

# National profiles for Ambulance Service

## Contents

| Profile Title  | Band | Page |
|--|------|------|
| Call handler entry level                                     | 2    | 4    |
| Call handler   | 3    | 6    |
| Call handler higher level                                    | 4    | 8    |
| Call handler supervisor                                      | 5    | 10   |
| Dispatcher entry level                                       | 3    | 12   |
| Dispatcher   | 4    | 14   |
| Dispatcher higher level                                      | 5    | 16   |
| Duty/Shift Officer (control centre)                          | 5    | 19   |
| Duty manager   | 6    | 22   |
| Clinical adviser   | 6    | 25   |
| Clinical advice team manager                                 | 7    | 28   |
| Patient Transport Services Patient (PTS) Carer               | 2    | 31   |
| Patient Transport Services (PTS) Patient Carer, Higher level | 3    | 33   |
| Ambulance Practitioner                                       | 4    | 35   |
| Ambulance Practitioner Higher Level                          | 5    | 37   |
| Paramedic Entry Level  | 5    | 39   |
| Paramedic  | 5    | 41   |
| Paramedic specialist   | 6    | 43   |
| Paramedic team leader  | 7    | 45   |
| Station/Operational Team Leader                              | 7    | 47   |
| Station/Operational Team Manager                             | 6    | 49   |

# Version history and amendments

| Action                          | Date          | Notes   |
|---------------------------------|---------------|---|
| Profile archive                 | December 2024 | Ambulance Practitioner Advanced   |
| Rebrand                         | November 2023 | Profile suite has been transferred onto new template alongside the amendments that have come out of the Emergency Services profile review. See review outcomes below.   |
| Profile removal notice          | November 2023 | Following a 12 month notice period, the national profile for Ambulance Practitioner Advanced will be removed from the suite and archived in December 2024.  |
| Profiles reviewed & amended     | November 2023 | <ul style="list-style-type: none"> <li>• Patient transport services (PTS) patient carer, formally known as Patient Transport Services (PTS) Driver</li> <li>• Patient transport services (PTS) patient carer higher level, formerly known as Ambulance Services Driver (PTS) Higher Level.</li> <li>• Ambulance practitioner</li> <li>• Ambulance practitioner higher level</li> <li>• Paramedic entry level</li> <li>• Station/operations team leader</li> <li>• Station operations manager</li> </ul>   |
| New profiles added              | November 2023 | New Paramedic team leader (Band 7) & Paramedic specialist (band 7)  |
| New profiles added              | December 2022 | <p>As part of the Emergency Services review, new profiles for clinical advice, based on the NHS Direct profiles, have been added to this suite:</p> <ul style="list-style-type: none"> <li>• Clinical adviser (band 6)</li> <li>• Clinical advice team manager (Band 7).</li> </ul>   |
| New guidance                    | November 2016 | Guidance for matching paramedic roles to profiles can be found on pages 2 to 7 of this document   |
| New Paramedic (Newly Qualified) | February 2017 | <p>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.</p> <p>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.</p> |



|                                 |                |  |
|---------------------------------|----------------|--|
|                                 |                | <p>Now that this programme has been agreed, JEG has been asked to consider 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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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 <a href="#">consolidated learning package</a> 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.</p> |
| New Call handler profiles added | September 2021 | <p>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.</p> <p>As part of the amendments, the profile has been renamed to call handlers and additional profiles at higher bands have been included.</p>  |



|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Ambulance service - Call handler entry level</b>  |
| <b>Job Statement</b> | 1. Receives routine calls from the general public<br>2. Inputs key information into computerised system; provides basic advice from agreed protocols/processes (clinical assessment tool)<br>3. Refers caller to appropriate service |

| <b>Factor</b> |  | <b>Relevant Job Information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>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              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Range of work procedures requiring on the job training</b><br>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              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Judgements involving facts or situations, some requiring analysis</b><br>Skills for assessing calls to determine which protocol to follow  | 2               | 15              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Organise own day to day work tasks or activities</b><br>Plans own activities around incoming calls   | 1               | 6               |
| 5.            | <b>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><br>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         |
| 6.            | <b>Patient/Client Care</b>                     | <b>Provide general nonclinical advice, information directly to the patient, clients, relatives or carers / Provides basic clinical advice</b><br>Provides nonclinical advice to callers / Provides clinical advice to callers using the clinical assessment tool  | 2 - 3(c)        | 9 - 15          |
| 7.            | <b>Policy/Service Development</b>              | <b>Follows policies in own role, may be required to comment</b><br>Follows workplace policies   | 1               | 5               |
| 8.            | <b>Financial &amp; Physical Resources</b>      | <b>Personal duty of care in relation to equipment, resources</b><br>Careful use of computer equipment   | 1               | 5               |
| 9.            | <b>Human Resources</b>                         | <b>Demonstrate own activities to new or less experienced employees</b><br>Demonstrate duties to new staff, short periods  | 1               | 5               |
| 10.           | <b>Information Resources</b>                   | <b>Responsible for data entry</b><br>Inputs caller information into computer system   | 2a              | 9               |
| 11.           | <b>Research &amp; Development</b>              | <b>Occasionally participate in equipment testing</b><br>Tests call equipment  | 1               | 5               |
| 12.           | <b>Freedom to Act</b>                          | <b>Well established procedures, supervision close by / is guided by standard operating procedures. Someone is generally available for reference</b><br>Supervision available when required/ able to deal with enquiries which are normally routine  | 1-2             | 5-12            |



|                             |                           |   |               |       |
|-----------------------------|---------------------------|---|---------------|-------|
| 13.                         | <b>Physical Effort</b>    | <b>Frequent sitting or standing in restricted position</b><br>Sits at keyboard or radio most of each shift  | 2(a)          | 7     |
| 14.                         | <b>Mental Effort</b>      | <b>Frequent concentration; work pattern predictable/ occasionalprolonged concentration</b><br>Takes calls, response job/ prolonged concentration during busy spells   | 2(a)-<br>3(b) | 7-12  |
| 15.                         | <b>Emotional Effort</b>   | <b>Occasional indirect exposure to highly distressing or highly emotional / frequent indirect exposure to distressing or emotionalcircumstances;</b><br>Dealing with distressed callers. de-escalation of aggressive and distressed callers/ dealing with occasional calls where there is death ofthe patient | 2 c - 3c      | 11-18 |
| 16.                         | <b>Working Conditions</b> | <b>Use VDU equipment more or less continuously; Occasionalexposure to unpleasant working conditions</b><br>Sits at VDU for all or most of shift; may experience on calls verbal aggression  | 2(e)          | 7     |
| <b>JE Score (161 – 215)</b> |                           |   | <b>Band 2</b> |       |

|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Ambulance service - Call handler</b>  |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>1. Provides a front-line service answering emergency and urgent care calls and/or calls for health advice.</li> <li>2. Provides clinical triage advice and Inputs key information into computerised system; provides condition related advice from protocols.</li> <li>3. Escalates calls / refers to appropriate service.</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>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><br>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         |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Range of work procedures requiring job training, base level theoretical knowledge</b><br>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 keyboard skills while taking calls.   | 3               | 60              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Range or facts of situations, which require analysis or comparison of a range of options</b><br>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              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Organise own day to day work tasks or activities</b><br>Plans own activities around incoming calls   | 1               | 6               |
| 5.            | <b>Physical Skills</b>                         | <b>Developed Physical skills obtained through practice where there is a need for speed and accuracy</b><br>Touch typists and advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.  | 3a              | 27              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Provides basic clinical advice</b><br>Provides emergency advice to callers using the clinical assessment tool e.g. CPR, managing shock or haemorrhage  | 3(c)            | 15              |
| 7.            | <b>Policy/Service Development</b>              | <b>Follows policies in own role, may be required to comment</b><br>Follows and implements changes to procedures and policies as appropriate within own work area. Suggest improvements to the triage system.  | 1               | 5               |
| 8.            | <b>Financial &amp; Physical Resources</b>      | <b>Personal duty of care in relation to equipment, resources</b><br>Careful use of computer equipment   | 1               | 5               |
| 9.            | <b>Human Resources</b>                         | <b>Demonstrate own activities to new or less experienced employees</b><br><br>Demonstrate duties to new staff, short periods  | 1               | 5               |



|                           |                                   |  |               |    |
|---------------------------|-----------------------------------|--|---------------|----|
| 10.                       | <b>Information Resources</b>      | <b>Responsible for data Entry</b><br>Ensures the timely assessment, questioning and accurate recording of all calls into computer system   | 2             | 9  |
| 11.                       | <b>Research &amp; Development</b> | <b>Occasionally participate in equipment testing</b><br>Undertakes survey and audits as necessary to own work.   | 1             | 5  |
| 12.                       | <b>Freedom to Act</b>             | <b>Is guided by standard operating procedures.</b><br><b>Someone is generally available for reference</b><br>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 |
| 13.                       | <b>Physical Effort</b>            | <b>Frequent sitting or standing in restricted position</b><br>Sits at keyboard or radio most of each shift, uses headsets  | 2(a)          | 7  |
| 14.                       | <b>Mental Effort</b>              | <b>Occasional prolonged concentration</b><br>Prolonged concentration taking and dealing with emergency calls   | 3(b)          | 12 |
| 15.                       | <b>Emotional Effort</b>           | <b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b><br>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 |
| 16.                       | <b>Working Conditions</b>         | <b>Use VDU equipment more or less continuously;</b><br><b>Occasional exposure to unpleasant working conditions</b><br>Sits at VDU for all or most of shift; verbal aggression  | 2<br>(a)(e)   | 7  |
| <b>JE Score 216 – 270</b> |                                   |  | <b>Band 3</b> |    |

|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Call handler higher level</b>  |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>1. Mentor or coach a team of call handlers to ensure performance objectives and achieved.</li> <li>2. Provides a front-line service answering emergency and urgent care calls.</li> <li>3. Provides clinical triage advice and inputs key information into computerised system; provides emergency condition related advice from protocols.</li> <li>4. Escalates call / refers to appropriate service.</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>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 /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> | 3(a)(c) – 4a    | 21 - 32         |
| 2.            | <b>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>  | 4               | 88              |
| 3.            | <b>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>  | 3               | 27              |
| 4.            | <b>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>   | 2               | 15              |
| 5.            | <b>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>   | 3a              | 27              |
| 6.            | <b>Responsibility for Patient/Client Care</b>  | <p><b>Provides basic clinical advice</b></p> <p>Provides emergency advice to callers using the clinical assessment tool e.g. CPR, managing shock and haemorrhage</p>   | 3(c)            | 15              |
| 7.            | <b>Policy/Service Development</b>              | <p><b>Implements policies for own work area and proposes changes to working practices or procedures for own work area</b></p> <p>Review performance and makes suggestions for improvement and implements agreed action plan for the team</p>   | 2               | 12              |





|                           |   |   |               |       |
|---------------------------|---|---|---------------|-------|
| 8.                        | <b>Financial &amp; Physical Resources</b> | <b>Personal duty of care in relation to equipment, resources</b><br>Careful use of computer equipment   | 1             | 5     |
| 9.                        | <b>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><br>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 |
| 10.                       | <b>Information Resources</b>              | <b>Data entry</b><br>Ensures the timely assessment, questioning and accurate recording of all calls into computer system  | 2             | 9     |
| 11.                       | <b>Research &amp; Development</b>         | <b>Occasionally participate in equipment testing</b><br>Undertakes survey and audits as necessary to own work.  | 1             | 5     |
| 12.                       | <b>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><br>Works without direct supervision, uses initiative to deal with unplanned events. May have line management and leadership responsibilities.   | 3             | 21    |
| 13.                       | <b>Physical Effort</b>                    | <b>Frequent sitting or standing in restricted position</b><br>Sits at keyboard or radio most of each shift, uses headsets   | 2(a)          | 7     |
| 14.                       | <b>Mental Effort</b>                      | <b>Occasional prolonged concentration</b><br>Prolonged concentration taking and dealing with calls  | 3(b)          | 12    |
| 15.                       | <b>Emotional Effort</b>                   | <b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b><br>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    |
| 16.                       | <b>Working Conditions</b>                 | <b>Use VDU equipment more or less continuously; Occasional exposure to unpleasant working conditions</b><br>Sits at VDU for all or most of shift; verbal aggression   | 2<br>(a)(e)   | 7     |
| <b>JE Score 271 – 325</b> |   |   | <b>Band 4</b> |       |

|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Call handler supervisor</b>  |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>1. Line manage a team of call handlers</li> <li>2. Compile data and reports to ensure and demonstrate that performance objectives are achieved</li> <li>3. Provides a front-line service answering emergency and urgent care calls</li> <li>4. Provides clinical triage advice and inputs key information into computerised system; provides emergency condition related advice from protocols.</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>   | <b>JE Level</b> | <b>Score</b> |
|---------------|--|---|-----------------|--------------|
| 1.            | <b>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>Full line management of team of call handlers including dealing with performance issues.<br/>Handling complaints from service users.<br/>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> | 4a              | 32           |
| 2.            | <b>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, audit, leadership and supervision.</p>  | 4               | 88           |
| 3.            | <b>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. Analyse performance against KPIs</p>  | 3               | 27           |
| 4.            | <b>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 induction activities, staff rotas and adjusting rotas to deal with dynamic shift changes allocating work to staff</p>  | 2               | 15           |
| 5.            | <b>Physical Skills</b>                         | <p><b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</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           |
| 6.            | <b>Patient/Client Care</b>                     | <p><b>Provides basic clinical advice</b></p> <p>Provides emergency advice to callers using the clinical assessment tool e.g. CPR, managing shock and haemorrhage, choking, child births, safeguarding, mental health situations</p>   | 3(c)            | 15           |
| 7.            | <b>Policy/Service Development</b>              | <p><b>Implements policies for own work area and proposes changes to working practices or procedures for own work area</b></p> <p>Review performance and makes suggestions for improvement and implements agreed action plan for the team</p>  | 2               | 12           |



|                         |   |  |               |        |
|-------------------------|---|--|---------------|--------|
| 8.                      | <b>Financial &amp; Physical Resources</b> | <b>Personal duty of care in relation to equipment, resources/Authorised signatory for small cash or financial payments</b><br>Careful use of computer equipment/Sign off expenses.   | 1 – 2d        | 5 - 12 |
| 9.                      | <b>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><br>To assist in recruitment and induction of staff, performance management, allocation of work, sickness absence management; delivery of training to call handlers | 3ac           |        |
| 10.                     | <b>Information Resources</b>              | <b>Regular requirement to use computer software to develop or create statistical reports requiring formulae</b><br>Writing code or queries (e.g. SQL) to compile statistical reports e.g. performance targets  | 3b            | 16     |
| 11.                     | <b>Research &amp; Development</b>         | <b>Occasionally participate in equipment testing</b><br>Undertakes survey and audits as necessary to own work.   | 1             | 5      |
| 12.                     | <b>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><br>Works without direct supervision, uses initiative to deal with unplanned events. Line management and leadership responsibilities.                       | 3             | 21     |
| 13.                     | <b>Physical Effort</b>                    | <b>Frequent sitting or standing in restricted position</b><br>Sits at keyboard or radio most of each shift, uses headsets  | 2(a)          | 7      |
| 14.                     | <b>Mental Effort</b>                      | <b>Occasional prolonged concentration</b><br>Prolonged concentration taking and dealing with calls   | 3(b)          | 12     |
| 15.                     | <b>Emotional Effort</b>                   | <b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b><br>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     |
| 16.                     | <b>Working Conditions</b>                 | <b>Use VDU equipment more or less continuously; Occasional exposure to unpleasant working conditions</b><br>Sits at VDU for all or most of shift; verbal aggression  | 2 (a)(e)      | 7      |
| <b>JE Score 326-395</b> |   |  | <b>Band 5</b> |        |

|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Dispatcher – entry level</b>   |
| <b>Job Statement</b> | <p>1. Ensure the effective deployment and efficient management of non-emergency vehicles (under supervision) e.g. patient transport.</p> <p>2. Liaison with appropriate services.</p> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>  | <b>JE Level</b> | <b>Score</b> |
|---------------|--|--|-----------------|--------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <p><b>Provide and receive routine information requiring tact or persuasive skills</b><br/> 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</p>  | 3(a)            | 21           |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <p><b>Range of work procedures requiring job training, base level theoretical knowledge</b><br/> 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.</p> | 3               | 60           |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <p><b>Range or facts of situations, which require analysis or comparison of a range of options</b><br/> 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.<br/> Decide which is most appropriate vehicle to assure equal distribution of workload and patient needs are met.</p>                        | 3               | 27           |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <p><b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</b><br/> Planning activities for staff and allocating work to staff e.g. Co-ordination of operational duties<br/> Need to constantly reassess workplans e.g. changing service demand, or calls and any other incidents</p>  | 2               | 15           |
| 5.            | <b>Physical Skills</b>                         | <p><b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b><br/> Touch typist, advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.</p>   | 3a              | 27           |
| 6.            | <b>Patient/Client Care</b>                     | <p><b>Provides general non-clinical advice, information, guidance or ancillary services directly to patients, clients, relatives, carers</b><br/> 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</p>   | 2               | 9            |
| 7.            | <b>Policy/Service Development</b>              | <p><b>Follows policies in own role, may be required to comment</b><br/> Follows workplace policies and may make suggestions for service improvement.</p>   | 1               | 5            |
| 8.            | <b>Financial &amp; Physical Resources</b>      | <p><b>Personal duty of care in relation to equipment, resources used in the course of work</b><br/> Ensure the efficient and effective operation and safe use of equipment at all times, reporting faults in the appropriate manner.</p>   | 1               | 5            |
| 9.            | <b>Human Resources</b>                         | <p><b>Provides advice, or demonstrates own activities</b><br/> To provide ad hoc support to less qualified or experienced staff,</p>   | 1               | 5            |



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

|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Ambulance service - Dispatcher</b>  |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>1. Ensure the effective deployment and efficient management of emergency and non-emergency vehicles.</li> <li>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.</li> <li>3. Referral to and liaison with appropriate services including some direct patient contact.</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>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>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.</p> <p>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> | 4a              | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <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></p> <p>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>  | 3               | 60              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <p><b>Range or facts or situations, which require analysis or comparison of a range of options</b></p> <p>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>  | 3               | 27              |
| 4.            | <b>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 activities for staff and allocating work to staff e.g. Co-ordination of staff training and mentoring</p> <p>Work plans constantly reassessed e.g. changing service demand, emergency calls and any other incidents</p>   | 2               | 15              |
| 5.            | <b>Physical Skills</b>                         | <p><b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b></p> <p>Touch typist, advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.</p>  | 3a              | 27              |
| 6.            | <b>Patient/Client Care</b>                     | <p><b>Provides basic clinical advice</b></p> <p>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>   | 3c              | 15              |
| 7.            | <b>Policy/Service Development</b>              | <p><b>Follows policies in own role, may be required to comment</b></p> <p>Follows workplace policies and may make suggestions for service improvement.</p>  | 1               | 5               |



|                           |   |  |               |      |
|---------------------------|---|--|---------------|------|
| 8.                        | <b>Financial &amp; Physical Resources</b> | <b>Personal duty of care in relation to equipment, resources used in course of work</b><br>Ensure the efficient and effective operation and safe use of equipment at all times, reporting faults in the appropriate manner.  | 1             | 5    |
| 9.                        | <b>Human Resources</b>                    | <b>Provides advice, or demonstrates own activities</b><br>To provide ad hoc support to less qualified or experienced staff, offering situational advice or guidance within the remit of the role.  | 1             | 5    |
| 10.                       | <b>Information Resources</b>              | <b>Records personally generated information</b><br>Inputs call data into computer system e.g. updates the system with new addresses, hospital handover data  | 1             | 4    |
| 11.                       | <b>Research &amp; Development</b>         | <b>Undertakes surveys and audits as necessary to own work; may occasionally participate in equipment testing</b><br>Undertakes surveys or audits as necessary; Occasionally participate in equipment testing   | 1             | 5    |
| 12.                       | <b>Freedom to Act</b>                     | <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><br>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. | 3             | 21   |
| 13.                       | <b>Physical Effort</b>                    | <b>Frequent sitting or standing in restricted position for a substantial proportion of the working time</b><br>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.   | 2(a)          | 7    |
| 14.                       | <b>Mental Effort</b>                      | <b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration</b><br>On a shift-by-shift basis there is requirement to concentrate continuously dealing with multiple calls and multiple despatch activity at the same time.<br>Required to apply intense concentration e.g. in responding to complex major incidents   | 4ab           | 18   |
| 15.                       | <b>Emotional Effort</b>                   | <b>Frequent indirect exposure to highly distressing or highly emotional circumstances</b><br>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   | 3c            | 18   |
| 16.                       | <b>Working Conditions</b>                 | <b>Use VDU equipment more or less continuously; Occasional exposure to unpleasant working conditions/ Frequent exposure to unpleasant working conditions</b><br>Utilises VDU for all or most of shift. Occasional/frequently dealing with verbal aggressive behaviour of patients  | 2ae - 3a      | 7-12 |
| <b>JE Score 271 - 325</b> |   |  | <b>Band 4</b> |      |



|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Ambulance service - Dispatcher – Higher level</b>   |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>1. Ensures dynamic response for the effective deployment and efficient management of emergency and/or non-emergency vehicles and referrals to appropriate services.</li> <li>2. Ensures KPIs for vehicle response are met.</li> <li>3. Responsible for operational procedures, planning and allocation of work (e.g. meal breaks and shift timings of road crew staff).</li> <li>4. Supervises and trains less experienced staff in own work area.</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>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>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>  | 4               | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <p><b>Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or experience.</b></p> <p>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.</p> <p>Knowledge and training on use of the computer triage system and hold Emergency Medical Dispatcher Certification.</p> <p>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> | 4               | 88              |
| 3.            | <b>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 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>  | 4               | 42              |
| 4.            | <b>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 activities for staff and allocating work to staff e.g. organising operational duties for the team.</p> <p>Need to constantly reassess workplans e.g. changing service demand, or calls and any other incidents</p>  | 2               | 15              |





|     |  |   |      |    |
|-----|--|---|------|----|
| 5.  | <b>Physical Skills</b>                                       | <b>Developed Physical skills obtained through practice where there is a need for speed or accuracy</b><br>Touch typist, advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking the calls.   | 3    | 27 |
| 6.  | <b>Responsibility for Patient/Client Care</b>                | <b>Provides basic clinical advice</b><br>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 |
| 7.  | <b>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><br>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 |
| 8.  | <b>Responsibility for Financial &amp; Physical Resources</b> | <b>Personal duty of care in relation to equipment, resources used in course of work</b><br>Ensure the efficient and effective operation and safe use of equipment at all times, reporting faults in the appropriate manner  | 1    | 5  |
| 9.  | <b>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><br>Allocates work and reviews performance across dispatch function; To undertake training, coaching and mentoring of newly appointed staff in dispatch functions   | 2ac  | 12 |
| 10. | <b>Responsibility for Information Resources</b>              | <b>Occasional requirement to use computer software to develop or create statistical reports requiring formulae</b><br>Uses bespoke software systems, Creates reports e.g. rest break compliance, shift overruns and target response compliance  | 2b   | 9  |
| 11. | <b>Responsibility for Research &amp; Development</b>         | <b>Undertakes surveys and audits as necessary to own work; may occasionally participate in equipment testing</b><br>Undertakes surveys or audits as necessary; Occasionally participate in equipment testing  | 1    | 5  |
| 12. | <b>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><br>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. | 3    | 21 |
| 13. | <b>Physical Effort</b>                                       | <b>Frequent sitting or standing in restricted position</b><br>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  |
| 14. | <b>Mental Effort</b>   | <b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration</b><br>On a shift-by-shift basis there is requirement to concentrate continuously dealing with multiple calls and multiple despatch activity at the same time;<br>Required to apply intense concentration e.g. in responding to complex major incidents  | 4ab  | 18 |
| 15. | <b>Emotional Effort</b>                                      | <b>Occasional exposure to highly distressing or highly emotional circumstances; Frequent indirect exposure to highly distressing or highly emotional circumstances</b>  | 3bc  | 18 |



|                           |                   |  |               |        |
|---------------------------|-------------------|--|---------------|--------|
|                           |                   | 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   |               |        |
| 16.                       | WorkingConditions | <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><br>Uses VDU equipment for all or most of shift;<br>Occasional/frequently dealing with verbal aggressive behaviour of callers | 2ae – 3a      | 7 - 12 |
| <b>JE Score 326 – 395</b> |                   |  | <b>Band 5</b> |        |

|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Duty/Shift Officer – Control Centre</b>  |
| <b>Job Statement</b> | 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.<br>2. Ensure compliance, quality and performance standards are met.<br>3. Manages/supervises control centre staff and expenses |

| <b>Factor</b> |  | <b>Relevant Job Information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>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              |
| 2.            | <b>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             |
| 3.            | <b>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.</p> <p>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              |
| 4.            | <b>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         |



|     |  |  |         |         |
|-----|--|--|---------|---------|
|     |  | <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>  |         |         |
| 5.  | <b>Physical Skills</b>                                       | <p><b>Skills obtained through practice over time or during practical training</b></p> <p>Keyboard skills</p>   | 2       | 15      |
| 6.  | <b>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       |
| 7.  | <b>Responsibility for Policy/Service Development</b>         | <p><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></p> <p>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.</p>   | 2 - 3   | 12 - 21 |
| 8.  | <b>Responsibility for Financial &amp; Physical Resources</b> | <p><b>Authorised signatory for small cash/cash or financial payments</b></p> <p>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.</p>   | 2d - 3a | 12-21   |
| 9.  | <b>Responsibility for Human Resources</b>                    | <p><b>Responsible for day-to-day management of a group of staff</b></p> <p>All aspects of day-to-day management including allocation of work and absence management.</p> <p>Participate in the recruitment and induction of staff, e.g. sit on interview panel</p> <p>Responsible for development of team and team members including undertaking skills gap analysis, identifying training needs and delivery of training.</p> <p>Performance management and developing collaborative remedies to support capability or undertaking disciplinary or grievance processes.</p> | 3a      | 21      |
| 10. | <b>Responsibility for Information Resources</b>              | <p><b>Occasional / Regular requirement to use computer software to develop or create statistical reports requiring formulae</b></p> <p>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.</p>   | 2-3     | 9-16    |
| 11. | <b>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       |
| 12. | <b>Freedom to Act</b>  | <p><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></p> <p>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.</p>   | 3       | 21      |
| 13. | <b>Physical Effort</b>                                       | <p><b>There may be a requirement to exert light physical effort for short periods</b></p> <p>Combination of sitting / standing.</p>  | 1       | 3       |



|                           |                           |  |               |        |
|---------------------------|---------------------------|--|---------------|--------|
| 14.                       | <b>Mental Effort</b>      | <b>Frequent requirement for concentration where the work pattern is unpredictable/There is an occasional requirement for intense concentration</b><br>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  |
| 15.                       | <b>Emotional Effort</b>   | <b>Occasional/frequent exposure to distressing or emotional circumstances</b><br>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 |
| 16.                       | <b>Working Conditions</b> | <b>Occasional exposure to unpleasant working conditions; Use VDU equipment more or less continuously.</b><br>Dealing with complaints from or aggressive behaviour of service users; Use of VDU equipment throughout shift.   | 2 ae          | 7      |
| <b>JE Score 326 - 395</b> |                           |  | <b>Band 5</b> |        |

|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Duty Manager</b>   |
| <b>Job Statement</b> | 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.<br>2. Ensure compliance, quality and performance standards are met.<br>3. Manages control centre staff<br>4. Responsibility for computer systems |

| <b>Factor</b> |  | <b>Relevant Job Information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>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              |
| 2.            | <b>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             |
| 3.            | <b>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              |
| 4.            | <b>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         |



|     |   |   |     |    |
|-----|---|---|-----|----|
|     |   | 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.<br>Organising the deployment of other professionals and agencies to meet service demand e.g., critical incidents.   |     |    |
| 5.  | Physical Skills                                   | <b>Skills obtained through practice over time or during practical training.</b><br>Keyboard skills  | 2   | 15 |
| 6.  | Responsibility for Patient/Client Care            | <b>Assists patients/clients/relatives during incidental contacts.</b><br>Incidental contact with service users  | 1   | 4  |
| 7.  | Responsibility for Policy/Service Development     | <b>Implements policies for own work are and proposes policy or service changes which impact beyond own area of activity.</b><br>Represents EOC in organisation wide discussions re service change and deployment.<br><br>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.<br><br>Leads discussions on policies, procedures and protocols, SOPs within work area. Proposes changes for improvement of working practices withing the EOC. | 3   | 21 |
| 8.  | Responsibility for Financial & Physical Resources | <b>Authorised signatory for cash or financial payments.</b><br>Autonomy to authorise overtime in line with organisational procedures and sign off time sheets over £1000 per month  | 3a  | 21 |
| 9.  | Responsibility for Human Resources                | <b>Responsible for line management of a single function or department</b><br>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.  | 4a  | 32 |
| 10. | Responsibility for Information Resources          | <b>Regular requirement to use computer software to develop or create statistical reports requiring formulae.</b><br>Produce statistical information on call, response, and performance data for regular reporting to senior management– using statistical reporting and formulae.   | 3   | 16 |
| 11. | Responsibility for Research & Development         | <b>Occasionally participate in equipment testing</b><br>Undertakes survey and audits as necessary to own work.  | 1   | 5  |
| 12. | Freedom to Act                                    | <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><br>Works on own initiative, operates within broad policies and procedures, responsibility for specific area of service delivery.   | 4   | 32 |
| 13. | Physical Effort                                   | <b>There may be a requirement to exert light physical effort for short periods.</b><br>Combination of sitting / standing  | 1   | 3  |
| 14. | Mental Effort                                     | <b>There is a frequent requirement for prolonged concentration; there is an occasional requirement for intense concentration.</b>   | 4ab | 18 |



|                           |                   |  |               |    |
|---------------------------|-------------------|--|---------------|----|
|                           |                   | <p>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.</p> <p>The Post holder may be required to represent the service at Fatal Accident Inquiries.</p> |               |    |
| 15.                       | Emotional Effort  | <p><b>Frequent exposure to distressing or emotional circumstances; Frequent indirect exposure to highly distressing or highly emotional circumstances</b></p> <p>Dealing with disciplinary and grievance issues;<br/>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>  | 3ac           | 18 |
| 16.                       | WorkingConditions | <p><b>Occasional exposure to unpleasant working conditions; Use VDU equipment more or less continuously.</b></p> <p>Dealing with complaints from or aggressive behaviour of service users; Use of VDU equipment throughout shift</p>   | 2ae           | 7  |
| <b>JE Score 396 - 465</b> |                   |  | <b>Band 6</b> |    |



|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Clinical Advisor</b>   |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>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.</li> <li>2. Ensures patient safety through welfare and re-assessment calls to service users</li> <li>3. Provides specialised clinical advice and support to colleagues within the call centre (including mentoring new staff)</li> <li>4. Monitors surge demand and clinical risk management.</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>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           |
| 2.            | <b>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. Demonstrable competence in using technology and be IT competent i.e. use computerised systems, database software or healthcare systems</p>  | 6               | 156             |
| 3.            | <b>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</p>  | 4               | 42              |



|     |  |   |     |      |
|-----|--|---|-----|------|
|     |  | requirement to allocate or re-allocate resources to meet ever changing clinical needs.  |     |      |
| 4.  | <b>Planning &amp; Organisational Skills</b>                  | <b>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.</b><br>Organise mentoring programme for new staff. Manage own workload to prioritise patient needs, considering all risk factors.<br><br>May escalate or deescalate the category, based on clinical needs.   | 2   | 15   |
| 5.  | <b>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><br>Advanced computer operator skills in logging call information accurately, use of multiple screens and headsets in taking calls. | 3a  | 27   |
| 6.  | <b>Responsibility for Patient/Client Care</b>                | <b>Provide specialised advice in relation to care of patients and clients</b><br>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   |
| 7.  | <b>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><br>Follows policies, protocols, may comment/proposes changes to protocols, working procedures.   | 1–2 | 5–12 |
| 8.  | <b>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><br>Careful use of computer workstation and homeworking equipment as provided, reports faults   | 1   | 5    |
| 9.  | <b>Responsibility for Human Resources</b>                    | <b>Regularly responsible for professional or clinical supervision of a small number of qualified staff or students</b><br>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   |
| 10. | <b>Responsibility for Information Resources</b>              | <b>Records personally generated information</b><br>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    |
| 11. | <b>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><br>Takes part in staff surveys and audits.   | 1   | 5    |
| 12. | <b>Freedom to Act</b>  | <b>Is guided by precedent and clearly defined occupational policies, protocols, procedures, or codes of conduct. Work is managed rather than supervised</b><br>Works within codes of practice and professional guidelines; professional accountability including autonomous clinical decision making.   | 3   | 21   |
| 13. | <b>Physical Effort</b>                                       | <b>There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of the working time</b><br>Keyboard use and use of headsets for substantial proportion of shift  | 2a  | 7    |



|                           |                          |  |               |        |
|---------------------------|--------------------------|--|---------------|--------|
| 14.                       | <b>Mental Effort</b>     | <b>There is a frequent requirement for prolonged concentration, or there is an occasional requirement for intense concentration</b><br>Prolonged concentration for complex calls.  | 4a, b         | 18     |
| 15.                       | <b>Emotional Effort</b>  | <b>Frequent exposure to distressing or emotional circumstances/ Occasional exposure to traumatic circumstances</b><br>Deals with distressed callers in urgent, emergency and critical situations.  | 3a /4a        | 18- 25 |
| 16.                       | <b>WorkingConditions</b> | <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><br>Frequent (several times a week with several occurrences on each shift) exposure to Verbal aggression, VDU use. | 2a,e<br>3a    | 7-12   |
| <b>JE Score 396 - 465</b> |                          |  | <b>Band 6</b> |        |

|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Ambulance service - Clinical advice team manager</b>  |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>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</li> <li>Undertakes follow up calls to patients with complex medical needs and ensures patient safety through welfare and re-assessment calls to service users</li> <li>Provides specialised clinical advice and support to colleagues within the call centre and manages clinical advisers</li> <li>Manages team including performance standards and policies. Manages surge demand and call stack /risk management</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>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              |
| 2.            | <b>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             |
| 3.            | <b>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              |
| 4.            | <b>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          |



|     |   |  |      |    |
|-----|---|--|------|----|
| 5.  | Physical Skills                                   | <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 |
| 6.  | Responsibility for Patient/Client Care            | <p><b>Provide specialised advice in relation to care of patients and clients.</b></p> <p>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</p>  | 5c   | 30 |
| 7.  | Responsibility for Policy/Service Development     | <p><b>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.</b></p> <p>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).</p>   | 3    | 21 |
| 8.  | Responsibility for Financial & Physical Resources | <p><b>Authorised signatory for small cash or financial payments.</b></p> <p>Sign off for small departmental payments e.g. for bank and overtime</p>  | 2d   | 12 |
| 9.  | Responsibility for Human Resources                | <p><b>Responsible as line manager for single function or department.</b></p> <p>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.</p>   | 4(a) | 32 |
| 10. | Responsibility for Information Resources          | <p><b>Records personally generated information.</b></p> <p>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</p>  | 1    | 4  |
| 11. | Responsibility for Research & Development         | <p><b>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&amp;D, clinical trials or equipment testing/Regularly undertake R&amp;D activity as a requirement of the job</b></p> <p>Takes part in staff surveys and audits/ Regularly undertakes complex audits &amp; surveys of callers. Required to undertake audits in relation to departmental activities.</p>   | 2(a) | 12 |
| 12. | Freedom to Act                                    | <p><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></p> <p>Professional accountability including autonomous clinical decision making, manages team and interprets policy in relation to their area.</p>   | 4    | 32 |
| 13. | Physical Effort                                   | <p><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></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; there is an occasional requirement for intense concentration.</b></p> <p>Concentration for calls, interruptions from staff, prolonged concentration for complex calls where the work pattern could</p>  | 4ab  | 18 |



|                           |                           |   |               |      |
|---------------------------|---------------------------|---|---------------|------|
|                           |                           | be unpredictable  |               |      |
| 15.                       | <b>Emotional Effort</b>   | <b>Frequent exposure to highly distressing or emotional circumstances and occasional exposure to traumatic circumstances.</b><br>Deals with distressed callers in urgent, emergency and critical situations   | 4             | 25   |
| 16.                       | <b>Working Conditions</b> | <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><br>Frequent (several times a week with several occurrences on each -shift) exposure to Verbal aggression, VDU use. | 2ae -<br>3a   | 7-12 |
| <b>JE Score 466 - 539</b> |                           |   | <b>Band 7</b> |      |

|                                |  |
|--------------------------------|--|
| <b>Profile Suite and Label</b> | <b>Emergency Services – Patient Transport Services Patient Carer</b>   |
| <b>Job Statement</b>           | 1. Collects low dependency, ambulatory patients and escorts to vehicle<br>2. Drives passenger vehicle to and from hospitals, clinics, departments<br>3. Escorts patients to appropriate clinic or department |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding.</b><br>Range of condition related exchanges with service users and relatives requiring empathy, reassurance and persuasive skills.  | 3a              | 21              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Understanding of a range of routine work procedures possibly outside immediate work area, which would require a combination of on-the-job training and a period of induction.</b><br>Procedures for driving, collecting and conveying patients and giving basic first aid, acquired through on-the-job training. | 2               | 36              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Judgements involving facts or situations, some of which require analysis</b><br>Assesses basic patient mobility before and during transport, checks vehicle safety against predetermined list prior to driving.  | 2               | 15              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Planning and organisation of a number of straightforward tasks, activities or programmes, some of which may be ongoing</b><br>Plans route, adjusts for road traffic conditions.  | 2               | 15              |
| 5.            | <b>Physical Skills</b>                         | <b>Physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment.</b><br>Driving low dependency, ambulatory patients to and from appointments.                                 | 2               | 15              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Provides personal care to patients/clients.</b><br>Provides transport and escort services.   | 3a              | 15              |
| 7.            | <b>Policy/Service Development</b>              | <b>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments.</b><br>Follows ambulance service policies and procedures.   | 1               | 5               |
| 8.            | <b>Financial &amp; Physical Resources</b>      | <b>Regularly handles or processes cash, cheques, patients' valuables; Responsible for the safe use of expensive or highly complex equipment.</b><br>Responsible for ensuring safe keeping of patient valuables during transportation;<br>Responsible for the safe driving of vehicle.                               | 2ae             | 12              |





|                     |                        |   |               |    |
|---------------------|------------------------|---|---------------|----|
| 9.                  | Human Resources        | <b>Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area.</b><br>May demonstrate duties to new staff.  | 1             | 5  |
| 10.                 | Information Resources  | <b>Records personally generated information</b><br>Maintains records as appropriate e.g. vehicle usage.   | 1             | 4  |
| 11.                 | Research & Development | <b>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&amp;D, clinical trials, or equipment testing.</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits.   | 1             | 5  |
| 12.                 | Freedom to Act         | <b>Is guided by standard operating procedures, good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis.</b><br>Supervision available by radio. Discretion in planning own route.  | 2             | 12 |
| 13.                 | Physical Effort        | <b>Frequent requirement to exert moderate effort for several short periods during shift.</b><br>Assists patients several times during a shift into and out of the vehicle. May include wheelchair users.  | 3c            | 12 |
| 14.                 | Mental Effort          | <b>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention; there is an occasional requirement for concentration where the work pattern is unpredictable.</b><br>Drives patients following a daily schedule; work pattern is unpredictable e.g. road conditions may require changing the route of some journeys. | 2ab           | 7  |
| 15.                 | Emotional Effort       | <b>Frequent distressing or emotional circumstances</b><br>Transporting patients with a variety of conditions e.g. life changing or distressing conditions. Patients may be anxious, upset, or angry.  | 3a            | 18 |
| 16.                 | Working Conditions     | <b>Frequent unpleasant conditions</b><br>Smells, body odours, verbal aggression, bad weather.   | 3a            | 12 |
| <b>JE Score 194</b> |                        |   | <b>Band 2</b> |    |



|                                |   |
|--------------------------------|---|
| <b>Profile Suite and Label</b> | <b>Emergency services - Patient Transport Services Patient Carer, Higher level</b>  |
| <b>Job Statement</b>           | 1. Collects high dependency, non-ambulatory patients and escorts to vehicle<br>2. Drives passenger vehicle to and from hospitals, clinics, departments<br>3. Escorts patients to appropriate clinic or department |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding.</b><br>Range of condition related exchanges with service users and relatives requiring empathy, reassurance and persuasive skills.  | 3a              | 21              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Understanding of a range of routine work procedures possibly outside immediate work area, which would require a combination of on-the-job training and a period of induction.</b><br>Procedures for driving, collecting and conveying patients and giving basic first aid, acquired through on the job training.<br>Passenger Carrying Vehicle or Ambulance Driving Test or equivalent is required.                  | 2               | 36              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Judgements involving facts or situations, some of which require analysis</b><br>Assesses basic patient mobility before and during transport, checks vehicle safety against predetermined list prior to driving   | 2               | 15              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Planning and organisation of a number of straightforward tasks, activities or programmes, some of which may be ongoing</b><br>Plans route, adjusts for road traffic conditions.  | 2               | 15              |
| 5.            | <b>Physical Skills</b>                         | <b>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><br>Skills required to manoeuvre vehicles used to transport non-ambulatory patients where accuracy is required | 3a              | 27              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Provides personal care to patients/clients.</b><br>Provides transport and escort services. May be required to assist patients to administer their own oxygen.  | 3a              | 15              |
| 7.            | <b>Policy/Service Development</b>              | <b>Follows policies in own role which are determined by others. No responsibility for service development, but may be required to comment on policies, procedures or possible developments</b><br>Follows ambulance service policies and procedures.  | 1               | 5               |
| 8.            | <b>Financial &amp; Physical Resources</b>      | <b>Regularly handles or processes cash, cheques, patients' valuables; Responsible for the safe use of expensive or highly complex equipment.</b><br>Responsible for ensuring safe keeping of patient valuables during transportation;<br>Responsible for the safe driving of vehicle.   | 2ae             | 12              |



|                           |                                   |   |               |       |
|---------------------------|-----------------------------------|---|---------------|-------|
| 9.                        | <b>Human Resources</b>            | <b>Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area.</b><br>May demonstrate duties to new staff.  | 1             | 5     |
| 10.                       | <b>Information Resources</b>      | <b>Records personally generated information</b><br>Maintains records as appropriate e.g. vehicle usage.   | 1             | 4     |
| 11.                       | <b>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><br>Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits.   | 1             | 5     |
| 12.                       | <b>Freedom to Act</b>             | <b>Is guided by standard operating procedures, good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis.</b><br>Supervision available by radio. Discretion in planning own route.  | 2             | 12    |
| 13.                       | <b>Physical Effort</b>            | <b>Frequent requirement to exert moderate effort for several short periods during shift/ frequent requirement to exert moderate physical effort for several long periods during a shift; there is an occasional requirement to exert intense physical effort for several short periods during a shift.</b><br>Assists patients several times during a shift into and out of the vehicle. May include wheelchair users/<br>Moving patients in wheelchairs, with mechanical aids; lifting patients; Requirement to transport non-ambulatory patients. | 3c-4bc        | 12-18 |
| 14.                       | <b>Mental Effort</b>              | <b>Frequent requirement for concentration where the work pattern is predictable with few competing demands for attention or an occasional requirement for concentration where the work pattern is unpredictable.</b><br>Drives patients following a daily schedule. There is a requirement for concentration, during driving duties and occasionally where the work pattern is unpredictable e.g. road conditions may require changing the route of some journeys.  | 2ab           | 7     |
| 15.                       | <b>Emotional Effort</b>           | <b>Frequent distressing or emotional circumstances</b><br>Transporting patients with a variety of conditions e.g. life changing or distressing conditions. Patients may be anxious, upset, or angry.  | 3a            | 18    |
| 16.                       | <b>Working Conditions</b>         | <b>Frequent unpleasant conditions</b><br>Smells, body odours, verbal aggression, bad weather  | 3a            | 12    |
| <b>JE Score 221 - 227</b> |                                   |   | <b>Band 3</b> |       |

|                                |   |
|--------------------------------|---|
| <b>Profile Suite and Label</b> | <b>Emergency Services - Ambulance Practitioner</b>  |
| <b>Job Statement</b>           | 1. Responds to emergencies, urgent and routine calls, delivers treatment<br>2. Undertakes emergency driving; lifts and carries patients<br>3. Undertakes daily vehicle checks, check and re-stock equipment and supplies. |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Provide and receive complex or sensitive information; barriers to understanding</b><br>Communicates condition related information to patients, clients and relatives, and clinical staff at handover; where there may be difficulties to understanding, requires empathetic and reassurance skills  | 4a              | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Range of work procedures and practices, base level theoretical knowledge</b><br>Knowledge of procedures for emergency and other urgent situations; acquired through a programme of in-house classroom based and on the job training, or a relevant level 3 vocational qualification. Competence against any internal framework will be signed off by supervisor and/or training provider. | 3               | 60              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Judgements involving facts or situations, some of which require analysis</b><br>Makes judgements which require assessment of facts; determine whether situation needs referring to senior clinician or not according to scope of practice.  | 2               | 15              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Organise own day to day work tasks or activities/ Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.</b><br>Plans, organises own tasks/ Assist in on-scene activities as part of response team.  | 1-2             | 6-15            |
| 5.            | <b>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><br>Dexterity, co-ordination & sensory skills for high-speed driving, lifting & moving patients, clinical procedures requiring hand eye coordination   | 3ab             | 27              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Implement clinical care, care packages; provide advice in relation to care</b><br>Delivers emergency and medical treatment as part of the response team and within clinical guidelines. May include referring to alternative care provision or seeking clinical validation for discharging certain call categories; provides advice to patients   | 4ac             | 22              |
| 7.            | <b>Policy/Service Development</b>              | <b>Follows policies in own role which are determined by others; no responsibility for service development, but</b>   | 1               | 5               |



|                           |   |   |               |       |
|---------------------------|---|---|---------------|-------|
|                           |   | <b>may be required to comment on policies, procedures or possible developments.</b><br>Follows ambulance service policies, may comment on proposals for change  |               |       |
| 8.                        | <b>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><br>Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of ambulance & equipment, body cameras | 2abce         | 12    |
| 9.                        | <b>Human Resources</b>                    | <b>Demonstrate own activities to new or less experienced employees</b><br>Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees or students in own work area.  | 1             | 5     |
| 10.                       | <b>Information Resources</b>              | <b>Record personally generated information</b><br>Keeps records of emergency and other treatment, incidents   | 1             | 4     |
| 11.                       | <b>Research &amp; Development</b>         | <b>Complete surveys or audits as necessary to own work</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits  | 1             | 5     |
| 12.                       | <b>Freedom to Act</b>                     | <b>Standard operating procedures, someone available for reference</b><br>Works within relevant emergency medical treatment protocols and procedures, advice and supervision is available from more senior healthcare practitioners  | 2             | 12    |
| 13.                       | <b>Physical Effort</b>                    | <b>Occasional/ frequent intense effort for several short periods</b><br>Occasionally/frequently lifting and carrying patients or clients over 15 kilos, in limited physical space without mechanical aids   | 4c-5b         | 18-25 |
| 14.                       | <b>Mental Effort</b>                      | <b>Frequent concentration, work pattern predictable/unpredictable</b><br>Concentration on driving, delivering emergency medical care/ interruptions to deal with unpredictable clinical situations.   | 2a-3a         | 7-12  |
| 15.                       | <b>Emotional Effort</b>                   | <b>Occasional exposure to traumatic circumstances; frequent highly distressing or emotional circumstances</b><br>Arriving at and dealing with families at the scene of accidents, mental health crisis, victims of abuse or a serious incident.   | 4ab           | 25    |
| 16.                       | <b>Working Conditions</b>                 | <b>Considerable exposure to hazards</b><br>Unavoidable exposure to physically dangerous situations dealing with emergency situations on a regular basis e.g. road traffic accidents   | 5             | 25    |
| <b>JE Score 280 - 301</b> |   |   | <b>Band 4</b> |       |

|                                |  |
|--------------------------------|--|
| <b>Profile Suite and Label</b> | <b>Ambulance Practitioner Higher level</b>   |
| <b>Job Statement</b>           | 1. Responds to emergencies, urgent, and routine calls; delivers treatment, which may include drug therapies.<br>2. Undertakes emergency driving; lifts and carries patients.<br>3. May be lead practitioner on a vehicle, within their scope of practice.<br>4. Provides clinical supervision to other staff |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Provide and receive complex or sensitive information; barriers to understanding</b><br>Communicates condition related information to patients/clients, relatives and clinical staff; where there may be difficulties to understanding, requires empathetic and reassurance skills   | 4a              | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge</b><br>Knowledge of clinical procedures for responding to emergency and other situations, including for example drug therapy and ECG acquired through experience and a combination of on the job and formal training e.g. a Level 4 course. Competence signed off by tutor or mentor | 4               | 88              |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Range of facts or situations requiring analysis, comparison of range of options</b><br>Assesses situation, decides courses of action in accordance with scope of practice, guidelines and protocols e.g. emergency/alternative pathway referrals  | 3               | 27              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Plan and organise straightforward activities, some ongoing</b><br>Plans, organises on-scene activities  | 2               | 15              |
| 5.            | <b>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><br>Dexterity, co-ordination & sensory skills for high-speed driving, lifting & moving patients, clinical procedures requiring hand eye coordination   | 3ab             | 27              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Implement clinical care, care packages; provide advice in relation to care</b><br>Delivers emergency and medical treatment within clinical guidelines including referring to alternative care provision or discharging certain call categories; provides advice to patients.  | 4ac             | 22              |
| 7.            | <b>Policy/Service Development</b>              | <b>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments.</b>  | 1               | 5               |



|                           |   |  |               |       |
|---------------------------|---|--|---------------|-------|
|                           |   | Follows ambulance service policies, may comment on proposed changes to policies  |               |       |
| 8.                        | <b>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><br>Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of ambulance & equipment, body cameras | 2abce         | 12    |
| 9.                        | <b>Human Resources</b>                    | <b>Professional/clinical supervision; provide training in own discipline</b><br>Provides clinical supervision; on the job training to less experienced members of the care team  | 2bc           | 12    |
| 10.                       | <b>Information Resources</b>              | <b>Record personally generated information</b><br>Keeps records of emergency and other treatment, incidents  | 1             | 4     |
| 11.                       | <b>Research &amp; Development</b>         | <b>Complete surveys or audits as necessary to own work</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits   | 1             | 5     |
| 12.                       | <b>Freedom to Act</b>                     | <b>Clearly defined occupational policies, work is managed rather than supervised.</b><br>Works within relevant emergency medical treatment guidelines and procedures, work is managed rather than supervised. May be lead practitioner on a vehicle, within their scope of practice.   | 3             | 21    |
| 13.                       | <b>Physical Effort</b>                    | <b>Occasional/ frequent intense effort for several short periods</b><br>Lifting and carrying patients or clients over 15 kilos, in limited physical space without mechanical aids occasionally/frequently  | 4c-5b         | 18-25 |
| 14.                       | <b>Mental Effort</b>                      | <b>Frequent concentration, work pattern predictable/unpredictable</b><br>Concentration on driving, delivering emergency medical care/ interruptions to deal with unpredictable clinical situations   | 2a-3a         | 7-12  |
| 15.                       | <b>Emotional Effort</b>                   | <b>Occasional exposure to traumatic circumstances; frequent highly distressing or emotional circumstances</b><br>Arriving at and dealing with families at the scene of accidents or a serious incident   | 4ab           | 25    |
| 16.                       | <b>Working Conditions</b>                 | <b>Considerable exposure to hazards</b><br>Unavoidable exposure to physically dangerous situations dealing with emergency situations on a regular basis e.g. road traffic accidents  | 5             | 25    |
| <b>JE Score 345 - 357</b> |   |  | <b>Band 5</b> |       |





| Profile Suite and Label | Emergency Services – Paramedic Entry Level  |
|-------------------------|---|
| Job Statement           | <ol style="list-style-type: none"> <li>1. During the period of consolidated learning post registration, works under the clinical supervision of an experienced paramedic, seeking advice and support when required,</li> <li>2. Responds to emergencies, urgent and routine calls; provides clinical interventions, including drug therapies at scene; may work as sole practitioner; may administer medication within PGD (Patient Group Directive) guidelines.</li> <li>3. Undertakes emergency driving.</li> </ol> |

| Factor |                                     | Level descriptor and example job information   | JE Level | JE Score |
|--------|-------------------------------------|--|----------|----------|
| 1.     | Communication & Relationship Skills | <b>Provide and receive complex or sensitive information; barriers to understanding</b><br>Communicates condition related information to patients/clients, relatives and clinical staff; where there may be difficulties to understanding, requires empathetic and reassurance skills         | 4a       | 32       |
| 2.     | Knowledge, Training & Experience    | <b>Expertise within a discipline, underpinned by theory</b><br>Professional/clinical knowledge acquired through training and/or experience to degree/diploma level or equivalent   | 5        | 120      |
| 3.     | Analytical & Judgemental Skills     | <b>Range of facts or situations requiring analysis, comparison of range of options</b><br>Assesses patient situations, decides on courses of action in accordance with scope of practice, guidelines and protocols e.g. emergency or alternative pathway referrals                           | 3        | 27       |
| 4.     | Planning & Organisational Skills    | <b>Plan and organise straightforward activities, some ongoing</b><br>Plans, organises on-scene activities  | 2        | 15       |
| 5.     | Physical Skills                     | <b>Highly developed physical skills, high degree of precision</b><br>Highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation   | 4        | 42       |
| 6.     | Patient/Client Care                 | <b>Implements clinical care, care packages; provide advice in relation to care</b><br>Assesses and delivers emergency and medical treatment within clinical guidelines including referring to alternative care provision or discharging certain call categories; provides advice to patients | 4ac      | 22       |
| 7.     | Policy/Service Development          | <b>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments.</b><br>Follows ambulance services policies, may comment on proposed changes to policies          | 1        | 5        |
| 8.     | Financial & Physical Resources      | <b>Handle cash, valuables; safe use of equipment other than that used personally; maintain stock control; safe use of expensive equipment.</b>   | 2abce    | 12       |



|                           |                        |  |               |       |
|---------------------------|------------------------|--|---------------|-------|
|                           |                        | Removes and passes patient belongings to clinical staff; ensure ambulance equipment is safe; maintains and secures stocks of drugs; safe use of ambulance & equipment, body cameras  |               |       |
| 9.                        | Human Resources        | <b>Demonstrates own activities to new or less experienced employees.</b><br>Provides advice as required, to non-registered staff without assuming formal supervision, education or line management role.   | 1             | 5     |
| 10.                       | Information Resources  | <b>Record personally generated information</b><br>Keeps records of emergency and other treatment, incidents  | 1             | 4     |
| 11.                       | Research & Development | <b>Complete surveys or audits as necessary to own work</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits   | 1             | 5     |
| 12.                       | Freedom to Act         | <b>Standard operating procedures, someone available for reference</b><br>Works within relevant emergency medical treatment protocols and procedures, advice and supervision is available from more senior practitioners during Newly Qualified Paramedic/consolidation of learning post registration period. | 2             | 12    |
| 13.                       | Physical Effort        | <b>Occasional/ frequent intense effort for several short periods</b><br>Lifting and carrying patients or clients over 15 kilos, in limited physical space without mechanical aids occasionally/frequently  | 4c-5b         | 18-25 |
| 14.                       | Mental Effort          | <b>Frequent concentration, work pattern predictable/unpredictable</b><br>Concentration on driving, delivering emergency care/ interruptions to deal with unpredictable clinical situations, or may be switched to other emergency situations   | 2a-3a         | 7-12  |
| 15.                       | Emotional Effort       | <b>Occasional exposure to traumatic circumstances; frequent highly distressing or emotional circumstances</b><br>Arriving at and dealing with families at the scene of accidents or a serious incident   | 4ab           | 25    |
| 16.                       | Working Conditions     | <b>Considerable exposure to hazards</b><br>Unavoidable exposure to physically dangerous situations, dealing with emergency situations on a regular basis e.g. road traffic accidents   | 5             | 25    |
| <b>JE Score 376 – 388</b> |                        |  | <b>Band 5</b> |       |





|                      |   |
|----------------------|---|
| <b>Profile Label</b> | <b>Ambulance service - Paramedic</b>  |
| <b>Job Statement</b> | <ol style="list-style-type: none"> <li>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</li> <li>2. Undertakes emergency driving</li> <li>3. Undertakes daily vehicle checks, checks and re-stocks equipment and supplies</li> </ol> |

| <b>Factor</b> |  | <b>Relevant Job Information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Provide and receive complex, sensitive information; barriers to understanding</b><br>Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills   | 4a              | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Expertise within a discipline, underpinned by theory</b><br>Professional/clinical knowledge acquired through training and/or experience to degree/diploma level or equivalent   | 5               | 120             |
| 3.            | <b>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><br>Assesses patient situations, decides on courses of action in accordance with guidelines and protocols/assesses complex patient conditions | 3-4             | 27-42           |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Plan and organise straightforward activities, some ongoing</b><br>Plans, organises on-scene activities  | 2               | 15              |
| 5.            | <b>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               | 42              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Develop programmes of care, care packages</b><br>Provides packages and programmes of emergency and medical care   | 5(a)            | 30              |
| 7.            | <b>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><br>Follows policies for provision of medical treatment, may comment on proposals for change/ proposes changes to practices and procedures   | 1-2             | 5-12            |
| 8.            | <b>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><br>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           | 12              |
| 9.            | <b>Human Resources</b>                         | <b>Clinical supervision; provide training in own discipline</b><br>Provides clinical supervision, provides job training to less experienced members of the care team   | 2bc             | 12              |
| 10.           | <b>Information Resources</b>                   | <b>Record personally generated information</b><br>Keeps records of emergency and other treatment, incidents  | 1               | 4               |



|                           |                                   |  |               |       |
|---------------------------|-----------------------------------|--|---------------|-------|
| 11.                       | <b>Research &amp; Development</b> | <b>Complete surveys or audits as necessary to own work/Occasionally participates in equipment testing</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials/clinical audits | 1             | 5     |
| 12.                       | <b>Freedom to Act</b>             | <b>Clearly defined occupational policies, work is managed rather than supervised</b><br>Works within emergency protocols and guidelines, work is managed rather than supervised                      | 3             | 21    |
| 13.                       | <b>Physical Effort</b>            | <b>Occasional/ frequent intense effort for several short periods</b><br>Lifting and carrying patients/clients in limited physical space  | 4c-5b         | 18-25 |
| 14.                       | <b>Mental Effort</b>              | <b>Frequent concentration, work pattern pattern/unpredictable</b><br>Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations                      | 2a-3a         | 7-12  |
| 15.                       | <b>Emotional Effort</b>           | <b>Occasional trauma; frequent highly distressing or emotional circumstances</b><br>Arriving at and dealing with e.g. families at the scene of accidents   | 4ab           | 25    |
| 16.                       | <b>Working Conditions</b>         | <b>Considerable exposure to hazards</b><br>Unavoidable exposure to physically dangerous situations on a regular basis  | 5             | 25    |
| <b>JE Score 400 – 434</b> |                                   |  | <b>Band 6</b> |       |



|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Emergency Services - Paramedic Specialist</b>   |
| <b>Job Statement</b> | <p>4. Provides specialist paramedic clinical interventions and advice, including a broad range of drug therapies and procedures; may work as sole practitioner; administers medication within broader PGD (Patient Group Directive) guidelines.</p> <p>5. Provides specialist clinical advice and support to other emergency care professionals.</p> |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Provide and receive complex or sensitive information; barriers to understanding</b><br>Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills  | 4a              | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Highly developed specialist knowledge</b><br>Specialist professional and clinical knowledge acquired through training to degree, plus further study to level 7, or equivalent experience demonstrated by competence in full range of required activities.  | 7               | 196             |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Complex facts or situations requiring analysis, interpretation, comparison of range of options</b><br>Assesses complex patient conditions  | 4               | 42              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Plan and organise straightforward activities, some ongoing</b><br>Plans, organises on-scene activities   | 2               | 15              |
| 5.            | <b>Physical Skills</b>                         | <b>Highly developed physical skills, high degree of precision</b><br>Highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation, cricothyroidotomy, suturing   | 4               | 60              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Develops specialised programmes of care/care packages; Provides highly specialised advice concerning the care of a category of patients.</b><br>Assesses, develops and implements specialist emergency and medical care programmes; provides highly specialist clinical advice to patients/clients, carers, relatives and other professionals. | 6ac             | 39              |
| 7.            | <b>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><br>Follows policies for provision of medical treatment, may comment on proposals for change/ proposes changes to practices and procedures.   | 1-2             | 5-12            |
| 8.            | <b>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>   | 2abce           | 12              |



|                           |                                   |   |               |       |
|---------------------------|-----------------------------------|---|---------------|-------|
|                           |                                   | 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.                            |               |       |
| 9.                        | <b>Human Resources</b>            | <b>Clinical supervision; provide training in own discipline.</b><br>Provides clinical supervision, provides on the job training to less experienced members of the care team.                               | 2bc           | 12    |
| 10.                       | <b>Information Resources</b>      | <b>Record personally generated information</b><br>Keeps records of emergency and other treatment, incidents   | 1             | 4     |
| 11.                       | <b>Research &amp; Development</b> | <b>Complete surveys or audits as necessary to own work/Occasionally participates in equipment testing.</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials/clinical audits.      | 1             | 5     |
| 12.                       | <b>Freedom to Act</b>             | <b>Clearly defined occupational policies, work is managed rather than supervised.</b><br>Works within emergency protocols and guidelines, work is managed rather than supervised.                           | 3             | 21    |
| 13.                       | <b>Physical Effort</b>            | <b>Occasional/ frequent intense effort for several short periods.</b><br>Lifting and carrying patients or clients over 15 kilos, in limited physical space without mechanical aids occasionally/frequently. | 4c-5b         | 18-25 |
| 14.                       | <b>Mental Effort</b>              | <b>Frequent concentration, work pattern pattern/unpredictable.</b><br>Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations.                           | 2a-3a         | 7-12  |
| 15.                       | <b>Emotional Effort</b>           | <b>Occasional exposure to traumatic circumstances; frequent highly distressing or emotional circumstances.</b><br>Arriving at and dealing with families at the scene of accidents or a serious incident.    | 4ab           | 25    |
| 16.                       | <b>Working Conditions</b>         | <b>Considerable exposure to hazards.</b><br>Unavoidable exposure to physically dangerous situations, dealing with emergency situations on a regular basis e.g. road traffic accidents.                      | 5             | 25    |
| <b>JE Score 500 - 519</b> |                                   |   | <b>Band 7</b> |       |



|                      |  |
|----------------------|--|
| <b>Profile Label</b> | <b>Emergency Services - Paramedic Team Leader</b>  |
| <b>Job Statement</b> | 6. Responds to emergencies, 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.<br>7. Undertakes emergency driving.<br>8. Provides day to day management of team of other paramedics. |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <b>Provide and receive complex or sensitive information; barriers to understanding.</b><br>Communicates condition related information to patients/clients, relatives and clinical staff; requires empathetic and reassurance skills.   | 4a              | 32              |
| 2.            | <b>Knowledge, Training &amp; Experience</b>    | <b>Highly developed specialist knowledge</b><br>Professional and clinical knowledge acquired through training to degree, plus further study to level 7, or equivalent experience demonstrated by competence in full range of required activities including staff management  | 7               | 196             |
| 3.            | <b>Analytical &amp; Judgemental Skills</b>     | <b>Complex facts or situations requiring analysis, interpretation, comparison of range of options.</b><br>Assesses complex patient conditions  | 4               | 15-27           |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <b>Plan and organise straightforward activities, some ongoing</b><br>Plans, organises on-scene activities.   | 2               | 15              |
| 5.            | <b>Physical Skills</b>                         | <b>Highly developed physical skills, high degree of precision</b><br>Highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation, cricothyroidotomy, suturing  | 4               | 42              |
| 6.            | <b>Patient/Client Care</b>                     | <b>Develop programmes of care, care packages</b><br>Provides packages and programmes of emergency and medical care.  | 5a              | 30              |
| 7.            | <b>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><br>Follows policies for provision of medical treatment, may comment on proposals for change/ proposes changes to practices and procedures.                                 | 1-2             | 5-12            |
| 8.            | <b>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><br>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 | 2abce           | 12              |



|                           |                                   |   |               |       |
|---------------------------|-----------------------------------|---|---------------|-------|
|                           |                                   | equipment.  |               |       |
| 9.                        | <b>Human Resources</b>            | <b>Day to day management</b><br>Management of team of paramedics, including appraisal, training and development, performance management and initial stages of formal proceedings.                         | 3a            | 21    |
| 10.                       | <b>Information Resources</b>      | <b>Record personally generated information</b><br>Keeps records of emergency and other treatment, incidents   | 1             | 4     |
| 11.                       | <b>Research &amp; Development</b> | <b>Complete surveys or audits as necessary to own work; Occasionally participates in equipment testing</b><br>Completes e.g. staff surveys, occasionally involved in equipment trials, clinical audits    | 1             | 5     |
| 12.                       | <b>Freedom to Act</b>             | <b>Clearly defined occupational policies, work is managed rather than supervised</b><br>Works within emergency protocols and guidelines, work is managed rather than supervised                           | 3             | 21    |
| 13.                       | <b>Physical Effort</b>            | <b>Occasional/ frequent intense effort for several short periods</b><br>Lifting and carrying patients or clients over 15 kilos, in limited physical space without mechanical aids occasionally/frequently | 4c-5b         | 18-25 |
| 14.                       | <b>Mental Effort</b>              | <b>Frequent concentration, work pattern pattern/unpredictable</b><br>Concentration on driving, delivering emergency medical care/ may be switched to other emergency situations                           | 2a-3a         | 7-12  |
| 15.                       | <b>Emotional Effort</b>           | <b>Occasional exposure to traumatic circumstances; frequent highly distressing or emotional circumstances</b><br>Arriving at and dealing with. families at the scene of accidents or serious incident     | 4ab           | 25    |
| 16.                       | <b>Working Conditions</b>         | <b>Considerable exposure to hazards</b><br>Unavoidable exposure to physically dangerous situations, dealing with emergency situations on a regular basis e.g. road traffic accidents                      | 5             | 25    |
| <b>JE Score 485 – 519</b> |                                   |   | <b>Band 7</b> |       |

|                                |   |
|--------------------------------|---|
| <b>Profile Suite and Label</b> | <b>Emergency Services – Station/Operational Team Leader</b>   |
| <b>Job Statement</b>           | <ol style="list-style-type: none"> <li>1. Provides emergency care, responds to emergencies, urgent and routine calls.</li> <li>2. Provides support to road crews in all aspects of emergency work including scene management; monitors staff attendance, deals with staffing and resources.</li> <li>3. Reports on incidents, complaints and performance to senior management.</li> </ol> |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>  | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|--|-----------------|-----------------|
| <b>1.</b>     | <b>Communication &amp; Relationship Skills</b> | <p><b>Provide and receive complex or sensitive, or contentious information, where persuasive, motivational, negotiating, training, empathic or reassurance skills required.</b></p> <p>Communicates condition related information to patients/clients, relatives and clinical staff; requires empathy and reassurance</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.</b>     | <b>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>Professional/clinical knowledge acquired through training and/or experience to degree/diploma level or equivalent. Plus short course, for example mentoring, audit, management and leadership, Or experience, preferably in a critical decision making environment.</p>  | 5               | 120             |
| <b>3.</b>     | <b>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 and decision making to ensure operational effectiveness. Attends incidents to assess and treat patients and advise on additional support required. Assesses emergency scenes, decides on courses of action in accordance with guidelines and protocols. Assesses complex patient conditions</p>   | 4               | 27              |
| <b>4.</b>     | <b>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>Delivers planned activity to ensure operational compliance and</p>  | 2               | 15              |





|     |   |   |     |       |
|-----|---|---|-----|-------|
|     |   | response times. Arrangements for staff management activity - Planning 1-2-1s and PDRs   |     |       |
| 5.  | <b>Physical Skills</b>                    | <b>Highly developed physical skills, high degree of precision</b><br>Is required to attend emergency scenes so requires highly developed dexterity, co-ordination and sensory skills for advanced clinical interventions e.g. advanced airway management including intubation.  | 4   | 42    |
| 6.  | <b>Patient/Client Care</b>                | <b>Develop programmes of care, care packages</b><br>Is required to attend emergency scenes and use clinical skill and expertise to contribute to the provision of emergency and medical care  | 5a  | 30    |
| 7.  | <b>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><br>Review performance and makes suggestions for improvement and implements agreed action plan for the team / Represent operational work area within the organisation, e.g. Working groups – to propose changes to policy impacting on cross service working or working practices.   | 2-3 | 12-21 |
| 8.  | <b>Financial &amp; Physical Resources</b> | <b>Authorised signatory for small cash or financial payments; holds a delegated budget from a budget for a department or service.</b><br>Autonomy for authorisation of travel expenses or overtime within in line with organisational procedures and sign off of time sheets more than £1000 per month; holds a part of the operational area budget eg supplies.  | 3ad | 21    |
| 9.  | <b>Human Resources</b>                    | <b>Responsible for day to day management of a group of staff</b><br>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    |
| 10. | <b>Information Resources</b>              | <b>Records personally generated information</b><br>Maintains incident records   | 1   | 4     |
| 11. | <b>Research &amp; Development</b>         | <b>Undertake surveys or audits, as necessary to own work</b><br>Occasionally participates in surveys, audits and equipment or clinical trials   | 1   | 5     |
| 12. | <b>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><br><br>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    |



|                           |                           |  |               |         |
|---------------------------|---------------------------|--|---------------|---------|
|                           |                           |  |               |         |
| 13.                       | <b>Physical Effort</b>    | <p><b>Occasional requirement to exert intense effort, several short periods each shift.</b></p> <p>Is required at times to work as a paramedic where lifting and carrying patients and clients in limited physical space is required. Pushes, pulls and lifts patients in awkward, difficult positions</p>   | 4c            | 18      |
| 14.                       | <b>Mental Effort</b>      | <p><b>Frequent requirement for concentration where the work pattern is unpredictable / There is an occasional requirement for intense concentration.</b></p> <p>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</p>                       | 2a-3a         | 7-12    |
| 15.                       | <b>Emotional Effort</b>   | <p><b>Frequent exposure to distressing or emotional circumstances / Occasional trauma; frequent highly distressing or emotional circumstances</b></p> <p>Providing support and direction to a team of people, who are dealing with distressing circumstances, including fatalities. Dealing with disciplinary and grievance issues / Arriving at and dealing with families at the scene of accidents or a serious incident</p> | 3a-4ab        | 18-25   |
| 16.                       | <b>Working Conditions</b> | <p><b>Some / Considerable exposure to hazards</b></p> <p>On some / all or most shifts is required to attend incidents as a paramedic. Unavoidable exposure to physically dangerous situations</p>  | 4a - 5        | 18 - 25 |
| <b>JE Score 411 – 439</b> |                           |  | <b>Band 6</b> |         |

|                                |  |
|--------------------------------|--|
| <b>Profile Suite and Label</b> | <b>Emergency Services - Station/Operations Manager</b>   |
| <b>Job Statement</b>           | <ol style="list-style-type: none"> <li>1. Manages operations across the service area, including resourcing, external relationships and line management.</li> <li>2. Accountable for performance and patient outcome targets</li> <li>3. Investigates and deals with complaints.</li> </ol> |

| <b>Factor</b> |  | <b>Level descriptor and example job information</b>   | <b>JE Level</b> | <b>JE Score</b> |
|---------------|--|---|-----------------|-----------------|
| 1.            | <b>Communication &amp; Relationship Skills</b> | <p><b>Provide and receive complex, sensitive, or contentious information, where persuasive, motivational, negotiating, training, empathic or reassurance skills required</b></p> <p>Debriefing from incidents. Discussions with staff with regard to line management and performance related issues.</p>  | 4a              | 32              |
| 2.            | <b>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>Expertise and proficiency in the full range of operational activity gained through substantial experience in ambulance operations including procedures for responding to emergency &amp; other situations, major incidents. Knowledge acquired through training and/or experience to degree level or equivalent e.g. tactical command training, management and leadership training. 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             |
| 3.            | <b>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 decision making to ensure performance of the service taking into account multiple, changing requirements, e.g. staffing, resources, and risk. Required to make tactical and strategic decisions in relation to major incidents (e.g. Bronze Command), staff requirements, and resource deployment</p>  | 4               | 42              |
| 4.            | <b>Planning &amp; Organisational Skills</b>    | <p><b>Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans</b></p> <p>Reviewing staff rotas, allocating and re-allocating work to staff to meet service demand. Organising the deployment of other professionals and agencies to meet service demand e.g., critical incidents</p>   | 3               | 27              |
| 5.            | <b>Physical Skills</b>                         | <p><b>Skills obtained through practice over time or during practical training/ Specific requirement for speed or accuracy e.g. high speed driving</b></p>   | 2-3a            | 15-27           |



|     |   |   |      |      |
|-----|---|---|------|------|
|     |   | Keyboard skills/ drive at high speed to incidents to provide tactical support (not clinical interventions)  |      |      |
| 6.  | <b>Patient/Client Care</b>                | <b>Accountable for direct delivery of clinical, clinical technical, or social care services</b><br>Responsible for delivery of area service   | 6d   | 39   |
| 7.  | <b>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><br>Represents operational work area in organisation wide discussions re service change and deployment. Influences the options and outcomes of operational working groups – e.g., tenders, cross service working party/projects looking at working practices (e.g. streamlining).<br><br>Implements changes within operational centre or work area. Leads discussions on policies, procedures and protocols, SOPs within work area. Proposes changes for improvement of working practices within the area. | 3    | 21   |
| 8.  | <b>Financial &amp; Physical Resources</b> | <b>Budget holder for a department or services; responsible for budget setting for a department or service,</b><br>Holds the budget for the operational area; sets the budget for the operational area   | 4ac  | 32   |
| 9.  | <b>Human Resources</b>                    | <b>Line management for single function or department</b><br>Management of staff including recruitment, induction, attendance, performance, development, operational work allocation   | 4a   | 32   |
| 10. | <b>Information Resources</b>              | <b>Records personally generated information/ occasional requirement to use computer software to develop or create statistical reports requiring formulae,</b><br>Maintains area, staff and patient records / Produces performance reports that require use of formulas  | 1-2b | 4-9  |
| 11. | <b>Research &amp; Development</b>         | <b>Undertake surveys or audits, as necessary to own work/regularly undertakes R&amp;D activity as a requirement of the job</b><br>Occasionally participates in surveys, audits and equipment or clinical trials / required to undertake monthly audits of performance in own area e.g. IPC and medicines management   | 1-2a | 5-12 |
| 12. | <b>Freedom to Act</b>                     | <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><br>Works on own initiative, operates within broad policies and procedures, responsibility for specific area of service delivery. Interpret and implements policies and clinical guidelines for area, discretion to work within broad service/organisation policies.  | 4    | 32   |
| 13. | <b>Physical Effort</b>                    | <b>There may be a requirement to exert light physical effort for short periods.</b><br>Combination of sitting / standing / walking  | 1    | 3    |



|                           |                           |   |     |               |
|---------------------------|---------------------------|---|-----|---------------|
| 14.                       | <b>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 overseeing multiple activities at the same time; Required to apply intense concentration e.g., in responding to complex major incidents, monitoring of all operational activity. May be required to represent the service at Fatal Accident Inquiries.</p>                   | 4ab | 18            |
| 15.                       | <b>Emotional Effort</b>   | <p><b>Frequent exposure to distressing or emotional circumstances; Frequent indirect exposure to highly distressing or highly emotional circumstances</b></p> <p>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 service users. Attending formal proceedings e.g. Coroner's court</p> | 3ac | 18            |
| 16.                       | <b>Working Conditions</b> | <p><b>Occasional exposure to unpleasant working conditions; Requirement to use Visual Display Unit equipment more or less continuously on most days.</b></p> <p>Dealing with complaints from or aggressive behaviour of service users; Use of VDU equipment throughout shift.</p>   | 2ae | 7             |
| <b>JE Score 483 - 507</b> |                           |   |     | <b>Band 7</b> |