



Job title	Clinical Teaching Fellow in Primary Care	Job family and level	Clinical Academic, Clinical Consultant – old contract (GP) - Teaching Focus
School/ Department	School of Medicine/Lifespan and Population Health	Location	University of Nottingham School of Medicine

Purpose of role

You will deliver teaching activities one half day a week to undergraduate medical students. You will teach seminars across all years of the curriculum including input to the Pre-Foundation course. You will be expected to undertake clinical duties in addition to this role (clinical duties are to be arranged separately from the 1/10th teaching fellow contract).

Most teaching sessions are timetabled on Wednesday mornings at the Queen's Medical Centre or City Hospitals in Nottingham, but some teaching occurs at the Royal Derby Hospital and Kings Mill Hospital, Mansfield. Teaching in Chesterfield, Lincoln or Boston could also be a possibility. Some teaching sessions may occur on other days of the week. When allocating teaching activities we try to take account of staff preferences, however we do need the new clinical teaching fellows to be prepared to teach at the different sites if necessary.

You are encouraged to contribute to course development and are expected to attend the annual primary care education unit training day and other training and feedback sessions, as appropriate. Upon appointment, you will agree your teaching timetable for induction, face-to-face teaching and student assessment with the Primary Care Team Manager. You will report to the Head of Undergraduate Primary Care Education.

Whilst this is a University academic appointment at 0.1 FTE (3.85 hours per week), it is a requirement that you maintain regular NHS clinical practice, GMC registration, a licence to practice and be revalidated with the GMC.

	Main responsibilities (Primary accountabilities and responsibilities expected to fulfil the role)	% time per year
1	<p>Teaching delivery</p> <ul style="list-style-type: none"> This will mainly take the form of facilitating small group teaching related to the courses managed by the primary care education unit. There may also be the opportunity to develop skills in delivering larger group teaching activities, such as lectures, and to contribute to the continuing professional development of GP educators by facilitating training sessions. 	50%

2	<p>Teaching preparation and course documentation</p> <ul style="list-style-type: none"> • Course convenors take the lead role in developing the curriculum, setting objectives and designing course materials. Teaching fellows are encouraged to discuss and adapt the resources provided to suit their own personal teaching style within the objectives of the individual sessions. The materials provided should serve as the main preparation for each teaching session. Course convenors provide course guides for students and tutors that clearly outline the course objectives and methods of assessment. Where appropriate, teaching fellows may work with course convenors to enhance aspects of the programme. 	10%
3	<p>Assessment</p> <p>You will contribute to the assessment of students. This involvement varies according to the year group involved. It may consist of:</p> <ul style="list-style-type: none"> • Assessing contributions to seminars or small group discussions • Marking written work (workbooks or projects) • Being examiners for clinical exams 	10%
4	<p>Evaluation and quality assurance</p> <ul style="list-style-type: none"> • A system of internal evaluation is in place for each year group to evaluate the teaching, and students are invited to contribute to Faculty meetings and Faculty questionnaires. • After seminars, teaching fellows are encouraged to debrief informally to assess their students' reactions to the work they have been set. All feedback information - oral and written - is collated at regular intervals and the comments considered as part of an annual process of review of each course. • The curriculum content and teaching materials are reconsidered each year in the light of the comments received and if appropriate special items are included in the teaching staff training programme to address any particular concerns or curriculum changes. Teaching fellows may also make a contribution to education research in order to augment the evidence base of medical education. 	10%
5	<p>Peer review, appraisal and continuing professional development</p> <ul style="list-style-type: none"> • Teaching fellows are invited to contribute to the peer review processes working with a chosen colleague on the development of their teaching skills. • Teaching Fellows will take part in the annual internal appraisal scheme to consider progress and career development as appropriate. A range of teaching development activities are arranged throughout the year (some compulsory and some optional). 	10%
6	<p>Monitoring of attendance and student support and guidance:</p>	10%

	<ul style="list-style-type: none"> As part of the internal system of support and as part of the assessment process, teaching fellows are requested to monitor student attendance at teaching sessions, contact students and to notify the support team and Course Convenor if there are any problems. This responsibility is seen as part of the way teaching fellows and lecturers can provide ongoing support and direct students to gain appropriate guidance if they experience difficulties. 	
7	<p>Any other duties appropriate to the grade and level of the role.</p> <p>We recognise the importance of continuous professional development and therefore the importance of providing opportunities, structured support and encouragement to engage in professional development each year.</p>	N/A

Person specification

	Essential	Desirable
Qualifications/ Education	<ul style="list-style-type: none"> MBBS or equivalent Practicing General Practitioner Full GMC registration with a licence to practise 	<ul style="list-style-type: none"> Certificate, diploma or similar in education, or equivalent Membership of the Royal College of General Practitioners or equivalent
Skills/Training	<ul style="list-style-type: none"> Currently practising as a GP Excellent verbal and written communication skills Excellent planning and organisation skills Excellent interpersonal skills to network with GP colleagues Good IT skills- email, internet and MSWord 	<ul style="list-style-type: none"> Proficient teaching skills in consultation debriefing using Calgary-Cambridge method Proficient teaching skills in small group teaching
Experience	<ul style="list-style-type: none"> Previous experience in clinical teaching 	<ul style="list-style-type: none"> Demonstrated commitment to undergraduate medical education Demonstrated ability to work in a team supporting colleagues and sharing expertise
Statutory/ Legal	<ul style="list-style-type: none"> Full GMC registration with a license to practice at time of appointment and on the GP register. Satisfactory enhanced disclosure from the Disclosure and Barring Service. 	

<p>Other</p>	<ul style="list-style-type: none"> • Willingness to adopt the Ethos and Principles of the School of Medicine to improve the student experience. 	
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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

