

CHELSEA AND WESTMINSTER HOSPITAL NHS FOUNDATION TRUST

PERSON SPECIFICATION Paediatric Critical Care Consultant CWH and RBH

	ESSENTIAL	DESIRABLE
Qualifications and Training:	<p>Qualifications/Training</p> <p>Candidates must have current GMC Registration and be included on the GMC's specialist register in Paediatrics</p> <p>MRCPCH, FRCPCH or Equivalent qualification</p> <p>CCT in Paediatrics and in Paediatric Gastroenterology Hepatology and Nutrition, or a UK specialist trainee within 6 months of CCT on interview date (and can produce evidence that he / she is expected to achieve a CCT), or currently working as a consultant paediatric gastroenterologist</p> <p>Good understanding of and adherence to the principles of Good Medical Practice set out by the General Medical Council.</p>	<p>MD, PhD or equivalent higher postgraduate training</p>
Clinical Experience:	<p>Wide training in Paediatric Gastroenterology / nutrition (including diagnostic upper and lower GI endoscopy, and nutrition)</p> <p>Level 3 child safeguarding</p>	<p>Specific area of interest within paediatric gastroenterology complementary to the interests of the existing consultants</p>
Knowledge and Skills:	<p>Comprehensive understanding of Paediatric Gastroenterology / nutrition disorders and their management</p> <p>Understanding of clinical governance and risk</p> <p>Understanding of clinical audit</p> <p>Evidence of written guidelines</p> <p>Evidence of Revalidation, completed and satisfactory annual appraisal</p>	<p>Risk Management Course</p> <p>Advanced IT skills</p>
Research:		<p>Evidence of experience in supervising juniors doing research</p>

	Evidence of recent or on-going research Experience of implementing evidenced based changes in practice	Research experience with significant publication record and contributions to major professional conferences
Teaching and training:	Experience of undergraduate teaching and post-graduate training	Medical Education or Adult Education Training
Management:	Evidence of leadership skills Knowledge of best practice in management	Experience of departmental management including personnel, business and budgets Attendance of Management/Leadership Training courses
Other Competencies (see below for details of each competency)	Dynamic and motivated and a strong personality. Robustness and positivity. Understanding Self Excellent communication and influencing skills Ability to work effectively within a multi-disciplinary team. Managing self effectively Ability to plan ahead whilst being innovative and flexible in approach. Demonstrable evidence of being able and willing to understand the Trust values of <ul style="list-style-type: none"> ● Putting patients first ● Responsive to, and supportive of, patients and staff ● Open, welcoming and honest ● Unfailingly kind, treating everyone with respect, compassion and dignity ● Determined to develop our skills and continuously improve the quality of care. 	

UNDERSTANDING SELF

- projects a confident, professional image; is credible; acts as a positive leader role model;
- is positively and constructively ambitious;
- is committed to own professional and personal development
- knows own strengths and limitations;
- is emotionally tempered and resilient in a range of complex, demanding and sensitive situations;
- remains motivated and focused when under pressure or experiences setbacks;
- acts with honesty and integrity;

COMMUNICATING AND INFLUENCING

- communicates in a clear and concise manner, both verbally and in writing;
- communicates sensitive information with tact and diplomacy;
- adapts the content and style of communication appropriately to the needs of the recipients;
- is able to empathise with patients and families;
- develops two-way communication; is an active listener; checks for understanding;
- asks relevant and investigative questions;
- seeks, explores and constructively challenges the views, opinions and suggestions of others;
- influences and persuades others to gain buy-in and change views;

WORKING WITH OTHERS

- builds rapport and maintains good working relationships with colleagues within and across departments and hospitals;
- shows respect for others and develops a constructive working environment;
- is a team player with collegial working style;
- provides open and constructive feedback;
- develops, supports and motivates juniors;

MANAGING SELF

- prioritises work so that targets are achieved;
- appropriately allocates resources;
- is efficient and organised;
- manages time effectively;
- pays attention to detail;
- maintains regular work attendance;
- is punctual;

PLANNING AHEAD

- identifies future requirements; focuses on long term goals rather than short term issues;
- concentrates efforts on the activities that most significantly impact on effectiveness;
- achieves plans by putting in place processes to continually monitor and review progress;
- anticipates likely events and develops appropriate alternative plans;
- is aware of the impact changes may have on agreed goals and objectives;
- adapts to and resolves these changes as they arise;

APPENDIX 1

Imperial College London

Imperial College London consistently achieves one of the highest rankings nationally and internationally, as listed in the Times Higher QS World University Rankings 2014-2015.

The President (formally known the Rector), Professor Alice P. Gast, is the College's academic head and chief executive officer, overseeing all functions of the College, and focusing on the College's strategic affairs and development.

The Provost, Professor James Stirling, is responsible for delivering and enhancing the College's academic mission in education, research and translation, and reports to the President.

The Mission

Imperial College embodies and delivers world class scholarship, education and research in science, engineering and medicine, with particular regard to their application in industry, commerce and healthcare. We foster interdisciplinary working within the College, and collaborate widely externally.

Vision and Intent

- Continue to be a world-leading institution for scientific research and education,
- To harness the quality, breadth and depth of our research capabilities to address the difficult challenges of today and the future,
- To develop the next generation of researchers, scientists and academics,
- To provide an education for students from around the world that equips them with the knowledge and skills they require to pursue their ambitions,
- To make a demonstrable economic and social impact through the translation of our work into practice worldwide,
- To engage with the world and communicate the importance and benefits of science to society.

Formation and History

Imperial College was established in 1907 in London's scientific and cultural heartland in South Kensington, as a merger of the Royal College of Science, the City and Guilds College and the Royal School of Mines. St Mary's Hospital Medical School and the National Heart and Lung Institute merged with the College in 1988 and 1995 respectively.

Charing Cross and Westminster Medical School and the Royal Postgraduate Medical School merged with the College on 1 August 1997 to form, with the existing departments on the St Mary's and Royal Brompton campuses, the Faculty of Medicine.

The Kennedy Institute of Rheumatology joined the Faculty of Medicine in 2000 and for over a decade was unique in Europe for its integration of basic science research and clinical facilities in rheumatology. On 1 August 2011, the Institute moved to Oxford University to build a new centre for research into rheumatology and inflammatory and autoimmune disease.

In 2007, the Imperial College Healthcare NHS Trust was formed by merging Hammersmith and St Mary's Hospitals' NHS Trusts with the College, forming the country's largest NHS Trust. This also established the UK's first Academic Health Science Centre (AHSC) bringing together healthcare services, teaching and research for maximum synergistic benefits.

Imperial College was an independent constituent part of the University of London until July 2007, when it was granted a new royal charter declaring it an independent university in its own right.

The academic structure of Imperial College is divided into three faculties, the Faculties of Engineering, Natural Sciences and Medicine. The College's other major academic unit is the Business School.

Staff and Students

The academic and research staff of 3,397 includes 72 Fellows of the Royal Society, 77 Fellows of the Royal Academy of Engineering, 81 Fellows of the Academy of Medical Sciences, one Fellow of the British Academy, four Crafoord Prize winners and two Fields Medalists. Fourteen Nobel Laureates have been members of the College either as staff or students.

The College has 14,342 students, of whom 37 percent are postgraduate. Thirty per cent of students come from outside the European Union. External assessment of the College's teaching quality in many different subject areas has been judged to be of high standard. The proportion of women students is 36 percent of the total.

Research

The quality of the College's research has been judged consistently to be of the highest international standard and the proportion of income from research grants and contracts is one of the highest of any UK university.

The concentration and strength of research in science, engineering and medicine gives the College a unique and internationally distinctive research presence.

Generous support for the College's work comes from a wide variety of sources. From industry there are donations towards certain senior academic posts, advanced courses, bursaries and scholarships. The single largest contribution to the College from industrial concerns is in the form of contracts to carry out research. The College also gains considerable support from research councils and charities to undertake research.

Teaching and Learning

The College's overall educational aim is to ensure a stretching and exhilarating learning experience and, while maintaining its traditional emphasis on single honours degree courses, it also aims to give students the opportunity to broaden their experience through courses relevant to student and employer needs.

In its MSc. course provision, the College seeks to provide a wide range of specialist courses in areas in which it has particular expertise. Many of those offered by non-medical departments emphasise the valuable interaction between scientific/technological training and industrial experience, whilst those offered by the medical departments focus on subjects at the interface between basic science and medicine and on specialist education for doctors and other health professionals in training. In addition, the College's wide range of PhD programmes reflect its aim of pursuing research at the frontiers of scientific, engineering, management and medical knowledge and the increasingly interdisciplinary nature of this research.

The Centre for Educational Development raises and consolidates the profile of learning, teaching and educational development throughout the College. Newly-appointed non-clinical lecturers will be expected to develop and expand their teaching skills, and there are many learning and teaching activities for more experienced staff.

On 1 October 2011, the Graduate School of Life Sciences and Medicine merged with the Graduate School of Engineering and Physical Sciences, to form a single entity. The merged Graduate School is the focus of postgraduate education and research and maintains, enhances and monitors quality, disseminates best practice, while initiating and developing new programmes, particularly those with an interdisciplinary slant. It also has quality assurance responsibilities for the two non-faculty departments of Humanities and the Business School.

The College's teaching quality is audited regularly, both internally and externally. Recent external audit found teaching quality to be of a high standard.

Location

The College now has one of the largest operational estates of any UK University. It includes six central London campuses, the main South Kensington campus, the Charring Cross campus, the Chelsea and Westminster campus, the Hammersmith campus, the Royal Brompton campus and St Mary's campus.

Silwood Park, a postgraduate campus at Ascot in Berkshire, houses the Ecology and Evolution Section of the Biology Division, in the Department of Life Sciences. The successful Master's courses in Crop Protection, Forest Protection and Ecology, Evolution and Conservation are run at Silwood together with the newly created Master's course in Conservation Science, and there is a thriving postgraduate community. The campus houses excellent research facilities and a wide range of natural environments. The NERC funded Centre for Population Biology is also based at Silwood, together with a Business Centre.

The Faculty of Medicine

The Faculty of Medicine is one of Europe's largest medical institutions – in terms of its staff and student population and its research income. It was established in 1997, bringing together all the major West London medical schools into one world-class institution. It maintains close links with a number of NHS Trusts with whom it collaborates in teaching and research activities.

Although on several sites, its academic Schools, Institutes and Departments function as one Faculty, fully integrated within the College. The current Dean, Professor Dermot Kelleher, took up his appointment in October 2012.

Schools, Institutes and Departments

Schools, Institutes and Departments	Head of Department
Department of Medicine	Professor Martin Wilkins
Department of Surgery and Cancer	Professor Jeremy Nicholson
School of Public Health	Professor Elio Riboli
National Heart and Lung Institute	Professor Kim Fox
Institute for Clinical Sciences	Professor Amanda Fisher
Institute of Global Health Innovation	Professor the Lord Ara Darzi

Faculty of Medicine Executive Team

Faculty of Medicine Executive Team	
Dean of the Faculty of Medicine	Professor Dermot Kelleher
Vice-Dean for Education and Institutional Affairs	Professor Jenny Higham
Vice-Dean for Research	Professor Jonathan Weber
Vice-Dean for Health Policy and Engagement	Professor the Lord Ara Darzi
Vice-Dean for Academic Development	Professor Gavin Screaton

