



## Job Role Summary

**Job Role:** Director of Student Support  
**Grade:** Clinical (Teaching dominant)  
**Contract:** Part-time (0.4FTE, 16 hours per week), or job share considered, Permanent  
**Salary:** Clinical Below Consultant  
**Job Family:** Teaching & Research  
**Department:** School of Medicine  
**Reference:** 10122

### Role Purpose:

Leadership in the strategic development, provision and delivery of all support to medical students within the School of Medicine.

### Principal Responsibilities

#### General:

- To contribute to the development and achievement of University, College, School strategy within the context of an international, research-led university.
- To be recognised as an authority in the field, developing and maintaining an external profile as appropriate to the discipline.
- To maintain scholarly activity and keep up to date with developments in the field as necessary to carry out the duties of the post.
- To carry out the duties of the role in accordance with the University values and standards, in line with university policies and procedures and benchmarks as appropriate, upholding high professional standards and leading by example.
- To work with our students as members of a learning community to provide world class teaching and learning opportunities and an excellent student experience.
- To maintain continuing professional development relevant to role.
- To maintain a safe work environment, including ensuring compliance with legislation and the undertaking of risk assessments.
- To integrate the University values into all appropriate aspects of the job; respecting the dignity and diversity of all members of the University community and University visitors.

#### Principal Responsibilities:

- The Director of Support will be responsible for the leadership, provision and delivery of student support; including the leadership and management of three core teams of pastoral, academic and professionalism support tutors.





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- To be responsible for the line management of the Academic and Professional Support Leads, and Pastoral Support team.
- To oversee the provision, training and quality of the Support Faculty working with the Academic and Professional Support Leads.
- Involvement in the recruitment, management and development of staff and act as a mentor and coach to colleagues.
- To work with the Head and Deputy Heads of School, the Senior Tutor, Phase Directors and Year Leads to maintain and further develop high quality student support and evaluate its success.
- Contribute to the overall work of the University by representing the School on appropriate committees and groups.
- To provide high-quality leadership and management of support teams at Phase 2 local education providers.
- Effective contribution to the management and administrative processes and committee structures of the school to include the following School of Medicine meetings relevant to student support:
  - Pastoral and Professional Concerns Group (as Deputy Chair for the Deputy Heads of School when required)
  - Pastoral, Academic and Professionalism Support Team meetings
  - School Executive
  - Exam Boards
  - To provide targeted and effective pastoral support to students, in particular to a defined caseload of 'complex' medical students experiencing personal difficulties.
  - To provide timely and appropriate referrals of students to Occupational Health.

### Teaching:

- To undertake research-led teaching on the MB ChB undergraduate and/or postgraduate taught courses, as required, and collect, and respond to, student feedback, where appropriate.
- To deliver excellent teaching and support to students.
- To contribute at an appropriate level to school policy and practice in teaching.
- To design, develop and lead modules and programmes within the subject area as required.
- To lead in the review of modules and programmes and in quality assurance and enhancement as required both at the college/University.
- To provide general support and guidance to students, resolving issues and/or referring to specialist parties, where appropriate.





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### Scholarship

- To pursue teaching, innovation and excellence in areas relevant to student support.
- To engage in scholarship publication and scholarly activity that enhances teaching and learning in the discipline and the pedagogical resources of the discipline.
- To promote the integration of personal scholarship with other interests within and, as appropriate, outside the School of Medicine.
- To supervise students and trainees undertaking intercalated MSc, BSc or SSC research projects as appropriate.
- To contribute to the development of scholarship in the discipline through presentations at national and international conferences.

This role summary provides a framework for the role but it may be necessary to undertake any duties commensurate with the post as might reasonably be required from time to time by the Head of School or Deputy Heads of School.

### Qualifications, Knowledge and Experience

#### Essential

- Primary medical qualification, MB ChB or equivalent\*
- Full GMC Registration\*
- Licence to practise, where currently holding a clinical role for which the GMC/NHS requires a license to be held\*
- Able to demonstrate good standing in line with GMC standards/Good Medical Practice\*
- Able to evidence substantive experience as a GMC registered medical practitioner\*
- Entry on the GMC Specialist Register, or as a GP on the UK GP Register and a GP Performers list, or able to evidence previous recent registration \*
- Achieved a competent standard in appraisal (and revalidation where the individual holds a GMC Licence to Practise).
- High level of proficiency in written\* and oral English, sufficient to undertake the requirements of the post, to write reports and to communicate effectively with staff and students
- Evidence of external recognition of teaching practice at a senior level\*
- Experience of teaching and assessment at undergraduate and/or postgraduate level\*
- Extensive experience of mentoring/advising and motivating students or junior doctors\*
- Prior experience in a student support role
- Able to demonstrate experience, training and competencies which enables an





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understanding of the problems which medical students experience

- Prior experience in a student support leadership role\*
- Prior experience in a student support role\*
- Be capable of leading and managing the effective delivery of student support
- Demonstrate an ability to present and promote the School of Medicine Support Service using innovative methods both within the University and in other relevant settings.
- Excellent working knowledge of NHS and GMC rules and regulations as they relate to medical students
- Experience in teaching and assessment of medical students\*
- Have knowledge of educational research and development through reading appropriate journals
- Can demonstrate continuing personal development through regular attendance at training courses and medical education conferences

### Desirable

- Formal qualification in Coaching/Pastoral support\*
- Ability to coach and mentor other teaching staff in support techniques
- Can demonstrate continuing personal development through attendance at training courses and medical education conferences
- FHEA, Fellowship of the Academy of Medical Educators or PGCert/Dip in Medical Education\*
- Good working knowledge of Leicester Medical School Phase 1 and 2 curricula
- Have knowledge of educational research and development in the field of student support

### Skills, Abilities and Competencies

#### Essential

- Recognised as a credible and effective leader in an educational context
- Excellent interpersonal and empathetic communication skills
- Ability to work cooperatively and empathetically without judgement
- Ability to escalate concerns, where appropriate
- Ability to exercise diplomacy and tact
- Ability to mediate and negotiate
- Ability to manage complexity





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- Coaching/mentoring skills
- Possess skills to provide appropriate, targeted and effective support to medical students
- Be able to demonstrate engagement in personal development as an educator
- Approaches clinical and educational work with enthusiasm.
- Displays empathy and interest in learners
- Be capable of assessing pastoral needs of learners and developing support plans appropriate to their needs
- Be able to act as a mentor and supervisor of colleagues who support medical students
- Capable of making accurate assessments of students' personal attributes & behaviours; including risk assessment
- Able to act independently and appropriately when problems arise with students
- Ability to engage with challenging situations (e.g distressed students and/or parents)
- Excellent interpersonal skills

***\*Criteria to be used in shortlisting***

### Criminal Declaration

If you become an employee, you must inform your manager immediately, in writing, if you are the subject of any current or future police investigations/legal proceedings, which could result in a criminal offence, conviction, caution, bind-over or charges, or warnings.

### Supporting University Activities

As a University of Leicester citizen, you are expected to support key university activities such as clearing, graduation ceremonies, student registration and recruitment open days. We expect all staff as citizens to work flexibly across the University if required.

### University Values

**Inclusive** - We are diverse in our makeup and united in ambition. Our diversity is our strength and makes our community stronger.

**Inspiring** - We are passionate about inspiring individuals to succeed and realise their ambitions. We challenge our community to think differently, to get involved, and to constantly embrace new ideas.

**Impactful** - As Citizens of Change we will generate new ideas which deliver impact and empower our community.



### Equity and Diversity

We believe that equity, diversity and inclusion is integral to a successful modern workplace. By developing and implementing policies and systems that challenge stereotypes across all aspects of our work, we have a culture that recognises and values the diverse contributions of our staff which benefits everyone. Our strong values of inclusivity and equality support our efforts to attract a diverse range of high-quality staff and students, and identify our university as a progressive and innovative workplace that mainstreams equity, diversity and inclusion.

