

# National profiles for Nursing

<b>Profile Suite and Label</b>	<b>Nursing: Band 4a</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. To work in support of a registered nurse in the assessment, planning, implementation and evaluation of care and/or to work without direct supervision of a registered practitioner as part of a multi-professional/multi-agency team.</li> <li>2. Will carry out specific care duties for patients, as delegated by a registered nurse or other relevant professional.</li> <li>3. Will assess and evaluate patient's conditions and escalate any concerns.</li> <li>4. Implement planned treatment programmes within a range of settings for individuals/groups of patients.</li> <li>5. May supervise Health Care Support Worker staff.</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	<b>Communication &amp; Relationship Skills</b>	<p><b>3(a) Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding,</b> And/or <b>3(b) providing and receiving complex or sensitive information,</b> And/or <b>3(c) providing advice, instruction or training to groups, where the subject matter is straightforward.</b> And/or <b>4(a) Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding,</b></p> <p>3a To participate in clinical meetings regarding patients' care and to work collaboratively with a range of professionals in statutory and non-statutory organisations and agencies.</p> <p>3b To communicate complex and sensitive condition related information concerning the assessment, treatment and risk factors in relation to a range of mental health difficulties/learning difficulties.</p> <p>3c Provide instructions or support e.g. to clinical support workers, students</p> <p>4a Communicate with patients and their carers who may be distressed, anxious, or terminally ill or have cognitive impairment and communication issues.</p>	3abc – 4a	21 – 32
2.	<b>Knowledge, Training &amp; Experience</b>	<p><b>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge.</b> Undergraduate Diploma [Higher education] or equivalent appropriate qualification and experience e.g. Foundation Degree, HNC or vocational qualification level three or equivalent plus short courses or completion of competency workbook or relevant experience to undergraduate Diploma level equivalency.</p>	4	88





3.	<b>Analytical &amp; Judgemental Skills</b>	<p><b>2 Judgements involving facts or situations, some requiring analysis or</b>  <b>3 Range of facts or situations requiring analysis; comparison of a range of actions.</b></p> <p>2 Within competency recognise abnormal readings and changes in patient's physical, mental wellbeing, or cognitive condition, escalating to registered nurse or clinician for advice.</p> <p>3 Decision making based on evaluation and implementation of planned treatment programmes e.g., respond to deteriorating patient or clinical emergencies such as anaphylaxis utilising skills learnt to assist in emergency situations, where there are a number of options.</p>	2 - 3	15 - 27
4.	<b>Planning &amp; Organisational Skills</b>	<p><b>Plan and organise straightforward activities or programmes, some ongoing.</b></p> <p>Organise own workload in planning care e.g. home visits, social inclusion activities, and reprioritising as required to ensure the interests of the patients are met.</p> <p>Plan and co-ordinate delegated patient care activities or tasks for other healthcare support workers within scope of practice.</p>	2	15
5.	<b>Physical Skills</b>	<p><b>2 The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment.</b></p> <p><b>3 (a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error,</b></p> <p><b>And/or</b></p> <p><b>3 (b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</b></p> <p>2 Hand eye coordination required for keyboard skills, manoeuvring wheelchairs, supporting resuscitation, e.g. non-complex wound management, blood glucose monitoring, urinary monitoring, ECG recording.</p> <p>3a - Skills required to undertake clinical interventions e.g. venepuncture, insertion or removal of urinary catheters/cannulas, restraint of patients;</p> <p>3b - Assembly of surgical equipment, administering intravenous injections.</p>	2 – 3ab	15 - 27
6.	<b>Patient/Client Care</b>	<p><b>Implement clinical care/care packages.</b></p> <p>Within scope of practice, assess patients delegated to their care and implement and modify programmes of care, consult/involve patient/carers at all stages of the patient journey.</p>	4a	22



7.	<b>Policy/Service Development</b>	<p><b>Follows policies in own role, may be required to comment on policies, procedures and possible developments.</b></p> <p>May comment on proposed changes to policies, procedures protocols relevant to own work.</p>	1	5
8.	<b>Financial &amp; Physical Resources</b>	<p><b>2 (a) Regularly handles or processes cash, cheques, patients' valuables,</b>  <b>And/or</b>  <b>2 (b) responsible for the safe use of equipment other than equipment which they personally use,</b>  <b>And/or</b>  <b>2(c) responsible for maintaining stock control and/or security of stock,</b></p> <p>2a Receive and store patient valuables.</p> <p>2b Dismantle and assemble equipment for use by others, use of equipment by others e.g. use of hoists, surgical equipment;</p> <p>2c Maintain stock control, order supplies</p>	2abc	5-12
9.	<b>Human Resources</b>	<p><b>1 - Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area.</b>  <b>or</b>  <b>2(a) - Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department /service,</b>  <b>And/or</b>  <b>2(c) - Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments</b></p> <p>1 Demonstrates own role to less experienced or new staff</p> <p>2a Day to day supervision, e.g. mentoring, training, allocating work to less experienced clinical support employees or students</p> <p>2c Undertakes assessments within own scope of practice or provides training in own discipline</p>	1-2ac	5-12
10.	<b>Information Resources</b>	<p><b>Records personally generated information</b></p> <p>Maintains patient/client records</p>	1	4
11.	<b>Research &amp; Development</b>	<p><b>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R &amp; D, clinical trials or equipment testing</b></p> <p>Undertakes surveys or audits as necessary to own work.          May participate in audits.</p>	1	5
12.	<b>Freedom to Act</b>	<p><b>Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis</b></p>	2	12



		Follows procedures and treatment plans, supervision/advice available. e.g. first point of contact for enquiries, use own initiative but works under direct or indirect supervision usually by a registered practitioner		
13.	<b>Physical Effort</b>	<p><b>3c There is a frequent requirement to exert moderate physical effort for several short periods during a shift</b></p> <p>3c Pushing wheelchairs/lifting and preparing equipment; Patient/client restraint (NB panels must consider the frequency of these activities)</p>	3c	7-12
14.	<b>Mental Effort</b>	<p><b>2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention</b></p> <p><b>or</b></p> <p><b>3(a) There is a frequent requirement for concentration where the work pattern is unpredictable</b></p> <p>2a Concentration on patient/client treatment, care plans, observations</p> <p>3a Respond to urgent situations e.g. emergency or unplanned situations; unpredictable patient/client behaviours</p>	2a – 3a	7-12
15.	<b>Emotional Effort</b>	<p><b>3(a) Frequent exposure to distressing or emotional circumstances</b></p> <p><b>And/or</b></p> <p><b>3(b) occasional exposure to highly distressing or highly emotional circumstances</b></p> <p>3a Care of patients/clients with chronic illnesses, conditions; terminally ill patients/clients e.g. palliative care (NB panels must assess frequency of exposure)</p> <p>3b occasional exposure to safeguarding issues</p>	3ab	11-18
16.	<b>Working Conditions</b>	<p><b>4a Some exposure to hazards:</b></p> <p><b>And/or</b></p> <p><b>4b Frequently highly unpleasant working conditions</b></p> <p>4a Physical aggression;</p> <p>or</p> <p>4b direct contact with body fluids, foul linen (panels must assess frequency of exposure)</p>	4 ab	12-18
<b>JE Score 274 - 321</b>			<b>Band 4</b>	



<b>Profile Suite and Label</b>	<b>Nursing: Band 4b</b>
<b>Job Statement</b>	<p>6. Implements care packages or programmes in a range of settings under the supervision of registered clinical practitioners.</p> <p>7. Carries out nursing care activities, e.g. clinical observations, participates in social inclusion and/or parenting support activities</p> <p>8. May supervise/assess clinical support workers</p> <p>9. May participate in case conferences and case review meetings, e.g. safeguarding</p>

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1.	<b>Communication &amp; Relationship Skills</b>	<p><b>3a Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding,</b> Communicates sensitive information to parents, carers, relatives concerning appropriate physical and, or psychological conditions; <b>And/Or</b> <b>3b providing and receiving complex or sensitive information;</b> Provide written and verbal reports to the MDT and external agencies relating to parents or carers interaction with their baby, child <b>And/Or</b> <b>3c providing advice, instruction or training to groups, where the subject matter is straightforward.</b> Provide advice, education and training to parents, carers in groups e.g. health promotion, play, feeding <b>Or</b> <b>4a Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, or</b> Offer support to in challenging situations meeting the communication needs of the child and family e.g. children with special needs, long term medical issues</p>	3abc - 4a	21-32
2.	<b>Knowledge, Training &amp; Experience</b>	<p><b>Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience.</b> Undergraduate diploma or equivalent appropriate qualification, e.g. undergraduate national diploma level 4 or foundation degree in childcare or equivalent or level 3 vocational qualification plus short courses or relevant experience in children's care, learning and development.</p>	4	88
3.	<b>Analytical &amp; Judgemental Skills</b>	<p><b>2 Judgements involving facts or situations, some of which require analysis.</b> Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, assess and manage risk associated with working environment <b>Or</b> <b>3 Judgements involving a range of facts or situations, which require analysis or comparison of a range of options.</b></p>	2-3	15-27



		Deciding on implementation of care programmes where there is a number of options e.g. initiate referrals on appropriate specialist services, use clinical judgement on problems requiring investigation and analysis		
4.	<b>Planning &amp; Organisational Skills</b>	<b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.</b> Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes	2	15
5.	<b>Physical Skills</b>	<b>2 The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment.</b> Hand eye coordination required e.g. incubator equipment, manoeuvring wheelchairs, resuscitation, driving <b>Or</b> <b>3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, Safe restraint of patients/clients</b> <b>And/Or</b> <b>3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</b> Venepuncture, insertion or removal of urinary catheters/cannulas	2-3ab	15-27
6.	<b>Patient/Client Care</b>	<b>Implements clinical care/care packages</b> Assess, plan, implement and evaluate interventions appropriate to babies, infants, children; Provide nursery nurse perspective to the ward and multi-disciplinary teams; Carries out care packages, including providing advice to patients/clients or carers	4a	22
7.	<b>Policy/Service Development</b>	<b>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments.</b> To be aware of and have working knowledge of all clinical policies relating to practice; May comment on proposed changes to policies	1	5
8.	<b>Financial &amp; Physical Resources</b>	<b>2a Regularly handles or processes cash, cheques, patients' valuables,</b> Handles patient/client valuables <b>And/or</b> <b>2(b) responsible for the safe use of equipment other than equipment which they personally use;</b> Infection control for safe use of equipment used by children e.g. activity materials <b>And/Or</b> <b>2(c) responsible for maintaining stock control and/or security of</b>	2abce	5-12



		<p><b>stock,</b> Orders supplies e.g. play equipment</p> <p><b>And/Or</b> <b>2(e) responsible for the safe use of expensive or highly complex equipment.</b> use of expensive equipment e.g. incubators, highly specialist wheelchairs, specialist prams</p>		
9.	Human Resources	<p><b>1 Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area.</b> Demonstrates own role and tasks to less experienced or new staff Or <b>2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service,</b> Day-to-day supervision <b>And/Or</b> <b>2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students,</b> Provide clinical supervision to other health care assistants or students to develop clinical skills in own area <b>And/Or</b> <b>2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments,</b> Facilitate student placements and participate in their learning in the relevant evidence base and practical experience, ,e.g. training, competency assessments</p>	1-2abc	5-12
10.	Information Resources	<p><b>Record personally generated information</b> Maintains patient/client records</p>	1	4
11.	Research & Development	<p><b>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R &amp; D, clinical trials or equipment testing.</b> May participate in R&amp;D and clinical trials or complete staff surveys, contribute to audit, patient satisfaction surveys</p>	1	5
12.	Freedom to Act	<p><b>Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis.</b> Work within Codes of Practice and Professional guidelines Carry out delegated tasks with supervision available</p>	2	12
13.	Physical Effort	<p><b>3c Frequent moderate effort for several short periods</b> Lifting equipment, babies, safe patient/client restraint</p>	3c	7-12
14.	Mental Effort	<p><b>There is a frequent requirement to exert moderate physical effort for several short periods during a shift.</b> Concentration on patient/client treatment, care plans, observations</p>	2a	7



15.	<b>Emotional Effort</b>	<b>3(a) Frequent exposure to distressing or emotional circumstances,</b> Terminally ill patients/clients or dealing with difficult family circumstances <b>And/or</b> <b>3(b) occasional exposure to highly distressing or highly emotional circumstances,</b> occasional exposure to safeguarding issues or severely challenging patient/client behaviour <b>or</b> <b>4(b) frequent exposure to highly distressing or highly emotional circumstances.</b> frequent exposure to safeguarding issues or severely challenging patient/client behaviour	3ab - 4b	11- 18- 25
16.	<b>Working Conditions</b>	<b>4(a) Some exposure to hazards:</b> Physical aggression <b>And/Or</b> <b>4(b) Frequently highly unpleasant working conditions</b> Frequent contact with body fluids, foul linen	4ab	12-18
<b>JE Score 274 - 323</b>			<b>Band 4</b>	