NHS Education for Scotland

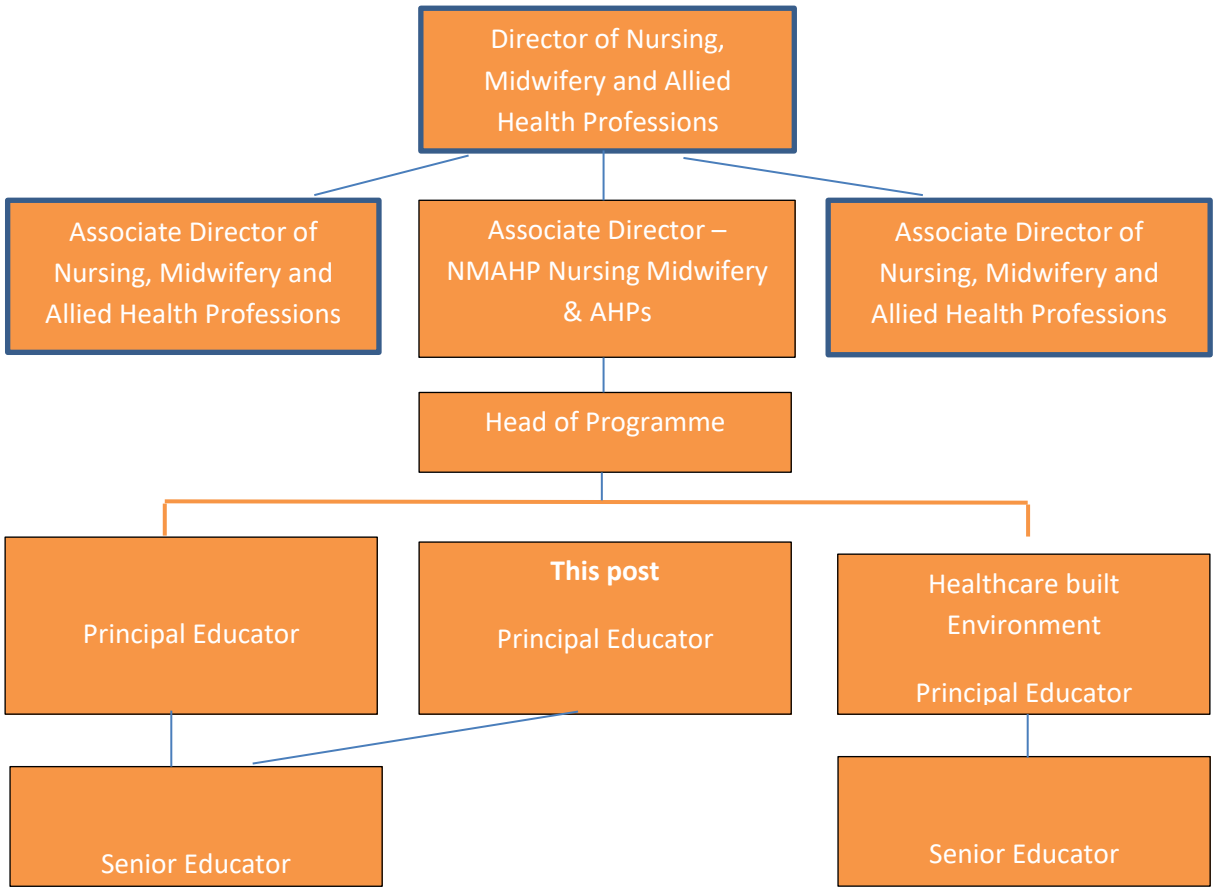
JOB SUMMARY – Principal Educator

1. NMAHP 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.

The core function of the NMAHP Directorate is to support the education, training and continuing professional development of nurses, midwives, allied health professionals, health and social care chaplains and their support workers. The Directorate is also responsible for providing education, training and workforce development across wider professional groups and disciplines, often in partnership with other agencies, to support key policy imperatives such as health protection, Healthcare Associated Infection (HAI), dementia and health and social care integration.

2. Organisation Chart



3. Job Role

This post sits within the NHAMP directorate but is a joint post with the ARHAI Scotland Directorate of NHS National Services Scotland.

ARHAI Scotland is responsible for the coordinating of national surveillance and reporting of healthcare associated infections and the monitoring of antimicrobial resistance and antimicrobial prescribing. Key is the development of evidence based infection prevention and control guidance for health and social care settings and expert advice to inform national policy and practice on hospital admission screening, antibiotic use and the built environment.

NHS Education for Scotland and ARHAI Scotland are committed to progressing a cohesive and integrated approach to specialist ARHAI workforce education development for the diverse multi-agency and multi professional ARHAI staff groups.

The postholder will provide leadership for this programme of work by understanding needs across the system, developing training frameworks and educational resources as required for this clinical and non-clinical workforce.

4. Key Tasks

These will include but will not be limited to:

- Work in close partnership with stakeholders to provide leadership in the co-production and implementation of workforce education frameworks in line with Scottish Government priorities
- Translating the outcomes from ARHAI Scotland (including intelligence from surveillance, emerging evidence from the ARHAI literature and themes from infection related incidents) into focused contemporary workforce education of maximum benefit to stakeholders
- Collating, interpreting and reconciling information and opinions from a range of stakeholders, especially where these may be conflicting, and analysing these to enable a compromise to be brokered or judgement made between the options
- Identify priority workforce education requirements and progress as required
- Lead and oversee the development of quality assured educational resources and source/identify associated development/learning opportunities
- Manage and provide leadership to a small team, linking with relevant colleagues across different professions
- Provide high level reports for internal and external oversight groups as required including the delivery of agree project milestones
- Provide support to the Head of Programme as directed including working across workstreams as necessary

Harmonised Band 8b Principal Educator

1. JOB IDENTIFICATION

Job Title: **Principal Educator**

Department(s): Public Health Programme

Directorate: NMAHP

Job Reference: 036330

Responsible to (insert job title): Head of Programme

*** Operating Division**

2. JOB PURPOSE

The purpose of this role is to have lead responsibility for managing major new and existing educational developments, and lead in the implementation of specific elements of education/leadership development, contributing to the formulation of long term policy and strategy.

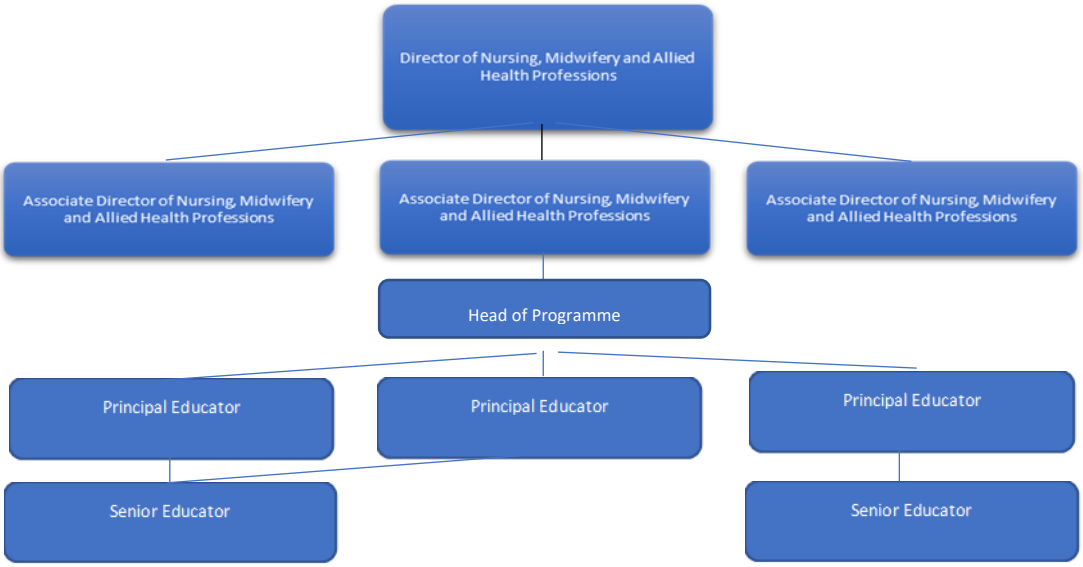
These workstreams/initiatives will support the key strategic themes of developing education and infrastructure, with the aim of improving current capability and capacity whilst reflecting the need of patients or services users of NHS Scotland.

The postholder will manage key educational projects for NES to deliver agreed outcomes identified by the Board and sponsoring Scottish Government in relation to defined aspects of educational infrastructure and provision.

3. DIMENSIONS

- The postholder will work across all of the NHS Boards and other sectors in Scotland, providing professional advice and support in key areas of development to all relevant colleagues including senior leaders, managers, clinicians and development professionals.
- They will manage a highly complex set of working relationships which extends beyond health to include other public services, agencies and providers of learning and development.
- They will be required to operate at a national level and contribute to the development of policy and practice around development and improvement.
- Up to date registration will be a requirement for relevant job roles.

4. ORGANISATIONAL POSITION



5. ROLE OF DEPARTMENT

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

The NMAHP Directorate is structured around seven programmes of work, each led by Heads of Programme and comprising a team of specialist/ clinical education and business support staff. The Public Health programme team focuses on the education and development of the public health workforce including health protection, infection prevention and control in response to national priorities. The programme team lead national work, implementing educational initiatives and providing a wide range of learning resources with an emphasis on digital provision. The Principal Educator is a key member of the team and works within the team, across the NMAHP directorate and with colleagues from other directorates to achieve the objectives of the programme team.

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.)

- Promotes a culture of change and leading edge practice, which will have a long term impact internally and/or externally by taking a leading role in the management of national educational projects.
- Provides professional advice and consultancy on a range of educational issues.
- Develops sector wide strategies and policies which have a long term impact internally and/or externally in specialist area.
- Collating, interpreting and reconciling information and opinions from a range of stakeholders, especially where these may be conflicting, and analysing these to enable a compromise to be brokered or judgement made between the options.
- Leads on specific aspects of education and/or leadership workstreams, ensuring that they are effectively co-ordinated at national and local events and contribute to the achievement of Delivering for Health, Better Health, Better Care.
- Monitors and reviews financial information for the workstream to ensure that they are consistent with guidelines and to make recommendations for efficiencies and service redesign as an ongoing job responsibility.
- Initiation and co-ordination of research into current practice relevant to projects, including analysis of results and presentation of findings in a published report.
- Creative innovative organisational, leadership and management development solutions to improve the effectiveness of individuals, teams, organisations, networks and systems – for example, coaching and strategic team development.
- Deliver the work of the team through working in partnership with executives and senior managers across NHSScotland and other parts of the public service, agencies and learning & development providers, thereby influencing and building sustained improvements to capability and capacity.
- Participate in the business and financial planning and monitoring, ensuring that each area of activity is proceeding according to plan.
- Shape up personal objectives according to organisational needs and depending on areas of expertise and contribute to ensuring that the work of the team is fully covered.
- Scope up requirements for specific programmes of development, through research and consultation with senior leaders in the service and other partners, to ensure that planned provision is fit for purpose and aligned with other local and national provisions.
- Evaluate the impact of investment in development and educational workstream(s) at a personal, organisational and national level, to ensure that it is appropriately targeted and shaped to meet service need.
- Take a leading role in the management of educational infrastructure projects to assist NHSScotland in responding to changes in education and training.
- Maintain and develop own professional knowledge and expertise, awareness of professional education, good practice and innovation within the UK and abroad through attendance at seminars, conferences, study days, networking and professional contacts.

7a. EQUIPMENT AND MACHINERY
The post holder will be required to use the following equipment in the course of their work: • A range of office, audio-visual and IT equipment • PC for design, development and maintenance of IT solutions. • Multi-function devices : scanners, copiers, printers, fax • Telephone • VC facilities • Portable equipment, including laptop etc
7b. SYSTEMS
• Utilisation of data and information systems relevant to role currently in use throughout the NES organisation. • Use of complete MS Office suite of programmes. • Use IT as directed, maintaining confidentiality.

8. ASSIGNMENT AND REVIEW OF WORK
• The post holder works within objectives agreed and is reviewed formally on an annual basis. • The postholder is responsible for planning, prioritising and allocating her/his own work and has freedom to initiate, implement and deliver outcomes within the agreed framework. The postholder is expected to work independently, maintaining effective time management and prioritising tasks appropriately. • The postholder is required to interpret relevant, often highly specialist, national policy and advise NES and key stakeholders on implementation. • Project plans, progress reports and outcomes are reviewed as appropriate by steering groups and Senior NES Managers and committees. • Manage, supervise and develop staff in line with NES policy and procedure.

9. DECISIONS AND JUDGEMENTS
• Given the sensitivities of some activities undertaken, the postholder needs to exercise good judgement on any highly complex matters. • Takes a lead role in developing and securing agreement on detailed plans to implement initiatives to develop workforce capability and capacity and quality learning environment within NHS Scotland. • Manages key education projects for NES to deliver agreed outcomes in relation to defined aspects of educational infrastructure, provision of development and safety and improvement. • The postholder is required to interpret relevant, often highly specialist, national policy and advise NES and key stakeholders on implementation.

10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB

- Consistently working to the highest standards, to increase confidence in the quality of a sustained approach to education/leadership development.
- Balancing national direction with local development.
- Managing 'due process' effectively and efficiently.
- Utilisation of analytical skills and creative strategies to solve highly complex problems relating to national or corporate projects.
- Working within a national remit with all disciplines representing health or social care workers.
- Engaging and maintaining effective communication with senior staff within NES, territorial health boards, special health boards, the education and training sector, professional and statutory bodies, government organisations, social care and third sector/ independent sector organisations.
- Using management strategies and techniques to affect change across professional groups within NHSScotland and internally within NES.
- Collating, interpreting and reconciling information and opinions from a range of stakeholder, especially where these may be conflicting, and analysing these to enable a compromise to be brokered or judgement made between the options.
- Considering the feasibility of initiatives in practice and developing flexible approaches that enable goals/implementation to be successfully achieved.
- Planning and organising the development of NES governance frameworks, when required, which have a significant impact on all of the NES directorates, and thus determining the way in which educational initiatives are implemented, quality assured and monitored.

11. COMMUNICATIONS AND RELATIONSHIPS

- Required to deploy advanced skills in communicating with a wide range of internal and external stakeholders
- Developing consensus about project aims and outcomes and in executing plans.
- Implementation of a communications strategy to develop awareness of the project benefits and outcomes to secure involvement from organisation and individuals from within NHSScotland and other relevant sectors.
- Chair meetings effectively.
- Persuade, influence and negotiate in order to secure funding and contracts, present proposals, obtain support for proposals, and secure involvements of colleagues in initiatives.
- Facilitate workshops and focus group discussions.
- Prepare information, reports, articles and papers to publication standard.
- Present complex/specialist information to internal and external conferences and seminars.
- Present and brief groups of internal and external stakeholders with complex information which may challenge existing practices.
- Maintain communication and working relationships with all departments, committees, the board and the senior management team of NES to affect the work of the post and NES. This communication is verbal, written and electronic and ranges through direct personal contact to scheduled meeting, all with a view to facilitating the work of NES.
- Communication with outside agencies is essential for the efficient and effective conduct of the post and to ensure that the service available from NES is known and understood.

12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB

Physical skills

- Advanced keyboard skills.

Physical effort

- The postholder should be able to operate standard office procedures. The postholder will be required to sit/stand for long periods of time when working at workstation with ITC equipment while drafting reports and other documents/participating in meetings.

Mental effort

- The postholder will be expected to demonstrate analytical skills and think creatively over sustained periods. It is expected that project strands will run concurrently and the postholder will therefore be required to co-ordinate simultaneous activities. The ability to produce reports and other documents to a high standard is essential.
- There will be a frequent requirement for concentration where their work pattern is often unpredictable.

Emotional effort

- The postholder is required to work to tight deadlines, set by external stakeholders such as the SGHSCD.
- They will occasionally be exposed to distressing or emotional circumstances when they have to impart unwelcome news to stakeholders.

Working Conditions

- Requirement to travel to meetings and conferences has an effect on work patterns. The postholder is required to use VDU for long periods of time whilst working on reports/strategies etc. VDU use on a daily basis.

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

- Educated to at least master's degree level plus substantial postgraduate experience, or working towards this together with registration as a health or social care professional where required.
- Experience of significant expertise within Health or Social Care / Education normally acquired over a significant period.
- Proven leadership/management development capabilities in the delivery of services within Health or Social Care / education / leadership development in a large, complex organisation.
- In-depth knowledge and practical experience within Health or Social care / education / Quality Improvement and leading QI.
- Experience of working with leaders at senior management and Board levels.
- Evidence of personal education skills development.
- Project management experience.
- National policy-level experience in Health or Social care / education /leadership development and an understanding of the policy environment.
- Proven experience in developing, commissioning, managing and evaluating development programmes/activities.
- Ability, experience and judgement to work independently and as part of senior team.
- Experience of complex change management processes.
- Highly developed interpersonal skills.
- Knowledge and expertise in education, leadership, management and models for delivery of development.

- Highly developed written and verbal communication skills.
- Ability to deliver within tight deadlines.
- Understanding and knowledge of government health policy.
- Ability to work in complex environments where the parameters of the job are not necessarily clearly defined.
- Well-developed facilitation skills.

NB: -

Staff employed by NHS Education recruited for a role that has either Mental Health Officer or Special Classes Status will be issued with written confirmation recognising such status at the point of recruitment to ensure that their membership is recognised for the purposes of Pension Calculation. Recognition of either Nurses with MHO Status, or Nurses, Midwives, Physiotherapists, Nursing Assistants or Health Care Assistants with Special Classes Status will be defined explicitly within the advert and job description for future roles, and confirmed in writing to the successful applicant within the offer of employment letter.

NHS Education for Scotland

BAND 8b Principal Educator

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
Key Leadership Behaviours	• Inspiring • Empowering • Adaptive • Collaborative • Engaged and Engaging		Application & Interview
Education and Professional Qualifications	• Educated to master's degree level in related subject matter plus substantial postgraduate experience in the field of IPC , or working towards this • Post holder must be a registered member of a health or social care professional body relevant to their area of expertise or equivalent • Required to hold up to date registration relevant to their role or equivalent		Application & Pre-Employment checks
Additional specific qualifications required for role	• Post graduate teaching/education qualification or equivalent experience		Application & Pre-Employment checks
Experience/Training (including research if appropriate)	• Proven experience in developing, commissioning, managing and evaluating development programmes/activities • Experience of strategic policy development and implementation that reflects both corporate and system wide directives • Experience in the development and delivery of a range of training		Application & Interview

	programme elements and developing learning materials • Experience and understanding of educational quality assurance and the healthcare/education sector in the UK • Demonstrable senior management experience within a large complex organisation • Significant experience of managing large and complex projects/programmes • Experience of strategic planning • Significant analytical experience at senior level • Significant experience of leading and managing teams • Experience of design and implementation of change programmes • Experience of presenting and publishing of records • Experience in leading and managing new and existing educational developments • Experience of budget management, financial forecasting and control • Experience/understanding of the external political and social environment, including NHS policy issues and priorities, and the wider agenda of public policy impacting on other relevant agencies		
Additional specific experience/training required for role	• Good understanding and/or significant experience in the area of infection prevention and control		Application & Interview
Specific Skills and Knowledge	• Knowledge and expertise in education, leadership, management and models for delivery of development • Ability, experience and judgement to work independently and as part of a senior team • Ability to build highly effective relations internally and externally is key as well as excellent facilitation, presentation and strategic thinking and analysis skills • Excellent communication, interpersonal, negotiating, influencing and facilitation skills at a senior level		Application & Interview

	• Excellent working knowledge of Microsoft Office packages • Ability to work autonomously to agreed objectives and timescales • Effective time management skills and ability to manage conflicting priorities		

CONDITIONS OF SERVICE

TITLE:	Principal Educator	**LOCATION:**	Flexible base location
REPORTING TO:	HP Education Programme Manager		
GRADE:	Agenda for Change Band 8B	**SALARY SCALE:**	£59,539 to £64,095 per annum
HOURS AND DAYS OF WORK:	Full time. Based on a normal working week of 37.5 hours. Office opening hours are 0700 to 1900		
JOB STATUS:	Permanent	**NOTICE PERIOD:**	4 weeks
ANNUAL HOLIDAYS:	27 days rising to 29 days after 5 years service, rising to 33 days after 10 years service	**PUBLIC HOLIDAYS:**	8 local/ Public Holidays per annum
REHABILITATION OF OFFENDERS CLASSIFICATION:	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;

Employee contribution rates 2020/2021		
Tier	Annual Pensionable Pay (Full Time Equivalent)	Contribution
1	Up to £18,936	5.2%
2	£18,937 to £23,228	5.8%
3	£23,229 to £28,891	7.3%
4	£28,892 to £56,266	9.5%
5	£56,267 to £79,801	12.7%
6	£79,802 to £117,960	13.7%
7	£117,961 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.

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:

Inspiring	Passionate about our strategic mission and about excellence; communicating purpose and vision with enthusiasm; innovative, and learning from success as well as setbacks
Empowering	Giving our teams space and authority to deliver outcomes; investing in learning and development; expecting top performance & dealing with occasions where this is not delivered; being approachable and open to constructive challenge
Adaptive	Respond flexibly to changing requirements and help others to do the same, recognising that required leadership and expertise may not always sit at the top of the hierarchy and actively encouraging good ideas/input from all levels.
Collaborative	Committed to working together, and across professional, clinical and organisational boundaries, internally and externally to achieve our objectives
Engaged & Engaging	Committed to our values, agreed ways of working and our strategic and operational direction; visible to stakeholders and to our teams; straightforward and honest in our communications