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| Last updated: | 25.07.2024 |

**JOB DESCRIPTION**

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| Post title: | **Teaching Fellow** |
| School/Department: | Primary Care, Population Sciences and Medical Education |
| Faculty: | Medicine |
| Career Pathway: | Education, Research and Enterprise (ERE) | Level: | 4 |
| \*ERE category: | Education pathway |
| Posts responsible to: | Principal teaching fellow L6  |
| Posts responsible for: | N/A |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| To teach and assist in coordination clinical- related skills at undergraduate level for BM (medicine) programs within the primary care team. To teach communication and practical skills, develop resources as well as consider innovative ways in delivery. To undertake leadership, management and engagement activities with the wider university. To enhance the student learning experience, promote Primary Care as a specialty and career  |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | Support the teaching objectives of the Faculty of Medicine undergraduate BM programmes by delivering clinical skills teaching to students in small and large groups through allocated lectures, tutorials, practicals and seminars, in person and online. Provide advice on study skills and helping with learning problems. Identify the learning needs of students and define learning objectives.  | 40 % |
|  | To assist and support the BM programmes assessment process which may include examining, marking and student feedback. To support students with the learning by providing constructive feedback. | 10 % |
|  | Work with the primary care teachers to review and develop future student GP experience throughout all 5 years of the course. Contribute to the development of new teaching approaches and to the design of curricula which are academically excellent, coherent and intellectually challenging. Develop and update own teaching materials, methods and approaches, with guidance. Obtain and analyse feedback on own teaching design and delivery to facilitate this. Investigate innovative teaching, learning and assessment methods and techniques in the sector, and pedagogic research generally, bringing new insights to the Faculty.  | 40 % |
|  | To contribute to leadership and wider Faculty of Medicine/University roles. Any other duties as allocated by the line manager.. | 10 % |

| Internal and external relationships |
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| New appointees will be assigned a senior colleague within the primary care team to guide their development and aid their integration into the School and university. Relationships may include * Specific working groups
* Relevant year steering groups
* BM programme leads, year and module leads
* Subject leads
* Teaching staff across the Faculty and the NHS
* Key clinical staff involved in supporting BM undergraduate education
* The faculty development team and student administration team

National colleagues or groups as relevant to the development of your subject in UG medical education. May collaborate with colleagues in other institutions on original teaching and learning practice. |

| Special Requirements |
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| Some travel will be necessary across sites, (Highfield campus/Southampton University Hospital) |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | PhD, postgraduate degree or equivalent clinical professional qualifications and experience in subject relevant to Medical EducationTeaching experience in a clinical setting  | First degree in Basic Sciences, Health Science, or Social Sciences.PhD/postgraduate degree in Biomedical sciences or subject related to Medical Education Teaching qualification (PCAP or equivalent)Membership of Higher Education AcademyFurther Education/undergraduate and/or postgraduate level teaching | Application/interview |
| Planning and organising | Able to plan, manage, organise and assess own teaching contributionsAble to contribute to, the design of modules, curriculum development and new teaching approaches in the Faculty | Experience of University assessment processes. | Application/interview |
| Problem solving and initiative | Able to develop understanding of complex problems and apply in-depth knowledge to address themAble to develop original techniques/methodsAble to respond and adapt teaching to changing programme or University circumstances |  | Application/interview |
| Management and teamwork | Able to contribute to the delivery of clinical teaching Able to directly supervise work of studentsWork effectively in a team, understanding the strengths and weaknesses of self and others to help teamwork development | Able to contribute to Faculty management and administrative processes | Application/interview |
| Communicating and influencing | Communicate new and complex information effectively, both verbally and in writing, engaging the interest and enthusiasm of the target audienceDeliver a range of lectures, practicals seminars relating to different aspects of medical education in large and small groups.Able to engage and build relationships with undergraduate students and to provide pastoral support where appropriate | Work proactively with colleagues in other work areas/institutions, contributing specialist knowledge to achieve outcomesExperience of engaging with students | Application/interview |
| Other skills and behaviours | Positive attitude to colleagues and studentsClinical skills as appropriate for primary care medical education. |  | Application/interview |

**JOB HAZARD ANALYSIS Is this an office-based post?**

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| [x]  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  |  |  |  |