#### **JOB DESCRIPTION**

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| JOB IDENTIFICATION |
| **Job Title:** Major Trauma Nurse Educator  **Responsible to**: Clinical Nurse Manager  **Departments:** Major Trauma Service  **Directorate:** Surgical Services  **Operating Division:** Lothian University Hospital Services  **Job Reference:** 163330  **No of Job Holders**: 1  **Last Update:** 07/09/2023 |

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| 2. JOB PURPOSE |
| To plan, develop, deliver and evaluate the training and education requirements across the South East of Scotland Trauma Network. This is a multi-faceted role that includes overseeing and delivering of the Scottish Trauma Network training and education programme. Enhances the quality of the practice learning experience and positively contributes to the development of Nursing & Midwifery workforce, in line with local and national directives.  To lead and deliver on the Trauma Module for registered nurses with the governance and quality assurance processes for ongoing trauma education and training within the Major Trauma Centre at the Royal Infirmary of Edinburgh.  Lead and facilitate practice education to support staff to make the necessary changes in their practice as required by the profession and the South East of Scotland Trauma Network. |

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| **3. DIMENSIONS** |
| The establishment of a pan-Scotland Major Trauma Network is a ministerial commitment underlined by inclusion within the Health and Social Care Delivery Plan. While the headline for this commitment is that there will be four Major Trauma Centres by 2022, the broader commitment to improvement applies to all parts of the acute system, including the Scottish Ambulance Service (SAS) and expanding into community services with a focus on more effective rehabilitation and prevention.  The Major Trauma Service has been established at the Royal Infirmary of Edinburgh which is part of the South East Trauma Network. Hospital major trauma services should have responsibility and authority for the governance of all major trauma care in hospital. Provide a dedicated major trauma service for patients with major trauma.  This post forms part of the South East Trauma Network therefore this will cover the Major Trauma Centre (that will be based at the RIE).  This is new education contributing to development of a clinical service and infrastructure to support this. |

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| 4. ORGANISATIONAL POSITION |
| Associate Nurse Director  RIE  General Manager, Surgical Service  RIE        MTC Clinical Lead  Clinical Service Manager      Clinical Nurse Manager  Major Trauma Nurse Educator  **This post** |
| 5. ROLE OF DEPARTMENT |
| In conjunction with other clinical specialities on the Royal Infirmary of Edinburgh site, the Major Trauma Directorate will provide a dedicated major trauma service for patients with major trauma. A clinical workforce will be established to support the co-location of major trauma patients developing strong links between the MDT’s who input to major trauma patient management. This would include a major trauma nurse educator and rehabilitation coordination teams.  The function of the Major Trauma Service is the support and development of the workforce, aligned to workforce planning, (operational / tactical) and training and development to ensure fitness for purpose and fitness for practice. The Service also has a role in the education and training of ward based staff as well as effecting clinical supervision.  The purpose of the Major Trauma Service is to create learning and development opportunities with the service, to address essential priorities in line with NHS Lothian’s workforce priorities and service re-design agendas.  Services across the region are already in place to support the delivery of patient care for those who are severely injured. The post holder will be vital in maintaining and sustaining services, as well as ensuring continued improvements to patient care.  The Scottish Trauma Network (STN) have set up a Education and Workforce Group with representatives from all regions. The majority of the work of this group will be around education planning and will lead on competencies/skills set required for nursing professions within the Major Trauma Centres. The key priorities for the South East between now and the go live date are to implement the competency framework and the development of any potential job descriptions that are consistent across the four MTCs.  There is an opportunity to identify a core set of Major Trauma competencies/skill sets which will inform training and development. This post will potentially lead to shared training and exchanges between the South East Trauma Network. |
| 6. KEY RESULT AREAS |
| Managerial   1. Plan and organise complex educational programmes with the Practice Education Leads, Senior Nurses and MDT to enhance the quality of the clinical learning environment through ensuring the education and development needs of Nursing and Midwifery staff, learners and registered practitioners are addressed and supported effectively within the practice setting. 2. Take responsibility and lead partnership working, involving staff to influence change in both local and national education and practice developments and supporting staff and students as a result of the implementation of new initiatives e.g. NMC Revalidation, HSE and HIS recommendations. 3. To plan, facilitate and evaluate in-house education programmes, teaching modules to learners within the service, and sharing new learning experiences with colleagues. 4. Select, plan, deliver and evaluate a range of learning and teaching methods appropriate to the practice setting. 5. Work in collaboration with Lead Practice Educators, SCNs and clinical staff to facilitate service redesign in accordance with the local and national priorities. 6. Provide a leadership role model to Nursing and Midwifery staff in relation to professional issues and demonstrate expert knowledge in own specialist area of practice. Occasionally work within clinical areas, using work based learning to support learners and new practitioners to develop clinical skills. For example to ensure staff are competent in relation to numeracy skills and associated administration of medication. 7. To assist HCSWs, newly qualified staff, returns to practice staff, substantive staff and students to explore complex issues and make complex decisions relating to patient care. 8. Provide guidance and support for Nursing and Midwifery staff to produce practice learning assessment documentation/material including introductory letters, orientation packages and learning packages. 9. Assist with updating training record systems e.g. TURAS, in conjunction with the Lead Practice Educator and SCN. and maintain own records of Education and Workforce meetings and cascade information as required within the service.   **Educational and clinical education work plan contexts**   1. Participate in the development and implementation of NHS Lothian policies and protocols relating to specific divisional area of practice e.g. Tracheostomy guidelines, Falls, Medicines Management, IV Administration policy etc. 2. Lead in the understanding of how changes in practice influences patient care outcomes and lead in the development, facilitation and implementation of change strategies e.g. implementation of Major Trauma National Competencies and NHS Lothian Nursing and Midwifery Strategy. 3. Develop, co-ordinate and evaluate education programmes with providers e.g. Education leads, SCN and MTC Clinical Lead. 4. Drive and participate in South East of Scotland MTC developments, ensuring effective policies are written, implemented and embedded. 5. Implement/enforce changes to clinical practice, due to new advances introduced by evidence based care/hospital policies e.g. infection control to ensure compliance with agreed standards.   Clinical   1. Provide specialist educational advice to Facilitators, SCNs, Lead Practice Educators etc in relation to the co-ordination and delivery of practice based education to students, including induction and assessment, Flying Start, Mentor Preparation, a range of local clinically related practice development and education. 2. Support and offer specialist advice to staff in relation to clinical issues e.g. the administration of medication.   **Research and development**   1. Incorporate research and evaluation into all practices development activities. 2. Contribute to and encourage evidence based practice translating policy and evidence into practice. 3. When required to undertake a training needs analysis for an area. Analyse the data to produce a report for Lead Practice Educator / SCN with an identified/recommended training programme to meet the training needs of the staff. 4. Evaluate the effectiveness of education programmes, amending in accordance with the changing needs of the practice area, whilst ensuring that they meet the local and national standards and evaluated change in service needs. 5. Facilitation of study days within programmes to support effective learning within the practice area. |

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| **7a. EQUIPMENT AND MACHINERY** |
| The post holder is required to use a variety of equipment to develop and deliver education in a variety of settings e.g. Anaesthetic machine, monitors: - fixed – displays the patient’s haemodynamic status at the bedside. Portable – displays the patient’s haemodynamic status during retrieval, transit and transfer within NHS Lothian.  **Note:** New equipment may be introduced as the organisation and technology develops, however training will be provided. |
| **7b. SYSTEMS** |
| Human Resource Administrative System – PWA documenting training records  DATIX Intranet – entering incidents / educating and training staff in using web browser incident  Reporting Documents  Internet and Intranet – Professional Development and Business  Databases for attendance and records of education, including financial data and linking to TURAS. |

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| 8. ASSIGNMENT AND REVIEW OF WORK |
| The post holder will be responsible to the Clinical Nurse Manager who will provide guidance and professional management, work review and formal appraisal of performance.  The post holder will be in the main self-directed with support from the Clinical Nurse Manager and Associate Chief Nurse. |

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| **9. DECISIONS AND JUDGEMENTS** |
| Identify and analyse complex issues and facts in order to make decisions on the resolution of these e.g. support Senior Charge Nurses (SCN), students, registered practitioners with development and CPD, especially where there may be the requirement for reasonable adjustments to be put in practice e.g. as a result of dyslexia/dyscalculia or health issues.  In conjunction with the SCN, and MTC Educators ensure that correct procedures are in place and followed in order to support individuals to achieve the required level of clinical performance or academic achievement e.g. where there is a concern regarding a nurse fitness to practice and possible referral to the NMC, the Practice Educator will support education requirements with the SC, by assessing practice against NMC standards/Code, developing action plans, setting goals and agreed timeframes.  The post holder’s work is generated in response to service needs, by national and local strategies including Government initiatives, NMC and local priorities e.g. Major Trauma competencies.  Provide support to mentors, assessors and managers in ensuring that the clinical learning environment meets the Standards to Support Learning and Assessment in practice (NMC) & Quality Standards for Practice Placements (NES). Provides on-site support and continuous professional development activities for staff and practice mentors/educators e.g. delivery of education sessions for staff working within the clinical environment, simulation training for example venepuncture and cannulation, catheterisation skills teaching or care for new staff induction.  Coach learners, mentors and registrants in communicating in challenging situations e.g. when a student or staff member is not demonstrating the required level of performance and questions are raised about their fitness to practice. Working with the SCN/team leader of professions to implement action plans to support/coach the individual to achieve the level of practice/performance required.  Adopt an enquiring approach and to be proactive in seeking advice and guidance when required to employ effective methods of problem solving, ensuring responsiveness to deadlines. |

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| 10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB |
| Deliver creative and cost effective education solutions in partnership with the South East Region and external colleagues to aid in meeting the large service modernisation and redesign agenda for the South East Major Trauma Network.  Manage the provision of the highest standards of education within the allocated resources.  Lead and work independently using their own initiative and be able to make complex decisions to ensure the South East Major MTC objectives are met.  Work autonomously, using own initiative making sound decisions and problem solving whilst remaining focused and directed throughout. |

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| **11. COMMUNICATIONS AND RELATIONSHIPS** |
| *The post holder will communicate with:* |
| **Internal communication:** |
| Excellent communication skills (verbal, written and presentation) are a key essential aspect of the role. The post holder is required to develop and sustain communication networks and exchange sometimes complex and sensitive information e.g. delivering high level educational material to a multidisciplinary group for example the closing cascade, invasive ventilation, and major trauma emergency procedures for staff.  Ensure excellent communication across practice settings in order to ensure current practice is evidence based and compares with relevant local and national quality initiatives.  Practice and promote effective communication with a range of healthcare professionals including the multidisciplinary team (MDT), newly qualified nurses, return to practice nurses and healthcare support workers (HCSW) in order to co-ordinate and achieve a safe and effective level of patient care.  Develop facilitate and maintain links, communication networks and close working relationships with managers, the MDT and South East of Scotland Trauma Network.  There is a requirement for expert presentation, facilitation and teaching skills with a range of group sizes of frequently more than 20 people and in a range of settings e.g. in a clinical, classroom, lecture theatre or meeting room environment.  Present local and national conferences e.g. poster and/or formal presentations.  Develop communication networks and close working relationships with, practice placement areas management teams.  Fully participate in ensuring a cohesive partnership working throughout the South East of Scotland Trauma Network. |
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| To work in close partnership with patient and public involvement representatives.  Engagement with clinical colleagues to ensure organisational awareness is sustained and utilised to inform education solutions and a collaborative approach is taken.  To work within the MTC and TU teams and liaise with other clinical and non-clinical experts as needed to support the delivery of training and education.  **External communication:**  Network with local and national Practice Education team ensuring effective collaboration regarding provision of education and training programmes.  Contribute towards cohesive partnership working between the NHS Board, HEIs and  Universities. |

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| **12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS** |
| **Physical Skills:**  Standard keyboard skills to use Word, Excel & PowerPoint, Internet, email for day to day operational work and communication purposes.  Use of equipment for the development and delivery of education in a variety of settings i.e. PC, telephone, voicemail, and remote access i.e. video conferencing, laptop and multimedia projector.  Clinical skills while teaching e.g. venepuncture, catheterisation etc.  Occasional requirement to directly use resuscitation equipment, manual handling aids and all clinical equipment as required within the service.  Requirement to exert frequent light physical effort lifting and transferring training/education material and equipment from base to teaching venues across services/NHS Lothian.  Occasional requirement to exert moderated effort to initiate and maintain appropriate emergency care and use clinical equipment required for the delivery of patient care, e.g. hoists, monitors (blood pressure, oxygen saturation, trolleys, beds, and wheelchairs).  **Mental Demands:**  Frequent requirements for concentration e.g. synthesis of education material, and accurate, skilled and precise preparation and presentation of material for training/education purposes and while supervising learners.  Concentration on a daily basis when undertaking assessments of performance or facilitating learning.  Working in a sustained and focused manner and able to meet short and challenging deadlines.  Balancing competing divisional and NHS board demands for education.  **Emotional Demands:**  Frequent provision of emotional support for students and other Nursing staff in difficult situations which arise in practice settings related to learning and/or mentorship issues e.g. when a student is not demonstrating the required level of performance due to professional, personal or health issues which result in concerns being raised about their performance and fitness to practice.  Initiating the cause for concern working with students, mentor and practice education lecturer to implement action plans to support/coach the student to achieve the level of practice/performance required can be emotionally challenging.  Provide support for divisional practice education team members.  **Environmental Demands:**  Driving/travelling between base, practice learning environments across the South East of Scotland on a fortnightly/monthly basis.  At times the post holder will be required to work within unpleasant environments whilst working in the clinical environment e.g. ward environments with highly unpleasant smells etc.  Occasional exposure to highly unpleasant situations while working clinically e.g. body fluids and soiled linen. |
| 13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB |
| Professional Nursing Registration  Educated to SCQF Level 11 e.g. masters qualifications in ED, critical care, trauma care, clinical decision making or equivalent accredited prior learning in speciality.  Established teaching experience within a variety of clinical and classroom settings  Post graduate certificate in teaching (NMC recordable or equivalent)  Evidence of collaboration and partnership working.  Evidence of interpersonal and influencing skills  Evidence of Continuous Professional Development  Well developed organisational and time management skills  Evidence of Leadership and management experience  Extensive clinical experience and practical skills in critical care or ED  Extensive experience in supporting students/registered practitioners and HCSWs in the practice setting,  Knowledge and understanding of current nursing and Midwifery education issues. |

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| **14. JOB DESCRIPTION AGREEMENT** | |
| Job Holder’s Signature:  Head of Department Signature: | Date:  Date: |