Department of Primary Care and Public Health
Professor in General Practice
Permanent, full time (part-time options may be possible)
Salary range: Consultant Clinical Academic pay scale from £76,001 to £102,465 per annum (basic salary) dependent on clinical seniority
Interview date: 02 June 2017
Expected start date: as soon as possible

We are seeking a practising GP as an inspirational role model in general practice as Professor of General Practice at Brighton and Sussex Medical School (BSMS).

The postholder will lead the GP teaching team and contribute to the delivery and further development of teaching in general practice across the School. They will take a leadership role to ensure undergraduate BMBS students have an excellent experience of general practice across the curriculum. The postholder will also engage with external organisations and networks to support strong relationships across undergraduate and postgraduate training. The Professor of General Practice will take a lead in supporting student-led general practice related activities and career development. They will work with colleagues to encourage and enable GP colleagues beyond BSMS to engage with the undergraduate teaching programme, including the provision of placements, Student Selected Components and 4th year Individual Research Project placements.

Building on a substantial research reputation, the postholder will undertake a programme of research relevant to BSMS (which may include medical education). Working with the Departmental Research Leads and BSMS GP colleagues, they will support researchers across the School to engage with research in primary care. The postholder will offer advice and support to the Clinical Research Network to build the local portfolio of research.

The postholder will support the development and implementation of research and teaching strategy across BSMS, and will from time to time undertake formal School level leadership roles appropriate to their background and portfolio.

The postholder will be expected to establish a 0.2 FTE role in a local GP practice and to hold an appropriate honorary contract with NHS England or other appropriate body.

Interested candidates are encouraged to discuss the position informally with Professor Jackie Cassell, 01273 644143, j.cassell@bsms.ac.uk

Closing date for applications: 19 April 2017

For full details and how to apply see:
www.sussex.ac.uk/jobs www.brighton.ac.uk/jobs www.bsms.ac.uk
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.

Department: Primary Care and Public Health
Section / Unit: Brighton and Sussex Medical School
Location: Mayfield House
Responsible to: Head of Department of Primary Care and Public Health

Role Description:

Professor is the most senior career-grade teaching and research position. Post-holders are expected to show high academic standing, to make a broad and sustained contribution to their field and discipline nationally and internationally, and to demonstrate sustained exceptional performance in research. They will demonstrate academic leadership in both teaching and research, and support the management and strategic planning processes of the School and the University.

PRINCIPAL ACCOUNTABILITIES

1. To provide academic leadership in the design and delivery of innovative and high-quality teaching programmes.

2. To engage in high-quality research activity resulting in high-quality publications to be submitted to the REF at acceptable levels of volume and academic excellence; to lead major research projects; to consistently secure research funding and third-stream income; and to play a key role in the development and implementation of the School research strategy.

3. To provide guidance, support and mentoring to junior members of staff working in the same or cognate research areas.

4. To play a key role in supporting the management activities of the School and University, and to undertake a significant School directorship role if required.

Key Responsibilities:

1 Teaching & Student Support
   1.1 Lead innovative design, development and delivery of the overall curricula
   1.2 Develop the quality assurance framework within the University’s overall framework e.g. for the validation and re-validation of courses.
1.3 Regularly review and update course content and teaching materials, ensuring that they remain up-to-date and relevant, incorporating advances in the subject area and utilising appropriate technology.

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

1.5 Actively maintain an understanding of appropriate pedagogy in the subject area.

1.6 Provide academic leadership and inspiration to those teaching within subject area.

1.7 Supervise PhD students and/or externally funded postdoctoral staff.

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

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

2 Research, Scholarship & Enterprise

2.1 Play a leading role in the development and implementation of School research strategies and themes, and lead and co-ordinate research activity in own subject.

2.2 Identify and develop research objectives, and proposals for own or joint research.

2.3 Carry out independent research and act as a Principal Investigator or project leader on major research projects. This may involve leading and line-managing the staff including their recruitment, probation, mentoring, performance review and staff development; managing the budget, and taking responsibility for the delivery of the programme.

2.4 Define research objectives and questions, review and synthesise the outcomes of research studies, and develop ideas for application of research outcomes.

2.5 Develop proposals for major research projects which will make a significant impact, and lead to an increase in knowledge or understanding or the development of new explanations, insights, concepts or processes.
2.6 Produce high-quality research outputs that are world leading in the field, for publication in monographs or recognised high-quality journals, or performance/exhibition, as appropriate, and make a significant contribution to the School's REF assessment at acceptable levels of volume and academic excellence.

2.7 Make presentations at national and international conferences or exhibit work in other appropriate events of a similar standing, and play a lead role in identifying ways to disseminate research outputs informally via the Internet, the media and other forms of public engagement.

2.8 Develop and maintain an independent research reputation by, for example, serving on peer review committees, or acting as a referee for journal articles or research grant applications.

2.9 Play a key role in the internal management of the REF assessment exercise.

2.10 Play a lead role in identifying sources of funding and securing bids, both individually and in collaboration with others.

2.11 Play a lead role in identifying sources of funding and securing bids, both individually and in collaboration with others.

2.12 Provide academic leadership and inspiration to those working within own research area, and foster inter-disciplinary team working.

2.13 Lead and develop internal and external networks to foster collaboration on both an individual level and on behalf of others in the School, share information and ideas, and promote the subject and the University, both nationally and internationally.

2.14 Develop successful links with external contacts such as other educational and research bodies, employers, professional bodies and other providers of funding and research initiatives to foster collaboration and generate income, and to influence the external research and policy agenda.

2.15 Contribute to the enhancement of research quality and thinking in the field by being involved in quality assurance and other external decision-making bodies.
2.16 Act as a leading authority in the field or specialism, developing new knowledge, and understanding and innovation in the area.

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

3 **Contribution to School & University**

3.1 Attend and contribute to School meetings.

3.2 Contribute to the overall management of the School in areas such as budget management and business planning.

3.3 Contribute to School and University level strategic planning and development.

3.4 Engage in activities beyond day-to-day teaching duties, for example Admissions Days.

3.5 Assist with undergraduate and postgraduate recruitment.

3.6 Chair School or University committees, and participate in University decision-making and governance.

3.7 Undertake a School directorship role, for example Director of Research.

3.8 Advise and provide support to less experienced colleagues, and conduct Performance and Development Reviews, if required.

3.9 Mentor staff in related or cognate research areas providing advice on personal career development plans, and assisting them in identifying and securing career development opportunities.

3.10 Undertake additional administrative duties, as required by the Head of School.

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.
### INDICATIVE PERFORMANCE CRITERIA

- Evidence of quality in teaching and learning demonstrated in a range of measures, including student satisfaction; of thoughtful and effective innovation in the development of new courses and/or programmes; and of leadership in the promotion of teaching and learning in the subject.

- Proven innovative teaching practice, typically adopted as best-practice within the institution.

- Evidence of providing, or demonstrable potential to provide academic leadership, development, mentoring and career management advice for colleagues, research assistants and students in the area of teaching and learning.

- A record of consistent involvement in external examining at research-intensive universities, and other forms of engagement in upholding academic standards.

- Leadership of a national subject association.

- Evidence of commitment to improving the student experience and/or leadership of a major change project designed to improve the student experience.

- Publication of highly regarded text books or other significant teaching materials for use in higher education, chosen by third parties on a discretionary basis.

- Evidence of sustained output of high-quality research publications or other recognised forms of output, subjected to peer review and describing significant discoveries, applications or observations.

- Evidence of leadership in the discipline and cognate disciplines, demonstrating an ability to inspire colleagues to develop their own research potential, including partnerships with individuals and/or bodies of international standing.

- Sustained record of attracting funds year-on-year, which are notable awards in terms of size and scope, and of leadership of and collaboration in significant research projects and/or consultancy or work with external organisations.

- Transfer of intellectual property into the wider economy.

- Development of research and consulting relationships with other organisations, and development of business and community links that bring tangible benefits to the University.

- Sustained record of successful postgraduate research supervision.

- Academic distinctions (e.g. academic awards; editorship of, or refereeing for, journals; grant reviewer for awarding bodies; services for learned societies; election to Fellowships).

- Transfer of research findings into practical applications and/or enrichment of the wider culture through creativity in the social sciences, humanities and the visual and performing arts.

- External and visiting appointments.

- Influence on the formulation of policy.
- Advancement of the discipline through a distinctive contribution to intellectual leadership, professional, clinical or vocational practice.

- Evidence of enhancing the international standing and profile of the School and University.

- A sustained contribution to the delivery of University and/or School strategy.

- Evidence of exceptional collegiality.

- A leadership role within the University, creating significant performance improvement.

**INDICATIVE JOB PLAN**

The post holder will be supported to establish an annualised contract as a general practitioner for two sessions a week in the local health economy, within a year of appointment.

**PERSON SPECIFICATION**

**ESSENTIAL CRITERIA**

1. Educated to doctoral level in a relevant discipline (see role-specific criteria below).

2. In-depth knowledge of specialism to enable the development of new knowledge, innovation and understanding in the field.

3. Excellent interpersonal skills, with the proven ability to engage with students using a variety of different methods.

4. Excellent presentation skills, with the proven ability to communicate effectively, both orally and in writing, with students, colleagues and external audiences.

5. Significant experience of high-quality teaching at undergraduate and postgraduate level.

6. Successful track record of innovative curriculum design or redesign.

7. Significant track record of influential publications in reputable journals and other appropriate media of similar standing.

8. Successful and sustained track record of generating research and knowledge exchange income that is notable in terms of size and scope, and the translation of research results into practice.

9. Experience of successfully leading large externally funded research projects.

10. An international reputation in the field of study.
11. Successful track record of supervising postgraduate students.
12. Evidence of proactive contribution to the School and/or University.
13. Leadership and people management skills.
15. Commitment to collegiality and inter-disciplinary working.
16. Excellent organisational and administrative skills.
17. Ability to prioritise and meet deadlines.
18. A willingness to participate in support activities beyond normal teaching duties.
19. Excellent IT skills, with the ability to produce high-quality learning support materials.

**ESSENTIAL ROLE-SPECIFIC CRITERIA**

1. A practising GP who can act as an inspirational role model for medical students.
2. A member of the Royal College of General Practitioners (UK) by examination, or equivalent.
3. Registered and revalidated with the General Medical Council, or eligible to do so.
4. A demonstrable knowledge of recent developments in UK general practice and integrated care.
5. A substantial research track record in a field relevant to UK primary care (which may include medical education research).
6. Knowledge of the NHS in England, including the roles of Health Education England, Clinical Commissioning Group and NHS England as they relate to BSMS.
7. A demonstrable commitment to multi professional education.
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 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 & Sussex University Hospitals NHS Trust

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)