

Dean

Job Description

Responsible to	President (with accountability to Council and Board of Trustees)
Key working relationships	Director of Education, President and Officers, Chief Executive and Senior Leadership Team, Chief Examiner, Committee Chairs and members, GMC and external regulators, Training bodies and partner organisations
Grade	College Officer
Contract	3 year term
Job Purpose	<p>The Dean is the senior elected Fellow responsible for professional, academic, and clinical leadership of education and training within the College. Working in close partnership with the Director of Education, the Dean ensures that RCEM delivers a high-quality, inclusive, and future-focused educational strategy, aligned with regulatory standards and the College's Academic Strategy.</p> <p>The Dean provides strategic academic leadership, ensuring that curricula, assessment systems, and training pathways are fair, evidence-based, and responsive to the evolving needs of patients, learners, and the workforce.</p> <p>The Dean also plays a key leadership role in advancing equity, diversity, and inclusion in training, including championing the GMC's <i>Fairer Training Cultures</i> work across all areas of education and assessment.</p>

Key Responsibilities

Strategic Academic Leadership

- Provide senior clinical and academic leadership for the development, delivery, and evaluation of the RCEM Academic Strategy and future iterations
- Work in partnership with the Director of Education to ensure coherent strategic alignment between academic priorities, operational delivery, and College-wide objectives
- Lead the profession in shaping the future of Emergency Medicine education, including:
 - Curriculum innovation
 - Assessment evolution
 - Workforce and credentialing models

Education, Curriculum and Assessment Oversight

- Hold overall professional accountability for:
 - Emergency Medicine curricula
 - Assessment frameworks (including WPBAs and examinations)
 - Standards for training and credentialing
- Ensure that all curricula and assessments are:
 - Educationally robust and evidence-based
 - Fair, reliable, and defensible
 - Compliant with regulatory standards (including GMC requirements)
- Provide professional leadership to the Academic Cluster Committee Chairs, ensuring alignment with best practice
- Oversee the integration of:
 - ePortfolio and digital learning tools
 - AI, and emerging educational methodologies

Championing Fair, Inclusive Training

- Act as the clinical and academic champion for fair training cultures, embedding the principles of the GMC's *Fairer Training Cultures* programme across:
 - Curriculum design
 - Assessment systems
 - Recruitment and progression
- Promote equity in attainment and opportunity, including:
 - Differential attainment reduction
 - Inclusive training environments
 - Psychological safety for learners and educators

Governance and Committee Leadership

- Act as a Trustee of the College, contributing to corporate governance, risk identification and management and strategic decision-making

- Chair the Academic Committee, ensuring:
 - Alignment of curriculum, assessment, recruitment and careers and training, international and academic outputs
 - Effective integration across committees and sub-committees

Partnership with the Director of Education

- Work in close partnership with the Director of Education to:
 - Co-develop and deliver the Academic Strategy
 - Align clinical leadership with operational and organisational delivery
 - Ensure effective translation of strategy into practice

Stakeholder Engagement and Representation

- Act as a senior ambassador for RCEM in education and training
- Build strong relationships with:
 - GMC and other regulators
 - Postgraduate deaneries and training bodies
 - NHS organisations and workforce planners
 - Other Medical Royal Colleges and the AoMRC
- Represent RCEM in national discussions on:
 - Training reform
 - Workforce sustainability
 - Educational standards

Supporting the Wider Education Ecosystem

- Ensure alignment of:
 - ACP credentialing and development
 - LED and SAS doctor educational pathways
 - Physician Associate engagement (where relevant to College position)
- Support development of:
 - RCEM Learning and digital education
 - High-quality academic and conference programmes

Quality Assurance and Continuous Improvement

- Ensure systems are in place to:
 - Monitor educational quality and outcomes
 - Identify and mitigate risks
 - Respond to feedback from learners and trainers

- Promote a culture of:
 - Continuous improvement
 - Innovation in education
 - Evidence-informed decision-making

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.

Person Specification

Essential

Desirable

Qualifications

- Fellow of RCEM in good standing
- GMC Specialist Register (Emergency Medicine) with licence to practise

Practical experience

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| <ul style="list-style-type: none">• Significant experience in postgraduate medical education leadership• Experience as a College examiner• Demonstrated leadership in complex stakeholder environments• Experience as a charity trustee | <ul style="list-style-type: none">• National or international educational leadership experience• Track record of leading educational innovation or reform• Experience contributing to fair training culture initiatives or similar programmes |
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Skills

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| <ul style="list-style-type: none">• Significant experience in postgraduate medical education leadership• Experience as a College examiner• Demonstrated leadership in complex stakeholder environments | |
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Knowledge

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| <ul style="list-style-type: none">• Significant experience in postgraduate medical education leadership• Experience as a College examiner• Demonstrated leadership in complex stakeholder environments | |
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Personal attributes

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| <ul style="list-style-type: none">• Commitment to equity, diversity, and inclusion (derived from strong EDI understanding and applied as an attribute rather than duplicating the knowledge item) | |
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Policies & Guidelines

College Policies and Procedures

The post holder is expected to follow all College policies and procedures including those covered in the College HR manual.

Confidentiality

All employees are under an obligation to ensure that any information that he or she has access to, relating to RCEM business is kept confidential.

Health and Safety

Employees must be aware of the responsibilities placed on them under the Health and Safety at Work Act (1974), to ensure that the agreed safety procedures are carried out to maintain a safe environment for employees and visitors.

Risk Management

All staff have a responsibility to identify risks and report these to their line manager. In addition to report all accidents or incidents promptly and when requested to co-operate with any investigation undertaken.

Equal Opportunities

The RCEM is committed to its equal opportunities policy and it is the duty of every employee to comply with the detail and spirit of the policy.

Additional Information

This role profile is intended to provide a broad outline of duties that may be required and is not intended to be exhaustive. It is subject to review and amendment in consultation with the post holder in order to reflect changes in the pattern, organisation and development of the services required.