

# Clinical Skills Manager and Teaching Associate

Department of Veterinary Medicine

Closing Date: 3 June 2025

Job Reference: PP45871



## Clinical Skills Manager and Teaching Associate

**Grade:**

7

**Salary:**£35,116.00 to £45,413.00  
per annum**Staff Group:**

Unestablished Academic T&amp;S

**Contract:**

Permanent

**Location:**West Cambridge Site,  
Cambridge**Department:**

Veterinary Medicine

**Working Pattern:**

Full Time

**Purpose of the role**

Established in 2014, the Clinical Skills team supports and delivers teaching and learning of a wide range of practical and clinical skills across all years of the veterinary medicine course, including practical and clinical skills relevant to the RCVS Day One Competences. Our Clinical Skills team coordinates both large (Merton Hall) and small animal activities (Pauline Brown Centre) with around 400 students across the VetMB course (65-70 students in each year group).

Since its inception, Clinical Skills has grown to become an important part of the curriculum with the team now established as an integral part of the teaching and assessment community in the Department. Not only are specific teaching sessions undertaken but the centres are open 24/7 for practice and for staffed drop-in sessions where students can receive help in skills development.

The roleholder will contribute to teaching, examining, course development and innovation for undergraduate/ graduate students within an established programme of study to support and maintain the University's national and international reputation for excellence.

The roleholder manages a small team to ensure the effective delivery of Clinical Skills teaching in the Department and is responsible for the effective management of Clinical Skills facilities.

The role holder, for a significant proportion of their own time, directly delivers small group practical teaching, and teaching in other educational formats. The role holder's teaching is currently focused on small animal clinical skills but may also include equine and farm animal skills. The role holder will be supported in the development of these additional clinical skills and species competencies through internal training with other staff members. The role holder also manages the deployment of other members of the Clinical Skills team to deliver teaching, and the roleholder will also coordinate with clinicians in the Queen's Veterinary School Hospital to deliver significant aspects of the veterinary programme.

Clinical Skills Teaching includes (but is not limited to): clinical skills staff-led practical classes (e.g. suturing, clinical examination, anaesthesia), clinician-led clinical skills classes (e.g., cardiopulmonary resuscitation, neurology), student self-directed learning, peer-to-peer teaching initiatives, provision of additional drop-in sessions where the role holder works one-to-one with students to maximize the educational potential of the clinical skills facilities and preparation of online learning material delivered through the University's virtual learning environment.



The role holder will contribute to curriculum design, actively support the development of online teaching material for Clinical Skills and will help to devise and deliver practical assessment circuits (Objective Structured Clinical Exams or OSCEs) in partnership with academic colleagues.

Working in partnership with key academic colleagues and with the support of the Department's Teaching Operations Committee, the roleholder will contribute to the Department's overall approach to Clinical Skills and will play a key role in both the development and delivery of practical and clinical skills teaching and assessment.

The roleholder coordinates the development of standard operating procedures, risk assessments and health and safety within the Clinical Skills area in line with Departmental policy and is assigned a small operating budget by the Teaching Operations Committee.

The roleholder will also be encouraged to contribute to veterinary education conferences on behalf of the Department alongside other members of the team.

## **Main Duties and Responsibilities**

### **Teaching and Assessment**

The role holder, for a significant proportion of their own time, directly delivers small group practical teaching, and teaching in other educational formats. The role holder's teaching is currently focused on small animal clinical skills but may also include equine and farm animal skills. The role holder will be supported in the development of these additional clinical skills and species competencies through internal training with other staff members.

Coordinate and significantly contribute to the delivery of the clinical skills curriculum; lead and facilitate timetabled clinical skills classes in line with the overall veterinary curriculum.

Contribute to the development of practical skill assessments through Objective Structured Clinical Examinations (OSCEs), blueprinting clinical skills assessment to the small group clinical practical curriculum and the RCVS Day One competencies. Analyse results from OSCE circuits to enable quality assurance of the final marks for both formative and summative assessment.

Design and coordinate delivery of relevant training courses for academic teaching colleagues and clinical staff e.g. staff CCPR training and OSCE assessor training.

Contribute to Clinical Skills Working Group meetings and attend or prepare reports as required for other Departmental Committees. Participate and contribute to accrediting body visits as required. Work with the Clinical Skills Working Group to develop policy/procedure and continually review clinical skills teaching and provision to ensure quality of provision.

### **Line Management and Oversight**

Manage the Clinical Skills team to provide high quality and effective support for the efficient delivery of teaching and management of facilities. Maintain oversight of animals used for teaching purposes; ensure appropriate record-keeping and contribute to annual audit.

### **Departmental Duties**

Develop policy as required and write or oversee the creation of standard operating procedures for use of the facilities including health and safety SOPs and risk assessments as required to ensure a safe working environment. Ensure that these are understood and carried out to a proficient standard by students and staff and updated as necessary.

Make purchases in line with departmental procedures and in line with approved budgets. Review financial reports when provided and provide budget reports to Teaching Operations Committee on request.

**Records Management**

Develop or customise standard databases or spreadsheets and use to maintain documentation and records; maintain paper-filing system as appropriate. This includes preparing and interrogating data generated by records of the usage of the facilities and clinical skills-based student assessments to enable audit of the use and success of the facility.

**Teaching Facility Oversight**

Ensure that the highest standards of cleanliness and tidiness are maintained at all times in clinical skills facilities, in accordance with health and safety guidelines. Maintenance of the cleanliness and tidiness of the clinical skills facilities is a team task and the role holder is expected to clean and tidy as required to maintain standards within the clinical skills facilities.

Ensure effective organisation of all simulation materials, i.e. maintenance of the skills library, and room set-up and breakdown for all practical classes, arrangement for timely repair and maintenance of equipment and manage the timetable of teaching classes. Identify, address and resolve issues that impact the development of the clinical skills facility.

**Student Recruitment and Admissions**

Contribute to and deliver sessions as part of Departmental Open Days and Outreach events. Coordinate the involvement of team members as appropriate.

**Professional Development and Applied Scholarship**

Maintain professional knowledge of clinical skills, teaching and assessment methods, first aid and veterinary clinical and nursing practices in general, by self-directed study, periods of practical experience in clinical areas and by attendance at relevant clinical and educational courses and conferences as agreed with line manager.

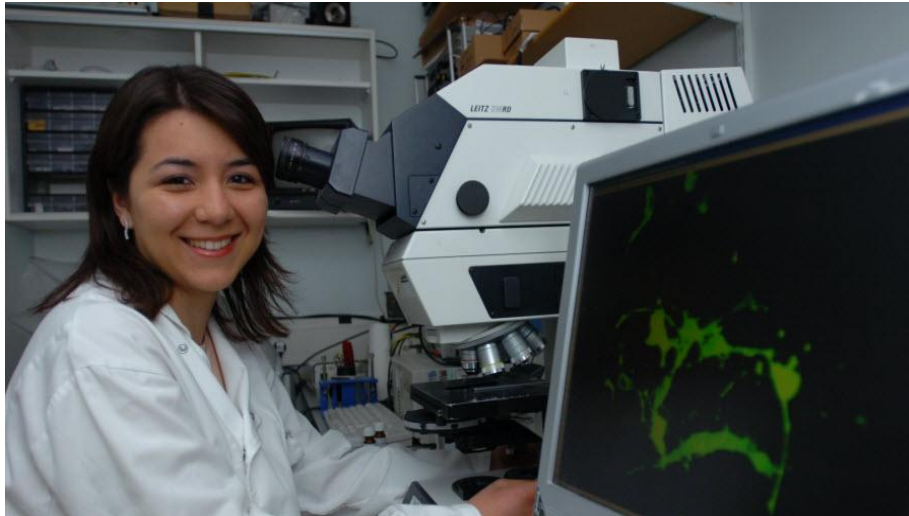
Contribute to the production of online learning resources for internal use in line with the needs outlined by Departmental leadership.



# Person Specification

Criteria	Essential	Desirable
<b>Education</b>		
Registered Veterinary Nurse or Veterinary Surgeon	✓	
Relevant teaching qualification (AFHEA and / or FHEA)		✓
Post graduate qualifications in medical/veterinary/clinical education or a willingness to work towards these		✓
<b>Experience</b>		
Experience in FE and/or HE education Undergraduate teaching experience both large and small group teaching		✓
Significant post-registration clinical experience	✓	
High confidence in practical skills to underpin delivery of clinical skills education in veterinary students	✓	
Experience in practical assessment and OSCE examination, design and delivery		✓
Experience of staff management or supervision	✓	
<b>Skills</b>		
Good IT skills, experience in the training of veterinary nurses or veterinary students	✓	
Experience in using and having responsibility for care and maintenance of a range of equipment commonly used in veterinary practice	✓	
Excellent interpersonal and communication skills and ability to explain complex information to non-experts	✓	
Education sector skills to include session planning, writing schemes of work and quality assurance		✓
<b>Additional requirements</b>		
Excellent organisational skills, the ability to organise own time and work	✓	
Excellent written and verbal communication skills	✓	
Proven ability to work under pressure and to meet tight deadlines. Ability to address skills learning and assessment in a creative and innovative manner	✓	
Ability to maintain and develop clinical skills knowledge by actively engaging in formal and informal CPD	✓	
Sensitivity to the differing needs and career directions of co-workers and students. Willingness to be flexible about work hours to fulfil assessment requirements	✓	

# Department of Veterinary Medicine



## Mission statement

*To deliver excellence in veterinary education and biomedical research, and to address the challenges to the health and welfare of animals, humans and the environment in the 21st century.*

The Department of Veterinary Medicine is the Veterinary School of the University of Cambridge, the highest-rated research university in the United Kingdom, and one of the top five research universities in the world. The Queen's Veterinary School Hospital (QVSH) offers the highest levels of excellence in animal care. It has a purpose-built veterinary referral hospital which houses specialist equipment and facilities. As a not-for-profit organisation, we reinvest any surplus income in new equipment and services to benefit our patients.

The Department provides an academic environment of the highest quality, within which world-class research and clinical teaching are performed. The fact that it is a constituent Department of the University of Cambridge enables excellent opportunities for collaboration with other world-class Departments and institutions within the University, amongst them the Clinical School at Addenbrooke's Hospital, the CRUK Cambridge Research Institute, and the Departments of Pathology, Zoology, Biochemistry, Genetics, Pharmacology, and Physiology, Development & Neuroscience, as well as with non-University institutions located in the Cambridge area, such as the Wellcome Trust Sanger Institute, the MRC Laboratory of Molecular Biology, the MRC Biostatistics Unit and the BBSRC Babraham Institute.

Our research encompasses basic and applied biomedical and veterinary/ clinical sciences ranging from the molecular to the population level and is configured into three research themes (Infection & Immunity, Disease Dynamics and Systems Pathology). We have approximately 200 employees and 35 training scholars. The Department has approximately 65 veterinary clinical students and 40 PhD students per year. We aim to be internationally competitive in research, to foster collaborations with academia and industry, and to ensure that its undergraduate and postgraduate teaching and clinical work benefits from research excellence.

We put particular emphasis on research collaboration between the basic sciences and clinical research. This is promoted through a series of weekly seminar presentations attended by all research staff and clinicians in the Department, and by annual Departmental research days. We have a strong and varied seminar series which hosts academic visitors from all over the world in many different disciplines.

# The School of Biological Sciences

The School of Biological Sciences is one of six Schools of the University. In line with the University's mission, the academic vision of the School is the pursuit of education, learning and research at the highest international levels of excellence. We aim to work in innovative ways to achieve ongoing excellence in a supportive and collaborative research and teaching environment.

## About the School

The research and teaching carried out in the School of Biological Sciences is diverse and covers animal, human, plant and microbial science from the atomic, molecular and cellular levels through to tissues, organs, whole organisms, populations, ecosystems, biodiversity and human behaviour. The research has impacts on health and disease across species, agriculture, conservation and the environment as well as on the pharmaceutical and biotechnology industries, with direct translational relevance to the clinic, public services and social policy, and the bio-economy.

The School is organised into nine Departments (Biochemistry; Genetics; Pathology; Pharmacology; Physiology, Development and Neuroscience; Plant Sciences; Psychology; Veterinary Medicine; Zoology) and four major interdisciplinary



research institutes (Gurdon Institute; Cambridge Stem Cell Institute; Sainsbury Laboratory; MRC Toxicology Unit) all of which are involved in fundamental biological research with varying contributions to undergraduate and postgraduate teaching.

The School has oversight of the Botanic Garden, the Herbarium, and the Museum of Zoology through the Departments of Plant Sciences and Zoology, respectively. The School also contributes to the Cambridge Conservation Initiative, an unprecedented and highly successful amalgamation of cross-Schools groups and No-Governmental Organisations.

The School of Biological Sciences employs around 2000 staff, teaching over 4000 students: 2000 of these are undergraduates in the Natural Sciences, Medical Sciences and Veterinary Sciences Triposes; the remaining 2000 are postgraduates.

## Research Themes

Six cross-cutting Research Themes provide integration across the School. They are designed to facilitate interactions across the traditional departmental boundaries and all activities are founded in the principles of openness, inclusion and mutual respect. The Themes are:

- Molecules and Cells: The Building Blocks of Life
- Infection and Immunity
- Neuroscience, Psychology and Behaviour
- Functional and Evolutionary Genomics
- Reproduction, Development and Lifelong Health
- Organisms, Evolution and Ecology

All academic staff within the School of Biological Sciences are invited to join and participate in the theme most relevant to their research. The Themes provide new opportunities for leadership across the School, bringing people together from a variety of perspectives and career stages, with Theme Leader applications actively encouraged from groups traditionally under-represented in such roles.

## Culture and Inclusion

The School is working to deliver a thriving research culture so we can attract and retain the best researchers and empower them to do their best work. It is home to a dynamic community committed to providing a working environment where all individuals feel valued and supported.

In line with University values and frameworks, we are proactively working to achieve an inclusive approach to equality, which supports and encourages all under-represented groups, promotes an inclusive culture and values diversity.

The University of Cambridge is a signatory to the San-Francisco Declaration on Research (Assessment DORA), and in recruitment or promotion evaluations will assess research on the basis of its merits rather than the journal or venue in which it is published. Applicants should not include Journal Impact Factors or uncontextualized metrics in their applications. For more information:

<https://www.biology.cam.ac.uk/files/dora.pdf>

## Biological Sciences Early PI Network

The network offers peer-support and advice during the challenging transition to lab head, implements policies and ways of working to improve the experience of early Principal Investigators.





# Terms of Appointment

<b>Location</b>	Department of Veterinary Medicine, Madingley Road, Cambridge, CB3 0ES
<b>Working pattern</b>	Full Time
<b>Hours of work</b>	There are no conditions relating to hours and times of work but you are expected to work such hours and days as are reasonably necessary for the proper performance of your duties. Your times of work should be agreed between you and your line manager.
<b>Length of appointment</b>	Permanent
<b>Probation period</b>	2 years
<b>Annual leave</b>	Full time employees are entitled to annual paid leave of 41 days including public holidays. Part time employees receive a pro rata allowance of annual leave.
<b>Pension eligibility</b>	You will automatically be enrolled to become a member of USS (Universities Superannuation Scheme) – a defined benefits pension scheme. For further information please visit: <a href="http://www.pensions.admin.cam.ac.uk/">www.pensions.admin.cam.ac.uk/</a> .



# The University

**The University of Cambridge is one of the world's oldest and most successful universities. We are a renowned centre for research, education, and scholarship that makes a significant contribution to society. The University is consistently ranked amongst the top universities in the world. Our affiliates have won more Nobel Prizes than any other University.**

Our sustained pursuit of academic excellence is built on a long history of world-leading teaching and research within a distinctive collegiate system. For eight centuries our ideas and innovations have shaped the world. Our principal goal is to remain one of the world's leading universities in an increasingly competitive global higher education sector. Today the University of Cambridge is at the centre of a cluster of over 4,300 businesses employing 58,000 people.

Our capital investment projects include academic and commercial growth at both the West Cambridge Innovation District, and the Biomedical Campus in the south of the city. Eddington, in North West Cambridge, is a mixed-use development including key worker housing for staff, a community centre and a new primary school, managed by the University. Through these projects, the University is deeply embedded in, and committed to serving, our local community. These are all conspicuous signs of a University that is not only adapting to new needs, but also anticipating the future.

Our mission is to contribute to society through the pursuit of education, learning, and research at the highest international levels of excellence. Our core values are:

- freedom of thought and expression; and
- freedom from discrimination.





# About Us

**The University is one of the world's leading academic centres. It comprises 150 faculties and departments, together with a central administration and other institutions. Our institutions, museums and collections are a world-class resource for researchers, students and members of the public representing one of the country's highest concentrations of internationally important collections.**

The University has an annual income of £2 billion. Research income, won competitively from the UK Research Councils, the European Union (EU), major charities and industry, exceeds £500 million per annum and continues to grow.

The Colleges and the University remain committed to admitting the best students regardless of their background and to investing considerable resources both in widening access and financial support. The 31 Colleges are self-governing, separate legal entities which appoint their own staff. Many academic staff are invited to join a College as a Teaching Fellow, which provides a further social and intellectual dimension. The Colleges admit undergraduate students, provide student accommodation and pastoral support and deliver small group teaching for undergraduates.

The University awards degrees and its faculties and departments provide lectures and seminars for students and determine the syllabi for teaching.

Our instinct for seeking out excellence and setting up enduring and mutually beneficial collaborations has led us to establish strategic partnerships across the globe. Whether it is the successful Cambridge-Africa Programme involving universities in Ghana, Uganda and elsewhere on the African continent; or the close association with the government of India to pursue new research in crop science; or the creation, with Germany's Max Planck Institutes, of a Cambridge-based centre for the study of ethics, human economy and social change – international partnerships are now an inextricable part of the University's make-up.

“Through its outstanding education, research and innovation, the University of Cambridge has made – and continues to make – a lasting contribution to human knowledge and flourishing. By working at the University of Cambridge, you will be joining a vibrant community of students, scholars and professional services staff committed to supporting and enhancing the University's mission to contribute to society.”

*Professor Deborah Prentice, Vice Chancellor 2023*



# Working at the University

**Working at Cambridge you will join a diverse, talented and innovative community, with more than 23,000 students and over 16,000 staff from all walks of life and corners of the world.**

The University continually explores strategies to attract and retain the best people. It is committed to supporting its staff to achieve their best. We are a fair, diverse and inclusive society and we believe our staff are our greatest asset. There is strong commitment to developing institutional leadership and supporting and encouraging staff development at all levels.

We offer a variety of roles including academic, research, professional, managerial and support roles. We also offer extensive benefits and excellent learning opportunities within a stimulating working environment.

The University's estate is undergoing the most significant transformation in its history. Cambridge has been able to create a science and technology campus to the west of the city centre, and is expanding further to the north west of Cambridge including investing in affordable homes for University key workers and community facilities. Even with our continued development, the University remains within walking or cycling distance across the campus. The University is a major partner on the Cambridge Biomedical Campus, and we continue to redevelop our historic city centre sites demonstrating our determination to ensure that we can offer the best facilities and opportunities for our staff and students.



## Equality & diversity

The University has built its excellence on the diversity of its staff and student community. We aim to be a leader in fostering equality and inclusion, and in promoting respect and a sense of belonging for all. We encourage applications from all sections of society. All appointments are made on the basis of merit. We have an Equal Opportunities Policy, along with a range of diversity groups, including the Women's Staff Network, Race Equality Network and LGBT+ Staff Network. More details are available here: <http://www.equality.admin.cam.ac.uk/>

The University has a bronze Race Equality Charter award, with a framework for improving the representation, progression and success of minority ethnic staff and students within higher education. Furthermore, the University's silver Athena swan award recognises and celebrates good practice in recruiting, retaining and promoting gender equality.



# Living in Cambridge

**Cambridge is rich in cultural diversity. From beautiful University and College buildings, museums and art galleries, quaint gardens and punts on the River Cam, to a vibrant restaurant and café scene, our employees are surrounded by the wonderful features of this unique city.**

You can find a wide range of high street shops and three shopping centres, with independent alternatives at the historic market and nestled within the passageways in the city centre. You will find a cinema, bowling alley, a nightclub and various live performances at the Cambridge Leisure Park, with further entertainment options at the Corn Exchange, Arts Theatre and the ADC Theatre. Further information can be found on the Visit Cambridge website.

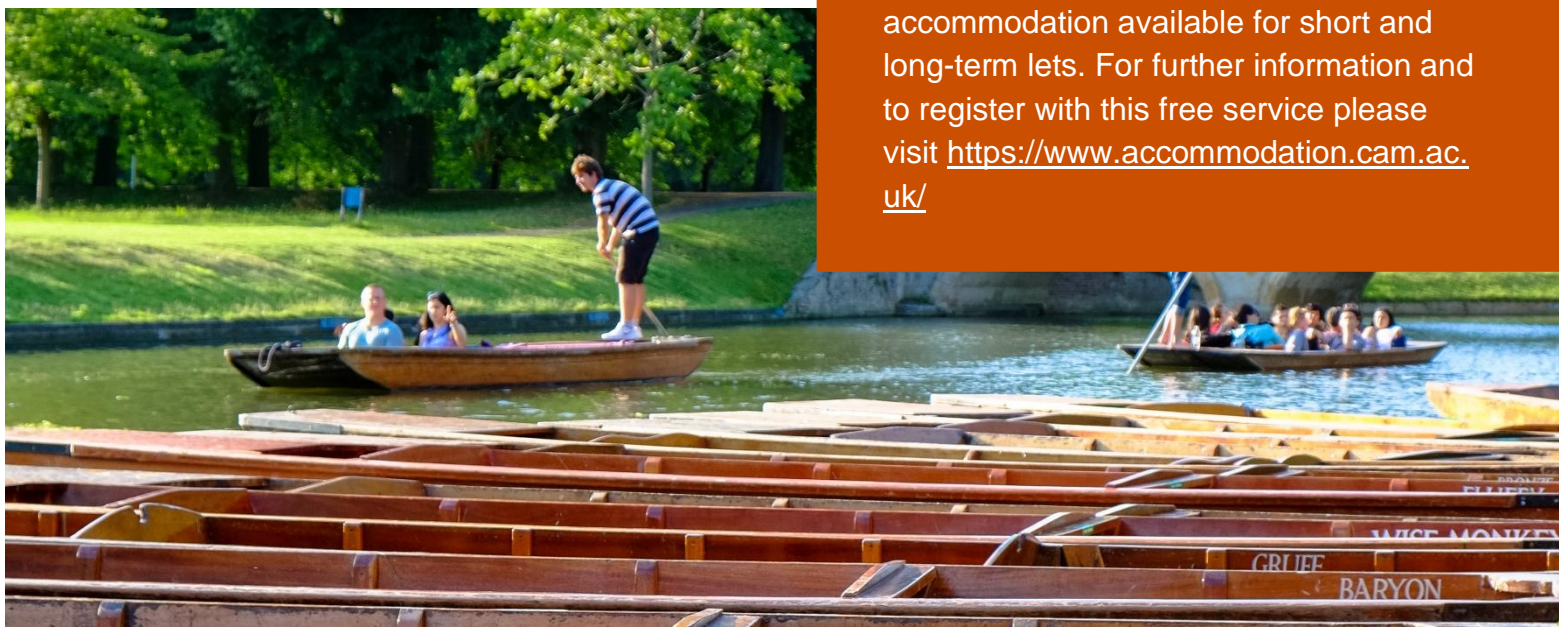
If you prefer the faster pace of life, London is a 45 minute train journey away. For those travelling from overseas, Stansted Airport is just 45 minutes away and Heathrow Airport under 2 hours away. The University is a short distance from a host of other attractions such as Ely Cathedral, Newmarket Races and various wildlife parks and stately homes. Cambridge is also within easy reach of the beautiful Broadlands and coastlines of Norfolk and Suffolk.

## Relocation Support

The University recognises the importance of helping individuals to move and settle into a new area. We provide support and guidance to those relocating internationally or domestically to take up a post at the University of Cambridge, liaising with other University offices and selected partners to ensure comprehensive relocation support is available. This includes accommodation, childcare, schools, banking, immigration and transport. If you would like further information, please visit <https://www.accommodation.cam.ac.uk/RelocationService/>. The Shared Equity Scheme and the Reimbursement of Relocation Expenses Scheme provide financial assistance to qualifying new members of staff with the costs of relocating to Cambridge.

## Accommodation Service

The University Accommodation Service helps staff, students and visiting scholars who are affiliated to the University in their search for suitable accommodation in Cambridge. The dedicated accommodation team can provide access to a wide range of University-owned furnished and unfurnished properties, and has a database of private sector accommodation available for short and long-term lets. For further information and to register with this free service please visit <https://www.accommodation.cam.ac.uk/>



# What Cambridge can offer

**We offer a comprehensive reward package to attract, motivate and retain high performing staff at all levels and in all areas of work.**

The University offers a wide range of competitive benefits, from family leave entitlement, to shopping and travel discount schemes. Our generous annual leave package contributes to the positive wellbeing of our University employees. Sabbatical leave enables academics to focus on research and scholarship, whilst still maintaining their full salary. The University also has a [career break scheme](#) for academic and academic-related staff, with additional flexible working policies for all other staff.



## Pay and benefits

The University salary structure includes automatic service-related pay progression in many of its grades and an annual cost of living increase. In addition to this, employees are rewarded for outstanding contribution through a number of regular pay progression schemes. The University offers attractive pensions schemes for employees, with an additional benefit of a salary exchange arrangement providing tax and national insurance savings.

## CAMbens employee benefits

The University offers employees a wide range of competitive benefits, known as CAMbens. CAMbens offers something for everyone across a range of categories, including:

- Financial Benefits, including shopping discounts (both local and national) and a Payroll Giving scheme;
- Relocation and Accommodation Benefits, including relocation assistance and interest-free Rental Deposit Loans;
- Travel Benefits, including Cycle to Work, discounts on train season tickets and interest-free Travel to Work loans;
- Family Friendly and Lifestyle Benefits, including support with childcare and family friendly policies;
- Health and Wellbeing Benefits, including a University Staff Counselling Service, discounts at the University Sports Centre, and other local gyms, and healthcare schemes.





# What Cambridge can offer

## Family-friendly policies

The University recognises the importance of supporting its staff. We have a range of family-friendly policies to aid employees' work-life balance including a generous maternity, adoption and shared parental leave entitlement of 18 weeks full pay, and paid emergency leave for parents and carers.

Other family-friendly support includes:

Our highly regarded workplace nurseries, a childcare salary exchange scheme and a high-quality holiday Playscheme may be available to help support University employees with caring responsibilities (subject to demand and qualifying criteria). Further childcare information can be found here:

<https://www.childcare.admin.cam.ac.uk/>

The Newcomers and Visiting Scholars Group is an organisation within the University run by volunteers whose aim is to help newly arrived wives, husbands, partners and families of Visiting Scholars and members of the University to settle in Cambridge and give them an opportunity to meet local people. The Postdoc Academy supports the postdoctoral community within Cambridge. Further details are available here:

<https://www.postdocacademy.cam.ac.uk/>

## Your wellbeing

The University's Sport Centre, Counselling Services and Occupational Health are just some of the support services available to University employees to promote their physical and mental wellbeing. The University delivers The Festival of Wellbeing annually, which is a programme of stimulating talks and activities, which aim to promote wellbeing and good mental and physical health. The University also hosts the [Cambridge Festival](#), which is a great opportunity to get your first taste of public engagement, through volunteering, supporting hands-on activities or proposing a talk.

## Development opportunities

We support new employees to settle in through various activities as well as supporting their professional and career development on an ongoing basis. Our Personal and Professional Development (PPD) team provide development opportunities for all University employees, including face-to-face sessions, online learning modules and webinars. All employees also have unlimited access to LinkedIn Learning to support their development. Both new and existing employees can undertake funded Apprenticeships, which lead to a range of vocational and professional qualifications. We offer reduced staff fees for University of Cambridge graduate courses and the opportunity to attend lectures and seminars held by University departments and institutions. A range of University training providers also offer specialist learning and development in their own areas e.g. teaching and learning, digital literacy, finance, health and wellbeing, safety.





# How to apply

Applications should be submitted online via the University of Cambridge jobs page [www.jobs.cam.ac.uk](http://www.jobs.cam.ac.uk) by clicking “Apply online” in the job advert. You will need an email address to register for our online system.

Conversations about flexible working are encouraged at the University of Cambridge. Please feel free to discuss flexibility prior to applying (using the contact information below) or at interview if your application is successful.

Informal enquiries are welcomed and should be directed to Dr Hannah Wong via email [hew28@cam.ac.uk](mailto:hew28@cam.ac.uk). If you have any queries regarding the application process, please contact [hr.enquiries@vet.cam.ac.uk](mailto:hr.enquiries@vet.cam.ac.uk)

The closing date for applications is 3 June 2025

Interview date for the role is: 18 June 2025



UNIVERSITY OF  
CAMBRIDGE