



## JOB SUMMARY – Dental Tutor/Clinical Skills Facilitator

### 1. About NES

NHS Education for Scotland (NES) is the national health board with statutory responsibilities to effect sustainable change through workforce development, education and training across the health and social care system in Scotland, while working at UK level with partner organisations.

We are the leader in educational design, delivery and quality assurance and provide wide-ranging support to workforce development. We are the official provider of workforce statistics for NHS Scotland and support national workforce planning. We design and develop digital technologies supporting innovation and transformation.

Our purpose is to drive change and improve the quality of care experienced by citizens across Scotland by ensuring that we have the right staff, with the right skills, in the right place, at the right time. NES is integral to improving outcomes for people and in ensuring a skilled and capable workforce underpins the design and delivery of services. As an organisation, we recognise the significant contribution we can make to improving population health, reducing inequalities and economic development.

### 2. Dental Directorate

NHS Education for Scotland (NES) is a Special Health Board whose mission is to contribute to the highest quality of healthcare throughout NHS Scotland by promoting best practice in the education and life-long learning of all staff.

NES Dental Directorate is responsible for delivering high quality education and training across a diverse range of training programmes throughout Scotland. The Directorate supports and incorporates the work of Health Care Science and Optometry.

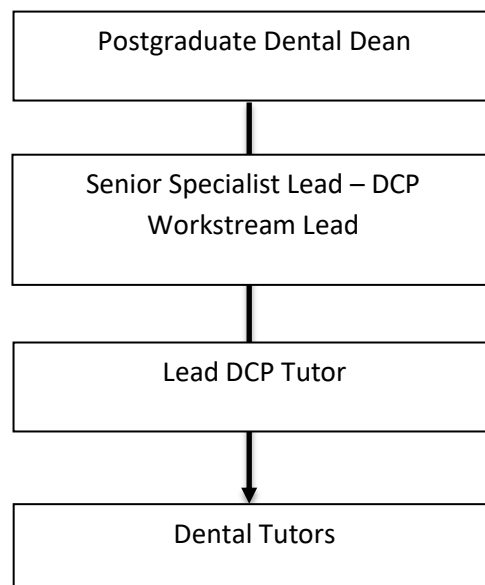
NES helps ensure quality of patient care by designing, commissioning, quality assuring and, where appropriate, providing education, training and lifelong learning for the NHS workforce in Scotland. NES has responsibility for advancing knowledge and developing the skills of all NHS staff to help them work together with maximum effectiveness for the benefit of patients. The aim is to produce best practice in education and lifelong learning through:

- building workforce capacity for service improvement
- delivering educational support for national clinical priorities
- developing educational infrastructures

- strengthening partnership working

The Dental Directorate is responsible for the management, funding and provision of Postgraduate Education for Dentists and Dental Care Professionals within Scotland and pre-registration training for dental nurses. Postgraduate Education is provided for practitioners within the General Dental Service, Public Dental Services and the Hospital Dental Service. The Directorate is responsible for overseeing the provision of Foundation Training for new dental graduates, and CPD courses for general dental practitioners and the dental care professionals. In addition to this the directorate oversees the dental training grades in the Hospital service, and is responsible for the management of Dental ACT and student outreach funds. There are also workstreams for Clinical Effectiveness, Priority Groups and Business Support Shared Services.

### **3. Organisation Chart**



### **4. Job Role**

#### **This role includes duties as a Dental Tutor and Clinical Skills Facilitator.**

Dental Tutors are part of the Dental Care Professional (DCP) Work Stream. The Dental Care Professional Workstream aims to support pre and post registration training for dental nurses, orthodontic therapists, practice managers, receptionists, to enable the delivery of safe, person-centre and effective high-quality dental care. The range of educational programmes provided by the workstream include:

- Dental Nurse Induction
- Modern Apprenticeship in Dental Nursing (Pre-Registration Dental Nurse Training)
- Wide range of post registration qualifications awarded by the Scottish Qualifications Authority (SQA) to enable DCPs to extend their scope of practice

- Professional Development Awards (PDA) in Dental Practice Management and Reception Skills
- Orthodontic Therapy Training

The DCP Tutor role is to support the Lead DCP Tutor and team of Dental Tutors in the delivery, assessment and quality assurance of all DCP education and training programmes which includes using a range of methods and technology to support training and assessment.

As a GDC registered DCP, with a dental nurse qualification and post registration experience you will be required to design and deliver the knowledge and skills for a range of education and training programmes, using different teaching methods, in accordance with the requirements of the regulatory body, awarding bodies and evidence-based guidance.

The role involves assessing and reporting on candidates' performance and knowledge against defined awarding body and national occupational standards. Experience and possession of the SQA Assessor and Internal Verification qualifications would be advantageous, however training and support will be provided towards obtaining these.

The Clinical Skills Facilitator role is to ensure efficient running of the clinical skills facilities within Glasgow Dental Education Centre (GDEC). This involves preparing and maintaining equipment, instruments, materials, and teaching resources required for all clinical skills programmes. The post holder will be required to liaise and coordinate with internal staff (Advisors, Tutors and Business Support colleagues) and individuals external to the organisation to efficiently plan and coordinate specific requirements and resources required for a range of clinical skills teaching programmes within GDEC. Training and support will be provided for this role.

## **5. Key Tasks**

These will include but will not be limited to:

- Supporting the Lead DCP Tutor and the DCP workstream team in the development, delivery and assessment of a full range of education and training programmes for dental care professionals, which includes a wide range of pre and post registration training opportunities.
- Developing and delivering the knowledge and skills for education and training programmes, using a range of different teaching methods and technology, in accordance with the requirements of the regulatory body, awarding bodies and evidence-based guidance.
- Providing an inclusive approach to education recognising diversity to ensure the learning needs of individual learners are identified and met.
- Assessing and reporting on candidates' performance and knowledge against defined awarding body and national occupational standards, providing feedback and remediation support where required.
- Supporting activity within the clinical skills facilities within Glasgow Dental Education Centre (GDEC).

- Preparing and maintaining equipment, instruments, materials, and teaching resources required for all clinical skills programmes.
- Reporting to Lead DCP tutor areas involving the efficient running of the Clinical Skills Facility
- Collaborate with internal staff (Advisors, Tutors, Business Support colleagues) and individuals external to the organisation to efficiently plan and coordinate specific requirements and resources required for a range of clinical skills teaching programmes within GDEC.
- Supporting internal/external educators within the clinical skills suite during educational activity when required.
- Maintain adequate levels of stock control and work with Lead DCP/Business Support colleagues in procurement of resources.
- Engaging in key activities within the scope of the workstream.

# Dental Tutor

## 1. JOB IDENTIFICATION

Job Title: **Dental Tutor**

Department(s): DCP

Directorate: Dental

Job Reference:

Responsible to (insert job title): Lead DCP Tutor

## 2. JOB PURPOSE

The purpose of this role is to contribute to the development and delivery of a full range of education and training programmes for health and social care professionals in Scotland.

The postholder will have a comprehensive, theoretical and practical knowledge within their field of work. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development.

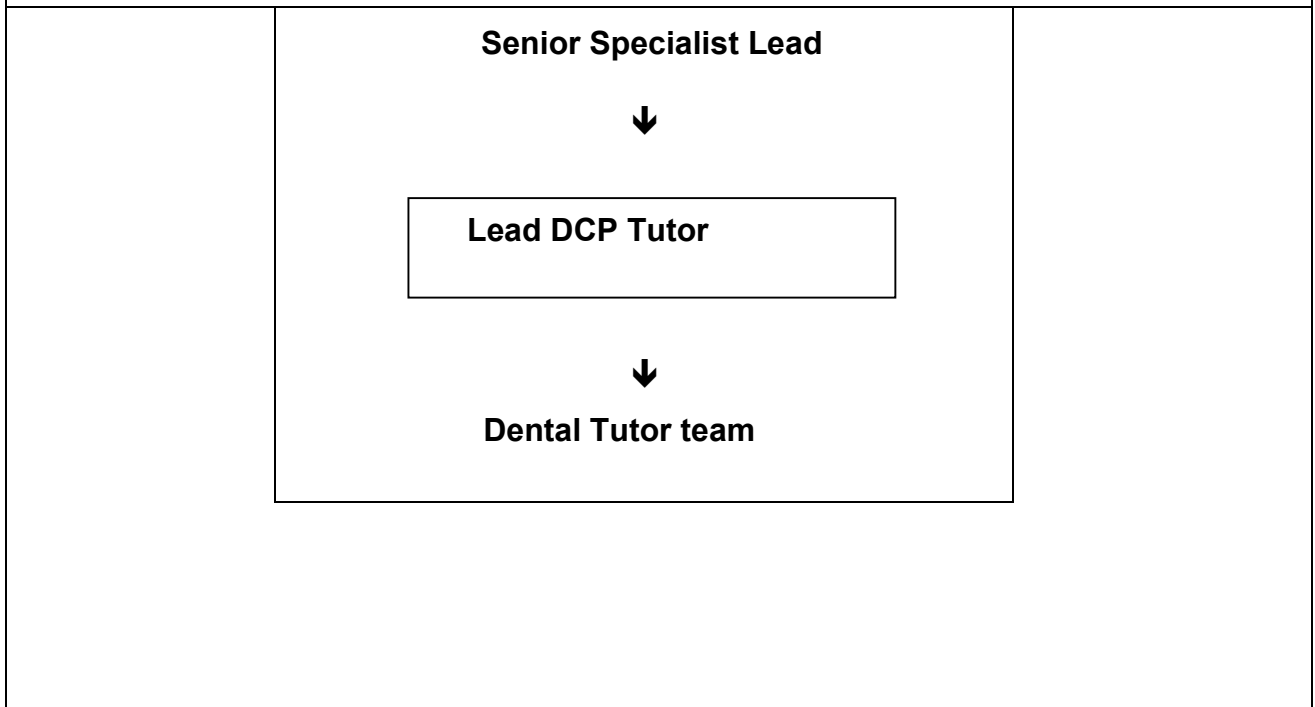
## 3. DIMENSIONS

The postholder will be responsible for providing educational support to the relevant area within their Department/Directorate (as stated above).

They will be managed by a line manager and may have line management responsibilities.

The postholder will be required to assist in any other duties which are deemed reasonable to their role and band.

#### 4. ORGANISATIONAL POSITION



#### 5. ROLE OF DEPARTMENT

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- developing educational infrastructures
- strengthening partnership working

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**6. KEY RESULT AREAS** (Key Result Areas convey **all potential** aspects of a job role. Key result areas will be further developed within the KSF outline with some being more relevant than others dependent on the current requirements for your role.)

- Support the development and delivery of a range of education and training programmes for relevant groups of health and social care professionals.
- Develop and deliver the knowledge and skills for education and training programmes, using a range of different teaching methods, in accordance with the requirements of the regulatory body, awarding bodies and evidence based guidance.
- Plan, Assess and report on the candidate's performance and knowledge against defined awarding body and national occupational standards.
- Responsible for quality control by verifying assessment practices and judgements in accordance with the awarding bodies requirements.
- Provide mentorship, support and advice to health and social care professionals to implement national initiatives, guidance and standards.
- Provide training, supervision, assessment and support to other Tutors working towards the achievement of Assessor (L&D 9DI) and Verifier (L&D 11) awards.
- Evaluate the effectiveness of training provision as necessary in conjunction with external stakeholders other colleagues and training providers.
- Participate in quality assurance and educational governance of all education and training programmes.
- Liaise with internal and external stakeholders, including awarding bodies in the planning, delivery and assessment of all training programmes.
- Provide an inclusive approach to education recognising diversity to ensure the learning needs of individual learners are identified and met.
- Ensure the principles of Health and Safety, Infection Prevention Control and Equality & Diversity are embedded in all education and training initiatives.
- Responsible for the safe use of educational equipment/resources by participants on NES' training programmes.
- Implement local and national policies and contribute to the development of policy in line with requirements from a range of stakeholders.
- Where patient safety issues are identified during training and education sessions, advise on implementation of best practice and report any serious concerns to line manager.
- Assist in researching and developing new ideas and projects.
- Attend and participate in peer group meetings in relation to education and training where necessary.
- At all times to act in accordance with regulatory or legislative guidance in exercising professional judgement in the performance of the role.
- Undertake any necessary training to allow the postholder to deliver a range of education and training to health and social care professionals.
- Support the implementation of Quality Improvement (QI) methodology, through action planning and participation in other QI processes such as Audit.

#### **7a. EQUIPMENT AND MACHINERY**

- Use of a range of equipment/resources, materials and medicaments including in the clinical skills room and/or practice setting

- A range of office, audio-visual and IT equipment
- Use of PC or laptop for everyday use
- Multi-function devices : scanners, copiers, printers, fax
- Telephone
- VC Facilities

#### **7b. SYSTEMS**

- Utilisation of current data and information systems relevant to role currently in use throughout NES.
- Regular use of MS Office.
- Use IT as directed, maintaining confidentiality.

#### **8. ASSIGNMENT AND REVIEW OF WORK**

- Work is generated through demand and the education and training needs of health and social care professionals.
- Work is delegated by the Director or line manager.
- Line management support is provided through regular meetings. A formal appraisal and personal development plan is agreed annually, with input as appropriate by other senior staff that the postholder will be working with. Annual objectives are agreed and the postholder is responsible for ensuring delivery of these objectives. There will also be ad-hoc meetings with the line manager to discuss issues as they arise.
- The post-holder will delegate tasks appropriately to administrative staff.

#### **9. DECISIONS AND JUDGEMENTS**

- Strong decision-making abilities and analytical skills in a range of situations where judgements may need to be taken in a variety of situations.
- The postholder will report to the line manager, consulting with them as and when required.
- There is a requirement to assess situations and identify the root cause of the problem, readily using theoretical and practical knowledge to think, gain and share information, solve problems and make decisions. This may include presentation of sensitive, complex and occasionally contentious information.

#### **10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB**

- Completing any necessary programme of personal training whilst in employment, and keeping up to date with own training and development needs.
- Maintaining a high quality service whilst delivering to tight timescales and being responsive to unforeseen fluctuations in work demand.
- Maintaining a level of mentorship relevant to the course demands, ensuring teaching methods are relevant to the group.
- Keeping up to date with changes in legislation, evidence based guidance, regulatory and organisational procedures and requirements.
- Exercise high levels of patience, tact and diplomacy in varying situations.
- Gain acceptance and credibility with relevant practitioners and Stakeholders.
- Deal with individuals who may be confrontational when their behaviour is challenged.

#### **11. COMMUNICATIONS AND RELATIONSHIPS**

- Provide constructive feedback on performance and where necessary, advise on the need for behaviour change to ensure the participant is meeting the requirements of national standards and best practice guidance.
- Ability to liaise with other stakeholders and represent NES' interests when organising or delivering education and training.
- Communicate clearly, effectively and confidently.
- Respond constructively to complex queries and complaints, taking full part in formal and informal discussions, ensuring contributions meet the needs of the audience and asking questions to clarify understanding and persuading and influencing others in a way that builds team confidence.
- Write effectively for a range of contexts and situations.
- Work with others towards achieving shared goals, learning from mistakes and being open to the opinions of others, receiving and giving constructive feedback.
- Demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures.
- Assess the root cause of problems, seeking and valuing the contributions of others and managing conflict when appropriate.
- Create solutions to achieve team objectives in support of operational plans.
- Understand your rights and responsibilities in the workplace including promoting equality of opportunity, valuing diversity and maintaining confidentiality, raising concerns relating to service provision with more senior staff.

## **12. PHYSICAL, MENTAL, EMOTIONAL & ENVIRONMENTAL DEMANDS OF THE JOB**

### **Physical skills**

- Technical knowledge and skills to assemble and operate equipment requiring the use of fine tools with a degree of accuracy.
- Practical skills and manual dexterity in use of equipment and materials with the ability to demonstrate and teach knowledge.
- Advanced keyboard skills, when creating high quality reports and other documents, including powerpoint presentations and handout materials.

### **Physical effort**

- Lifting/moving stationery items, course equipment and materials such as laptops/projectors etc
- Standing for lengthy periods while delivering tutorials/presentations

### **Mental effort**

- Frequent requirement for concentration during planning and delivery of training programmes, teaching and assessment materials often for periods in excess of 4 hours.
- Mental agility to promptly answer questions related to complex issues.
- Capable of producing work of a high quality and accuracy
- Creativity required in developing, teaching and assessment materials specific to the needs of target audience.
- Maintaining specialist knowledge across a range of skills and education; underpinned by relevant qualifications, registration and experience.

### **Emotional effort**

- Requirement for excellent mentoring and feedback skills
- The need to be assertive.
- Provision of support in sometimes distressing or emotional circumstances.

**Working Conditions**

- Majority of post will be conducted within the delivery area, with travelling required.
- Responsibility for security of all IT Equipment both in and out of the office and during transportation.
- Occasional exposure to unpleasant conditions, e.g. body fluids

**13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB**

- Qualified Dental Care Professional (SCQF Level 7)
- Current registration with the General Dental Council
- Post registration experience in the theoretical and practical aspects of all clinical dental procedures carried out in a dental primary care environment
- Ability to work with minimum supervision
- IT skills
- Excellent communication skills
- Excellent organisational and time management skills
- Ability to communicate or present information to small and large groups
- Knowledge of relevant national policies and evidence based guidance
- Knowledge of current GDC guidance and Dental Nurse Occupational Standards
- Knowledge of SQA systems and assessment process
- Teaching Qualification (or commitment to achieve)
- Internal Verifier Award (L&D 11) (SCQF Level8) (or commitment to achieve)
- Assessor Awards (L&D 9DI) or equivalent (SCQF Level 8) (or commitment to achieve)
- Experience in delivering training and mentoring trainees

**14. JOB DESCRIPTION AGREEMENT**

A separate job description will need to be signed off by each jobholder to whom the job description applies.

Job Holder's Signature:

Date:

Head of Department Signature:

Date:



## PERSON SPECIFICATION

**Essential Criteria** – these are attributes without which a candidate would not be able to undertake the full remit of the role. Applicants who do not clearly demonstrate in their application that they possess the essential requirements will normally be eliminated at the short listing stage.

**Desirable Criteria** – these are attributes which would be useful for the candidate to hold. When short listing, these criteria will be considered when more than one applicant meets the essential criteria.

**Means of Assessment** – please note that candidates invited for interview will be notified if there will be a requirement to undertake a test or presentation. These additional assessments may be used to judge one or more criteria within the factor.

Factors	Essential	Desirable	Means of Assessment
<b>Leadership Behaviour</b>	<ul style="list-style-type: none"> <li>Inspiring</li> <li>Empowering</li> <li>Adaptive</li> <li>Collaborative</li> <li>Engaged &amp; Engaging</li> </ul>		Application & Interview
<b>Education and Professional Qualifications</b>	<ul style="list-style-type: none"> <li>Qualified Dental Nurse</li> <li>Current registration with the GDC as a Dental Care Professional</li> <li>Evidence of completion of post registration qualifications or working towards</li> </ul>	<ul style="list-style-type: none"> <li>Teaching qualification or commitment to achieve</li> <li>Assessor Award (L&amp;D 9DI) or equivalent or commitment to achieve</li> </ul>	Application & Pre-Employment checks
<b>Experience/ Training (including research if appropriate)</b>	<ul style="list-style-type: none"> <li>Post registration experience in the theoretical and practical aspects of clinical dental procedures carried out in a dental care environment</li> <li>Experience in supporting workplace training and mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Experience in delivering training</li> </ul>	Application & Interview

<b>Specific Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Ability to communicate or present information to small and large groups</li> <li>• Knowledge of relevant national policies for evidence-based guidance</li> <li>• Knowledge of DCP Scope of Practice</li> <li>• Good digital skills – competence in using MS applications, online meetings etc</li> </ul>	<ul style="list-style-type: none"> <li>• Experience in developing online learning materials</li> <li>• Knowledge of SQA dental qualifications</li> </ul>	Application, Interview, & Presentation
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Ability to work with minimum supervision</li> <li>• Ability to use your initiative</li> <li>• Excellent Communication Skills</li> <li>• Excellent Organisational and time management skills</li> </ul>	<ul style="list-style-type: none"> <li>• Willingness to travel</li> <li>• Flexible with working hours</li> </ul>	Interview

# Leadership Behaviours

NHS Education for Scotland (NES) assesses and selects employees based on our leadership behaviours which are expected at all levels in the organisations. These leadership behaviours support the NES ways of working and NHS Scotland values.

These leadership behaviours describe how we work, and what is expected of everyone who works in NES. A number of methods may be used to assess these behaviours as part of our recruitment and selection processes. Our leadership behaviours are:





## CONDITIONS OF SERVICE

<b>TITLE:</b>	Dental Tutor/Clinical Skills Facilitator	<b>LOCATION:</b>	Flexible- your Contractual NES Office location will be agreed upon appointment
<b>REPORTING TO:</b>	Lead DCP Tutor		
<b>GRADE:</b>	Agenda for Change Band 5	<b>SALARY SCALE:</b>	£26,104 to £32,915 per annum
<b>HOURS AND DAYS OF WORK:</b>	Full time. Based on a normal working week of 37.5 hours. Office opening hours are 0700 to 1900		
<b>JOB STATUS:</b>	Permanent	<b>NOTICE PERIOD:</b>	4 weeks
<b>ANNUAL HOLIDAYS:</b>	27 days rising to 29 days after 5 years service, rising to 33 days after 10 years service	<b>PUBLIC HOLIDAYS:</b>	8 local/ Public Holidays per annum
<b>REHABILITATION OF OFFENDERS CLASSIFICATION:</b>	The 'exemption' status of posts within NES may change in the future and all successful candidates should be aware that they may be asked to obtain a further Disclosure from Disclosure Scotland at a later date, should a post's status change, or if they are transferred or promoted into a post that is exempt.		

### **SUPERANNUATION:**

Please note under changes to workplace pension arrangements introduced by the UK Government, NHS Education for Scotland along with other employers requires to ensure all staff are automatically enrolled in a pension scheme. Consequently, all new starts from 1 October 2013 will be automatically enrolled into the NHS Superannuation Scheme (Scotland). Contributions are based on whole time pensionable earnings as set out in the table below. Your employer also contributes an amount equal to 20.9% of your pensionable pay into the scheme on your behalf.

<b>Employee contribution rates 2020/2021</b>		
Tier	Annual Pensionable Pay (Full Time Equivalent)	Contribution
1	Up to £20,605	5.2%
2	£20,606 to £24,972	5.8%
3	£24,973 to £31,648	7.3%
4	£31,649 to £64,094	9.5%
5	£64,095 to £89,731	12.7%
6	£89,732 to £119,560	13.7%
7	£119,561 and above	14.7%

Sessional workers who work more than 10 sessions per week under NHS condition may be unable to contribute further to the superannuation scheme.

***The conditions above are for information purposes only and may be subject to variation. They do not form the basis of a legal contract.***