**NHS GREATER GLASGOW – SOUTH GLASGOW DIVISION**

**JOB DESCRIPTION**

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| **1. JOB IDENTIFICATION**  **Job Title: Neurology Clinical Educator**  **Responsible to: Lead Nurse Neurology**  **Reports to: Helena Richmond**  **Department(s): Neurology** |

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| **2. JOB PURPOSE**  The post holder will lead on quality improvement and support for staff education and practice development within the specialist field of Neurology.  The post holder will support the lead nurses and SCNs to ensure practice is evidence based, all staff are supported to achieve and maintain a high standard of specialist knowledge and skill and meet mandatory training requirements.  The post holder will have a key role in identifying, developing and implementing quality improvement initiatives within Neurology, across Scotland. This will entail the development of Scotland wide education solutions to meet the patient safety, risk, and quality improvement agendas, in addition to education solutions to meet service improvement and the person centred agenda |

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| **3. ORGANISATIONAL POSITION** |
| Clinical Educator (this post)  7    Registered Nurses/ODP`sNurses Healthcare Support Workers  Band 5, 6 Band 2 /3/4 |
| * **DIMENSIONS** * The Deaprtment of Neurology & Specialist Rehabilitation has a total of 76 inpatient beds, and out- patient department. * Provide support in all National practice development initiatives within Neurology services. * Provide support in development of common core competencies, training packages, quality indicators for Neurology across Scotland * Provides specialist education and clinical teaching in response to developments within neurology services. * Ensure that patient needs are assessed, care planned, implemented and evaluated, and that there is consultation and involvement of patient/carers/relatives with all members of the multidisciplinary team. * Keep abreast of new developments and act as nurse advisor, benchmark with other neurology departments. * Participate in the development and trial of new concepts, equipment and procedures in the neurology & rehab units for the improvement of patient care/service. * Lead and facilitate practice education developments |
| **5. ROLE OF THE WARD/DEPARTMENT**  The post holder will lead on all aspects of staff education and practice development within the specialist field of Neurology within an inpatient and outpatient setting offering a more holistic approach to care and education for individuals and families living with long term neurological conditions. The post holder would support the upskilling of new and current staff, incorporating students and primary care professionals who are involved in the care of patients with long term conditions, the post holder will support the adoption of new drug therapies in line with evidence based practice and offer the unit the ability to proactively update protocols and pathways safely and efficiently.  The post holder will support the Lead Nurse and SCNs to ensure practice is evidence based, that staff are supported to achieve and maintain a high standard of specialist knowledge and meet mandatory training requirements. The post holder will have a key role in identifying, developing and implementing quality improvement initiatives to improve patient outcomes.  In line with the Patient Rights (Scotland) Act 2011, Person Centred Care Frameworks and Carers (Scotland) Act 2016, offering proactive education and support to build knowledge, skills and confidence within the patient and carer groups is anticipated to have a positive impact on care provision, minimize unscheduled care admissions through appropriate and timeous intervention at home and support patients and carers to advocate for person centred care provision as active participants in care planning. |

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| **KEY RESULT AREAS**     * Working in collaboration with other Neurology departments globally and within the UK to develop, implement, deliver and monitor a common educational programmes for Neurosurgery staff across Scotland, bringing together those currently in place. * Support Lead Nurses in continuous quality improvement within all areas of the service * Promote a person centred approach to care. * Develop and maintain links with other relevant specialist centres * Create an environment conducive to lifelong learning for all staff * Support development of a national competency based education programmes for new staff. * Participate and encourage clinical audit as part of the wider clinical governance agenda, facilitating appropriate change and improvement. * Support development and implementation of common policies and guidelines in line with specialist practice * Demonstrate awareness of research and implement research findings at national level to ensure best practice is based on evidence * Support design and development of common patient information packages * Practice within the legal and ethical framework set out by the NMC to ensure that patients interests and wellbeing are met * Be accountable for own professional actions as a specialist in the field of Neurlogy. * Agree practice development and education plans on an annual basis in collaboration with Nurse Managers/ Lead Nurses/ Clinical/National Forums * Attend evidence based practice groups * Support delivery of training programmes, to aid in meeting service requirements. This will require flexibility to meet the unpredictable workload * Engage and support the development and delivery of specialist programmes and clinical competencies identified by service for different levels of practitioners. * Ensure clinical standards, quality assurance and clinical governance agendas are mapped to clinical education within service areas. * Assist and set up databases and audit trail for systems and processes to underpin learning governance of all training and education. * Where necessary and in discussion with team lead support planning and implementation of responsive clinical educational solutions, seeking collaborative inter-professional opportunities where appropriate, designed to ensure core education requirements as identified by service are met. * Implement impact evaluation to audit education and training within allocated work-streams updating to data and outcomes to annual reports local and nationally |

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| **7a. EQUIPMENT AND MACHINERY**   1. Demonstrate and act on the responsibilities placed upon them under the Health and Safety at Work Act 1974, to ensure that the agreed safety procedures are carried out to maintain a safe working environment for patients, visitors and employees 2. Have a comprehensive knowledge of all the equipment used in the area and ensure all staff are trained and competent in its use.   **For example**   * + - Various mannequins for teaching purposes     - IV Volumatic pumps, Syringe drivers, PCA pumps     - VT Monitoring and recording     - Non Invasive Ventilation Respiratory equipment i.e. .Spirometer, O² Sat Monitor, Cough Assist, mechanical ventilation     - Equipment for the administration of Oxygen (including cylinders and humidification     - Equipment for the administration of Tracheal Suction     - Moving and handling equipment     - Computer / laptop / projector     - Pager     - Bladder scanner     - Flip charts and teaching packs     - Resuscitation equipment     - Wheelchairs / beds     - Blood glucose analysis     - Equipment for the administration of Oxygen including cylinders and humidification)     - Equipment for the administration of tracheal suctioning     - Vital signs monitoring equipment (e.g. vital signs monitor, electronic temperature recorder, respiratory volumetric spirometer     - Range of products for skin /bladder /bowel     - Flip charts and teaching packs     - Resuscitation equipment     - Wheelchairs / beds     - Blood glucose analysis     - Equipment for the administration of Oxygen including cylinders and humidification)     - Equipment for the administration of tracheal suctioning     - Vital signs monitoring equipment (e.g. dinamap, electronic temperature recorder, respiratory volumetric spirometer     - Range of products for skin /bladder /bowel |
| **7b. SYSTEMS**   * Be responsible for inputting information into electronic patient and staff records where applicable and also into written records, complying with the Data Protection Act, CNORIS, Digital Clinical Notes incorporating local policies regarding confidentiality and access to medical records and ensure staff awareness * The post holder is expected to demonstrate the ability to maximise the use of Information Technology to benefit patient care, staff management and personal development e.g:   **Patient records:**   * Maintenance of manual patient records * Trakcare / EPR * Nursing AssessmentDocument * Logging statistical information, analysing and reviewing and actioning results for audit purposes * DCN   **Staff records:**   * Staff appraisal / development/progress reports * Develop and maintain accurate staff training database * Develop and maintain accurate eksf databasein support of SCNs * Analysis of training evaluation forms   **Clinical Assessment Tools**   * Glasgow Coma Scale * Waterlow scale, * Pain management tools * Continence assessment * Moving and handling risk assessment * Risk assessment – clinical incidents and Datix * NEWS * Flap monitoring tool * Challenging behaviour assessment tools * Canard – falls management * Right Decision App |

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| **8. ASSIGNMENT AND REVIEW OF WORK**   * + The post holder is expected to work independently on a daily basis, in accordance with a planned portfolio of work streams.   + The post holder is expected to prioritise work effectively and work to deadlines   + Exercise the ability to challenge practice which may compromise safety and/or quality of patient care   + Provide advice, guidance and support to health professionals and public   + Review and be aware of relevant best practice in order to apply this and promote optimal patient care   + Operate within framework of clinical governance to manage issues such as adverse clinical incidents, risk management, H&S etc   + Ensure patients receive evidenced based care by developing education and ongoing monitoring of national and local guidelines   + Identify staff training needs, develop and deliver appropriate and specific training and education. |
| **9. DECISIONS AND JUDGEMENTS**   * + Time management   + Managing conflicting demands on staffing resource * Pulling together information and requirements for Neurology guidelines to develop coherent nt national and local training programmes |

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| 1. **MOST CHALLENGING/DIFFICULT PARTS OF THE JOB**    * Demonstrate excellent interpersonal communication skills with patients, relatives, other health professionals    * Demonstrates effective verbal and written communication with all members of the multi-disciplinary team within own department and relevant areas which service the tertiary, secondary and primary care settings    * Acts as patient/staff advocate through the application of ethical, legal and professional knowledge and skills    * Develop an external professional network which promotes both the profession and organisation    * Contribute to a supportive environment in the interest of staff morale    * Provides support, empathy and reassurance in the delivery of patient care    * Delivering educational information regarding any aspect of care to a variety of audiences i.e. in size or discipline |

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| **11. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB**  **Physical Demands**   * Frequently required to carry laptop / data projector, mannequins, teaching packages to venues across Scotland * Occasional moving and handling of patients for demonstration to other staff members   **Mental Demands**   * Concentration required when completing documentation for staff files * Prioritising multiple tasks/demands simultaneously * Frequently required to undertake long periods of concentration e.g. counselling, teaching manual skills / facilitating behaviour change * Frequently required to use VDU to develop and update patient information leaflets / educational information / PowerPoint presentations   **Emotional Demands**   * Supporting all grades of staff in the workplace * Occasionally communicating with difficult personalities within the multi-disciplinary team   . |

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| 1. **KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB**  * Registered Nurses on the NMC register (Parts 1 & 12) * Educated to degree level * Experience of teaching * A post registration qualification in teaching or willingness to undertake. * Minimum of 5 years’ experience within Neurology or Neurosciences, two of which should be at band 6. * Proven managerial and clinical skills * Evidence of continuing professional development * Experience of design, delivery and evaluation of programmes of learning * Evidence of collaboration and partnership working with other health professionals * Evidence of continuous PDP * Evidence of well-developed Communication skills * Well-developed organisational and time management skills * Pl skills – highly computer literate * Excellent IT skills |

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| **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:  Head of Department Signature: | Date:  Date: |

**PERSON SPECIFICATION FORM**

**Job Title:- Clinical Educator**

**Department:- Neurology Inpatient and Outpatient Setting**

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| **Qualifications** | **Essential (√)** | **Desirable (√)** |
| First Level Registered Nurse | √ |  |
| Educated to Degree level . | √ |  |
| Post registration qualification in education |  | √ |
| Experience of Neurosciences/OMFS | √ |  |

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| **Experience** | **Essential (√)** | **Desirable (√)** |
| 5 years post registration experience within neurosciences/OMFS | √ |  |
| Teaching experience |  | √ |
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| **Behavioural Competencies** | **Essential (√)** | **Desirable (√)** |
| Excellent written, communication and counselling skills | √ |  |
| Ability to work as part of a team | √ |  |
| Time management skills. | √ |  |
| Able to work independently, using initiative | √ |  |
| Ability to work under pressure | √ |  |
| Enthusiasm and commitment to education | √ |  |

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| **Other** | **Essential (√)** | **Desirable (√)** |
| A person centred approach to care | √ |  |
| Excellent IT/Presentation skills | √ |  |
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