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**\*New in November 2016 – guidance for matching paramedic roles to profiles can be found on pages 2 to 7 of this document**

**\*\* New in February 2017 – Paramedic (Newly Qualified) – see below for explanatory note**

The Job Evaluation Group (JEG) was asked to review the profiles for paramedic roles to see whether they were fit for purpose. This resulted in the development of a new band 6 Paramedic profile which was agreed and published in 2016.

As part of this agreement, it was decided that, in order to ensure safe practice and provide consolidation of learning to enhance the operation of the service, there should be a period of up to 24 months for newly-qualified paramedics (NQPs) where they work with additional support and guidance from senior colleagues before assuming a band 6 position.

Now that this programme has been agreed, JEG has been asked to consider

## Guidance for matching paramedic roles and profiles

whether a separate profile is needed in order to support this new learning package. Having reviewed the job description and person specification agreed in partnership by all stakeholders, JEG has drafted a new profile, Paramedic (Newly-Qualified) that evaluates at a band 5. This profile acknowledges that the clinical knowledge required for the paramedic role will already exist, but the NQP will be expected to work solely within trust guidelines and JRCALC and will be expected to seek advice and support for any expected deviation from these protocols. This necessarily affects the Analytical and Judgement, Patient Care and Freedom to Act factors.

The Human Resources factor reflects the fact that NQPs will not be expected to formally mentor/supervise other staff (this being part of the band 6 position).

Likewise Planning and Organising and Policy and Service development have reduced scores compared with the band 6 profile as it is not expected the NQP will work at that level during this programme.

In order for the job evaluation to remain consistent and ensure the principles of equal pay, organisations will need to ensure there is a difference between the band 5 and band 6 role in deployment and operation.

This profile will apply to all paramedics who have newly entered employment since 1 September 2016 and should be used by organisations to match such roles. Once the consolidated learning package is completed successfully the paramedic will move to band 6 and their new job description should match to the agreed paramedic profile. This transition to the band 6 role is automatic apart from in exceptional circumstances where issues are being dealt with under formal capability procedures.

### **\*\*\* New in September 2021 – Call handlers**

As part of the Emergency Services review, the NHS Staff Council's Job Evaluation Group (JEG) has published revisions to the national call taker profile.

As part of the amendments, the profile has been renamed to call handlers and additional profiles at higher bands have been included.

### **\*\*\* New in December 2022 – Clinical Advisor**

As part of the Emergency Services review, new profiles for clinical advice, based on the NHS Direct profiles, have been added to this suite.

### Background

As part of the 2015-16 pay settlement, the National Ambulance Strategic Partnership Forum (NASPF) tasked the NHS Staff Council Job Evaluation Group (JEG) with reviewing and amending, as necessary, the national profiles in respect of paramedics. The NHS Job Evaluation Scheme provides the backbone of the NHS Agenda for Change agreement, ensuring equal pay for work of equal value. As a result, JEG has developed a new band 6 paramedic national profile. (JEG notes on this new profile are in the Annex to this guidance).

The NHS Staff Council Executive has agreed the profile, which has now been published. JEG has been asked to set out the steps employers need to take to reassure themselves and their staff, in light of this, that their paramedic roles are banded correctly.

### Suggested process

It is important that all parties have confidence in this process. Local partnerships should therefore use this guidance and agree an outline timetable for the work. Any timetable should balance the need to match without unnecessary delay whilst ensuring the matching process is undertaken thoroughly and in partnership.

JEG recommends the following steps are taken and that this document should be made available to all matching and consistency panels:

1. **Post holders and their managers** should review and agree job descriptions (JDs) to ensure they accurately reflect the current requirements of the role.
2. **Cluster jobs around job descriptions.** If it is possible to group jobs with similar or the same JDs, this will avoid duplication and give consistency of outcomes when matching. Again, this should be done in partnership and job holders will need to agree that this is appropriate.
3. **Additional information.** JDs will not normally contain information for all 16 factors in the NHS JE scheme, e.g. effort factors. Reach agreement in partnership as to how best to do this, so that matching panels will have access to all relevant job information. Some employers use a template, others use job advisors (in partnership) that can be questioned by the panel, either in person or over the telephone.
4. **Agreed JDs (or JD clusters)** should then be put to a properly constituted job matching panel of between three and five fully trained practitioners representing management and staff side. It is important that panels do not include representatives of the jobs to be matched, as this may lead to bias. The panel will need to have up-to-date and agreed JDs, person specifications and organisation charts of jobs to be matched plus any supplementary information they need (see point 5 below).  
Profiles for paramedic roles are as follows:

- Ambulance practitioner specialist (band 5)<sup>1</sup>
- Ambulance practitioner advanced (band 6)
- Paramedic (band 6 – new)

Please note that the above are profile labels and not necessarily job titles. JEG has labelled the new band 6 profile paramedic in line with labelling conventions.

5. **The panel reads the job information** before commencing the matching process and reaching consensus on which profile to begin matching to. The best way of deciding on an appropriate profile is to compare the job statement at the top of a profile with the main purpose of job section in the agreed JD. If, during the process of matching, the panel identifies that another profile needs to be considered, they can switch from one to the other. Panels have the facility to request further information from line managers and post holders if the information on the agreed JD is not clear or the panel are unsure of the detail. Panels should use this facility and not make assumptions.
6. **On a factor by factor basis** the panel should complete the matching form with information about the job to be matched from the agreed JD or other sources. This is a comparison exercise and all factors should be considered, comparing the information collected in the agreed JD etc with the information in the profile. Decisions of the panel must be reached by consensus. It is important to record all information to provide a robust audit trail.
7. **Determining the matching outcome.** Once all factor levels and rationales have been completed, it will be clear as to whether the job matches to a profile or not. Either the job will match perfectly (all of the factor levels are the same as in the profile) or it will be a band match, i.e. knowledge, training and experience (KTE) and freedom to act (FTA) match exactly, other factors only vary up or down by one level, no more than five factors vary and the score does not take the job over a band boundary. Where it is not possible to match the panel may choose to consider a different profile or recommend a full evaluation of the role.
8. **Consistency checking.** All outcomes should be checked for consistency and quality in accordance with the process set out in the JE Handbook. If the consistency checking panel (CCP) finds any anomalies, these must be referred back to the original panel and a conversation should take place until both panels have agreed the outcome.
9. **Outcome.** Only when the two panels have agreed on outcome, should it be communicated to the job holder(s), together with relevant documentation – the matching form, the profile it has matched to and a personal letter explaining the outcome and what to do in case of disagreement (see below).

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<sup>1</sup> After receiving JDs and JAQs and conducting interviews in partnership with practitioners at two site visits, on the evidence that was gathered, JEG agreed that the role of paramedic appeared to have changed considerably over time and that there was a need for a new band 6 profile.

10. **Review process.** If a job holder disagrees with the result of the outcome, they may request a rematch within three months of notification of the original outcome. In order to trigger a review, the job holder(s) must provide details in writing of where they disagree with the match and evidence to support their case.
11. **The review panel,** consisting of trained practitioners in partnership and in which the majority of members are different from those in the original panel, will review the information and either confirm the outcome, confirm a match to a different profile or, exceptionally, refer the job for local evaluation. If the outcome has changed, consistency checking should take place before communicating it to the job holder(s).
12. **The job holder** has no right of appeal beyond the review panel.

JEG hopes that this information will help organisations to determine the best profile match for their paramedic staff in light of the newly published band 6 profile. The NHS Staff Council Executive has also asked JEG to work with employers and trade unions, in partnership, to collate evidence and consider the need for an additional profile at band 5 for newly-qualified paramedics entering the service and undertaking a period of preceptorship.

This work will commence as soon as possible but should not hold up any work locally on ensuring jobs are matched appropriately. We will circulate more information about this as soon as possible.

### Frequently asked questions

**Q1: How do we update job descriptions?**

A: The job holder(s) with their line managers, should amend their existing JDs to reflect the role they have now, which may differ considerably from their previous JD. A typical JD should have a main purpose of job; an organisational chart and a list of the various components of the job, e.g. respond to emergency calls; see and treat; mentor newly-qualified paramedics, etc. Both staff and management should agree the contents of the JD.

**Q2: Is there advice for panels on the difference between the new and former profiles?**

A: Yes, JEG completed a report for the NHS Staff Council which is included in this document and should be available to panels.<sup>i</sup>

**Q3: What do we do if we do not have sufficient resources to convene a matching panel?**

A: There is JEG guidance on capacity problems, which is available on the [NHS Employers website](#). We recommend that you attempt to resource this yourselves, but understand this may not always be possible and you may be able to seek resources from a nearby trust or from a database of practitioners via JEG. JEG can also provide training.

**Q4: What do we do if a panel cannot reach consensus on the outcome?**

A: Firstly, we recommend that if there is an impasse, you put the information to another convened panel to see whether this can be resolved. This will also be the case if the original and consistency checking panels cannot agree among themselves. Only if you have made every effort to reach an agreed outcome should you contact the JEG Secretariat for assistance. See chapters 14 and 15 of the [Job Evaluation Handbook](#).

**Q5: If a job is matched to a higher banded profile, when does the decision take effect? (Please note the banding may go down as well as up)**

A: This is a matter for local partnership agreement but there are a number of options possible including, but not limited to the day the new job description is agreed or another locally agreed timescale.

**Q6: Does the new band 6 profile apply to the Devolved Administrations?**

A: Yes, this is a national profile and will apply throughout the United Kingdom.

**Q7: Where can I find more information about the NHS JE Scheme?**

A: In the [Job Evaluation Handbook](#).

## Annex

i. JEG notes on the new band 6 paramedic profile.

1. **Communication** – Level 4a – (the same as current 5 and 6 roles)
2. **Knowledge** – Level 5

Having established that there is a wide variation in the attainment of the requisite knowledge for the role this required very careful deliberation.

Knowledge is attained through a combination of qualifications, training, experience, short courses etc. We found that there were Band 5 paramedics with a foundation degree and short experience working alongside others with similar responsibilities with a BSc degree and a large amount of experience.

Equally we found a specialist paramedic who had worked through the ranks with an Institute of Health Care Development (IHCD) qualification, had a large amount of experience and short courses which enabled him to demonstrate the requisite knowledge and skill to fulfil the role.

Having read the documents previously listed, we are aware that there has been discussion regarding the threshold level of qualification for entry to the Register for

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Paramedics (Health and Care Professions Council, Education and Training Committee 2014) and that the profession is moving towards graduate entry (2019/20).

All of the paramedics that were interviewed were registered with the Health and Care Professions Council, which is a prerequisite.

The Health and Care Professions Council (HCPC) has set the standards of proficiency for all of the professions that they regulate and states that registrant paramedics must 'be able to practise as an autonomous professional, exercising their own professional Judgement' (HCPC Standards of proficiency – Paramedics 2014).

We believe that knowledge at JE level 5 is the most appropriate for the paramedic role, having considered all of the information.

Level 5: Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience. (Job Evaluation Handbook)

Furthermore the guidance note on the difference between levels 4 and 5 is relevant:

The differences between levels 4 and 5 are:

- the breadth and depth of the knowledge requirement
- the level of the equivalent qualifications (Job Evaluation Handbook).

Therefore, on the evidence that we have we believe that the breadth and depth of the knowledge required to fulfil the role of paramedic, irrespective of the way it has been acquired, merits a level 5.

In addition to that, when consistency checking against the JE profiles for other clinical roles in the allied health professions and nursing where knowledge has been acquired by a mixture of qualifications, training and experiential learning, this decision seems consistent.

### 3. **Analytical and judgemental skills** – Level 3 – 4

We have applied a range to accommodate the possibility that more complex analysis and decision making may be required.

4. **Planning and organisational skills** - Level 2 (the same as current 5 and 6 roles)
5. **Physical Skills** – Level 4 - (the same as current 5 and 6 roles)
6. **Responsibilities for patient/client care** – 5a - (the same as current 5 and 6 roles) Level 5 was considered to be appropriate due to the assessment

necessary in determining the care to be delivered. This is consistent with a band 5 nurse profile, and would be expected of a practitioner with a level 5

for knowledge training and experience. Site visits interviews revealed no significant difference in the care package development or provision between current band 5 and 6 practitioners.

**7. Responsibilities for policy and service development implementation - Level 1-2**

We have applied a range to accommodate differing responsibility locally

**8. Responsibilities for financial and physical resources - Level 2abc - (the same as current 5 and 6 roles)**

**9. Responsibilities for human resources – 2bc - (the same as current 5 and 6 roles).**

**10. Responsibilities for information resources – Level 1 - (the same as current 5 and 6 roles)**

**11. Responsibilities for research and development – Level 1 - (the same as current 5 and 6 roles)**

**12. Freedom to Act – Level 3 - (the same as current 5 and 6 roles)**

**13. Physical effort – Level 4c -5b**

We have applied a range to accommodate differences in caseloads

**14. Mental effort – Level 2a – 3a**

We have applied a range to accommodate differences in caseloads

**15. Emotional effort – Level 4ab (the same as current 5 and 6 roles)**

**16. Working conditions – Level 5 - (the same as current 5 and 6 roles).**

It should be noted that these jobs score highly for the effort and environment factors and whilst this is unusual for a job with a knowledge training and experience level at 5, because of the nature of the work undertaken and the impact this has on the effort and environment factors; it is, in job evaluation terms, how it is and reflects the idiosyncratic nature of this particular job.



**Job statement:**

1. Receives routine calls from the general public
2. Inputs key information into computerised system; provides basic advice from agreed protocols/processes (clinical assessment tool)
3. Refers caller to appropriate service

<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive routine information requiring tact or persuasive skills or barriers to understanding</b> Exchanges information with callers: gives advice & provides reassurance, callers may be distressed. Barriers to communication, understanding including language, emotions, background noise etc.	3(a) 21
<b>2. Knowledge, Training &amp; Experience</b>	<b>Range of work procedures requiring on the job training</b> In house training on Procedures for responding to calls, transfer calls to internal sources and external agencies. Specific training to use advanced key board skills while taking calls.	2 36
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Judgements involving facts or situations, some requiring analysis</b> Skills for assessing calls to determine which protocol to follow	2 15
<b>4. Planning &amp; Organisational Skills</b>	<b>Organise own day to day work tasks or activities</b> Plans own activities around incoming calls	1 6
<b>5. Physical Skills</b>	<b>Physical skills obtained through practice over a period of time / developed physical skills where there is a specific requirement for speed or accuracy</b> Dexterity, co-ordination & sensory skills for use of keyboard to input information / touch typists and advanced computer operator skills in logging call information accurately	2 – 3a 15 - 27
<b>6. Responsibility for Patient/Client Care</b>	<b>Provide general non clinical advice, information directly to the patient, clients, relatives or carers /Provides basic clinical advice</b> Provides non clinical advice to callers /Provides clinical advice to callers using the clinical assessment tool	2 - 3(c) 9 - 15
<b>7. Responsibility for Policy/Service Development</b>	<b>Follows policies in own role, may be required to comment</b> Follows work place policies	1 5
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources</b> Careful use of computer equipment	1 5
<b>9. Responsibility for Human Resources</b>	<b>Demonstrate own activities to new or less experienced employees</b> Demonstrate duties to new staff, short periods	1 5
<b>10. Responsibility for Information Resources</b>	<b>Responsible for data entry</b> Inputs caller information into computer system	2a 9
<b>11. Responsibility for Research &amp; Development</b>	<b>Occasionally participate in equipment testing</b> Tests call equipment	1 5
<b>12. Freedom to Act</b>	<b>Well established procedures, supervision close by / is guided by standard operating procedures. Someone is generally available for reference</b> Supervision available when required/ able to deal with enquiries which are normally routine	1-2 5-12
<b>13. Physical Effort</b>	<b>Frequent sitting or standing in restricted position</b> Sits at keyboard or radio most of each shift	2(a) 7

## Call handler – entry level

<b>14. Mental Effort</b>	<b>Frequent concentration; work pattern predictable/ occasional prolonged concentration</b> Takes calls, response job/ prolonged concentration during busy spells	2(a)- 3(b) 7 -12
<b>15. Emotional Effort</b>	<b>Occasional indirect exposure to highly distressing or highly emotional / frequent indirect exposure to distressing or emotional circumstances;</b> Dealing with distressed callers. de-escalation of aggressive and distressed callers/ dealing with occasional calls where there is death of the patient	2 c – 3c 11 - 18
<b>16. Working Conditions</b>	<b>Use VDU equipment more or less continuously ; Occasional exposure to unpleasant working conditions</b> Sits at VDU for all or most of shift; may experience on calls verbal aggression	2(e) 7
<b>JE Score/Band</b>	<b>Band 2 161 - 215</b>	<b>168-205</b>

**Job statement:**

1. Provides a front-line service answering emergency and urgent care calls and/or calls for health advice.
2. Provides clinical triage advice and Inputs key information into computerised system; provides condition related advice from protocols.
3. Escalates calls / refers to appropriate service.

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive routine information requiring tact or persuasive skills/provide and receive complex, sensitive or contentious information, where persuasive, motivational, negotiating, training empathic or re-assurance skills required</b> Exchanges information with callers: gives advice, provides reassurance, callers may be distressed e.g. CPR, childbirth, choking, convulsions /dealing with traumatic situations such as death, perceived issues of risk, neglect, abuse or endangerment, Callers may often be traumatised, confused frightened and anxious and must be dealt with appropriately and with empathy by the call taker or handler	3(a) – 4a  21 - 32
<b>2. Knowledge, Training &amp; Experience</b>	<b>Range of work procedures requiring job training, base level theoretical knowledge</b> Knowledge and training on use of the computer triage system. Accredited training to deal with emergency calls, understanding of basic anatomy and physiology and recognition of life threatening conditions. Demonstrable competence in use of advanced key board skills while taking calls.	3 60
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range or facts of situations, which require analysis or comparison of a range of options</b> There is a requirement to assess and determine appropriate action e.g. initial patient assessment, able to adapt response and escalate in emergency conditions, able to adapt to system failures.	3 27
<b>4. Planning &amp; Organisational Skills</b>	<b>Organise own day to day work tasks or activities</b> Plans own activities around incoming calls	1 6
<b>5. Physical Skills</b>	<b>Developed Physical skills obtained through practice where there is a need for speed and accuracy</b> Touch typists and advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.	3a 27
<b>6. Responsibility for Patient/Client Care</b>	<b>Provides basic clinical advice</b> Provides emergency advice to callers using the clinical assessment tool e.g. CPR, managing shock or haemorrhage	3(c) 15
<b>7. Responsibility for Policy/Service Development</b>	<b>Follows policies in own role, may be required to comment</b> Follows and implements changes to procedures and policies as appropriate within own work area. Suggest improvements to the triage system.	1 5
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources</b> Careful use of computer equipment	1 5

## Call handler (band 3)

<b>9. Responsibility for Human Resources</b>	<b>Demonstrate own activities to new or less experienced employees</b> Demonstrate duties to new staff, short periods	1 5
<b>10. Responsibility for Information Resources</b>	<b>Responsible for data Entry</b> Ensures the timely assessment, questioning and accurate recording of all calls into computer system	2 9
<b>11. Responsibility for Research &amp; Development</b>	<b>Occasionally participate in equipment testing</b> Undertakes survey and audits as necessary to own work.	1 5
<b>12. Freedom to Act</b>	<b>Is guided by standard operating procedures. Someone is generally available for reference</b> Instruct and advise callers in line with protocols and procedures e.g. interpret advice on computer system and the triage pathway. Supervision and advice is generally available for reference.	2 12
<b>13. Physical Effort</b>	<b>Frequent sitting or standing in restricted position</b> Sits at keyboard or radio most of each shift, uses headsets	2(a) 7
<b>14. Mental Effort</b>	<b>Occasional prolonged concentration</b> Prolonged concentration taking and dealing with emergency calls	3(b) 12
<b>15. Emotional Effort</b>	<b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b> Dealing with distressed callers many times a week. E.g. Verbal aggression and the need to de-escalate those situations to ensure correct and relevant information is obtained, patient death	3c 18
<b>16. Working Conditions</b>	<b>Use VDU equipment more or less continuously ; Occasional exposure to unpleasant working conditions</b> Sits at VDU for all or most of shift; verbal aggression	2 (a)(e) 7
<b>JE Score/Band</b>	<b>Band 3 (216 – 270)</b>	<b>241 - 252</b>

**Job statement:**

1. Mentor or coach a team of call handlers to ensure performance objectives and achieved
2. Provides a front-line service answering emergency and urgent care calls
3. Provides clinical triage advice and inputs key information into computerised system; provides emergency condition related advice from protocols
4. Escalates call / refers to appropriate service

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<p><b>Provide and receive routine information requiring tact or persuasive skills; Providing advice, instruction or training to groups, where the subject matter is straightforward/ provide and receive complex, sensitive or contentious information, where persuasive, motivational, negotiating, training empathic or re-assurance skills required.</b></p> <p>Exchanges information with callers: gives advice, empathy &amp; reassurance, callers may be distressed e.g. CPR, childbirth, choking, convulsions; mentor and support team of call handlers</p> <p>/dealing with traumatic situations such as death, perceived issues of risk, neglect, abuse or endangerment, Callers may often be traumatised, confused frightened and anxious and must be dealt with appropriately by the call taker or handler</p>	<p>3(a)(c) – 4a</p> <p>21 - 32</p>
<b>2. Knowledge, Training &amp; Experience</b>	<p><b>Understanding a Range of work procedures and practices, majority of which are non-routine, requiring intermediate formal theoretical knowledge</b></p> <p>Knowledge of computer-based information systems. Triage training. Ability to deal with emergency calls, understanding of basic anatomy and physiology and recognition of life threatening conditions. Plus, short courses in mentoring, leadership, audit or supervision.</p>	<p>4</p> <p>88</p>
<b>3. Analytical &amp; Judgemental Skills</b>	<p><b>Range or facts of situations, which require analysis or comparison of a range of options</b></p> <p>There is a requirement to assess and determine appropriate action e.g. initial patient assessment, able to adapt response and escalate in emergency conditions, able to adapt to system failures.</p>	<p>3</p> <p>27</p>
<b>4. Planning &amp; Organisational Skills</b>	<p><b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</b></p> <p>Planning staff rotas, allocating work to staff</p>	<p>2</p> <p>15</p>
<b>5. Physical Skills</b>	<p><b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b></p> <p>Touch typists and advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.</p>	<p>3a</p> <p>27</p>

## Call handler – higher level (band 4)

<b>6. Responsibility for Patient/Client Care</b>	<b>Provides basic clinical advice</b> Provides emergency advice to callers using the clinical assessment tool e.g. CPR, managing shock and haemorrhage	3(c) 15
<b>7. Responsibility for Policy/Service Development</b>	<b>Implements policies for own work area and proposes changes to working practices or procedures for own work area</b> Review performance and makes suggestions for improvement and implements agreed action plan for the team	2 12
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources</b> Careful use of computer equipment	1 5
<b>9. Responsibility for Human Resources</b>	<b>Regularly responsible for providing training in own discipline, practical training or undertaking basic workplace assessments/Responsible for day to day management of a group of staff; responsible for the teaching or delivery of specialist training</b> Responsible for supporting and coaching staff/ To assist in human resource activity such as recruitment and induction of staff, performance management, allocation of work, sickness absence management; delivery of training to call handlers	2c-3ac 12-21
<b>10. Responsibility for Information Resources</b>	<b>Data entry</b> Ensures the timely assessment, questioning and accurate recording of all calls into computer system	2 9
<b>11. Responsibility for Research &amp; Development</b>	<b>Occasionally participate in equipment testing</b> Undertakes survey and audits as necessary to own work.	1 5
<b>12. Freedom to Act</b>	<b>Is guided by precedent and clearly defined protocols and procedures. Work is managed and outcomes are assessed at agreed intervals</b> Works without direct supervision, uses initiative to deal with unplanned events. May have line management and leadership responsibilities.	3 21
<b>13. Physical Effort</b>	<b>Frequent sitting or standing in restricted position</b> Sits at keyboard or radio most of each shift, uses headsets	2(a) 7
<b>14. Mental Effort</b>	<b>Occasional prolonged concentration</b> Prolonged concentration taking and dealing with calls	3(b) 12
<b>15. Emotional Effort</b>	<b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b> Dealing with distressed callers. E.g. Verbal aggression and the need to de-escalate those situations to ensure correct and relevant information is obtained on average once a week a more	3c 18
<b>16. Working Conditions</b>	<b>Use VDU equipment more or less continuously ; Occasional exposure to unpleasant working conditions</b> Sits at VDU for all or most of shift; verbal aggression	2 (a)(e) 7
<b>JE Score/Band</b>	<b>Band 4 (271 – 325)</b>	<b>301 - 321</b>

**Job statement:**

1. Line manage a team of call handlers
2. Compile data and reports to ensure and demonstrate that performance objectives are achieved
3. Provides a front-line service answering emergency and urgent care calls
4. Provides clinical triage advice and inputs key information into computerised system; provides emergency condition related advice from protocols.

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex, sensitive or contentious information, where persuasive, motivational, negotiating, training empathic or re-assurance skills required.</b> Full line management of team of call handlers including dealing with performance issues. Handling complaints from service users. Dealing with traumatic situations such as death, perceived issues of risk, neglect, abuse or endangerment, Callers may often be traumatised, confused frightened and anxious and must be dealt with appropriately by the call taker or handler	4a  32
<b>2. Knowledge, Training &amp; Experience</b>	<b>Understanding a Range of work procedures and practices, majority of which are non-routine, requiring intermediate formal theoretical knowledge</b> Knowledge of computer-based information systems. Triage training. Ability to deal with emergency calls, understanding of basic anatomy and physiology and recognition of life-threatening conditions. Plus, short courses in mentoring, audit, leadership and supervision.	4 88
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range or facts of situations, which require analysis or comparison of a range of options</b> There is a requirement to assess and determine appropriate action e.g. initial patient assessment, able to adapt response and escalate in emergency conditions, able to adapt to system failures. Analyse performance against KPIs	3 27
<b>4. Planning &amp; Organisational Skills</b>	<b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</b> Planning induction activities, staff rotas and adjusting rotas to deal with dynamic shift changes allocating work to staff	2 15
<b>5. Physical Skills</b>	<b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b> advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.	3a 27
<b>6. Responsibility for Patient/Client Care</b>	<b>Provides basic clinical advice</b> Provides emergency advice to callers using the clinical assessment tool e.g. CPR, managing shock and haemorrhage, choking, child births, safeguarding, mental health situations	3(c) 15
<b>7. Responsibility for Policy/Service Development</b>	<b>Implements policies for own work area and proposes changes to working practices or procedures for own work area</b> Review performance and makes suggestions for improvement and implements agreed action plan for the team	2 12

## Call handler – supervisor (band 5)

<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources/Authorised signatory for small cash or financial payments</b> Careful use of computer equipment/Sign off expenses	1 – 2d 5 - 12
<b>9. Responsibility for Human Resources</b>	<b>Responsible for day to day management of a group of staff; responsible for the teaching or delivery of specialist training</b> To assist in recruitment and induction of staff, performance management, allocation of work, sickness absence management; delivery of training to call handlers	3ac
<b>10. Responsibility for Information Resources</b>	<b>Regular requirement to use computer software to develop or create statistical reports requiring formulae</b> Writing code or queries (e.g. SQL) to compile statistical reports e.g. performance targets	3b 16
<b>11. Responsibility for Research &amp; Development</b>	<b>Occasionally participate in equipment testing</b> Undertakes survey and audits as necessary to own work.	1 5
<b>12. Freedom to Act</b>	<b>Is guided by precedent and clearly defined protocols and procedures. Work is managed and outcomes are assessed at agreed intervals</b> Works without direct supervision, uses initiative to deal with unplanned events. Line management and leadership responsibilities.	3 21
<b>13. Physical Effort</b>	<b>Frequent sitting or standing in restricted position</b> Sits at keyboard or radio most of each shift, uses headsets	2(a) 7
<b>14. Mental Effort</b>	<b>Occasional prolonged concentration</b> Prolonged concentration taking and dealing with calls	3(b) 12
<b>15. Emotional Effort</b>	<b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b> Dealing with distressed callers. E.g. Verbal aggression and the need to de-escalate those situations to ensure correct and relevant information is obtained on average once a week a more	3c 18
<b>16. Working Conditions</b>	<b>Use VDU equipment more or less continuously; Occasional exposure to unpleasant working conditions</b> Sits at VDU for all or most of shift; verbal aggression	2 (a)(e) 7
<b>JE Score/Band</b>	<b>Band 5 (326-395)</b>	<b>328 - 335</b>



### Job statement:

1. Ensure the effective deployment and efficient management of non-emergency vehicles (under supervision) e.g. patient transport.
2. Liaison with appropriate services.

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive routine information requiring tact or persuasive skills</b> Exchanges information with operational staff and other professionals. Demonstrates awareness of the needs of individuals and groups. Communication is with crews and other health departments e.g. relating to work allocation	3(a) 21
<b>2. Knowledge, Training &amp; Experience</b>	<b>Range of work procedures requiring job training, base level theoretical knowledge</b> Level 3 qualification in a relevant subject or equivalent, significant practical call handling or vehicle logistics experience e.g. within Emergency Operations Centre Knowledge and training on use of the computer triage system. In- house training to use advanced key board skills while taking calls.	3 60
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range or facts of situations, which require analysis or comparison of a range of options</b> Dynamic assessment of ever-changing situations e.g. able to manage logistics, adapt response and decide when to escalate, able to adapt to system failures. Decide which is most appropriate vehicle to assure equal distribution of workload and patient needs are met.	3 27
<b>4. Planning &amp; Organisational Skills</b>	<b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</b> Planning activities for staff and allocating work to staff e.g. Co-ordination of operational duties Need to constantly reassess workplans e.g. changing service demand, or calls and any other incidents	2 15
<b>5. Physical Skills</b>	<b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b> Touch typist, advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.	3a 27
<b>6. Responsibility for Patient/Client Care</b>	<b>Provides general non-clinical advice, information, guidance or ancillary services directly to patients, clients, relatives, carers</b> Providing general non-clinical advice or information directly to patients or clients e.g. Advice is given to the patient regarding delay in the response, giving pre arrival instruction	2- 9
<b>7. Responsibility for Policy/Service Development</b>	<b>Follows policies in own role, may be required to comment</b> Follows workplace policies and may make suggestions for service improvement.	1 5
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources used in the course of work</b> Ensure the efficient and effective operation and safe use of equipment at all times, reporting faults in the appropriate manner.	1 5

## Dispatcher entry level (band 3)

<b>9. Responsibility for Human Resources</b>	<b>Provides advice, or demonstrates own activities</b> To provide ad hoc support to less qualified or experienced staff, offering situational advice or guidance within the remit of the role.	1 5
<b>10. Responsibility for Information Resources</b>	<b>Records personally generated information</b> Inputs call data into computer system e.g. updates the system with new addresses	1 4
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertakes surveys and audits as necessary to own work; may occasionally participate in equipment testing</b> Undertakes surveys or audits as necessary e.g. finding data to support complaints process; Occasionally participate in equipment testing	1 5
<b>12. Freedom to Act</b>	<b>Is guided by standard operating procedures. Someone is generally available for reference</b> Follows national protocols and local SOPs when dispatching vehicles. Supervision and advice are generally available for reference.	2 12
<b>13. Physical Effort</b>	<b>Frequent sitting or standing in restricted position for a substantial proportion of the working time</b> Sits at keyboard or radio telephone most of each shift. In sitting position for long periods wearing a headset to carry out the task of dispatcher.	2(a) 7
<b>14. Mental Effort</b>	<b>Frequent requirement for concentration where the work pattern is unpredictable: Occasional prolonged concentration</b> concentration on resource allocation and adjustments for escalating issues; Prolonged concentration when dealing with delays in vehicle deployment	3(ab) 12
<b>15. Emotional Effort</b>	<b>Frequent indirect exposure to distressing or emotional circumstances; occasional indirect exposure to highly distressing or highly emotional circumstances</b> Dealing with urgency for resource allocation and delays; exposure to unexpected deterioration or death of patient being transported	2bc 11
<b>16. Working Conditions</b>	<b>Use VDU equipment more or less continuously; Occasional exposure to unpleasant working conditions/ Frequent exposure to unpleasant working conditions</b> Utilises for all or most of shift; Occasional/frequently dealing with verbal aggression	2ae – 3a 7 - 12
<b>JE Score/Band</b>	<b>Band 3 (216 – 270)</b>	<b>232 - 243</b>

**Job statement:**

1. Ensure the effective deployment and efficient management of emergency and non-emergency vehicles
2. Receives requests for emergency, urgent and routine ambulance services from other call centre staff and then dispatches to appropriate vehicle crews for a response.
3. Referral to and liaison with appropriate services including some direct patient contact.

Factor	Relevant Job Information	JE Level
<p><b>1. Communication &amp; Relationship Skills</b></p>	<p><b>Provide and receive complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills required.</b>                      Communicate incident or condition specific information which may be multi-faceted and complex to other service providers. Respect patient confidentiality whilst giving and receiving patient details. E.g. MRSA, HIV information, Cancer diagnosis, scene safety which needs to be communicated with the crew but not with accompanying relatives or friends. Explain the dynamic decision making for deployment and motivate crews to meet prioritisation of calls.                      E.g. Provide the EOC Duty Manager with appropriate information for shift end reports i.e. out of performance monitoring/VOR (Vehicle Off Road and down time).</p>	<p>4a 32</p>
<p><b>2. Knowledge, Training &amp; Experience</b></p>	<p><b>A range of work procedures and practices, some of which are non-routine, which require a base level of theoretical knowledge, acquired through formal training or equivalent experience</b>                      Level 3 qualification in a relevant subject or equivalent, significant practical experience within EOC (e.g. call handling), Knowledge and training on use of the computer triage system. Ability to deal with emergency calls, understanding of basic anatomy and physiology and recognition of life-threatening conditions. Specific in house training to use advanced key board skills while taking calls.</p>	<p>3 60</p>
<p><b>3. Analytical &amp; Judgemental Skills</b></p>	<p><b>Range or facts or situations, which require analysis or comparison of a range of options</b>                      Dynamic assessment of ever-changing incidents e.g. able to manage logistics, adapt response and escalate in emergency conditions, able to adapt to system failures. Decide which is most appropriate vehicle for the incident to assure equal distribution of workload and patient needs are met taking into account staff breaks and shift timings.</p>	<p>3 27</p>
<p><b>4. Planning &amp; Organisational Skills</b></p>	<p><b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</b>                      Planning activities for staff and allocating work to staff e.g. Co-ordination of staff training and mentoring                      Work plans constantly reassessed e.g. changing service demand, emergency calls and any other incidents</p>	<p>2 15</p>

<p><b>5. Physical Skills</b></p>	<p><b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b>                  Touch typist, advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.</p>	<p>3a 27</p>
<p><b>6. Responsibility for Patient/Client Care</b></p>	<p><b>Provides basic clinical advice</b>                  Needs to be able to give straightforward clinical advice to patients and callers following protocols e.g. during welfare check calls when it is necessary to assess whether patient's condition has changed and giving ongoing support and advice</p>	<p>3c 15</p>
<p><b>7. Responsibility for Policy/Service Development</b></p>	<p><b>Follows policies in own role, may be required to comment</b>                  Follows workplace policies and may make suggestions for service improvement.</p>	<p>1 5</p>
<p><b>8. Responsibility for Financial &amp; Physical Resources</b></p>	<p><b>Personal duty of care in relation to equipment, resources used in course of work</b>                  Ensure the efficient and effective operation and safe use of equipment at all times, reporting faults in the appropriate manner.</p>	<p>1 5</p>
<p><b>9. Responsibility for Human Resources</b></p>	<p><b>Provides advice, or demonstrates own activities</b>                  To provide ad hoc support to less qualified or experienced staff, offering situational advice or guidance within the remit of the role.</p>	<p>1 5</p>
<p><b>10. Responsibility for Information Resources</b></p>	<p><b>Records personally generated information</b>                  Inputs call data into computer system e.g. updates the system with new addresses, hospital handover data</p>	<p>1 4</p>
<p><b>11. Responsibility for Research &amp; Development</b></p>	<p><b>Undertakes surveys and audits as necessary to own work; may occasionally participate in equipment testing</b>                  Undertakes surveys or audits as necessary; Occasionally participate in equipment testing</p>	<p>1 5</p>
<p><b>12. Freedom to Act</b></p>	<p><b>Is guided by precedent and clearly defined protocols and procedures. Work is managed rather than supervised, and outcomes are assessed at agreed intervals</b>                  Guided by standard operating procedures within the control room environment. Works without direct supervision, in dispatching crews. Acts independently within national protocols. e.g. Major incident SOPs are followed but there are occasions where non-routine situations arise, when the dispatcher has to use their initiative to make sure that the incident is covered by the correct resources. May need to escalate to manager on site.</p>	<p>3 21</p>
<p><b>13. Physical Effort</b></p>	<p><b>Frequent sitting or standing in restricted position for a substantial proportion of the working time</b>                  Sits at keyboard or radio most of each shift, in sitting position for long periods wearing a headset to carry out the task of dispatcher.</p>	<p>2(a) 7</p>

## Dispatcher (band 4)

<b>14. Mental Effort</b>	<p><b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration</b></p> <p>On a shift-by-shift basis there is requirement to concentrate continuously dealing with multiple calls and multiple despatch activity at the same time.</p> <p>Required to apply intense concentration e.g. in responding to complex major incidents</p>	<p>4ab 18</p>
<b>15. Emotional Effort</b>	<p><b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b></p> <p>Frequent requirement each shift to deal with distressed callers. E.g. Verbal aggression and the need to de-escalate those situations to ensure correct and relevant information is obtained or Death of patient, traumatic incident, harrowing events</p>	<p>3c 18</p>
<b>16. Working Conditions</b>	<p><b>Use VDU equipment more or less continuously; Occasional exposure to unpleasant working conditions/ Frequent exposure to unpleasant working conditions</b></p> <p>Utilises VDU for all or most of shift. Occasional/frequently dealing with verbal aggressive behaviour of patients</p>	<p>2ae - 3a 7 - 12</p>
<b>JE Score/Band</b>	<p><b>Band 4 (271 - 325)</b></p>	<p><b>271 - 276</b></p>

**Job statement:**

1. Ensures dynamic response for the effective deployment and efficient management of emergency and/or non-emergency vehicles and referrals to appropriate services
2. Ensures KPIs for vehicle response are met
3. Responsible for operational procedures, planning and allocation of work (e.g. meal breaks and shift timings of road crew staff)
4. Supervises and trains less experienced staff in own work area.

Factor	Relevant Job Information	JE Level
<p><b>1. Communication &amp; Relationship Skills</b></p>	<p><b>Provide and receive complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills required.</b>                      Communicate incident or condition specific information which may be multi-faceted and complex to other service providers. Respect patient confidentiality whilst giving and receiving patient details. E.g. MRSA, HIV information, Cancer diagnosis, scene safety which needs to be communicated with the crew but not with accompanying relatives/friends. Explain the dynamic decision making for deployment and motivate crews to meet prioritisation of calls.                      E.g. Provide the EOC Duty Manager with appropriate information for shift end reports i.e. out of performance monitoring/VOR (Vehicle Off Road and down time).</p>	<p>4 32</p>
<p><b>2. Knowledge, Training &amp; Experience</b></p>	<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 experience.</b>                      Level 3 qualification in a relevant subject or equivalent plus significant practical experience within Emergency Operation Centre (e.g. call handling) plus relevant specialist short courses in Dispatch or equivalent. Knowledge and training on use of the computer triage system and hold Emergency Medical Dispatcher Certification.                      Proven and ongoing competence in applying relevant national and local performance measurements ensuring quality outcomes e.g. topography, safeguarding, mentoring and or coaching, Joint emergency service interoperability programme (JESIP), ambulance resourcing.</p>	<p>4 88</p>
<p><b>3. Analytical &amp; Judgemental Skills</b></p>	<p><b>Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options</b>                      Dynamic assessment of ever-changing incidents. Assess and determine appropriate dispatch of services in response to critical traumatic incidents , the post holder will be required to decide and organise multiple responses , deploying a range of different vehicles in response to complex and changeable situations e.g. determine appropriateness of deploying Rapid Response Vehicle or helicopter along with judgements on the capability and suitability of the environment resources are being deployed to and determine appropriate crew to respond.</p>	<p>4 42</p>

## Dispatcher higher level (band 5)

<b>4. Planning &amp; Organisational Skills</b>	<b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</b> Planning activities for staff and allocating work to staff e.g. organising operational duties for the team. Need to constantly reassess workplans e.g. changing service demand, or calls and any other incidents	2 15
<b>5. Physical Skills</b>	<b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b> Touch typist, advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.	3 27
<b>6. Responsibility for Patient/Client Care</b>	<b>Provides basic clinical advice</b> Needs to be able to give straightforward clinical advice directly to patients and callers following national protocols e.g. during welfare check calls when it is necessary to assess whether patient's condition has changed and giving ongoing support and advice	3c 15
<b>7. Responsibility for Policy/Service Development</b>	<b>Implements policies for own work area and proposes changes to working practices or procedures for own work area</b> Supports the delivery of the Service Delivery Plan. Follows and implements changes to procedures and policies as appropriate within own work area. Contributes to formal policy discussions.	2 12
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources used in course of work</b> Ensure the efficient and effective operation and safe use of equipment at all times, reporting faults in the appropriate manner	1 5
<b>9. Responsibility for Human Resources</b>	<b>Responsible for day to day supervision or co ordination of staff within a section or function; Regularly responsible for providing training in own discipline</b> Allocates work and reviews performance across dispatch function; To undertake training, coaching and mentoring of newly appointed staff in dispatch functions	2ac 12
<b>10. Responsibility for Information Resources</b>	<b>Occasional requirement to use computer software to developer create statistical reports requiring formulae</b> Uses bespoke software systems, Creates reports e.g. rest break compliance, shift overruns and target response compliance	2b 9
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertakes surveys and audits as necessary to own work; may occasionally participate in equipment testing</b> Undertakes surveys or audits as necessary; Occasionally participate in equipment testing	1 5
<b>12. Freedom to Act</b>	<b>Is guided by precedent and clearly defined occupational policies, protocols and procedures or codes of conduct. Work is managed, rather than supervised and results/outcomes are assessed at agreed intervals</b> Guided by standard operating procedures within the control room environment. Works without direct supervision, in dispatching crews. Acts independently within national protocols. e.g. Major incident SOPs are followed but there are occasions where non-routine situations arise,	3 21

## Dispatcher higher level (band 5)

	when the dispatcher has to use their initiative to make sure that the incident is covered by the correct resources. May need to escalate to manager on site.	
<b>13. Physical Effort</b>	<b>Frequent sitting or standing in restricted position</b> Sits at keyboard or radio telephone most of each shift. In sitting position for long periods wearing a headset to carry out the task of dispatcher.	2(a) 7
<b>14. Mental Effort</b>	<b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration</b> On a shift-by-shift basis there is requirement to concentrate continuously dealing with multiple calls and multiple despatch activity at the same time; Required to apply intense concentration e.g. in responding to complex major incidents	4ab 18
<b>15. Emotional Effort</b>	<b>Occasional exposure to highly distressing or highly emotional circumstances; Frequent indirect exposure to highly distressing or highly emotional circumstances</b> Dealing with distressed callers and challenging behaviour during welfare check calls; Frequent exposure to distressing situations. E.g. overhearing incidents, liaising with other professionals on the frontline – supporting those subject to verbal and or physical abuse	3bc 18
<b>16. Working Conditions</b>	<b>Requirement to use VDU equipment more or less continuously on most days; Occasional exposure to unpleasant working conditions/Frequent exposure to unpleasant working conditions</b> Uses VDU equipment for all or most of shift; Occasional/frequently dealing with verbal aggressive behaviour of callers	2ae – 3a 7 - 12
<b>JE Score/Band</b>	<b>Band 5 (326 – 395)</b>	<b>333 - 338</b>



### Job statement:

1. Ensure the effective organisation of the shift and deployment of resources, having oversight of planned and spontaneous events, managing the impact on resources or the continuity of business as usual within the shift.
2. Ensure compliance, quality and performance standards are met.
3. Manages/supervises control centre staff and expenses

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<p><b>Provide and receive complex, sensitive, or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills required.</b></p> <p>Engage in difficult and challenging conversations with staff and other professionals, in which the post holder must ensure that they address the objective of the conversation in a clear and positive manner, appreciate the needs of recipients – for example, Major incident – debriefs, sensitive case meetings including formal process meeting (attendance, employee concern), reporting untoward incidents, delays, failures to appropriate managers.</p> <p>Overcome barriers and resolve issues of conflicting priorities using effective interpersonal skills for example -Resolve staffing issues and conflicts including those arising between operational divisions and control room.</p>	4a 32
<b>2. Knowledge, Training &amp; Experience</b>	<p><b>Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience.</b></p> <p>Expertise and proficiency in the full range of control centre activity gained through substantial experience in call handler and dispatch operations including expert knowledge of computer-based information systems, protocols for dispatch, triage training, rostering, risk management and resource planning.</p> <p>Plus short courses, for example in mentoring, audit, management and leadership, or experience, preferably in a critical decision-making environment.</p>	5 120
<b>3. Analytical &amp; Judgemental Skills</b>	<p><b>Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options</b></p> <p>Dynamic evaluation of workflow considering options to develop a solution response and to anticipate when the Service would be able to offer assistance and support to other agencies.</p> <p>Evaluate and make informed decisions during activation of major incident plan, e.g. assess surge in demand, evacuation, systems failure response. Monitor compliance of operational procedures to ensure high quality call-taking and dispatch services.</p> <p>Analysis of reports covering control centre KPI's requiring comparison of complex information.</p>	4 42
<b>4. Planning &amp; Organisational Skills</b>	<p><b>Planning and organisation of straightforward tasks, activities, or programmes, some of which may be ongoing / planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans</b></p> <p>Lead the delivery of planned activity to ensure operational compliance and response times.</p> <p>Arrangements for staff management activity - Planning 1-2-1s and PDRs/Reviewing staff rotas, allocating and re-allocating work to staff to meet service demand.</p> <p>Organising the deployment of other professionals and agencies to meet service</p>	2 – 3 15 - 27

	demand e.g. critical incidents.	
<b>5. Physical Skills</b>	<b>Skills obtained through practice over time or during practical training</b> Keyboard skills	2 15
<b>6. Responsibility for Patient/Client Care</b>	<b>Assists patients/clients/relatives during incidental contacts</b> Incidental contact with service users	1 4
<b>7. Responsibility for Policy/Service Development</b>	<b>Implements policies for own work area and proposes changes to working practices or procedures for own work area/ proposes policy or service changes which impact beyond own area of activity</b> Review performance and makes suggestions for improvement and implements agreed action plan for the team / Represent EOC within the organisation, e.g. working groups – to propose changes to policy impacting on cross service working or working practices.	2 -3 12 - 21
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Authorised signatory for small cash/cash or financial payments</b> Autonomy for authorisation of travel expenses or overtime within in line with organisational procedures and sign off of time sheets less than/more than £1000 per month.	2d - 3a 12-21
<b>9. Responsibility for Human Resources</b>	<b>Responsible for day to day management of a group of staff</b> All aspects of day-to-day management including allocation of work and absence management.  Participate in the recruitment and induction of staff, e.g. sit on interview panel  Responsible for development of team and team members including undertaking skills gap analysis, identifying training needs and delivery of training.  Performance management and developing collaborative remedies to support capability or undertaking disciplinary or grievance processes.	3a 21
<b>10. Responsibility for Information Resources</b>	<b>Occasional / Regular requirement to use computer software to develop or create statistical reports requiring formulae</b> Produce and collate analytical and statistical information on an occasional/regular basis. For example, Produce statistical information on call, response, and performance data for regular reporting using statistical reporting and formulae.	2-3 9-16
<b>11. Responsibility for Research &amp; Development</b>	<b>Occasionally participate in equipment testing</b> Undertakes survey and audits as necessary to own work.	1 5
<b>12. Freedom to Act</b>	<b>Is guided by precedent and clearly defined protocols and procedures. Work is managed rather than supervised and results, outcomes are assessed at agreed intervals</b> Works without direct supervision but within parameters of policies, protocols, and procedures with discretion to move outside of these for unplanned and life-threatening events.  Line management and leadership responsibilities.	3 21

## Duty / Shift Officer – Control Centre

<b>13. Physical Effort</b>	<b>There may be a requirement to exert light physical effort for short periods</b> Combination of sitting / standing.	1 3
<b>14. Mental Effort</b>	<b>Frequent requirement for concentration where the work pattern is unpredictable/There is an occasional requirement for intense concentration</b> Required to continuously monitor activity, staffing levels, and performance, changing tasks to respond to operational situations/ Occasionally required to apply intense concentration e.g. in responding to complex major incidents	3a - 4b  12 - 18
<b>15. Emotional Effort</b>	<b>Occasional/frequent exposure to distressing or emotional circumstances</b> Providing support and direction to a large team of people, dealing with distressing circumstances, including fatalities and staff under emotional stress.  Dealing with disciplinary and grievance issues.	2a- 3a  11 -18
<b>16. Working Conditions</b>	<b>Occasional exposure to unpleasant working conditions; Use VDU equipment more or less continuously.</b> Dealing with complaints from or aggressive behaviour of service users; Use of VDU equipment throughout shift.	2 ae  7
<b>JE Score/Band</b>	Band 5 (326-395)	<b>341- 391</b>

## Job statement:

1. Ensure the effective organisation of the shift and deployment of resources, having oversight of planned and spontaneous events, managing the impact on resources or the continuity of business as usual within the shift.
2. Ensure compliance, quality and performance standards are met.
3. Manages control centre staff
4. Responsibility for computer systems

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<p><b>Provide and receive complex, sensitive, or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills required.</b></p> <p>Engage in difficult and challenging communications with staff and other professionals, in which the post holder must ensure that they deliver information in a clear and positive manner, appreciate the needs of recipients and respecting confidentiality. Examples include clinical briefings, Major incident debriefs, sensitive case meetings including formal process meeting (attendance, employee concern), reporting untoward incidents, delays, failures to appropriate managers. Overcome barriers and resolve issues of conflicting priorities using effective interpersonal skills for example -Resolve staffing issues and conflicts including those arising between operational divisions and control room.</p>	4a 32
<b>2. Knowledge, Training &amp; Experience</b>	<p><b>Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience.</b></p> <p>Expertise and proficiency in the full range of control centre activity gained through substantial experience in call handler and dispatch operations including expert knowledge of computer-based information systems, protocols for dispatch, triage training, rostering, risk management and resource planning. Specialist knowledge demonstrated by Joint Emergency Services Interoperability Programme (JESIP) courses and certificates. Educated to degree level or equivalent. Plus short courses, for example in mentoring, audit, management and leadership, or experience, preferably in a critical decision-making environment that demonstrate additional breadth of knowledge to post graduate level or equivalent.</p>	6 156
<b>3. Analytical &amp; Judgemental Skills</b>	<p><b>Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options.</b></p> <p>Dynamic evaluation of workflow considering options to develop a solution response and to anticipate when the Service would be able to offer assistance and support to other agencies. Evaluate and make informed decisions during activation of major incident plan, e.g., assess surge in demand, evacuation, systems failure response. Monitor compliance of operational procedures to ensure high quality call-taking and dispatch services. Analysis of reports covering control centre KPI's requiring comparison of complex information.</p>	4 42
<b>4. Planning &amp; Organisational Skills</b>	<p><b>Planning and organisation of straightforward tasks, activities, or programmes, some of which may be ongoing / planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</b></p> <p>Lead the delivery of planned activity to ensure operational compliance and response times.</p>	2 - 3 15 - 27

## Duty manager

	<p>Arrangements for staff management activity - Planning 1-2-1s and PDRs/Reviewing staff rotas, allocating and re-allocating work to staff to meet service demand.</p> <p>Organising the deployment of other professionals and agencies to meet service demand e.g., critical incidents.</p>	
<b>5. Physical Skills</b>	<p><b>Skills obtained through practice over time or during practical training.</b></p> <p>Keyboard skills</p>	2 15
<b>6. Responsibility for Patient/Client Care</b>	<p><b>Assists patients/clients/relatives during incidental contacts.</b></p> <p>Incidental contact with service users</p>	1 4
<b>7. Responsibility for Policy/Service Development</b>	<p><b>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.</b></p> <p>Represents EOC in organisation wide discussions re service change and deployment.</p> <p>Influences the options and outcomes of operational working groups – e.g., tenders, cross service working party/projects looking at working practices (streamlining). Implements changes within EOC or work area.</p> <p>Leads discussions on policies, procedures and protocols, SOPs within work area. Proposes changes for improvement of working practices withing the EOC.</p>	3 21
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<p><b>Authorised signatory for cash or financial payments.</b></p> <p>Autonomy to authorise overtime in line with organisational procedures and sign off time sheets over £1000 per month</p>	3a 21
<b>9. Responsibility for Human Resources</b>	<p><b>Responsible for line management of a single function or department</b></p> <p>Line management responsibility for call centre. Responsible for all staff related issues including recruitment, communication, grievance and discipline, health, safety and welfare, work allocation, recording attendance management of sickness absence and annual leave, and the accurate and timely compilation of payroll documentation.</p>	4a 32
<b>10. Responsibility for Information Resources</b>	<p><b>Regular requirement to use computer software to develop or create statistical reports requiring formulae.</b></p> <p>Produce statistical information on call, response, and performance data for regular reporting to senior management– using statistical reporting and formulae.</p>	3 16
<b>11. Responsibility for Research &amp; Development</b>	<p><b>Occasionally participate in equipment testing</b></p> <p>Undertakes survey and audits as necessary to own work.</p>	1 5
<b>12. Freedom to Act</b>	<p><b>Expected results are defined but the post holder decides how they are best achieved and is guided by principles and broad occupational policies or regulations.</b></p> <p>Works on own initiative, operates within broad policies and procedures, responsibility for specific area of service delivery.</p>	4 32

<p><b>13. Physical Effort</b></p>	<p><b>There may be a requirement to exert light physical effort for short periods.</b> Combination of sitting / standing</p>	<p>1 3</p>
<p><b>14. Mental Effort</b></p>	<p><b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration.</b> On a shift-by-shift basis there is requirement to concentrate continuously overseeing multiple activities at the same time; Required to apply intense concentration e.g., in responding to complex major incidents, monitoring of all incoming calls or cases and despatch of resourcing including oversight of clinical support desk cases.  The Post holder may be required to represent the service at Fatal Accident Inquiries.</p>	<p>4 ab 18</p>
<p><b>15. Emotional Effort</b></p>	<p><b>Frequent exposure to distressing or emotional circumstances; Frequent indirect exposure to highly distressing or highly emotional circumstances</b> Dealing with disciplinary and grievance issues; Providing support and direction to a large team of people who are dealing with distressing circumstances, including fatalities and staff under emotional stress, including dealing with abusive or aggressive callers.</p>	<p>3ac 18</p>
<p><b>16. Working Conditions</b></p>	<p><b>Occasional exposure to unpleasant working conditions; Use VDU equipment more or less continuously.</b> Dealing with complaints from or aggressive behaviour of service users; Use of VDU equipment throughout shift</p>	<p>2 ae 7</p>
<p><b>JE Score/Band</b></p>	<p><b>Band 6 (396-465)</b></p>	<p><b>437 - 449</b></p>

## Clinical Advisor

### Job statement:

1. Provides specialised clinical assessment, advice and health information to patients/callers including liaison with and referral other healthcare services and professionals e.g. Out of Hours or Primary Care services and other specialist services e.g. dental services.
2. Ensures patient safety through welfare and re-assessment calls to service users
3. Provides specialised clinical advice and support to colleagues within the call centre (including mentoring new staff)
4. Monitors surge demand and clinical risk management.

Factor	Relevant Job Information	JE Level	Score
<b>1. Communication &amp; Relationship Skills</b>	<p><b>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><b>Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</b></p> <p><b>Providing and receiving complex, sensitive or contentious information, where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere.</b></p> <p>Communicates and receives complex sensitive/ highly sensitive, confidential information to patients and callers requiring empathy, persuasion, and reassurance. Some may have specific requirements such as barriers to understanding language or learning needs; patients or callers can often be hostile, antagonistic</p>	4a - 5ac	32-45
<b>2. Knowledge, Training &amp; Experience</b>	<p><b>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience.</b></p> <p>Professional clinical knowledge to degree level qualification or equivalent, supplemented by Post Graduate diploma level training or experience, short courses relevant to tele-medicine. Hold relevant professional registration i.e. HCPC / NMC.</p> <p>Demonstrable competence in using technology and be IT competent i.e. use computerised systems, database software or healthcare systems</p>	6	156
<b>3. Analytical &amp; Judgemental Skills</b>	<p><b>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</b></p> <p>Use critical thinking and decision-making skills to analyse, assess and interpret complex and varied patient needs in differing locations and situations. Makes complex clinical judgements in a busy and fast-moving situation, assessing needs and priorities, considers and evaluates alternative pathways incorporating</p>	4	42

	patient safety planning. Occasional requirement to allocate or re-allocate resources to meet ever changing clinical needs.		
<b>4. Planning &amp; Organisational Skills</b>	<b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.</b> Organise mentoring programme for new staff. Manage own workload to prioritise patient needs, considering all risk factors.  May escalate or deescalate the category, based on clinical needs.	2	15
<b>5. Physical Skills</b>	<b>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> Advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking calls.	3a	27
<b>6. Responsibility for Patient/Client Care</b>	<b>Provide specialised advice in relation to care of patients and clients</b> Provides specialist advice and information to patients and callers in regard to a range of clinical conditions, emergency, critical clinical conditions and general health care. Accountable for clinical practice and decision making in relation to patient care.	5c	30
<b>7. Responsibility for 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/ Implements policies for own work area and proposes changes to working practices or procedures for own work area.</b> Follows policies, protocols, may comment/proposes changes to protocols, working procedures.	1–2	5-12
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Observes personal duty of care in relation to equipment and resources used in course of work.</b> Careful use of computer workstation and homeworking equipment as provided, reports faults	1	5
<b>9. Responsibility for Human Resources</b>	<b>Regularly responsible for professional or clinical supervision of a small number of qualified staff or students</b> Mentors and provides clinical supervision to new advisers or students and advice to call handlers. Allocation of work to meet service needs and using resources appropriately.	2b	12
<b>10. Responsibility for Information Resources</b>	<b>Records personally generated information</b> Records patient information, call details and action taken using the computer software or written records, in line with local policies, guidelines and procedures	1	4
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&amp;D, clinical trials, or equipment testing.</b> Takes part in staff surveys and audits.	1	5



12. Freedom to Act	<p><b>Is guided by precedent and clearly defined occupational policies, protocols, procedures, or codes of conduct. Work is managed rather than supervised</b></p> <p>Works within codes of practice and professional guidelines; professional accountability including autonomous clinical decision making.</p>	3	21
13. Physical Effort	<p><b>There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of the working time</b></p> <p>Keyboard use and use of headsets for substantial proportion of shift</p>	2a	7
14. Mental Effort	<p><b>There is a frequent requirement for prolonged concentration, or there is an occasional requirement for intense concentration</b></p> <p>Prolonged concentration for complex calls.</p>	4a, b	18
15. Emotional Effort	<p><b>Frequent exposure to distressing or emotional circumstances/ Occasional exposure to traumatic circumstances</b></p> <p>Deals with distressed callers in urgent, emergency and critical situations.</p>	3a /4a	18- 25
16. Working Conditions	<p><b>Occasional exposure to unpleasant working conditions or requirement to use Visual Display Unit equipment more or less continuously on most days/ Frequent exposure to unpleasant working conditions</b></p> <p>Frequent (several times a week with several occurrences on each shift) exposure to Verbal aggression, VDU use.</p>	2a,e 3a	7-12
JE Score/Band	<b>Band 6 (396-465)</b>		<b>404-436</b>

## Clinical Advice team manager

### Job statement:

1. Provides specialised clinical assessment, advice and health information to patients/callers including liaison with and referral other healthcare services and professionals e.g. Out of Hours or Primary Care services and other specialist services e.g. dental services
2. Undertakes follow up calls to patients with complex medical needs and ensures patient safety through welfare and re-assessment calls to service users
3. Provides specialised clinical advice and support to colleagues within the call centre and manages clinical advisers
4. Manages team including performance standards and policies. Manages surge demand and call stack /risk management

Factor	Relevant Job Information	JE Level	Score
<b>1. Communication &amp; Relationship Skills</b>	<p><b>Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding</b></p> <p>Communicates and receives complex highly sensitive, confidential information to patients and callers requiring empathy, persuasion and reassurance. Some may have specific requirements such as barriers to understanding (language); patients or callers can often be hostile, antagonistic</p>	5(a)	45
<b>2. Knowledge, Training &amp; Experience</b>	<p><b>Specialist knowledge across range of procedures underpinned by theoretical knowledge or relevant practical experience</b></p> <p>Professional clinical knowledge acquired to degree level qualification or equivalent supplemented by Post Graduate diploma level training or experience, short courses relevant to tele-medicine. Hold relevant professional registration i.e. HCPC / NMC.</p> <p>Demonstrable competence in using technology and be IT competent i.e. use specialized systems, database software or healthcare systems</p>	6	156
<b>3. Analytical &amp; Judgemental Skills</b>	<p><b>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</b></p> <p>Use critical thinking and decision-making skills to analyse, assess and interpret complex and varied patient needs in differing locations and situations. Makes complex clinical judgements in a busy and fast-moving situation, assessing needs and priorities, considers and evaluates alternative pathways incorporating patient safety planning. Occasional requirement to allocate or re-allocate resources to meet ever changing service needs.</p>	4	42
<b>4. Planning &amp; Organisational Skills</b>	<p><b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing/ Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</b></p> <p>Planning and adjusting staff rotas, allocating work to staff. Manage workloads to prioritise patient needs, considering all risk factors. Allocation of resources to meet KPIs .</p>	2 - 3	15- 27
<b>5. Physical Skills</b>	<p><b>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>Advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.</p>	3a	27

<b>6. Responsibility for Patient/Client Care</b>	<b>Provide specialised advice in relation to care of patients and clients.</b> Provides specialist advice and information to patients and callers in regard to a range of clinical conditions, emergency, critical clinical conditions and general health care. Accountable for clinical practice and decision making in relation to patient care	5c	30
<b>7. Responsibility for Policy/Service Development</b>	<b>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.</b> Implements changes to protocols and working procedures which have an impact on other parts of the service e.g. involved in developing and writing policies and Standard Operating Procedures that impact across the control centre(s).	3	21
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Authorised signatory for small cash or financial payments.</b> Sign off for small departmental payments e.g. for bank and overtime	2d	12
<b>9. Responsibility for Human Resources</b>	<b>Responsible as line manager for single function or department.</b> Manages clinical advisers, undertakes PDRs and one to ones, performance management, disciplinary, grievance, recruitment. Allocation of work to meet service needs and appropriate use of resources.	4(a)	32
<b>10. Responsibility for Information Resources</b>	<b>Records personally generated information.</b> Records patient information, call details and action taken using the computer software or written records, in line with local policies, guidelines and procedures. Record staff information e.g. rotas, annual leave	1	4
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&amp;D, clinical trials or equipment testing/Regularly undertake R&amp;D activity as a requirement of the job</b> Takes part in staff surveys and audits/ Regularly undertakes complex audits & surveys of callers. Required to undertake audits in relation to departmental activities.	2(a)	12
<b>12. Freedom to Act</b>	<b>Expected results are defined but the postholder decides how they are best achieved and is guided by principles and broad occupational policies or regulations.</b> Professional accountability including autonomous clinical decision making, manages team and interprets policy in relation to their area.	4	32
<b>13. Physical Effort</b>	<b>A combination of sitting, standing and walking with little requirement for physical effort. There may be a requirement to exert light physical effort for short periods.</b> Keyboard use and use of headsets for substantial proportion of shift	2a	7
<b>14. Mental Effort</b>	<b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration.</b> Concentration for calls, interruptions from staff, prolonged concentration for complex calls where the work pattern could be unpredictable	4ab	18

15. Emotional Effort	<p><b>Frequent exposure to highly distressing or emotional circumstances and occasional exposure to traumatic circumstances.</b>  Deals with distressed callers in urgent, emergency and critical situations</p>	4	25
16. Working Conditions	<p><b>Occasional exposure to unpleasant working conditions or requirement to use Visual Display Unit equipment more or less continuously on most days/ Frequent exposure to unpleasant working conditions</b>  Frequent (several times a week with several occurrences on each -shift) exposure to Verbal aggression, VDU use.</p>	2ae - 3a	7-12
<b>JE Score/Band</b>	<b>Band 7 (466-539)</b>	<b>478 -502</b>	

## Patient Transport Services (PTS)

- Job statement:**
1. Collects patients and escorts to vehicle
  2. Drives vehicle to and from hospitals, clinics, departments
  3. Escorts patients to appropriate clinic or department

Factor	Relevant Job Information	JE Level
1. Communications & Relationship Skills	<b>Persuasive skills, barriers to understanding</b> Exchanges condition related information with patients, relatives, empathy and reassurance	3 (a)
2. Knowledge Training & Experience	<b>Range of procedures, induction training</b> Procedures for collecting and conveying patients; training over weeks	2
3. Analytical and Judgemental Skills	<b>Straightforward job related facts</b> Responds to route, appointment problems	1
4. Planning and Organisational Skills	<b>Planning &amp; Organisational Skills</b> Plans route, adjusts for road, traffic conditions	2
5. Physical Skills	<b>Skills acquired through practice</b> Dexterity, co-ordination & sensory skills for driving	2
6. Responsibility for Patient/Client Care	<b>Provides basic care to patients</b> Provides transport, escort services	3 (a)
7. Responsibility for Policy/Service Development	Follows policies, may comment	1
8. Responsibility for Financial & Physical Resources	<b>Personal duty of care in relation to equipment</b> Responsible for vehicle & equipment	1
9. Responsibility for Human Resources	<b>Demonstrates own duties to others</b> May demonstrate duties to new staff	1
10. Responsibility for Information Resources	<b>Records personally generated information</b> Maintains records	1
11. Responsibility for Research & Development	Little or no responsibility	1
12. Freedom to Act	<b>Standard operating procedures, supervision available</b> Supervision available by radio	2
13. Physical Effort	<b>Frequent requirement to exert moderate effort for several short periods during shift</b> Lifts, pushes & pulls patients several times, daily	3 (c)
14. Mental Effort	<b>Frequent requirement for concentration, work pattern predictable</b> Drivers patients, daily schedule	2 (a)
15. Emotional Effort	<b>Occasional distressing circumstances</b> Patients with serious or disfiguring injuries	2
16. Working Conditions	Occasional unpleasant conditions; frequent requirement to drive	2 (a) (c)
JE Score/Band	<b>JE Score 181</b>	<b>Band 2</b>

## Ambulance practitioner (PTS) higher level

### Job statement:

1. Transports patients for appointments and treatment at a variety of locations
2. Assists patients as required, e.g. administers medical gases, first aid
3. May supervise a small team of patient transport drivers

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive routine information requiring tact or persuasive skills; barriers to understanding</b> Exchanges information with patients, relatives requiring empathy and reassurance	3 (a)
<b>2. Knowledge, Training &amp; Experience</b>	<b>Range of routine work procedures, requiring job training</b> Procedures for driving, collecting and conveying patients and giving basic first aid, acquired through job training for IHCD care assistant or equivalent	2
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Judgements involving facts or situations, some requiring analysis</b> Assess patient safety	2
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing</b> Plan route, adjusts for road, traffic conditions	2
<b>5. Physical Skills</b>	<b>Developed physical skills; advanced or high speed driving</b> Advanced skills for minibus/ ambulance driving	3 (a)
<b>6. Responsibility for Patient/Client Care</b>	<b>Provides personal care to patients/ clients</b> Provides patient transport services and basic care	3 (a)
<b>7. Responsibility for Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment</b> Follows ambulance service policies	1
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Handles cash, valuables; safe use of expensive equipment</b> Handles patients valuables; Responsible for vehicles & equipment	2 (a)(e)
<b>9. Responsibility for Human Resources</b>	<b>Demonstrates own duties to new or less experienced employees/ day to day supervision</b> May demonstrate own duties to staff/ supervises a small team of patient carers	1-2 (a)
<b>10. Responsibility for Information Resources</b>	<b>Record personally generated information</b> Maintains records	1
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertakes surveys or audits, as necessary to own work</b> Completes e.g. staff surveys	1
<b>12. Freedom to Act</b>	<b>Standard operating procedures, someone available for reference</b> Works on own initiative, clinical supervision available via radio	2
<b>13. Physical Effort</b>	<b>Frequent moderate effort for several short/ long periods; occasional intense</b> Moving patients in wheelchairs, with aids; lifting patients	3(c)- 4(b)(c)
<b>14. Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for driving, daily schedule	2 (a)
<b>15. Emotional Effort</b>	<b>Frequent distressing or emotional circumstances</b> Patients with medical or mental health conditions	3 (a)
<b>16. Working Conditions</b>	<b>Frequent unpleasant conditions</b> Smells, body odours, verbal aggression	3 (a)
<b>JE Score/Band</b>	<b>JE Score 221 - 234</b>	<b>Band 3</b>

## Job statement:

1. Responds to emergency, urgent and routine calls, delivers treatment
2. Undertakes emergency driving; lifts and carries patients
3. Undertakes daily vehicle checks, check and re-stock equipment and supplies.

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex, sensitive information; barriers to understanding</b> Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills	4a
<b>2. Knowledge Training &amp; Experience</b>	<b>Range of work procedures and practices, base level theoretical knowledge</b> Knowledge of procedures for emergency and other situations; acquired through training for IHCD technician qualification or equivalent	3
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range of facts or situations requiring analysis, comparison of range of options</b> Assesses situation, decides courses of action in accordance with guidelines and protocols	3
<b>4. Planning and Organisational Skills</b>	<b>Organise own day to day work tasks or activities</b> Plans, organises own tasks/ plans, organises on-scene activities	1-2
<b>5. Physical Skills</b>	<b>Developed physical skills, manipulation of objects, people; narrow margins for error; highly developed physical skills, accuracy important, manipulation of fine tools, materials</b> Dexterity, co-ordination & sensory skills for driving, lifting & moving patients, clinical procedures e.g. intra-muscular injections while moving	3(a) (b)
<b>6. Responsibility for Patient/Client Care</b>	<b>Implement clinical care, care packages/ provide advice in relation to care</b> Assesses and delivers emergency and medical treatment within clinical guidelines; provides advice to patients, carers	4(a) (c)
<b>7. Responsibility for Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment</b> Follows ambulance service policies, may comment on proposals for change	1
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Handle cash, valuables; safe use of equipment other than that used personally; maintain stock control; safe use of expensive equipment</b> Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of ambulance & equipment	2abce
<b>9. Responsibility for Human Resources</b>	<b>Demonstrate own activities to new or less experienced employees</b> May demonstrate own duties to new members of staff, including students	1
<b>10. Responsibility for Information Resources</b>	<b>Record personally generated information</b> Keeps records of emergency and other treatment, incidents	1
<b>11. Responsibility for Research and Development</b>	<b>Complete surveys or audits as necessary to own work</b> Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits	1
<b>12. Freedom to Act</b>	<b>Standard operating procedures, someone available for reference</b> Works within relevant emergency medical treatment protocols and procedures, advice is available from more senior healthcare practitioners	2

<b>13. Physical Effort</b>	<b>Occasional/ frequent intense effort for several short periods</b> Lifting and carrying patients/clients in limited physical space	4c-5b
<b>14. Mental Effort</b>	<b>Frequent concentration, work pattern pattern/unpredictable</b> <i>Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations</i>	2a-3a
<b>15. Emotional Effort</b>	<b>Occasional trauma; frequent highly distressing or emotional circumstances</b> <i>Arriving at and dealing with e.g. families at the scene of accidents</i>	4ab
<b>16. Working Conditions</b>	<b>Considerable exposure to hazards</b> <i>Unavoidable exposure to physically dangerous situations on a regular basis</i>	5
<b>JE Score/Band</b>	<b>JE Score 292-313</b>	<b>Band 4</b>



## Job statement:

1. Responds to emergency, urgent and routine calls; delivers treatment, including drug therapies
2. Undertakes emergency driving; lifts and carries patients
3. Undertakes daily vehicle checks, checks and re-stocks equipment and supplies.

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex, sensitive information; barriers to understanding</b> Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills	4a
<b>2. Knowledge Training &amp; Experience</b>	<b>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge</b> Knowledge of clinical procedures for responding to emergency and other situations, including drug therapy, ECG acquired through training for full IHCD qualification or equivalent theoretical study and experience	4
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range of facts or situations requiring analysis, comparison of range of options</b> Assesses situation, decides courses of action in accordance with guidelines and protocols	3
<b>4. Planning and Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing</b> Plans, organises on-scene activities	2
<b>5. Physical Skills</b>	<b>Developed physical skills, manipulation of objects, people; narrow margins for error; highly developed physical skills, accuracy important, manipulation of fine tools, materials/ highly developed physical skills, high degree of precision</b> Dexterity, co-ordination & sensory skills for driving, lifting & moving patients, clinical procedures e.g. intra-muscular injections while moving/ skills for advanced clinical interventions e.g. intubation, cricothyroidotomy	3(a) (b)-4
<b>6. Responsibility for Patient/Client Care</b>	<b>Implement clinical care, care packages/ provide advice in relation to care</b> Assesses and delivers emergency and medical treatment within clinical guidelines; provides advice to patients, carers	4(a) (c)
<b>7. Responsibility for Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment</b> Follows ambulance service policies, may comment on proposals for change	1
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Handle cash, valuables; safe use of equipment other than that used personally; maintain stock control; safe use of expensive equipment</b> Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of ambulance & equipment	2abce
<b>9. Responsibility for Human Resources</b>	<b>Professional/clinical supervision; provide training in own discipline</b> Provides clinical supervision; job training to less experienced members of the care team	2bc
<b>10. Responsibility for Information Resources</b>	<b>Record personally generated information</b> Keeps records of emergency and other treatment, incidents	1
<b>11. Responsibility for Research and Development</b>	<b>Complete surveys or audits as necessary to own work</b> Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits	1

<b>12. Freedom to Act</b>	<b>Clearly defined occupational policies, work is managed rather than supervised</b> Works within relevant emergency medical treatment guidelines and procedures, work is managed rather than supervised	3
<b>13. Physical Effort</b>	<b>Occasional/ frequent intense effort for several short periods</b> Lifting and carrying patients/clients in limited physical space	4c-5b
<b>14. Mental Effort</b>	<b>Frequent concentration, work pattern pattern/unpredictable</b> Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations	2a-3a
<b>15. Emotional Effort</b>	<b>Occasional trauma; frequent highly distressing or emotional circumstances</b> Arriving at and dealing with e.g. families at the scene of accidents	4ab
<b>16. Working Conditions</b>	<b>Considerable exposure to hazards</b> Unavoidable exposure to physically dangerous situations on a regular basis	5
<b>JE Score/Band</b>	<b>JE Score 345-372</b>	<b>Band 5</b>

## Job statement:

1. Under the clinical supervision of an experienced paramedic and seeking advice and support when required, responds to emergency, urgent and routine calls; provides advanced clinical interventions, including drug therapies at scene; may work as sole practitioner; may administer medication within PGD (Patient Group Directive) guidelines.
2. Undertakes emergency driving.
3. Undertakes daily vehicle checks, checks and re-stocks equipment and supplies.

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex, sensitive information; barriers to understanding</b> Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills	4a
<b>2. Knowledge, Training &amp; Experience</b>	<b>Expertise within a discipline, underpinned by theory</b> Professional/clinical knowledge acquired through training and/or experience to degree/diploma level or equivalent	5
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range of facts or situations requiring analysis, comparison of range of options</b> Assesses patient situations, decides on courses of action in accordance with guidelines and protocols	3
<b>4. Planning &amp; Organisational Skills</b>	<b>Organise own day to day work tasks or activities/straightforward activities, some ongoing</b> Plans own work tasks/Plans, organises on-scene activities	1-2
<b>5. Physical Skills</b>	<b>Highly developed physical skills, high degree of precision</b> Highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation, cricothyroidotomy, suturing	4
<b>6. Responsibility for Patient/Client Care</b>	<b>Implements clinical care, care packages</b> Assesses and delivers emergency treatment within clinical guidelines; provides advice to patients, carers	4(a)
<b>7. Responsibility for Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment</b> Follows ambulance services policies, may comment on proposals for change	1
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Handles cash, valuables; safe use of equipment other than that used personally; maintain stock control; safe use of expensive equipment</b> Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of vehicles and clinical equipment	2abce
<b>9. Responsibility for Human Resources</b>	<b>Demonstrates own activities to new or less experienced employees</b> Provides guidance and support, as required, to non-registered staff without assuming formal supervision, education or line management role.	1
<b>10. Responsibility for Information Resources</b>	<b>Record personally generated information</b> Keeps records of emergency and other treatment, incidents	1

## Paramedic (Newly Qualified)

<b>11. Responsibility for Research &amp; Development</b>	<b>Complete surveys or audits as necessary to own work/Occasionally participates in equipment testing</b> Completes e.g. staff surveys, occasionally involved in equipment trials/clinical audits	1
<b>12. Freedom to Act</b>	<b>Standard operating procedures, someone available for reference</b> Works within SOPs, protocols and policies with access to clinical supervision and seeking advice and support where required	2
<b>13. Physical Effort</b>	<b>Occasional/ frequent intense effort for several short periods</b> Lifting and carrying patients/clients in limited physical space	4c-5b
<b>14. Mental Effort</b>	<b>Frequent concentration, work pattern predictable/unpredictable</b> Concentration on driving, delivering emergency care/ may beswitched to other emergency situations	2a-3a
<b>15. Emotional Effort</b>	<b>Occasional trauma; frequent highly distressing or emotional circumstances</b> Arriving at and dealing with e.g. families at the scene of accidents	4ab
<b>16. Working Conditions</b>	<b>Considerable exposure to hazards</b> Unavoidable exposure to physically dangerous situations on a regular basis	5
<b>JE Score/Band</b>	<b>JE Score: 367 – 388</b>	<b>Band 5</b>

**Job Statement:**

1. Responds to emergency, urgent and routine calls; provides advanced clinical interventions, including drug therapies at scene; may work as sole practitioner; may administer medication within PGD (Patient Group Directive) guidelines
2. Undertakes emergency driving
3. Undertakes daily vehicle checks, checks and re-stocks equipment and supplies

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex, sensitive information; barriers to understanding</b> Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills	4a
<b>2. Knowledge Training &amp; Experience</b>	<b>Expertise within a discipline, underpinned by theory</b> Professional/clinical knowledge acquired through training and/or experience to degree/diploma level or equivalent	5
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range of facts or situations requiring analysis, comparison of range of options/Complex facts or situations requiring analysis, interpretation, comparison of range of options</b> Assesses patient situations, decides on courses of action in accordance with guidelines and protocols/assesses complex patient conditions	3-4
<b>4. Planning and Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing</b> Plans, organises on-scene activities	2
<b>5. Physical Skills</b>	<b>Highly developed physical skills, high degree of precision</b> Highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation, cricothyroidotomy, suturing	4
<b>6. Responsibility for Patient/Client Care</b>	<b>Develop programmes of care, care packages</b> Provides packages and programmes of emergency and medical care	5(a)
<b>7. Responsibility for Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment/ implement policies and proposes changes to practices, procedures for own area</b> Follows policies for provision of medical treatment, may comment on proposals for change/ proposes changes to practices and procedures	1-2
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Handles cash, valuables; safe use of equipment other than that used personally; maintain stock control; safe use of expensive equipment</b> Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of vehicles and clinical equipment	2abce
<b>9. Responsibility for Human Resources</b>	<b>Clinical supervision; provide training in own discipline</b> Provides clinical supervision, provides job training to less experienced members of the care team	2bc
<b>10. Responsibility for Information Resources</b>	<b>Record personally generated information</b> Keeps records of emergency and other treatment, incidents	1
<b>11. Responsibility for Research and Development</b>	<b>Complete surveys or audits as necessary to own work/Occasionally participates in equipment testing</b> Completes e.g. staff surveys, occasionally involved in equipment trials/clinical audits	1

<b>12. Freedom to Act</b>	<b>Clearly defined occupational policies, work is managed rather than supervised</b> Works within emergency protocols and guidelines, work is managed rather than supervised	3
<b>13. Physical Effort</b>	<b>Occasional/ frequent intense effort for several short periods</b> Lifting and carrying patients/clients in limited physical space	4c-5b
<b>14. Mental Effort</b>	<b>Frequent concentration, work pattern pattern/unpredictable</b> Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations	2a-3a
<b>15. Emotional Effort</b>	<b>Occasional trauma; frequent highly distressing or emotional circumstances</b> Arriving at and dealing with e.g. families at the scene of accidents	4ab
<b>16. Working Conditions</b>	<b>Considerable exposure to hazards</b> Unavoidable exposure to physically dangerous situations on a regular basis	5
<b>JE Score/Band</b>	<b>JE Score 400 – 434</b>	<b>Band 6</b>

## Job statement:

1. Responds to emergency and urgent calls; provides advanced clinical interventions, including drug therapies, at scene; may work as sole practitioner; may prescribe within PGD (Patient Group Directive) guidelines
2. Undertakes emergency driving
3. Undertakes daily vehicle checks, checks and re-stocks equipment and supplies

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex, sensitive information; barriers to understanding</b> Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills	4a
<b>2. Knowledge Training &amp; Experience</b>	<b>Expertise within specialism underpinned by practical experience</b> Knowledge of procedures for advanced clinical intervention at scene; acquired through diploma level qualification plus additional theoretical study and experience to degree or equivalent level	5
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Range of facts or situations requiring analysis, comparison of range of options/Complex facts or situations requiring analysis, interpretation, comparison of range of options</b> Assesses patient situations, decides on courses of action in accordance with guidelines and protocols/assesses complex patient conditions	3/4
<b>4. Planning and Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing</b> Plans, organises on-scene activities	2
<b>5. Physical Skills</b>	<b>Highly developed physical skills, high degree of precision</b> Highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation, cricothyroidotomy, suturing	4
<b>6. Responsibility for Patient/Client Care</b>	<b>Develop programmes of care, care packages/ provide specialist advice in relation to care</b> Provides packages and programmes of emergency and medical care; provides specialist advice to patients, carers	5(a) (c)
<b>7. Responsibility for Policy/Service Development</b>	<b>Follow policies in own role, may be required to comment/ implement policies and proposes changes to practices, procedures for own area</b> Follows policies for provision of medical treatment, may comment on proposals for change/ proposes changes to practices and procedures	1-2
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Handle cash, valuable; safe use of equipment other than that used personally; maintain stock control; safe use of expensive equipment</b> Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of vehicles and clinical equipment	2abce
<b>9. Responsibility for Human Resources</b>	<b>Clinical supervision; provide training in own discipline</b> Provides clinical supervision, provides job training to less experienced members of the care team	2bc
<b>10. Responsibility for Information Resources</b>	<b>Record personally generated information</b> Keeps records of emergency and other treatment, incidents	1
<b>11. Responsibility for Research and Development</b>	<b>Complete surveys or audits as necessary to own work/Occasionally participates in equipment testing</b> Completes e.g. staff surveys, occasionally involved in equipment trials/clinical audits	1

<b>12. Freedom to Act</b>	<b>Clearly defined occupational policies, work is managed rather than supervised</b> Works within emergency protocols and guidelines, work is managed rather than supervised	3
<b>13. Physical Effort</b>	<b>Occasional/ frequent intense effort for several short periods</b> Lifting and carrying patients/clients in limited physical space	4c-5b
<b>14. Mental Effort</b>	<b>Frequent concentration, work pattern pattern/unpredictable</b> Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations	2a-3a
<b>15. Emotional Effort</b>	<b>Occasional trauma; frequent highly distressing or emotional circumstances</b> Arriving at and dealing with e.g. families at the scene of accidents	4ab
<b>16. Working Conditions</b>	<b>Considerable exposure to hazards</b> Unavoidable exposure to physically dangerous situations on a regular basis	5
<b>JE Score/Band</b>	<b>JE Score 400 – 434</b>	<b>Band 6</b>



### Job statement:

1. Provides emergency care, responds to emergency, urgent & routine calls
2. Provides clinical leadership of a team in all aspects of emergency work; monitors staff attendance, deals with staffing & resource
3. Investigates and deals with complaints

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required</b> Communicates condition related information to patients, relatives, requiring empathy & reassurance	4 (a)
<b>2. Knowledge, Training &amp; Experience</b>	<b>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge</b> Knowledge of clinical procedures for responding to emergency and other situations, including drug therapy, ECG, acquired through training for full IHCD qualification or equivalent theoretical study and experience	4
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</b> Attends incidents to assess and treat patients and advise on additional support required.	4
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan &amp; organise complex activities or programmes, requiring formulation, adjustment</b> Plans staff assessments and implementation of clinical practice standards	3
<b>5. Physical Skills</b>	<b>Highly developed physical skills, high degree of precision</b> Dexterity, co-ordination & sensory skills for surgical procedures e.g. intubation, tracheotomy	4
<b>6. Responsibility for Patient/Client Care</b>	<b>Implements clinical care/ care programmes; provide advice in relation to care</b> Assesses and delivers emergency and medical treatment within clinical guidelines; provides advice to patients, carers	4(a)(c)
<b>7. Responsibility for Policy/Service Development</b>	<b>Implement policies and proposes changes to practices, procedures for own area</b> Contributes to policy reviews	2
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Safe use of expensive equipment</b> Safe use of ambulance and equipment	2(e)
<b>9. Responsibility for Human Resources</b>	<b>Day to day supervision</b> Supervises, appraises team members	2(a)
<b>10. Responsibility for Information Resources</b>	<b>Records personally generated information</b> Maintains incident records	1
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertake surveys or audits, as necessary to own work</b> Occasionally participates in equipment, clinical trials	1

<b>12. Freedom to Act</b>	<b>Clearly defined occupational policies, work managed, rather than supervised/ broad occupational policies</b> Organises work of team/ works within broad paramedic policies and trust procedures	3-4
<b>13. Physical Effort</b>	<b>Occasional/ frequent requirement to exert intense effort, several short periods each shift</b> Pushes, pulls/ lifts patients in awkward, difficult positions	4(c)-5(b)
<b>14. Mental Effort</b>	<b>Frequent concentration; work pattern unpredictable</b> Concentration for emergency care, responds to emergency situations	3(a)
<b>15. Emotional Effort</b>	<b>Occasional traumatic circumstances, frequent highly distressing or emotional circumstances</b> Attends incidents	4(a)(b)
<b>16. Working Conditions</b>	<b>Considerable exposure to hazards</b> Incidents, aggressive patients	5
<b>JE Score/Band</b>	<b>JE Score 399 – 417</b>	<b>Band 6</b>

## Job statement:

1. Manages area service, deals with staffing & resource issues; provides clinical leadership, manages external relationships, accountable for performance and patient outcome targets
2. Attends major incidents, emergency, urgent and routine calls
3. Investigates and deals with complaints

Factor	Relevant Job Information	JE Level
<b>1. Communication &amp; Relationship Skills</b>	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required</b> Communicates condition related information to patients, relatives, requiring empathy & reassurance	4 (a)
<b>2. Knowledge, Training &amp; Experience</b>	<b>Expertise within specialism, underpinned by practical experience</b> Procedures for responding to emergency & other situations, major incidents and staff management knowledge acquired through training and experience to degree level equivalent	5
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</b> Assess major incidents, care requirements, resources needed	4
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan, organise complex activities or programmes, requiring formulation, adjustment</b> Plans resource usage and clinical standards compliance	3
<b>5. Physical Skills</b>	<b>Highly developed physical skills, high degree of precision</b> Dexterity, co-ordination & sensory skills for surgical interventions e.g. intubation, tracheotomy	4
<b>6. Responsibility for Patient/Client Care</b>	<b>Accountable for direct delivery of clinical, clinical technical, or social care services</b> Responsible for delivery of area service	6(d)
<b>7. Responsibility for Policy/Service Development</b>	<b>Implement policies and propose changes to practices, procedures for own area/ propose policy or service changes, impact beyond own area</b> Review policies for own area/ impact on wider area	2-3
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<b>Safe use of expensive equipment/ major budgets or financial initiatives</b> Responsible for ambulance and equipment/ monitors, holds area budget	2(e)-3(c)
<b>9. Responsibility for Human Resources</b>	<b>Line management for single function or department</b> Management of area team including recruitment, performance, development	4(a)
<b>10. Responsibility for Information Resources</b>	<b>Records personally generated information</b> Maintains area records	1
<b>11. Responsibility for Research &amp; Development</b>	<b>Undertake surveys or audits, as necessary to own work</b> Occasionally participates in equipment, clinical trials	1
<b>12. Freedom to Act</b>	<b>Broad occupational policies</b> Interpret and implements policies and clinical guidelines for area, discretion to work within broad service/organisation policies.	4
<b>13. Physical Effort</b>	<b>Frequent moderate effort for several short periods/ occasional intense effort for several short periods</b> Moves equipment/ patients when attending incidents	3(c) 4(c)

## Emergency Services Area Manager

<b>14. Mental Effort</b>	<b>Frequent concentration; work Pattern unpredictable</b> Concentration for emergency care, responds to incidents	3(a)
<b>15. Emotional Effort</b>	<b>Frequent highly distressing or emotional circumstances</b> Dealing with major incidents, complaints	4(b)
<b>16. Working Conditions</b>	<b>Some exposure to hazards; Frequent highly unpleasant conditions</b> Attends incidents	4a)b)
<b>JE Score/Band</b>	<b>JE Score 466 - 490</b>	<b>Band 7</b>