NHS Isle of Wight NHS Trust

NHS Portsmouth Hospitals University NHS Trust

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JOB DESCRIPTION

Job Title:	Senior Clinical & Professional Educator	*HR use only* **Job Reference Number**
Report to:	Practice Development Lead	
Accountable to:	Head Professional Education	

Job Purpose

To support the organisation to deliver the Trusts 2024-2029 Working Together, Improving Together Strategy and the Trusts Clinical Strategy to enable the clinical workforce to demonstrate the knowledge and skills needed to deliver excellent person-centred care for patients and their families. The post holder will work across the organisations to support professional and clinical practice using evidence-based practice. They will support the work of the Practice Development Lead and The Head of Professional Education in key workstreams They will contribute to the development of guidelines, policies, cirricula and competencies for practice and support compliance with NICE/CQC/HEE where relevant to the multi professional clinical workforce.

Each post holder is expected to maintain clinical currency, link with each other to provide peer support, share best practice, lessons learnt, decision making and leadership.

Job Statement

Key areas of focus for this role:

- Supporting clinical and professional education and development, working with service and professional leads, whilst also maintaining own clinical competence.

- Engage in the quality monitoring which support practice areas to maintain professional and regulatory body standards for practice-based education.

- Maximise the number of newly registered professionals/students/learners who can be supported within clinical practice areas and positively influence the quality of the learner experience and learning environment under the Safety Learning Environment Charter.

- Ensuring and supporting clinical governance, data and reporting, enabling learners to deliver high quality clinical care, represent education in key trust councils.

- Proven leadership qualities that enable you to engage key stakeholders and possess the skills of influence to create change and advocate for education and development of our people.

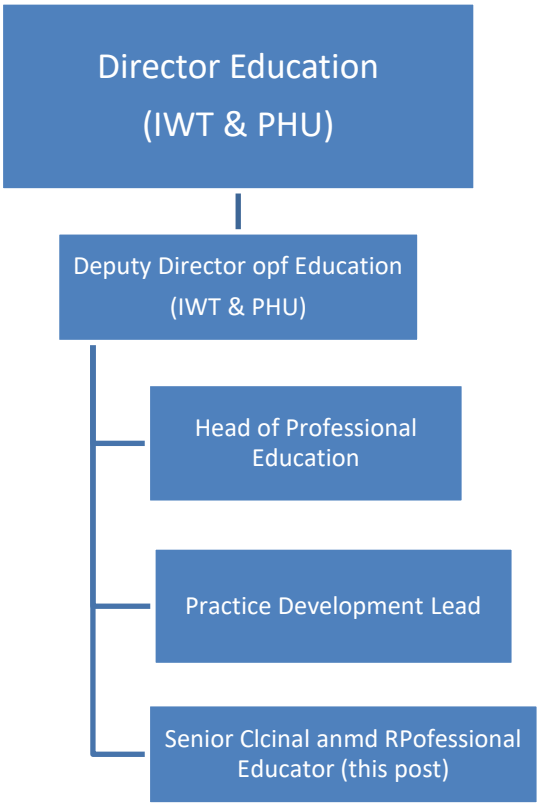
- Leading by example by being present and visible in practice, role modelling expected professional practice and supporting the educational development of all learners.

- You will be part of a team that is innovative and passionate about driving a culture of improvement, enables access to continued professional development for all, and leads programmes of development.

- Play a key role in planning, delivering, and evaluating essential competency training and development, classroom-based teaching sessions and clinical skills teaching.

- Be competent and undertake a PgCert teaching qualification if not already possessed.

Organisational Chart



1. Communication and Relationships

- Consistently maintain excellent personal conduct, behaviour and values to a level consistent with organisational and professional body requirements.
- Provide a visible clinical profile, having an advisory and clinical input into the development of staff.
- Using persuasive and motivational skills work collaboratively with clinical staff, multi professional leads and their teams to engage their support to clarify and establish objectives for the development of individual roles, skills and competencies.
- Build and promote positive relationships with all stakeholders involved in practice development education. Including but not limited to quality governance team, clinical leads, subject specialists, and external partners.
- Communicate effectively with staff at all levels in the organisation in non-clinical, clinical and medical roles.
- Use good negotiation, influencing and communication skills to effectively manage a range of situations, including challenging the norm, dealing with conflict.
- Prepare and present technical and complex information relating to practice development to a mixed audience with differing levels of knowledge, presenting ideas in ways that promote understanding, through a variety of media and communication aids.
- Act as a named contact for the key stakeholders in education and training activities, including preceptorship, actively promoting the benefits of programmes and ensuring that these benefits are communicated widely across the Trust.

- Develop networks and close working links with colleagues in other associated areas of practice.

2. Analysis and Judgement

- Under the direction of the Senior Leadership Team provide specific skills, competency and practice development within the Trust according to the organisation's Quality Improvement Plan.
- Participate in projects in response to specific needs relevant to clinical practice as identified through regulatory body inspections.
- Contribute to the quality process, by identifying and acting appropriately regarding incidents of poor practice through clinical incident reporting, root cause analysis, audit and research.
- Liaise with the quality team to draw themes from complaints and clinical incidents to inform education and development plans.
- Work autonomously and proactively to positively influence the quality of the clinical learning environment.
- Provide advice on role and quality competencies. Contribute to the development of these skills and competencies for all staff to include nurses, allied health professionals (AHP's), assistant practitioners and clinical support workers.
- Contribute to identifying the education, development and training needs of the clinical services within the Trust and contribute to the co-ordinated response in liaison with key staff in the organisation.
- Demonstrate knowledge of current evidence in all aspects of practice and advise others on the dissemination and implementation of research findings to develop practice.
- Continually demonstrate the ability to coordinate, monitor and assess own workload.
- Report any concerns in relation to the quality of the learning environment to the Practice Development Lead.

3. Planning and Organising

- Design, deliver and evaluate relevant education and teaching programmes and resources to support staff demonstrate evidence based practice.
- Plan and prioritise workload and activities to meet the objectives set out in the Quality Improvement Plan.
- Attend and participate in meetings relevant to practice education and development both internal and external to the organisation as determined by post holder and senior leadership Team.
- Plan for monthly 1-2-1's with the Practice Development Lead providing both written and verbal reports as required.

4. Patient and Client Care

- Role model high standards of care and identify areas for development, through undertaking clinical practice / audit in the specialties within the Trust.
- Develop and use personal clinical knowledge and skills to promote excellence in care delivery.

5. Service and Policy Development

- Contribute to and implement the delivery of the Learning, Education, Development and Organisational Development (OD) plans.
- Implement national and local policies, strategies and guidance for clinical practice learning and challenge current thinking in order to develop policy and operational working practices.
- Develop and facilitate clinical skills and practice in line with national and local policy.
- Actively champion the requirements for education and development during proposals to service and organisational change.

6. Managing Financial Resources

- Actively promote the effective use of resources
- Manage resources effectively and highlight any potential difficulties to the Practice Development Lead in a timely manner.

7. People Management and Development

- Under the direction of the Practice Development Lead co-ordinate and deliver the education and development of clinical staff within the Trust.
- Maintain professional registration, currency and credibility through clinical practice and Continuing Professional Development.
- Maintain a professional portfolio of supporting evidence in line with organisational and professional body requirements.
- Act as a clinical mentor, supervisor, assessor and resource for clinical staff, as appropriate to the role.
- Ensure mentorship / practice educator training is updated in line with professional body requirements.
- Provide expert formal and informal training to clinical staff on a regular basis.

8. Information System use and management

Use appropriate computer software to:

- Assist in the development and implementation of information systems and procedures to support the capture of all education and training activity within areas of responsibility.
- Extract and analyse data using various computer systems such as Microsoft Excel to determine the effective progress education initiatives
- Monitor and verify the flow and quality of data, investigating any queries in data and/or missing or inaccurate information.
- Formulate and implement action plans in a timely manner.

- Create, verify and prepare material into appropriate formats for project reports and presentations as required.
- Maintain robust office I.T and paper systems.
- Assist in maintaining accurate records in the required format relating to the mentoring/supervision of health care students ensuring that it meets pre set quality criteria, reporting any quality issues in a timely manner.

9. Involvement is Surveys and Research

- Critically appraise appropriate research / evidence to ensure that this underpins professional practice.
- Participate in the audit and evaluation of clinical practice.
- Participate in cross organisational projects to enhance the quality of practice-based learning.
- Assist with gathering and validating national and local information to enable accurate reporting against the metrics required within the Education Quality Framework and Education contracts.

10. Freedom to Act and Autonomy

- Working autonomously and with discretion, initiates the implementation of clinical education, training and development strategies throughout the organisation.
- Acts independently within organisational policies and standard operating procedures.
- Assist in promoting quality and equity in the provision of education, training, and developing staff involved in clinical practice.
- Initiate new developments for supporting and enhancing learning and development in practice.

General compliance:

1. To comply with all Trust Policies and Procedure, with particular regard to
   - Risk Management
   - Health and Safety
   - Confidentiality
   - Data Quality
   - Freedom of Information
   - Equal and Diversity and Dignity at Work
   - Information and Security Management and Information Governance
   - Counter Fraud and Bribery

2. The Trust has designated the prevention and control of healthcare associated infection (HCAI) as a core patient safety issue. As part of the duty of care to patients, all staff are expected to:
   - Understand duty to adhere to policies and protocols applicable to infection prevention and control.
   - Comply with key clinical care policies and protocols for prevention and control of infection at all time; this includes compliance with Trust policies for hand hygiene, standards (universal) infection precautions and safe handling and disposal of sharps.
   - All staff should be aware of the Trust's Infection Control policies and other key clinical policies relevant to their work and how to access them.
   - All staff will be expected to attend prevention and infection control training, teaching and updates (induction and mandatory teacher) as appropriate for their area of work, and be able to provide evidence of this at appraisal.

3. To perform your duties to the highest standard with particular regard to effective and efficient use of resources, maintaining quality and contributing to improvements.

4. Ensure you work towards the Knowledge and Skills Framework (KSF) requirements of this post. KSF is a competency framework that describes the knowledge and skills necessary for the post in order to deliver a quality service.

5. Your behaviour will demonstrate the values and vision of the Trust by showing you care for others, that you act professionally as part of a team and that you will continually seek to innovate and improve. ***Our vision, values and behaviours*** have been designed to ensure that everyone is clear about expected behaviours and desired ways of working in addition to the professional and clinical requirements of their roles.

6. Perform any other duties that may be required from time to time.

7. Patients come first in everything we do. Every post holder can make a difference to a patient's experience. You will come across patients as you walk around the hospital; we rely on all our staff to be helpful, kind and courteous to patients, visitors and each other.

8. Ensure you adhere to and work within local and national safeguarding children legislation and policies including the Children Act 1989 & 2004 , Working Together to Safeguard Children 2013, 4LSCB guidance and the IOW Safeguarding Policy.

9. Ensure you adhere to and work within the local Multiagency safeguarding vulnerable adults policies and procedures

This job description may be altered to meet changing needs of the service, and will be reviewed in consultation with the post holder.

Person Specification

Key Skills required undertaking this role.	On Appointment (Essential)	After 12 months in post	At 2nd Gateway (Desirable on appointment)	How this will be measured.
Qualifications and role specific knowledge*	Hold a current registered professional qualification with either the HCPC or NMC.	Completion of a recognised leadership course	First level Degree (level 6)	A/I/Appraisal
	Hold a recognised teaching or practice education qualification.		A recognised teaching or practice education qualification at HEI level 7	A/I/Appraisal
	Evidence of post qualifying study at HEI level 6/7			A/I/Appraisal
	Evidence of leadership experience			
	Evidence of a commitment to professional development			A/I/Appraisal
	Evidence of clinical currency			
	Proven experience of managing projects which have had an organisational impact			A/I/Appraisal
	Proven experience of working collaboratively and effectively within a multiprofessional environment			A/I/Appraisal
	Proven experience of supervising and assessing practice in a multiprofessional practice environment			
	Evidence of delivering education and training either 1:1 or in groups			A/I/Appraisal
	Demonstrable involvement in service development issues and change management			
	Current working knowledge of the NHS including current national initiatives concerning health education			

Safeguarding Children **		2			2			2		
Physical Skills	Able to work effectively within a clinical environment Proven working experience and knowledge of Microsoft Office Suite [including Outlook, Word, PowerPoint, Excel]								A/I/Appraisal A/I/Appraisal
Aptitudes	Ability to work independently and as part of a team Good organisational skills with the ability to plan and prioritise own workload in a unpredictable environment Able to set and meet deadlines Able to identify and solve problems Able to influence and negotiate effectively Able to make sound decisions with minimal supervision/direction Able to work in a sensitive manner within the agreed parameters Responsive and flexible attitude Excellent organisational and time management skills.								A/I/Appraisal A/I/Appraisal A/I/Appraisal A/I/Appraisal A/I/Appraisal A/I/Appraisal A/I/Appraisal A/I/Appraisal
Abilities	Determination to complete tasks Ability to work in a changing environment Ability to remain calm under pressure Able to work in a flexible manner								A/I/Appraisal A/I/Appraisal A/I/Appraisal A/I/Appraisal

	Ability to network effectively			A/I/Appraisal
Communication Skills	Advanced verbal and written communication skills. Advanced Influencing and negotiating skills Advanced persuasive and motivational skills			A/I/Appraisal A/I/Appraisal A/I/Appraisal

* = State knowledge required in terms of level of competence NOT X years experience, as this is age discriminatory.

** indicate the level of mandatory Safeguarding Children Training this post needs 1,2 or 3.

When submitting a job description for evaluation, it must be accompanied by a Job Description Risk Assessment form.

SUPPLEMENTARY JOB DESCRIPTION INFORMATION

Post Title: Practice Development Facilitator
Ward/Dept and Site: Education Centre / Clinical Business Units / Community
Date Completed: 11/01/2022

1. General Information about the post.

Location	%	Location	%	Location	%
Office based	10	Home	10	Outpatients Clinic	
Laboratory		Kitchen		Community based	
Ward area	60	Stores		Workshop	
In a vehicle		Teaching in Education Centre	20	Theatre environment	

Indicate below if any of these apply

Location	%	Location	%	Location	%
Isolated locations		Outdoors		Works on their own	
Works with patients in isolation e.g. in their own home		Works with patients – assistance is accessible.		Required to be in a building on their own for periods of time	
Working hours					
Full time		Part time			
Office hours	90%	Hours worked as a shift	10%	Hours worked at night	
Concentration and Levels of Interruptions					
Required to concentrate for long periods of time	100%	Required to concentrate for short periods of time			
Interruptions throughout the day		Constant		Occasional	

All criteria require a indication of whether the post holder will be expected to work in or be directly exposed to the following factors. Please use the comments box to provide details including frequency (e.g. how many times per shift)

2. Working Conditions	Frequency				
	Certain	Likely	Possible	Unlikely	Rare/\Not at all
Working in bad weather e.g. when it is windy or/and raining.				•	
Excessive temperatures				•	
Unpleasant smells/odours			•		
Noxious fumes				•	
Excessive noise &/or vibration				•	
Use of VDU more or less continuously				•	

Unpleasant substances/non-household waste		•			
Infectious Material/Foul Linen		•			
Body fluids, faeces, vomit, blood		•			
Dust/dirt				•	
Humidity				•	
Contaminated equipment or work areas			•		
Driving/being driven in normal situations			•		
Driving/being driven in emergency situations			•		
Fleas or lice				•	
Exposure to dangerous chemicals/ substances in/not in containers			•	•	
Exposure to aggressive verbal behaviour where there is little/no support			•		
Exposure to aggressive physical behaviour where there is little/no support			•		
Exposure to risks that could result in an acute traumatic injury				•	
Undertaking exposure prone procedures			•		
Comments: Please use this section to provide any additional details you feel are relevant for the role (e.g. how many times per shift)					

3. Emotional Effort	**Frequency**				
	Certain	**Likely**	**Possible**	**Unlikely**	**Rare/Not at all**
Processing (e.g. typing/transmitting) news of highly distressing events			•		
Giving unwelcome news to patients/ clients/carers/staff			•		
Caring for the terminally ill			•		
Dealing with difficult situations/ circumstances		•			
Designated to provide emotional support to front line staff			•		
Communicating life changing events			•		
Dealing with people with challenging behaviour			•		
Arriving at the scene of an accident			•		

Comments: Please use this section to provide any additional details you feel are relevant for the role (e.g. how many times per shift)

4. Physical Effort	**Frequency**				
	Certain	**Likely**	**Possible**	**Uncertainty**	**Rare/Not at all**
Working in uncomfortable/ unpleasant physical conditions				•	
Working in physically cramped conditions				•	
Lifting weights, equipment or patients using mechanical aids		•			
Lifting weights/ equipment or patients without mechanical aids			•		
Making repetitive movements				•	
Climbing or crawling					•
Manipulating objects					•
Manual digging					•
Running				•	
Standing/sitting with limited scope for movement for long periods				•	
Kneeling, crouching, twisting, bending or stretching				•	
Standing/walking for substantial periods of time			•		
Heavy duty cleaning					•
Pushing/pulling trolleys or similar			•		
Working at heights					•
The job requires to be trained in control and restraint.			•		

Comments: Please use this section to provide any additional details you feel are relevant for the role (e.g. how many times per shift)

5. Mental Effort	Frequency				
	Certain	Likely	Possible	Uncertainty	Rare/Not at all
Carry out formal student/ trainee assessments		•			
Carry out clinical/social care interventions		•			
Analyse statistics		•			
Operate equipment machinery					
for more than ½ a shift					
for less than a shift					
Give evidence in a court/tribunal/ formal hearings			•		
Attend meetings (describe types of meeting and post holders role)			•		
Carry out screening tests/ microscope work					•
Prepare detailed reports	•				
Check documents	•				
Carry out calculations	•				
Carry out clinical diagnosis				•	
Carry out non-clinical fault finding					•

Signed by post holder*: _____

Date

Signed by line manager: _____

Date

* in the case of new jobs this will have to be an 'estimate' of the demands of the role.