Clinical Information Pack

Clinical Lecturer

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| Post title: | **NIHR Clinical Lecturer in Public Health** | | |
| Schools: | Primary Care, Population Sciences and Medical Education | | |
| Faculty: | Faculty of Medicine | | |
| Career Pathway: | Clinical | Level: | \*AMNL or CADT |
| Salary: AMNL scale | £39,260 | To | £68,478 |
| Salary: CADT scale | £55,329 (ST3/CT3 to ST5) | To | £63,152 (ST6 to ST8) |
| Associated NHS bodies | University Hospital Southampton NHS Foundation Trust (UHS) | | |
| Clinical category: | Balanced portfolio | | |
| Posts responsible to: | Head of School | | |
| Posts responsible for: | Research Staff and Postgraduate Research Students as appropriate | | |

*\*AMNL scale to be used if candidate at or above ST3 on 3 August 2016*

*CADT scale to be used if candidate below ST3 on 3 August 2016*

**Particulars of Appointment**

The Faculty of Medicine wishes to appoint an NIHR Academic Clinical Lecturer, hosted by one of the following clinical specialties, Anaesthesia, Primary Care or Public Health.

The post is intended for an applicant within any of these three specialties, with the specialty of the final (single) post dependent on the successful applicant.

The applicant will have a higher research degree (or have submitted for such a degree) and appropriate research experience.

This pack sets out the details for the post as it would be linked to Public Health, should this be the specialty of the successful applicant.

The post-holder will be pursuing their development of research and teaching within the School of Primary Care, Population Sciences and Medical Education in the Faculty of Medicine, University of Southampton.

In this post-doctoral role, the successful candidate will be in specialist clinical training at ST3 level in Public Health or above and have substantial experience of the relevant research areas, a proven track record of high-quality original research publications, the ability to work well in a multidisciplinary, multi-professional team and hold a corresponding NTN.

The post-holder will also have clinical commitments at University Hospital Southampton NHS Foundation Trust that will lead to the acquisition of clinical skills required for full registration within the specialty.

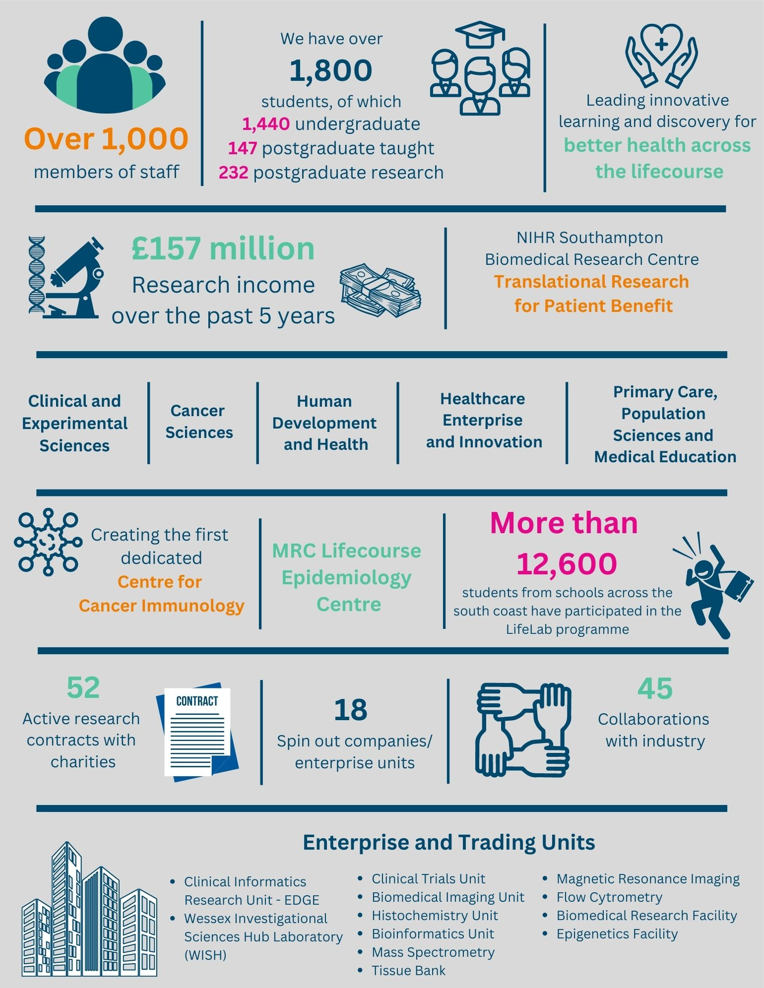
The post is subject to terms and conditions of service determined by the University of Southampton and in its honorary clinical capacity by the University Hospital Southampton Foundation Trust Board.

**The University of Southampton**

The University of Southampton is a leading research-intensive University, a member of the Russell Group and one of the top 100 universities worldwide. We deliver an excellent educational experience, world-leading research and we are known for successfully commercialising that research through enterprise.

This is an exciting time to join the University of Southampton. We have an aspirational University Strategy (see [www.southampton.ac.uk/strategy](http://www.southampton.ac.uk/strategy)), setting out our ambitions over the next five years. The strategy involves achieving a top 10 place in the UK for research, which we will achieve by investing in the highest quality staff and facilities. We are also transforming the education offer available to undergraduate and postgraduate students across the University, providing greater flexibility and modular courses, with a strong international focus.

**The Faculty of Medicine**



The creation of the Faculty of Medicine has enabled us to build upon strong foundations of basic research and clinical translation.  Working with colleagues across the University and in the local NHS we have strengthened our position as a renowned centre for translational research, leading innovative learning and discovery for better health across the life-course.  In this context, we are looking to appoint an outstanding senior academic to develop and lead a major programme of funded clinical research in the field of interstitial lung disease.

Key to the success of the Faculty of Medicine is the delivery of high-quality education for undergraduate and postgraduate students, building on our partnership in biomedical research with University Hospital Southampton NHS Foundation Trust and fostering new collaborations with the physical sciences, including chemistry, engineering and computing.

The Faculty celebrated its 40th anniversary in 2016. In 1971 FoM consisted of 40 students. FoM is now reputed for its excellence in research, innovative clinical teaching and is a vibrant pillar of the South of England community

**The Student Experience**

We offer a range of undergraduate programmes: the BM4 programme, a graduate-entry four-year programme which accepts 48 students per year; and the BM5 and BMedSc programme which accepts 200 students per year including approximately 30 students from a BM6 programme aimed at widening access to a medical career. Students also join the first two years for teaching in Southampton on the BM(EU) Programme, an affiliation with a German Medical school in Kassel. Biomedical/ Psychosocial Teaching in the first two years of the BM programmes is delivered in the South Block of Southampton General Hospital as well as on Highfield campus. Clinical teaching takes place at Southampton General Hospital and the adjoining Princess Anne Hospital, the Royal South Hants Hospital, and in NHS Trusts and General Practices throughout Hampshire, Dorset, West Sussex and Salisbury.

The BM5 programme has several distinctive features.   These include the integrated nature of teaching where the scientific disciplines are taught together in a clinical context using a systems-based approach and the BMedSc programme, a four-month supervised research project undertaken in Year 3. There is also the opportunity, for selected students, to undertake an integrated, intercalated Masters in Medical Science (MMedSc).  The BM4 programme also has several key features.  These include clinical topics in the first two years where students meet on a regular basis in Graduate Groups and learning with BM5 students in the third and fourth years on all clinical attachments.  All students take the same final examinations.  All programmes have substantial clinical experience in the first two years, student selected components, dispersed final year attachments, work shadowing prior to commencing a Foundation post and inter-professional learning.

In addition to the undergraduate BM programmes the School provides four Masters Degree programmes in Public Health, Allergy, Genomics and Diabetes plus an MRres.

**Research and Enterprise**

The Faculty of Medicine has a clear research strategy to investigate the biomedical basis of common human diseases and to translate this into clinical practice. All research undertaken within the Faculty has clear evidence of international excellence and is delivered through appropriate Faculty Schools.

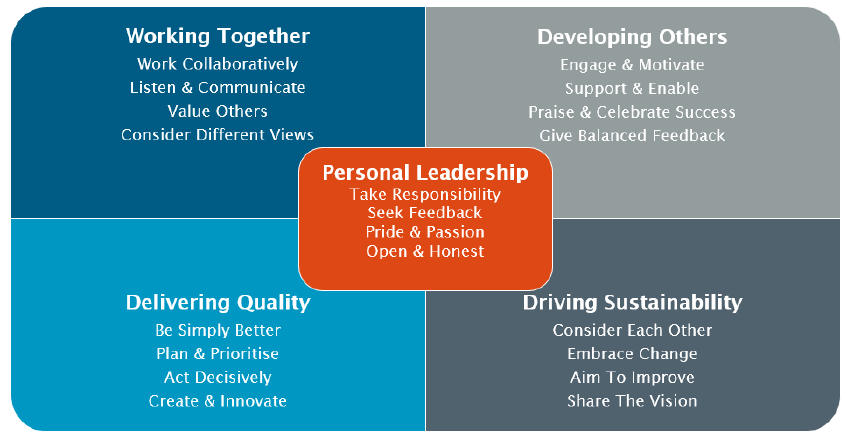
The Faculty of Medicine Enterprise Strategy is fully aligned to the University Enterprise Strategy to provide a step change to its enterprise and innovation culture, delivering global outreach, community engagement, innovative healthcare and policy. We work with all stakeholders from industry and pharma to health providers and the community.

**Equality, Diversity and Inclusivity**

We are committed to positively advancing equality of opportunity. We participate in a number of equality initiatives which celebrate good employment practice for the advancement of diversity, equality and inclusivity. These include the Stonewall Workplace Equality Index, the Race Equality Charter and Athena Swan, (for which we are currently silver award holders). We also have a number of staff equality committees who champion the advancement of equalities for diverse groups.



**Southampton Behaviours**



**School Information**

**Primary Care, Population Sciences and Medical Education** (PPM) is one of the four Schools in the Faculty of Medicine (Head Professor Nick Francis Professor

This School encompasses a wide range of academic disciplines for applied health research: clinical primary care and public health; epidemiology; medical statistics, qualitative methods, health economics, and health psychology.  There is a single management and administrative structure with bi-monthly team meetings of all senior academic staff, responsible for policy, strategic planning, and research oversight with strategic Away Days.  We have strong research collaborations with relevant clinical disciplines in the Faculty of Medicine and methodologists and clinicians in other Faculties, (notably in Psychology, Medical Sociology, Statistics, Nursing and Health Geography).  There are sixteen senior academics in PCPS (nine professors, seven associate professors), 18 post docs and 13 PhD/MD students and a total staff footprint of around 80.  We promote the equality and diversity agenda which is a standing item at Unit and Faculty Leadership Team meetings, and are planning to improve from silver award to gold award.

Research funding currently totals about £10 million from a diverse range of sources (NIHR programmes HTA, EME, PGfAR, RfPB, EME, HSR, and PHR, School of Primary Care Research (SPCR), as well as charitable (ARC, BHF) and industry (Pukka). The School currently leads five prestigious NIHR Programmes and provides major contributions as Work-package leaders to three others. The Unit’s research has focused broadly on:

* Managing common conditions in primary care, with the aim of preventing inappropriate use of antibiotics in infectious disorders and the inappropriate use of antidepressants in mental health disorders
* The epidemiology prevention and management of key chronic diseases (eg chronic kidney, liver and respiratory diseases) and multimorbidity, particularly the promotion of self- management  using digital technology to avoid medicalisation and iatrogenesis;
* Addressing vulnerable groups: Mental Health, Health inequalities, HIV/sexual health, Older age (cognitive decline and malnutrition), and maternal/child health.
* Understanding and enhancing communication in consultations, and improving the evidence base for integrative medicine

There is active use of large databases (CPRD, Care and Health Information Exchange Analytics (CHIA))) and there is strong methodological input in medical statistics, health economics and qualitative methods.

Primary Care Population Sciences and Medical Education (PPM) includes the Primary Care group, the Public Health Sciences group, Medical Statistics research group, the Health Economics Analyses Team (HEAT) group and the NIHR Research Design Service (RDS) South Central, and the Medical Education team.

In the 2014 REF exercise 87% of our research was rated as ‘internationally excellent’ or ‘world-leading’.  In UoA2, we ranked 3rd highest of 32 HEIs for the quality of our outputs.  UoA1 the Faculty was eight of all medical schools in power weighted index.

PhD support and training.  All students PhD students are allocated a desk and IT support.  They are provided with a laptop by the University IT support (iSolutions), set up for access to the shared drives and all the IT and library resources support that the University provides.  Students also benefit from support from the administrative structures of the Academic Unit/University, including appropriate access to secretarial support and human resources.  Access to the internet is available throughout the Academic Unit.  Senior PPM academics provide individual mentorship to early career researchers (ECRs), which is complementary to the Faculty-wide mentorship scheme.  A senior staff member is responsible for postgraduate development within the Unit.  To enhance the career development and research excellence of ECRs in PPM we set up the Research Education Advice and Communication in Health (REACH) forum, which includes all doctoral and postdoctoral students and fellows, and contract researchers. They meet regularly to present research ideas and findings and  to discuss issues of common concern and there is REACH representation on the Senior Management Team (SMT).  The Unit also hold an annual PhD day at which all our PGRs present.

PhD training involves both formal and informal processes.  All our PhD supervisors must attend the University supervisor training.  The Faculty Graduate School Programme provides generic support (developing skills in ethics, presentations, statistics, Good Clinical Practice, etc).  Many of our PhD students have completed an MSc involving research methods and training is individualised depending on the needs of the PhD which often involves specific specialist courses outside the department (e.g. qualitative methods in the Faculty of Health Sciences; Courses in Applied Social Surveys in S3RI; the MSc in Primary Care Research Methods in Manchester; and short courses e.g. the London School of Hygiene course in Advanced Epidemiology).  Supervisors meet regularly with students to review progress and are required to submit formal reports to the Faculty at 5 and 11 months and an internal transfer viva at about 18 months.  Sixteen students in Primary care were awarded doctorates during the period 2012-2017 inclusively, five of whom went on to postdoctoral posts and two returned to clinical posts

**Public Health Group – Senior Staff at Southampton**

**Head: Professor Julie Parkes**

Professor Julie Parkes

Professor Nuala McGrath

Professor Nisreen Alwan

Professor Simon Fraser

Professor Kalyanaraman Kumaran

Associate Professor Emma Plugge

Associate Professor Sara Morgan

Associate Professor Ryan Buchanan

Associate Professor Kate Glyn Owen

Job Description and Person Specification

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| Job purpose |
| To undertake research in accordance with specific research projects under supervision as above (0.5fte); and to undertake clinical duties as a Specialist Registrar (0.5fte) |

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| Key Research accountabilities | | % Time |
|  | |  | | --- | | To develop and carry out an area of personal research. | | To disseminate findings in peer-reviewed journals, present results at conferences or exhibit work at appropriate events. | | To contribute to the writing of bids for research funding. | | Carry out administrative tasks associated with specified research funding, for example risk assessment of research activities, organisation of project meetings and documentation. Implementation of procedures required to ensure accurate and timely formal reporting and financial control. | | 35% or more |

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|  | Key Education accountabilities |  |
|  | |  | | --- | | As a member of a teaching team within an established programme of study, support the teaching objectives of the School/Department by delivering teaching to students at undergraduate and/or postgraduate level, through allocated lectures, tutorials, practicals and seminars. | | Directly supervise students, providing advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives. Set and mark coursework and exams, providing constructive feedback to students. |  |  | | --- | | Develop own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. | | Continually update own knowledge and understanding of subject area, incorporating knowledge of advances into own teaching contributions. | | 10% |

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|  | Key Management, Leadership and Engagement accountabilities |  |
|  | Contribute to the efficient management and administration of the School/Department by performing personal administrative duties as allocated by the Head, e.g. library representative, year tutor, exchange-programme coordinator, etc. | 5% |

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| Key Clinical accountabilities | % Time |
| Clinical academic staff are managerially accountable for their clinical duties to the designated Clinical Lead for the relevant specialty within University Hospital Southampton NHS Foundation Trust (and successor organisations).  Public Health staff are accountable to the Training Programme Director and to the Educational Supervisor within their Public Health training location  On-call Arrangements  The exact nature of any on-call commitments to be undertaken will be agreed within the job plan. | Up to 50% |

| Internal and External Relationships |
| --- |
| Direct responsibility to programme leads.  May have additional reporting and liaison responsibilities to external funding bodies or sponsors.  Collaborators/colleagues in other work areas and institutions. |

| Staff Benefits |
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| Working at the University of Southampton gives you access to a wide range of benefits in addition to our competitive rates of pay. Our core benefits include pension scheme membership; a generous annual leave allowance (supplemented by University closure days and public holidays) and excellent family leave arrangements (including maternity, paternity, adoption and parental leave).   * Faculty Mentoring Scheme; * Ability to remain in NHS pension scheme, subject to qualifying criteria; * Discounted Sport and Wellbeing membership; * Access to private dental and/or healthcare insurance; * Cycle to work scheme * Tax-Free childcare |

**Person Specification**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Medical degree  GMC registration  MFPH for Public Health  In speciality clinical training and appointable to NTN or hold NTN already  In specialist training in Public Health at ST3 level or above  Evidence of commitment to a clinical academic career  Evidence of ability to undertake statistical analysis  Competence in use of statistical analysis software  PhD/MD (or equivalent) in a research area relevant to the post. The applicant must have submitted their PhD or MD thesis at the time of application, and the higher research degree must be awarded before commencing post  Experience of undergraduate/postgraduate medical teaching | Experience in relevant specialist training | CV/interview |
| Planning and organising | Ability to organise own research activities to deadlines and standards |  | CV/Interview |
| Problem solving and initiative | Ability to develop understanding of complex problems and apply in-depth knowledge to address them |  | CV/interview |
| Management and teamwork | Work effectively in a team, understanding strengths and weaknesses of others | Ability to work in a multi-professional team | CV/interview |
| Communicating and influencing | Communicating new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audience  Ability to present research results at group meetings and conferences  Track record of original publications in leading peer-reviewed journals  Work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomes | National/ international research award(s) | CV/interview |
| Other skills and behaviours | Positive attitude to colleagues and students. |  | CV/interview |
| Special requirements | Able to attend national and international conferences to present research results | Experience of presenting at national and international conferences | CV/interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

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| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work |  |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids | ✓ |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height |  |  |  |
| Repetitive reaching at shoulder height |  |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public | ✓ |  |  |
| Lone working | ✓ |  |  |
| ## Shift work/night work/on call duties |  |  |  |