

Job Description

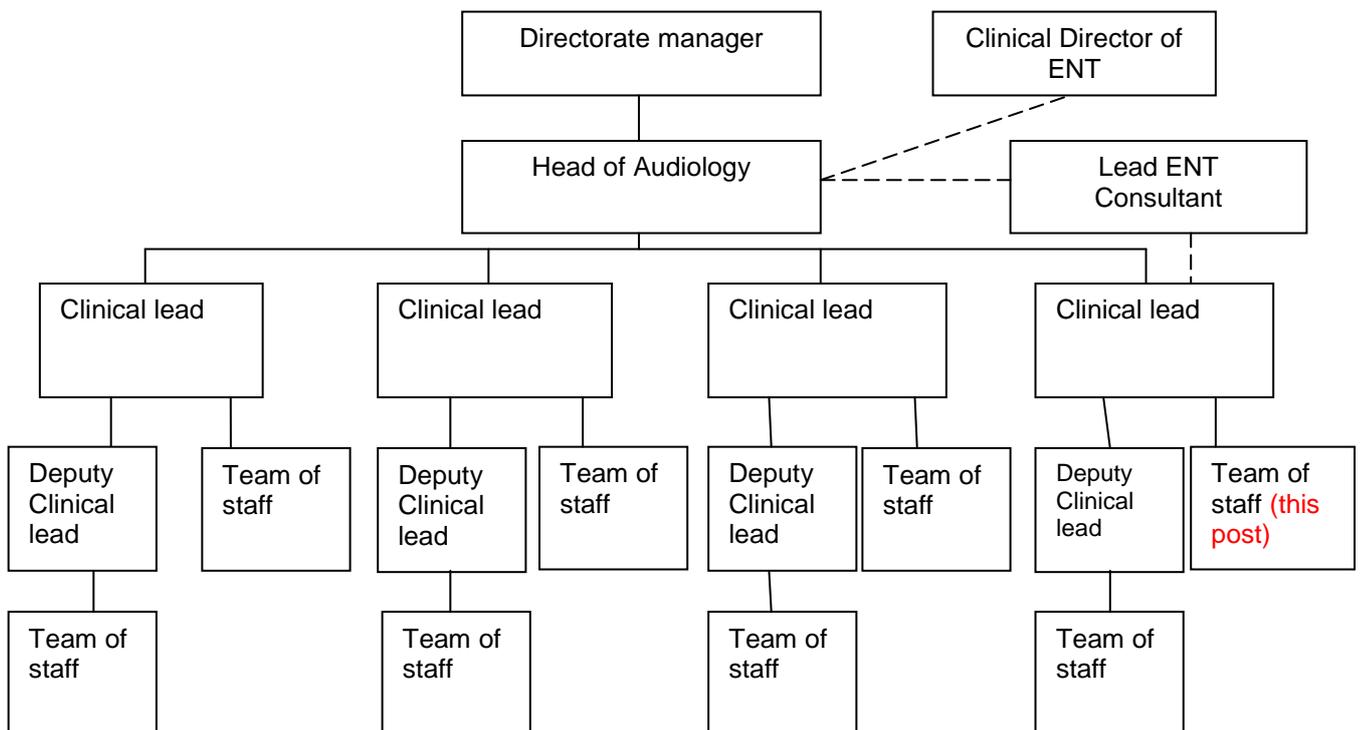
Job Title:	Principal Audiologist / Clinical Scientist (Paediatrics, Auditory Implants or balance)
Centre:	Surgical Services
Department:	Audiology
A4C Band:	7
Reports to:	Clinical Lead

Job Summary

The main purpose of this role is to manage a complex and non-routine case load in the specialist areas of Auditory Implants, paediatric audiology and / or balance assessment and rehabilitation. This includes working with patients and families, and working with a multidisciplinary team.

This role involves highly specialist patient care. All such care will be provided in an effective, caring and compassionate services to patients. The post holder is required to abide by the NHS values and the Constitution.

Organisational Chart



Key Job Responsibilities

1. Leadership

- Assist the Clinical Lead and Deputy clinical Lead to develop and adapt the service according to changing criteria and demographics.
- Assist the Clinical Lead and Deputy clinical Lead to manage changes in practice and establish new systems of working when necessary.
- Act as a point of contact for more junior staff within the service.
- Provide clinical supervision within specialist area(s)
- Mentor and / or act as supervisor for trainee staff as required
- In conjunction with the clinical lead and deputy clinical lead be responsible for leading aspects of a sub-section of the service

2. Financial and Resource Management

- Responsible for the safe use of expensive and highly complex equipment
- Responsible for ensuring more junior staff are using equipment safely

3. Professional Advisory

- Provide information and make recommendations within the Audiology Team, colleagues such as Consultant ENT Surgeons and paediatricians, plus colleagues in other agencies such as teachers of the Deaf, speech and language therapy and social care.
- Have knowledge in one or more highly specialist areas, e.g. paediatric audiology, BAHAs, cochlear implantation, middle ear implants, vestibular assessment or vestibular rehabilitation. Where necessary advice is sought from technical specialists from manufacturing companies or colleagues working elsewhere in the country.
- Propose changes to service delivery based on local audit of current service provision, best practice guidance, peer discussion at a national level and review of the evidence base in the literature.

4. Administrative, Organisation and Planning:

- Planning and organising day to day work and activities
- Planning and organising ongoing projects
- Planning and organising day to day work activities for trainee and visiting staff.
- Have responsibility for the day to day management of an element of the service, e.g. special school clinics, external training events, user satisfaction surveys.

5. Performance Management

- Carry out regular audit projects of agreed elements of the service, to include user satisfaction surveys



6. Service Delivery

- Work as an independent practitioner without supervision providing clinical services directly to patients, which may include:
 - the assessment of adults and children within the service,
 - Creating individual rehabilitation plans for each patient whilst maintaining a flexible approach and responsive attitude to patient need, to include highly complex cases*.
 - Establishing a good rapport and work with patients of all age, including gaining their co-operation in clinics and self management at home.
 - Ability to take accurate ear impressions in both adults and children, with an appropriate insertion depth in order to minimise feedback from hearing aids.
 - Verifying hearing aid prescriptions for adult and paediatric patients using probe tube microphone measurements, requiring precision in probe placement.
 - Highly complex cases*, some of whom may be referred by other members of the team due to conflicting results or incomplete information.
 - Providing detailed information and advice to patients and their families, and other professionals.
- Act as point of contact for more junior members of the team to discuss cases to ensure all patients receive an equitable service and high quality care.
- Transporting expensive equipment to outstations and undertaking visits to schools as needed.
- Carrying out research projects within the local Clinical Research Network. Preparation of materials to disseminate research findings in peer reviewed the literature and present at academic conferences.
- To keep the patient management system (Auditbase) up to date so that patients' progress is monitored and rehabilitation schedules are adhered to, and stock is appropriately managed

**Highly complex cases may include:*

- *Paediatric audiology: leading the assessment of complex cases such as those with special or additional needs or who are challenging to test, responsible for the management of pre-school or complex children with PCHI, diagnosis of PCHI following newborn hearing screening using objective testing*
- *Auditory implants: Assessment of children for cochlear implants, middle ear implants and / or bone anchored hearing systems, Assessment of complex adults for cochlear implants, middle ear implants and / or bone anchored hearing systems, management of pre-school or complex children with middle ear implants and / or bone anchored hearing systems, management of children with cochlear implants, management of complex adults with cochlear implants.*
- *Balance: Leading the assessment of balance and vestibular function of patients to include history taking, deciding on appropriate tests and assessments, collating results and proposing diagnoses, developing and delivering balance and vestibular rehabilitation programmes, preparing written reports on both assessment and rehabilitation.*



7. Analytical and judgmental

- Ability to analyse test results and information elicited from the patient and significant others to propose and agree the management plan. This must take into account many different factors including duration and aetiology of deafness, functional ability, motivation, additional difficulties (such as visual impairment, cerebral palsy etc), social circumstances, employment situation, educational placement and family support.
- Ability to identify when further investigations are necessary, for example objective testing to confirm or exclude a non-organic component to the hearing loss (in cases where information is conflicting), or balance testing (in cases where there is an additional suspected balance disorder e.g. Meniere's disease).
- Presenting audiological findings and making recommendations to other professionals as part of team meetings.
- Discussion of and provision of advice to patients regarding ongoing management.
- Ability to analyse and integrate results of both objective and behavioural tests in order to tailor a rehabilitation programme to the patient's needs
- Ability to analyse highly complex test results which may be conflicting or incomplete and make judgements on the most appropriate management of these patients

8. Communication

- Ability to communicate with patients of all ages (from birth to elderly) and their families / carers who:
 - May have varying degrees of hearing loss, from mild to profound.
 - May have highly complex needs where advanced communication skills are paramount.
 - May be highly anxious or emotional due to the news you are imparting (e.g. diagnosis for profound hearing loss in a newborn baby, failure of a cochlear implant internal) or recent news (e.g. still distressed about sudden significant loss of hearing)
- Ability to communicate with family and carers, which may include, for example, the parents of newly diagnosed deaf babies
- Aims of communication may include:
 - Elicit complex information from patients and / or carers regarding the patient's medical history in order to assess and manage the patient.
 - Explaining to patients and significant others complex information regarding test results
 - Explaining to patients and their families the proposed management, which may include how sophisticated medical devices work (e.g. hearing aids, cochlear implants), details of exercises to be completed in the home, and / or patient pathways.
 - Information counseling, to include the management of expectations and addressing any misconceptions.
 - Assessing patients' motivation and commitment to the planned management.
 - Carry out problem solving over the telephone and by e-mail with parents, colleagues, teachers and technical specialists.
 - Communicate with potentially hostile audiences, e.g. about research results which may be conflicting with the current or manufactures views.



Training and Development

- Clinical supervision of trainees within the department, such as Clinical Scientists, BSc trainees on placement within the department, and visitors from other services or departments on placement.
- Providing training both in-house and to external groups such as teachers, social workers, speech therapists, trainee audiologists and medical professionals. Occasionally this may involve hostile audiences.
- Providing training to other groups of professionals who interface with the service throughout the North-East, e.g. Teachers of the Deaf, Health Visitors and Speech and Language Therapists.

11. Infection Prevention and Control

If you are to be employed as a clinical member of staff you will ensure that you follow the Trust's hospital infection prevention and control (HIC) policies and procedures to protect patients, staff and visitors from healthcare-associated infections. You will ensure that you performs the correct hand hygiene procedures (as described in HIC 14), when carrying out clinical duties. You must use aseptic technique and personal protective equipment in accordance with Trust policies. All staff must challenge non-compliance with infection, prevention and control policies immediately and feedback through the appropriate line managers if required.

12. Privacy and Dignity

The Trust attaches the highest importance to a culture that values an individual's privacy and dignity. Responsibility for protecting privacy and dignity does not lie with one individual or group but with staff at every level.

13. Data Protection and Freedom of Information

You are required to respect and apply all confidentiality, principles and practices of the Data Protection and Freedom of Information Act.

14. Records Management

You are required to ensure that you follow the Trust's policy on records management and comply with the NHS Code of Practice for Records Management.

15. Equality, Diversity and Human Rights

You have a responsibility to ensure that all people that you have contact with during the course of your employment, including general public, patients, relatives and staff are treated equally in line with the Trust's Equal Opportunities Policy.



16. Health and Safety

You have a duty to take reasonable care for your own health and safety, and that of others who may be affected by your activities; to cooperate with the Trust by complying with all health and safety rules and systems of work; and to inform your line manager of any work situation, or practice which may be considered a danger to health and safety.

17. Safeguarding

The Trust's takes its statutory responsibilities to safeguard and promote the welfare of children and adults very seriously. The Board of Directors expects all staff will identify with their manager during the SDR process their own responsibilities appropriate to their role in line with statute and guidance. This will include accessing safeguarding training and may include seeking advice, support and supervision from the trust safeguarding children or safeguarding adult teams. Where individuals and managers are unclear of those responsibilities they are expected to seek advice from the safeguarding teams.

18. Service Improvement

Service Improvement can help to improve the quality, efficiency and productivity of patient care. All staff have a responsibility to actively engage in service improvement activities and initiatives. Evidence of service improvement initiatives should be demonstrated during the appraisal process.

17. Disclosure and Barring Services check

This post is deemed to require an Enhanced check with the Disclosure and Barring Services.

Additional Information:

This is not an exhaustive list of duties and responsibilities, and the post holder may be required to undertake other duties which fall within the grade of the job, in discussion with the manager.

This job description will be reviewed regularly in the light of changing service requirements and any such changes will be discussed with the post holder.

The duties of the post may be varied from time to time in response to changing circumstances. This job description does not form part of the contract of employment.



Personal Specification (general):

Attributes	Essential (E) or Desirable Criteria (C)	Assessment Method			
		Application Form	Interview	Assessment	References
Education and Qualifications					
MSc Audiology or equivalent	E		✓		
Training in specialist service area, e.g. completed BAA Higher Training Scheme Certificate of Clinical Competence, in house training followed by significant experience	E		✓	✓	✓
British Sign language level 1 or equivalent		C	✓		
Registered as one of the following (or eligible for registration): <ul style="list-style-type: none"> • HCPC as a Clinical Scientist • RCCP as a Clinical Physiologist • AHCS as a Healthcare Scientist 	E		✓	✓	
Knowledge & Experience					
Significant and recent post qualification experience in specialist service area (see specific person specification)	E		✓	✓	
Experience in managing complex and non- routine cases within the service area (see specific person specification)		C	✓	✓	
Significant experience of working in an NHS setting (or equivalent)		C	✓	✓	
Experience of audit		C	✓	✓	
Key Skills					
Excellent communication skills to enable building good rapports with colleagues and patients	E		✓	✓	✓
Good leadership skills		C	✓	✓	
Teaching and training skills		C	✓	✓	
Interpersonal skills					
Excellent team working skills	E		✓	✓	✓
Proven conflict management skills		C	✓	✓	✓
Ability to cope with frequent interruptions		C	✓	✓	
Ability to deliver work to an agreed timescale and meet tight deadlines		C	✓	✓	✓

Person specification (Paediatrics):

Attributes	Essential (E) or Desirable Criteria (C)	Assessment Method			
		Application Form	Interview	Assessment	References
Knowledge & Experience					
Experience in the assessment of complex and non-routine children, e.g. those with complex disabilities, challenging behaviours		C	✓	✓	✓
Experience in paediatric habilitation	E				
Detailed knowledge and significant recent practical experience of hearing aid verification methods, such as real ear measures, questionnaire assessment and speech testing	E		✓	✓	✓
Detailed knowledge of national guidelines for NHSP, paediatric audiology and related NICE guidelines.	E		✓	✓	✓
Experience in objective testing of newborn babies following NHSP		C	✓	✓	✓
Experience in paediatric habilitation of infants and pre-school children		C	✓	✓	✓
Experience in peer review of ABR traces		C	✓	✓	✓
Detailed knowledge of hearing aid selection, fitting and verification in infants and children	E		✓	✓	✓
Experience of joint working with colleagues for other agencies, e.g. education and social care		C	✓	✓	✓

Person specification (Auditory Implants):

Attributes	Essential (E) or Desirable Criteria (C)	Assessment Method			
		Application Form	Interview	Assessment	References
Knowledge & Experience					
Significant and recent experience in the programming of cochlear implants or BAHAs in routine cases (adults and children)	E		✓	✓	✓
Detailed technical knowledge of a range of cochlear implants and / or BAHAs	E		✓	✓	✓
Experience of programming cochlear implants for complex and non-routine cases or programming BAHAs for complex and non-routine cases		C	✓	✓	✓
Experience with working with a range of different devices	E		✓	✓	✓
Experience in the assessment of complex and non-routine cases for auditory implants, e.g. those with complex disabilities, challenging behaviours		C	✓	✓	✓
Experience in objective assessment techniques which may be used during assessment processes, e.g. ABR		C	✓	✓	✓
Good level of technical knowledge of cochlear implant programming, to include programming for complex and non-routine cases.		C	✓	✓	✓
Good level of technical knowledge and practical experience in objective measures used with cochlear implants, to include ESRTs, NRIs, eABR, and intra-operative monitoring		C	✓	✓	✓
Detailed knowledge of hearing aid selection, fitting and verification in the profoundly deaf population		C	✓	✓	✓
Good level of knowledge of national guidelines for auditory implantation and paediatric audiology and related NICE guidelines.		C	✓	✓	✓
Experience of joint working with colleagues for other agencies, e.g. education and social care		C	✓	✓	✓
Detailed knowledge and significant practical experience of hearing aid verification methods, such as real ear measures, questionnaire assessment and speech testing	E		✓	✓	✓

Person specification (Balance):

Attributes	Essential (E) or Desirable Criteria (C)	Assessment Method			
		Application Form	Interview	Assessment	References
Knowledge & Experience					
Experience in balance and vestibular assessment of routine cases	E				
Experience in balance and vestibular assessment of complex and non-routine cases	E		✓	✓	✓
Experience in delivering balance and vestibular rehabilitation	E		✓	✓	✓
Experience in a wide range of balance and vestibular assessment techniques	E		✓	✓	✓
Experience of working in a multidisciplinary team	E		✓	✓	✓
Experience in developing programmes of vestibular rehabilitation for individual patients		C	✓	✓	✓
Experience in using more advanced or a wide range of balance/ vestibular and associated tests, e.g. VEMPs, hyperventilation, vHiT, motor control test, adaptation testing.		C	✓	✓	✓