



**Job Title:** Head of Year 3, Leicester Medical School  
**Salary:** Clinical at Consultant (Teaching dominant)  
**Department:** Leicester Medical School  
**Hours/Contract:** Part-time (8 hours per week, 2 PAs at 4 hours), fixed term contract for 3 years (subject to satisfactory educational appraisal) with potential to renew for a further agreed period  
**Job Family:** Teaching and Research  
**Reference:** 10056

## Role Purpose

This is an exciting opportunity to join Leicester Medical School's leadership team providing leadership, guidance and support for all students within Year 3 of the course. The postholder's primary role will be ensuring good engagement and progression amongst the cohort of students undertaking Year 3. This will entail meeting with students who are facing difficulties and / or are having issues with academic performance, professionalism, attendance or engagement. The role involves regular triangulation with other faculty, in particular the Directors of Clinical Studies. Therefore, an excellent knowledge of university and school policies and regulations as well as regulatory requirements set by the GMC will be required.

In addition, the Head of Year 3 will lead on the Phase 2 (Year 3) Induction programme which commences at the start of Year 3 as well as lead on a revision programme in preparation for End of Year Summative assessments and, in conjunction with the Academic Support Team, support students facing End of Year Re-sit examinations. The postholder will also be expected to make a significant contribution to important medical school activities such as monthly school executive board meetings, Year 3 University Days, Phase 2 management meetings (4 per year), admissions (MMI) interviewing, Phase 2 assessment activities (including question writing, standard setting, paper marking, OSCE scenario review and examining), and End of Year 3 Panel and Board of Examiners meetings.

The person appointed will join a senior team based at the Medical School. The Lead is required to work collaboratively with many colleagues including the Directors of Clinical studies, Year 3 Block Leads and co-ordinators, SSC Lead, Clinical Academic Tutors, other Heads of Year (in particular Year 2 and Year 4), University Days Lead, Assessment Leads, Phase 2 Team, Quality Lead, Academic Support Lead and Pastoral Support Lead. The person appointed will be required to spend at least 5 hours of their time related to this post each week within the George Davies Centre (Medical School building).

We are looking for an individual with excellent communication and student management skills who already has prior experience of an undergraduate leadership role contributing to the Medical School.





## Main Duties and Responsibilities

### Overall:

- To lead Year 3 students with respect to appropriate behaviours, professionalism and engagement.
- To signpost Year 3 students appropriately as necessary.
- To work closely with other medical school and undergraduate education colleagues, in particular the Directors of Clinical Studies.

### Induction:

- Lead the Phase 2 Year 3 Induction programme.

### Student progress:

- Review student progress (academically and with clinical skill acquisition) throughout the year and provide appropriate intervention, utilising the Pastoral Support (PSU) and Academic Support (ASU) Units as appropriate.
- To see individual students where necessary.
- Meet with students not abiding to expected behaviours or values and escalate where appropriate.
- Accurate documentation of student interactions on MyKnowledgeMap will be required.
- Take appropriate handover of students from Head of Year 2.
- Give appropriate handover of students to Head of Year 4.

### Student Support:

- To review all students returning to Year 3 following a period of Suspension of Studies.
- To review all students returning to Year 3 following a repeat of the Year for academic failure; and to assist the academic remedial programme in relation to the Year 3 students.
- To provide general support and guidance to students, resolving issues where appropriate.
- Appropriate signposting of students in difficulty.

### University Days:

- Support the Directors of Clinical Studies and Phase 2 University Days Lead with student facing and online Q&A sessions, and use these opportunities to share information with students.

### Teaching:





- To contribute at an appropriate level to school policy and practice in teaching.
- Be part of teaching faculty for whole year teaching activities.

### **Quality Management:**

- Support the Quality Lead and Directors of Clinical Studies in reviewing student end of block feedback.
- Take part in Quality Assurance visits to local education providers when requested to do so by senior colleagues.

### **Assessment:**

- To support key assessment activities including question writing, standard setting, paper marking, OSCE station review and examining.

### **Revision:**

- To work with Year 3 Academic Block Leads to provide an appropriate revision programme for students prior to their end of year assessments.

### **Transition from Phase 1:**

- Work with the Phase 1 Directors and Head of Year 2 to ensure that students are best prepared to start Phase 2 education and clinical placements.

### **Other important activities:**

- Effective contribution to the management and administrative processes and committee structures of the school to include the following School of Medicine meetings relevant to Year 3 Leadership:
  - School Executive Board
  - Virtual School meetings
  - Phase 2 Management meetings
  - Student/Staff Liaison meetings
  - End of Year Panel meetings
  - Board of Examiners
- Support MMIs and Open Days





## 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.

## Internal and External Relationships

- Head of School & Deputy Heads of School
- Directors of Clinical Studies
- Director of Student Support
- Phase 2 Professional Services team
- Directors of Phase 1
- Academic Support Unit Lead Tutor
- Assessment Team
- Other Heads of Year
- Academic Block Leads
- Quality Lead
- Phase 2 University Days Lead
- SSC Lead
- NHS partner UG leads and administrative teams, and UG leads within each of our placement providers (including Primary Care)
- Clinical Academic Tutors





## Accountability and Reporting Arrangements

You will be responsible for all academic activities to the Head of Medical School & Deputy Head of the Medical School.

Appointees under Follett terms and conditions will be expected to undertake integrated job planning and joint appraisal which takes into consideration both academic and clinical elements of their practice.

## Qualifications, Knowledge and Experience

### Essential:

- MB BS or equivalent\*
- Full GMC registration\*
- Licence to Practise\*
- CCT & Specialist registration in clinical specialty, or on the UK GP register & a GP Performers List\*
- Membership/Fellowship of the appropriate Royal College or equivalent\*
- Currently holds a substantive consultant post in a University of Leicester NHS partner Trust or a GP role in a University recognised local GP practice, or is a University employed clinical academic with existing arrangement with a partner Trust or GP practice\*
- Evidence of effective collaborative working
- Experience and strong interest in medical education\*
- Experience of leading and / or supporting learners\*
- Knowledge and experience of Professional standards required of medical students, and of the review and management of students in difficulty\*
- Evidence of training in teaching and learning\*
- Fellowship of the HEA or an equivalent Academic Teaching Qualification, or a commitment to gain the appropriate category of HEA fellowship by first probationary review (end of first year in post)\*

### Desirable:

- Relevant higher degree (MD/PhD)\*
- Senior Fellowship of the HEA
- Detailed knowledge of the requirements expected of UK UG medical curricula\*





- Experience in developing written and other forms of UG assessment material (formative and summative, and also oral [presentations] and other non-standard forms such as posters)
- Experience in development of clinical (OSCE) assessment
- Experience with use of technology in education
- Evidence of an ongoing high quality research programme

***\*Criteria to be used in shortlisting candidates for interview***

## Skills, Abilities and Competencies

### Essential:

- Significant management experience with the ability to undertake academic leadership and work as part of a team
- Experience of undertaking mentorship\*
- Understanding of attributes required for effective training
- Excellent interpersonal skills  
Clear, articulate, fluent and effective public speaker with excellent spoken English language skills
- Excellent, clear, fluent written presentation\*
- Demonstrate enthusiasm and commitment to education
- Demonstrates commitment to quality in education and training
- Ability to influence & motivate others
- Ability to plan strategically
- Commitment to personal and professional development
- Ability to prioritise tasks within agreed work schedules

### Desirable

- Committed to change and personal progression
- Understanding of national issues and developments in medical education
- Pedagogical research experience with success in grant acquisition and/or publications
- Ability to contribute to local and national policy





- Ability to lead others and deliver change
- Evidence of participating in management issues
- Knowledge or interest in or commitment to Information Technology

***\*Criteria to be used in shortlisting candidates for interview***

## Additional Requirements

### Essential:

- Satisfactory enhanced DBS disclosure for clinical role
- Satisfactory occupational health clearance for clinical role
- Meets professional health requirements (in line with GMC standards/Good Medical Practice)
- Medical defence cover
- Agreement of Head of Service/GP practice to undertake the role

## Contract

This is a three-year fixed term appointment. The appointment is available to any substantive consultant working within one of the NHS Trusts linked to Leicester Medical School, or a GP working in a Leicester Medical School affiliated Primary Care Academy or Practice. It is a fundamental condition of employment that you hold and retain a position in a local General Practice or partner NHS Trust acceptable to the University for the duration of your employment

**Individuals employed within one of our partner Trusts** must ensure that they have discussed the role with their relevant Head of Service/line manager and have their permission that the role can be accommodated within the existing job plan. It is essential that if offered the post that the activity is incorporated into the existing job plan from the agreed start date and approved by the Head of Service/line manager before the post is formally accepted.

Clinical Consultants will hold an honorary title with the University and be remunerated on the integrated Follett scale (revised March 2024) equivalent to 10% of their basic consultant salary per PA. This will not be uplifted at APA rates. This post will be Tariff Funded will be provided by the University of Leicester to the substantive NHS Trust employer.

### General Practitioner:

You will be employed directly by the University of Leicester. The post will be remunerated on the Clinical (non-Follett scale), currently £77,769-£100,810pa pro rata, dependent on qualifications and experience.

All post holders will be subject to satisfactory educational appraisal.







The appointee will not be eligible for travel expenses or travelling time to/from Leicester to their other 'base' hospital/home. You will be required to comply with all employment checks required by your GP practice or NHS Trust for the performance of your clinical duties including Enhanced DBS and OH clearance. You are required to advise the University should you not meet these requirements.

You will be accountable to the Head of School, Deputy Heads of School and Directors of Clinical Studies.

**Candidates are welcome to discuss the post with:**

- Professor Simon Gay, Head of Medical School, Leicester Medical School  
E: [hoslms@leicester.ac.uk](mailto:hoslms@leicester.ac.uk)
- Dr Fiona Miall, Deputy Head of Medical School, Leicester Medical School  
E: [fmm15@leicester.ac.uk](mailto:fmm15@leicester.ac.uk)

### 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 equality, diversity and inclusion.

