



Course Administrator in Palliative Care Teaching

Department of Public Health & Primary Care

Closing Date: 5th June 2025
Job Reference: SN45979



Course Administrator in Palliative Care Teaching

Salary: Grade 4: £26,942 to £30,805 per annum FTE

Staff Category: Assistant

Grade: 4

Contract: Fixed Term

Location:

East Forvie Building, University Forvie Site, Robinson Way, Cambridge Biomedical Campus, Cambridge CB2 0SR (approx. 2 miles south of city centre)

Department: Public Health and Primary Care

Responsible to:
Dr Anna Spathis

Working Pattern:

Full-Time but Part-time applications of 75% FTE will be considered

An exciting opportunity has arisen to join the Palliative Care Teaching Team at the University of Cambridge School of Clinical Medicine.

The teaching team delivers engaging, highly evaluated and impactful teaching for medical students in the final three years of their undergraduate course. The team is friendly, supportive and committed to excellence.

Palliative and end of life care is deeply important to get right for patients and those significant to them. The teaching team prides itself on preparing future doctors to be compassionate and skilled when faced by patients with life limiting illness. Doctors who trained at the Clinical School frequently attest to the large and positive impact that their undergraduate palliative care teaching had on patient care.

The successful applicant for this post will be responsible for the administration of the new 'Care of Dying Patients' course. This world first simulation teaching programme utilises role players and hyperrealistic manikins to give medical students the ability to practice being doctor in a safe environment. The new course starts this autumn. In addition the post holder will provide some administrative support to the pre-clinical course Social and Ethical Context of Health and Illness (SECHI),

The successful applicant will also lead the administration of the hospice placements arranged for all 300 final year students in 14 hospices across the East of England and beyond.

The post would suit an individual that is reflective, conscientious and interested in being part of innovative medical teaching practice. All training relevant to the simulation parts of the post will be provided during the thorough induction period. Continuing professional development will be supported and encouraged.



Key Responsibilities.

The post-holder will work closely with Alice Cuttriss (Palliative Care Teaching Administrator) in the day-to-day coordination of the Palliative Care teaching course at the University of Cambridge School of Clinical Medicine. They will have particular responsibility for the administration of simulation course and hospice placements.

The post holder will be a key member of the teaching team. The other teaching team members are:

- Dr Anna Spathis (Associate Professor of Palliative Care and Speciality Director for Palliative Care teaching)
- Professor Stephen Barclay (Professor of Palliative Care)
- Dr Simon Etkind (Assistant Professor of Palliative Care)
- Dr Annabel Price (Associate Speciality Director), and
- Dr Robert Brodrick (Associate Speciality Director).

The post holder will work with Dr Brodrick on the administration of the new simulation-based Care of Dying Patients course. This innovative addition to the undergraduate training of medical students starts in autumn 2025 and will run on multiple dates (likely 14 to 17 Mondays per year) in Cambridge for all 300 final year students. Roles may include:

- Booking Clinical School seminar rooms
- Booking simulation facilitators and professional medical role-players
- Managing a database of facilitators and role players
- Creation of student attendance and staffing contingency plans for each course
- Liaising with students before and after each session
- Setting up and taking down seminar rooms with the necessary equipment
- Preparation of printed resources and organisation of simulation resource folders
- Stewardship and cosmetic upkeep of the seven adult hyperrealistic manikins and other equipment stored at the Clinical School
- Trouble-shooting during each Monday simulation course at the Clinical School, in liaison with Dr Brodrick and colleagues
- Organising, collating and sharing post-course student evaluation materials
- Payment of facilitators and role players
- Organising facilitator and role player training events
- Purchasing equipment and supplies for simulation
- Liaison with senior Clinical School colleagues via email and at regular teaching team meetings

They will also lead the administration of the hospice placements arranged for all 300 final year students in 14 hospices across the East of England and beyond (currently one day per student, with potential to increase in the future). Working with the rest of the teaching team to support teaching quality assurance processes will also be part of the role.

Working in partnership with Alice Cuttriss, they will liaise with medical students concerning these and other aspects of the course. At times, this may involve receiving emails and other communication from distressed students and ensuring that these are promptly forwarded to the teaching faculty. The post does not involve direct contact with patients near the end of life or their family members.

In addition, the post-holder will spend a proportion of their timing providing support for the pre-clinical course Social and Ethical Context of Health and Illness (SECHI), this will include the following tasks:

- Recruitment of seminar leaders/supervisors in liaison with the course lead.
- Liaison with seminar leaders to ensure they are available for teaching and have access to briefing information and student registers. Ensuring substitutes are found if a leader can no longer take a planned session.
- Allocate students to teaching sessions and inform other relevant administrators.

In addition, the post-holder will spend a proportion of their time providing support for the pre-clinical course Social and Ethical Context of Health and Illness (SECHI), this will include the following tasks:

- Recruitment of seminar leaders/supervisors in liaison with the course lead.
- Liaison with seminar leaders to ensure they are available for teaching and have access to briefing information and student registers. Ensuring substitutes are found if a leader can no longer take a planned session.
- Allocate students to teaching sessions and inform other relevant administrators.

Person Specification

Criteria	Essential	Desirable
Education & Qualifications		
Educated to A level standard / NVQ level 3 or equivalent level of practical experience	✓	
Specialist Knowledge & Skills		
IT literate in word processing, spreadsheet, PowerPoint, email and database applications.	✓	
Working knowledge of medical education in a University setting.		✓
Interpersonal & Communications Skills		
Teamworking skills and ability to support colleagues.	✓	
Excellent time management and interpersonal skills.	✓	
Ability to prioritise workload effectively and think proactively.	✓	
Relevant Experience		
Previous administrative experience.	✓	
Experience of taking the initiative in a dynamic environment.	✓	
Relevant experience of managing teaching courses preferably within a University environment.		✓
Additional Requirements		
Sensitive to the emotional challenges that the Palliative Care course may provide to some students.	✓	

Behavioural Attributes

This section summarises the behavioural attributes (or competencies) that we expect the role holder to be able to demonstrate, at what level and whether this is an essential or desirable requirement.

Full definitions are at: <https://www.hr.admin.cam.ac.uk/policies-procedures/behavioural-attributes>

Please review these and provide specific examples in your application of how you have demonstrated these attributes in your work, education or other experience. It will assist your application if you explain the situation, what you did and what the outcomes were.

Attribute	Level
Valuing Diversity	A
Achieving Results	D
Communication	C
Innovation and Change	D
Negotiating and Influencing	D
People Development	D
Relationship Building	C
Strategic Focus	D

Professional Services Values

Developed by professional services staff, our values underpin everything we do. By living the values in the work we do, we hope to foster an environment where staff feel empowered. The values encourage staff to; work together and share skills to create a sense of community, act with integrity, take an inclusive and fair approach and develop honest and open relationships that are underpinned by our shared values. We encourage applicants to consider these values within their application.



The Palliative and End of Life Care research group “PELiCam” and teaching group “PalliMEG”.

<https://www.phpc.cam.ac.uk/research/departmental-research-units/research-groups/PELiCam>

The teaching group PalliMEG is led by Dr Anna Spathis (Associate Professor of Palliative Care and Speciality Director for Palliative Care teaching), Professor Stephen Barclay (Professor of Palliative Care), Dr Simon Etkind (Assistant Professor of Palliative Care), Dr Annabel Price (Associate Speciality Director), Dr Robert Brodrick (Associate Speciality Director) and Alice Cuttriss (Palliative Care Teaching Administrator). Supported by a group of colleagues drawn from across the East of England and beyond, we deliver a comprehensive programme of teaching for the Clinical Medical students (Standard Course years 4 to 6) with a small but growing contribution to the preclinical undergraduate course (Standard Course Years 1 to 3).

The research group PELiCam is co-led by Professor Stephen Barclay (Professor of Palliative Care, Dr Anna Spathis (Associate Professor of Palliative Care) and Dr Simon Etkind (Assistant Professor of Palliative Care). We have over twenty group members from diverse disciplines including medicine, nursing, physiotherapy, psychology, social science and health policy. We currently have one Academic Clinical Fellow (ACF) in Palliative Medicine with two more ACFs to join us in autumn 2025. We currently have four PhD students and two MD students.

The Primary Care Unit (PCU)

<https://www.phpc.cam.ac.uk/research/departmental-research-units/primary-care-unit>

PELiCam and PalliMEG are part of the Primary Care Unit, within the Department of Public Health and Primary Care. The PCU's research is multidisciplinary, drawing primarily on clinical epidemiology and social and behavioural science. It embraces a range of methodologies, ranging from qualitative interviews, analysis of large datasets, randomised trials and systematic literature reviews. Particular strengths include: developing interventions based on expertise in behavioural techniques and determinants of patient and practitioner behaviour; access to well-characterised cohorts; evaluation of interventions using objective measures of behaviour; conduct of randomised trials in primary care; and evaluating ways of improving the quality of healthcare.

Department of Public Health & Primary Care

Thank you for your interest in this role in the Department of Public Health and Primary Care at Cambridge University.

As one of Europe's leading university departments of population health sciences, the Department is distinctive for its multidisciplinary character and research strengths across quantitative and qualitative methods. This diverse expertise is crosslinked in "team science" efforts that tackle grand challenges.

Our Department was a key part of Cambridge University's submission in population health sciences to the Research Excellence Framework 2021, ranked among the top two centres in the UK.

Underpinned by major programme grants and awards, the Department of Public Health and Primary Care enjoys exceptional opportunities arising from its strategic partnerships. These include partnerships with the British Heart Foundation, Cancer Research UK, the Health Foundation, Health Data Research UK, the NIHR Biomedical Research Centre, NHS Blood and Transplant, the Wellcome Sanger Institute, industry, and policy-makers at local, national and international levels.

The Department is home to enviable population and clinical research resources in high, middle, and low-income countries, including global consortia, deeply-characterised cohorts, and randomised trials.



A source of particular pride is the excellent

training and educational programmes we offer at all levels, from undergraduate and Master's courses and multi-disciplinary PhD programmes to Academic Clinical Fellows and mentorship of emerging senior scientists.

You will benefit from an outstanding academic environment, which includes among its many capabilities: the NIHR Cambridge Biomedical Research Centre, Cambridge Heart and Lung Research Institute, Health Data Research UK, and MRC Units in Biostatistics and Epidemiology.

I hope that you will consider joining our Department



John Danesh, DPhil, FRCP, FMedSci
BHF Professor of Epidemiology and Medicine
Head of Department Public Health & Primary Care

School of Clinical Medicine

Doing great work in a great place to work

About the School

The School of Clinical Medicine currently employs nearly 3,000 people, spanning all varieties of staff type from Academic Professors to administrative support.

In 1976 in response to the recommendation of the Royal Commission on Medical Education in the late 1960's, a complete medical course was re-established in Cambridge with the opening of the School of Clinical Medicine at the new Addenbrooke's Hospital site.

On 21st November 1980, HRH The Duke of Edinburgh, the Chancellor of the University of Cambridge, officially opened the Clinical School Building which presently accommodates the medical library, lecture theatres and seminar rooms.

The University of Cambridge School of Clinical Medicine aspires to change the practice of medicine and improve biological understanding in a wide range of clinical specialties and scientific disciplines. Collaborative research, both within biomedicine and crossing the boundaries to the mathematical, physical and social sciences, is key to our approach. The School also supports key enabling technologies and facilities in imaging, bioinformatics and biological systems. The main areas of research interest are:

- Cancer research
- Cardio-Respiratory Medicine
- Cellular mechanisms of disease
- Diabetes, Endocrinology and Metabolism
- Epidemiology, Public Health and Primary Care
- Genetics and Genetic Medicine
- Haematological and Transplantation Medicine
- Infection and Immunity
- Neurosciences and Mental Health
- Stems Cells and Regenerative Medicine.



Professor Patrick Maxwell, Regius Professor of Physic and Head of the School of Clinical Medicine

The School aims to provide leadership in education, discovery and healthcare. It will achieve this through; inspirational teaching and training, outstanding basic and clinical research and integration of these to improve medical practice for both individual patients and the population.

The School will:

Through inspirational teaching and training, educate individuals who:

- will become exceptional doctors or biomedical scientists
- combine a depth of scientific understanding with outstanding clinical and communication skills demonstrate a caring, compassionate and professional approach to patients and the public and
- are equipped to become future international leaders of their profession.

Through its commitment to the pursuit of excellence, support scientists of international standing in basic and clinical research aiming to:

- understand fundamental biology and thereby the mechanisms underlying disease integrate basic and clinical research
- apply a rigorous mechanism-based approach to clinical problems and
- innovate to solve the health challenges of our society.

Terms of Appointment

Tenure and probation

Appointments will be made on a fixed-term basis. Your employment relies on the availability of finite funds for a specific purpose that are not part of the university's general revenues. The funding supporting the post ends three years from commencement.

Appointments will be subject to satisfactory completion of a 6-month probationary period.

Hours of Work and Working Pattern

The hours of work for the position are 36.5 hours per week, working Monday – Friday. Part time of no less than 75% FTE.

You will be required to be in the East Forvie Building or Clinical School Building on the days that teaching is taking place, when in person teaching set-up is required, and in order to attend in person meetings. As the simulation-based teaching occurs on Mondays, it is necessary for the Mondays to be one of the working days. It will be possible to work from home on some days.

The post holder will also be required to attend induction and ongoing occasional meetings in the School of Biological Sciences in person.

Pension

You will automatically be enrolled to become a member of CPS (Contributory Pension Scheme) – a defined benefit and defined contribution pension scheme. For further information please visit: www.pensions.admin.cam.ac.uk/.

Annual leave

Full time employees are entitled to annual paid leave of 36 days inclusive of public holidays. For part-time employees, annual leave will be pro rata'd based on days worked.

The annual leave year runs from 1 October – 30th September

General information

Pre-employment checks

Right to work in the UK

We have a legal responsibility to ensure that you have the right to work in the UK before you can start working for us. If you do not have the right to work in the UK already, any offer of employment we make to you will be conditional upon you gaining it.

Health declaration

Once an offer of employment has been made the successful candidate will be required to complete a work health declaration form.

Qualifications

The person specification for this position lists qualifications that are essential and/or desirable. Please note that if you are offered the post you will be asked to provide your relevant original certificates of these qualifications.

Reference

Offers of appointment will be subject to the receipt of satisfactory references.

Screening Checks – N/A

Information if you have a disability

The University welcomes applications from individuals with disabilities. We are committed to ensuring fair treatment throughout the recruitment process. We will make adjustments to enable applicants to compete to the best of their ability wherever it is reasonable to do so and, if successful, to assist them during their employment.

Information for disabled applicants is available at <http://www.admin.cam.ac.uk/offices/hr/staff/disabled/>

We encourage you to declare any disability that you may have, and any reasonable adjustments that you may require, in the section provided for this purpose in the application form. This will enable us to accommodate your needs throughout the process as required. However, applicants and employees may declare a disability at any time.

If you prefer to discuss any special arrangements connected with a disability, please contact the Business & Operations Manager phpc.hr@medschl.cam.ac.uk who is responsible for recruitment to this position. Alternatively, you may contact the Clinical School Recruitment Team who are responsible for recruitment to this position via: cshrstaffhub@admin.cam.ac.uk

Environmental Statement

It is the responsibility of all employees to minimise the University's environmental impact wherever possible. This includes recycling, switching off lights, computers, monitors and equipment when not in use. Helping to reduce paper waste by minimising printing/copying and reducing water usage, reporting faults and heating/cooling concerns promptly and minimising travel.

Where the role includes the ordering and use of supplies or equipment the post holder will consider the environmental impact of purchases. For more information on University of Cambridge procurement, sustainability, biodiversity and environmental areas of action please visit <https://www.environment.admin.cam.ac.uk/>

The University

The University of Cambridge is consistently ranked one of the best universities in the world, achieving academic excellence through its Faculties, Departments and other Institutions, together with the 31 Colleges.

The University is renowned for its record of discovery and innovation. It is one of the great institutions, with a regional, national and global reach, attracting the very best and brightest minds. Our staff and students shape the world around us for the better: we attract and partner with like-minded people.

Whether contributing to the development of new anti-cancer drugs, adding to the understanding of how black holes are formed, revolutionising the study of ancient settlements, convening academic expertise to offer solutions to the climate crisis, or analysing public attitudes towards democracy around the world, the University's research is remarkable in its breadth, quality and impact. The University also sits at the heart of Europe's largest technology cluster and has catalysed more than 1,500 high-tech companies. And yet what inspires our 24,000 students and 13,000 staff is not what has already been achieved, but what is possible in the future.

The education and experience of our students, based on a partnership between the University's academic Departments and Faculties and the 31 Colleges, is second to none. Every student is a member of one of the Colleges, each a community of students, academics and staff drawn from across the University's comprehensive range of subject areas.



The University is a self-governing community, with a system for decision-making that provides a high degree of accountability and transparency to its members. Each Department and Faculty is part of one of six academic Schools, but each of them, and each individual academic, has a great deal of autonomy. The Colleges are independent and self-governing, working in a symbiotic relationship with the University.

The University has a number of Institutions that are independent of any Faculty or Department and are not part of the academic Schools. These include the Institute of Continuing Education (which provides high-quality education to adults throughout their lives), the Fitzwilliam Museum, Kettle's Yard (an historic house and gallery that holds important collections of modern art) and the University Library. In addition to their diverse contributions to University and public life, these non-School Institutions are also important centres of teaching and research.

Cambridge University Press & Assessment provides academic publishing, examinations and learning materials worldwide, supporting the dissemination of research, academic development at school and in higher education, and international student mobility. Legally, the Press & Assessment is a department of the University. It provides very important funds to invest in the academic purposes of the University.

The University has made truly remarkable contributions to the sum of human understanding, with breakthrough ideas and discoveries that have changed the way we understand ourselves, our planet, and the universe around us. Yet the global and national contexts in which it operates are fast-changing and increasingly filled with uncertainty. In a world that is becoming - politically, economically, socially, and technologically – ever more interconnected but even less equal, the University's mission – “to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence” – has never been more relevant.



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 students, provide student accommodation and deliver small group teaching.

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

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 is 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



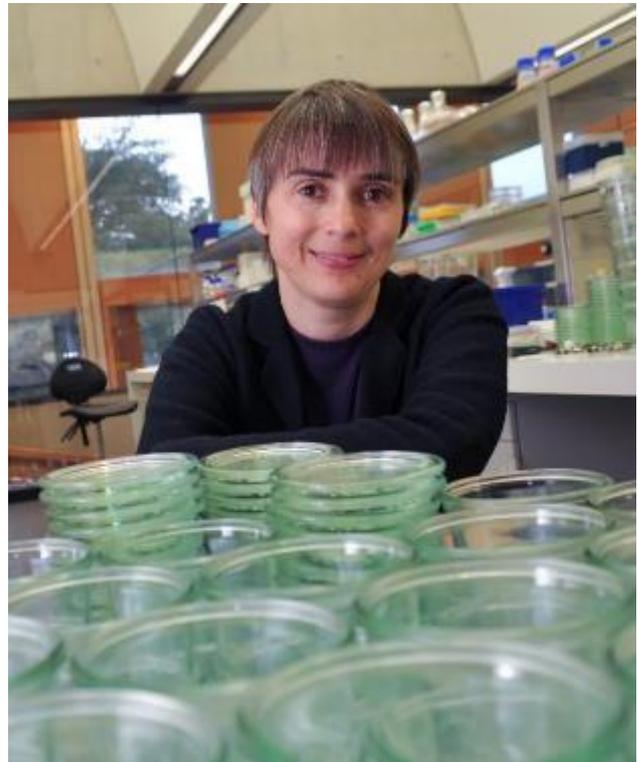
Working at the University

Working at Cambridge you will join a diverse, talented and innovative community, with more than 24,000 students and over 13,000 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 their 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 continues 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 and Inclusion

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 framework for improving the representation, progression and success of minority ethnic staff and students within higher education. Furthermore, the University's 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 3 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 Broads 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/>. 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. Payroll giving is also a simple, tax-efficient way for employees to make monthly donations to charity.



CAMbens employee benefits

We offer a CAMbens scheme for University employees, providing access to online and in-store shopping discounts and cashback. With more than 2,000 participating retailers, employees can save money on a wide range of household expenses, from groceries and clothes, to holidays and insurance and much more. A range of local discounts are also available, helping employees to save money whilst also supporting local Cambridge businesses and a CAMbens Cycle to Work salary sacrifice scheme is also available, which enables employees to save money on transport costs. A 10% discount rate on the [purchase of train season tickets, bulk buy tickets](#) and an interest free travel to work loan are also available for staff of the University.



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 emergency family care support via My Family Care.

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 Office of Postdoctoral Affairs supports the postdoctoral community within Cambridge. Further details are available here: <https://www.opda.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. There are many societies in Cambridge catering for almost every taste and interest. Whether you want to take part in a sport, participate in music or drama, pursue a hobby, or join a political group, you will almost certainly find that a society exists for this purpose. The University also hosts the [Cambridge Science Festival](#) and [Cambridge Festival of Ideas](#), as well as [Open Cambridge](#) weekend, which together attract over 50,000 visitors per year. The festivals are 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. The encouragement of career development for all staff is one of the University's values and we put this into practice through various services and initiatives. Our Personal and Professional Development Department provides development opportunities and courses for all University employees. These include face-to-face sessions, online learning modules and webinars. Employees may also apply for financial support to undertake training that will lead to a qualification. 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. Apprenticeship programmes are also available to support employees to develop their skills, experience and qualifications.



Clinical School Benefits

Cambridge Biomedical Campus

Being based on Cambridge Biomedical Campus gives the University of Cambridge School of Clinical Medicine employees an unrivalled range of on-site amenities.

These include:

Core amenities

- Marks & Spencer Simply Food
- Clothes & Gift shops
- The Body Shop
- Newsagent
- Barclays Bank
- Hairdressers
- Costa Coffee/Starbucks
- Various food outlets

Sports and Leisure

The Frank Lee Sports and Leisure Centre on the Campus is open to everyone who works on the Campus including employees of companies. The Centre offers a comprehensive range of activities for both adults and children (during the school holidays). Facilities include a 25m heated indoor pool, tennis and squash courts, cardio gym and fitness rooms. There is also a licensed bar, restaurant and function rooms.

Childcare

Bright Horizons Long Road nursery is located on the Campus making it an ideal location for parents who work at the site. The nursery is purpose built and houses five home bases, each designed specifically for babies, toddlers and pre-school children, as well as a spacious and secure external area in which children can play and explore the outdoors.

Apprenticeship opportunities

These are available for new and current members of staff to earn while they learn. The University is committed to nurturing talent and developing expertise through providing relevant vocational and professional apprenticeships across all of its departments and institutions.



Clinical School Wellbeing Programme

Following the launch of the Clinical School Wellbeing Programme in April 2014 it has continued to develop and grow each year. The School holds regular wellbeing talks and events in addition to hosting two dedicated Wellbeing Weeks packed with activities for staff each year. Activities include staff massages, smoothie bikes, step challenges, arts and crafts sessions and many more.

The School also has a team of Mental Health First Aiders recruited and trained from our own pool of staff. The School is always looking for new ways to engage staff and encourage them to look after their physical and mental wellbeing.



Equality, Diversity and Inclusion

The School of Clinical Medicine has a dedicated governance group overseeing equality, diversity and inclusion related activities. Regular talks are held throughout the year and all staff members are expected to undertake Equality and Diversity training.

The School has a number of networks for different staff groups encouraging communication and sharing of practices. There is also a growing network of 100+ Equality Champions who meet termly and help raise awareness of equality, diversity and inclusion within their departments. The School currently holds a silver Athena SWAN award utilising the process to critically analyse all areas of equality and diversity within the school.

How to apply

Applications should be submitted online via the University of Cambridge jobs page 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 and any queries regarding the application process are welcomed and should be directed to Dr Anna Spathis aos10@medschl.cam.ac.uk.

Please ensure that you upload a covering letter and CV in the Upload section of the online application. The covering letter should outline how you match the criteria for the post and why you are applying for this role. If you upload any additional documents which have not been requested, we will not be able to consider these as part of your application.

Please include details of your referees, including e-mail address and phone number, one of which must be your most recent line manager.

The closing date for applications is: 5th June 2025

Interview date: 16th June 2025