



Job Description and Person Specification

Summary

Job title:	Senior Clinical Lecturer (Academic Lead for Year 3 MB ChB)
Faculty:	Faculty of Health Social Care and Medicine
Reference:	EHTC030-0726
Grade and Salary:	<i>The role is open applicants from both clinical and non-clinical backgrounds, with appointment made at the appropriate level and job title within the University's academic framework.</i>
Contract Type:	Permanent
Hours:	Part Time, 0.6 FTE
Location:	Ormskirk

About the Faculty

The Faculty of Health, Social Care and Medicine comprises three schools: the Medical School, the School of Nursing and Midwifery, and the School of Allied Health, Social Work and Wellbeing. Facilities are in Ormskirk, Manchester, and NHS sites supporting both academic and clinical learning environments. The faculty includes a state-of-the-art Clinical Skills and Simulation Centre and houses the University's Health Research Institute, which focuses on: Children, Young People and Families; Prevention and Management of Conditions in Adults; and Improving Professional Practice.

About the Medical School

Edge Hill University Medical School was established after a competitive bidding process as part of the government's expansion of undergraduate medical training places in 2019. At that time, it was the only new undergraduate medical school funded by the Department of Health in Northwest England. The Medical School is currently comprised of two departments: Department of Postgraduate Medicine and Department of Undergraduate Medicine. These are overseen by the Director of the Medical School who is supported by Heads of the respective departments. This post will sit in the Department of Undergraduate Medicine.

The Department of Undergraduate Medicine

The Department of Undergraduate Medicine includes the MBChB (5 years), MBChB with Foundation Year (6 years), the MSc Physician Associate Studies as well as programmes in Nutrition and Public Health. Our Foundation Year for Medicine takes students from the Northwest who meet certain widening participation criteria and guarantees entrance to the MBChB if all assessments are passed. The MBChB has a spiral curriculum offering clinical experiences from the 1st year with a greater emphasis on primary and community health care. Our first cohort of students graduated with their primary medical qualification in 2025 following approval from the General Medical Council.

About the Role

We are seeking an inspirational educator and role model to lead curriculum development, clinical reasoning teaching, learning delivery and evaluation of clinical placements in Year 3 of our MB ChB programme as a Clinical Academic with an Honorary NHS appointment.

Year 3 represents a key transitional milestone as the programme shifts from predominantly campus-based activities to immersion in the NHS through clinical placements. The Year 3 Academic Lead is a key member of the MB ChB programme team. They work in collaboration with the other Years Leads and Theme leads with support and oversight by the MB ChB Senior Academic Lead for Learning and Teaching.

The post holder will ensure alignment of teaching with Year 3 learning objectives, programme outcomes, GMC requirements and contemporary evidence-informed educational practice. They will engage with placement providers to ensure equivalence of learning opportunities, consistency of educational experience and high-quality clinical teaching across all placement settings through effective quality assurance, curriculum evaluation and stakeholder engagement.

The post holder will provide academic leadership for the design, delivery, evaluation and continuous enhancement of the Year 3 curriculum, with responsibility for supporting students' transition into clinical learning environments and promoting excellence in workplace-based learning.

The post holder will provide cross-programme leadership for the development, integration and evaluation of clinical reasoning (CR) across Years 3–5, ensuring a coherent and progressive approach to the teaching and assessment of clinical reasoning in line with programme outcomes and GMC expectations

This part time clinical academic role is open to senior medically qualified individuals who are on the GMC's Specialist or GP Register and hold a substantive NHS role.

The successful applicant should have contemporary expertise in curriculum design, delivery and evaluation in undergraduate clinical, healthcare and/or medical education. Ideally, they will also have experience within the following range of activities: student selection, assessment, student support, supervision and inter-professional learning.

The successful candidate will contribute to programme governance, quality assurance and quality enhancement activities, working closely with academic colleagues, professional services staff and NHS partners to ensure the continued success and development of the MB ChB programme.

Matters relating to honorary clinical contracts, accreditation and on-going clinical practice will be discussed on an individual basis with the successful candidate.

About You

You will be an enthusiastic and friendly professional with excellent communication and interpersonal skills coupled with a commitment to providing an excellent student experience. You will have considerable experience of the undergraduate education and curriculum design in a PSRB regulated medicine programme or similar.

You will be a medical clinical academic with a background in Primary or Secondary Care with supporting qualifications and experience. You will have an established or promising profile of scholarship in a relevant health care or related field and evidence of very good teaching experience on undergraduate medicine or related healthcare programmes.

You will demonstrate educational leadership, an understanding of quality assurance and enhancement within higher education, and experience of working collaboratively with a wide range of stakeholders across university and healthcare settings.

To be successful you will further enrich our student's experience through your expertise and subject knowledge as evidenced through your qualifications or via your extensive experience of professional practice.

You will be committed to fostering an inclusive learning environment that supports learners from diverse backgrounds and promotes equality, diversity and inclusion.

In return, you will join a forward thinking and dynamic team that pushes the boundaries of curriculum development within medical education.

Reward & Benefits

- A minimum of 48 days annual leave per annum, pro rata (inclusive of bank holiday and University closure days).
- Access to a range of CPD to support your career development, with three defined pathways for progression.
- Employee assistance programme with access to free confidential counselling sessions, legal & financial advice, and health & wellbeing resources.
- Automatic enrolment into the Teacher's Pension Scheme with our employer contribution of 23.68%
- Discounted membership to our onsite state-of-the-art sport and leisure facilities
- Beautiful award-winning on-campus working environment.
- Staff benefits scheme, which provides you with discounts across the high street, supermarket shopping, cinema tickets, dining out and more.

About Us

“A great success story... an institution that improves and impresses year after year” – Times Higher Education.

Founded in 1885 and gaining University Title in 2006, Edge Hill University is a multi-award-winning University based on a 160-acre campus in Ormskirk, Lancashire. An educational community, providing high quality teaching, support, and transformational opportunities; it's a place where students discover ideas, attain subject knowledge, and achieve their full potential.

The University has over 14,000 students studying at both undergraduate and postgraduate level and employs more than 2,000 staff.

Edge Hill's significant success in achieving its mission is recognised by a range of awards. It is one of the select few to have held the coveted Modern University of the Year title (2022), awarded by the Times and Sunday Times and is the Daily Mail's University of the Year for Student Experience, 2026.

It was ranked in the UK Top 35 universities (Guardian University Guide 2024), 5th in the UK (Uni Compare 2026) and is a Top 4 North West Institution (Complete University Guide 2025). It is also the safest campus in the Northwest according to the same guide. In 2024, it was the first University to achieve Ofsted Outstanding for all phases of its Initial Teacher Training provision under the new Inspection Framework.

The University has invested £350m in the campus over the last two decades. Construction has recently finished on a new £17.4m Life Sciences Building alongside a £35m investment in brand new accommodation and a Students' Union building which opened at the beginning of October 2024.

The University's researchers are addressing some of society's most pressing problems today and providing expertise to develop solutions and enact change. And there is a strong commitment to sharing that new knowledge through Knowledge Exchange and partnership working and through a significant number of Knowledge Transfer Partnerships.

From promoting inclusive societies and encouraging wellbeing for all, nurturing creativity and innovation, to tackling some of the world's biggest challenges to secure a sustainable future, Edge Hill's research builds new partnerships, enhances understanding and enriches lives. 62% of the University's research was classed as 'world-leading' or 'internationally excellent' in the 2021 Research Excellence Framework

Job Description for Clinical Lecturer

Duties and Responsibilities

The responsibilities of a Senior Clinical Lecturer are wide ranging and many change over time according to the development needs of the department and the individual. As a Senior Clinical Lecturer, you will be expected to carry out the following as and when required

Teaching, Learning & Scholarship

1. Provide academic leadership for the ongoing development, delivery, evaluation and enhancement of the Year 3 curriculum, taking responsibility for designated projects and supporting the ongoing enhancement of Year 3 in collaboration with the other Year Leads, Theme Leads, and professional services colleagues.
2. Deliver high-quality teaching across Year 3 in a range of clinical and academic settings, fostering students' critical thinking, clinical reasoning, and decision-making skills.
3. Lead and contribute to placement quality assurance, including visits to placement providers, and systematic evaluation of student feedback, placement provider feedback, and assessment outcomes to ensure high standards of clinical education and equivalence of learning opportunities across all placement settings.
4. Identify and respond to student learning needs, defining clear learning objectives and ensuring that teaching content, delivery methods, and learning resources are aligned with programme outcomes, GMC requirements and Year 3 learning objectives.
5. Develop and enhance teaching materials and approaches, drawing on current clinical practice to ensure relevance, innovation, and alignment with curriculum goals and evidence-informed educational practice.
6. Contribute to assessment processes, including moderation of Year 3 assessments such as e-portfolios and case-based discussions, ensuring consistency, fairness, and academic rigor and compliance with programme assessment regulations and quality assurance processes.
7. Engage in reflective teaching practice, using student and peer feedback, as well as self-evaluation, to continuously improve teaching design, delivery, and student experience.
8. Oversee student progress and performance, including welfare, assessment, examination, and marking responsibilities, in line with

departmental expectations and relevant University regulations and fitness to practise procedures.

9. Embed effective teaching and learning strategies, promoting active student engagement, independent learning, and adaptability to meet diverse learner needs, while maintaining a robust teaching portfolio.
10. Contribute to faculty development activities, supporting clinical teachers and placement-based educators in delivering high-quality educational experiences.

Student Support

1. Take responsibility for overseeing the professionalism, welfare, progression, examination and assessment of students and drawing to the attention of the Head of Department any issues as appropriate.
2. Act as a Personal Tutor for a number of students, including providing academic and personal support, supporting individual profiling and development planning, and preparing references; referring students to further support services as required.
3. Act as a postgraduate taught supervisor pro rata to FTE.
4. Promote the work of the University and participate in the recruitment, selection and induction of students.
5. Support an inclusive and supportive learning environment that promotes equality, diversity and inclusion and enables students from all backgrounds to achieve their full potential.

Research and scholarship

This role does not attract significant responsibility for research (SRR), but as a clinical academic in Teaching and Learning the university provides a thriving and collaborative environment for scholarship.

1. Maintain a healthy academic profile of scholarship relevant to the needs of the programme.
2. Engage in educational scholarship and knowledge exchange activities that contribute to the enhancement of teaching, learning and assessment within undergraduate medical education.
3. Disseminate educational innovation and good practice through appropriate internal and external networks, presentations and/or publications.

Leadership, Service & Externality

1. Support programme validation events and Periodic Subject Reviews.
2. Attend relevant meetings concerned with undergraduate management

and development including visits from the GMC and other internal or external bodies.

3. Contribute to the School's learning and teaching strategy and to subject level TEF submission.
4. Participate in student recruitment and assessment activities across all 5 years of the programme.
5. Organise and administer tasks efficiently and effectively.
6. Undertake programme, project, enterprise, or research leadership roles as appropriate.
7. Develop and maintain effective partnerships with NHS organisations, placement providers and external stakeholders to support the delivery and enhancement of Year 3 clinical education.
8. Contribute to programme governance, quality assurance and quality enhancement activities, ensuring compliance with University, GMC and other relevant regulatory requirements.
9. Undertake other duties as appropriate and commensurate with the post.

Person Specification for Clinical Lecturer

Please note that applications will be assessed against the Person Specification using the following criteria, therefore, applicants should provide evidence of their ability to meet all criteria. Where a supporting statement is indicated you will be asked to provide a statement of how you meet this criterion within the application form.

Qualifications

Criteria	Essential or Desirable Criteria	Method of Assessment
A primary medical qualification and full registration with the GMC, with a current licence to practise	Essential	Application
In current NHS clinical practice and commitment to remain in clinical practice for the duration of the EHUMS contract	Essential	Application
Fellowship/Membership of an appropriate Royal College	Essential	Application
Inclusion on the GMC Specialist Register or GMC GP register with a Certificate of Completion of training (CCT)	Essential	Application
HE teaching qualification, or commitment to achieve one within two years of appointment.	Essential	Application and Interview
Advance HE Fellowship, or commitment towards Fellowship or Senior Fellowship within two years of appointment.	Essential	Application and Interview
Masters or PhD in Medical Education	Desirable	Application and Interview
Evidence of continuing professional development in medical or healthcare education.	Desirable	Application and Interview

Knowledge and Skills

Criteria	Essential or Desirable Criteria	Method of Assessment
Expertise and experience in curriculum and assessment design, implementation and evaluation in undergraduate healthcare or medical education	Essential	Supporting Statement and Interview
Experience and understanding of national and international expectations of good curriculum development and delivery	Desirable	Supporting Statement and Interview
A proven ability to work co-operatively with colleagues and contribute to multi-disciplinary projects	Essential	Supporting Statement and Interview
Demonstrate ability to influence, advise, guide and mentor others and confidently challenge thinking and foster debate, and encourage the development of intellectual reasoning and rigour.	Essential	Supporting Statement and Interview
Ability to reflect on own skills and knowledge, and to seek opportunities to develop.	Essential	Supporting Statement and Interview
Excellent communication, organisational and stakeholder-management skills, with the ability to build effective relationships across university and healthcare settings.	Essential	Supporting Statement and Interview
Knowledge of quality enhancement, student support and inclusive educational practice within higher education.	Essential	Supporting Statement and Interview

Experience

Criteria	Essential or Desirable Criteria	Method of Assessment
Very significant experience of innovative undergraduate and/or postgraduate delivery in higher education, especially in design and delivery of curriculum processes.	Essential	Supporting Statement and Interview
Significant experience of leading, managing or coordinating elements of an undergraduate medical or healthcare curriculum.	Essential	Supporting Statement and Interview

Experience of clinical workplace learning, placement-based education and/or partnership working with healthcare providers.	Essential	Supporting Statement and Interview
Evidence of leading and working well in teams, internally and externally, with the sound emotional intelligence required to work effectively with other people.	Essential	Supporting Statement and Interview
Experience of securing and undertaking substantial externally funded research and/or enterprise activities, where appropriate.	Desirable	Supporting Statement and Interview
Proven ability to support the diverse academic and personal needs of individual students, and to disseminate good practice in this respect.	Essential	Supporting Statement, and Interview
Experience of quality assurance, quality enhancement, curriculum review and educational evaluation activities.	Essential	Supporting Statement, and Interview
Evidence of educational scholarship, dissemination of educational innovation, peer-reviewed publication activity and/or other outputs appropriate to a Teaching and Learning clinical academic career pathway.	Essential	Supporting Statement and Interview
Evidence of educational scholarship, dissemination of good practice, educational innovation and/or publication activity relevant to the role	Essential	Supporting Statement and Interview
Evidence of having developed successfully and lead to good effect networks with colleagues, students and external stakeholders including NHS partners and placement providers where appropriate	Essential	Supporting Statement, Interview and Presentation

Competencies and Personal Attributes

Criteria	Essential or Desirable Criteria	Method of Assessment
Enthusiasm	Essential	Interview
Commitment	Essential	Interview
Team working	Essential	Interview
Good interpersonal skills	Essential	Interview
Flexibility and adaptability	Essential	Interview

Candidate Guidance and How to Apply

At Edge Hill University we value the benefits a rich and diverse workforce brings to our community and therefore welcome applications from all sections of society.

For informal enquiries about this vacancy, you may wish to contact: Dr Rebecca Farrington, MB ChB Senior Academic Lead for Learning and Teaching, Associate Head, Department of Undergraduate Medicine:

Rebecca.Farrington@edgehill.ac.uk

When you are ready to start the formal application process, please [visit our Current Vacancies website](#), search for the role you wish to apply for, and select the 'Apply Online' button at the bottom of the job advert. The online application form can be completed in stages and can be revisited at any time. The form automatically saves as you enter your information, and you can move backwards and forwards between individual form sections at any time prior to application submission. Help is available at each stage to guide you through the form. Before final submission, you can preview your application and then choose to refine or submit the form.

As part of your application, you will be asked to provide details of two referees. Please see our application form for guidance on how to nominate your referees.

You can upload a CV to the application form to supplement your application and supporting statements.

Please refer to the advert for the closing date for this vacancy, all applications must be submitted by 11:59pm on this date. Please note that you will receive an automated email from our online recruitment portal to confirm receipt of your application. Please check your spam/junk mail if you do not receive this email.

Following the closing date, we will contact you by email to let you know whether you have been shortlisted to participate in the next stage of the selection process. We try our best to inform all applicants within two working weeks following the closing date.

If you are offered the post, the offer will be subject to pre-employment clearance. You will be asked to provide proof of your right-to-work in the UK; proof of your identity and evidence of your qualifications and professional memberships as referenced as essential or desirable in the person specification for this role. You will also be asked to complete onboarding forms including a pre-employment health questionnaire to support the University and make appropriate adjustments to support you in the role. The University will also contact the referees you have nominated. Please note that you may be asked for alternative or additional referees as we seek references that cover your previous three years of employment history. Following successful completion of pre-employment

clearances (including an Enhanced Disclosure and Barring Service check, as relevant, please see job advert) a start date will then be arranged with you.