



GUIDANCE FOR FACULTY ADVISERS ON HYBRID WORKING

Contents

Guidance for Faculty Advisers on Hybrid Working.....	1
Introduction.....	1
What are the issues with remote working?	1
Section 1: Guidance for developing consultant job descriptions.....	2
Hybrid working and workforce wellbeing	2
Supervision of trainees.....	3
Line management and team development	3
System Leadership.....	3
Section 2: Guidance for employers supporting SpRs with hybrid working	4
Before the registrar starts a placement	4
During the registrars placement	5
After the registrar finishes a placement.....	6
Additional resources.....	6
5 Ways to Wellbeing.....	6
Faculty of Public Health Guidance on Hybrid Working	6
Conclusion	6

Introduction

This guidance is intended for the use of Faculty Advisers advising employers on the development of job descriptions for consultant roles, and when advising on the development of training locations for Public Health Speciality Registrars (referred to as “registrars” or “SpRs”). This guidance will help advisers to support employers to minimise the negative impacts and maximise the benefits of hybrid working.

What are the issues with remote working?

The shift to remote work has brought about significant changes in the way we approach our daily tasks and interact with colleagues. While many have embraced the flexibility and convenience of working from home, there are notable impacts on mental and physical wellbeing.

- **Increased isolation:** The lack of direct social interactions can lead to feelings of loneliness and disconnection from the team. This can impact mental health and reduce the sense of belonging

within the organisation. This was particularly felt for people living alone.

- **Concerns from Public Health SpRs that they did not have a full training experience:** Opportunities to participate in training experiences, such as broader organisational meetings, have become more limited as training sites operate on an increasingly “hybrid” basis. Networking and the development of a range of ‘soft skills’ may have been negatively impacted; for example, opportunities to learn from shadowing or from ad hoc debriefs after meetings are harder to support when training remotely.
- **Blurring of work-life boundaries:** Without the clear separation between office and home, many employees find it challenging to switch off from work, leading to burnout and stress.
- **Ergonomic challenges:** Not everyone has a suitable home office setup, which can result in physical discomfort and long-term musculoskeletal issues.
- **Communication barriers:** Reliance on digital communication tools can sometimes lead to misunderstandings, reduced collaboration efficiency, and reduced ability to form trusting relationships with the team.
- **Technological dependence:** The ability of using technology in new ways was invaluable during the pandemic but has now extended to a new way of working with technical issues which can cause frustration and hinder productivity.

Section 1: Guidance for developing consultant job descriptions

Employers should be supported to develop Consultant job descriptions (JD) that promote high-quality public health practice, ensure effective supervision and development of SpRs, and reflect contemporary working practices such as hybrid working. The following guidance is designed to support Faculty Advisers in these conversations. The following advice is specifically intended to support the inclusion of information related to hybrid and remote working in job descriptions.

Key points that should be considered include:

1. JDs should emphasise the importance of good hybrid working practices because of their potential on workforce productivity/training quality.
2. JDs should highlight line management duties clearly, especially in the context of supporting distributed or remote teams. The additional need to address challenges around isolation of team members when working remotely should be included, with expectations laid out around proactive communication and team inclusion.
3. JDs should highlight the expectation for project and/or educational supervision of SpRs and other public health trainees. The need to ensure a high-quality training experience in a hybrid work environment should be highlighted.

Hybrid working and workforce wellbeing

- JDs should include clear expectations around in-person working, including any minimum on-site presence requirements (e.g., for team development or supervision responsibilities). This should reference any relevant local or organisational policies and Faculty of Public Health guidance on

hybrid working.

- Any planned changes to the proportion of time spent working remotely should be signposted. If alternative offices that may be more convenient for the candidate are available these should be referenced in the job description (e.g. UKHSA national jobs may make provision for consultants to work a proportion of their time in regional health protection offices).
- Resources should be made available for remote working, such as provision of appropriate IT and home office equipment. There should be a clear designated contact for technical advice.

Why this matters: Clear expectations support transparency for applicants, help ensure equitable access to roles, and enable effective workforce planning.

Supervision of trainees

- The Consultant JD should explicitly acknowledge the expectation for project and/or educational supervision of SpRs and other public health trainees. The need to ensure a high-quality training experience in a hybrid work environment should be highlighted (see [Guidance for Training Locations](#) for further details).
- The support available for consultants in training roles should be acknowledged, with a named lead educational supervisor for the training location.

Why this matters: Registrars working remotely are at risk of missing informal learning, and strong supervision practices are essential for ensuring equitable and effective training.

Line management and team development

- Job descriptions should highlight line management duties clearly, especially in the context of supporting distributed or remote teams. The additional need to address challenges around isolation of team members when working remotely should be included, with expectations laid out around proactive communication and team inclusion.
- Emphasise the importance of creating inclusive team cultures, where wellbeing, professional growth, and collaboration are prioritised. This could include supporting team wide adoption of tools such as “5 Ways to Wellbeing” (see [Other](#)) or alternative organisational guidance on wellbeing in the workplace.
- Reference should be made to the need to support junior staff and trainees, especially those in early career stages who may be more vulnerable to isolation or reduced informal learning in hybrid contexts.

Why this matters: Leading in a hybrid environment requires intentional practices to build trust, support wellbeing, and avoid isolation, especially for trainees and early-career professionals.

System Leadership

- Ensure job descriptions describe the consultant’s leadership presence in key forums, including how this is maintained in a hybrid environment. Expectations around presence at in-person meetings should be clearly explained with reference to the frequency of these meetings.

Why this matters: Hybrid working can reduce visibility and influence across systems. Consultants must be proactive in maintaining strong relationships and presence to lead effectively in dispersed and multi-agency settings.

Section 2: Guidance for employers supporting SpRs with hybrid working

This advice is intended to help faculty advisers better support employers to accommodate the training needs of registrars who will be joining placements in a hybrid or remote role.

Key points that should be considered include:

1. Educational supervisors should meet with registrars considering the placement to discuss expectations around remote working and to understand registrar's needs in relation to in-person or remote working; for example, caring responsibilities or health needs.
2. Particular focus should be placed on ensuring registrars have appropriate physical access to a nominated hub site and relevant digital access, and IT equipment is provided in a timely manner before starting the placement.
3. Trainers should be signposted to the Faculty of Public Health "[Guidance on Hybrid Working](#)" intended for Public Health SpRs, Project and Educational Supervisors and Training Programme Directors.

Before the registrar starts a placement

General

1. Adverts for the placement should be explicit on the minimum required in-office time to support registrars in selecting placements that meet their needs.
2. Educational supervisors should meet with registrars considering the placement to discuss expectations around remote working and to understand registrar's needs in relation to in-person or remote working; for example, caring responsibilities or health needs.
3. Placements should be aware of any alternative arrangements for registrars (for instance, regional "registrar hubs" or regional offices of a national organisation) and encourage their use. This is particularly relevant for placements at national organisations such as UKHSA which have a range of regional hubs that may be easier for registrars to access than national locations.

Equipment and access

4. Placements should ensure that the registrar has all the equipment needed for the placement in advance of their start date. Supervisors should be advised to check what equipment registrars will require on an individual basis; most registrars will require a new laptop at the start of a new placement, but many may already have a monitor, keyboard and mouse.
5. Physical access to relevant buildings should be obtained for an incoming SpR at the start of the placement, regardless of the proportion of time spent working remotely. This will facilitate access to colleagues for in-person meetings as and when required.
6. Digital access should be organised for registrars in advance of starting their placement. This may

include access to an organisational email address, the set-up of an IT account and granting permissions for registrars to access drives and folders relevant to their work.

During the registrars placement

Induction

- A robust induction process should be offered to all new starters, but this is particularly important when it is expected that registrars will be working primarily remotely. Training leads should ensure that virtual meetings with team members are arranged with the new registrar early, even if these team members will not be routinely working with the registrar.
- Supervisors should aim to meet with the registrar in-person at an early stage of the placement. The individual needs of registrars should be discussed and taken into account when discussing an individual's preferred working patterns.

Communication and contact

- Where a significant proportion of the placement will be remote, it is important that communication from supervisors with registrars is intentional. Supervisors are encouraged to schedule regular 1:1 meetings and explore terms of use for instant communication (e.g. via Microsoft Teams chat), which could be used for more informal communications.
- Team members should make it clear when they will be in the office and share this with SpRs on placement. This will allow SpRs to time their in-person days to coincide with others being in the office and maximise the benefits of office work.
- Once it has been agreed what the expectations for in-person working are, should this need to change for your team, consider whether it is necessary for this change to include any registrars on placement. Consideration may be given to the remaining duration of the registrars' placements. A discussion about the feasibility of the registrars changing their working patterns may also be needed to guide this decision.
- Supervisors are encouraged to consider a standing agenda item in meetings with registrars to explore any issues with remote/hybrid working. This may include asking about whether they hear back from team members and stakeholders quickly and whether they are happy with the current remote/hybrid working arrangements.

Embedding registrars in the team

- Learning and development opportunities that arise during the placement may be more challenging for registrars to be aware of if working predominantly from home. Part of the supervisor role should involve highlighting possible opportunities for learning and development. Sharing calendars with SpRs is encouraged to facilitate opportunities for ad-hoc learning.
- Supervisors and the wider team should consider having a daily/weekly virtual huddle to ensure everyone is aware of the different work that is happening across the team. These should be kept informal and seen as supportive and a place to share information.
- Registrars should be integrated into existing team structures, even if they are not directly related to their project work. This could include involving them in regular team meetings, including chairing

meetings. This will help them to get to know other members of the team, and pick up some parts of the “hidden curriculum” of public health training that they would otherwise miss through remote working.

After the registrar finishes a placement

- Feedback should be requested from registrars about their experiences of hybrid working during the placement.

Additional resources

5 Ways to Wellbeing

Promoting wellbeing in the workplace, even a remote one, involves addressing various aspects of health and happiness. An example of this is The five ways to wellbeing:

- **Connect:** Fostering strong relationships with colleagues, friends, and family can provide emotional support and enhance the sense of community.
- **Be Active:** Regular physical activity is essential for maintaining physical health and reducing stress. Encouraging breaks for exercise and movement can make a significant difference.
- **Take Notice:** Encouraging mindfulness and being present in the moment can help employees appreciate their surroundings and reduce anxiety.
- **Keep Learning:** Engaging in continuous learning and professional development can boost self-esteem and satisfaction with work.
- **Give:** Acts of kindness and contributing to the wellbeing of others can foster a sense of purpose and fulfilment.
- [Five Ways to Well-being by New Economics Foundation - Issuu](#)

Faculty of Public Health Guidance on Hybrid Working

Trainers should be signed posted to the Faculty of Public Health “[Guidance on Hybrid Working](#)” intended for Public Health SpRs, Project and Educational Supervisors and Training Programme Directors.

Conclusion

In conclusion, the Faculty of Public Health's approach to workforce wellbeing encompasses a holistic understanding of health that includes both the impacts of modern work practices and the fundamental principles of wellbeing. By supporting employers to acknowledge the challenges of working from home in formal documents such as job descriptions and in advice to training locations, the Faculty can foster a healthier, more productive, and more engaged workforce.