

Trust Specialty Training Lead Guidance

Introduction

Trust Specialty Training Leads (TSTL) are designated individuals in each department, specialty or sub-specialty (henceforward 'specialty') in each Trust, or other Local Education Provider (LEP), who are responsible for leading on educational matters in their specialty.

In many instances the TSTL will already be the College or Specialty Tutor and/or the Specialty Training Committee (STC) representative. However, in some cases adjustments to job roles will be required to fulfil all criteria outlined below.

HEE NW recommends the following guidance to all LEPs, Schools and Training Programmes for the purpose of developing this role.

Appointment and Tenure

Trust Specialty Training Leads (TSTLs) should be appointed by the Trust following a robust process which should:

- Be open to all eligible candidates;
- Include appropriate input from the DME and Specialty Training Programme;
- Incorporate a transparent, consistent and equitable process;
- Provide feedback to all applicants to assist in further personal development.

The content and workload of the role played by this individual will vary between specialties and Trusts. Thus the time commitment and time allocated in the job plan will vary (see HEE (NW) advice at: <https://www.nwpgmd.nhs.uk/educator-development/standards-guidance/job-planning>).

Appointments should be made on a three-year basis. A second three-year term may be served, subject to agreement from all parties. Following this, the post holder should generally stand down to allow a competitive appointment process to be followed.

Role, Relationships and Resources

The TSTL will lead the educational activities within their specialty at Trust level. They will coordinate Educational and Clinical Supervision within the specialty and represent the specialty at the Trust's training committees and the Trust at HEE NW Specialty School committees.

The TSTL should ensure appropriate, timely and full communication between the specialty Educational Supervisors (ES), the Trust's Director of Medical Education (DME) and the Specialty School's Training Programme Director(s) (TPD).

Clear reporting pathways should be agreed between TSTLs, the Trust's Educational and Clinical Supervisors, the Trust DMEs, and the TSTL and Specialty and Foundation Training Programme Directors. (For guidance please see HEE NW [website](#) and [here](#)).

Appropriate resources and named administrative support for the role should be identified and provided via the DME.

Job description:

A generic job description is set out below. This should be supported by an individual job plan and a regular objective setting/appraisal cycle, usually by the Trust's Director of Medical Education (see HEE NW guidance on Educational Appraisal at: <https://www.nwpgmd.nhs.uk/educator-development/standards-guidance/appraisal>).

1. The role of the Trust Specialty Training Lead will include:

- Management of Education in their department;
- Ensuring communication between Trainees/Clinical Supervisors/Educational Supervisors/Director of Medical Education/Training Programme Directors;
- Representing their specialty on the Trust Education Board (or equivalent);

Representing the Trust on the relevant HEE NW Specialty Training Committee (STC);

- Assisting with the ARCP process as requested by the TPD;
- Monitoring the number and type of posts and their educational opportunities;
- Ensuring local contribution of suitably trained consultants to recruitment within the appropriate school/training programme.

2. Trainee Support:

- Ensuring that an induction process is in place in their specialty, and that trainees attend Trust induction;
- Matching individual trainees with a named Educational Supervisor;
- Ensuring Clinical Supervision is available for all trainees;
- Ensuring that all trainees have completed a learning agreement with their Educational Supervisor;
- Ensuring the delivery of the GMC/College core and higher specialty curriculum within the Trust (including the GP curriculum for those with GP Specialty Trainees in secondary care placements);

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- Organising and monitoring the local specialty teaching including attendance, feedback, quality control (QC), curriculum coverage and consideration of different stages and curriculum, as relevant, of Core, Specialty and GP;
- Support for trainees in difficulty and onward referral via Trust /HEE NW pathways as appropriate;
- Provision of general and specialty career information and support;
- Advising on access to study leave opportunities.

3. Quality Control

- Lead for education and for managing educational change in department;
- Supporting and implementing the Trust / Specialty quality control plans;
- Provision of regular specialty reports as frequently as requested and an annual report to the DME and TPD(s), using the HEE NW template.

4. Faculty Development:

- Ensuring all Clinical and Educational Supervisors are recognised by the GMC, by being trained and updated;
- Co-ordinating educator training programmes within their department/specialty;
- Input (via multi-source feedback (MSF) or other methods) to annual appraisal of Clinical and Educational Supervisors (see HEE NW Guidance <https://www.nwpgmd.nhs.uk/educator-development/standards-guidance/appraisal> .)

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Person Specification: Trust Specialty Training Lead

Criteria	Essential	Desirable
Education/Qualifications:		
Recognised Educational Supervisor	Y	
Evidence of continuing professional development as an Educational Supervisor	Y	
Education qualification		Y
Experience:		
Experienced Educational Supervisor	Y	
Consultant (recommended minimum 3 years or equivalent in post)	Y	
Leadership experience	Y	
Skills and Knowledge:		
Familiarity with the core & specialty curriculum, e-portfolio and relevant supervised learning events (SLEs)/workplace-based assessments (WPBAs), including GP assessments where relevant)	Y	
Educational management skills	Y	
Excellent interpersonal skills	Y	
Excellent written and oral communication skills	Y	
Awareness of current national and local developments in medical education		Y

Appendix 1: Examples of reporting structures and information flow

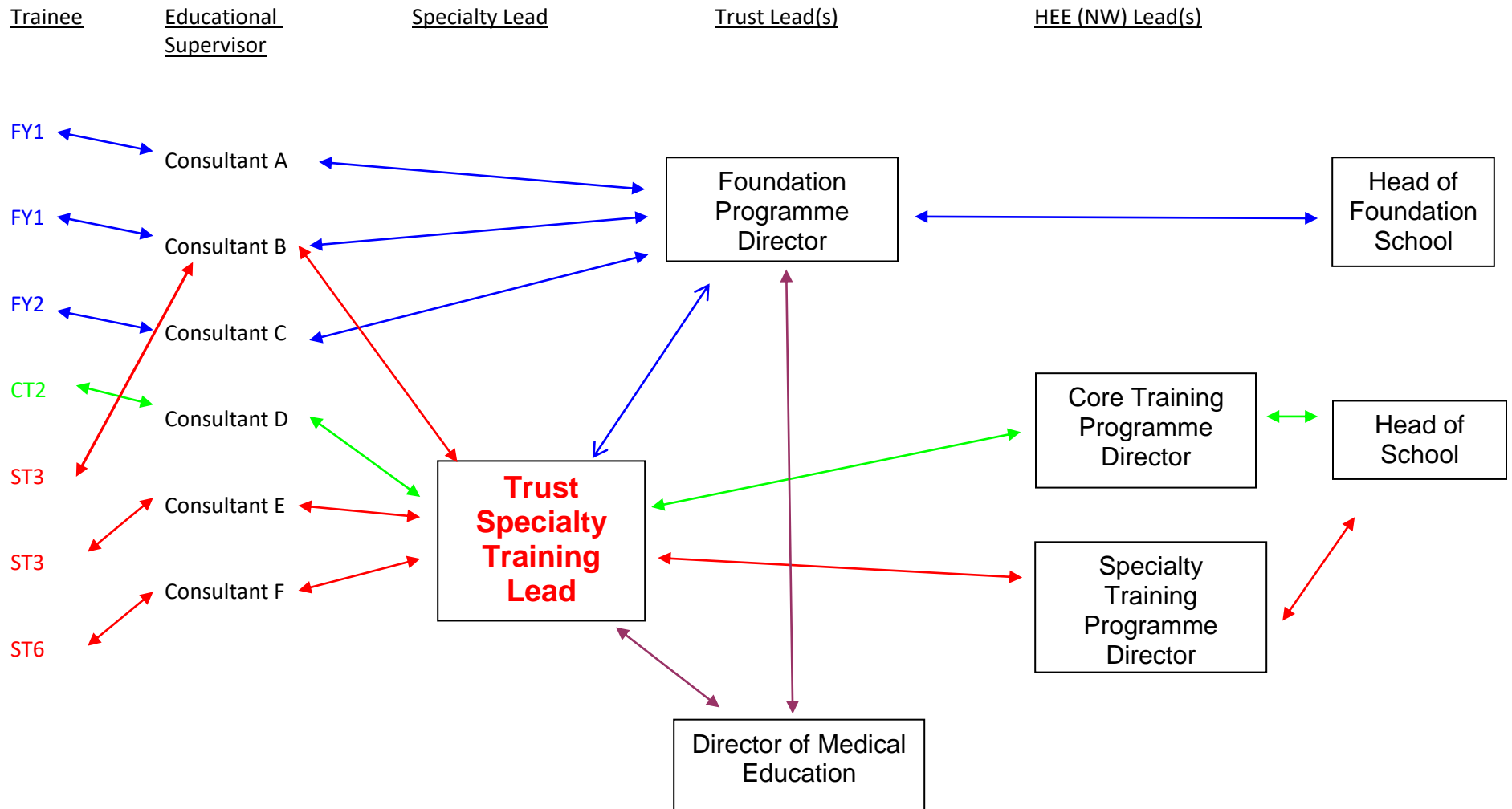
The diagrams below illustrate how Trust Specialty Training Leads are pivotal to the flow of information between individual trainees, Educational Supervisors, Training Programme Directors and Directors of Medical Education. (*Note that the arrows indicate information flow only and not reporting lines*).

It is not possible to cover all possible alternative arrangements, but 3 generic examples are shown to give an indication of how individuals should relate to each other. These examples cover a small and large department, and a specialty with run-through training.

In these examples the individuals highlighted in **red** and **green** italics are the key ***Trust Specialty Training Leads (TSTLs)***.

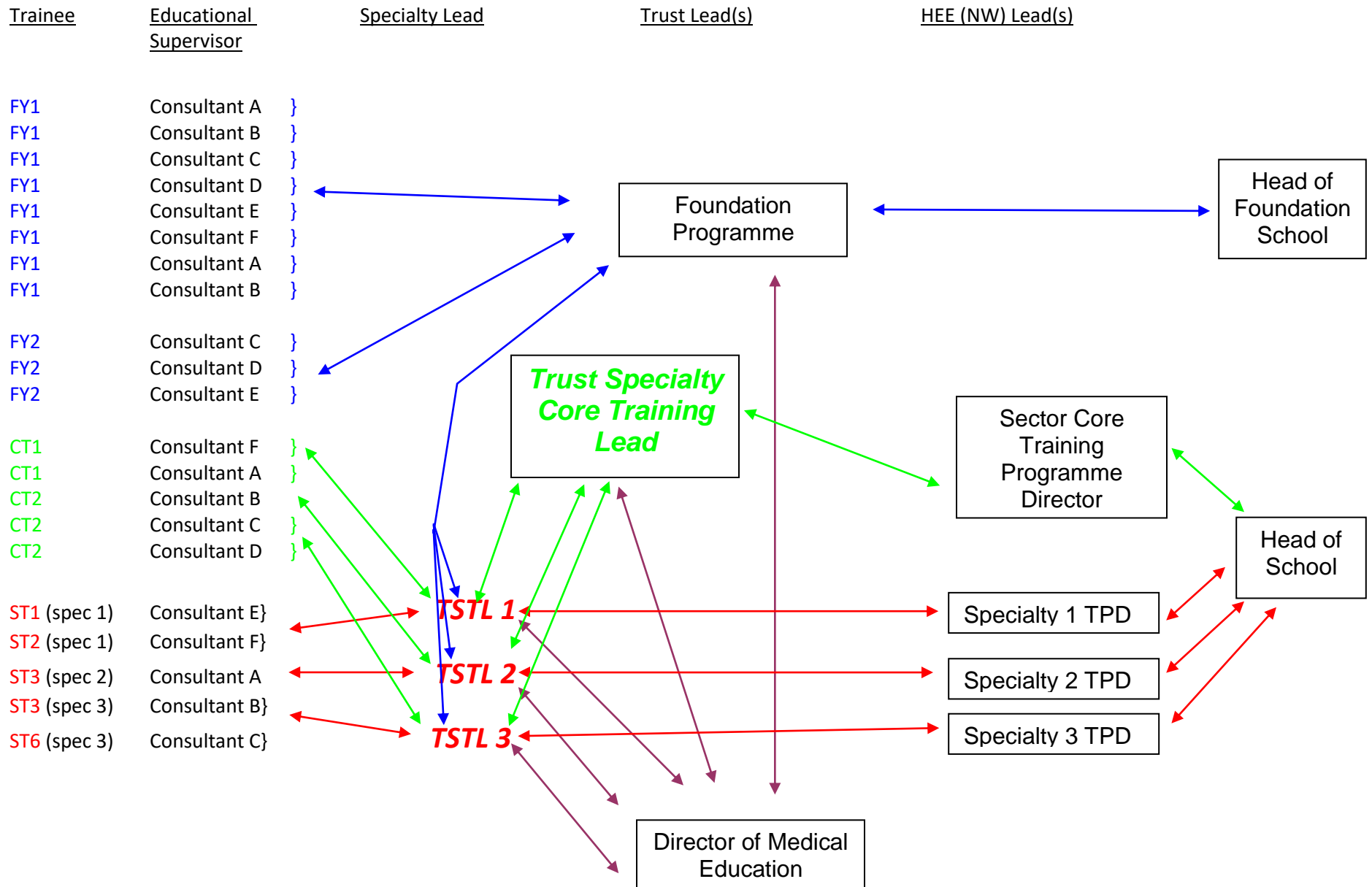
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Example 1: A department with Foundation, Core and Specialty trainees



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Example 2: A larger department with multiple foundation, core and specialty trainees



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Example 3: A specialty with 'run-through' specialty training and GP trainees.

