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Description automatically generated**

Job Description

Post title: **Clinical Senior Teaching Fellow**

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Author: Dr Pritti Aggarwal

Standard Occupation Code: 2311 – Higher education teaching professionals

School / Department: Primary Care, Population Sciences and Medical Education

Faculty / Directorate: Faculty of Medicine

Job Family: Clinical

Grade: AMCS (Aligned to ERE Level 5)

ERE Pathway (if applicable): Education

Post reporting to: Director of Primary Care Teaching

Post line report(s): n/a

Post base location: Campus **:** Highfield Campus

Job purpose: To coordinate and deliver the Clinical Practice (CP1) curriculum for Primary Care (PC) teaching in GP practices in conjunction with other PC leads and the Director of Primary Care Teaching. To deputise for CP1 and CP2 module leads and have oversight of the early years curriculum in PC.

To enhance the student learning experience, promoting PC as a specialty and career, whilst contributing to wider activities within the Medical Education Development Unit and Faculty.

Education: Achieving a record of effective, independent scholarly educational practice and beginning to develop scholarship of education. Increasingly involved in the development, organisation and management of teaching and learning activities, alongside delivery.

Leadership, Management and Engagement: Assuming defined management roles and increasingly taking leading or supervisory roles within teams or projects, including staff development and resource management where appropriate.

All contributions are aligned with those of Level 5 within the Education, Research and Enterprise (ERE) job family.

## Key accountabilities and indicative time allocation:

1. **60%**

**Education Contribution**:

* Design, develop and deliver high-quality, scholarly education activities across the Clinical Practice curriculum and deputising for the module leads.
* Monitor and evaluate education activities to ensure excellence and coherence. Identify where revision or improvement is needed. Design, develop, seek appropriate approval and implement changes to meet identified needs, working with students as partners, wherever possible.
* Share, promote and help embed educational best practice and enhancement, including through inclusive and flexible teaching practices and the use of new technologies.
* Engage in curriculum planning, review and quality assurance processes, helping ensure curricula are kept up to date and comply with the University’s quality standards and support education strategies.
* Engage on educational development issues with relevant committees and working groups across the University.
* Provide advice and support to students as a Personal Academic Tutor.
* Supervise undergraduate and postgraduate taught students’ projects.
* Act as internal moderator for undergraduate and/or postgraduate students.
* Develop and deliver scholarship of education activities (which may generate accompanying scholarly outputs) that have the potential to influence practice within and beyond the University.
* Collaborate and utilise networks of colleagues in own and other disciplines and/or organisations to enhance education activities (e.g., inviting guest speakers, exploiting industry links) and/or generate pedagogic insight and scholarly outputs.

1. **35%**

**Leadership, Management and Engagement Contribution**:

Building on the Leadership, Management and Engagement contributions inherent in other Level 5 activities:

* Successfully undertake defined management, engagement, administration or project roles within the department or School (e.g., admissions, examinations, excellence framework contributions).
* Manage processes and co-ordinate the work of others as required. Help determine priorities and allocate resources to meet planned objectives and requirements.
* Contribute to short and medium-term planning processes in the department or School, including budget planning for own area. Demonstrate an appreciation of longer-term requirements.
* Make a contribution to the wider work of the Faculty and University through effective participation and collaboration in working groups and committees (e.g., Equality, Diversity and Inclusion committees and self-assessment teams, Health and Safety committees, Research Ethics committees etc.).
* Provide expert advice to colleagues and students to foster and maintain relationships.
* Line manage or supervise staff, as appropriate.
* Effectively conduct and engage in appraisal, career development and continuing professional development activities; formulate development plans to meet current and future skill needs.
* Ensure the effective management and use of assigned resources (e.g., budgets, equipment).
* Organise and/or participate in visit days, open days and public engagement activities.
* Manage external activities such as placements.

1. **5%**

Any other duties as allocated by the line manager following consultation with the post holder.

Special requirements:

The role will require sessions typically on a Tuesday and Thursday afternoon, however until full launch of the early years there will be a need for flexibility.

The postholder will need to be available at university campus (Highfield) at least one session a week and must be contactable as needed during the working week.

Some travel will be necessary across sites and occasionally, nationally.

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through a combination of recruitment application and CV, and where applicable numerical or written assessment.

**Knowledge, Experience and Qualifications**

Essential

* Substantial and authoritative practical knowledge and experience in Primary Care (PC).
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
  + Considerable work experience
  + Vocational training
* Current and up to date General Medical Council registration, currently working in Primary Care.

Desirable

* Teaching qualification (GP trainer, PGCAP or equivalent).
* Membership of Higher Education Academy.
* Knowledge of Bachelor of Medicine programme of Southampton

**Teamwork and Communication**

Essential

* Delegates and/or collaborates effectively, understanding the strengths and weaknesses of colleagues.
* Works proactively with colleagues and other stakeholders, within and beyond the University, to achieve outcomes.
* Communicates effectively to develop understanding and achieve cooperation.
* Experience of small group teaching and dynamics
* Provides clear advice, guidance and recommendations on novel or complex concepts and issues.

Desirable

* Record of delivering appropriate teaching

**Planning, Organisation and Resource Management**

Essential

* Plans and progresses education, research and/or knowledge exchange and enterprise activities within broad guidelines and established University policies and procedures.
* Formulates development plans to meet current skill requirements.

Desirable

* Developing IT resources in teaching and assessment

**Problem Solving and Initiative**

Essential

* Develops detailed understanding of long-standing and/or complex problems and applies accumulated knowledge and experience to understand and/or resolve them.
* Demonstrates an awareness of principles and trends within a specialist field and awareness of how this affects education, research and/or knowledge exchange and enterprise activities in the University.

# Job Hazard Assessment

For any hazards identified below a health clearance will be undertaken by our occupational health provider and form part of recruitment checks. Further ongoing clearance may be required for some roles, including for existing members of staff.

**Does the risk assessment identify the need for ongoing health surveillance for this role? No**

## Physical Environment

Working outsideNot applicable

Exposure to noise levels >80dbA Not applicable

Working with dust or fumes Not applicable

Working with skin irritants/sensitisersNot applicable

Working with chemicals (industrial or cleaning)Not applicable

Working in a confined spaceNot applicable

Working at heightNot applicable

Working with sewage Not applicable

Contact with cytotoxinsNot applicable

Exposure Prone Procedure (EPP) work Not applicable

Direct patient care or patient contact / Contact with clinical  
specimens or pathology work Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts Not applicable

Working nightsNot applicable

Lone working Not applicable

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

## Equipment, Tools and Machines

Working with vibrating machinery or toolsNot applicable

Driving duties Not applicable

Driving LGV, PCVs Not applicable

Driving forklift trucks Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged repetitive movements or actions Not applicable

Moving or handling heavy loadsNot applicable

# Behaviours

Our [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) describes the expectations of everyone who is a part of our community.

Our **Southampton Behaviours** (below) outline the responsibilities we each have in working collaboratively to achieve our University strategy.

**Personal Leadership**

- I take personal responsibility for my own actions and an active approach towards my development.

- I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly.

- I engage, contribute and advocate for our university community.

- I demonstrate respect and build trust with an open and honest approach.

**Working Together**

- I work collaboratively and build productive relationships across our University and beyond.

- I actively listen to others and communicate clearly and appropriately with everyone.

- I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish.

- I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes.

**Developing Others**

- I help to create an environment that engages and motivates others.

- I take time to support and enable people to be the best they can be.

- I recognise and value others’ achievements, give praise and celebrate their success.

- I deliver balanced feedback to enable others to improve their contribution.

**Delivering Quality**

- I identify opportunities and take action to make improvements.

- I plan and prioritise efficiently and effectively, taking account of people, processes and resources.

- I am accountable for tackling issues, making difficult decisions and seeing them through to their conclusion.

- I encourage creativity and innovation in others, to deliver workable solutions.

**Driving Success**

- I consider the impact on people before taking decisions or actions that may affect them.

- I engage and contribute to enable change to happen effectively.

- I regularly take account of external and internal factors, assessing the need for change, and gaining support to move forward.

- I take time to understand our University strategy and communicate this to others.