

NATIONAL JOB PROFILES FOR ALLIED HEALTH PROFESSIONS: GENERIC THERAPY

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* new in May 2008

Profile label
Job Statement:

Therapy, Assistant Practitioner

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.
2. Assists therapist in organising and running clinics/therapeutic interventions
3. Undertakes related administrative duties

Factor	Relevant Job Information	JE Level
1. Communication & Relationship Skills	Provide and receive complex information: barriers to understanding Exchange condition related information with patients & relatives; there may be communication difficulties	4(a)
2. Knowledge, Training & Experience	Range of work procedures, majority non-routine, intermediate level of theoretical knowledge 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
3. Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis Skills for evaluating patient conditions, adapting treatment as necessary	2
4. Planning & Organisational Skills	Plan and organise straightforward activities, some on-going Plans & prioritises patient caseload, organises clinics/therapeutic activities	2
5. Physical Skills	Developed physical skills; manipulation of objects, people, narrow margins for error Dexterity, co-ordination & sensory skills for therapy, accuracy important e.g. client mobilisation, dressing practice, manual therapy	3a
6. Responsibility for Patient/Client Care	Implements programmes of care/care packages; Implements treatment within therapy care programme	4(a)
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment Follows departmental policies, provides comments on proposals for change in own area	1
8. Responsibility for Financial and Physical Resources	Safe use of equipment other than equipment used personally; maintains stock control Checks equipment for patient use: orders supplies and aids	2(b) (c)
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/provide training in own discipline May be required to demonstrate own duties to other support workers, students/provides practical training to less experienced staff	1-2 (c)
10. Responsibility for Information Resources	Records personally generated information Updates patient/client records	1
11. Responsibility for Research & Development	Undertakes surveys or audits as necessary to own work Participates in audits	1
12. Freedom to Act	Standard operating procedure, someone available for reference Follows procedures and treatment plans, may work alone, supervision available	2
13. Physical Effort	Frequent moderate effort several short/long periods per shift Moves, manoeuvres patient/client, equipment/manual therapy for long periods	3(c)- 4(b)
14. Mental Effort	Frequent concentration: work pattern predictable Concentration for patient/client therapy	2(a)
15. Emotional effort	Occasional/frequent exposure to distressing or emotional circumstances; Deals with range of patients/clients & carers who may be distressed or have challenging behaviour	2(a)- 3(a)
16. Working conditions	Occasional/frequent exposure to highly unpleasant working conditions Contact with body fluids, odours, fleas lice	3b
JE Score/Band	JE Score 284 - 304	Band 4

Profile Label: Practice Education Facilitator (Entry Level)

- Job Statement:**
1. Assesses quality of the clinical and other practice learning environments and proposes interventions for improvement
 2. Facilitates the development of clinical practice mentors/educators; provides supervision and support structures.
 3. Provides on-site support and continuous professional development activities for staff and practice mentors/educators.
 4. Develops and maintains links with HEI to support mentor and practice education

Factor	Relevant Job Information	JE Level	JE Score
1. Communication & Relationship Skills	Provide and receive complex information; persuasive, motivational, negotiating, training skills are required Communicates educational and practice information within the NHS and educational institutions	4(a)	32
2. Knowledge, Training & Experience	Specialist knowledge across range of procedures, underpinned by theory. 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. Analytical & Judgement Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options. Assesses, benchmarks clinical education, supports mentors/educators in complex decisions relating to student placement, competence and fitness for practice.	4	42
4. Planning & Organisation Skills	Plan and organise straightforward activities, some ongoing/Plan and organise complex activities or programmes, requiring formulation, adjustment. Plans practice education activities for mentors/ educators and learners / Plans educational, development programmes and assessment systems with HEIs	2 – 3	15 - 27
5. Physical Skills	Physical skills obtained through practice/developed physical skills, manipulation of objects or people with narrow margins for error. Keyboard skills, use of presentation, projection/multi-media equipment and e-learning resources; demonstrates clinical /developed clinical skills	2-3	15-27
6. Responsibility for Patient/Client Care	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. Responsibility for Policy/Service Development	Implement policies, propose changes for own area/propose policy or service changes, impact beyond own area Implements mentorship and education policies/participates within NHS and HEIs on developing policies to improve clinical practice and education	2-3	12-21
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment , resources Safe use of educational resources/equipment	1	5
9. Responsibility for Human Resources	Allocate, place and supervise staff or students Teach, devise training and development programmes, major job responsibility. 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. Responsibility for Information Resources	Record personally generated information Maintains records of mentors/educators, register and assessments	1	4
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/regularly undertake R&D activity 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	Broad occupational policies Responsible for development of mentorship programmes and learning environment in line with educational policy.	4	32
13. Physical Effort	Light physical effort for short periods/ Frequent light effort for several short periods Light physical effort/ moving educational equipment	1 - 2(b)	3 -7
14. Mental Effort	Frequent concentration, work pattern predictable Concentration on clinical or educational assessments, education & mentor reports.	2(a)	7
15. Emotional Effort	Occasional distressing or emotional circumstances Support, pastoral care to mentors/educators to provide feedback on performance and failing students and staff	2 (a)	11
16. Working Conditions	Occasional exposure to unpleasant working conditions Unpleasant smells, odours	2(a)	7
JE Score/Band		Band 6	397 - 452

Profile Label:
Job Statement

Clinical Researcher

1. Assesses/diagnoses/treats own caseload of patients/clients & maintain associated records.
2. Undertake discrete research/audit projects, including development, design and implementation; disseminate research findings
3. Contributes to the implementation of research findings into clinical practice and service development
3. Participate in the education and training of health professionals on the application of research evidence on clinical practice

Factor	Relevant Job Information	JE Level	JE Score
1. Communication & Relationship Skills	Provide and receive complex or sensitive information; barriers to understanding Communicate complex information to patients regarding their condition & expected outcomes.	4a	32
2. Knowledge, Training & Experience	Specialist knowledge across a range of procedures underpinned by theory. Professional, clinical knowledge acquired through degree supplemented by specialist training to post-graduate diploma level; knowledge of research methodologies	6	156
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options. 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. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Plan and co-ordinate research activities,	2	15
5. Physical Skills	Developed physical skills;advanced sensory skills; manipulation of objects, people; narrow margin for error/ Highly developed physical skills, high degree of precision. 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. Responsibility for Patient/Client Care	Provides clinical technical services/Develop programmes of care/care packages; provide specialist clinical technical services; provide specialist advice in relation to care. Assesses, diagnoses and implements care packages; therapeutic or diagnostic procedures; provides specialised advice to patients, clients	4(b) 5 abc	22-30
7. Responsibility for Policy/Service Development	Implement policies and propose changes to practices, procedures for own area Contribute to the implementation of research findings into clinical practice and service development	2	12
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/Authorised signatory, small payments. Personal duty of care for equipment used/authorised signatory for small cash or financial payments	1-2d	5-12
9. Responsibility for Human Resources	Professional/clinical supervision; provide training in own discipline Supervises work of less experienced staff; undertakes and provides training in clinical/ research/ audit skills and methods.	2(b) (c)	12
10. Responsibility for Information Resources	Occasional requirement to develop or create reports, documents Use advanced software to create reports and analyse and manoeuvre data	2(b)	9
11. Responsibility for Research & Development	Regularly undertakes: R&D activity, clinical trials/ R&D activities as major job requirement Regularly undertakes clinical audit or trials/ Frequently undertakes R&D activities	2(a)(b) – 3	12 – 21
12. Freedom to Act	Clearly defined occupational policies ;work is managed rather than supervised /Broad occupational policies Work is managed not supervised, accountable for own professional actions, /Significant discretion to work independently ,	3-4	21-32
13. Physical Effort	Frequent light effort for t several short periods; Occasional light effort for several long periods/ Frequent moderate effort for several short periods. Pushing or lifting equipment/ Moves, manoeuvres patients, equipment	2(a)(b)- 3(b)(c)	7-12
14. Mental Effort	Frequent concentration; work pattern predictable Concentration for patient assessment treatment and research activities	2(a)	7
15. Emotional Effort	Occasional/ frequent distressing or emotional circumstances. Patients with terminal illnesses, challenging behaviour, rare abnormalities	2(a)-3(a)	11-18
16. Working Conditions	Occasional/ frequent unpleasant conditions; occasional highly unpleasant conditions. Odours, fleas, lice/ body fluids	2(a)-3(a) (b)	7-12
JE Score/Band		Band 6	397-464

Profile Label:

Clinical Researcher Specialist

Job Statement:

1. Specialist for own area of work/clinical speciality
2. Acts as a source of advice and expertise within own speciality and as research specialist
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
4. Lead changes to clinical practice and contribute to service development through integrating research findings into existing clinical practice

Factor	Relevant Job Information	JE Level	JE Score
1. Communication & Relationship Skills	Provide and receive complex information; barriers to understanding 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	Highly developed specialist knowledge, underpinned by theory and experience. 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	Complex facts or situations requiring analysis, interpretation, comparison of a range of options. 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	Plan and organise complex activities or programmes, requiring formulation, adjustment Plan and co-ordinate multi-disciplinary activities, research programmes	3	27
5. Physical Skills	Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/ Highly developed physical skills, high degree of precision. 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. Responsibility for Patient/Client Care	Develop programmes/ specialised programmes of care/care packages; specialist / highly specialist clinical technical services; provide specialised/ highly specialised advice in relation to care. 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. Responsibility for Policy/Service Development	Implements policies and propose changes to practices, procedures for own area/Propose policy or service changes, impact beyond own area Contribute to the implementation of research findings into clinical practice and service development / impacts on other areas, agencies.	2-3	12-21
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/Authorised signatory, small payments. Personal duty of care for equipment used/authorised signatory for small cash or financial payments	1-2d	5-12
9. Responsibility for Human Resources	Professional/ clinical supervision; Provide/ Teach/ deliver training in own discipline/specialist training 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. Responsibility for Information Resources	Occasional / Regular requirement to develop and create reports, documents Use advanced software to create reports and analyse and manoeuvre data	2-3	9-16
11. Responsibility for Research & Development	R&D activities as major job requirement R&D activities are a central part of work activity with dedicated time for their completion	3	21
12. Freedom to Act	Broad occupational policies Works within codes of practice and guidelines, accountable for own professional action, lead practitioner	4	32
13. Physical Effort	Frequent light effort for several short periods; Occasional light effort for several long periods; Pushing or lifting equipment	2(b)(c)	7
14. Mental Effort	Frequent concentration; work pattern predictable Concentration for assessment of patients, treatment and research activities	2(a)	7
15. Emotional Effort	Occasional exposure to distressing or emotional circumstances. Patients with terminal illnesses, challenging behaviour; pressures to complete research on time	2(a)	11
16. Working Conditions	Occasional unpleasant conditions Odours, fleas, lice	2(a)	7
JE Score/Band		Band 7	477-533

Profile Label:**Practice Education Facilitator****Job Statement:**

1. Assesses quality of a range of clinical and other practice learning environments, determines interventions to sustain and enhance practice education.
2. Supports and facilitates the development of clinical practice mentors/educators; provides supervision and support structures.
3. Co-ordinates and provides on-site support, educational input and developmental activities for staff, practice mentors/educators and learners
4. Develops, co-ordinates, evaluates and may implement education programmes with providers

Factor	Relevant Job Information	JE Level	JE Score
1. Communication & Relationship Skills	Provide and receive complex information; persuasive, motivational, negotiating, training skills are required / Present complex, sensitive or contentious information to large groups 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. Knowledge, Training & Experience	Highly developed specialist knowledge, underpinned by theory and experience. 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. Analytical & Judgement Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options. 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. Planning & Organisation Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment. Plans practice education development programmes for mentors/educators, learners, co-ordination with external providers	3	27
5. Physical Skills	Physical skills obtained through practice/developed physical skills, manipulation of objects or people with narrow margins for error. Keyboard skills, use of presentation, projection/multi-media equipment and e-learning resources; demonstrates clinical / developed clinical skills	2-3	15-27
6. Responsibility for Patient/Client Care	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. Responsibility for Policy/Service Development	Propose policy or service changes, impact beyond own area Participates within NHS/ providers to develop policies to improve clinical practice and education	3	21
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment , resources Safe use of educational resources/equipment	1	5
9. Responsibility for Human Resources	Teach, devise training and development programmes, major job responsibility. Develops and provides clinical learning opportunities and programmes for students, mentors/educators and staff	4(b)	32
10. Responsibility for Information Resources	Record personally generated information Maintains records of mentors/educators, registers and assessments	1	4
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/regularly undertake R&D activity 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	Broad occupational policies Lead on development/implementation of mentorship/education practice programmes and learning environment in line with educational policy.	4	32
13. Physical Effort	Light physical effort for short periods/ Frequent light effort for several short periods Light physical effort/moving educational equipment	1 - 2(b)	3 -7
14. Mental Effort	Frequent concentration, work pattern predictable Concentration on clinical or educational assessments, education & mentor reports.	2(a)	7
15. Emotional Effort	Occasional/frequent distressing or emotional circumstances 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	Occasional exposure to unpleasant working conditions Unpleasant smells, odours	2(a)	7
JE Score/Band		Band 7	469 – 512

Profile Label:
Job Statement

Clinical Researcher Principal

1. Manage or co-ordinate research projects, including their development design and implementation
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 & promote research culture.
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
4. Participate in the education and training of own or other health professionals in area of specialism

Factor	Relevant Job Information	Job Level	JE Score
1. Communication & Relationship Skills	Provide and receive highly complex , sensitive or contentious information:co-operation required present complex information to large groups 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	5 (a) (b)	45
2. Knowledge, Training & Experience	Highly developed specialist knowledge, underpinned by theory and practical experience. 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	Complex facts or situations requiring analysis, interpretation, comparison of a range of options. Analysis and interpretation of complex statistical/analytical/research outcomes and queries; judgements on a range of clinical issues or complex patient conditions.	4	42
4. Planning & Organisational Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment Plan and co-ordinate multi-disciplinary research activities/plans and coordinates research projects	3	27
5. Physical Skills	Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/Highly developed physical skills, high degree of precision. 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. Responsibility for Patient/Client Care	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 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	5 (a)(b)(c) – 6(a)(b)(c)(c)	30-39
7. Responsibility for Policy/Service Development	Propose policy or service changes, impact beyond own areas Develops policy for speciality, impacts on other areas/agencies.	3	21
8. Responsibility for Financial & Physical Resources	Authorised signatory large payments; Holds delegated budget Authorised signatory for financial payments/manages delegated research budget	3(a)(d)	21
9. Responsibility for Human Resources	Day to day management; Teach/deliver specialist training Day to day management of research team; undertakes specialist training in clinical or research methods.	3(a) (c)	21
10. Responsibility for Information Resources	Regular requirement to develop or create reports, documents. Use advanced software to create reports and analyse and manoeuvre data	3(b)	16
11. Responsibility for Research & Development	Coordinate, implement R&D activities/Initiate and develop R&D activities Coordinates research programmes/initiates research programmes	4-5	32-45
12. Freedom to Act	Broad occupational policies Works within codes of practice and guidelines, accountable for own professional action, lead practitioner	4	32
13. Physical Effort	Frequent light effort for several short periods/Occasional light effort for several long periods; Pushing or lifting equipment	2(b)(c)	7
14. Mental Effort	Frequent concentration; work pattern predictable Concentration for assessment of patients/treatment and research activities	2(a)	7
15. Emotional Effort	Occasional distressing or emotional circumstances. Patients with terminal illness, challenging behaviours, rare abnormalities/dealing with staff where changes to practice are indicated	2(a)	11
16. Working Conditions	Occasional unpleasant conditions Odours, fleas, lice	2(a)	7
JE Score/Band		Band 8a	542-579

Profile Label
Job Statement

Clinical Researcher

1. Manage external and internal research and development projects/programmes, ensuring quality of development, design and implementation
2. Holds research budget/delegated budget responsibility, participate in obtaining funding for research and development within the organisation/service
3. Act as a source of expertise and guidance on research and development projects/programmes across the organisation and the wider health & academic community; develop clinical practice and service, disseminate research findings & promote research culture.
4. Work in partnership with academic institutions to develop education and training of own or other health professionals
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

Factor	Relevant Job Information	Job Level	JE Score
1. Communication & Relationship Skills	Provide and receive highly complex sensitive or contentious information; significant barriers to understanding; Presenting complex, sensitive or contentious information to a large group. 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	5(a)(b)	45
2. Knowledge, Training & Experience	Advanced theoretical and practical knowledge 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	8 (a)	240
3. Analytical & Judgemental Skills	Highly complex facts or situations requiring analysis, interpretation, comparison of a range of options. Analysis and interpretation of highly complex statistical, analytical, research outcomes; judgements regarding a range of clinical issues and/or highly complex patient conditions.	5	60
4. Planning & Organisational Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment /Plan and organise broad range of complex activities; formulates, adjusts plans or strategies Plan and co-ordinate significant multi-disciplinary research activities Plan and co-ordinate large scale research projects or programmes	3-4	27-42
5. Physical Skills	Developed physical skills; advanced sensory skills manipulation of objects, people; narrow margin for error/Highly developed physical skills, high degree of precision. 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. Responsibility for Patient/Client Care	Develops programmes of care/care packages; specialist programmes/care packages; provides specialist/highly specialised advice in relation to care; provides clinical/ technical services; 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	5- (a) (b) (c) -6(a) (b) (c) (c)	30-39
7. Responsibility for Policy/Service Development	Propose policy or service changes, impact beyond own area. Develops policy for speciality, impacts on other areas/agencies.	3	21
8. Responsibility for Financial & Physical Resources	Authorised signatory, small payments/ Holds delegated budget /Hold budget for a department, service Manages delegated research budget/ Holds research budget.	3(d) -4(a)	21-32
9. Responsibility for Human Resources	Day to day management; teach/deliver specialist training Manage research team; delivers specialist training in clinical or research methods.	3(a) (c)	21
10. Responsibility for Information Resources	Regular requirement to develop or create reports, documents Use advanced software to create reports; analyses and manipulates data	3	16
11. Responsibility for Research & Development	Co-ordinate, implement R&D activity as a job requirement/Initiate, develop R&D activities/ Initiate, develop R&D programmes, impact outside organisation. Initiates research programmes/ impact across NHS and outside	4-5-6	32-45-60
12. Freedom to Act	Broad occupational policies/General policies, need to establish interpretation 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. Physical Effort	Frequent light effort for several short periods/Occasional light effort for several long periods; Pushing or lifting equipment	2(a)(b)	7
14. Mental Effort	Frequent concentration; work pattern predictable Concentration for assessment of patients, treatments and for research activities	2(a)	7
15. Emotional Effort	Occasional exposure to distressing or emotional circumstances. Patients with terminal illnesses, challenging behaviour, rare abnormalities;managing change; time/budgetary pressures for research activity	2(a)	11
16. Working Conditions	Occasional unpleasant conditions; Odours, fleas, lice	2(a)	7
JE Score/Band		Band 8bcd	604-695

Profile Label:

AHP Consultant

Job Statement:

1. Assess & treats own specialist caseload of patients/clients
2. Acts as an expert resource and senior clinical lead advising own and other specialist services across the region/SHA
3. Responsible for service development advising commissioners, clinical directors for own and other specialist services
4. Provides professional clinical leadership to regional, national and international multi-disciplinary research programmes
5. Provides post graduate education within specialism for multi-disciplinary team; may work with Universities to develop and deliver post graduate education.

Factor	Relevant Job Information	JE Level
1. Communication & Relationship Skills	Provide and receive highly complex, sensitive or contentious information; barriers to understanding 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.	5 (a)
2. Knowledge, Training & Experience	Advanced theoretical and practical knowledge of a range of work procedures and practices. 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.	8
3. Analytical & Judgemental Skills	Highly complex facts or situations, requiring analysis, interpretation, comparison of range of options Skills for assessing & 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	5
4. Planning & Organisational Skills	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. Service planning and implementation for specialist service; development of specialist education with Universities/Strategic planning for specialist service for Region/ SHA.	4 - 5
5. Physical Skills	Developed physical skills; manipulation of objects, people; narrow margins for error/ highly developed physical skills, high degree of precision Dexterity, co-ordination & sensory skills for assessment &/ or manual assessment and treatment of patients/clients	3(a)-4
6. Responsibility for Patient/Client Care	Develops specialist programmes of care/ care packages; accountable for direct delivery of sub-division of a clinical, clinical technical, or social care service Assesses, develops & implements diagnostics/ therapy for specialist caseload; responsible for development and delivery of specialist service for organization	6 (a) (d)
7. Responsibility for Policy/Service Development	Responsible for policy implementation & development for a service. 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
8. Responsibility for Financial & Physical Resources	Safe use of equipment other than that used personally/ Hold delegated budget Responsible for equipment used by patients and others/ holds dedicated training/ research budget	2(b) 3(d)
9. Responsibility for Human Resources	Teach/ deliver specialist training/ teach, devise training and development programmes, major job responsibility 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)
10. Responsibility for Information Resources	Record personally generated information Updates patient/client records	1
11. Responsibility for Research & Development	R&D activities as major job requirement/ Co-ordinate, implement R & D activity as job requirement Undertakes own research /initiates multi-disciplinary research programmes. Initiates/co-ordinates local/regional/international research programmes.	3 - 4
12. Freedom to Act	General policies, need to establish interpretation Develops, interprets national, clinical/professional policies for specialist area	5
13. Physical Effort	Frequent sitting or standing in a restricted position; occasional/frequent moderate effort, several short periods Working in restricted position; manoeuvres patients, equipment	2(a)(d) -3 (c)
14. Mental Effort	Frequent concentration; work pattern predictable/unpredictable/Occasional requirement for intense concentration Concentration for patient assessment, diagnostics, treatment, analysis complex statistical, research data, write complex research/service reports/frequent interruptions for emergency care/concentration for intensive therapy, e.g. speech and language therapy	2 (a) - 3(a) – 4(b)
15. Emotional Effort	Frequent distressing or emotional circumstances/frequent exposure to highly distressing or highly emotional circumstances Imparts distressing news about deteriorating conditions, care of terminally ill patients. Deals with patients/ clients and their families/ carers with challenging, sometimes aggressive, behaviour and/or difficult situations	3 (a) – 4(a) (b)
16. Working Conditions	Occasional/ frequent unpleasant conditions; occasional/ frequent highly unpleasant conditions Odours, fleas, lice; body fluids	2(a)- 3 (a) (b) 4(b)
JE Score/Band	JE Score 627 – 725	Band 8bcd -9