

# Deputy Foundation School Director - Job Description & Person Specification

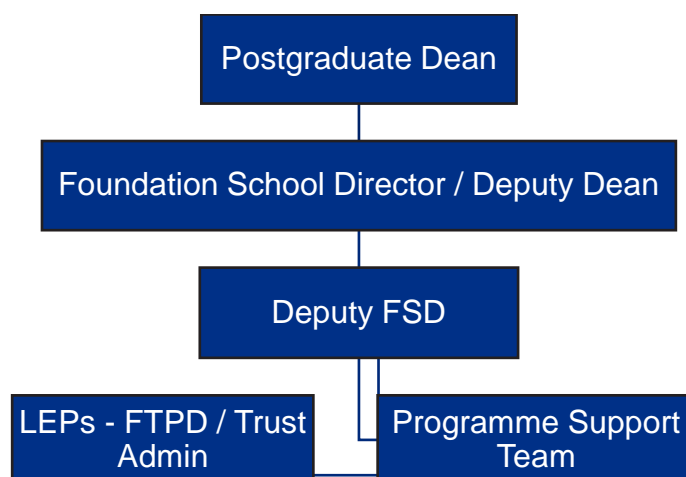
## Role Overview

The Yorkshire and Humber Foundation School (YHFS) became a single school in August 2017.

In November 2022, the Foundation School became the “Foundation Directorate” with a dedicated Programme Support team to provide administrations, based in the Hull office in Willerby.

In conjunction with the Foundation School Director (FSD) and Programme Support Team, the three Deputy Foundation School Directors (DFSD's) are responsible for developing the strategic direction, quality management, faculty development and external relations of the Foundation School, primarily working with Local Education Providers (LEPs) across Yorkshire and Humber. The overall aim is to provide excellent Foundation training within YHFS, building on the Foundation of medical school training.

## Organisation Chart



Each DFSD is given management responsibility for a region of the YHFS training placements, East, West or South Yorkshire. They will be supported by named Clinical Supervisors, Educational Supervisors, Foundation Training Programme Directors (TPD's) and Administrators who are LEP based and the Programme Support Team.

There are a number of specific administrative functions that the YHFS deliver that require either FSD or DFSD leadership (examples of these are given in the appendix (1) at the end of this Job Description) These responsibilities are shared equally across the Foundation Directorate.

### **Accountable / reports to:**

Postgraduate Dean  
Foundation School Director / Deputy Dean

### **Commitment:**

3 Programmed Activities (PAs) per week (equivalent to 1.5 days).  
This must be included in the DFSDs Trust job plan, within a total maximum of 12 PAs

### **Tenure:**

Initially a 3-year post with a review to take place after that time to support business continuity and succession planning.

# Key Responsibilities

## 1. Strategic Development

- To set the strategic direction of the school under the guidance of the Postgraduate Dean in accordance with national policies and in liaison with the FSD / other Deputies & Programme Support Team
- To work collaboratively with the FSD / other Deputies to demonstrate leadership in consistently delivering the objectives of Foundation Training across the Foundation School within YHFS.
- To work collaboratively with local medical schools to aid seamless transition from undergraduate to Foundation training
- To work collaboratively with local education providers (LEPs) to ensure Foundation doctors have access to high quality Foundation training
- To liaise with the UK Foundation Programme Office (UKFPO)
- To attend and represent the Foundation School at national meetings and UKFPO conferences in the FSDs absence

## 2. Governance and Quality Management

- On behalf of YHFS, to set in place appropriate quality management processes to ensure the school meets the standards for training for the Foundation Programme as described in *The Trainee Doctor (GMC)*, *the Gold Guide* and *the Foundation Curriculum (UKFPO)*
- To ensure that there are clear procedures to immediately address any concerns about patient safety
- To ensure there are open, transparent, fair and effective processes for recruitment, selection and appointment of Foundation doctors
- To work with LEPs, Foundation Training Programme Directors (FTPD's), Educational Supervisors (ES's) and Clinical Supervisors (CS's) to ensure a consistent and coordinated approach to the delivery of the Curriculum. This includes induction, effective supervision, teaching programme, assessments, an appropriate workload, personal support and time to learn
- To advise the FSD if additional visits to LEP's are required if concerns are serious enough to need direct examination
- To ensure that only Foundation doctors who meet the standards for satisfactory completion of F1 and the Foundation Programme are signed off
- To ensure that there are systems to identify and assist doctors with differing needs. This includes doctors who wish to train less than full-time, those returning after a career break, doctors with disabilities and those at risk of not meeting therequirements for satisfactory completion of F1 or the foundation programme.

- To ensure that the school provides timely, accurate and appropriate career information and advice to Foundation doctors
- To review the results of feedback surveys, including the GMC survey, NETS survey etc. and to ensure that appropriate responses and actions are made
- To collect and analyse equality and diversity data (including outcome data) and make changes to local processes if issues are identified. The impact of these changes will subsequently be monitored
- To ensure that an appeals panel meets when necessary (including making sure that all appeals panel members have been trained in equality and diversity).
- To ensure that the Programme Support Teams keep UKFPO and the National Sponsorship Team informed about issues regarding non-EEA doctors sponsored under the UK Border Agency visa processes
- Liaise with the GMC as required
- In line with YHFS processes and procedures, ensure that monitoring processes are in place to: support and advise postgraduate doctors in training, advise on the quality of posts and programmes, support and develop local mechanisms to ensure educational appraisal of all consultants involved in the delivery of Foundation training
- Take the lead on governance, ensure that UKFPO / GMC standards are met and that the Foundation School is adhering to YHFS processes when managing and reporting exceptions.

### **3. Foundation School Structures, Roles and Responsibilities**

- With the FSD and supported by the PSM and appropriate administrative staff, the Deputy will establish an effective infrastructure and network. This will include chairing the regional Foundation School Committee Meetings and ensuring appropriate levels of engagement from all stakeholders, particularly Directors of Medical Education in LEP's
- To ensure that there are systems in place to support doctors who wish to train flexibly, those returning after a career break, and those at risk of not meeting the requirements for satisfactory completion of the training programme.
- To understand and participate when required in overseeing the development, recruitment, delivery and support of the academic training programmes linked to the three medical schools (Specialised Foundation Programme)
- To ensure that there are systems to identify and assist doctors with differing needs. This includes doctors who wish to train less than full-time, those returning after a career break, doctors with disabilities and those at risk of not meeting the requirements for satisfactory completion of F1 or the Foundation Programme. This includes promoting equality of opportunity and promoting positive attitudes towards doctors with disabilities
- To ensure that YHFS processes for dealing with postgraduate doctors experiencing difficulty are followed

- To implement the ARCP process for all Foundation doctors, according to both YHFS and UKFPO guidance, to ensure that only doctors who meet the standards for satisfactory completion of the programme are signed off
- To ensure that those responsible within the School produce and deliver on a strategy for training in research skills
- To take the lead in developing a strategy for optimising the use of Clinical Skills training and simulation and evaluating the impact of this training against delivery of the curriculum objectives
- To oversee the commissioning of training courses, including making recommendations for commissioning regional and local training programmes to support the curriculum
- To assist the FSD or Deputy Dean in the performance of an appeals panel that meets when necessary (including making sure that all appeal panel members have had equality and diversity training).

## 4. Faculty development

- To be responsible for the appointment, development and appraisal of the FTPDs, in accordance with YHFS processes
- To contribute to the annual appraisal of FTPD in partnership with their employers
- To ensure that there are open, transparent, fair and effective processes for the recruitment, selection and appointment of Foundation faculty
- To promote faculty development by enabling training and support for trainers

## 5. External relations

- To represent the Foundation school at local and national meetings either with or as a representative of the FSD
- To assist the FSD produce the YHFS annual Business Report
- To provide a liaison between YHFS, the Medical Schools, GMC, Trusts, educationalists and postgraduate doctors in training to promote the development of the Foundation School and its activities. To share ideas and good practice across all of these organisations
- Other duties which may be recognised as the role develops, including the ability to work pan deanery and to work flexibly in terms of hours, as the service needs demand.

NB: The job description provides a framework for the role of Deputy Foundation School Director and should not be regarded as a closed list of duties and responsibilities. These will develop and change over time through natural progression. HEE or the post holder may both instigate changes to the job description at any time; these changes would be introduced only after full discussion.

You are expected to demonstrate a commitment to personal and professional development and take every reasonable opportunity to maintain and improve professional knowledge and competence. To participate in personal objective setting and review, including the creation of a personal development plan.

# Person Specification

## Essential Criteria

### Qualifications:

- Medical Degree
- Membership or Fellowship of a Royal College in the United Kingdom
- Outstanding professional record, both clinically and in education and training

### Experience:

- At least five years' experience as an NHS Consultant
- Previous experience of group working and multi- professional learning

### Knowledge / Skills:

- Knowledge of current educational theory and practice, and ability to maintain an up-to-date awareness of relevant issues.
- Interest in maintaining up-to-date clinical skills and knowledge of local and national issues relating to standards of medical and multidisciplinary education.
- Knowledge of the foundation programme curriculum
- Thorough understanding of the postgraduate medical education agenda
- Understanding of assessment and workplace teaching in a postgraduate setting
- Awareness of current national policy developments in the NHS
- Understanding of adult learning and its application to education
- Familiarity with current educational and training initiatives in the NHS and their implications for postgraduate medical education
- Ability to establish academic and professional credibility
- Proven track record of influencing and motivating others and leading change
- Ability to understand and work with complex issues
- Computer literate

### Personal Skills & Attitudes:

- Excellent leadership, management and interpersonal skills
- Excellent written and oral communication skills
- Ability to lead small and large group discussions.
- Ability to chair meetings.
- Ability to work as member of a multi-professional team

- Ability to lead and plan and implement strategically.
- Ability to develop and maintain networks and relationships with other professionals at all levels.
- Excellent communication and negotiation skills.
- Ability to prioritise work against background of uncertainty and change
- Good political skills
- Self-motivated, proactive and innovative
- Able to demonstrate the successful delivery of major change initiatives
- Empathy with postgraduate doctors in training, but sensitive to service requirements
- Travel to various locations as required

## **Desirable Criteria**

### **Qualifications:**

- Higher qualification in Medical Education
- Postgraduate certificate or diploma in medical education
- Previous Publication in Medical Education

### **Experience**

- Regional or national experience of committee work
- Experience in managing specialty training programmes
- Regional APD/College/School role or trust based medical education role

### **Knowledge / Skills**

- Thorough understanding of the workforce agenda
- Understanding of medical workforce planning
- Ability to teach in a multi-professional environment
- Ability to lead consultant development

# Appendix 1

YHFS Administrative functions with FSD/DFSD Leadership. This list is not exhaustive

## Shared responsibilities

- FTPD appraisals
- Specialised Foundation Programme recruitment and induction
- Attendance and scoring at the regional Academic Presentation Day
- YHFS Away Day
- Management of Foundation doctors experiencing difficulty
- Postgraduate doctors in training and international medical graduate induction
- Transfer of Information (TOI's)
- Supporting Trainees Entering Practice (STEP) process
- Chairing regional Committee meetings
- Attendance at YHFS Strategic Operating Group (SOG) and other school meetings as required
- Inter Foundation School Transfers (IFSTs)

## Foundation School Director with DFSD support

- Business Planning
- Leadership Fellow supervision
- NHSE / GMC Surveys
- ARCP Appeals
- Management of trainees applying via Special Circumstances
- Medical Schools liaison
- Programme change/development
- Annual Report
- Supernumerary Forms
- Overall finance management

## DFSD's

- Programme Line Management
- Regional Training days
- Bridging the Gap days including Enhancing Human Factors and Resiliency/ Study Leave
- FY1 / FY2 teaching programmes



- PSA/SCRIPT
- Engagement with Foundation doctor representatives
- TAB/360
- Local Away day events
- ARCP process including sign off
- Horus/ePortfolio guidance
- Careers/Final Year Talks at local medical school