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| Job title | Clinical Assistant Professor in Small Animal Practice (OOH/ECC) | Job family and level | Clinical Teaching Level 5 |
| School/ Department | School of Veterinary Medicine and Science | Location | Sutton Bonington campus |

Purpose of role

The occupant of this role will contribute to the development of teaching and assessment relating to small animal medicine and surgery as typically delivered in first opinion small animal practice with a focus on out of hours and emergency work. The role holder will provide clinical services to the School's Clinical Associate practices and participate in the clinical training of final year veterinary undergraduates through both clinical and non-clinical work.

| | Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role) | % time per year |
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| 1 | <p>Teaching, learning and assessment</p> <ul style="list-style-type: none"> ▪ To contribute to the development of teaching and assessment relating to first opinion small animal practice. ▪ To participate in the delivery of teaching across the integrated, undergraduate curriculum, this will include supervising final year students in clinic, consulting and operating. ▪ To participate in the delivery and on-going development of an innovative clinical undergraduate rotation in small animal practice with a particular focus on emergency small animal primary care and advanced critical care. ▪ To participate and facilitate teaching and supervision of both undergraduate and postgraduate students. ▪ To provide clinical services to the School's Clinical Associate practices and participate in the clinical training of final year veterinary undergraduates (clinical practice and supervising surgery will form a substantial part of this role). Provision of OOH clinical services will consist of 'evening' shifts between 7pm and midnight, typically expected to be one shift per week. Other shifts at clinical associates will fall within 'normal' working hours. ▪ To teach and examine in a wide range of modules convened by the School. The modules involved may embrace any area of Veterinary Science (dependent upon the background and experience of the persons appointed). ▪ The role may involve weekly facilitating of clinical or professional relevance sessions across the year groups ▪ Act as an undergraduate tutor as required ▪ The role may involve convening a teaching module | 75% |

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| 2 | <p>Administrative/general</p> <ul style="list-style-type: none"> ▪ Any administrative duties appropriate to the grade and role in support of the administration of the School ▪ Contribute to School marketing and recruitment activities (including outreach, open days and admissions) | 15% |
| 3 | <p>Other</p> <ul style="list-style-type: none"> ▪ Undertake appropriate training and continuous professional development ▪ To forge appropriate clinical and educational collaborations within and outside the University ▪ To assist with the efficient and effective completion of the work of the School. | 10% |

Person specification

| | Essential | Desirable |
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| Skills | <ul style="list-style-type: none"> ▪ Excellent communication and interpersonal skills ▪ Ability to work effectively as part of a team ▪ Good time management skills and ability to manage own workload ▪ Excellent skills in modern clinical practice, in particular the ability to deliver a clinical service in emergency primary care practice. ▪ Ability to establish collaborative projects. ▪ Flexible approach to new methods in teaching. | <ul style="list-style-type: none"> ▪ Ability to use and develop appropriate IT-based teaching materials. |
| Knowledge and experience | <ul style="list-style-type: none"> ▪ Experience of all aspects of small animal clinical veterinary workload. ▪ Experience providing emergency care within primary small animal practice. ▪ Experience in the delivery of team-based clinical services. ▪ Experience in contributing to clinical audit and devising interventions to improve patient safety. ▪ Enthusiasm for disseminating clinical and scientific knowledge. | <ul style="list-style-type: none"> ▪ Experience providing advanced critical care to patients within a hospital setting. ▪ Experience providing 'out-of-hours' veterinary care. ▪ Knowledge of Human Factors and the impact on emergency decision making. ▪ Experience of supervision of veterinary students either within clinical practice or an educational setting. ▪ Teaching in Higher Education. ▪ Experience in tutoring and counselling of students. ▪ Administrative experience in an academic environment (e.g. Module convening). ▪ Experience of supervision and assessment of veterinary students within higher education. ▪ Evidence of contribution to school/university based clinical or teaching strategy. ▪ Demonstrable teaching ability. |
| Qualifications, certification and training (relevant to role) | <ul style="list-style-type: none"> ▪ Veterinary qualification suitable for clinical practice in the UK. ▪ Full driving licence. | <ul style="list-style-type: none"> ▪ Teaching qualification ▪ Post graduate clinical qualification in any relevant small animal clinical discipline (relevant clinical experience may be considered as an alternative to this qualification). |

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| Statutory, legal or special requirements | <ul style="list-style-type: none"> ▪ Satisfactory Enhanced disclosure obtained from the Disclosure and Barring Service. | |
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The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our work force and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.

Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University's strategy, vision and values. The following are essential to the role:

- Valuing people** Is always equitable and fair and works with integrity. Proactively looks for ways to develop the team and is comfortable providing clarity by explaining the rationale behind decisions.
- Taking ownership** Is highly self-aware, looking for ways to improve, both taking on board and offering constructive feedback. Inspires others to take accountability for their own areas.
- Forward thinking** Driven to question the status quo and explore new ideas, supporting the team to "lead the way" in terms of know-how and learning.
- Professional pride** Sets the bar high with quality systems and control measures in place. Demands high standards of others identifying and addressing any gaps to enhance the overall performance.
- Always inclusive** Ensures accessibility to the wider community, actively encouraging inclusion and seeking to involve others. Ensures others always consider the wider context when sharing information making full use of networks and connections.

Key relationships with others

