

Candidate Brief

Job title Chief Registrar in Medicine

Date 2nd October 2024 – 30th September 2025

Welcome to Epsom and St Helier University Hospitals NHS Trust

Thank you for showing an interest in working with us at Epsom and St Helier – a family of more than 7,000 colleagues.

We are truly an integrated health and care Trust. In simple terms, that means that as well as the services we provide at our acute care hospitals (Epsom in Surrey and St Helier nearby in south west London) we work with local GPs, mental health services, community providers and local authorities, with the joint aim of preventing local people from becoming unwell, and when they do, that they receive the right care, in the right place, with the right support.

So, as well as great hospital care, together we offer an increasing range of services. These include adult community health, sexual health and children's therapies. Many of these community services are run by the partnerships we host, Surrey Downs Health and Care and Sutton Health and Care.

Continuing the partnership theme, we also host and run some exceptional hospital-based services including the South West London Elective Orthopaedic Service – rated 'Outstanding' by the Care Quality Commission (CQC) – and we also have the largest nephrology (care around kidney disease) service in the UK, that isn't co-located with a transplant service.

We also work as part of the St George's, Epsom and St Helier Hospital and Health Group, with a shared leadership and increasing collaboration to develop stronger clinical and corporate services between two major providers serving Surrey and South West London.

These partnerships are at the forefront of joining together health and care for local people, and part of the national NHS ambition to provide the best care locally.

In autumn 2019, as an entire Trust, we moved up to become rated 'Good' by the CQC and we seek to continually improve. As part of that, we have secured £500m as part of the government's Hospital Infrastructure Plan to enable us to build a brand new Specialist Emergency Care Hospital in Sutton and finish the refurbishment of the existing buildings on the Epsom and St Helier hospital sites.

We are committed to making all of our work places great places to work, with the right support and culture to help you excel. We spoke with more than 3,000 colleagues about what makes a good day at work and as a result introduced a new core value – 'Respect'. And as a result 'Respect' is at the heart of everything we do. This means we want everyone who works with us to be able to do the best that they possibly can with opportunities available for everyone to grow and develop. It also means that there is no place for bullying, racism, discrimination or other poor behaviours.

We continue to develop as a Trust and with our partners. There is lots to do and we welcome you to help us on that journey, starting with the following job description, which we hope inspires you to be part of our success.



Our shared purpose

Developed by our patients and staff in the Your Voice Your Values project, 2018.



All of us who work at Epsom and St Helier

Choosing to work at Epsom and St Helier means I choose to sign up to our values, behaviours and expectations.

-  Respect and value other people's views, experience and skills
-  Develop myself to be a great role model of our behaviours
-  Treat patients with respect and as equal partners in their care
-  Treat everyone fairly regardless of protected characteristics, profession, role or level
-  Speak up whenever I have a concern, give feedback respectfully, receive feedback gracefully, admit mistakes, resolve issues together
-  Respect myself, looking after my own health and wellbeing
-  Create a respectful environment free from disrespectful behaviour
-  Respect my role, doing a good job to meet my objectives as they change, and doing the best I can with available resources.

Our ambition is to provide an outstanding level of care to our patients and communities.

Above all we value respect. This means everyone at the Trust – whether a member of staff, a patient or their loved ones – can expect to be treated with respect, whatever their role or background. This ensures kind, positive, professional teamwork, delivering great care to every patient, every day.

By choosing to work here, you also choose to value and role model respect. This means having respect for the Trust and your roles and responsibilities, as well as colleagues, patients and anyone who interacts with the Trust.



We offer an extensive range of services, including cancer, pathology, surgery, and gynaecology to 500,000 people in south west London and north east Surrey. We operate two busy general hospitals, Epsom Hospital and St Helier Hospital, and run services from other locations, including Sutton Hospital.

St Helier Hospital is home to the South West Thames Renal and Transplantation Unit and Queen Mary's Hospital for Children, while Epsom Hospital is home to the South West London Elective Orthopaedic Centre (SWLEOC). Both Epsom and St Helier hospitals have Accident and Emergency departments (A&E) and Maternity services (Obstetrics).

We also play an active role in the local healthcare economy, and are the lead provider in two innovative health and care partnerships.

In Surrey Downs (that's the Epsom, East Elmbridge and Dorking areas), we have partnered with CSH Surrey, the three GP federations in the Surrey Downs area, and Surrey County Council (who are an associate member), to provide adult community health services. This innovative partnership is called Surrey Downs Health and Care.

In Sutton, we have joined forces with the London Borough of Sutton, Sutton GP Services and South West London and St George's Mental Health Trust to provide adult and children's community health services and sexual health services to local people. Together, we are called Sutton Health and Care – you can visit our website www.suttonhealthandcare.nhs.uk.

JD AND PERSON SPEC

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| Job title: | Chief Registrar in Medicine 2023/24 |
| Grade: | ST4+ or equivalent (to include non NTN) Applications are open to both full time and less than full time doctors. |
| Division: | Chief registrars can be recruited from all physician and non-physician specialties. |
| Educational and Clinical Supervisor | Dr Amir Hassan |
| Role overview: | <p>The chief registrar role is a leadership role for senior specialty trainees. The role provides 40-50% protected time to develop and implement local initiatives focusing on, for example, service improvement, engagement and morale, education and training, workforce and sustainability.</p> <p>Chief registrars benefit from access to a bespoke leadership development programme provided by the Trust and external partners, which runs from September 2023 to June 2024 that chief registrars is expected to attend.</p> |
| Reporting, mentoring and educational supervision: | <p>The chief registrar will report to and be mentored by the Divisional Medical Director, a nominated deputy, or other senior clinical leader. The mentor role requires a minimum time commitment of monthly 1 hour meetings with the chief registrar, and this commitment should be taken into account when nominating a suitable mentor.</p> <p>The chief registrar will also have a named educational supervisor for their role, who may or may not be the same as their clinical supervisor.</p> <p>There will be formal educational oversight of the role by Postgraduate Medical Education Centre (PGMC), with an induction, educational agreement, personal development plan and regular appraisals.</p> |
| Appointment: | <p>By interview. Composition of interview panel will include PGMC representation (training programme director (TPD) / educational supervisor), senior medical manager, and ideally, a lay/patient representative.</p> <p>Due diligence should be applied to equality and diversity.</p> |

Training status

The chief registrar role may be undertaken in programme or out of programme (training or experience), to be determined locally depending on local workforce requirements and individual training needs and preferences. If a trainee is appointed, any necessary extension to certificate of completion of training (CCT) date is also negotiated and approved locally, with involvement of the head of school where appropriate. Approval of the relevant specialist advisory committee will be required for OOPT requests.

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| | <p>Trainees must discuss applications for chief registrar roles with their education supervisor and TPD in advance of applying. Permission to apply for the role must be obtained from the TPD.</p> <p>The principle requirement of the GMC is that the chief registrar role should be undertaken at a site approved by the GMC for training in the applicants' specialty.</p> |
| <p>Time commitment:</p> | <p>Minimum 12-month post</p> <p>40–50% protected time for chief registrar role; 50–60% clinical practice. This is an essential requirement.</p> |
| <p>Job role and responsibilities:</p> | <p>The chief registrar job description is broad in scope in order to allow chief registrars and recruiting organisations to have autonomy and flexibility over the work the chief registrar undertakes. Chief registrars should focus on addressing key local challenges and priorities, which may include some or all of the following:</p> <ul style="list-style-type: none"> • Providing a 'bridge' between senior clinical leaders, managers and the wider trainee workforce to improve communication, engagement and morale. • Service improvement, for example redesigning pathways, implementing new technology and establishing new services to improve flow and outcomes for patients. • Improving the quality of clinical and non-clinical education and training activities, and supporting/mentoring other trainees to engage in quality improvement. • Involvement in workforce planning and improving the deployment of trainees to meet service needs and improve morale. • Improving efficiency and reducing waste. • Working across teams and boundaries to engage stakeholders in quality improvement and influence change. <p>Involvement in and exposure to senior management and organisational decision-making</p> <p>The chief registrar should attend departmental and divisional management meetings to gain an understanding of management and the wider social, political and economic influences on healthcare delivery.</p> <p>Where possible and appropriate, they should attend Board meetings. They should lead any sessions on service development, improvement and transformation for which they have direct responsibility.</p> |
| <p>Clinical responsibilities:</p> | <p>The amount of time spent undertaking clinical commitments will be determined by individual NHS organisations and will vary between 50% and 60%. This is in order to protect the minimum of 40% protected time for chief registrar responsibilities.</p> <p>On-call commitments may vary and should be determined locally.</p> |

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| Enrolment on RCP development programme: | <p>For trainees the RCP delivers a bespoke development programme for chief registrars that comprises five 2-day modules held between September 2023 and June 2024. For doctors not in HEE training programme an appropriate leadership development plan and programme will be agreed with the PGMC and relevant Clinical Division.</p> <p>Travel and accommodation expenses for chief registrars' attendance at development programme will be reimbursed by the Division.</p> |
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Person Specification

| Essential criteria | Desirable criteria |
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| Qualifications / training | |
| <ul style="list-style-type: none"> · Full registration with General Medical Council · Be fit to practice · Should be ST4 or above · Should not already hold a CCT or be within 12 months (ideally not within 18 months) of completion of training on intended start date · Must have approval of TPD to apply · Evidence of satisfactory / more than satisfactory progress through training, including annual review of competence progression (ARCP) outcomes | <ul style="list-style-type: none"> · Additional relevant degree (intercalated, masters or doctorate) |
| Clinical skills | |
| <ul style="list-style-type: none"> · Evidence of clinical competencies in their specialty appropriate for their stage in training · An appropriate knowledge base, and ability to apply sound clinical judgement to problems · Ability to prioritise clinical need · Ability to maximise safety and minimise risk · Ability to work without supervision where appropriate | |
| Research | |
| <ul style="list-style-type: none"> · Understanding of research, including awareness of ethical issues · Understanding of research methodology and ability to use basic qualitative and quantitative methods · Knowledge of evidence-based practice | <ul style="list-style-type: none"> · Evidence of relevant academic achievements, including publications / presentations |
| Leadership and management | |
| <ul style="list-style-type: none"> · Evidence of effective team working and leadership, supported by multi-source feedback or workplace-based assessments · Self-awareness, with knowledge of personal strengths and weaknesses, impact and areas for development · Interest in and knowledge of the importance of leadership and management for clinicians | <ul style="list-style-type: none"> · Evidence of involvement in local management systems · Evidence of effective leadership (e.g. evidence of leading innovations or improvements) · Understanding of the local and national context of the NHS, including economic and political influences |
| Quality / service improvement or audit | |
| <ul style="list-style-type: none"> · Understanding of clinical governance, including the basic principles of audit, clinical risk management, evidence-based practice, patient safety and quality improvement initiatives · Evidence of active involvement in quality improvement, audit, research or other activity that focuses on patient safety and clinical improvement and innovation · Interest in / knowledge of the delivery of safe, effective healthcare services | <ul style="list-style-type: none"> · Evidence of a portfolio of audit / quality improvement projects, including evidence that the audit loop has been closed and evidence of learning about the principles of change management · Evidence of publications / presentations / prizes in quality improvement or audit · Good knowledge of the UK healthcare system, including education, research, service provision, regulation, career structures, medical politics and ethics |

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| | <ul style="list-style-type: none"> · Clear insight into issues facing UK healthcare services |
| Education and teaching | |
| <ul style="list-style-type: none"> · Evidence of interest in and experience of teaching · Evidence of positive feedback on teaching approaches | <ul style="list-style-type: none"> · Development of teaching programmes · Participation in teaching courses · Participation in degree or diploma courses in education · Action learning sets / simulation instructor |
| Personal skills | |
| <p>Communication</p> <ul style="list-style-type: none"> · Clarity in written / spoken communication · Capacity to adapt language to the situation, as appropriate · Active listening and empathy · Ability to build rapport and communicate effectively with others · Ability to persuade, influence and negotiate · Ability to communicate effectively under pressure <p>Problem solving and decision making</p> <ul style="list-style-type: none"> · Capacity to use logical / lateral thinking to solve problems / make decisions, indicating an analytical / scientific approach and, where appropriate, creativity in problem solving <p>Organisation and planning</p> <ul style="list-style-type: none"> · Capacity to manage / prioritise time and information effectively · Evidence of thoroughness (well prepared, self-disciplined / committed, punctual and meets deadlines) · Capability to work with long timescales for delivery within agencies with differing priorities <p>Coping with pressure and managing uncertainty</p> <ul style="list-style-type: none"> · Ability to work effectively under pressure · Capacity to manage conflicting demands · Self-motivation, and resilience · Initiative and ability to work autonomously <p>Team working, leading and managing others</p> <ul style="list-style-type: none"> · Can build effective teams and partnerships · Ability to work well in multidisciplinary teams · Understands and values contributions of others · Ability to show leadership, make decisions, organise and motivate other team members through, for example, quality improvement | <ul style="list-style-type: none"> · Leadership skills gained within the NHS or elsewhere · Writing experience: <ul style="list-style-type: none"> - clinical and/or non-clinical topics - peer-reviewed publications and/or other communication (e.g. blog, letters to journals) · Evidence of altruistic behaviour, e.g. voluntary work |