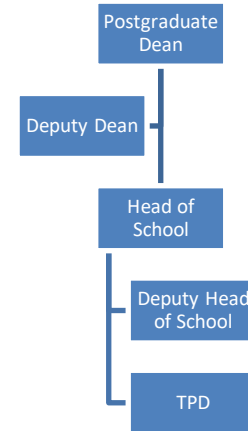


# Recruitment Profile

Job Title      Training Programme Director– Urology	
About the Job	Organisation Structure
<p>The role of Training Programme Director is to work with and support the Postgraduate Dean in leading the delivery of a wide range of functions within their specialty, aligned to the NHS England mandate.</p> <p>A speciality Training Programme Director (TPD) is a member of the Speciality Training Committee (STC) who is managerially responsible to the Postgraduate Dean for the delivery of training in that speciality according to the standards set by the GMC and the Royal College of Surgeons. The demands on TPDs are likely to vary at times and the guidance below should be interpreted flexibly.</p> <p>The Urology training programme in the east of England will be led and managed by 1 TPD (remunerated at 1PA) and supported by a deputy TPD (0.5 PA). The allocation of trainees, tasks and responsibilities within the leadership team will be tailored to the skills and attributes of the successful candidates and will be subject to ongoing review.</p>	<p>NHS England – East of England Office (NHSE EoE) is responsible for the commissioning, contracting and quality management of healthcare workforce education in the east of England (covering the counties of Bedfordshire, Cambridgeshire, Essex, Hertfordshire, Norfolk and Suffolk).</p>  <pre> graph TD     PD[Postgraduate Dean] --- DD[Deputy Dean]     DD --- HS[Head of School]     HS --- DHS[Deputy Head of School]     HS --- TPD[TPD]   </pre> <p><b>Reports to:</b> Head of School of Surgery / Postgraduate Dean, NHSE EoE</p> <p><b>Tenure:</b> Three-year fixed term secondment (may be extended subject to review)</p> <p><b>Employment:</b> The post holder will be seconded to NHSE EoE on a secondment agreement with their host employer.</p>
About Us	
<p>NHSE provides leadership for the education and training system. It ensures that the shape and skills of the future health and public health workforce evolve to sustain high quality outcomes for patients in the face of demographic and technological change. NHSE ensures that the workforce has the right skills, behaviours and training, and is available in the right numbers, to support the delivery of excellent healthcare and drive improvements through supporting healthcare providers and clinicians to take greater responsibility for planning and commissioning education and training.</p> <p>Our <b>ambition</b> is to be the best organisation of our type in the world by living our values every day.</p> <p>Our Core <b>Values</b> are that everyone feels <b>valued and respected</b> and are <b>included and involved</b> in everything that affects them; are <b>trusted</b> to make decisions with clear reasons in order to <b>be empowered</b> to deliver; are committed to clear, <b>effective communication</b>, which is transparent and open when sharing information; takes <b>pride and has integrity</b> in everything we do and recognises that everyone has a significant contribution whilst taking <b>personal responsibility and accountability</b> for actions and behaviours.</p>	

# 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

Understand the values of the NHS constitution and work with these values underpinning. These values are:

- Working together for patients
- Everyone counts
- Compassion
- Improving lives
- Respect and dignity
- Commitment to quality of care

### Skills and Abilities

#### Essential:

- 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
- Excellent communication, counselling and liaison skills – a readiness to listen and empathise
- 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

#### Desirable:

- Ability to rapidly establish academic credibility
- Ability to attend relevant national and local College and NHSE EoE meetings

### Experience and Knowledge

#### Essential:

- 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 Royal Colleges/Faculties, professional bodies, related NHS organisations and regulatory bodies
- Understanding of the workforce transformation agenda
- Trained in Equality and Diversity in the last 3 years
- Have up to date knowledge of the specialty's curriculum, portfolio, examinations and other assessment methods.
- Active involvement in, and up to date with, own appraisal processes
- Knowledge of the NHS, its structures and processes, including an understanding of healthcare/multi-professional workforce matters

### Qualifications and Training

#### Essential:

- Primary clinical healthcare qualification
- Membership/Fellowship of a Royal College, Faculty, professional association and/or regulatory body
- Attendance at courses aimed to support educational development (example: educator courses, Train the Trainer, etc.)

#### Desirable:

- Educational qualification such as a Postgraduate Certificate, Diploma or Masters in Medical Education.

- Awareness of the issues around dealing with trainees who are failing to progress or otherwise require additional support

**Desirable:**

- 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
- Current or recent past member of the relevant STC

# Expected Outcomes

## About your role

This section details the outcomes and deliverables that would be expected from the role

## Engaging People/Key Working relationships

### Key Working relationships

- Head of School
- STC Chair and other STC members
- Regional Office Functional Teams
- School administrators
- Postgraduate Dean
- Regional Director
- Deputy and Associate Deans
- Other Training Programme Directors
- Directors of Medical Education, College Tutors and other educational leads in providers
- Relevant Royal College and associated bodies
- Professional and regulatory bodies
- Relevant Specialist Societies
- Local Medical Schools and Higher Education Institutions
- Providers and commissioners across the region
- Wider Stakeholder Network
- Other staff at all levels across the geographical area covered by the Regional Office

## Management and leadership

- To contribute to the vision of the local NHS and to enhance patient care by providing leadership and direction with respect to the quality of education and training.
- To be an advocate and a positive role model on behalf of NHSE, by promoting leadership that inspires, motivates and empowers all staff, and demonstrating the values of the NHS.
- To work on behalf of NHSE, providing expert advice on specialty-specific matters.
- To work locally with key groups and stakeholders, to attend and host events across the regions, to develop key liaisons and to ensure effective local engagement and responsiveness in line with the culture of NHSE.
- To work with providers and others to support and capture innovation locally and ensure national and local conversations develop 'best practice'.

## Delivering Results/Functional Responsibilities

### Education and Training Quality Improvement and Performance

- To emphasise the importance and promote the development of a quality learning environment for all learners.
- To support Postgraduate Deans in meeting all NHSE statutory requirements.

### Patient Safety and Healthcare Quality Improvement

- Assist in the development of quality processes which are complementary across the healthcare workforce.
- To support the use of clinical skills training and simulation (where appropriate/applicable), stressing the importance of teamwork and human factors.

### School Programme Management

- To oversee the Specialty's Regional Training Programme and advise Postgraduate Deans and Heads of School on the following matters:
  - Specialty-specific matters and trainee/trainer concerns;
  - Recruitment to training posts and programmes;
  - Postgraduate programme management, including assessments, progression, rotations, support and remediation, OOP management, trainee management, careers support, less than full-time training, inter-deanery transfer, academic training and other related work-streams.
- To provide reports to the Specialty Training Committee and School Board
- To complete the annual school development plan

### Educational and Workforce Development

To advise and support the Postgraduate Dean in educational and workforce development elements, including professional development of the educational faculty

- To support compliance with requirements particularly with regard to the supervision and support for trainees and learners.
- To identify learning needs and support provision of educational appraisal, educator development and resource for faculty, trainees and learners.

<ul style="list-style-type: none"> <li>To manage the work of Training Leads in Providers and other clinical faculty to ensure appropriate systems for assessment, rotational management, revalidation, trainee supervision and support and other functions within the School.</li> </ul>	<ul style="list-style-type: none"> <li>To create and promote shared learning opportunities to increase effective inter-professional working across the School.</li> </ul> <p><b>Intelligence Support/ provision</b></p> <ul style="list-style-type: none"> <li>To ensure local intelligence processes inform quality management processes.</li> <li>To engage with information systems (trainee database, post establishments).</li> </ul> <p><b>Strategic Workforce Development and Commissioning</b></p> <ul style="list-style-type: none"> <li>To contribute to workforce planning, ensuring clinical engagement with local and national workforce planning processes.</li> <li>To develop educational programmes where needed to support achievement of curriculum competencies, engaging with commissioning processes as required.</li> <li>To identify and support the implementation of alternative workforce solutions within the School.</li> <li>To advise the Postgraduate Dean on commissioning and decommissioning activities.</li> </ul> <p><b>Finance</b></p> <ul style="list-style-type: none"> <li>To engage with financial business planning processes and associated School budgets as needed.</li> <li>To ensure compliance with procurement requirements.</li> </ul>
<p><b>Setting Direction and Service Improvement</b></p> <ul style="list-style-type: none"> <li>To provide effective clinical leadership, contributing to the strategic development of NHSE.</li> <li>To review how multi-professional healthcare teams interact and identify opportunities for different healthcare professions to work more effectively together through education and training.</li> <li>To ensure delivery of the specialty-specific aspects of the NHSE mandate through local initiatives and programmes.</li> <li>To work with Postgraduate Deans to develop further consistency and commonality across education and training in England.</li> <li>To promote or lead work programmes on behalf of NHSE that support local and national developments and initiatives.</li> </ul>	

# Benefits Information

## About the Benefits

This section details the benefits of working for NHSE

### What's great about this post?

This is an exciting opportunity for an individual with knowledge of current educational theory and practice, and ability to maintain an up to date awareness of relevant issues. The post holder will maintain clinical skills and knowledge of local and national issues relating to standards of medical and multidisciplinary education.

### What are the terms and conditions?

As an NHS employer the following terms and conditions apply to this post:

<b>Salary</b>	To be funded by the Education Contract
<b>Hours of Work</b>	1 role x 1 session per week (4 hours per week) 1 role x 0.5 session per week (2 hours per week)
<b>Permanent, Fixed Term or Secondment</b>	Secondment
<b>Leave and Bank Holidays:</b> As per your permanent contract of employment.	
<b>Pension:</b> As per your permanent contract of employment.	

### What other opportunities are available to me?

We'll be committed to your training and development from day one. When you join, you'll receive an induction and have the opportunity to attend a variety of skills-related courses, some on-line. 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.

### Other useful information

Your essential role will indirectly contribute to saving and improving people's lives. Job-sharing and part-time working is welcomed. Please indicate this on your application form. We are committed to implementing reasonable adjustments for people with disabilities. 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