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## Version history and amendments

Action	Date	Notes
Rebrand	Nov 23	Transferred to new branding
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<b>Profile - Label</b>	<b>Generic Therapy – Therapy, Assistant Practitioner</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. Implements treatment programmes for specific groups of patients/clients, makes assessment of progress and provides advice to patients, carers, in a variety of settings.</li> <li>2. Assists therapist in organising and running clinics/therapeutic interventions</li> <li>3. Undertakes related administrative duties</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	<b>Communication &amp; Relationship Skills</b>	<b>Provide and receive complex information: barriers to understanding</b> Exchange condition related information with patients & relatives; there may be communication difficulties	4(a)	32
2.	<b>Knowledge, Training &amp; Experience</b>	<b>Range of work procedures, majority non-routine, intermediate level of theoretical knowledge</b> Knowledge acquired through in-house training, short course and experience to NVQ 3 level or equivalent plus knowledge of specific patient conditions, forms of therapy, acquired through training, experience	4	88
3.	<b>Analytical &amp; Judgemental Skills</b>	<b>Judgements involving facts or situations, some requiring analysis</b> Skills for evaluating patient conditions, adapting treatment as necessary	2	15
4.	<b>Planning &amp; Organisational Skills</b>	<b>Plan and organise straightforward activities, some on-going</b> Plans & prioritises patient caseload, organises clinics/therapeutic activities	2	15
5.	<b>Physical Skills</b>	<b>Developed physical skills; manipulation of objects, people, narrow margins for error</b> Dexterity, co-ordination & sensory skills for therapy, accuracy important e.g. client mobilisation, dressing practice, manual therapy	3a	27
6.	<b>Patient/Client Care</b>	<b>Implements programmes of care/care packages;</b> Implements treatment within therapy care programme	4(a)	22
7.	<b>Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment</b> Follows departmental policies, provides comments on proposals for change in own area	1	5
8.	<b>Financial &amp; Physical Resources</b>	<b>Safe use of equipment other than equipment used personally; maintains stock control</b> Checks equipment for patient use: orders supplies and aids	2(b) (c)	12
9.	<b>Human Resources</b>	<b>Demonstrate own activities to new or less experienced employees/provide training in own discipline</b> May be required to demonstrate own duties to other support workers, students/provides practical training to less experienced staff	1-2 ( c)	5-12
10.	<b>Information Resources</b>	<b>Records personally generated information</b> Updates patient/client records	1	4
11.	<b>Research &amp; Development</b>	<b>Undertakes surveys or audits as necessary to own work</b> Participates in audits	1	5

12.	<b>Freedom to Act</b>	<b>Standard operating procedure, someone available for reference</b> Follows procedures and treatment plans, may work alone, supervision available	2	12
13.	<b>Physical Effort</b>	<b>Frequent moderate effort several short/long periods per shift</b> Moves, manoeuvres patient/client, equipment/manual therapy for long periods	3(c)- 4(b)	12-18
14.	<b>Mental Effort</b>	<b>Frequent concentration: work pattern predicable</b> Concentration for patient/client therapy	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional/frequent exposure to distressing or emotional circumstances;</b> Deals with range of patients/clients & carers who may be distressed or have challenging behaviour	2(a)- 3(a)	11-18
16.	<b>Working Conditions</b>	<b>Occasional/frequent exposure to highly unpleasant working conditions</b> Contact with body fluids, odours, fleas lice	3b	12
<b>JE Score 284-304</b>			<b>Band 4</b>	



<b>Profile Suite and Label</b>	<b>Generic Therapy – Practice Education Facilitator (Entry Level)</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. Assesses quality of the clinical and other practice learning environments and proposes interventions for improvement</li> <li>2. Facilitates the development of clinical practice mentors/educators; provides supervision and support structures.</li> <li>3. Provides on-site support and continuous professional development activities for staff and practice mentors/educators.</li> <li>4. Develops and maintains links with HEI to support mentor and practice education</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	<b>Communication &amp; Relationship Skills</b>	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required</b> Communicates educational and practice information within the NHS and educational institutions	4(a)	32
2.	<b>Knowledge, Training &amp; Experience</b>	<b>Specialist knowledge across range of procedures, underpinned by theory.</b> Professional knowledge acquired through degree supplemented by specialist professional knowledge and knowledge of mentorship, education and development practice, to postgraduate diploma level equivalent.	6	156
3.	<b>Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Assesses, benchmarks clinical education, supports mentors/educators in complex decisions relating to student placement, competence and fitness for practice.	4	42
4.	<b>Planning &amp; Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing/Plan and organise complex activities or programmes, requiring formulation, adjustment.</b> Plans practice education activities for mentors/ educators and learners / Plans educational, development programmes and assessment systems with HEIs	2 – 3	15 - 27
5.	<b>Physical Skills</b>	<b>Physical skills obtained through practice/developed physical skills, manipulation of objects or people with narrow margins for error.</b> Keyboard skills, use of presentation, projection/multi-media equipment and e-learning resources; demonstrates clinical /developed clinical skills	2-3	15-27
6.	<b>Patient/Client Care</b>	Provide specialised advice in relation to care Provides best practice advice in a clinical setting for mentors/educators and staff in relation to clinical practice and governance	5 (c)	30
7.	<b>Policy/Service Development</b>	<b>Implement policies, propose changes for own area/propose policy or service changes, impact beyond own area</b> Implements mentorship and education policies/participates within NHS and HEIs on developing policies to improve clinical practice and education	2-3	12-21
8.	<b>Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment , resources</b> Safe use of educational resources/equipment	1	5



9.	Human Resources	<b>Allocate, place and supervise staff or students</b> <b>Teach, devise training and development programmes, major job responsibility.</b> Supports the placement of students and supervision of mentors / develops clinical learning opportunities and programmes for students, mentors/educators and staff.	3(b) -4(b)	21 – 32
10.	Information Resources	<b>Record personally generated information</b> Maintains records of mentors/educators, register and assessments	1	4
11.	Research & Development	<b>Undertake surveys or audits, as necessary to own work/regularly undertake R&amp;D activity</b> Carries out educational audits/ undertakes research and development relevant to mentorship/practice based education and the clinical learning environment.	1-2(a)	5 -12
12.	Freedom to Act	<b>Broad occupational policies</b> Responsible for development of mentorship programmes and learning environment in line with educational policy.	4	32
13.	Physical Effort	<b>Light physical effort for short periods/ Frequent light effort for several short periods</b> Light physical effort/ moving educational equipment	1 - 2(b)	3 -7
14.	Mental Effort	<b>Frequent concentration, work pattern predictable</b> Concentration on clinical or educational assessments, education & mentor reports.	2(a)	7
15.	Emotional Effort	<b>Occasional distressing or emotional circumstances</b> Support, pastoral care to mentors/educators to provide feedback on performance and failing students and staff	2 (a)	11
16.	Working Conditions	<b>Occasional exposure to unpleasant working conditions</b> Unpleasant smells, odours	2(a)	7
<b>JE Score 397-452</b>			<b>Band 6</b>	



<b>Profile Suite and Label</b>	<b>Generic Therapy – Clinical Researcher</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. Assesses/diagnoses/treats own caseload of patients/clients &amp; maintain associated records.</li> <li>2. Undertake discrete research/audit projects, including development, design and implementation; disseminate research findings</li> <li>3. Contributes to the implementation of research findings into clinical practice and service development</li> <li>4. Participate in the education and training of health professionals on the application of research evidence on clinical practice</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	<b>Communication &amp; Relationship Skills</b>	<b>Provide and receive complex or sensitive information; barriers to understanding</b> Communicate complex information to patients regarding their condition & expected outcomes.	4a	32
2.	<b>Knowledge, Training &amp; Experience</b>	<b>Specialist knowledge across a range of procedures underpinned by theory.</b> Professional, clinical knowledge acquired through degree supplemented by specialist training to post-graduate diploma level; knowledge of research methodologies	6	156
3.	<b>Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Analysis and interpretation of complex statistical /analytical/ research outcomes and queries; judgements regarding a range of clinical issues or complex patient conditions.	4	42
4.	<b>Planning &amp; Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing</b> Plan and co-ordinate research activities,	2	15
5.	<b>Physical Skills</b>	<b>Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/ Highly developed physical skills, high degree of precision.</b> Use of clinical equipment or physical skills to assess and diagnose patients / Dexterity, co-ordination and sensory skills for assessment; manual assessment and treatment of patients, clients.	3(a)(b) -4	27-42
6.	<b>Patient/Client Care</b>	<b>Provides clinical technical services/Develop programmes of care/care packages; provide specialist clinical technical services; provide specialist advice in relation to care.</b> Assesses, diagnoses and implements care packages; therapeutic or diagnostic procedures; provides specialised advice to patients, clients	4(b) - 5 abc	22-30
7.	<b>Policy/Service Development</b>	<b>Implement policies and propose changes to practices, procedures for own area</b> Contribute to the implementation of research findings into clinical practice and service development	2	12
8.	<b>Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources/Authorised signatory, small payments.</b> Personal duty of care for equipment used/authorised signatory for small cash or financial payments	1-2d	5-12

9.	Human Resources	<b>Professional/clinical supervision; provide training in own discipline</b> Supervises work of less experienced staff; undertakes and provides training in clinical/research/audit skills and methods.	2(b) (c)	12
10.	Information Resources	<b>Occasional requirement to develop or create reports, documents</b> Use advanced software to create reports and analyse and manoeuvre data	2(b)	9
11.	Research & Development	<b>Regularly undertakes: R&amp;D activity, clinical trials/ R&amp;D activities as major job requirement</b> Regularly undertakes clinical audit or trials/ Frequently undertakes R&D activities	2(a)(b) – 3	12 – 21
12.	Freedom to Act	<b>Clearly defined occupational policies;work is managed rather than supervised /Broad occupational policies</b> Work is managed not supervised, accountable for own professional actions, /Significant discretion to work independently,	3-4	21-32
13.	Physical Effort	<b>Frequent light effort for t several short periods; Occasional light effort for several long periods/ Frequent moderate effort for several short periods.</b> Pushing or lifting equipment/ Moves, manoeuvres patients, equipment	2(a)(b)-3(b)(c)	7-12
14.	Mental Effort	<b>Frequent concentration; work pattern predictable</b> Concentration for patient assessment treatment and research activities	2(a)	7
15.	Emotional Effort	<b>Occasional/ frequent distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour, rare abnormalities	2(a)-3(a)	11-18
16.	Working Conditions	<b>Occasional/frequent unpleasant conditions; occasional highly unpleasant conditions.</b> Odours, fleas, lice/body fluids	2(a)-3(a) (b)	7-12
<b>JE Score 397-464</b>			<b>Band 6</b>	



Profile Suite and Label	Generic Therapy – Clinical Researcher Specialist
Job Statement	<ol style="list-style-type: none"> <li>1. Specialist for own area of work/clinical speciality</li> <li>2. Acts as a source of advice and expertise within own speciality and as research specialist</li> <li>3. Lead on research/audit projects, including development, design and implementations; may be the lead for own profession in multi disciplinary team research projects; advise and monitor research conducted by other health professionals; disseminate research findings</li> <li>4. Lead changes to clinical practice and contribute to service development through integrating research findings into existing clinical practice</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<b>Provide and receive complex information; barriers to understanding</b> Communicate difficult statistical or theoretical data, research findings both orally and in writing; communicate complex patient related information to a patient or other health professional	4(a) (b)	32
2.	Knowledge, Training & Experience	<b>Highly developed specialist knowledge, underpinned by theory and experience.</b> Specialist knowledge of research techniques, analysis and use of information; specialist knowledge of specific clinical conditions underpinned by degree and post-graduate level training, experience to masters level equivalent	7	196
3.	Analytical & Judgemental Skills	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Analysis and interpretation of statistical/ analytical/ research outcomes and queries; judgements regarding a range of clinical issues or complex patient conditions.	4	42
4.	Planning & Organisational Skills	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b> Plan and co-ordinate multi-disciplinary activities, research programmes	3	27
5.	Physical Skills	<b>Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/ Highly developed physical skills, high degree of precision.</b> Use of clinical equipment; physical skills to assess and diagnose patients/ dexterity, co-ordination and sensory skills for assessment & treatment of patients, clients e.g. manipulation, suturing, intubation.	3(a)(b) -4	27-42
6.	Patient/Client Care	<b>Develop programmes/ specialised programmes of care/care packages; specialist / highly specialist clinical technical services; provide specialised/ highly specialised advice in relation to care.</b> Assess, diagnose and implement care for patients, clients in a non specialist/specialist area; carry out specialist / highly specialist therapeutic or diagnostic procedures ; provide specialist/ highly specialist advice to patients, clients	5(a) (b) (c)- 6(a) (b) (c)	30 -39





7.	<b>Policy/Service Development</b>	<b>Implements policies and propose changes to practices, procedures for own area/Propose policy or service changes, impact beyond own area</b> Contribute to the implementation of research findings into clinical practice and service development / impacts on other areas, agencies.	2-3	12-21
8.	<b>Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources/Authorised signatory, small payments.</b> Personal duty of care for equipment used/authorised signatory for small cash or financial payments	1-2d	5-12
9.	<b>Human Resources</b>	<b>Professional/ clinical supervision; Provide/ Teach/ deliver training in own discipline/specialist training</b> Supervises work of less experienced staff; undertakes training in clinical/ research/audit skills & methods/undertakes specialist training in clinical or research methods.	2(b) c)- 3(c)	12-21
10.	<b>Information Resources</b>	<b>Occasional / Regular requirement to develop and create reports, documents</b> Use advanced software to create reports and analyse and manoeuvre data	2-3	9-16
11.	<b>Research &amp; Development</b>	<b>R&amp;D activities as major job requirement</b> R&D activities are a central part of work activity with dedicated time for their completion	3	21
12.	<b>Freedom to Act</b>	<b>Broad occupational policies</b> Works within codes of practice and guidelines, accountable for own professional action, lead practitioner	4	32
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods; Occasional light effort for several long periods;</b> Pushing or lifting equipment	2(b)(c)	7
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients, treatment and research activities	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional exposure to distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour; pressures to complete research on time	2(a)	11
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions</b> Odours, fleas, lice	2(a)	7
<b>JE Score 477-533</b>			<b>Band 7</b>	



<b>Profile Suite and Label</b>	<b>Generic Therapy – Practice Education Facilitator</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. Assesses quality of a range of clinical and other practice learning environments, determines interventions to sustain and enhance practice education.</li> <li>2. Supports and facilitates the development of clinical practice mentors/educators; provides supervision and support structures.</li> <li>3. Co-ordinates and provides on-site support, educational input and developmental activities for staff, practice mentors/educators and learners</li> <li>4. Develops, co-ordinates, evaluates and may implement education programmes with providers</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	<b>Communication &amp; Relationship Skills</b>	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required / Present complex, sensitive or contentious information to large groups</b> Communicates educational and practice information within the NHS and educational institutions / undertakes presentations on clinical education to large groups	4(a) – 5(b)	32 – 45
2.	<b>Knowledge, Training &amp; Experience</b>	<b>Highly developed specialist knowledge, underpinned by theory and experience.</b> Professional knowledge acquired through degree supplemented by specialist professional knowledge and specialist knowledge of mentorship, education and development practice, to masters level equivalent.	7	196
3.	<b>Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Assesses, benchmarks clinical and other practice educational environments, supports mentors/educators in decisions relating to student placement, competence and fitness for practice.	4	42
4.	<b>Planning &amp; Organisational Skills</b>	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment.</b> Plans practice education development programmes for mentors/educators, learners, co- ordination with external providers	3	27
5.	<b>Physical Skills</b>	<b>Physical skills obtained through practice/developed physical skills, manipulation of objects or people with narrow margins for error.</b> Keyboard skills, use of presentation, projection/multi-media equipment and e-learning resources; demonstrates clinical / developed clinical skills	2-3	15-27
6.	<b>Patient/Client Care</b>	<b>Provide specialised advice in relation to care.</b> Provides best practice advice in a clinical setting for mentors/educators and staff in relation to clinical practice and governance	5 (c)	30
7.	<b>Policy/Service Development</b>	<b>Propose policy or service changes, impact beyond own area</b> Participates within NHS/ providers to develop policies to improve clinical practice and education	3	21
8.	<b>Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources</b> Safe use of educational resources/equipment	1	5

9.	Human Resources	<b>Teach, devise training and development programmes, major job responsibility.</b> Develops and provides clinical learning opportunities and programmes for students, mentors/educators and staff	4(b)	32
10.	Information Resources	<b>Record personally generated information</b> Maintains records of mentors/educators, registers and assessments	1	4
11.	Research & Development	<b>Undertake surveys or audits, as necessary to own work/regularly undertake R&amp;D activity</b> Carries out educational audits/ undertakes research and development relevant to mentorship/education practice and the clinical learning environment.	1-2(a)	5 -12
12.	Freedom to Act	<b>Broad occupational policies</b> Lead on development/implementation of mentorship/education practice programmes and learning environment in line with educational policy.	4	32
13.	Physical Effort	<b>Light physical effort for short periods/ Frequent light effort for several short periods</b> Light physical effort/moving educational equipment	1 - 2(b)	3 -7
14.	Mental Effort	<b>Frequent concentration, work pattern predictable</b> Concentration on clinical or educational assessments, education & mentor reports.	2(a)	7
15.	Emotional Effort	<b>Occasional/frequent distressing or emotional circumstances</b> Support, pastoral care to mentors/educators to provide feedback on performance and failing students and staff	2 (a)-3(a)	11-18
16.	Working Conditions	<b>Occasional exposure to unpleasant working conditions</b> Unpleasant smells, odours	2(a)	7
<b>JE Score 469-512</b>			<b>Band 7</b>	



<b>Profile Suite and Label</b>	<b>Generic Therapy – Clinical Researcher Principal</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. Manage or co-ordinate research projects, including their development design and implementation</li> <li>2. Provide expertise and guidance on Research and Development projects within the multi disciplinary team, across the organisation and in the wider health community; disseminate research findings &amp; promote research culture.</li> <li>3. Holds specialist caseload and leads changes to clinical practice and service using specialist expertise, by integrating research findings into existing clinical practice within own service</li> <li>4. Participate in the education and training of own or other health professionals in area of specialism</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	<b>Communication &amp; Relationship Skills</b>	<p><b>Provide and receive highly complex , sensitive or contentious information: co-operation required present complex information to large groups</b></p> <p>Communicate difficult statistical or theoretical data both orally and in writing; communicate complex patient related information to a patient or other health professional/ presentations of research findings to large groups Disseminate research findings through a range of appropriate media</p>	5 (a) (b)	45
2.	<b>Knowledge, Training &amp; Experience</b>	<p><b>Highly developed specialist knowledge, underpinned by theory and practical experience.</b></p> <p>Specialist knowledge of research techniques, analysis and use of information; specialist knowledge of specific clinical conditions underpinned by degree and post-graduate level training, experience to masters level equivalent</p>	7	196
3.	<b>Analytical &amp; Judgemental Skills</b>	<p><b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b></p> <p>Analysis and interpretation of complex statistical/analytical/research outcomes and queries; judgements on a range of clinical issues or complex patient conditions.</p>	4	42
4.	<b>Planning &amp; Organisational Skills</b>	<p><b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b></p> <p>Plan and co-ordinate multi-disciplinary research activities/plans and coordinates research projects</p>	3	27
5.	<b>Physical Skills</b>	<p><b>Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/Highly developed physical skills, high degree of precision.</b></p> <p>Use of clinical equipment; physical skills to assess and diagnose patients/ dexterity, co-ordination and sensory skills for assessment &amp; treatment of patients, clients e.g. manipulation, suturing, intubation.</p>	3 (a) (b) -4	27-42
6.	<b>Patient/Client Care</b>	<p><b>Develops programmes of care/care packages; specialist programmes/care packages; provides specialist/highly specialised advice in relation to care; provides clinical/ technical services;/highly specialist services</b></p>	5 (a)(b)(c) – 6(a)(b)(c)(c)	30-39



		Assesses, diagnoses and implements care for patients, clients in a specialist area; carries out specialist/highly specialist therapeutic or diagnostic procedures ; provide specialist/ highly specialist advice to patients, clients or staff concerning care See comment re job statement. This point may be about providing advice/supervision to other staff rather than patient caseload		
7.	<b>Policy/Service Development</b>	<b>Propose policy or service changes, impact beyond own areas</b> Develops policy for speciality, impacts on other areas/agencies.	3	21
8.	<b>Financial &amp; Physical Resources</b>	<b>Authorised signatory large payments; Holds delegated budget</b> Authorised signatory for financial payments/manages delegated research budget	3(a)(d)	21
9.	<b>Human Resources</b>	<b>Day to day management; Teach/deliver specialist training</b> Day to day management of research team; undertakes specialist training in clinical or research methods.	3(a) (c)	21
10.	<b>Information Resources</b>	<b>Regular requirement to develop or create reports, documents.</b> Use advanced software to create reports and analyse and manoeuvre data	3(b)	16
11.	<b>Research &amp; Development</b>	<b>Coordinate, implement R&amp;D activities/Initiate and develop R&amp;D activities</b> Coordinates research programmes/initiates research programmes	4-5	32-45
12.	<b>Freedom to Act</b>	<b>Broad occupational policies</b> Works within codes of practice and guidelines, accountable for own professional action, lead practitioner	4	32
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods/Occasional light effort for several long periods;</b> Pushing or lifting equipment	2(b)(c)	7
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients/treatment and research activities	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional distressing or emotional circumstances.</b> Patients with terminal illness, challenging behaviours, rare abnormalities/dealing with staff where changes to practice are indicated	2(a)	11
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions</b> Odours, fleas, lice	2(a)	7
<b>JE Score 542-579</b>			<b>Band 8a</b>	



Profile Suite and Label	Generic Therapy – Clinical Researcher
Job Statement	<ol style="list-style-type: none"> <li>1. Manage external and internal research and development projects/programmes, ensuring quality of development, design and implementation</li> <li>2. Holds research budget/delegated budget responsibility, participate in obtaining funding for research and development within the organisation/service</li> <li>3. Act as a source of expertise and guidance on research and development projects/programmes across the organisation and the wider health &amp; academic community; develop clinical practice and service, disseminate research findings &amp; promote research culture.</li> <li>4. Work in partnership with academic institutions to develop education and training of own or other health professionals</li> <li>5. Acts as a source of advice and guidance to specialist clinicians directing change to patient care/may carry own specialist case load to inform research</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<p><b>Provide and receive highly complex sensitive or contentious information; significant barriers to understanding; Presenting complex, sensitive or contentious information to a large group.</b></p> <p>Communicate highly complex and contentious condition related information to patients or other health professionals/research staff/ presents research orally or published externally to national/international audiences</p>	5(a)(b)	45
2.	Knowledge, Training & Experience	<p><b>Advanced theoretical and practical knowledge</b></p> <p>Specialist knowledge of research techniques, analysis and use of information; plus advanced knowledge of specific clinical conditions underpinned by degree and post-graduate level research, study and experience to doctorate level equivalent</p>	8 (a)	240
3.	Analytical & Judgemental Skills	<p><b>Highly complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b></p> <p>Analysis and interpretation of highly complex statistical, analytical, research outcomes; judgements regarding a range of clinical issues and/or highly complex patient conditions.</p>	5	60
4.	Planning & Organisational Skills	<p><b>Plan and organise complex activities or programmes, requiring formulation, adjustment /Plan and organise broad range of complex activities; formulates, adjusts plans or strategies</b></p> <p>Plan and co-ordinate significant multi-disciplinary research activities Plan and co-ordinate large scale research projects or programmes</p>	3-4	27-42
5.	Physical Skills	<p><b>Developed physical skills; advanced sensory skills manipulation of objects, people; narrow margin for error/Highly developed physical skills, high degree of precision.</b></p> <p>Use of clinical equipment, physical skills to assess and diagnose patients/dexterity, co-ordination and sensory skills for assessment &amp; treatment of patients, clients e.g. manipulation, suturing, intubation.</p>	3(a)-(b) -4	27-42
6.	Patient/Client Care	<p><b>Develops programmes of care/care packages; specialist programmes/care packages; provides specialist/highly specialised advice in relation to care; provides clinical/technical services;</b></p>	5- (a) (b) (c) -6(a) (b) (c) (c)	30-39



		Assess, diagnose and implements care for patients, clients in a specialist area; carries out specialist/highly specialist therapeutic or diagnostic procedures; provide specialist/ highly specialist advice to staff or patients, clients concerning care		
7.	<b>Policy/Service Development</b>	<b>Propose policy or service changes, impact beyond own area.</b> Develops policy for speciality, impacts on other areas/agencies.	3	21
8.	<b>Financial &amp; Physical Resources</b>	<b>Authorised signatory, small payments/ Holds delegated budget /Hold budget for a department, service</b> Manages delegated research budget/ Holds research budget.	3(d) -4(a)	21-32
9.	<b>Human Resources</b>	<b>Day to day management; teach/deliver specialist training</b> Manage research team; delivers specialist training in clinical or research methods.	3(a) (c )	21
10.	<b>Information Resources</b>	<b>Regular requirement to develop or create reports, documents</b> Use advanced software to create reports; analyses and manipulates data	3	16
11.	<b>Research &amp; Development</b>	<b>Co-ordinate, implement R&amp;D activity as a job requirement/Initiate, develop R&amp;D activities/ Initiate, develop R&amp;D programmes, impact outside organisation.</b> Initiates research programmes/ impact across NHS and outside	4-5-6	32-45-60
12.	<b>Freedom to Act</b>	<b>Broad occupational policies/General policies, need to establish interpretation</b> Works within codes of practice and guidelines, accountable for own professional action, lead practitioner /Interprets national policies for specialist area	4-5	32-45
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods/Occasional light effort for several long periods;</b> Pushing or lifting equipment	2(a)(b)	7
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients, treatments and for research activities	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional exposure to distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour, rare abnormalities; managing change; time/budgetary pressures for research activity	2(a)	11
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions;</b> Odours, fleas, lice	2(a)	7
<b>JE Score 604-695</b>			<b>Band 8bcd</b>	



Profile Suite and Label	Generic Therapy – AHP Consultant
Job Statement	<ol style="list-style-type: none"> <li>1. Assess &amp; treats own specialist caseload of patients/clients</li> <li>2. Acts as an expert resource and senior clinical lead advising own and other specialist services across the region/SHA</li> <li>3. Responsible for service development advising commissioners, clinical directors for own and other specialist services</li> <li>4. Provides professional clinical leadership to regional, national and international multi-disciplinary research programmes</li> <li>5. Provides post graduate education within specialism for multi-disciplinary team; may work with Universities to develop and deliver post graduate education</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<p><b>Provide and receive highly complex, sensitive or contentious information; barriers to understanding</b></p> <p>Communicates highly specialised condition related information to patients and relatives, other professions; there may be significant barriers to acceptance; sensitive service related information to internal and external senior colleagues maybe challenged.</p>	5 (a)	45
2.	Knowledge, Training & Experience	<p><b>Advanced theoretical and practical knowledge of a range of work procedures and practices.</b></p> <p>Professional knowledge acquired through degree supplemented by specialist training to masters level plus further theoretical knowledge and practical experience in specialist field to doctorate or equivalent level.</p>	8	240
3.	Analytical & Judgemental Skills	<p><b>Highly complex facts or situations, requiring analysis, interpretation, comparison of range of options</b></p> <p>Skills for assessing &amp; diagnosing a range of highly complex patient conditions, selecting, implementing and evaluating appropriate treatment from range of options; clinical commissioning advice, expert opinions may differ</p>	5	60
4.	Planning & Organisational Skills	<p><b>Plan and organise a broad range of complex activities; formulates, adjusts plans, strategies/ Formulate long-term, strategic plans, involving uncertainty, may impact across the whole organisation.</b></p> <p>Service planning and implementation for specialist service; development of specialist education with Universities/Strategic planning for specialist service for Region/ SHA.</p>	4 - 5	42-60
5.	Physical Skills	<p><b>Developed physical skills; manipulation of objects, people; narrow margins for error/ highly developed physical skills, high degree of precision</b></p> <p>Dexterity, co-ordination &amp; sensory skills for assessment &amp;/ or manual assessment and treatment of patients/clients</p>	3(a)-4	27-42
6.	Patient/Client Care	<p><b>Develops specialist programmes of care/ care packages; accountable for direct delivery of sub-division of a clinical, clinical technical, or social care service</b></p> <p>Assesses, develops &amp; implements diagnostics/ therapy for specialist caseload; responsible for development and delivery of specialist service for organization</p>	6 (a) (d)	39





7.	<b>Policy/Service Development</b>	<b>Responsible for policy implementation &amp; development for a service.</b> Develops and proposes changes for specialist service. Proposes changes, develops protocols, guidelines and procedures that impact on other specialist services. Expert advice on service development.	4	32
8.	<b>Financial &amp; Physical Resources</b>	<b>Safe use of equipment other than that used personally/ Hold delegated budget</b> Responsible for equipment used by patients and others/ holds dedicated training/ research budget	2(b) - 3(d)	12-21
9.	<b>Human Resources</b>	<b>Teach/ deliver specialist training/ teach, devise training and development programmes, major job responsibility</b> Manages work of less experienced clinicians, assistant(s), students; provides specialist post graduate training to other professions/ develops education and training programmes with Universities at local and national level; Mentoring of senior professionals.	3 (a) (b)(c) – 4(b)	21-32
10.	<b>Information Resources</b>	<b>Record personally generated information</b> Updates patient/client records	1	4
11.	<b>Research &amp; Development</b>	<b>R&amp;D activities as major job requirement/ Co-ordinate, implement R &amp; D activity as job requirement</b> Undertakes own research /initiates multi-disciplinary research programmes. Initiates/co- ordinates local/regional/international research programmes.	3 - 4	21-32
12.	<b>Freedom to Act</b>	<b>General policies, need to establish interpretation</b> Develops, interprets national, clinical/professional policies for specialist area	5	45
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods/Occasional light effort for several long periods;</b> Pushing or lifting equipment	2ad- 3c	7-12
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients, treatments and for research activities	2a -3a- 4b	7-12- 18
15.	<b>Emotional Effort</b>	<b>Occasional exposure to distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour, rare abnormalities; managing change; time/budgetary pressures for research activity	3a –4a b	18-25
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions;</b> Odours, fleas, lice	2a- 3a b - 4b	7-12- 18
<b>JE Score 627-725</b>			<b>Band 8bcd-9</b>	