UNIVERSITY of BRADFORD

Job Description

Educator: Nursing (All)

School of Nursing, Public Health and Healthcare leadership

Faculty of Health and Social Care



Role title:	Educator in Nursing
Grade:	7
Faculty or Directorate:	Faculty of Health Studies
Service or Department:	School of Nursing & Healthcare Leadership
Location:	Horton A, Bradford Campus & Oakwell Centre, Dewbury and district hospital.
Reports to:	Head of Dept, via line manager
Responsible for:	Undertaking a range of clinical and academic education activities, contributing to the successful delivery of school programmes across academic and placements
Work pattern:	hybrid

About the University of Bradford

Values

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion part of everything we do – from how we build our curriculum to how we build our workforce. It is the responsibility of every employee to uphold the university values.



Equality, Diversity, and Inclusion (EDI)

At the University of Bradford, we are guided by our core values of Excellence, Trust, Innovation, and Inclusion. These values shape our approach and our commitment to making diversity, equity, and inclusion at the heart of everything we do.

We foster a work environment that's inclusive as well as diverse, where staff can be themselves and have the support and adjustments to be successful within their role.

We are dedicated to promoting equality and inclusivity throughout the university and have established several networks where individuals can find support and safe places fostering a sense of belonging and acceptance. We are committed to several equality charters such as Athena Swan, Race Equality Charter, Disability Confident and Stonewall University Champions Programme..

Health, safety, and wellbeing

Health and Safety is a partnership between employee and employer each having responsibilities, as such all employees of the University have a statutory duty of care for their own personal safety and that of others who may be affected by their acts or omissions.

It is the responsibility of all employees that they fulfil a proactive role towards the management of risk in all of their actions. This entails the risk assessment of all situations, the taking of appropriate actions and reporting of all incidents, near misses and hazards.

Managers should note they have a duty of care towards any staff they manage; academic staff also have a duty of care towards students.

All colleagues will need to ensure you are familiar with any relevant Health and Safety policies and procedures, seeking advice from the Central University Health and Safety team as appropriate.

We are registered members of the University Mental Health Charter. This visibly demonstrates our commitment to achieving cultural change in student and staff mental health and wellbeing across the whole university, whilst supporting the vision of our People Strategy to create a culture and environment of transformational diversity, inclusion and social mobility, creating a place where our values come to life and are evident in our approach.

Information governance

Employees have a responsibility for the information and records (including student, health, financial and administrative records) that are gathered or used as part of their work undertaken for the University.

An employee must consult their manager if they have any doubts about the appropriate handling of the information and records with which they work.

All employees must always adhere to data protection legislation and the University's policies and procedures in relation to information governance and information security.

Employees will be required, when and where appropriate to the role, to comply with the processing of requests under the Freedom of Information Act 2000.

Criminal record disclosures and working with vulnerable groups

Depending on the defined nature of your work and specialist area of expertise, the University may obtain a standard or enhanced disclosure through the Disclosure and Barring Service (DBS) under the Rehabilitation of Offenders Act 1974.

All employees of the University who have contact with children, young people, vulnerable adults, service users and their families must familiarise themselves, be aware of their responsibilities and adhere to the University's policy and Safeguarding Vulnerable Groups Act 2006.

The University is committed to protect and safeguard children, young people and Vulnerable Adults.

Suitable applicants will not be refused positions because of criminal record information or other information declared, where it has no bearing on the role (for which you are applying) and no risks have been identified against the duties you would be expected to perform as part of that role.

Role holder: essential and desirable attributes

Qualifications

Essential	• A nurse with current NMC registration • Relevant academic qualification consistent with registration e.g. Undergraduate degree in nursing • A level of English equivalent to level B1 on the Common European Framework of Reference (CEFR)
Desirable	• Postgraduate study / master's degree in a relevant area • Teaching qualification

Experience, skills, and knowledge

Essential	• Nursing experience supporting individuals from diverse populations through the delivery of excellent care. • Good knowledge of NMC requirements for student supervision and assessment when in clinical practice. • Experience of supervising and assessing individuals from diverse populations in their learning across a range of settings • A sound knowledge of current issues in nursing and how teaching and learning can improve student competence and patient safety • Experience of innovative thinking and delivery of practice learning experiences • Knowledge of the importance of respecting diversity, inclusive practice and equality in clinical and academic environments and ability to work as part of a multi-cultural and inter-professional team • Confident and clear communication skills • Ability to handle, understand and interpret data which informs future work • Ability to work collaboratively contributes to education development and delivery • Excellent oral and written presentation of information including the ability to use information technology, report writing and process mapping • Ability to provide clear and constructive feedback to others e.g. peers, students
Desirable	• Knowledge of quality assurance processes, clinically or in education • Knowledge of current trends in subject areas and / or health professional education • Poster or oral presentation experience at internal or external teaching sessions / training / away days / conferences / workshops • Ability to apply evidence-based practice and research into the working environment. • Experience of undertaking learning environment audits

Personal attributes

Essential	• Ability to work under guidance but also to use initiative to enable productive and effective working practices, developing independence in role. • Work to deadlines and complete task on time • Ability to organize and prioritise workloads • Adaptable • High level of interpersonal and team working skills • Ability to role model University and healthcare values to students • Commitment to equal opportunities and working within the Equality Act (2010) and work within the University principles of confronting inequality, celebrating diversity and being inclusive. • Willingness to undergo enhanced DBS check • Committed to continuing personal / professional development.
Desirable	• Enthusiasm for teaching and inspiring the next generation of child nurses. • Strong interpersonal and relationship-building skills. • Approachability and willingness to support students. • Ability to act as a positive ambassador for the profession. • Confidence in public speaking and presenting. • Curiosity and openness to new ideas and evidence. • Commitment to innovation in teaching and learning

Note: The list below may vary to include other reasonable requests (as directed by university management) which do not change the general character of the job or the level of responsibility entailed

Main purpose of the role

- Offer subject and experiential advice to the school team in your subject expertise.
- Contribute to teaching, learning and assessment activities across different platforms/ venues within the university and in practice environments, undertake student academic and pastoral support as required.
- Work with stakeholders to facilitate an effective learning environment, in practice areas and /or University using digital technologies to enhance student learning and support high quality education.
- Work professionally, respectfully, and collaboratively with colleagues, stakeholders, students and service users to support the co-creation of knowledge, enhance our students' experiences and facilitate student success.
- Participate in scholarship, knowledge transfer and innovations across the school.

Main duties and responsibilities

1. To facilitate students' proficiency, through simulation, demonstration and/ or appropriate teaching approaches within a university setting
2. To prepare for and deliver lectures, seminars, tutorials and workshops without direct supervision, within a clear and established teaching framework and module plan.
3. Assist module leaders with technical and administrative tasks related to the successful delivery of modules and the overall programme.
4. Undertake duties in relation to assessment under the direction of academic staff. Typically, this will include acting as an Academic Assessor, marking and moderation of course work and skills exams and providing feedback to students.
5. Contribute to, and participate in, academic and placement quality assurance processes

6. Undertake the personal academic tutor role in providing appropriate student support and guidance.

7. Highlight any concerns relating to students, whether performance based or pastoral, to the module leader/ personal academic tutor/ programme leadership team.

8. Participate in the development of online activities and materials on the virtual learning environment and e-portfolio, in collaboration with module leaders.

9. Undertake duties in relation to student recruitment activities under the direction/ supervision of academic staff. Typically, this will include interviewing prospective students and supporting wider recruitment activities such as applicant visits and open days.

10. Attend and contribute to programme meetings, academic committees and boards, as appropriate

11. Support the co-creation of knowledge, enterprise activities with external partners and engage with opportunities to support future research development.

12. Undertake any necessary training as required and engage with the Bradford Academic: Career Journey progression framework.

13. Undertake additional duties commensurate with the role, grade and experience and in collaboration with the Head of School and Dean of the Faculty in which the programme is positioned.

14. As a university citizen supporting key student events throughout the year such as Open days, clearing, enrolment, and Graduation.