the educational supervisor will be a substantive consultant, but locum consultants, specialty doctors/associate specialists, where appropriately skilled and trained, may also fill this role, so long as the relevant specialty advisory committee has no rules to the contrary