Primary Care and Public Health
Teaching Fellow (Fixed term, 0.5 fte)
Salary range: Grade 8 (starting at £39,324 and rising to £46,924 per annum, pro rata) with an additional market rate supplement to bring the total salary to NHS salary level GP01 on the GP Educator Pay Scales £86,068 per annum, pro rata
Expected start date: as soon as possible

Brighton and Sussex Medical School is seeking a general practitioner to contribute to the planning and delivery of general practice teaching for undergraduate medical students. The post-holder will contribute to the recruitment, support and quality control of general practice placements across the GP curriculum with a focus on year 5. They will also contribute to the development of learning and assessment materials relating to general practice across the curriculum, to ensure that these are relevant and up to date. Some travel to GP practices will be required.

Closing date for applications: 22 February 2017

For full details and how to apply see:

www.sussex.ac.uk/jobs  www.brighton.ac.uk/jobs  www.bsms.ac.uk

We are committed to equality of opportunity

The Universities are committed to equality and valuing diversity, and applications are particularly welcomed from women and black and minority ethnic candidates, who are under-represented in academic posts in science, mathematics, medicine and engineering at Sussex and Brighton.
Purpose of the post:

The post holder will work as part of a small team, including the relevant module leaders and the administrative staff designated to support general practice and community based teaching. The main priorities of the appointment are:

Key Responsibilities:

1 Teaching & Student Support

1.1 Engage in the planning, delivery and assessment of innovative high-quality undergraduate and postgraduate teaching, in liaison with the relevant programme and course convenors.

1.2 Identify, design, develop and manage new curriculum proposals that are attractive to students.

1.3 Develop high-quality inclusive teaching materials, methods and approaches, take responsibility for their quality, and ensure that they meet defined learning objectives.

1.4 Ensure that teaching materials remain up-to-date and relevant, incorporating advances in the subject area into the course of study, and utilising appropriate technology.

1.5 Set, mark, and assess coursework and examinations; select appropriate assessment instruments and assessment criteria, and provide constructive and comprehensive feedback to students.

1.6 Undertake continuous professional development to maintain an understanding of appropriate pedagogy in the subject area.

1.7 Supervise the work of undergraduate and taught postgraduate students, providing advice on study skills.

1.8 Contribute to the accreditation of courses and quality-control processes.
1.9 Undertake and complete administrative duties required in the professional delivery of teaching.

1.10 Undertake academic advising duties, and provide first-line support for sensitive issues, referring on as appropriate to services providing further assistance.

1.11 Adopt an approachable and accessible attitude towards students, offering office hours, informal advice etc.

1.12 Supervise student projects, fieldtrips and, where appropriate, placements.

1.13 Supervise the work of others, and co-ordinate work to ensure modules are delivered to the required standards.

2 Scholarship & Enterprise

2.1 Actively build internal and external contacts and networks in order to, for example, secure student placements, and build relationships for future activities.

2.2 Contribute to a relevant national professional body or recognised pedagogic events.

2.3 Continually update knowledge and understanding in field or specialism, and engage in continuous professional development.

3 Contribution to School & University

3.1 Attend and contribute to School meetings.

3.2 Responsible for administrative duties such as admissions days, timetabling, examinations, assessment of progress and student attendance, as directed by the Head of School.

3.3 Undertake an administrative or organisational role within the School e.g. Library Representative, Year Tutor or personal academic tutoring.

3.4 Assist with undergraduate and postgraduate recruitment.

3.5 Play a key role in School or University working groups or committees, as required.

3.6 Advise and provide support to less experienced colleagues.

3.7 Conduct risk assessments, and take responsibility for the health and safety of others, if required.

3.8 Undertake additional administrative duties, as required by the Head of School.
4 **Role-specific duties**

4.1 Work with the GP Placement Co-ordinator to prepare and support GPs offering year 5 placements, including visits and other quality assurance support as required.

4.2 Review existing and write new, both year 1 and 5 online cases.

4.3 Attend curriculum meetings to represent general practice, consulting academic GP colleagues on representation at various boards.

4.4 Contribute to planning OSCE examinations and taking part as an examiner.

4.5 Write questions for prescribing formulary.

4.6 Contribute to planning and providing support for Academic Clinical Fellows and F2 doctors, in consultation with Head of Dept PCPH and potential supervisors.

4.7 Contribute to the teaching of research methods and audit on primary care topics.

4.8 Chair GP case based discussions.

4.9 Contribute to teaching support courses for visiting GP teachers and others.

4.10 Contribute to Module 403 (GP and Public Health) review board.

4.11 Contribute to the marking of GP cases in depth.

4.12 Attend Thursday seminar/meeting/events in Dept Primary Care and Public Health.

4.13 Support and contribute to undergraduate career events to promote GP, and to GP undergraduate society.

4.14 Support Stroke Prevention project in year 5.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or the level of responsibility entailed.
Person specification

Criteria can only be described as essential if the outcome required is absolutely dependent upon them. Consider reasonable adjustments and discount factors that unfairly discriminate on the grounds of race, age, religion or belief, gender, sexual orientation or disability.

<table>
<thead>
<tr>
<th>Skills and abilities</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>1</td>
<td>X</td>
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<tr>
<td>Excellent interpersonal skills, with the ability to engage with students using a variety of different methods</td>
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<tr>
<td>2</td>
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<tr>
<td>Excellent presentation skills, with the ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.</td>
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<td>3</td>
<td>X</td>
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<tr>
<td>Ability to work individually on own initiative and without close supervision, and as part of a team.</td>
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<td>4</td>
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<tr>
<td>Excellent organisational and administrative skills.</td>
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<tr>
<th>Knowledge</th>
<th>Essential</th>
<th>Desirable</th>
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<tbody>
<tr>
<td>1</td>
<td>X</td>
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<tr>
<td>Excellent IT skills, with the ability to produce high-quality learning support materials.</td>
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<th>Experience</th>
<th>Essential</th>
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<tr>
<td>1</td>
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<tr>
<td>Experience of teaching at undergraduate and taught postgraduate level, or experience of equivalent professional training.</td>
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<tr>
<td>2</td>
<td>X</td>
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<tr>
<td>Proven experience of innovation and creative problem-solving.</td>
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<tr>
<td>3</td>
<td>X</td>
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<tr>
<td>Experience of successful curriculum design or re-design</td>
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## Qualifications

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<th>Essential</th>
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<tbody>
<tr>
<td>1</td>
<td>Normally educated to doctoral level, or other equivalent qualification, or appropriate level of experience, as appropriate to the discipline (see role-specific criteria below)</td>
<td>X</td>
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<tr>
<td>2</td>
<td>A recognised higher education teaching qualification</td>
<td>X</td>
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<td>3</td>
<td>The post holder must hold a licence to practice with GMC and be listed on the UK GP register</td>
<td>X</td>
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<tr>
<td>4</td>
<td>The post holder must be listed on the general practitioner Performers List (England)</td>
<td>X</td>
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## Personal attributes and circumstances

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<th></th>
<th>Essential</th>
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<tbody>
<tr>
<td>1</td>
<td>A willingness to participate in support activities beyond normal classroom duties</td>
<td>X</td>
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<td>2</td>
<td>Able to prioritise and meet deadlines.</td>
<td>X</td>
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<tr>
<td>3</td>
<td>Satisfactory DBS clearance at appropriate level</td>
<td>X</td>
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The criteria should be changed to reflect the job description and the number of criteria boxes can be increased or decreased.
Senior leadership and management

The Vice-Chancellor is the senior academic officer and, as Chief Executive, is responsible to the University Council for management of the University. He is supported by an executive group which includes the three Pro-Vice-Chancellors, the Registrar and Secretary, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex report to the Pro-Vice-Chancellors.

The Registrar and Secretary heads the Professional Services of the University. In addition, under the University Statutes, the Registrar and Secretary is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor. The Director of ITS reports to the Registrar and Secretary, and the Librarian reports to one of the Pro-Vice-Chancellors.

The Medical School

The School is an equal partnership between the Universities of Sussex and Brighton together with NHS staff throughout the South East Region. The arrangements for the School’s governance reflect this approach and students are awarded joint degrees of both Universities.

The School is fully committed to the principles of GMC: Standards of Promoting Excellence; it endorses the value of medical education in a multi-professional context, and promotes the highest possible standards in its three pivotal components of teaching, clinical practice, and research (both fundamental and applied).

There is an annual intake to undergraduate medicine of approximately 138 students. BSMS has proved exceptionally popular and has regularly achieved one of the highest application rates of any UK medical school. Students spend their first two years primarily on the universities’ campuses at Falmer; thereafter the focus shifts to the associated teaching hospitals in Brighton and the surrounding area. There are purpose-built teaching facilities in all areas.

The curriculum emphasises early clinical involvement, a broad range of experience and a firm foundation in basic science. A wide range of teaching and learning approaches are employed, tailored to the particular circumstances; we are not committed to a single method of delivery. Feedback from the National Student Survey has demonstrated an exceptionally high level of student satisfaction, with BSMS being consistently amongst the top 10 performing schools in the country with scores of over 90%.

The research undertaken at BSMS aims to make a genuine contribution to the evidence and science underpinning clinical practice, and to benefit people and patients in their health and wellbeing. We expect our key domains of research strength to be recognised on the international stage and these are represented by the new departments of Global Health and Infection (including HIV and sexual health) and Neuroscience (including mental health and neurology). We have made significant investments in research infrastructure, including a world-class Clinical Imaging Sciences Centre (CISC) housing a 3T and 1.5T MRI and a PET-CT scanner and a Clinical Investigation & Research Unit (CIRU) dedicated to
patient-orientated research and early clinical trials.

Following the appointment of Professor Malcolm Reed as Dean in December 2014, the Medical School has undergone a strategic review and is currently undergoing reorganisation into the following Departments which will be fully established for the academic year 2016/17:

Clinical and Experimental Medicine
Global Health and Infection
Neuroscience
Primary Care and Public Health
Medical Education

Administration. The Medical School’s Administration is led by the Medical School Secretary. The School’s 60+ support staff offer support to a range of functions including curriculum development and delivery, admissions, library and IT, communications, student welfare, human resources, research and finance.

The Universities

The Universities of Brighton and Sussex have formed a highly effective and successful partnership that has resulted in the creation of this first new medical school in the South East region outside of London. Each institution has its own distinct culture and each is proud of its history and achievements but they have a long and successful history of collaboration.

Research and teaching

Both universities are committed to excellence in teaching and research.

Sussex is a progressive university delivering innovative thought and action, with a worldwide reputation for excellence in research and discovery. Its distinctive approach leads to the development of high quality new research which crosses traditional boundaries, benefits and enriches society, and influences policy at international, regional and national levels. Sussex research has a positive impact on people’s lives. In the Times Higher Education World University Rankings 2016, Sussex was ranked 23rd in the UK and 140th in the world for research influence.

The results of the government-commissioned Research Excellence Framework (REF) in 2014 show that over 75% of research activity at Sussex is categorised as ‘world leading’ (4*, 28%) or ‘internationally excellent’ (3*, 48%) in terms of originality, significance and rigour, whilst 98% of research activity at Sussex is categorised as either ‘world-leading’, ‘internationally excellent’ or ‘internationally recognised’.

The University of Brighton has a long and distinguished history of applied research. This serves to sustain and nourish its mission to help form professional and vocational careers. Ultimately, the
university aims to transform the lives and experiences of people and their environments with research that matters. In the REF2014, 92% of its research was judged to be world-leading or internationally excellent in terms of the impact it makes, putting it in the top 25% for the sector. 38% of the university’s work in the Health Sciences was rated as world-leading.

BSMS made a major contribution to its host universities’ submissions in the most recent Research Excellence Framework (REF2014). The majority of BSMS staff submitted contributed to Psychology, Psychiatry and Neuroscience, and Biological Sciences at the University of Sussex, both ranked 10th, or the joint submission with the University of Brighton (Allied Health Professionals, Dentistry, Nursing and Pharmacy – ranked 27th). A smaller number of academics were submitted with Sociology and English at Sussex.

Brighton and Sussex University Hospitals (BSUH) is the regional teaching hospital working across two sites: the Royal Sussex County Hospital in Brighton and the Princess Royal Hospital in Haywards Heath. The Brighton campus includes the Royal Alexandra Children’s Hospital and the Sussex Eye Hospital, and the Haywards Heath campus includes the Hurstwood Park Regional Centre for Neurosciences.

In May 2014 the UK Government agreed the release of £420m to redevelop the Royal Sussex County Hospital site. The plans will see the site’s 19th century buildings replaced with new, modern facilities for the delivery of healthcare, for teaching and for research.

Revised August 2016 (PP-D)