

# TSC - PEM Lead

## Job Description

### Responsible to

Chair of TSC

### Key working relationships

RCEM PEM Intercollegiate Sub-Specialty Advisory Committee (PEMISAC) Co-chair, other TSC Leads, Training Standards Committee, Dean, Lead PG Dean for EM, Schools of EM and RCEM staff.

### Job Purpose

The TSC PEM Lead is responsible for developing and reviewing the EM curriculum (in particular, Specialty Learning Outcomes 1 – 6) for Paediatric Emergency Medicine competences for DRE-EM, Intermediate (ST3) and Higher Specialist Training (ST4-6). They will also support the PEMISAC Co-chair, who is their de-facto deputy.

# Responsibilities

## Key Responsibilities

- To report to TSC on the delivery and quality assurance of PEM training for all EM trainees
- To support PEM training days and trainees' event
- To provide ad hoc advice within a reasonable time frame (e.g. 1 week) to trainees and trainers for the College, as directed by the Associate Director of Training & International and Training Manager
- To attend the College Paediatric Advisory Group (PAG) to represent the views of TSC and provide PEM expertise on education and training matters
- To seek advice and support from the Curriculum Sub-Committee on the Specialty Learning Outcomes 1 - 6
- To work closely with other RCEM paediatric leads/TPDs
- To support the PEMISAC Co-chair on PEM Sub-specialty Syllabus and Recruitment matters, as required
- To provide information as required for Specialty Reports to the GMC
- To organise and attend training workshops and CPD events as necessary
- To respond to relevant correspondence in cooperation with the Associate Director of Training & International, Chair of TSC and the Dean
- To represent the College on PEM matters at meetings held by national bodies e.g.: The Academy of Medical Royal Colleges (AoMRC), The General Medical Council (GMC), and any other appropriate national body

## Appointment

- Eligibility: Heads of School/Head of Training/Training Programme Director for EM and/or PEM in a school structure or devolved Nation.
- Appointment is through self-nomination. Applicants are required to outline, in no more than 500 words, their suitability for the role. Selection will be made by the Chair of TSC, a College Officer and the Associate Director of Training & International (or nominated

deputies) and will be based on the strength of application and, if necessary, interview. Appointments are subject to the ratification of TSC.

## Place of work

Duties will be primarily conducted in London and normal place of work. It is anticipated that much of the work will be conducted by video conference, telephone and email.

## Hours of work

It is estimated that this post will require 1 PA per week in addition to:

- Four meetings of TSC (1 day each) per year.
- Four meetings of the Paediatric Advisory Group (PAG) – (1 day each) per year
- Up to 6 days a year attending meetings re recruitment and curriculum, as required

Anyone wishing to stand for the post will need to discuss this issue with their clinical colleagues and employers. NHS Trusts and Foundation Trusts are reminded that the NHS allows such special leave as it is in the interests of the NHS.

## Remuneration and Expenses

The post is honorary. Reasonable expenses for travel and subsistence will be payable on production of receipts and vouchers. As with all travel on College business, Sub-Committee members will be expected to travel in accordance with the College policy.

# Person Specification

## Essential

## Desirable

### Qualifications

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| <ul style="list-style-type: none"><li>• Fellow of RCEM in good standing</li><li>• On the GMC Specialist Register for Emergency Medicine with a licence to practice and no limitations on practice</li></ul> | <ul style="list-style-type: none"><li>• On the GMC Sub-specialist Register for Paediatric Emergency Medicine or can demonstrate equivalence</li></ul> |
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### Practical experience

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| <ul style="list-style-type: none"><li>• Consultant Emergency Physician in a current substantive post in UK or Republic of Ireland for at least three years</li><li>• Experience in an educational leadership role such as Training Programme Director or Head of School</li><li>• Up to date Equality and Diversity training</li></ul> | <ul style="list-style-type: none"><li>• Experience of chairing committees</li><li>• Experience in examining in College exams</li></ul> |
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### Skills

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| <ul style="list-style-type: none"><li>• IT skills (proficient in Word and Excel)</li></ul> |  |
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### Knowledge

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| <ul style="list-style-type: none"><li>• Understanding of GMC regulatory requirements</li></ul> |  |
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### Personal qualities

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| <ul style="list-style-type: none"><li>• Commitment to upholding the College Values</li></ul> |  |
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# Values

## Respect each other's experience.

We celebrate the rich diversity of the RCEM ecosystem - employees, members and stakeholders. We respect each other's experience, meeting each other with dignity and humanity at all times.

## Act with integrity, always.

We hold ourselves to the highest ethical standards, fostering trust and transparency within our College and with our members.

## Collaborate for growth.

We know that teamwork and initiative are the key to achieving our strategic aims, and we actively seek opportunities to work together and leverage our diverse perspectives.

## Innovate relentlessly.

We create the conditions for a culture of continuous improvement, nurturing creativity and the pursuit of new ideas to drive positive change within our organisation.



### This comes to life when we:

- Each contribute actively to strengthening a culture where different perspectives are expressed, encouraged and heard.
- Treat colleagues, members and stakeholders as valued equals.
- Do our best to be present for each other, interacting in an open and transparent manner.
- Acknowledge & challenge inappropriate behaviours and practices, offering support and seeking solutions.



### This comes to life when we:

- Do what we say we will do, communicating clearly and openly.
- Take responsibility and accountability for our actions, celebrating when things go well and staying curious about how we can learn from mistakes.
- Demonstrate patience and flexibility, even when things don't quite go to plan.
- Commit to a strong work ethic, striving to produce high quality work that is consistently delivered on time.



### This comes to life when we:

- 'Collaborate by default', continually looking for ways in which we can join forces with colleagues, members and stakeholders to meet the College's objectives.
- Pay attention to the quality of our relationships, cultivating connection and fostering a positive working environment grounded in respect and integrity.
- Ask for feedback, reflect on it and learn from our personal and collective experiences.



### This comes to life when we:

- Identify creative ways to optimise our resources by planning ahead and anticipating organisational, operational and customer needs and demands.
- Anticipate and welcome change as an inherent part of a growing, evolving organisation, and meet this change with hope and optimism.
- Acknowledge the importance of psychological safety as a prerequisite for innovation, actively encouraging risk-taking and creating a 'no-blame' culture.
- Have the courage to step outside our comfort zones, learning new skills and trying new approaches.
- Prioritise sustainable solutions, with choices that are in the long term interest of the College and our organisational objectives.
- Embrace the value of automation, by refining and automating processes - personally and operationally - wherever possible, to improve efficiency and effectiveness.