**Roles & Responsibilities of an Educational Supervisor (ES)**

**Key Role**

You will be the named individual responsible for supporting, guiding and monitoring the progress of a named trainee for their period at the trust.

You should meet regularly with the trainee to review educational progress and encourage reflection and the collection of appropriate supporting information on all aspects of the GMC’s Good Medical Practice for Revalidation, and competencies for the ARCP.

**Key Responsibilities**

* keen to develop the trainee
* personalise trainees’ work schedules
	+ trainees will have received a *generic* work schedule 2 months in advance to comply with the new junior doctors contract
	+ the trainee will need guidance and your input for a *personalised* work schedule and PDP
* be up to date with ES training
	+ meeting the GMC requirements for the recognition of the role
	+ HEE or equivalent ES training
		- ES e-learning / face to face teaching
		- Equality and diversity training every 3 years
* be familiar with the structure of the training programme, the 2010 curriculum and departmental educational opportunities available
* you may be asked to sign off CUT forms for units of training in which you regularly practice
	+ familiarisation with the core learning outcomes in the 2010 curriculum is required
* have dedicated time for the role allocated within your job plan (0.125 PA/trainee)
* if possible, attend ARCP and recruitment panels
* assist with any formal/informal teaching programmes

**Support of Trainee**

* oversee the education of the trainee, acting as their mentor
* meeting regularly to ensure expected clinical and educational progress is made
* meetings should occur in protected time in a private and undisturbed environment
* you will be their first port of call for training issues – eg being moved off training lists/service provision
* **dealing with exception reporting related to your trainee,** as you will be first port of call

**Meetings**

* During the first weeks of their post
	+ ensure the trainee understands
		- their responsibility for their own learning
		- the importance of completing mandatory training
		- the structure of the programme & the assessment system
		- the curriculum
		- the educational opportunities available at the trust
		- the relevant portfolio
	+ sign an Educational Agreement
	+ develop a personal development plan
	+ develop a personalised work schedule, which is mutually agreed and which will be the point of reference for future meetings
	+ establish a supportive relationship
* Formally meet with the trainee regularly (every 3-4 months) to ensure review of and reflection on aspects of the GMC’s Good Medical Practice
* Before each meeting acquire feedback from department/consultants/clinical supervisors
* During **each** meeting review
	+ progress: PDP and personalised work schedule (update if needed)
	+ WPBAs; attendance at formal teachings; audit/QI projects
	+ e-portfolio: ensure that it is being maintained and developed by the trainee

**NB: it is the trainee’s responsibility to ensure that their portfolio is maintained and developed and all relevant documentation is completed at the appropriate time and signed off where necessary**

* + review clinical performance and professionalism
	+ discuss complaints/SIs and ensure a reflective note is written in the portfolio

**These should be included on the Educational Supervisors Report (ESSR) and the Enhanced Form R for the ARCP**

* + give honest and constructive feedback
	+ give the trainee the opportunity to comment on their training and support provided. Any problems should be discussed and a solution should be sought as soon as possible.
* **End of the year** meeting review
	+ WPBA over the year
	+ e-portfolio of evidence of learning
	+ ensure all objectives have been met
	+ ensure all documentation has been completed
	+ ensure that the Educational Supervisor’s Structured Report (ESSR) is completed
* If a trainee’s clinical performance and/or professionalism are not reaching the required standard, the ES should ensure
	+ this is discussed with the trainee as soon as possible and that a **written record** of the meeting is kept (with low threshold for involving CT/other consultant at this meeting)
	+ supportive measures are put in place with clearly defined written objectives
	+ all relevant key personnel (CT/TPD/DME/Medical Director/Postgraduate Dean) are kept fully informed
	+ the local policy for managing trainees in difficulty is followed

**Resources**

RCoA Lifelong learning platform FAQs

<https://www.rcoa.ac.uk/node/28166>

Royal College of Anaesthetists’ guidance on e-Portfolio

<http://www.rcoa.ac.uk/trainee-e-portfolio/guidance-notes>

Intercollegiate Committee for Acute Common Stem Training website

<http://www.rcoa.ac.uk/accs>

Yorkshire & Humber Deanery

<http://www.yorksandhumberdeanery.nhs.uk/trainers/faculty_and_administration/clinicaleducational_supervisors/>