



JOB SUMMARY – Educational Lead

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. Psychology Directorate

NHS Education for Scotland (NES) is a Special Health Board. Our vision is Quality Education for a Healthier Scotland and our mission is to provide education that enables excellence in health and care for the people of Scotland.

The NES Psychology Directorate has two major areas of responsibility:

- Training of psychologists for NHS Scotland
- Upskilling the existing multi-professional workforce in psychological care

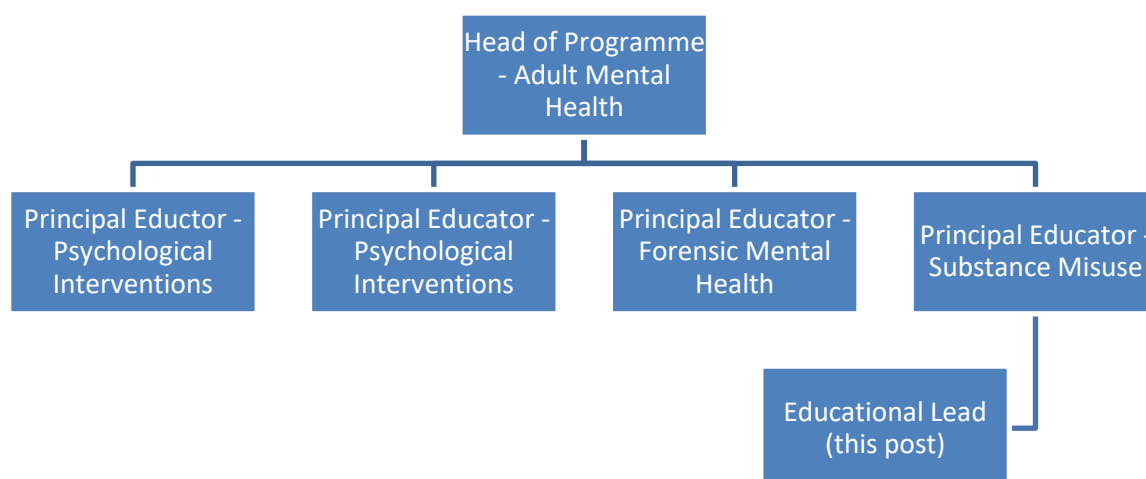
NES has responsibility for commissioning pre-registration training for clinical and applied psychology for NHS Scotland. Since 2003, NES strategic objectives have been to achieve a step increase in training capacity and modernisation of training pathways to reflect service needs. The Psychology Directorate has been developed since then to deliver those objectives. NES has driven a culture change in the way pre-registration training is delivered for psychologists in Scotland, through partnership working with NHS Boards. The Directorate has developed relationships with a wide range of other stakeholders in Scotland (e.g. SGHD, Universities, QAA) and across the UK (e.g. Department of Health, professional and regulatory bodies) to take forward its modernisation agenda for this professional group.

The directorate has a leading role in developing NES educational strategy to support increased availability of psychological interventions and therapies. NES has been directed to work in partnership with Scottish Government, the Scottish Social Services Council, NHS Boards and other key stakeholders to increase the capacity within the current workforce to deliver psychological interventions.

The directorate engages with a wide range of stakeholders including NHS Scotland organisations, HEI's, QAA Scotland, Scottish Funding Council, professional and regulatory bodies, the union Unite and other agencies. In its core business the directorate has a key role in brokering the relationship between NHS Scotland and HEI's in the commissioning of training, including contractual and funding arrangements and promoting best practice in the delivery of education and training of psychologists for NHS Scotland.

The psychology directorate is based in NES central offices in Edinburgh and Glasgow.

3. Organisation Chart



4. Job Role

Reporting to the Principal Educator – Substance Misuse, and working closely with the NES Trauma team, this postholder will address the workforce development needs of a range of practitioners supporting those with substance use related challenges. The learning programme will involve workforce development consultation and the development of a range of education resources based on motivational enhancement, recovery-based behavioural change which will be underpinned by trauma informed and responsive approaches. The importance of increasing the confidence of practitioners to address substance use, trauma, mental health, physical health, cognitive impairment, social and family recovery in an

integrated model will be emphasised to improve quality of life and reduce morbidity and mortality.

The post-holder will have a multi professional remit spanning all NHS groups. This post has a strong and direct impact on the education and training of relevant health professionals, and on the subsequent provision of appropriate care.

The post will include working on a Scotland-wide basis involving close liaison with colleagues, health boards and key stakeholders.

5. Key Tasks

These will include but will not be limited by

- **Workforce Development Consultation.** Consult with a range of mental health, substance use, physical health, social care practitioners working with alcohol and other drug use across all sectors, utilising seminars, direct events and surveys. The results will be used to further develop online and direct learning resources.
- **Resources to support Reducing Alcohol and Drug-related Deaths.** Additional online resources developed to create a suite of e-learning modules addressing high risk behaviour and psychological factors contributing to alcohol and drug-related deaths, including cognitive impairment and working with older substance users.
- **Trauma Training Resources.** Trauma training resources available via the National Trauma Training Programme (NTTP) will be adapted where required across informed, skilled and enhanced levels of the workforce. Implementation support from NES and substance use services for this work will be key.
- **Motivational Interviewing + Core Skills Resources.** Adapt and update the Core Skills and Motivational Interviewing e-learning and learning programmes, to include information on drug related deaths and develop additional training resources with the goal of establishing an accredited programme in the longer term.
- **Working with Mental Health, trauma + Substances Together.** Provide a series of learning events addressing the co-occurring needs of a range of mental health, trauma and substance use issues, including perinatal mental health, autism, anxiety and depression and eating disorders with co-occurring substance use.
- **Coach Training to Support Implementation.** Coach training aims to enhance the skills and confidence of practitioners in working with substance use and will be expanded to include mental health practitioners.

The postholder will carry out duties deemed reasonable to their role and band.

Please refer to the advert and Person Specification when applying for this role.

Band 7 Educational Lead or Practice Educator *

1. JOB IDENTIFICATION

Job Title: **Educational Lead**

Department(s): Psychology

Directorate: Psychology

Job Reference:

Responsible to: Principal Educator

(*This post has scored within the factor of patient client care)

*** Operating Division**

2. JOB PURPOSE

The purpose of this role is to provide a visible and sustained conduit for NES core business which will contribute to the education and development of care professionals, in your specialist area of work, across the NHS career framework.

The postholder will have a comprehensive, specialised, factual and theoretical knowledge within their field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve highly complex problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development.

3. DIMENSIONS

The postholder will provide and facilitate access to education to support key national priorities, as well as support patient-centred care and quality improvement through contributing to the development and delivery of related, and specific, education for care professionals in their area of expertise.

The postholder 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.

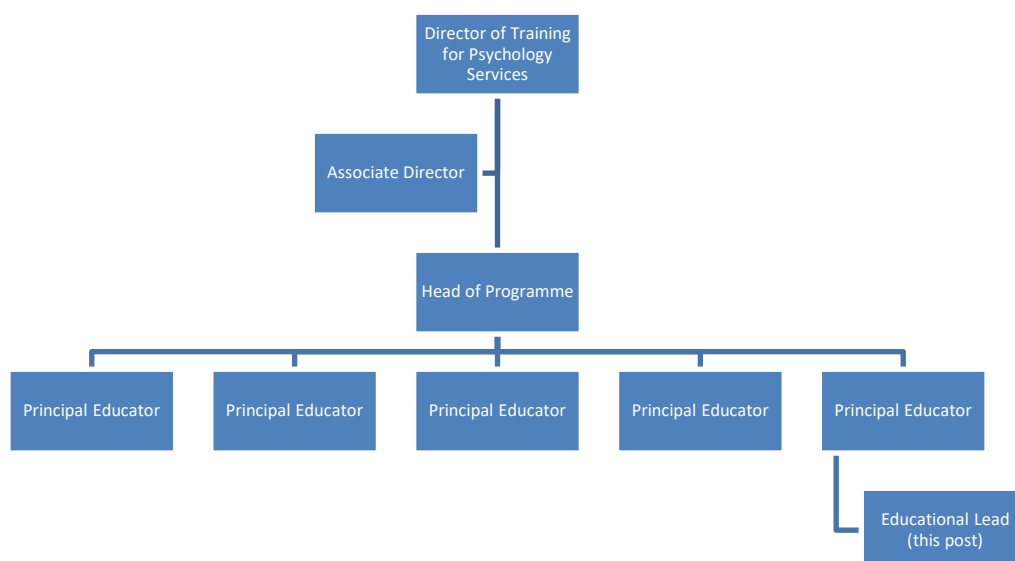
4. ORGANISATIONAL POSITION

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 NES Psychology Directorate has two major areas of responsibility: Training of psychologists for NHS Scotland; and Upskilling the existing multi-professional workforce in psychological care.

NES has responsibility for commissioning pre-registration training for clinical and applied psychology for NHSScotland. Through partnership working with NHS Boards and Universities, we have been involved in ensuring training pathways reflect changing service needs. The Directorate has developed relationships with a wide range of other stakeholders in Scotland (e.g. Scottish Government, QAA) and across the UK (e.g. Department of Health, professional and regulatory bodies) to take forward its modernisation agenda for this professional group.

The directorate has a leading role in developing NES educational strategy to support increased availability of psychological interventions and therapies as well as developing knowledge and skills in skilled psychological practice across the workforce. NES has been directed to work in partnership with Scottish Government, the Scottish Social Services Council, NHS Boards, Integrated Joint Boards and other key stakeholders to increase the capacity within the current workforce to deliver evidence based psychological interventions. The psychology directorate is based in NES central offices in Edinburgh and Glasgow.



5. ROLE OF DEPARTMENT

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.

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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.

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 dependant on the current requirements for your role.)

- Contribute to the development, planning and organisation of the continuous professional development of colleagues as educators, managing the delivery and assessment of a wide and complex range of new and existing educational programmes and opportunities, in line with local Health Board demand, organisational objectives and which supports clinically effective patient care.
- Support the implementation and review of multidisciplinary education initiatives, such as opportunities for collective learning in clinical areas linked to quality enhancement and cross sector working.
- Provide peer support in relation to the facilitation of learning into practice, personal development planning, mentoring, coaching and promoting a positive learning environment.
- Engage in strategic partnership working with service managers, human resource managers and HEIs to assist senior colleagues to identify and support the development of talented individuals from across the career framework.
- Contribute to the development of NHS board quality assurance and governance arrangements in relation to education, continuing professional development and revalidation.
- Establish, evaluate and further develop strategies to ensure equity of access to education and appropriate learning and development opportunities.
- Conduct research and analysis to identify national and regional training needs, using judgement in planning and co-ordination to ensure most effective use of resources, reflecting best practices.
- Contribute to the identification, development and coordination of audit and evaluation of workplace learning in relation to the quality of care and patient experience.
- Collaborate and actively contribute to meetings and working groups at National level, both internal and external to the organisation.
- Advise, where appropriate, on the development of national guidance, and ensure dissemination of the national guidelines thereafter through education and training programmes.
- Create regular reports for NES Executive committee and for external stakeholders

<p>in relation to specialist area of education.</p> <ul style="list-style-type: none"> • Ensure adherence to all policy and the principles of Educational Governance, Health and Safety and Equality & Diversity are embedded in all education and training initiatives. • Promote principles of education governance alongside the dissemination and implementation of educational research to support care governance and to enhance practice learning. • Responsible for creating, leading and implementing national policies in relation to NES education and training programmes. • Ensure adequate provision of all relevant educational programmes. • Collaborate with regional colleagues, NHS Board Managers and Higher Education Institution leads to develop specific education resources that are commensurate with the postholder's expertise and are linked to national priorities, sharing good practice and innovation.
7a. EQUIPMENT AND MACHINERY
<ul style="list-style-type: none"> • Use of a wide range of relevant equipment and materials including in the clinical skills room or practice setting. • A range of office, audio-visual and IT equipment • Use of PC for everyday use • Multi-function devices : scanners, copiers, printers, fax • Telephone • VC Facilities
7b. SYSTEMS
<ul style="list-style-type: none"> • Daily use of GroupWise for email. • Use and maintenance of Alfresco Enterprise Content Management System for electronic file storing • Use of complete MS Office suite of programmes. • Utilisation of current data and information systems relevant to role currently in use throughout the NES organisation. • Use IT as directed, maintaining confidentiality.
8. ASSIGNMENT AND REVIEW OF WORK
<ul style="list-style-type: none"> • The postholder frequently works autonomously and is responsible for planning, prioritising and allocating their own workload. • Work is seldom checked, but failure of knowledge, skills, administration or support will be immediately obvious to the entire department. • Work is generated by local and national strategies and priorities. • The work input/creation is wide, highly variable and usually challenging.
9. DECISIONS AND JUDGEMENTS

- The postholder is must demonstrate an ability to function autonomously and provide professional leadership in team decisions.
- They will work collaboratively with a range of colleagues to facilitate decision-making around education priorities and to lead on designated pieces of work under the guidance of a line manager.
- They will negotiate and agree performance objectives, contributing to organisational operational planning.
- 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 complex problems and make decisions.

10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB

- Prioritising complex workload for self and those under line-managership around a variety of different areas of work where appropriate.
- Achieving the core requirements of the post whilst balancing competing demands.
- Responding to directives from local stakeholders alongside regional and national priorities.
- Political awareness to be able to engage strategically and work operationally across organisational boundaries.
- Maintaining tact and diplomacy whilst working across organisational boundaries.
- Working in a professional and collaborative way with a range of professional colleagues and stakeholder organisations.
- Meeting the task demands, including travelling throughout regions, despite geographical difficulties.
- Remaining abreast of best practices and current developments across a wide range of areas, some of which have associated evolving formal qualifications to identify and initiate the training required.
- Providing high quality position, discussion, progress and annual reports on activity and impact related to key result areas for a range of stakeholders.
- Disseminating and ensuring standardisation of National Policies and procedures.

11. COMMUNICATIONS AND RELATIONSHIPS

- Excellent leadership, management, communication, interpersonal and negotiation skills.
- Ability to communicate effectively with a wide range of internal and external groups and stakeholders at all levels.
- Use a variety of methods for communication including lectures, workshops, presentations and meetings.
- Occasionally required to communicate in respect of contentious and challenging issues.
- Communication may involve overcoming barriers to understanding where English may not be the first language or in instances in which the learner has learning

difficulties.

- Operate to the highest level of impartiality, fairness and confidentiality, while providing a high degree of support.
- Excellent verbal, nonverbal, written and presentation skills. There will be frequent requirements to present complex and sensitive information to large groups in formal settings e.g. conferences, workshops and seminars as well as occasional presentation of difficult or controversial information. This may involve formal slide show presentations of facilitating group work.
- Listen to, understand and communicate complex information from a range of sources, adopting effective questioning techniques to elicit a range of views
- Respond constructively and confidently to queries and complaints, negotiating with others in a way that suits the situation
- Evaluate a range of texts and write effectively for a range of contexts, situations, maintaining honesty, integrity and transparency
- Work with others towards sharing goals, ensuring the team's goals are clear and achievable
- 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 in complex and unpredictable environments
- Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity and transparency.

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

Physical skills

- Standard keyboard skills.

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

- Requires high level intellectual effort and occasional requirement for prolonged concentration. Must be able to think strategically and have the ability to analyse complex information to inform plans and actions and creative effort. Ability to adapt communication style appropriately to task.
- Unpredictable workloads and interruptions.
- Ability to multitask and work within complex issues and participate in meetings.
- Provide and promote creativity and innovation within team.

Emotional effort

- Requires resilience and diplomacy, to lead change resistance and sometimes in the face of strongly held competing points of view.
- Occasional exposure to emotional circumstances.

Working Conditions

- Standard office conditions with flexibility to make best use of time.

- Exposure to a variety of environmental settings including clinical areas in hospital and the community, office and education/teaching venues

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

- Postholder must be a registered member of the body relevant to their area of expertise.
- Qualified to Masters Degree level or equivalent
- Experience within an education role.
- Relevant experience within their area of expertise.
- Proven experience at a senior level of all management and delivering training and Education in their area of expertise.
- Leadership, communication and interpersonal skills to include presentation, influencing, negotiation and complex report writing.
- Knowledge of the healthcare professional regulatory framework for relevant specialist area.
- Ability to proactively identify new initiatives, justifying and implementing them as circumstances demand.
- Proven team player.
- Excellent Digital, organisational, administrative and interpersonal skills

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:



BAND 7 Educational Lead or Practice Educator (PCC)

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	<ul style="list-style-type: none"> Inspiring Empowering Adaptive Collaborative Engaged and Engaging 		Application & Interview
Education and Professional Qualifications	<ul style="list-style-type: none"> Qualified to Masters Degree level or equivalent Post holder must be a registered member of the body relevant to their area of expertise 		Application & Pre-Employment checks
Experience/Training (including research if appropriate)	<ul style="list-style-type: none"> Experience within an education role Relevant experience within their area of expertise Proven experience at a senior level of all management and delivering training and Education in their area of expertise Knowledge of the healthcare professional regulatory framework for relevant specialist area Proven team player 	<ul style="list-style-type: none"> Expertise in evidence based psychological therapies and interventions in the specialist area of substance use. Expertise in delivery of coaching Familiarity with Implementation Science 	Application & Interview

Specific Skills and Knowledge	<ul style="list-style-type: none">• Leadership communication and interpersonal skills• Presentation skills,• Excellent IT skills,• Excellent organisational skills,• Administrative and interpersonal skills,• Ability to proactively identify new initiatives, justifying and implementing them as circumstances demand		Application & Interview
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CONDITIONS OF SERVICE

TITLE:	Educational Lead	LOCATION:	Flexible- your Contractual NES Office location will be agreed upon appointment
REPORTING TO:	Principal Educator		
GRADE:	Agenda for Change Band 7	SALARY SCALE:	£40,872 to £47,846 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:	Fixed term/ secondment opportunity until March 2023.	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. Your employer also contributes an amount equal to 20.9% of your pensionable pay into the scheme on your behalf.

Employee contribution rates 2020/2021		
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.

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:

