

Updating the national job matching profiles for nursing and midwifery – bands 4 to 9.

The tables below are provided to make it easier to compare the original profiles with the versions that were consulted on and then with the final updated versions. As the profiles for bands 2 and 3 were not in scope of this review they are not shown in this document but do form part of the full profile suite for Nursing, and have also had their labelling changed to align with the others.

On the whole, the changes being suggested to the profiles are additional wording in the “non-bold” rationales for the factor levels to give more current and accurate examples, and refining the language of the factor levels to avoid confusion. This should help panels in their deliberations, and role holders themselves in seeing their jobs reflected.

In some profiles, additional factor levels or level options have been added or removed informed by the evidence received from job holders and employing organisations or in consultation feedback. These changes may have altered the profile score but have not led to a change in band. Please remember - Profiles reflect duties and responsibilities, they do not set them, and non-bold text is offered as examples of how a role may evidence the “bold” factor level requirement.

There are some other key changes that apply to all updated profiles:

- Profile labels (titles) have been removed as evidence showed they were confusing panels and leading to profiles not being selected for jobs they may be relevant for.
- The full factor level definition has been included rather than a truncated version – JEG is aware that profiles are often used and viewed by people other than trained panel practitioners so wanted to ensure that the wording was comprehensive.
- The way in which the bold and non-bold text is displayed has also been changed for the same reason.
- Where existing profiles have lower range scores below the band boundary, some lower scores have been removed to avoid confusion. Scores below the boundaries often occur when profiles are combined using genericisation protocols (as these ones were back in 2011/12) but evidence has now been used to revise and update the profiles, so this convention is no longer necessary.

Other significant changes to be aware of –

- Nursing band 4 – this single profile has been split into two – i and ii
- Midwifery band 6 – three profiles have been combined into one

Profile comparisons

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***Formatting note:** Several border lines within the tables appear missing due to formatting issue as a PDF file, this has no impact on the text itself.

Nursing band 4

	Old version	Draft version for consultation	Updated version
Profile Label:	Nursing: Associate Practitioner/Nursery Nurse	4a	Nursing 4i
Job Statement	<ol style="list-style-type: none"> 1. Implements care packages under the supervision of registered clinical practitioners in a range of settings 2. Carries out nursing care programmes, e.g. clinical observations, participates in social inclusion and/or parenting support activities . 3. May supervise/assess clinical support workers 4. May participate in case conferences and case review meetings, e.g. safeguarding 	<ol style="list-style-type: none"> 1. To work in support of a registered nurse in the assessment, planning, implementation and evaluation of care and/or to work without direct supervision of a registered practitioner as part of a multi-professional/multi-agency team. 2. Will carry out specific care duties for patients, as delegated by a registered nurse or other relevant professional. 3. Will assess and evaluate patient's conditions and escalate any concerns. 4. Implement planned treatment programmes within a range of settings for individuals/groups of patients. 5. May supervise Health Care Support Worker staff. 	<ol style="list-style-type: none"> 1. Implements care packages or programmes in a range of settings under the supervision of registered clinical practitioners or as part of a multi-professional/multi-agency team. 2. Carries out specific care duties for patients, as delegated by a registered nurse or other relevant professional. 3. Monitor and contribute to care delivery and escalates any concerns. 4. May supervise support workers

Factor	Relevant Job Information	JE Level	Revised wording at consultation	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive routine information requiring tact or persuasive skills; Provide and receive complex or sensitive information; Provide advice, instruction or training to groups/ Provide and receive complex, sensitive information; barriers to understanding</p> <p>Provides information on e.g. test results; receives sensitive patient/client-related information; delivers training, e.g. parentcraft classes, to groups of parents or carers/ Communicates with patients/clients and carers, using empathy and reassurance and where there are barriers to understanding, e.g. learning disabilities or language</p>	3abc-4a	<p>3(a) Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding, And/or 3(b) providing and receiving complex or sensitive information, And/or 3(c) providing advice, instruction or training to groups, where the subject matter is straightforward. Or 4(a) Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding,</p> <p>3a To participate in clinical meetings regarding patients' care and to work collaboratively with a range of professionals in statutory and non-statutory organisations and agencies.</p> <p>3b To communicate complex and sensitive condition related information concerning the assessment, treatment and risk factors in relation to a range of mental health difficulties/learning difficulties.</p> <p>3c Provide instructions or support e.g. to clinical support workers, students</p>	3abc-4a	<p>Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding, To participate in clinical discussions/meetings regarding patients' care and to work collaboratively with a range of professionals in statutory and non-statutory organisations and agencies.</p> <p>and/or</p> <p>Providing and receiving complex or sensitive information, To communicate complex and sensitive condition related information concerning the assessment, treatment and risk factors in relation to a range of mental health difficulties/learning difficulties</p> <p>and/or</p> <p>Providing advice, instruction or training to groups, where the subject matter is straightforward. Provide instructions or support e.g. to clinical support workers, students</p> <p>Or</p> <p>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, Communicate with patients and their carers who may be distressed, anxious, or terminally ill or have cognitive</p>	3abc – 4a

			4a Communicate with patients and their carers who may be distressed, anxious, or terminally ill or have cognitive impairment and communication issues.		impairment and communication issues.	
2. Knowledge, Training & Experience	Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge Diploma or equivalent appropriate qualification, e.g. foundation degree; or NVQ3 level qualification plus short courses or relevant experience to diploma level	4	Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge. Undergraduate Diploma [Higher education] or equivalent appropriate qualification and experience e.g. Foundation Degree, HNC or vocational qualification level three or equivalent plus short courses or completion of competency workbook or relevant experience to undergraduate Diploma level equivalency.	4	Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge. Undergraduate Diploma or equivalent appropriate qualification and experience e.g. Foundation Degree, HNC or vocational qualification level three or equivalent plus short courses or completion of competency workbook or relevant experience to undergraduate Diploma level equivalency.	4
3. Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis/Range of facts or situations requiring analysis; comparison of a range of actions Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, emergency situations, wound care/ Deciding on implementation of care programmes where there is a number of options	2-3	2 Judgements involving facts or situations, some requiring analysis Or 3 Range of facts or situations requiring analysis; comparison of a range of actions. 2 Within competency recognise abnormal readings and changes in patient's physical, mental wellbeing, or cognitive condition, escalating to registered nurse or clinician for advice. 3 Decision making based on evaluation and implementation of planned treatment programmes e.g., respond to deteriorating patient or clinical emergencies such as anaphylaxis utilising skills learnt to assist in emergency situations, where there are a number of options.	2-3	Judgements involving facts or situations, some requiring analysis Within competency recognise abnormal readings and changes in patient's physical, mental wellbeing, or cognitive condition, escalating to registered nurse or clinician for advice. Or Range of facts or situations requiring analysis or comparison of a range of actions. Decide on implementation of care programmes where there are a number of options, e.g. use clinical judgement on problems requiring investigation and analysis or respond to deteriorating patient condition or clinical emergencies such as anaphylaxis utilising skills learnt to assist in emergency situations	2 – 3
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes	2	Plan and organise straightforward activities or programmes, some ongoing. Organise own workload in planning care e.g. home visits, social inclusion activities, and reprioritising as required to ensure the interests of the patients are met. Plan and co-ordinate delegated patient care activities or tasks for other healthcare support workers within scope of practice.	2	Plan and organise straightforward activities or programmes, some ongoing. Plan and organise delegated patient care activities e.g. home visits, social inclusion activities, and reprioritising as required to ensure the interests of the patients are met	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials Hand eye coordination required e.g. when using test equipment, manoeuvring wheelchairs, resuscitation, driving/ Safe restraint of patients/clients; venepuncture	2-3ab	2 The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Or 3 (a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced	2-3ab	The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Hand eye coordination required for e.g., manoeuvring wheelchairs, supporting resuscitation, non-complex wound management, blood glucose monitoring, urinary monitoring, ECG recording Or	2 – 3ab

			<p>keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/or</p> <p>3 (b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>2 Hand eye coordination required for keyboard skills, manoeuvring wheelchairs, supporting resuscitation, e.g. non-complex wound management, blood glucose monitoring, urinary monitoring, ECG recording.</p> <p>3a - Skills required to undertake clinical interventions e.g. venepuncture, insertion or removal of urinary catheters/cannulas, restraint of patients;</p> <p>3b - Assembly of surgical equipment, administering intravenous injections.</p>		<p>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</p> <p>Skills required to undertake clinical interventions e.g. venepuncture, restraint of patients.</p> <p>and/or</p> <p>The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>Assembly of surgical equipment, administering intravenous injections insertion or removal of urinary catheters/cannulas.</p>	
6. Responsibility for Patient/Client	Implement clinical care/ care packages; Carries out care packages, including providing advice to patients/clients or carers	4a	<p>Implement clinical care/care packages.</p> <p>Within scope of practice, assess patients delegated to their care and implement and modify programmes of care, consult/involve patient/carers at all stages of the patient journey.</p>	4a	<p>Implement clinical care/care packages.</p> <p>Within scope of practice, provide, monitor and contribute to care delivery as delegated and supervised by registered clinical practitioners. May make minor modifications to the programme of care.</p>	4a
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment May comment on proposed changes to policies	1	<p>Follows policies in own role, may be required to comment on policies, procedures and possible developments.</p> <p>May comment on proposed changes to policies, procedures protocols relevant to own work.</p>	1	<p>Follows policies in own role, may be required to comment on policies, procedures and possible developments.</p> <p>To be aware of and have working knowledge of all clinical policies relating to practice; may comment on proposed changes to policies</p>	1
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control Safe use of equipment/ Handles patient/client valuables; orders supplies, equipment, activity materials	1-2ac	<p>2 (a) Regularly handles or processes cash, cheques, patients' valuables, And/or</p> <p>2 (b) responsible for the safe use of equipment other than equipment which they personally use, And/or</p> <p>2(c) responsible for maintaining stock control and/or security of stock,</p> <p>2a Receive and store patient valuables.</p> <p>2b Dismantle and assemble equipment for use by others, use of equipment by others e.g. use of hoists, surgical equipment;</p> <p>2c Maintain stock control, order supplies</p>	2abc	<p>Regularly handles or processes cash, cheques, patients' valuables, Handles patients'/clients' valuables</p> <p>and/or</p> <p>Responsible for the safe use of equipment other than equipment which they personally use, Responsible for equipment for use by others, use of equipment by others e.g. use of hoists, surgical equipment</p> <p>and/or</p> <p>Responsible for maintaining stock control and/or security of stock, Maintain stock control, order supplies</p>	2abc

9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/ Day to day supervision; Day to day supervision; Undertake basic workplace assessments Demonstrates tasks to less experienced or new staff/ Day-to-day supervision; clinical supervision of students; undertakes NVQ assessments	1-2abc	1 - Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. or 2(a) - Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department /service, And/or 2(c) - Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments 1 Demonstrates own role to less experienced or new staff 2a Day to day supervision, e.g. mentoring, training, allocating work to less experienced clinical support employees or students 2c Undertakes assessments within own scope of practice or provides training in own discipline	1-2ac	Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own role and tasks to less experienced or new staff Or Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department /service. Day to day supervision, e.g. mentoring, training, allocating work to less experienced clinical support workers or students and/or Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments. Undertakes workplace assessments within own scope of practice or provides training in own discipline	1-2ac
10. Responsibility for information Resources	Record personally generated information Maintains patient/client records	1	Records personally generated information Maintains patient/client records	1	Records personally generated information. Maintains patient/client records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work May participate in R&D and clinical trials or complete staff surveys	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing Undertakes surveys or audits as necessary to own work. May participate in audits.	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Participate in R&D and clinical trials or complete staff surveys. Participate in audit, patient satisfaction surveys.	1
12. Freedom to Act	Standard operating procedures, someone available for reference Follows procedures and treatment plans, supervision/advice available	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis Follows procedures and treatment plans, supervision/advice available. e.g. first point of contact for enquiries, use own initiative but works under direct or indirect supervision usually by a registered practitioner	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis. Follows procedures and treatment plans, supervision/advice available. e.g. first point of contact for enquiries, use own initiative but works under direct or indirect supervision usually by a registered practitioner	2
13. Physical Effort	Frequent sitting or standing in a restricted position; Occasional / Frequent moderate effort for several short periods Standing, sitting in a restricted position e.g. when undertaking sustained activities at an incubator; manoeuvring patients/clients, pushing wheelchairs, trolleys / Lifting equipment, babies, safe patient/client restraint	2ad-3c	3c There is a frequent requirement to exert moderate physical effort for several short periods during a shift 3c Pushing wheelchairs/lifting and preparing equipment; Patient/client restraint (NB panels must consider the frequency of these activities)	3c	There is a frequent requirement to exert moderate physical effort for several short periods during a shift Pushing wheelchairs/lifting and preparing equipment; Patient/client restraint.	3c

14. Mental Effort	Frequent concentration; work pattern predictable Concentration on patient/client treatment, care plans, observations	2a	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Or 3(a) There is a frequent requirement for concentration where the work pattern is unpredictable 2a Concentration on patient/client treatment, care plans, observations 3a Respond to urgent situations e.g. emergency or unplanned situations; unpredictable patient/client behaviours	2a-3a	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentration on patient/client treatment, care plans, observations Or There is a frequent requirement for concentration where the work pattern is unpredictable Respond to urgent situations e.g. emergency or unplanned situations; unpredictable patient/client behaviours	2a – 3a
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances/ Occasional traumatic circumstances Care of patients/clients with chronic illnesses, conditions/ Terminally ill patients/clients or dealing with difficult family circumstances; occasional/ frequent exposure to safeguarding issues or severely challenging patient/client behaviour	2a-3ab-4b	3(a) Frequent exposure to distressing or emotional circumstances And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances 3a Care of patients/clients with chronic illnesses, conditions; terminally ill patients/clients e.g. palliative care (NB panels must assess frequency of exposure) 3b occasional exposure to safeguarding issues	3ab	Frequent exposure to distressing or emotional circumstances Care of patients/clients with chronic illnesses, conditions; terminally ill patients/clients e.g. palliative care and/or Occasional exposure to highly distressing or highly emotional circumstances Occasional exposure to safeguarding issues	3ab
16. Working Conditions	Some exposure to hazards: Frequent highly unpleasant conditions Physical aggression; contact with body fluids, foul linen	4ab	4a Some exposure to hazards: And/or 4b Frequently highly unpleasant working conditions 4a Physical aggression; 4b direct contact with body fluids, foul linen (panels must assess frequency of exposure)	4ab	Some exposure to hazards Physical aggression and/or Frequently highly unpleasant working conditions Frequent contact with body fluids, foul linen	4ab
Total score		255*-323		274-321		274-321

	Old version	Draft version for consultation	Updated version
Profile Label:	Nursing: Associate Practitioner/Nursery Nurse	4b	Nursing 4ii
Job Statement	<ol style="list-style-type: none"> 1. Implements care packages under the supervision of registered clinical practitioners in a range of settings 2. Carries out nursing care programmes, e.g. clinical observations, participates in social inclusion and/or parenting support activities . 3. May supervise/assess clinical support workers 4. May participate in case conferences and case review meetings, e.g. safeguarding 	<ol style="list-style-type: none"> 1. Implements care packages or programmes in a range of settings under the supervision of registered clinical practitioners. 2. Carries out nursing care activities, e.g. clinical observations, participates in social inclusion and/or parenting support activities 3. May supervise/assess clinical support workers 4. May participate in case conferences and case review meetings, e.g. safeguarding 	<ol style="list-style-type: none"> 1. Implements care packages or programmes for children in a range of settings under the supervision of registered clinical practitioners. 2. Carries out care activities for children, e.g. clinical observations, participates in social inclusion and/or parenting support activities 3. May supervise/assess support workers 4. May participate in case conferences and case review meetings, e.g. safeguarding

Factor	Relevant Job Information	JE Level	Revised wording	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive routine information requiring tact or persuasive skills; Provide and receive complex or sensitive information; Provide advice, instruction or training to groups/ Provide and receive complex, sensitive information; barriers to understanding</p> <p>Provides information on e.g. test results; receives sensitive patient/client-related information; delivers training, e.g. parentcraft classes, to groups of parents or carers/ Communicates with patients/clients and carers, using empathy and reassurance and where there are barriers to understanding, e.g. learning disabilities or language</p>	3abc-4a	<p>3a Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding, Communicates sensitive information to parents, carers, relatives concerning appropriate physical and, or psychological conditions;</p> <p>And/or</p> <p>3b providing and receiving complex or sensitive information; Provide written and verbal reports to the MDT and external agencies relating to parents or carers interaction with their baby, child</p> <p>And/Or</p> <p>3c providing advice, instruction or training to groups, where the subject matter is straightforward. Provide advice, education and training to parents, carers in groups e.g. health promotion, play, feeding</p> <p>Or</p> <p>4a Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, or Offer support to in challenging situations meeting the communication needs of the child and family e.g. children with special needs, long term medical issues</p>	3abc-4a	<p>Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding Communicates sensitive information to parents, carers, relatives concerning appropriate physical and, or psychological conditions.</p> <p>and/or</p> <p>Providing and receiving complex or sensitive information Provide written and verbal reports to the MDT and external agencies relating to parents or carers interaction with their baby, child</p> <p>and/or</p> <p>Providing advice, instruction or training to groups, where the subject matter is straightforward. Provide advice, education and training to parents, carers in groups e.g. health promotion, play, feeding</p> <p>Or</p> <p>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 Offer support in challenging situations meeting the communication needs of the child and family e.g. children with special needs, long term medical issues</p>	3abc - 4a

2. Knowledge, Training & Experience	Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge Diploma or equivalent appropriate qualification, e.g. foundation degree; or NVQ3 level qualification plus short courses or relevant experience to diploma level	4	Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience. Undergraduate diploma or equivalent appropriate qualification, e.g. undergraduate national diploma level 4 or foundation degree in childcare or equivalent or level 3 vocational qualification plus short courses or relevant experience in children's care, learning and development.	4	Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience. Undergraduate diploma or equivalent appropriate qualification, e.g. undergraduate national diploma level 4 or foundation degree in childcare or equivalent or level 3 vocational qualification plus short courses or relevant experience in children's care, learning and development.	4
3. Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis/Range of facts or situations requiring analysis; comparison of a range of actions Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, emergency situations, wound care/ Deciding on implementation of care programmes where there is a number of options	2-3	2 Judgements involving facts or situations, some of which require analysis. Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, assess and manage risk associated with working environment Or 3 Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Deciding on implementation of care programmes where there is a number of options e.g. initiate referrals on appropriate specialist services, use clinical judgement on problems requiring investigation and analysis	2-3	Judgements involving facts or situations, some of which require analysis. Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, assess and manage risk associated with working environment Or Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Deciding on implementation of care programmes where there are a number of options, e.g. use clinical judgement on problems requiring investigation and analysis or respond to deteriorating child's condition or clinical emergencies such as anaphylaxis utilising skills learnt to assist in emergency situations.	2-3
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Plan and organise delegated patient care activities e.g. home visits, social inclusion activities, planning parentcraft classes and reprioritising as required to ensure the interests of the patients are met.	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials Hand eye coordination required e.g. when using test equipment, manoeuvring wheelchairs, resuscitation, driving/ Safe restraint of patients/clients; venepuncture	2-3ab	2 The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Hand eye coordination required e.g. incubator equipment, manoeuvring wheelchairs, resuscitation, driving Or 3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or	2-3ab	The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, and use of some tools and types of equipment. Hand eye coordination required e.g. incubator equipment, manoeuvring wheelchairs, resuscitation, driving Or 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	2-3ab

			<p>manipulation of objects or people with narrow margins for error, Safe restraint of patients/clients</p> <p>And/Or</p> <p>3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Venepuncture, insertion or removal of urinary catheters/cannulas</p>		<p>objects or people with narrow margins for error, Safe restraint of patients/clients</p> <p>and/or</p> <p>The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Venepuncture, insertion or removal of urinary catheters/cannulas</p>	
6. Responsibility for Patient/Client	Implement clinical care/ care packages; Carries out care packages, including providing advice to patients/clients or carers	4a	<p>Implements clinical care/care packages Assess, plan, implement and evaluate interventions appropriate to babies, infants, children; Provide nursery nurse perspective to the ward and multi-disciplinary teams; Carries out care packages, including providing advice to patients/clients or carers</p>	4a	<p>Implements clinical care/care packages Within scope of practice, provide, monitor and contribute to care delivery as delegated and supervised by registered clinical practitioners. May make minor modifications to the programme of care. Provide nursery nurse perspective to the ward and multi-disciplinary teams. Carries out care packages, including providing advice to patients/clients or carers.</p>	4a
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment May comment on proposed changes to policies	1	<p>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. To be aware of and have working knowledge of all clinical policies relating to practice; May comment on proposed changes to policies</p>	1	<p>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. To be aware of and have working knowledge of all clinical policies relating to practice. May comment on proposed changes to policies</p>	1
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control Safe use of equipment/ Handles patient/client valuables; orders supplies, equipment, activity materials	1-2ac	<p>2a Regularly handles or processes cash, cheques, patients' valuables, Handles patient/client valuables</p> <p>And/or</p> <p>2(b) responsible for the safe use of equipment other than equipment which they personally use; Infection control for safe use of equipment used by children e.g. activity materials</p> <p>And/Or</p> <p>2(c) responsible for maintaining stock control and/or security of stock, Orders supplies e.g. play equipment</p> <p>And/Or</p> <p>2(e) responsible for the safe use of expensive or highly complex equipment. use of expensive equipment e.g. incubators, highly specialist wheelchairs, specialist prams</p>	2abce	<p>Regularly handles or processes cash, cheques, patients' valuables, Handles patient/client valuables</p> <p>and/or</p> <p>Responsible for the safe use of equipment other than equipment which they personally use, Infection control for safe use of equipment used by children e.g. activity materials</p> <p>and/or</p> <p>Responsible for maintaining stock control and/or security of stock, Orders supplies e.g. play equipment</p> <p>and/or</p> <p>Responsible for the safe use of expensive or highly</p>	2abce

					complex equipment. Use of expensive equipment e.g. incubators, highly specialist wheelchairs, specialist prams	
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/ Day to day supervision; Day to day supervision; Undertake basic workplace assessments Demonstrates tasks to less experienced or new staff/ Day-to-day supervision; clinical supervision of students; undertakes NVQ assessments	1-2abc	1 Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own role and tasks to less experienced or new staff Or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service, Day-to-day supervision And/Or 2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students, Provide clinical supervision to other health care assistants or students to develop clinical skills in own area And/Or 2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments, Facilitate student placements and participate in their learning in the relevant evidence base and practical experience, ,e.g. training, competency assessments	1-2abc	Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own role and tasks to less experienced or new staff Or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service, Day-to-day supervision and/or Regularly responsible for professional/clinical supervision of a small number of qualified staff or students, Provide clinical supervision to other health care assistants or students to develop clinical skills in own area and/or Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments, Facilitate student placements and participate in their learning in the relevant evidence base and practical experience,e.g. training, competency assessments	1-2abc
10. Responsibility for information Resources	Record personally generated information Maintains patient/client records	1	Records personally generated information Maintains patient/client records	1	Record personally generated information Maintains patient/client records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work May participate in R&D and clinical trials or complete staff surveys	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing May participate in R&D and clinical trials or complete staff surveys, contribute to audit, patient satisfaction surveys.	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Participate in R&D and clinical trials or complete staff surveys, contribute to audit, patient satisfaction surveys	1
12. Freedom to Act	Standard operating procedures, someone available for reference Follows procedures and treatment plans, supervision/advice available	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis.	2

			Work within Codes of Practice and Professional guidelines Carry out delegated tasks with supervision available		Follows procedures and treatment plans, supervision/advice available. e.g. first point of contact for enquiries, use own initiative but works under direct or indirect supervision usually by a registered practitioner.	
13. Physical Effort	Frequent sitting or standing in a restricted position; Occasional / Frequent moderate effort for several short periods Standing, sitting in a restricted position e.g. when undertaking sustained activities at an incubator; manoeuvring patients/clients, pushing wheelchairs, trolleys / Lifting equipment, babies, safe patient/client restraint	2ad-3c	3c There is a frequent requirement to exert moderate physical effort for several short periods during a shift Lifting equipment, babies, safe patient/client restraint	3c	Frequent moderate effort for several short periods Lifting equipment, babies, safe patient/client restraint	3c
14. Mental Effort	Frequent concentration; work pattern predictable Concentration on patient/client treatment, care plans, observations	2a	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentration on patient/client treatment, care plans, observations	2a	There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Concentration on patient/client treatment, care plans, observations	2a
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances/ Occasional traumatic circumstances Care of patients/clients with chronic illnesses, conditions/ Terminally ill patients/clients or dealing with difficult family circumstances; occasional/ frequent exposure to safeguarding issues or severely challenging patient/client behaviour	2a-3ab-4b	3(a) Frequent exposure to distressing or emotional circumstances, Terminally ill patients/clients or dealing with difficult family circumstances And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances, occasional exposure to safeguarding issues or severely challenging patient/client behaviour or 4(b) frequent exposure to highly distressing or highly emotional circumstances. frequent exposure to safeguarding issues or severely challenging patient/client behaviour	3ab - 4b	Frequent exposure to distressing or emotional circumstances, Terminally ill patients/clients or dealing with difficult family circumstances and/or Occasional exposure to highly distressing or highly emotional circumstances, Occasional exposure to safeguarding issues or severely challenging patient/client behaviour Or Frequent exposure to highly distressing or highly emotional circumstances. frequent exposure to safeguarding issues or severely challenging patient/client behaviour	3ab - 4b
16. Working Conditions	Some exposure to hazards: Frequent highly unpleasant conditions Physical aggression; contact with body fluids, foul linen	4ab	4(a) Some exposure to hazards: Physical aggression And/Or 4(b) Frequently highly unpleasant working conditions Frequent contact with body fluids, foul linen	4ab	Some exposure to hazards: Physical aggression and/or Frequently highly unpleasant working conditions Frequent contact with body fluids, foul linen	4ab
Total score		255*-323		274-323		274 - 323

Nursing Band 5

	Old version	Draft version for consultation	Updated version
Profile Label:	Nurse	5	Nursing 5
Job Statement	<ol style="list-style-type: none"> 1. Assesses patients/clients/children; plans, develops or implements programmes of care; provides advice; in a variety of settings; maintains associated records 2. Carries out nursing procedures 3. May provide clinical supervision to other staff, students 4. May provide health promotion information, advice 	<ol style="list-style-type: none"> 1. Responsibility for managing of patients/clients within a defined clinical service/area, providing evidence based care and advice. 2. Provides a nursing assessment of patients/clients; plans, develops and/or implements and evaluates programmes of care; 3. Provide clinical supervision to other staff, students 4. May be responsible for routine work allocation and checking of tasks of support staff and/or less experienced staff. 5. Provide health promotion information, advice 	<ol style="list-style-type: none"> 1. Provides nursing assessment of patients/clients. 2. Plans, develops and/or implements and evaluates programmes of care in a range of settings. 3. Provides clinical supervision to other staff, students. 4. May be responsible for work allocation and checking of tasks of support staff and/or less experienced staff. 5. Provides health promotion information, advice.

Factor	Relevant Job Information	JE Level	Revised wording	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required Communicates sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance. Some may have special needs	4a	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding Communicates sensitive, confidential information, including condition related information (e.g. cognitive impairment) to patients/clients requiring empathy, persuasion and reassurance. Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.	4a	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding Communicates sensitive, confidential information, including condition related information concerning patients/clients requiring empathy, persuasion and reassurance. Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.	4a
2. Knowledge, Training & Experience	Expertise within specialism, underpinned by theory Professional, clinical knowledge acquired through training to degree/diploma level	5	Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience. Professional, clinical knowledge acquired through training to degree level	5	Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience. Professional, clinical knowledge acquired through training to degree or equivalent.	5
3. Analytical & Judgemental Skills	Range of facts or situations requiring comparison of a range of options Judgements on problems requiring investigation, analysis, e.g. assessment of condition	3	Judgements involve a range of facts or situations requiring comparison of a range of options Judgements on problems requiring investigation, analysis, e.g. initial assessment of patient condition; Carry out clinical risk assessments within sphere of competence and identify and escalate any issues relating to poor clinical standards or clinical risk.	3	Judgements involve a range of facts or situations requiring comparison of a range of options Judgements on problems requiring investigation, analysis, e.g. initial assessment of patient condition; Carry out clinical risk assessments within sphere of competence and identify and escalate any issues relating to poor clinical standards or clinical risk.	3
4. Planning & Organisational	Plan and organise straightforward activities, some ongoing	2	Plan and organise straightforward activities, some ongoing	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing	2

Skills	Plans provision of care for patients/clients/children, e.g. clinics, health education. May organise staff		Plans provision of care for patients/clients/children, e.g. clinics, health education; May organise staff and allocate duties during a shift to support staff and/or less experienced staff; Participates in discharge planning		Plans provision of care for patients/clients/children, e.g. clinics, health education May organise staff and allocate duties during a shift to support staff and/or less experienced staff Participates in discharge planning	
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials Driving, carries out immunisations/ Restraint of patients/clients using approved techniques; Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	2-3ab	2- The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. or 3(a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/or 3b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. 2 Manoeuvring wheel chairs/trolleys in confined spaces; using hoists or similar lifting equipment to move patients/clients; carry out intra-muscular immunisations/injections; Driving 3a Restraint of patients/clients using approved techniques; 3b Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	2a-3ab	The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Manoeuvring wheelchairs/trolleys in confined spaces; using hoists or similar lifting equipment to move patients/clients; carry out intra-muscular immunisations/injections; Driving. Or 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, Restraint of patients/clients using approved techniques, and/or The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion and removal of catheters, cannulas and removal of sutures.	2-3ab
6. Responsibility for Patient/Client	Develop programmes of care/care packages; Provide specialised advice in relation to care Assesses, plans, implements and evaluates clinical care of patients/clients; gives specialist advice to clients/carers	5ac	5a Develop programmes of care/care packages; And/or 5c Provide specialised advice in relation to care of patients/clients 5a Assesses, plans, implements and evaluates clinical care of patients/clients; 5c gives specialist advice to patients/clients/carers; Provides health education and advice on health promotion to patients/clients/relatives/carers	5ac	Develop programmes of care/care packages Assesses, plans, implements and evaluates clinical care of patients/clients and/or Provide specialised advice in relation to care of patients/clients Provides specialist advice concerning the care or treatment of identified groups or categories of patients/clients.	5ac
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment Follows policies, makes comments on proposals for change	1	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 Follows policies, makes comments on proposals for changes to e.g. working practices, service improvements, patient/client	1	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 Follows policies, makes comments on proposals for changes to e.g. working practices, service improvements, patient/client feedback	1

			feedback			
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control; Authorised signatory, small payments Responsible for equipment used/ Handles patient valuables; orders supplies; signs timesheets	1-2acd	1 Observes personal duty of care in relation to equipment and resources used in course of work. or 2 (a) Regularly handles or processes cash, cheques, patients' valuables, And/or 2(b) responsible for the safe use of equipment other than equipment which they personally use, And/or 2(c) responsible for maintaining stock control and/or security of stock, And/or 2(d) Authorised signatory for small cash/financial payments, or . 1 Responsible for equipment used personally / 2a Handles patient valuables; 2b Responsible for equipment used by others e.g. assembling surgical equipment, patient mobility aids 2c Re-Orders stocks and supplies; Responsible for the safe custody and storage of drugs 2d Authorises/signs timesheets up to the value of £1000 per month	1-2abcd	Observes personal duty of care in relation to equipment and resources used in course of work. Responsible for equipment used personally Or Regularly handles or processes cash, cheques, patients' valuables, Handles patient/client valuables and/or Responsible for the safe use of equipment other than equipment which they personally use, Responsible for equipment used by others e.g. assembling surgical equipment, patient mobility aids and/or Responsible for maintaining stock control and/or security of stock, Re-Orders stocks and supplies; Responsible for the safe custody and storage of drugs	1-2abc
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/ Day to day supervision; Professional /clinical supervision Demonstrates duties to new starters/ Supervises work of others; clinical supervision of staff, students.	1-2ab	2a Provides advice or demonstrate own activities to new or less experienced employees in own work area And/or 2b Responsible for day to day supervision or co-ordination of staff within a service; Regularly responsible for profession/clinical supervision of a small number of qualified staff or students And/or 2c Regularly provide training in own discipline/practical training or undertaking basic workplace assessments. 2a Participates in local induction of others. 2b Provide guidance and supervision of less experienced staff, students ensuring HR and other organisational procedures are followed e.g. responsible for clinical supervision of new/less experienced staff, students; Allocate and/or delegate tasks to appropriate staff 2c Supports on- the job learning of less experienced/new staff e.g. complete workplace assessments to ensure compliance with organisational policies and other requirements e.g. health and safety, patient safety	2abc	Responsible for day-to-day supervision or co-ordination of staff within a service; Regularly responsible for profession/clinical supervision of a small number of qualified staff or students Day to day supervision, mentoring, training, allocating work to less experienced clinical support workers or students and/or Regularly responsible for professional/clinical supervision of a small number of qualified staff Regularly responsible for clinical supervision of less experienced clinical support workers or students and/or Regularly provide training in own discipline/practical training or undertaking basic workplace assessments Regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work	2abc
10. Responsibility	Record personally generated information Maintains work-related records	1	Record personally generated information Maintains work-related records	1	Record personally generated information Maintains patient/client records	1

for information Resources						
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/ Regularly undertake R & D activity; clinical trials Occasional participation in R&D activity/ Undertakes R&D activity; clinical trials	1-2ab	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing Occasional participation in R&D activity e.g. participation in audits,	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing Undertakes R&D activity, clinical trials	1
12. Freedom to Act	Clearly defined occupational policies, work is managed, rather than supervised Works within codes of practice and professional guidelines	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals Acts independently within organisational and professional guidelines and established professional parameters; Work is managed rather than supervised; has access to management support when needs to escalate issues or problems.	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals Works independently within organisational and professional guidelines and established professional parameters; Work is managed rather than supervised; has access to management support when needs to escalate issues or problems.	3
13. Physical Effort	Light physical effort for short periods/ Frequent light effort for several short periods/ Frequent moderate effort for several short periods/ Frequent moderate effort for several long periods Walks, sits and stands/ Walks and stands most of shift; kneels and crouches to e.g. dress wounds/ Manoeuvres patients, lifts substantial equipment, bathes patients	1-2b-3c4b	2(b) there is a frequent requirement for light physical effort for several short periods during a shift or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift or 4(c) there is an occasional requirement to exert intense physical effort for several short periods during a shift 2b Walks and stands most of shift; kneels and crouches to e.g. dress wounds 3c Manoeuvres patients with mechanical aids including hoists and trolleys; manoeuvring patients/clients into position e.g. for treatment or personal care purposes 4c Manoeuvres patients without using mechanical aids e.g. bathes patients	2b-3c-4b	There is a frequent requirement for light physical effort for several short periods during a shift Walks and stands most of shift; kneels and crouches to e.g. dress wounds Or There is a frequent requirement to exert moderate physical effort for several short periods during a shift Manoeuvres patients with mechanical aids including hoists and trolleys; manoeuvring patients/clients into position e.g. for treatment or personal care purposes Or There is an occasional requirement to exert intense physical effort for several short periods during a shift Manoeuvres patients without using mechanical aids e.g. bathes patients	2b-3c-4c
14. Mental Effort	Frequent concentration; work pattern predictable/Unpredictable Concentrates in providing clinical care, e.g. immunisation, calculating drug dosages for infusion, carrying out tests/ Interruptions to deal with unpredictable patient/client behaviour	2a-3a	2 (a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, or 3 (a) There is a frequent requirement for concentration where the work pattern is unpredictable 2a Concentrates in providing clinical care, e.g. immunisation, calculating drug dosages for infusion, carrying out tests 3a Frequently deals with interruptions e.g. responding to	2a-3a	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentrates in providing clinical care, e.g. assessing patients, immunisation, calculating drug dosages for infusion, carrying out tests Or There is a frequent requirement for concentration where the work pattern is unpredictable	2a-3a

			unpredictable patient/client behaviour, crisis situations, emergencies or incidents that require an immediate response		Frequently deals with interruptions e.g. responding to unpredictable patient/client behaviour, crisis situations, emergencies or incidents that require an immediate response	
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances/ Frequent highly distressing or emotional circumstances Imparts unwelcome news, care of terminally ill/ safeguarding issues, e.g. child abuse. Some challenging behaviour	2a-3ab4b	2a Occasional distressing or emotional circumstances or 3a Frequent distressing or emotional circumstances; And/or 3b Occasional highly distressing or emotional circumstances or 4b Frequent highly distressing or emotional circumstances 2a / 3a Imparts unwelcome news to patients/clients, their families/carers on e.g. treatment, clinical conditions 3b Provides nursing care to terminally ill patients/clients; involved in safeguarding issues, e.g. child, elder abuse; Required to provide care to patients/clients with challenging behaviour from e.g. distressed patients 4b frequently responsible for imparting news of terminal illness or unexpected death to patients and relatives; directly involved child abuse or family breakdown; Frequently dealing with people with severely challenging behaviour e.g. mental health crisis,	2a-3ab-4b	Occasional/frequent distressing or emotional circumstances Deals with distressed patients/clients and/or relatives, on treatment, clinical conditions (NB panels must assess frequency) Or Occasional highly distressing or emotional circumstances Provides nursing care to terminally ill patients/clients; involved in safeguarding issues, e.g. child, elder abuse; Required to provide care to patients/clients with challenging behaviour from e.g. distressed patients Or Frequent highly distressing or emotional circumstances frequently responsible for imparting news of terminal illness or unexpected death to patients and relatives; directly involved child abuse or family breakdown; Frequently dealing with people with severely challenging behaviour e.g. mental health crisis,	2a-3ab - 4b
16. Working Conditions	Frequent unpleasant conditions; Occasional/ Frequent highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggressions	3ab-4b	3 (a) Frequent exposure to unpleasant working conditions, or Occasional (3b) / Frequent(4b) highly unpleasant conditions 3a Body odours, dust, noise; verbal aggression / 3b or 4b direct contact with uncontained body fluids, foul linen,(NB panels must assess frequency of exposure)	3ab-4b	Frequent exposure to unpleasant working conditions, Direct exposure to body odours, dust, noise, verbal aggression and/or Occasional exposure to highly unpleasant working conditions. Occasional direct contact with uncontained body fluids, foul linen, fleas, lice, noxious fumes; Or Some exposure to hazards. Physical aggression and/or Frequent highly unpleasant conditions Frequent direct contact with e.g. uncontained body fluids, foul linen, fleas, lice, noxious fumes .	3ab-4ab
Total score		312*-390		328-383		328 - 383

Nursing band 6

	Old version	Draft version for consultation	Updated version
Profile Label:	Nurse Specialist	6a	Nursing 6i
Job Statement	<ol style="list-style-type: none"> Assesses patients; plans, implements and monitors care; provides advice. This may be carried out in a specialist area and/or using specialist nursing skills Provides day-to-day supervision and/or clinical supervision to others 	<ol style="list-style-type: none"> Assesses patients; plans, implements and monitors care; provides advice. This may be carried out in a specialist area and/or using specialist nursing skills Provides day-to-day supervision and/or clinical supervision to others 	<ol style="list-style-type: none"> Assesses patients with complex needs/conditions Plans, implements and evaluates care. This may be carried out in a specialist area; use specialist nursing skills May develop specialist programmes for patients with complex needs/conditions Provides day-to-day supervision and/or clinical supervision to others May be responsible for a caseload e.g.in the community

Factor	Relevant Job Information	JE Level	Level descriptor and example job information	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding/ Provide and receive highly complex, sensitive or contentious information; barriers to understanding; Provide and receive complex, sensitive or contentious information; hostile, antagonistic or highly emotive atmosphere</p> <p>Communicates sensitive/ highly sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance. Some may have special needs; patients/clients may be hostile, antagonistic</p>	4a-5ac	<p>4a - Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding; or</p> <p>5a - 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</p> <p>And/or</p> <p>5c - 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</p> <p>4a Communicates sensitive/ confidential information concerning patients/clients requiring empathy, persuasion and reassurance/ Some patients may have additional communication needs due to sensory impairment, condition or disability</p> <p>5a Communicates highly sensitive, confidential information e.g., safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance;</p> <p>5c Communicates complex, sensitive or contentious</p>	4a-5ac	<p>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</p> <p>Communicates sensitive, confidential information, including condition related information concerning patients/clients requiring empathy, persuasion and reassurance. Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.</p> <p>Or</p> <p>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</p> <p>Communicates highly sensitive, confidential information e.g., safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance</p> <p>and/or</p> <p>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</p>	4a-5ac

			information concerning patients/clients patients/clients may be challenging behaviours e.g. unpredictable behaviours due to client group		Communicates complex, sensitive or contentious information concerning patients/clients who may have challenging behaviours e.g. there is a requirement to use developed communication skills when working with patient/clients unpredictable behaviours , and patients, family, carers who may be hostile or antagonistic.	
2. Knowledge, Training & Experience	Specialist knowledge across range of procedures underpinned by theory Professional knowledge acquired through degree supplemented by diploma level specialist training, experience, short courses	6	Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience Professional knowledge acquired through degree supplemented by: post graduate diploma level specialist training as a requirement of the role; or equivalent experience in a specialist area with a clear programme of knowledge development; or a combination of on the job learning in a specialist area and short courses in specific topic or subject areas; or breadth of knowledge gained through a combination of on the job learning in a specific area and short courses in specific topic or subject areas; or breadth of knowledge gained through experience to be able to work autonomously in the community.	6	Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience Professional knowledge acquired through degree. Supplemented by post graduate diploma level specialist training as a requirement of the role or equivalent experience in a specialist area with a clear programme of knowledge development or a combination of on the job learning in a specialist area and short courses in specific topic or subject areas or breadth of knowledge gained through a combination of on the job learning in a specific area and short courses in specific topic or subject areas or breadth of knowledge gained through experience to be able to work autonomously e.g. in the community	6
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting complex needs of patients/clients	4	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multiple pathology and complex health and social needs/ conditions, interpretation of investigation/test outcomes,	4	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multiple pathology and complex health and/or social care needs/ conditions, interpretation of investigation/test outcomes, assessment of specialist condition.,	4
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Plans provision of care for patients/clients, e.g. clinics, health education. May organise staff	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Plans provision of care for patients/clients, e.g. clinics, health education. May organise staff e.g. make short-term adjustments to rotas, work activities for a shift e.g. participate in discharge planning	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing Plans provision of care for patients/clients, e.g. clinics, health education. May organise staff e.g. make short-term adjustments to rotas, work activities for a shift e.g. participate in discharge planning	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; manipulation of fine tools, materials Driving, carries out immunisations/ Restraint of patients/clients using approved techniques; Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	2-3ab	3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/or b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. 3a Restraint of patients/clients using approved techniques;	3ab	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, Restraint of patients/clients using approved techniques and/or The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters, PICC lines, PEG feeding and removal of sutures	3ab

			3b Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures			
6. Responsibility for Patient/Client	Develop programmes of care/care packages; Provide specialised advice in relation to care/ Develop specialised programmes of care/ care packages; provide highly specialised advice Assesses, plans, implements and evaluates clinical care of patients/clients; gives specialist advice to patients/clients/carers/ Develops and implements specialist programmes of care	5ac-6a	5a Develops programmes of care/care packages; And/or 5c Provide specialist advice in relation to care or 6a Develop specialised programmes of care/ care packages; 5a Assesses, plans, implements and evaluates clinical care of patients/clients; 5c Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients, 6a Develops, implements and evaluates specialist programmes of care	5ac - 6a	Develops programmes of care/care packages Assesses, plans, implements and evaluates clinical care of patients/clients and/or Provide specialised advice in relation to care Provide specialised advice concerning the care or treatment of identified groups or categories of patients/clients, Or Develop specialised programmes of care/ care packages Develops, implements and evaluates specialised programmes of care	5ac - 6a
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment/ Implement policies and propose changes to practices, procedures for own area Follows policies, makes comments on proposals for change/Implements policies and proposes changes to working practices or procedures in own work area	1-2	1) 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. or 2): Implements policies and service initiatives for own work area and proposes changes to working practices or procedures for own work area. 1) Follows policies, makes comments on proposals for change 2) Implements policies and is pro-active in bringing about changes to policy or service e.g. change to clinical working practices, protocols or clinical procedures or procedures in own work area.	1-2	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. Follows policies, makes comments on proposals for change Or Implements policies and service initiatives for own work area and proposes changes to working practices or procedures for own work area. Contributes to policy and practice changes arising from e.g. audits, complaints.	1-2
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control; Authorised signatory, small payments Responsible for equipment used/ Handles patient valuables; orders supplies; signs timesheets	1-2acd	2(a) Regularly handles or processes cash, cheques, patients' valuables; And/or (b) responsible for the safe use of equipment other than equipment which they personally use; And/or (c) responsible for maintaining stock control and/or security of stock; And/or (d) Authorised signatory for small cash/financial payments 2a Handles patient valuables; 2b Dismantling and assembling equipment for use by other	2abcd	Regularly handles or processes cash, cheques, patients' valuables Handles patient valuables and/or Responsible for the safe use of equipment other than equipment which they personally use Dismantling and assembling equipment for use by other staff or patients/clients and/or Responsible for maintaining stock control and/or security of stock	2abc

			<p>staff or patients/clients</p> <p>2c orders supplies, stock or equipment e.g. to maintain sufficient resources for own work, ward area or team</p> <p>2d Authorised to sign off ' e.g. expenses, agency/bank timesheets,</p>		<p>Orders supplies, stock or equipment e.g. to maintain sufficient resources for own work, ward area or team</p>	
9. Responsibility for Human Resources	<p>Day to day supervision; Professional /clinical supervision</p> <p>Supervises work of others; clinical supervision of staff, students; provides training to others</p>	2abc	<p>2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service,</p> <p>And/or</p> <p>2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students,</p> <p>And/or</p> <p>2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments</p> <p>2a Supervises work of others in the team or MDT;</p> <p>2b regular clinical supervision of staff, students;</p> <p>2c regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work</p>	2abc	<p>Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service,</p> <p>Supervises work of others in the team or MDT</p> <p>and/or</p> <p>Regularly responsible for professional/clinical supervision of a small number of qualified staff or students,</p> <p>Regular clinical supervision of staff, students</p> <p>and/or</p> <p>Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments</p> <p>Regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work</p>	2abc
10. Responsibility for information Resources	<p>Record personally generated information</p> <p>Maintains work-related records</p>	1	<p>Record personally generated information</p> <p>Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research data.</p>	1	<p>Record personally generated information</p> <p>Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research/audit data.</p>	1
11. Responsibility for Research & Development	<p>Undertake surveys or audits, as necessary to own work</p> <p>Occasional participation in R&D activity</p>	1	<p>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing</p> <p>Occasional participation in R&D activity e.g. clinical audits.</p>	1	<p>Undertakes surveys or audits, as necessary to own work;</p> <p>Occasional participation in R&D activity e.g. clinical audits.</p>	1
12. Freedom to Act	<p>Clearly defined occupational policies, work is managed, rather than supervised/ Broad occupational policies</p> <p>Works within codes of practice and professional guidelines/ lead specialist, area or team; may manage a caseload in the community</p>	3-4	<p>3) Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals.</p> <p>or</p> <p>4) 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. Guidance may be provided by peers or external reference points.</p> <p>3 Acts independently within appropriate professional and occupational guidelines, deciding when it is necessary to escalate to a senior clinician</p> <p>4 There is significant discretion to work within a set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field e.g. specialising in a particular field or has responsibility for a defined caseload or locality in the community.</p>	3-4	<p>Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals.</p> <p>Works independently within organisational and professional guidelines, deciding when it is necessary to escalate to a senior clinician</p> <p>Or</p> <p>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. Guidance may be provided by peers or external reference points.</p> <p>There is significant discretion to work within a set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field e.g. specialising in a particular field or has responsibility for a defined caseload or locality in the community</p>	3-4

13. Physical Effort	Light physical effort for short periods/ Frequent light effort for several short periods/ Frequent moderate effort for several short periods Walks, sits and stands/ Walks and stands most of shift; kneels and crouches to e.g. dress wounds/ Manoeuvres patients, lifts substantial equipment	1-2b-3c	2b Frequent light effort for several short periods or 3c Frequent moderate effort for several short periods 2b Walks and stands most of shift; kneels and crouches to e.g. dress wounds / 3c Manoeuvres patients, lifts substantial equipment.	2b-3c	Frequent light effort for several short periods Walks and stands most of shift; kneels and crouches to e.g. dress wounds Or Frequent moderate effort for several short periods Manoeuvres patients, lifts substantial equipment.	2b-3c
14. Mental Effort	Frequent concentration; work pattern predictable/ Unpredictable Concentrations in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests/ Interruptions to deal with unpredictable client behaviour	2a-3a	2a There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, And/or 2b there is an occasional requirement for concentration where the work pattern is unpredictable. or 3a There is a frequent requirement for concentration where the work pattern is unpredictable, 2aConcentrations in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests / 2b Occasional interruptions to deal with e.g. bleep 3a Frequent Interruptions to deal with unpredictable client behaviour	2ab-3a	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentrations in providing clinical care, e.g. immunisation, calculating drug doses, carrying out tests and/or There is an occasional requirement for concentration where the work pattern is unpredictable. Occasional interruptions to deal with e.g. bleep Or There is a frequent requirement for concentration where the work pattern is unpredictable, Frequent Interruptions to deal with unpredictable client behaviour	2ab-3a
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances Imparts unwelcome news, care of terminally ill/ safeguarding issues, e.g. child abuse. Some challenging behaviour	2a-3ab	2a Occasional distressing or emotional circumstances / 3a Frequent distressing or emotional circumstances; 3b Occasional highly distressing or emotional circumstances 2a Occasionally/ 3a Frequently Imparts unwelcome news, 3b Frequent care of terminally ill/ directly deals with safeguarding issues, e.g. child abuse or patients who exhibit challenging behaviour	2a-3ab	Occasional distressing or emotional circumstances Occasionally imparts unwelcome news or Frequent distressing or emotional circumstances Frequently imparts unwelcome news and/or Occasional highly distressing or emotional circumstances Frequent care of terminally ill/ directly deals with safeguarding issues, e.g. child abuse or patients who exhibit challenging behaviour	2a-3ab
16. Working Conditions	Frequent unpleasant conditions; Occasional/ Frequent highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggression	3ab-4b	3(a) Frequent exposure to unpleasant working conditions, And/or 3(b) occasional exposure to highly unpleasant working conditions	3ab-4b	Frequent exposure to unpleasant working conditions, Direct exposure to body odours, dust and noise and/or	3ab-4ab

			<p>or</p> <p>4 (b) frequent exposure to highly unpleasant working conditions.</p> <p>3a being in the vicinity of, unpleasant odours, dust, noise</p> <p>3b Occasional direct contact body fluids, deals with verbal aggression from patients/clients/service users, families or carers</p> <p>4b Frequent direct contact with e.g. uncontained bodily fluids</p>		<p>Occasional exposure to highly unpleasant working conditions</p> <p>Occasional direct contact with e.g. uncontained body fluids, foul linen, fleas, lice, noxious fumes</p> <p>Or</p> <p>Some exposure to hazards</p> <p>Physical aggression</p> <p>and/or</p> <p>Frequent exposure to highly unpleasant working conditions.</p> <p>Frequent direct contact with e.g. uncontained bodily fluids, foul linen, fleas, lice, noxious fumes</p>	
Total score		375*- 461		398- 461		386 – 461

	Old version	Draft version for consultation	Updated version
Profile Label:	Nurse team leader	6b	Nursing 6ii
Job Statement	<ol style="list-style-type: none"> 1. Assesses patients, plans, implements care, provides advice; maintains associated records 2. Carries out nursing procedures 3. Provides clinical and managerial leadership to nursing and support staff, may ensure effective running of ward, unit in the absence of Nurse Team Manager 	<ol style="list-style-type: none"> 1. Provides clinical and managerial leadership to registered and non-registered staff and students. 2. May ensure effective running of team in a range of settings in the absence of the relevant manager. 3. Responsible for maintaining nursing practice within the context of NMC code, scope of professional practice and organisational policies within a team. 4. Assesses patients, plans, implements care, provides advice; maintains associated records. 	<ol style="list-style-type: none"> 1. Assesses patients, plans, implements care, provides advice; maintains associated records. 2. Provides clinical and managerial support to registered and non-registered staff and students in a range of settings. 3. Responsible for work allocation and checking of tasks of support staff and/or less experienced staff. 4. May ensure effective running of team in a range of settings in the absence of the relevant manager.

Factor	Relevant Job Information	JE level	Revised wording	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	Provide and receive complex, sensitive information; barriers to understanding Communicates sensitive information concerning patient's medical condition, requires persuasive, reassurance skills; some patients have special needs, learning disabilities	4(a)	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, Communicates complex, sensitive/confidential information concerning patients/clients to colleagues or other health professional requiring empathy, persuasion and reassurance, some patients may have additional communication needs due to sensory impairment, condition or disability	4(a)	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding Communicates sensitive, confidential information, including condition related information concerning patients/clients requiring empathy, persuasion and reassurance. Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.	4a
2. Knowledge, Training & Experience	Specialist knowledge across a range of work procedures, underpinned by theory Professional knowledge acquired through degree/diploma supplemented by specialist clinical, managerial training, CPD to PGD level	6	Specialist knowledge across a range of work procedures and practices. Underpinned by theoretical knowledge or relevant practical experience. Professional knowledge acquired through degree supplemented by training and/or combination of additional post registration experience and learning to post graduate level. Plus experience of day to day operational management, leadership or mentorship of a clinical team.	6	Specialist knowledge across a range of work procedures and practices. Underpinned by theoretical knowledge or relevant practical experience. Professional knowledge acquired through degree supplemented by training and/or combination of additional post registration/postgraduate specialist training, experience and/or short course, CPD or equivalent. This could include experience of day-to-day operational management, leadership or mentorship of a clinical team.	6
3. Analytical & Judgemental Skills	Complex facts or situations, requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting acute and other patient conditions, appropriate action	4	Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for assessing and interpreting clinical needs of patients/clients e.g. clinical assessment of conditions. Analysing clinical and operational issues e.g. patient risk assessments, clinical governance, staffing issues and take appropriate action.	4	Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for assessing and interpreting clinical needs of patients/clients e.g. clinical assessment of conditions. Analysing clinical and operational issues e.g. patient risk assessments, clinical governance, staffing issues	4

4. Planning & Organisational Skills	Plan and organise straightforward activities, some on-going/plan, organise complex activities or programmes, requiring formulation, adjustment. Organises own time and that of junior staff and learners, plans staff off duty rota/undertakes discharge planning involving co-ordinating other agencies	2-3	2 - Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing / or (3)-Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. (2) Effectively organise and prioritise own workload; Allocation of staff, planning non-complex staff rotas to ensure safe and effective use of staff and resources. May involve short term 'on the day' adjustments (3) The delivery of patient care through appropriate delegation, responding to frequent changes in needs and or environment e.g. revising and reviewing rotas, undertakes complex discharge planning involving coordinating other agencies or other professionals or other disciplines.	2-3	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing / Allocation of staff, planning non-complex staff rotas to ensure safe and effective use of staff and resources. May involve short term 'on the day' adjustments..participate in discharge planning. Or Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans the delivery of patient care through appropriate delegation, responding to frequent changes in needs and or environment e.g. revising and reviewing rotas, undertakes complex discharge planning involving coordinating other agencies or other professionals or other disciplines.	2-3
5. Physical Skills	Highly developed physical skills, accuracy important; manipulation of fine tools, materials Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures	3(b)	3a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/Or 3b) The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. 3a Restraint of patients/clients using approved techniques 3b Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion and removal of cannulas/of catheters, removal of sutures	3(a)(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, Restraint of patients/clients using approved techniques and/or The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion and removal of cannulas/of catheters, removal of sutures, picclines and peg feeds.	3ab
6. Responsibility for Patient/Client Care	Develop programmes of care/care packages Assesses, plans, implements and evaluates clinical care of patients	5(a)	5(a) Develops programmes of care/care packages, And/or 5(c) provides specialised advice in relation to the care of patients/clients. 5a Assesses, plans, implements and evaluates clinical care of patients/clients; 5c Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients	5(a)(c))	Develops programmes of care/care packages, Assesses, plans, implements and evaluates clinical care of patients/clients and/or Provides specialised advice in relation to the care of patients/clients. Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients. Responsible for maintaining nursing practice within, scope of professional guidelines and organisational policies within a team.	5ac
7. Responsibility for	Implement policies and propose changes to practices, procedures for own area	2	Implements policies for own work area and proposes changes to working practices or procedures for own work	2	Implements policies for own work area and proposes changes to working practices or procedures for own work area.	2

Policy/Service Development	Contributes to policy and practice changes arising from e.g. audits, complaints		area. Implements organisational policies and is pro-active in bringing about changes to policy or services e.g. change to clinical working practices, protocols or clinical procedures in own work area.		Contributes to or participates in policy and practice changes arising from e.g. audits, complaints	
8. Responsibility for Financial & Physical Resources	Handle cash, valuables; maintain stock control; authorised signatory, small payments/authorised signatory Handles patient valuables; orders supplies when necessary; signs agency time sheets/authorises overtime for nursing and support staff.	2(a)(c) (d) – 3(a)	2(a) Regularly handles or processes cash, cheques, patients' valuables, And/or 2(c) responsible for maintaining stock control and/or security of stock, And/or 2(d) Authorised signatory for small cash/financial payments or 3(a) Authorised signatory for cash/financial payments 2a Sign off of small cash/financial payments e.g. timesheets 2c Responsible for maintaining stock e.g. ordering through procurement 2d Authorised signatory for small cash/financial payments e.g. sign off expenses, agency/bank timesheets totalling less than £1000 per month 3a Authorised signatory for payments totalling £1000 or more per month e.g. sign off agency/bank timesheets	2(a)(c) (d) – 3(a)	Regularly handles or processes cash, cheques, patients' valuables Handles patient's/clients' valuables and/or Responsible for the safe use of equipment other than equipment which they personally use, Responsible for equipment used by others e.g. assembling surgical equipment, patient mobility aids and/or Responsible for maintaining stock control and/or security of stock, Responsible for maintaining stock e.g. ordering through procurement and/or Authorised signatory for small cash/financial payments Authorised signatory for small cash/financial payments e.g. sign off expenses Or Authorised signatory for cash/financial payments Authorised signatory for payments e.g. sign off agency/bank timesheets	2abc d-3a
9. Responsibility for Human Resources	Day to day supervision; management Leads team and allocates work/recruits, manages and develops staff	2(a)– 3(a)	2a Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department or service; And/or 2b Professional clinical supervision of a small number of qualified staff or students, or	2(a)(b) –3(a)	Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department or service Supervise and coordinates activities including allocation and delegation to staff of duties and tasks and/or	2ab– 3a

			<p>3a Responsible for the day-to-day management of a group of staff</p> <p>2[a] supervise and coordinates activities including allocation and delegation to staff of duties and tasks</p> <p>(b) regularly responsible for /clinical supervision of q registered and non-registered staff or students, including mentoring; Act as a preceptor for nursing students and newly registered staff undertaking preceptorship and assess competency levels as required by their placement objectives</p> <p>3a. Responsible for the day-to-day management of a group of staff, e.g. includes appraisals, recruitment and selection, undertaking first level disciplinary and grievance issues, reviews performance and progress, work allocation and checking, and ensuring appropriate training is delivered to staff.</p>		<p>Professional clinical supervision of a small number of qualified staff or students,</p> <p>Regularly responsible for /clinical supervision of q registered and non-registered staff or students, including mentoring; Act as a preceptor for nursing students and newly registered staff undertaking preceptorship and assess competency levels as required by their placement objectives</p> <p>Or</p> <p>Responsible for the day-to-day management of a group of staff</p> <p>Responsible for the day-to-day management of a group of nursing or support staff, e.g. reviews performance and progress, work allocation and checking, and ensuring appropriate training is delivered to staff.</p>	
10. Responsibility for Information Resources	Record personally generated information Maintains patient records	1	Record personally generated information Maintains patient records	1	Record personally generated information Maintains work related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/regularly undertake R&D activity; clinical trials; equipment testing, adaptation May undertake/undertakes R&D activity; clinical trials, equipment testing	1– 2(a) (b) (c)	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing Occasional participation in R&D activities e.g. clinical audits	1	Undertakes surveys or audits, as necessary to own work; Occasional participation in R&D activities e.g. clinical audits	1
12. Freedom to Act	Clearly defined occupational procedures, work is managed rather than supervised Works within codes of practice and professional guidelines	3	<p>Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals.</p> <p>Works independently, within codes of practice and professional guidelines. Accountable for own professional actions'</p> <p>Works independently, guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed rather than supervised and results/outcomes are assessed at agreed intervals.</p> <p>Maintains standards in the work area/setting</p>	3	<p>Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals.</p> <p>Works independently within organisational and professional guidelines, deciding when it is necessary to escalate to a senior clinician</p>	3
13. Physical Effort	Occasional/frequent moderate effort for several short periods Moves, manoeuvres patients from bed to chair, wheels patients	2(d) – 3(c)	<p>Occasional (2d) / frequent (3c) moderate effort for several short periods</p> <p>Moves, manoeuvres patients from bed to chair, transports patients in e.g. wheelchair</p>	2(d) – 3(c)	<p>Frequent light effort for several short periods</p> <p>Walks and stands most of shift; kneels and crouches to e.g. dress wounds</p> <p>Or</p>	3bc

					Frequent moderate effort for several short periods Manoeuvres patients, lifts substantial equipment.	
14. Mental Effort	Frequent concentration, work pattern predictable/unpredictable Concentration for checking documents, calculating drug dosages/responds to frequently changing patient, staff needs	2(a)– 3(a)	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, or 3(a) There is a frequent requirement for concentration where the work pattern is unpredictable, 2a Concentration for checking documents, calculating drug dosages 3a responds to frequently changing patient, staff needs	2(a)– 3(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentrates in providing clinical care, e.g. assessing patients, immunisation, calculating drug dosages for infusion, carrying out tests Or There is a frequent requirement for concentration where the work pattern is unpredictable Frequently deals with interruptions e.g. responding to unpredictable patient/client behaviour, crisis situations, emergencies or incidents that require an immediate response, staff needs	2a-3a
15. Emotional Effort	Occasional/frequent distressing; occasional highly distressing or emotional circumstances Deals with distressed relatives, care of terminally ill/ consequences of terminal illness, victims of abuse, relatives of deceased patients	2(a) – 3(a)(b))	2(a) Occasional exposure to distressing or emotional circumstances, or 3(a) Frequent exposure to distressing or emotional circumstances, And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances, 2a / 3a Deals with distressed relatives, care of terminally ill (NB panels must assess frequency) 3b consequences of terminal illness, victims of abuse, relatives of deceased patients	2(a) – 3(a)(b))	Occasional distressing or emotional circumstances Occasionally imparts unwelcome news to patients/relatives. Or Frequent distressing or emotional circumstances Frequently Imparts unwelcome news to patients/relatives. and/or Occasional highly distressing or emotional circumstances Frequent care of terminally ill/ directly deals with safeguarding issues, e.g. child abuse or patients who exhibit challenging behaviour.	2a- 3ab
16. Working Conditions	Frequent unpleasant; occasional/frequent highly unpleasant conditions Smell, noise, dust/body fluids, faeces, vomit, emptying bed pans and urinals, catheter bags	3(a), (b) 4(b)	3(a) Frequent exposure to unpleasant working conditions, And/or 3(b) occasional exposure to highly unpleasant working conditions or 4 (b) frequent exposure to highly unpleasant working conditions. 3a Smell, noise, dust / 3b / 4b body fluids, faeces, vomit, emptying bed pans and urinals, catheter bags (NB panels must assess frequency)	3(a)(b))-4(b)	Frequent exposure to unpleasant working conditions, Work in the vicinity of, unpleasant odours, dust, noise and/or Occasional exposure to highly unpleasant working conditions Occasional direct contact body fluids, deals with verbal aggression from patients/clients/service users, families or carers Or Some exposure to hazards	3ab- 4b

					Frequent direct contact with uncontained bodily fluids, Physical aggression.	
					Or	
					frequent exposure to highly unpleasant working conditions.	
					Deal with uncontained bodily fluids	
Total score		393*- 465		405- 458		398- 465

Nursing Band 7

	Old version	Draft version for consultation	Updated version
Profile Label:	Nursing: Advanced	7a	Nursing 7i
Job Statement	<ol style="list-style-type: none"> 1. Assesses patients/clients, plans, implements care in a variety of settings, provides highly specialist advice; maintains associated records 2. Lead specialist in a defined area of nursing care 3. Provides specialist education and training to other staff, students and/or patients/clients 4. Undertakes research and leads clinical audits in own specialist area 	<ol style="list-style-type: none"> 1. Assesses patients/clients, plans, implements care in a variety of settings, provides highly specialist advice; 2. Deliver specialist nursing care to a defined caseload/within a defined area of nursing 3. Provides advice and support to nurses/multi-disciplinary team 4. Provides specialist education and training to other staff, students and/or patients/clients 5. Leads clinical audits in own specialist area 	<ol style="list-style-type: none"> 1. Assesses patients/clients, plans, implements care in a variety of settings, provides highly specialist advice 2. Deliver specialist nursing care to a defined caseload/within a defined area of nursing 3. Provides highly specialist advice and support to nurses/multi-disciplinary team 4. Provides specialist education and training to other staff, students and/or patients/clients 5. Leads clinical audits in own specialist area

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding/ Provide and receive highly complex, sensitive or contentious information; barriers to understanding; Present complex, sensitive or contentious information to large groups</p> <p>Communications condition related information to patients/clients and carers/Communicates very sensitive, complex condition related information to patients, relatives, empathy and reassurance; presentations to groups on sensitive issues</p>	4a-5ab	<p>4a Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding;</p> <p>Communicates sensitive/ confidential information concerning patients/clients requiring empathy, persuasion and reassurance/ Some patients may have 'additional' needs</p> <p>Or</p> <p>5a 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</p> <p>Communicates highly sensitive, confidential information e.g. safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance; e.g. life limiting/changing information</p> <p>And/or</p> <p>5c 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</p> <p>Communicates complex, sensitive or contentious information concerning patients/clients patients/clients may be challenging behaviours e.g. unpredictable behaviours due to client group</p>	4a-5ab	<p>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</p> <p>Communicates sensitive, confidential information, including condition related information concerning patients/clients requiring empathy, persuasion and reassurance. Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.</p> <p>Or</p> <p>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</p> <p>Communicates highly sensitive, confidential information e.g. safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance, e.g. Life limiting and or life changing information.</p> <p>and/or</p> <p>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</p> <p>Communicates complex, sensitive or contentious information concerning patients/clients, parents/carers or families that may</p>	4a-5ac

					be challenging/unpredictable behaviours due to client group.	
2. Knowledge, Training & Experience	Highly developed specialist knowledge, underpinned by theory and experience Professional knowledge acquired through degree supplemented by post graduate diploma specialist training, experience, short courses plus further specialist training to masters equivalent level	7	Highly developed specialist knowledge, underpinned by theory and experience Professional/clinical knowledge acquired through degree, supplemented by specialist training, experience, short courses, CPD to Masters level or equivalent	7	Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theory and relevant practical experience. Professional/clinical knowledge acquired through degree, supplemented by specialist training, experience, short courses, CPD to master's degree level or equivalent	7
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting specialist patient/client conditions, appropriate action; skills for development of specialised programmes	4	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multiple pathology and complex health and social needs/ conditions, interpretation of investigation/test outcomes; ordering diagnostic tests. Selecting appropriate referral pathway	4	Judgements involving complex facts or situations which require the analysis, interpretation, comparison of a range of options. Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multiple pathology and complex health and social needs/ conditions, decisions on whether to order and/or making interpretation of investigation/test outcomes; ordering diagnostic tests. Selecting appropriate referral pathway	4
4. Planning & Organisational Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans specialised nursing service provision and/or specialised health and education programmes; coordinates multi-disciplinary groups in specialist area	3	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans specialised nursing service provision and/or specialised health and education programmes; coordinates multi-disciplinary groups in specialist area e.g include planning and running of nurse led clinics	3	Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans specialised nursing service provision and/or specialised health and education programmes; coordinates multi-disciplinary/multi-agency activities in specialist area e.g. include planning and running of nurse led clinics	3
5. Physical Skills	Physical skills obtained through practice/ Highly developed physical skills, accuracy important, manipulation of fine tools, materials Dexterity coordination for driving, immunisation/ Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures	2-3b	3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error Restraint of patients/clients using approved techniques; And/or 3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures, piclines and peg feeds.	3ab	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, or Restraint of patients/clients using approved techniques and/or The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures, piclines and peg feeds.	3ab
6. Responsibility for Patient/Client	Develop specialised programmes of care/ care packages; Provide highly specialised advice concerning care Assesses, develops and implements specialist nursing care programmes and/or specialised health and education programmes; highly specialist advice to patients/clients, carers, relatives and other professionals	6ac	6a Develops specialist programmes of care Assesses care plans, develops, implements and evaluates specialised programmes of care/ care packages; And/or 6c Provides highly specialised advice concerning care Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients, to nurses and multi-disciplinary team clinicians and colleagues.	6ac	Develops specialist programmes of care/care packages. Assesses care plans, develops, implements and evaluates specialist programmes of care/ care packages; or Provides highly specialised advice concerning care or treatment of identified groups or categories of patients/clients.	6ac

					Provide highly specialist advice concerning the care or treatment of identified groups or categories of patients/clients, to nurses and multi-disciplinary team clinicians and colleagues.	
7. Responsibility for Policy/Service Development	Propose policy or service changes, impact beyond own area Develops protocols for specialist area, impact on other disciplines	3	Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Significant contributor to development/leads implement of the development of protocols for specialist area, impact on other disciplines within multi-disciplinary team.	3	Implements policies for own work area and proposes changes to working practices or procedures for own work area. Contributes to or participates in policy and practice changes arising from e.g. audits, complaints Or Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Contributes to development of, and proposes changes to policies for own area, which impact on other areas e.g. changes to pathways within service which impact on the multi-disciplinary team.	2 - 3
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Maintain stock control; Authorised signatory, small payments Personal duty of care/ Orders specialist supplies; authorises overtime, agency nurse payments	1-2cd	1 Observes personal duty of care in relation to equipment and resources used in course of work. Responsible for equipment used Or 2(a) Regularly handles or processes cash, cheques, patients' valuables Handles patient valuables; And/Or 2(b) Responsible for the safe use of equipment other than equipment which they personally use Dismantling and assembling equipment for use by other staff or patients/clients And/Or 2(c) Responsible for maintaining stock control and/or security of stock Orders supplies, stock or equipment e.g. to maintain sufficient resources for own work /ward area or team And/Or (d) Authorised signatory for small cash/financial payments Authorised to sign off e.g. expenses, agency/bank timesheets	1-2abcd	Regularly handles or processes cash, cheques, patients' valuables, Handles patient valuables and/or Responsible for the safe use of equipment other than equipment which they personally use, Dismantling and assembling equipment for use by other staff or patients/clients and/or Responsible for maintaining stock control and/or security of stock, Orders supplies, stock or equipment e.g. to maintain sufficient resources for own work /ward area or team and/or Authorised signatory for small cash/financial payments, Authorised to sign off e.g. expenses, agency/bank timesheets. To the value of £1000	2abcd
9. Responsibility for Human Resources	Professional /clinical supervision; Provide training in own discipline/ Teach/deliver specialist training Supervises other nurses, students; provides training/ Specialist training	2bc-3c	2 (a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service Supervises work of others in the team or MDT And/Or 2 (b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students Regular clinical supervision of staff, students And/Or 2 (c) regularly responsible for providing training in own discipline/practical training or undertaking basic	2abc-3ac	Responsible for day-to-day supervision or co-ordination of staff within a section/function or a department/service, Supervises work of others in the team or MDT and/or Regularly responsible for professional/clinical supervision of a small number of qualified staff or students, Regular clinical supervision of staff, students and/or	2abc-3ac

			workplace assessments Regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work Or 3(a) Responsible for day to day management of a group of staff Lead and manage a specialist team of nurses And/or 3(c) Responsible for the delivery of specialist training Provide specialist education to training to own and other professions		Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments Regularly provides training to nursing or other disciplines where the topic or subjects is connected with their own work Or Responsible for day-to-day management of a group of staff Lead and manage a specialist team of nurses; Day to day management of a group of staff includes for example, appraisals, recruitment and selection, first level disciplinary a grievance issues, work allocation, ensuring training. and/or Responsible for the teaching/delivery of core training on a range of subjects or specialist training. Delivers specialist training to nurses and/or other members of the multi-disciplinary team.	
10. Responsibility for information Resources	Record personally generated information Maintains work-related records	1	Record personally generated information Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1	Record personally generated information Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1
11. Responsibility for Research & Development	Regularly undertake R & D activity; clinical trials; equipment testing, adaptation/ R&D activities as major job requirement Undertakes research, leads clinical audit in own area	2ab-3	Regularly undertake R & D activity as a requirement of the job Undertakes R&D activity; clinical trials; equipment testing . Regular undertaking of multi stranded audit/relevant research e.g. measurement of service effectiveness/patient satisfaction to support e improvement in service/clinical outcomes	2a	Regularly undertake R & D activity as a requirement of the job Undertakes R&D activity; clinical trials; equipment testing. Regular undertaking of multi stranded audit/relevant research e.g. measurement of service/clinical effectiveness/patient satisfaction to support improvement in service/clinical outcomes.	2a
12. Freedom to Act	Broad occupational policies Accountable for own professional actions, lead specialist for defined area	4	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. Guidance may be provided by peers or external reference points. There is significant discretion to work within professional guidelines and/or a set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field or has responsibility for a defined caseload or locality in the community.	4	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. Guidance may be provided by peers or external reference points. There is significant discretion to work within professional guidelines and/or set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field, or has responsibility for a defined caseload or locality in the community.	4
13. Physical Effort	Combination of sitting, standing, walking/ Occasional moderate effort for several short periods Some lifting, e.g. training equipment/ Moves. Manoeuvres patients	1-2d	2(a) There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of working time And/or 2(b) there is a frequent requirement for light physical effort for several short periods during a shift. And/or 2(c) there is an occasional requirement to exert light	2abcd-3ac	There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of working time. Kneels and crouches e.g. for wound dressing for substantial proportion of working time without being able to change position easily. and/or	2abcd-3ac

			<p>physical effort for several long periods during a shift. 2(d) there is an occasional requirement to exert moderate physical effort for several long periods during a shift. Or 3(a) There is a frequent requirement to exert light physical effort for several long periods during a shift And/or 3(b) there is an occasional requirement to exert moderate physical effort for several long periods during the shift And/or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift</p> <p>Walks and stands most of shift; kneels and crouches to e.g. dress wounds Manoeuvres patients with mechanical aids, lifts substantial equipment</p>		<p>There is a frequent requirement for light physical effort for several short periods during a shift.</p> <p>and/or</p> <p>There is an occasional requirement to exert light physical effort for several long periods during a shift.</p> <p>and/or</p> <p>There is an occasional requirement to exert moderate physical effort for several long periods during a shift.</p> <p>or</p> <p>There is a frequent requirement to exert light physical effort for several long periods during a shift</p> <p>and/or</p> <p>There is a frequent requirement to exert moderate physical effort for several short periods during a shift</p> <p>For 2b-3c in the above</p> <p>Light physical effort - lifting, pushing, pulling objects (2-5kg) , Kneels and crouches e.g. to dress wounds, walking more than 1km at any one time</p> <p>Moderate physical effort - lifting, pushing, pulling objects (6-15kg) moving or manoeuvring patients using mechanical aids, transferring patients/clients from a bed to a chair.</p>	
14. Mental Effort	<p>Frequent concentration; work pattern predictable Concentration on patient assessments, injections, schedule of visits, reports, meetings, data analysis</p>	2a	<p>2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentrations in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests Or 2(b) there is an occasional requirement for concentration where the work pattern is unpredictable Occasional interruptions to deal with e.g. bleep Or 3(a)There is a frequent requirement for concentration where the work pattern is unpredictable Frequent interruptions e.g. to deal with unpredictable client behaviour</p>	2ab-3a	<p>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentrations in providing clinical care, e.g. immunisation, calculating drug doses, carrying out tests</p> <p>and/or</p> <p>There is an occasional requirement for concentration where the work pattern is unpredictable. Occasional interruptions to deal with e.g. bleep</p> <p>Or</p> <p>There is a frequent requirement for concentration where the work pattern is unpredictable,</p>	2ab-3a

					Frequent Interruptions to deal with unpredictable client behaviour, emergency situations.	
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances Challenging behaviour from patients/clients/ Imparts news of terminal illness, bereavement	2a-3ab	2 (a) Occasional exposure to distressing or emotional circumstances, Or 3 (a) Frequent exposure to distressing or emotional circumstances 2a Occasionally/ 3a Frequently gives and explains unwelcome news to patients/relatives, Or 3(b) Occasional exposure to highly distressing or emotional circumstances Involvement and/or care of terminally ill/ directly deals with safeguarding issues, e.g. child abuse / patients who exhibit challenging behaviour	2a-3ab	Occasional exposure to distressing or emotional circumstances. Occasionally gives and explains unwelcome news to patients/relatives; care of terminally ill patients. Or Frequent exposure to distressing or emotional circumstances. Frequently gives and explains unwelcome news to patients/relatives; care of terminally ill patients. and/or Occasional exposure to highly distressing or emotional circumstances Involvement and directly deals with safeguarding issues, e.g. child abuse/patients who exhibit challenging behaviour	2a-3ab
16. Working Conditions	Frequent unpleasant conditions/Occasional/ Frequent highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggression	3ab-4b	3(a) Frequent exposure to unpleasant working conditions Being in the vicinity of unpleasant odours, dust, noise And/Or 3(b) occasional exposure to highly unpleasant working conditions Occasional direct contact Body fluids, deals with verbal aggression form patients/clients/service users, families or carers Or 4(b) frequent exposure to highly unpleasant working conditions Frequent direct contact with e.g. uncontained body fluids fleas lice noxious fumes	3ab-4b	Frequent exposure to unpleasant working conditions Being in the vicinity of unpleasant odours, dust, noise, and/or Occasional exposure to highly unpleasant working conditions Occasional direct contact with body fluids, deals with verbal aggression form patients/clients/service users, families or carers Or Frequent exposure to highly unpleasant working conditions Frequent direct contact with e.g. uncontained body fluids fleas lice noxious fumes	3ab-4b
Profile score		470-537		486-538		477-506

	Old version	Draft version for consultation	Updated version
Profile Label:	Nursing: Nurse Team Manager	7b	Nursing 7ii
Job Statement	<ol style="list-style-type: none"> 1. Provides leadership and management for nursing specialist and associated staff 2. Assesses patients/clients, plans, implements care, provides specialist advice; maintains associated records 3. May liaise with other agencies in planning programmes of care and/or health and education programmes 4. May hold budget 	<ol style="list-style-type: none"> 1. Provide leadership and management for nursing specialist and associated staff. 2. Assess patients/clients; plans, implements care; provides specialist advice; maintains associated records. 3. May liaise with other agencies in planning programmes of care and/or health and education programmes. 4. Authorised signatory; purchase assets/supplies; or may be responsible for delegated budget for Team. 	<ol style="list-style-type: none"> 1. Provide leadership and management to registered and non-registered staff and students in a range of settings 2. Assess patients/clients; plans, implements care; provides highly specialist advice; maintains associated records. 3. May liaise with other agencies in planning programmes of care and/or health and education programmes.

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding/ Provide and receive highly complex, sensitive or contentious information; barriers to understanding; hostile, antagonistic or highly emotive atmosphere</p> <p>Communicates sensitive/highly sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance. Some may have special needs; patients/clients may be hostile, antagonistic</p>	4a-5ac	<p>4a Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathetic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</p> <p>Communicate sensitive/highly sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance.</p> <p>Or</p> <p>5a Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiation, training, empathetic, or reassurance skills are required. This may be because agreement or co-operation is required or there are barriers to understanding.</p> <p>Communicate highly sensitive, confidential information e.g, safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance; eg.life limiting and or life changing information</p> <p>And/or</p> <p>5c 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.</p> <p>Communicate complex, sensitive or contentious information to patients/clients that may be challenging/unpredictable in their behaviours due to client group.</p>	4a-5ac	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathetic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</p> <p>Communicates sensitive, confidential information, including condition related information concerning patients/clients requiring empathy, persuasion and reassurance. Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.</p> <p>Or</p> <p>Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiation, training, empathetic, or reassurance skills are required. This may be because agreement or co-operation is required or there are barriers to understanding.</p> <p>Communicate highly sensitive, confidential information e.g., safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance, e.g. Life limiting and or life changing information</p> <p>and/or</p> <p>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.</p> <p>Communicate complex, sensitive or contentious information to patients/clients, parents/carers or families that may be challenging/unpredictable in their behaviours due to client group.</p>	4a-5ac

2. Knowledge, Training & Experience	Specialist knowledge across range of procedures underpinned by theory Professional knowledge acquired through degree supplemented by diploma level specialist training, experience, short courses	6	Specialist knowledge across range of procedures underpinned by theory. Professional knowledge acquired through degree supplemented by post registration/graduate specialist training, experience and/or short courses or equivalent	6	Specialist knowledge across range of procedures underpinned by theory. Professional knowledge acquired through degree supplemented by post registration/post graduate specialist training, experience and/or short courses, CPD or equivalent	6
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting complex needs of patients/clients and staffing issues	4	Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options. Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multi-pathology and complex health and social needs/ conditions, decisions on whether to order and/or making an interpretation of investigation/test outcomes/selecting appropriate pathway	4	Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options. Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multi-pathology and complex health and social needs/conditions, decisions on whether to order and/or making an interpretation of investigation/test outcomes/selecting appropriate referral pathway, Analysing clinical and operational issues e.g. patient risk assessments, clinical governance, staffing issues.	4
4. Planning & Organisational Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans delivery of specialist nursing care, allocation and deployment of staff, coordinates multi agency activities	3	Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans specialised nursing service provision and/or specialised health and education programmes; co-ordinates multi-disciplinary groups in specialist area e.g. include planning and running of nurse led clinics. Plans delivery of specialist nursing care, allocation and deployment of staff, co-ordinates multi-agency activities.	3	Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans specialised nursing service provision and/or specialised health and education programmes; co-ordinates multi-disciplinary groups/multi-agency activities in specialist area, and/or a range of settings.	3
5. Physical Skills	Developed physical skills; manipulation of objects, people; narrow margins for error; manipulation of fine tools, materials Restraint of patients/clients using approved techniques; Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	3ab	3a The post requires developed physical skills, 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 margin for error. Restraint of patients/clients using approved techniques; dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures, PICC lines,peg tubes. And/or 3b The post requires developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures.	3ab	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, Restraint of patients/clients using approved techniques and/or The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion and removal of catheters and removal of sutures, piclines and peg feeds.	3ab
6. Responsibility for Patient/Client	Provide specialised advice in relation to care/ Develop specialised programmes of care/ care packages; Provide highly specialised advice concerning care; accountable for direct delivery of sub-division of a clinical, clinical technical or social care service(s)	5a-6acd	6a Develops specialised programmes of care/care packages. Assess care plans, develops, implements and evaluates specialist programmes of care/care packages. And/or 6c Provides highly specialised advice concerning the care	6acd	Develops specialized programmes of care/care packages. Assess care plans, develops, implements and evaluate specialised programmes of care/care packages and/or Provides highly specialised advice concerning the care or	6acd

	Assesses, develops and implements nursing care programmes/ Specialist nursing care programmes; provides highly specialist advice; responsibility for delivery of a service for a geographical area		or treatment of identified groups or categories of patients/clients. Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients, to nurses and multi-disciplinary team clinicians and colleagues. And/or 6d Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. Is responsible for leading and delivering a service for a geographical area/unit/specialist team.		treatment of identified groups or categories of patients/clients. Provide highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients, to nurses and multi-disciplinary team clinicians and colleagues. and/or Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. Responsible for leading and delivering a service for a geographical area/unit/specialist team.	
7. Responsibility for Policy/Service Development	Implement policies and propose changes to practices, procedures for own area/ Propose policy or service changes, impact beyond own area Contributes to policy and practice changes arising from e.g. audits, complaints/ Contributes to policies which impact on other areas	2-3	2 Implements policies for own work area and proposes changes to working practices or procedures for own work area. Contributes or participates to policy and practice changes arising from e.g. audits, complaints. Or 3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity. Lead nursing contributor to and proposes changes to policies which impact on other areas e.g. changes to pathways within service which impact on the multi-disciplinary team. Or 4 Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity. Accountable and responsible for leading on developing and implementing policies and ensuring compliance and standards of care, including e.g. NMC standards and maintained by all staff	2-3-4	Implements policies for own work area and proposes changes to working practices or procedures for own work area. Contributes or participates to policy and practice changes arising from e.g. audits, complaints. Or Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity. contributes to and proposes changes to policies which impact on other areas e.g. changes to pathways within service which impact on the multi-disciplinary team or Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity. Accountable and responsible for leading on developing and implementing policies and ensuring compliance and standards of care.	2-3-4
8. Responsibility for Financial & Physical Resources	Authorised signatory; Hold delegated budget/Budget holder for department/service Authorises overtime for nursing and support staff, responsible for supplies; holds delegated budget/ Holds budget	3ad-4a	3a Authorised signatory for cash/financial payments. Sign off expenses, authorising agency/bank spend. And/or 3b Responsible for the purchase of some physical assets or supplies. Purchase/approve equipment or supplies; making recommendation and decision on appropriate suppliers. And/or 3c Monitors or contributes to the drawing up of department/service budgets or financial initiatives. Oversee and/or monitoring management of budget and best use of resource allocation and/or cost improvement plans. And/or 3d Holds a delegated budget from a budget for a department/service. Hold delegated budget for section/team.	3abcd	Authorised signatory for cash/financial payments. Sign off expenses, authorising agency/bank spend and/or Responsible for the purchase of some physical assets or supplies. Purchase/approve equipment or supplies, making recommendation and decision on appropriate suppliers and/or Monitors or contributes to the drawing up of department/service budgets or financial initiatives. Oversee and/or monitoring management of budget and best use of resource allocation and/or cost improvement plans and/or Holds a delegated budget from a budget for a department/service. Hold delegated budget for section/team	3abcd

9. Responsibility for Human Resources	Day to day management; Allocate, place and supervise staff or students/ Line manager for single function or department Manages staff; organises student placements or allocates placement and supervision of staff, students/ Line management	3ab-4a	3a Responsible for day to day management of a group of staff. Manages staff; organises student placements. And/or 3b Responsible for the allocation or placement and subsequent supervision of qualified staff or students. Allocates placement and supervision of staff, students. And/or 3c Responsible for the teaching/delivery of core training on a range of subjects or specialist training. Delivers specialist training to nurses and/or other members of the multi-disciplinary team. Or 4a Responsible as line manager for a single function or department. Line manage staff within own area of responsibility/service, including recruitment, development, and performance. And/or 4b Responsible for the teaching or devising of training and development programmes as a major job responsibility. Develop and deliver training packages and/or teaches other groups of staff as a major job responsibility.	3abc-4ab	Responsible for day-to-day management of a group of staff. Day to day management of a group of staff includes for example, appraisals, recruitment & selection, first level disciplinary a grievance issues, work allocation, ensuring training and/or Responsible for the allocation or placement and subsequent supervision of qualified staff or students. Allocates placement and supervision of staff, students and/or Responsible for the teaching/delivery of core training on a range of subjects or specialist training. Delivers specialist training to nurses and/or other members of the multi-disciplinary team. Or Responsible as line manager for a single function or department. Line manage staff within own area of responsibility/service, including recruitment, development, and performance	3abc-4a
10. Responsibility for information Resources	Record personally generated information Maintains work-related records	1	Record personally generated information. Maintains work related records.	1	Record personally generated information. Maintains patient records.	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/ Regularly undertake R & D activity; clinical trials; equipment testing May undertake/ Undertakes R&D activity; clinical trials; equipment testing	1-2abc	Regularly undertakes R&D activity as a requirement of the job. Regular undertaking of multi-stranded audit/relevant research e.g. measurement of service effectiveness/patient satisfaction to support e improvement in service/clinical outcomes.	2a	Regularly undertakes R&D activity as a requirement of the job. Undertakes R&D activity; clinical trials; equipment testing. Regular undertaking of multi stranded audit/relevant research e.g. measurement of service/clinical effectiveness/patient satisfaction to support improvement in service/clinical outcomes.	2a
12. Freedom to Act	Broad occupational policies Accountable for own professional actions, manages team and interprets policy	4	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. Guidance may be provided by peers or external reference points. There is significant discretion to work within professional guidelines and/or a set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field, or has responsibility for a defined caseload or locality in the community	4	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. Guidance may be provided by peers or external reference points. There is significant discretion to work within professional guidelines and/or a set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field or has responsibility for a defined caseload or locality in the community.	4
13. Physical Effort	Combination of sitting, standing, walking/ Frequent light effort for several short periods; occasional moderate effort for several short periods/ Frequent moderate effort for several short periods Walks, sits and stands/Walks and stands most of shift; kneels and crouches to e.g. dress wounds/Manoeuvres	1-2bd-3c	3a There is a frequent requirement to exert light physical effort for several long periods during a shift. Turns manoeuvres patients for toileting, bathing, using aids, will be kneeling/crawling into cramp spaces/working at bed/wheel chair height And/or	3abc	There is an occasional requirement to exert moderate physical effort for several long periods during a shift. Turns manoeuvres patients for toileting, bathing, using aids, will be kneeling/crawling into cramp spaces/working at bed/wheelchair height and/or	3bc

	patients, lifts substantial equipment		3b There is an occasional requirement to exert moderate physical effort for several long periods during a shift. And/or 3c There is a frequent requirement to exert intense physical effort for several short periods during a shift 3b/c Kneels and crouches to dress wounds; Manoeuvres patients, lifts substantial equipment.		There is a frequent requirement to exert moderate physical effort for several short periods Frequently or repeatedly moving or manoeuvring patients using mechanical aids, moving and handling of substantial equipment	
14. Mental Effort	Frequent concentration; work pattern predictable/ Unpredictable Concentration in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests/ Interruptions to deal with unpredictable client behaviour, staffing issues	2a-3a	2a There is a frequent requirement for concentration where the work pattern is predictable, with few competing demands for attention. Concentration in providing clinical care e.g. immunisation. Or 3a There is a frequent requirement for concentration where the work pattern is unpredictable. Calculating drug doses for infusion, carrying out tests with interruptions to deal with unpredictable client behaviour, staffing issues.	2a-3a	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentrations in providing clinical care, e.g. immunisation, calculating drug doses, carrying out tests Or There is a frequent requirement for concentration where the work pattern is unpredictable, Frequent Interruptions to deal with unpredictable client behaviour, staffing issues, emergency situations	2a-3a
15. Emotional Effort	Occasional distressing or emotional circumstances/ Occasional/frequent highly distressing or emotional circumstances/ Imparts unwelcome news, care of terminally ill/ Safeguarding issues, e.g. child abuse. Some challenging behaviour	2a-3a-4b	3a Frequent exposure to distressing or emotional circumstances. Imparts unwelcome news, care of terminally ill Or 4b Frequent exposure to highly distressing or highly emotional circumstances. Safeguarding issues, e.g. child abuse. Some challenging behaviour	3a-4b	Frequent exposure to distressing or emotional circumstances. Frequently gives and explains unwelcome news to patients/relatives Or Frequent exposure to highly distressing or highly emotional circumstances. Safeguarding issues, e.g. child abuse. Some challenging behaviour	3a-4b
16. Working Conditions	Occasional/Frequent unpleasant conditions/Occasional/ Frequent highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggression	2a-3ab-4b	3b Occasional exposure to highly unpleasant working conditions. Or 4b Frequent exposure to highly unpleasant working conditions. 3b/4b Body odours, dust, noise/Body fluid, verbal aggression	3b-4b	Occasional exposure to highly unpleasant working conditions Occasional direct contact body fluids, deals with verbal aggression from patients/clients/service users, families or carers Or Frequent exposure to highly unpleasant working conditions. Frequent direct contact with e.g. uncontained bodily fluids	3b-4b
Profile score		437*-536		474-536		474-536

Nursing band 8

	Old version	Draft version for consultation	Updated version
Profile Label:	Modern Matron	8a	Nursing 8a
Job Statement	<ol style="list-style-type: none"> 1. Manages and provides leadership for managers and specialist nurses/midwives and other staff 2. Ensures patient/client/carer involvement in development of services, e.g. promoting better health, standards of cleanliness, social care and medicines management 3. Provides specialist education and training to other staff 4. Maintains compliance with, and develops, policies, procedures and guidelines 	<ol style="list-style-type: none"> 1. Provide clinical and operational leadership for a defined service/department. 2. Lead on ensuring consistent delivery of evidence based, safe and effective nursing, infection prevention, safeguarding and patient flow standards within their defined area of responsibility. 3. Provide highly specialised advice to nursing teams, wider professional colleagues e.g. social care, therapies to ensure high standards of direct care delivery. 4. Promote involvement of patient/client/carer, provision to inform patient experience and leading on reduction of health inequalities. 5. Take a key role in service review and/or development and implementation of policies, procedures and guidelines. 6. May provide specialist education and training to own profession and/or multi-disciplinary staff. 	<ol style="list-style-type: none"> 1. Provide clinical and operational leadership for a defined service/department. 2. Lead on ensuring consistent delivery of evidence based, safe and effective nursing care. 3. Provide highly specialised advice to nursing teams, wider professional colleagues e.g. social care, therapies, to ensure high standards of direct care delivery. 4. Take a key role in service review and/or development and implementation of policies, procedures and guidelines. 5. May provide specialist education and training to own profession and/or multidisciplinary staff.

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive highly complex, sensitive or contentious information; barriers to understanding; Present complex, sensitive or contentious information to large groups</p> <p>Communicates service-related information to senior managers, staff, patients/clients, carers, external agencies: requires negotiating, persuasive, motivational, reassurance skills; gives formal presentations</p>	5ab	<p>5a Providing and receiving highly complex, highly sensitive or highly contentious information; where developed persuasive, motivational, negotiating, training or empathic or reassurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</p> <p>Communicates highly sensitive, confidential information e.g. safeguarding/public protection, suspected patient abuse, sexually transmitted diseases, life changing information, requiring empathy, persuasion and reassurance e.g. life limiting/changing information.</p> <p>And/or</p> <p>5b Presenting complex, sensitive or contentious information to a large group of staff or members of the public.</p> <p>Deliver training or presenting information to large groups (of around 20 people or more) in a formal setting.</p> <p>And/or</p> <p>5c 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.</p> <p>Communicates service-related information e.g. safeguarding</p>	5a-b-c	<p>Providing and receiving highly complex, highly sensitive or highly contentious information; where developed persuasive, motivational, negotiating, training or empathic or reassurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</p> <p>Communicates highly sensitive, confidential information e.g. safeguarding/public protection, suspected patient abuse, sexually transmitted diseases, life changing information, requiring empathy, persuasion and reassurance e.g. life limiting/changing information.</p> <p>and/or</p> <p>Presenting complex, sensitive or contentious information to a large group of staff or members of the public.</p> <p>Deliver training or presenting information to large groups (of around 20 people or more) in a formal setting.</p> <p>and/or</p> <p>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.</p> <p>Communicates service-related information e.g. safeguarding issues to senior managers, staff, patients/clients, carers, external agencies</p>	5abc

			issues to senior managers, staff, patients/clients, carers, external agencies.			
2. Knowledge, Training & Experience	Highly developed specialist knowledge, underpinned by theory and experience Professional knowledge acquired through degree supplemented by post graduate diploma specialist training, experience, short courses plus further specialist training to masters equivalent level	7	Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience. Professional/clinical knowledge acquired through degree, supplemented by specialist training, experience, short courses, CPD to Masters level or equivalent	7	Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience. Professional nursing and clinical knowledge acquired through nursing degree supplemented by specialist clinical training, experience, short courses, CPD to master's level or equivalent	7
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Skills for analysis of service, patient/client, organisation, staffing issues and case management	4	Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for analysis of service delivery, patient/client, organisation, staffing/resource deployment and specialist and/or multi-pathology case management. Interpretation and analysis of governance, risk management, quality improvement initiatives, decisions on evidence based practice	4	Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for analysis of service delivery, patient/client, organisation, staffing/resource deployment and specialist and/or multi-pathology case management. Interpretation and analysis of governance, risk management, quality improvement initiatives, decisions on evidence-based practice	4
4. Planning & Organisational Skills	Plan and organise broad range of complex activities; formulates, adjusts plans or strategies Planning of strategies which impact across the service and sector, e.g. care coordination, infection control	4	Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies. Planning of strategies which impact across the service and sector e.g. lead on programme of work to improve service delivery, co-ordinating workforce/deployment change and reallocation of nursing resources forward planning with other service heads on patient flow/demand, plans and develops training programmes.	4	Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies. Planning of strategies which impact across the service and sector e.g. lead on programme of work to improve service delivery, co-ordinating workforce/deployment change and reallocation of nursing resources forward planning with other service heads on patient flow/demand, plans and develops training programmes.	4
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; manipulation of fine tools, materials Driving, carries out immunisations/ Restraint of patients/clients using approved techniques; dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	2-3ab	2 The post requires developed 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. Driving, standard keyboard skills, carries out immunisations. Or 3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Restraint of patients/clients using approved techniques. And/or 3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement or speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures, PICC lines, PEG feeding tubes.	2-3ab	The post requires developed 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. Driving, standard keyboard skills, carries out immunisations. Or 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. Restraint of patients/clients using approved techniques. and/or The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement or speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures, PICC lines, PEG feeding tubes.	2-3ab

6. Responsibility for Patient/Client	Provide highly specialised advice concerning care; Accountable for direct delivery of sub-division of a clinical, clinical technical or social care service Delivers highly specialised case management advice to the multi disciplinary team across sectors; accountable for service delivery	6cd	6a Develops specialist programmes of care/care packages Assess care plans, develops, implements and evaluates programmes of care/care packages. And/or 6c Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients. Delivers highly specialised case management advice to the multi-disciplinary team across sectors. And/or 6d Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. Be accountable for service delivery within a specific and defined service.	6acd	Develops specialist programmes of care/care packages Assess care plans, develops, implements and evaluates specialist programmes of care/care packages. and/or Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients. Delivers highly specialised case management advice to the multidisciplinary team across sectors. and/or Accountable for the direct delivery of a service within a subdivision of a clinical, clinical technical or social care service. Be accountable for service delivery within a specific and defined service.	6acd
7. Responsibility for Policy/Service Development	Responsible for policy implementation and development for a service Develops and implements integrated care policies across primary and acute settings	4	Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity. Leads development of policy or specific services development e.g. quality initiatives, new services, integration of new pathways and policies into services within remit. Take forward implementation of policies across primary and acute settings.	4	Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity. Leads development of policy or specific services development e.g. quality initiatives, new services, integration of new pathways and policies into services within remit. Take forward implementation of policies across primary and acute settings. Promote involvement of patient/client/carer, provision to inform patient experience and leading on reduction of health inequalities	4
8. Responsibility for Financial & Physical Resources	Authorised signatory; Purchase of some assets; monitoring budgets Signs off expenses; orders supplies; oversees management of budget	3abc	3a Authorised signatory for cash/financial payments. Signs off expenses, authorising agency/bank spend/ And/or 3b Responsible for the purchase of some physical assets or supplies. Purchase/approve equipment or supplies; making recommendation and decision on appropriate suppliers. And/or 3c Monitors or contributes to the drawing up of department/ service budgets financial initiatives. Oversees and/or monitoring management of budget and best use of resource allocation and/or cost improvement plans.	3abc	Authorised signatory for cash/financial payments. Signs off expenses, authorising agency/bank spend and/or Responsible for the purchase of some physical assets or supplies. Purchase/approve equipment or supplies; making recommendation and decision on appropriate suppliers. and/or Monitors or contributes to the drawing up of department/ service budgets financial initiatives. Oversees and/or monitoring management of budget and best use of resource allocation and/or cost improvement plans and/or Holds a delegated budget from a budget for a department/service. Hold delegated budget for section/team.	3abcd
9. Responsibility	Line manager for single function or department; Teach, devise training and development programmes, major job	4ab	4a Responsible as line manager for a single function or department.	4ab	Responsible as line manager for a single function or department.	4ab

for Human Resources	responsibility Manages own staff, including recruitment, development, performance; devises training packages and teaches other groups of staff		Line manage staff within own area of responsibility/service, including recruitment, development, and performance. And/or 4b Responsible for the teaching or devising of training and development programmes as a major job responsibility. Develop and deliver training packages and/or teaches other groups of staff.		Line manage staff within own area of responsibility/service, including recruitment, development, and performance. and/or Responsible for the teaching or devising of training and development programmes as a major job responsibility. Devises, develops and delivers clinical/nursing education programmes as part of the job purpose and/or major job duty f.	
10. Responsibility for information Resources	Record personally generated information Maintains work-related records	1	Records personally generated information. Record and maintains own work related records.	1	Records personally generated information. Maintains patient records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work Undertakes audits of complaints, clinical incidents; trails of equipment	1	1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing. Undertake audits of complaints, clinical incidents, and trails equipment Or 2a Regularly undertakes R&D activity as a requirement of the job. Undertake regular and/or complex research; leads and/or initiates clinical audit in own area/service.	1-2a	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing. Undertake audits of complaints, clinical incidents, and trails equipment. Or Regularly undertakes R&D activity as a requirement of the job. Undertake regular and/or complex research; leads and/or initiates clinical audit in own area/service.	1-2a
12. Freedom to Act	General policies, need to establish interpretation Responsible for establishing how policies should be interpreted	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted. Operates independently, manages department, interprets organisational policies.	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted. Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organization on these	5
13. Physical Effort	Combination of sitting, standing, walking/ Frequent light effort for several short periods; occasional moderate effort for several short periods Light physical effort/ Effort required for carrying out clinical duties	1-2bd	1 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. Walks and stands for most of shift. Or 2b There is a frequent requirement for light physical effort for several short periods during a shift. Kneels and crouches e.g. to dress wounds. And/or 2d There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Manoeuvres patients, use of hoists/lifting of equipment some of which will be substantial.	1-2bd	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. Walks and stands for most of shift. Or There is a frequent requirement for light physical effort for several short periods during a shift. Kneels and crouches e.g. to dress wounds. and/or There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Manoeuvres patients, use of hoists/lifting of equipment some of which will be substantial.	1-2bd

14. Mental Effort	Frequent concentration; work pattern unpredictable Concentration for writing reports, meetings, patient/client assessment, interruptions to deal with service issues	3a	2a There is a frequent requirement for concentration where work pattern is predictable with few competing demands for attention. Concentration for writing reports, investigating complaints, meetings, undertaking patient/client assessment. And/or 2b There is an occasional requirement for concentration where the work pattern is unpredictable. Interruptions to planned work can occur but this is an expectation of the role, but does not include responding to an emergency bleep	2ab	There is a frequent requirement for concentration where work pattern is predictable with few competing demands for attention. Concentration for writing reports, investigating complaints, meetings, undertaking patient/client assessment. and/or There is an occasional requirement for concentration where the work pattern is unpredictable. Interruptions to planned work can occur but this is an expectation of the role, but does not include responding to an emergency bleep.	2ab
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances Deals with staff problems, patient complaints, conveys unwelcome news/ Care of the terminally ill; unexpected deaths	2a-3ab	2a Occasional exposure to distressing or emotional circumstances. Deals with staff problems, patient complaints, conveys unwelcome news. Or 3a Frequent exposure to distressing or emotional circumstances. And/or 3b Occasional exposure to highly distressing or highly emotional circumstances. 3a/b Care of the terminally ill; unexpected deaths; involvement in safeguarding and abuse.	2a-3ab	Occasional exposure to distressing or emotional circumstances. Deals with performance management, conduct issues or similar, patient complaints, conveys unwelcome news. Or Frequent exposure to distressing or emotional circumstances. Care of the terminally ill; and/or Occasional exposure to highly distressing or highly emotional circumstances. Imparting news of unexpected deaths; personal involvement in safeguarding and abuse.	2a-3ab
16. Working Conditions	Occasional/ Frequent unpleasant conditions; Occasional highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggression	2-3ab	2a Occasional exposure to unpleasant working conditions. Exposed to body odours, dirt, dust, smell or noise	2a	Occasional exposure to unpleasant working conditions. Exposed to body odours, dirt, dust, smell or noise.	2a
Profile score		551-579		546-576		546 – 576

	Old version	Draft version for consultation	Updated version
Profile Label:	Nurse Consultant	8a-c	Nursing 8a-c
Job Statement	1. Provides expert professional advice to patients, carers and colleagues 2. Undertakes research in a specialist area 3. Provides education and training to other staff, students 4. Ensures the maintenance of clinical excellence	1. Provides expert professional advice to patients, carers and colleagues 2. Undertakes research in a specialist area 3. Provides education and training to other staff, students 4. Ensures the maintenance of clinical excellence	1. Provides expert professional advice to patients, carers and colleagues 2. Undertakes research in a specialist area 3. Provides education and training to other staff, students

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	Provide and receive highly complex, sensitive or contentious information, barriers to understanding/present complex information to large groups Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required; presents specialist information to large groups of staff	5(a)/5 (b)	5a 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 cooperation is required or because there are barriers to understanding Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required; And/or 5b Presenting complex, sensitive or contentious information to a large group of staff or members of the public Presents specialist information to large groups of staff	5ab	Providing and receiving highly complex, highly sensitive or highly contentious information; where developed persuasive, motivational, negotiating, training or empathic or reassurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding. Communicates highly sensitive, confidential information e.g. safeguarding/public protection, suspected patient abuse, sexually transmitted diseases, life changing information, requiring empathy, persuasion and reassurance e.g. life limiting/changing information. and/or Presenting complex, sensitive or contentious information to a large group of staff or members of the public. Deliver training or presenting information to large groups (of around 20 people or more) in a formal setting	5ab
2. Knowledge, Training & Experience	Highly developed specialist knowledge, underpinned by theory and experience Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to master's level equivalent	7	Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience. Professional nursing and clinical knowledge acquired through nursing degree supplemented by specialist clinical training, experience, short courses, to master's level equivalent	7	Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience. Professional nursing and clinical knowledge acquired through nursing degree supplemented by specialist clinical training, experience, short courses, CPD to master's level equivalent,	7
3. Analytical & Judgemental Skills	Complex/highly complex facts or situations, requiring analysis, interpretation, comparison of a range of options Makes operational judgements, manages conflicting views/reconciles inter and intra professional differences of opinion	4/5	4 Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Carries out detailed patient assessments including taking health history, diagnostic/investigation reports and develops a treatment plan; provides clinical/nursing advice in a specialist area to e.g. multi-disciplinary teams, clinical colleagues; investigates adverse events And/Or 5 Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options	4-5	Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Carries out detailed patient assessments including taking health history, diagnostic/investigation reports and develops a treatment plan; provides clinical/nursing advice in a specialist area to e.g. multi-disciplinary teams, clinical colleagues; investigates adverse events Or Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options	4-5

			Provides expert nursing advice to senior management teams/Board/Organisation on strategic planning, policy, governance and legislation; operational nursing issues for a service		Provides expert nursing advice to senior management teams/Board/Organisation on strategic planning, policy, governance and legislation; operational nursing issues for a service	
4. Planning & Organisational Skills	Plan and organise complex activities, programmes, requiring formulation, adjustment Plans specialist nursing service provision, including education and training	3	Plan and organise complex activities, programmes, requiring formulation, adjustment Plans specialist nursing service provision, including education and training; co-ordinates activities e.g. bed management, discharge planning, MDT case conferences	3	Plan and organise complex activities, programmes, requiring formulation, adjustment Plans specialist nursing service provision, including education and training; co-ordinates activities e.g. bed management, discharge planning, MDT case conferences, patient flow	3
5. Physical Skills	Highly developed physical skills, accuracy important, manipulation of fine tools, materials/highly developed skills, high degree of precision <i>Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, remove of sutures/undertakes suturing, endoscopies</i>	3(b)–4	3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, remove of sutures And/Or 4 The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, co-ordination and sensory skills for use of fine surgical tools e.g. scalpels	3(b)–4	The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion and removal of catheters and removal of sutures, piclines and peg feeds. Or The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, co-ordination and sensory skills for use of fine surgical tools e.g. scalpels	3b-4
6. Responsibility for Patient/Client	Develop highly specialised programmes of care; care packages; provide highly specialised advice concerning care Develops and implements specialist care packages; provide clinical advice in specialist area	6(a)(c)	6a Develop highly specialised programmes of care; care packages Develops and implements specialist care packages; responsible for a clinical caseload within a specialty And/or 6c Provide highly specialised advice concerning care Provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care	6(a)(c)	Develop highly specialised programmes of care; care packages; Develops and implements specialist care packages; responsible for a clinical caseload within a specialty and/or Provide highly specialised advice concerning care Provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care	6ac
7. Responsibility for Policy/Service Development	Propose policy or service changes, impact beyond own area/responsible for policy implementation, development for a service Develops protocols for specialist area, impact on other disciplines/develops policies for specialist service	3–4	3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity. Develops protocols for specialist area, devises and implements new ways of working, identifies service improvements that impact on other disciplines Or 4 Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity. Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient	3–4	Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity. Develops protocols for specialist area, devises and implements new ways of working, identifies service improvements that impact on other disciplines Or Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity. Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient pathways,	3-4

			pathways, clinical policy.		clinical policy.	
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/safe use of equipment other than equipment used personally; authorised signatory, small payments/authorised signatory; holds delegated budget Personal duty of care/responsible for ensuring the safe use of specialist equipment; authorised signatory for overtime payments/delegated budget holder for specialist budget	1/2(b)(d) / 3(a)(d)	1 Observes personal duty of care in relation to equipment and resources used in course of work. Personal duty of care And/or 2b Responsible for the safe use of equipment other than equipment which they personally use responsible for ensuring the safe use of specialist equipment; And/or 2d Authorised signatory for small cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments, up to £1000 per month Or 3a Authorised signatory for cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments, over £1000 per month And/Or 3d holds a delegated budget from a budget for a department/service Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects	1/ 2(b)(d) / 3(a)(d)	Responsible for the safe use of equipment other than equipment which they personally use, Responsible for ensuring the safe use of specialist equipment; and/or Authorised signatory for small cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments Or Authorised signatory for cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments and/or Holds a delegated budget from a budget for a department/service Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects	2bd-3ad
9. Responsibility for Human Resources	Teach, deliver core training, range of subjects/teach, devise training and development programmes, major job responsibility Provides specialist training and education /develops education programmes	3(c)–4(b)	3c Responsible for the teaching/delivery of core training on a range of subjects or specialist training Ongoing and significant responsibility for providing specialist clinical/nursing training and education Or 4b Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers clinical/nursing education programmes as part of the job purpose and/or major job duty	3(c)–4(b)	Responsible for the teaching/delivery of core training on a range of subjects or specialist training, Provides specialist nursing training to a range of staff Or Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers clinical/nursing education programmes	3c-4b
10. Responsibility for information Resources	Records personally generated information Maintains patient/client records, records research results	1	Records personally generated information Maintains patient/client records, records research results	1	Records personally generated information Maintains patient/client records, records research results	1
11. Responsibility for Research & Development	R&D activities as major job requirement/co-ordinate, implement R&D activity as job requirement/initiate, develop R&D activities Conducts research in specialist area/member of audit, research steering group developing trust wide research	3/4/5	3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement. Conducts research in specialist area as an ongoing part of the role for 20% or more of the working week Or 4: Responsible for co-ordinating and implementing R & D programmes or activity as a requirement of the job. Member of audit, research steering group responsible for developing organization wide research; coordinates local, regional or national research programme.	3 / 4/ 5	Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Conducts research in specialist area as an ongoing part of the role for 20% or more of the working week Or Responsible for co-ordinating and implementing R & D programmes or activity as a requirement of the job Member of audit, research steering group responsible for developing organization ide research; coordinates local, regional	3/4/5

			<p>Or</p> <p>5: Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R & D programmes or activities, which support the objectives of the broader organisation.</p> <p>Initiating organization wide research programmes to support broad organizational aims, including securing funding as a significant part of working time.</p>		<p>or national research programme.</p> <p>Or</p> <p>Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R & D programmes or activities, which support the objectives of the broader organisation.</p> <p>Initiating organization wide research programmes to support broad organizational aims, including securing funding as a significant part of working time.</p>	
12. Freedom to Act	General policies, need to establish interpretation Responsible for establishing how policies should be interpreted	5	<p>Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted.</p> <p>Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organization on these</p>	5	<p>Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted.</p> <p>Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organization on these</p>	5
13. Physical Effort	Occasional moderate effort for several short periods Moves, manoeuvres patients	2(d)	<p>There is an occasional requirement to exert moderate physical effort for several short periods during a shift.</p> <p>Moves, manoeuvres patients e.g. from bed to chair</p>	2(d)	<p>There is an occasional requirement to exert moderate physical effort for several short periods during a shift.</p> <p>Moves, manoeuvres patients e.g. from bed to chair</p>	2d
14. Mental Effort	Frequent concentration, work pattern unpredictable Concentration for patient care; interruptions for patient, staff needs	3(a)	<p>There is a frequent requirement for concentration where the work pattern is unpredictable</p> <p>Concentration for delivery of patient care; interruptions to deal with e.g. patient care, staff, operational issues requiring a change in activity; Frequent Interruptions to deal with unpredictable client behaviour</p>	3(a)	<p>There is a frequent requirement for concentration where the work pattern is unpredictable,</p> <p>Concentration for delivery of patient care; interruptions to deal with e.g. patient care, staff, operational issues requiring a change in activity; Frequent Interruptions to deal with unpredictable client behaviour</p>	3a
15. Emotional Effort	<p>Frequent distressing or emotional circumstances; occasional/frequent highly distressing or emotional circumstances</p> <p>Works with terminally ill patients/imparts unwelcome news to staff, patients</p>	3(a)(b) /4	<p>3(a) Frequent exposure to distressing or emotional circumstances</p> <p>Imparts unwelcome news to staff, patients (weekly)</p> <p>And/or</p> <p>3(b) occasional exposure to highly distressing or highly emotional circumstances</p> <p>Occasionally (monthly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse or patients who exhibit challenging behaviour</p> <p>Or</p> <p>4(b) frequent exposure to highly distressing or highly emotional circumstances</p> <p>Frequently (weekly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse</p>	3(a) 3(b)/ 4b	<p>Frequent exposure to distressing or emotional circumstances, Imparts unwelcome news to staff, patients (weekly), care of the terminally ill</p> <p>and/or</p> <p>Occasional exposure to highly distressing or highly emotional circumstances</p> <p>Occasionally (monthly) involved in safeguarding issues e.g, child, elder abuse or patients who exhibit challenging behaviour</p> <p>Or</p> <p>Frequent exposure to highly distressing or highly emotional circumstances</p> <p>Frequently (weekly) involved in safeguarding issues e.g., child, elder abuse</p>	3ab- 4b

16. Working Conditions	Occasional /frequent exposure to highly unpleasant conditions Body fluids, faeces, vomit, smells and foul linen	3(b)– 4(b)	3b Occasional exposure to highly unpleasant conditions Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen Or 4b frequent exposure to highly unpleasant conditions Frequent direct exposure to body fluids, faeces, vomit, smells and foul linen	3(b)– 4(b)	Occasional exposure to highly unpleasant conditions / Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen / Or Frequent exposure to highly unpleasant conditions Frequent direct exposure to body fluids, faeces, vomit, smells and foul linen	3b-4b
Profile score		542- 650		542- 650		549- 650

	Old version	Draft version for consultation	Updated version
Profile Label:	Nurse Consultant Higher Level	8c-9	Nursing 8c-9
Job Statement	<ol style="list-style-type: none"> 1. Provides expert professional advice to patients/clients, carers and staff 2. Responsible for service development/redesign in own area of expertise 3. Undertakes clinical audit, research in a specialist field 4. Provides education and training to other staff, students: may develop or contribute to development of specialist training, education programmes in own field 5. Ensures the maintenance of clinical excellence 	<ol style="list-style-type: none"> 1. Provides expert professional advice to patients/clients, carers and staff 2. Responsible for service development/redesign in own area of expertise 3. Undertakes clinical audit, research in a specialist field 4. Provides education and training to other staff, students: may develop or contribute to 5. development of specialist training, education programmes in own field 6. Ensures the maintenance of clinical excellence 	<ol style="list-style-type: none"> 1. Provides expert professional advice to patients/clients, carers and staff 2. Responsible for service development/redesign in own area of expertise 3. Undertakes clinical audit, research in a specialist field 4. Provides education and training to other staff, students: may develop or contribute to development of specialist training, education programmes in own field

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive highly complex, sensitive or contentious information; barriers to understanding/present complex information to large groups</p> <p>Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required; highly complex service information at board level; presents specialist information to large groups of staff</p>	5 (a)/ 5 (b)	<p>5a 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 cooperation is required or because there are barriers to understanding</p> <p>5a Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required;</p> <p>5b Presenting complex, sensitive or contentious information to a large group of staff or members of the public</p> <p>presents specialist information to large groups of staff</p>	5 (a)/ 5 (b)	<p>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 cooperation is required or because there are barriers to understanding</p> <p>Communicates highly sensitive, confidential information e.g. safeguarding/public protection, suspected patient abuse, sexually transmitted diseases, life changing information, requiring empathy, persuasion and reassurance e.g. life limiting/changing information.</p> <p>and/or</p> <p>Presenting complex, sensitive or contentious information to a large group of staff or members of the public</p> <p>Presents specialist information to large groups of staff. Deliver training or presenting information to large groups (of around 20 people or more) in a formal setting.</p>	5ab
2. Knowledge, Training & Experience	<p>Advanced theoretical and practical knowledge</p> <p>Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to doctorate level or equivalent</p>	8	<p>Advanced theoretical and practical knowledge</p> <p>Expert professional nursing and clinical knowledge acquired through degree supplemented by specialist knowledge across a range of areas including governance, strategic planning, service improvement. The additional knowledge can be gained through additional qualifications, training, experience, short courses, to doctorate level or equivalent</p>	8a	<p>Advanced theoretical and practical knowledge</p> <p>Expert professional nursing and clinical knowledge acquired through degree supplemented by specialist knowledge across a range of areas including governance, strategic planning, service improvement. The additional knowledge can be gained through additional qualifications, training, experience, short courses, to doctorate level or equivalent</p>	8
3. Analytical & Judgemental Skills	<p>Highly complex facts or situations, requiring analysis, interpretation, comparison of a range of options.</p> <p>Reconciles inter and intra professional differences of opinion, judgements on complex clinical issues</p>	5	<p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options</p> <p>Provides expert advice to reconcile professional differences of opinion, judgements on highly complex clinical issues with unique characteristics and no obvious solutions;</p> <p>Provides expert nursing advice to senior management teams/Board/Organisation on strategic planning, policy, governance and legislation; operational nursing issues for a</p>	5	<p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options</p> <p>Provides expert advice to reconcile professional differences of opinion, judgements on highly complex clinical issues with unique characteristics and no obvious solutions; Provides expert nursing advice to senior management teams/Board/Organisation on strategic planning, policy, governance and legislation; operational nursing issues for a service</p>	5

			service			
4. Planning & Organisational Skills	Plan and organise broad range of complex activities, requiring formulation, adjustment of plans, strategies/ formulate long-term strategic plans, involving uncertainty, impact across the whole organisation Responsible for service development, education, training in specialist field/ strategic planning for specialist service for region, impacting on external agencies	4-5	4 Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies. 4 Responsible for service development, education, training in specialist field, workforce planning with impact across a service or agencies And/Or 5 Formulating long-term, strategic plans, which involve uncertainty and which may impact across the whole organisation Strategic planning for specialist service for a service, directorate, organization or region, impacting on external agencies	4- 5	Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies. Responsible for service development, education, training in specialist field, workforce planning with impact across a service or agencies Or Formulating long-term, strategic plans, which involve uncertainty and which may impact across the whole organisation Strategic planning for specialist service for a service, directorate, organisation or region, impacting on external agencies	4-5
5. Physical Skills	Highly developed physical skills, accuracy important, manipulation of fine tools, materials/ highly developed skills, high degree of precision Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures/ undertakes suturing, endoscopies	3 (b) - 4	3b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, remove of sutures And/Or 4 The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, co-ordination and sensory skills for use of fine surgical tools e.g. scalpels	3 (b) - 4	The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion and removal of catheters and removal of sutures, piclines and peg feeds Or The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, coordination and sensory skills for use of fine surgical tools e.g. scalpels	3b-4
6. Responsibility for Patient/Client	Develop highly specialised programmes of care, care packages; provide highly specialised advice concerning care; accountable for direct delivery of sub-division of clinical care Develops & implements of specialist care packages; provide clinical advice in specialist area; accountable for specialist area of nursing/midwifery	6 (a) (c) (d)	6a Develop highly specialised programmes of care; care packages; Develops and implements specialist care packages; responsible for a clinical caseload within a specialty; And/Or 6c provide highly specialised advice concerning care provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care And/or 6d accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. Clinically accountable for specialist area of nursing/midwifery and manages the providers of direct patient care	6 (a) (c) (d)	Develop highly specialised programmes of care; care packages; Develops and implements specialist care packages; responsible for a clinical caseload within a specialty and/or Provide highly specialised advice concerning care Provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care and/or Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. Clinically accountable for specialist area of nursing	6acd

7. Responsibility for Policy/Service Development	Responsible for policy implementation, development for a service Develops and implements policies for specialist service	4	Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient pathways, clinical policy	4	Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity Overall responsibility for development and implementation of policy and practice, service development and quality improvement e.g. patient pathways, clinical policy	4
8. Responsibility for Financial & Physical Resources	Safe use of equipment other than equipment used personally; authorised signatory, small payments/ authorised signatory; holds delegated budget Responsible for ensuring the safe use of specialist equipment and advising budget holders on best value purchasing; authorised signatory / delegated budget holder for e.g. training	2(b)(d) / 3 (a) (d)	2b Responsible for the safe use of equipment other than equipment which they personally use, responsible for ensuring the safe use of specialist equipment; And/or 2d Authorised signatory for small cash/financial payments authorised signatory for e.g. supplementary staffing, overtime payments, up to £1000 per month Or 3a Authorised signatory for cash/financial payments authorised signatory for e.g. supplementary staffing, overtime payments, over £1000 per month And/or 3d Holds a delegated budget from a budget for a department/service Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects	2(b)(d) / 3 (a) (d)	Responsible for the safe use of equipment other than equipment which they personally use, Responsible for ensuring the safe use of specialist equipment; and/or Authorised signatory for small cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments Or Authorised signatory for cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payment and/or Holds a delegated budget from a budget for a department/service Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects	2bd-3ad
9. Responsibility for Human Resources	Teach, deliver core training, range of subjects/ teach, devise training and development programmes, major job responsibility Provides specialist training & education/ develops education programmes	3 (c) – 4 (b)	3c Responsible for the teaching/delivery of core training on a range of subjects or specialist training, Ongoing and significant responsibility for providing specialist clinical/nursing training and education Or 4b Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers clinical/nursing education programmes as part of the job purpose and/or major job duty	3 (c) – 4 (b)	Responsible for the teaching/delivery of core training on a range of subjects or specialist training, Ongoing and significant responsibility for providing specialist clinical/nursing training and education Or Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers clinical/nursing education programmes	3c-4b
10. Responsibility for information Resources	Record personally generated information Maintains patient/client records, records research results	1	Record personally generated information Maintains patient/client records, records research results	1	Record personally generated information Maintain client records Or Occasional requirement to use computer software to develop or create statistical reports requiring formulae, query reports or detailed drawings/diagrams using desktop publishing or computer aided design Creates reports based on information, statistical data gathered	1 -2

					from others	
11. Responsibility for Research & Development	R&D activities as major job requirement/ co-ordinate, implement R & D activity as job requirement/ initiate, develop R & D activities Conducts research in specialist area/member of audit, research steering group developing trust wide research	3/4/5	3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement. Conducts research in specialist area as an ongoing part of the role for 20% or more of the working week Or 4: Responsible for co-ordinating and implementing R & D programmes or activity as a requirement of the job. Member of audit, research steering group responsible for developing organization wide research; coordinates local, regional or national research programme. Or 5: Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R & D programmes or activities, which support the objectives of the broader organisation. Initiating organization wide research programmes to support broad organizational aims, including securing funding as a significant part of working time.	3/4/5	Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement. Conducts research in specialist area as an ongoing part of the role for 20% or more of the working week Or Responsible for co-ordinating and implementing R & D programmes or activity as a requirement of the job. Member of audit, research steering group responsible for developing organisation wide research; coordinates local, regional or national research programme Or Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R & D programmes or activities, which support the objectives of the broader organisation. Initiating organisation wide research programmes to support broad organisational aims, including securing funding as a significant part of working time.	3-4-5
12. Freedom to Act	General policies, need to establish interpretation Responsible for establishing how policies should be interpreted for specialist area	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted. Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organization on these	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted. Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organisation on these	5
13. Physical Effort	Occasional moderate effort for several short periods Moves, manoeuvres patients	2 (d)	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Moves, manoeuvres patients e.g. from bed to chair	2(d)	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Occasional patient contact that requires physical effort eg Moves, manoeuvres patients from bed to chair	2d
14. Mental Effort	Frequent concentration, work pattern unpredictable Concentration for patient/client care; interruptions for urgent patient/client, staff needs	3 (a)	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration for delivery of patient care; interruptions to deal with e.g. patient care, staff, operational issues requiring a change in activity; Frequent Interruptions to deal with unpredictable client behaviour	3(a)	There is a frequent requirement for concentration where the work pattern is unpredictable, Concentration for delivery of patient care; interruptions to deal with e.g. patient care, staff, operational issues requiring a change in activity; Frequent Interruptions to deal with unpredictable client behaviour	3a
15. Emotional Effort	Frequent distressing or emotional circumstances; occasional/ frequent highly distressing or emotional circumstances Works with critically and/or terminally ill patients/clients/ imparts unwelcome news to staff, patients/clients	3 (a) (b) / 4	3(a) Frequent exposure to distressing or emotional circumstances Imparts unwelcome news to staff, patients (weekly) And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances Occasionally (monthly) works with terminally ill patients; involved	3 (a) (b) / 4b	Frequent exposure to distressing or emotional circumstances, Imparts unwelcome news to staff, patients (weekly), works with terminally ill patients- And/or Occasional exposure to highly distressing or highly emotional	3ab-4b

			<p>in safeguarding issues e.g, child, elder abuse or patients who exhibit challenging behaviour</p> <p>Or</p> <p>4(b) frequent exposure to highly distressing or highly emotional circumstances</p> <p>Frequently (weekly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse</p>		<p>circumstances</p> <p>Occasionally (monthly); involved in safeguarding issues e.g, child, elder abuse or patients who exhibit challenging behaviour</p> <p>Or</p> <p>Frequent exposure to highly distressing or highly emotional circumstances</p> <p>Frequently (weekly) involved in safeguarding issues e.g, child, elder abuse or imparts distressing news e.g. death</p>	
16. Working Conditions	<p>Occasional/frequent exposure to highly unpleasant conditions</p> <p>Body fluids, faeces, vomit, smells and foul linen</p>	3 (b)-4(b)	<p>3b Occasional exposure to highly unpleasant conditions</p> <p>Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen</p> <p>Or</p> <p>4b Frequent exposure to highly unpleasant conditions</p> <p>Frequent direct exposure to body fluids, faeces, vomit, smells and foul linen</p>	3 (b)-4(b)	<p>Occasional exposure to highly unpleasant conditions</p> <p>Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen</p> <p>Or</p> <p>Frequent exposure to highly unpleasant conditions</p> <p>frequent direct exposure to body fluids, faeces, vomit, smells and foul linen</p>	3b-4b
Profile score		637 - 727		637-727		637-732

Midwifery band 4

	Old version	Draft version for consultation	Updated version
Profile Label:	Maternity Care Assistant	4	Midwifery 4
Job Statement	<ol style="list-style-type: none"> 1. Assists the midwife in providing physical, social and psychological support to women and their families in a variety of settings 2. Implements basic care packages and reports to the midwife 3. Undertakes delegated clinical procedures e.g. removal of intravenous cannula, urinary catheter or the removal of wound sutures/clips 	<ol style="list-style-type: none"> 1. Assists the midwife in providing physical, social and psychological support to clients, newborns and their families. 2. Undertakes a range of delegated clinical care duties in a variety of settings and implements basic care packages under the supervision of the midwife. 3. May supervise maternity support workers. 4. Provides detailed advice on health promotion issues eg smoking cessation and feeding 	<ol style="list-style-type: none"> 1. Assists the midwife in providing physical, social and psychological support to clients, newborns and their families. 2. Undertakes a range of delegated clinical care duties in a variety of settings and implements care packages under the supervision of the midwife. 3. May supervise maternity support workers. 4. Provides detailed advice on health promotion issues e.g. smoking cessation and feeding.

Factor	Relevant Job Information	JE level	Revised wording	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	Communicate complex or sensitive information, barriers to understanding Communicates condition related information to women and their families: provides empathy, reassurance	4 (a)	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, Communicates condition related information to clients and their families: provides empathy, reassurance	4 (a)	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, Communicates condition related information to women, birthing people and their families: provides empathy, reassurance	4a
2. Knowledge, Training & Experience	Range of procedures and practices, majority non-routine, theoretical knowledge to diploma level equivalent Knowledge of maternity care procedures and practices; acquired through NVQ3 plus additional training to diploma level equivalent, or equivalent through short courses, experience	4	Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience. Knowledge of maternity care procedures and practices; acquired through vocational qualification level 3 plus additional training to undergraduate diploma level equivalent, or equivalent through short courses, experience.	4	Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience. Knowledge of maternity care procedures and practices; acquired through vocational qualification level 3 plus additional training to undergraduate diploma level equivalent, or equivalent through short courses, experience.	4
3. Analytical & Judgemental Skills	Facts or situations, some requiring analysis/facts or situations requiring analysis, comparison of a range of options Skills for deciding e.g. how best to implement care programme/assessment of woman's condition	2 - 3	2 - Judgements involving facts or situations, some of which require analysis. Skills for deciding how best to implement care programme Or 3 - Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. acts or situations, some requiring analysis/facts or situations requiring analysis, comparison of a range of options	2 – 3	Judgements involving facts or situations, some of which require analysis. Skills for deciding how best to implement care programme or Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Assessment of individual client and babies' condition,	2-3

			Assessment of individual client and babies' condition, e.g., recognise and report to midwife potential signs of jaundice		e.g., recognise and report to midwife potential signs of jaundice	
4. Planning & Organisational Skills	Straightforward activities, some ongoing Organises, prioritises and adjusts own workload in relation to client care	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises, prioritises and adjusts own workload in relation to client care e.g., organising feeding support, smoking cessation clinics and home visits, parent craft classes	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises, prioritises and adjusts own workload in relation to client care e.g., organising feeding support, smoking cessation clinics and home visits, parent craft classes	2
5. Physical Skills	Highly developed physical skills, accuracy important, manipulation of fine tools Dexterity, co-ordination for taking blood	3(b)	The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity, co-ordination for taking blood, e.g. independently undertake insertion and removal of intravenous cannula, removal of urinary catheter or the removal of wound sutures/	3(b)	The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Dexterity, co-ordination for taking blood, e.g. independently undertake insertion and removal of intravenous cannula, removal of urinary catheter or the removal of wound sutures	3b
6. Responsibility for Patient/Client Care	Implement programmes of care Implements maternity care programmes, including providing advice	4(a)	Implements clinical care/care packages Implements maternity care designated by a midwife programmes, including providing advice e.g. care of mother and baby in relation to healthy lifestyles, feeding support, public health, safeguarding, neonatal jaundice	4(a)	Implements clinical care/care packages Implements maternity care designated by a midwife programmes, including providing advice e.g. care of women, birthing people and babies in relation to healthy lifestyles, feeding support, public health, safeguarding, neonatal jaundice	4a
7. Responsibility for Policy/Service Development	Follow policies, may comment on proposals for change May comment on proposed changes to policies	1	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. May comment on proposed changes to policies	1	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. To be aware of and have working knowledge of all clinical policies relating to practice; may comment on proposed changes to policies	1
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to resources/maintain stock control Safe use of equipment/orders supplies	1-2 (c)	1 - Observes personal duty of care in relation to equipment and resources used in course of work. Safe use of equipment Or 2(b) responsible for the safe use of equipment other than equipment which they personally use, Assembles/dismantles surgical equipment And/or 2(c) responsible for maintaining stock control and/or security of stock, Orders supplies,	1-2 (b, c)	Observes personal duty of care in relation to equipment and resources used in course of work. Safe use of equipment or Regularly handles or processes cash, cheques, patients' valuables Handles patient/client valuables and/or Responsible for the safe use of equipment other than equipment which they personally use, Assembles/dismantles surgical equipment and/or Responsible for maintaining stock control and/or security of stock, Responsible for ordering supplies as required,	1-2abc

9. Responsibility for Human Resources	Demonstrate own duties May demonstrate own duties to less experienced staff	1	1 - Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. May demonstrate own duties to less experienced staff Or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service supervises other MSWs and support staff, as delegated.	1-2(a)	Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area. May demonstrate own activities to less experienced staff or Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service Supervises other MSWs and support staff, as delegated.	1-2a
10. Responsibility for Information Resources	Record personally generated information Updates client records	1	Record personally generated information Updates client records	1	Record personally generated information Maintains patient/client records	1
11. Responsibility for Research & Development	Occasionally undertakes R&D, clinical trials May participate in R&D, clinical trials	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. May participate in R&D, clinical trials	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Participate in R&D and clinical trials or complete staff surveys, audit, patient satisfaction surveys	1
12. Freedom to Act	Standard operating procedures, someone available for reference Follows procedures and care plan, may work alone, supervision available	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis. Follows procedures and care plan, may work alone, supervision and advice available	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis. Follows procedures and care plans, supervision/advice available e.g. first point of contact for enquiries, use own initiative but works under direct or indirect supervision usually by a registered practitioner.	2
13. Physical Effort	Occasional/frequent moderate for several short periods Moving clients, lifting equipment	2(a) – 3 (c)	2(a) There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of the working time, Assisting with feeding or 3(a) There is a frequent requirement to exert light physical effort for several long periods during a shift, Moving clients, lifting equipment, weigh baby, assisting with feeding And/Or 3(c) There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Moving clients, lifting equipment, weigh baby, assisting with feeding NB Panels must assess the extent of the effort required for these activities and how often they are undertaken.	2(a) – 3(a,c)	There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of the working time, Assisting with feeding or There is a frequent requirement to exert light physical effort for several long periods during a shift, Moving clients, lifting equipment, weigh baby and/or There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Moving clients, lifting equipment, weigh baby	2a – 3ac
14. Mental Effort	Frequent concentration, pattern predictable Concentration on client care, observations	2(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentration on client care, observations	2(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentration on client care, observations	2a

15. Emotional Effort	Occasional, frequent exposure to distressing/highly distressing circumstances Difficult family situations/baby death, child protection issues	2-4(b)	2(a) Occasional exposure to distressing or emotional circumstances, Dealing with difficult family circumstances, occasional exposure to safeguarding issues or severely challenging clients or family behaviour Or 3 (a) Frequent exposure to distressing or emotional circumstances, Frequent exposure to safeguarding issues or severely challenging clients or family behaviour or 4(a) Occasional exposure to traumatic circumstances, Baby death or congenital abnormalities	2(a), 3(a), - 4(a)	Occasional exposure to distressing or emotional circumstances, Dealing with difficult family circumstances, occasional exposure to safeguarding issues or severely challenging clients or family behaviour or Frequent exposure to distressing or emotional circumstances, Frequent exposure to safeguarding issues or severely challenging clients or family behaviour and/or Occasional exposure to highly distressing or highly emotional circumstances, Deaths, child protection issues	2a-3ab
16. Working Conditions	Frequent highly unpleasant conditions Body fluids, foul linen	4b	4 (b) frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen	4b	Frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen	4b
Total Score		278–316		278-323		278-323

Midwifery band 5

	Old version	Draft version for consultation	Updated version
Profile Label:	Midwifery Entry Level	5	Midwifery 5
Job Statement	<ol style="list-style-type: none"> 1. Provides antenatal and postnatal care to women 2. Provides intra-partum care and delivers babies 3. Participates in developmental activities/preceptorship 4. Works autonomously within guidelines and sphere of professional practice 	<ol style="list-style-type: none"> 1. Provides care to women, and other birthing people, newborn infants and families throughout pre-pregnancy, birth, post-partum and the early weeks of life 2. Participates in developmental activities/preceptorship 3. Works autonomously within guidelines and sphere of professional practice 	<ol style="list-style-type: none"> 1. Provides care to women, birthing people, newborn infants and families throughout pre-pregnancy, birth, post-partum and the early weeks of life 2. Participates in developmental activities/preceptorship 3. Works autonomously within guidelines and sphere of professional practice

Factor	Relevant Job Information	JE level	Revised wording	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required Communicates information concerning client's history, sensitive issues, clients with special needs: requires persuasive, reassurance skills	4 (a)	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, Communicates information concerning client's history, sensitive issues, clients with special needs: requires persuasive, reassurance skills	4 (a)	Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding Communicates information concerning client's history, sensitive issues, clients with special needs requires persuasive, reassurance skills	4a
2. Knowledge, Training & Experience	Expertise within specialism underpinned by theory Professional/clinical knowledge acquired through midwifery training; to degree/diploma level plus ongoing preceptorships	5	Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience. Professional/clinical knowledge acquired through midwifery training; to degree level plus ongoing preceptorships	5	Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience. Professional/clinical knowledge acquired through midwifery training, to degree level plus ongoing preceptorships	5
3. Analytical & Judgemental Skills	Range of situations requiring analysis Judgements on a variety of clinical midwifery problems which require investigation, analysis and assessment	3	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Judgements on a variety of clinical midwifery problems which require investigation, analysis and assessment	3	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Judgements on a variety of clinical midwifery findings which require investigation, analysis and assessment, including child protection issues	3
4. Planning & Organisational Skills	Plan and organise straightforward activities some ongoing Organises own workload; plans ongoing client activities	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload; plans ongoing client activities	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload; plans ongoing client activities	2
5. Physical Skills	Highly developed physical skills, high degree of precision Skills required for palpitation, suturing and deliveries	4	The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Skills required for palpation, suturing, and births	4	The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Skills required for palpation, suturing, births and adult	4

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6. Responsibility for Patient/Client Care	Develop programmes of care, care programmes; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post-natal women	5(a)(c)	5(a) Develops programmes of care/care packages, or Develops programmes of midwifery care; And/or 5(c) Provides specialised advice in relation to the care of patients/clients. Provides midwifery advice to women and families throughout pre-pregnancy, birth, post-partum and the early weeks of life -	5(a)(c)	Develops programmes of care/care packages, or Develops programmes of midwifery care and/or Provides specialised advice in relation to the care of patients/clients. Provides midwifery advice to women, birthing people and families throughout pre-pregnancy, antenatal, birth, post-partum and the early weeks of life	5ac
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment May be required to comment on possible developments within department	1	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. May be required to comment on possible developments within department	1	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. May be required to comment on possible developments within department	1
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/handle cash, valuables; maintain stock control Personal duty of care/security of client valuables; responsible for ordering supplies	1/2 (a) (c)	Observes personal duty of care in relation to equipment and resources used in course of work. Personal duty of care Or 2(a) Regularly handles or processes cash, cheques, patients' valuables, security of client valuables and/or 2(c) responsible for maintaining stock control and/or security of stock, responsible for ordering supplies as required	1-2 (a)(c)	Observes personal duty of care in relation to equipment and resources used in course of work. Safe use of equipment Or Regularly handles or processes cash, cheques, patients' valuables, Security of client valuables and/or Responsible for maintaining stock control and/or security of stock Responsible for ordering supplies as required	1-2ac
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/professional, clinical supervision Demonstrates own activities / supports student midwives	1 / 2 (a)(b)	1 Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own activities or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service, and/or 2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students, supports student midwives	1 - 2 (a)(b)	Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own activities to less experienced staff Or Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service Work allocation and checking and/or Regularly responsible for professional/clinical supervision of a small number of qualified staff or students Mentors student midwives and others	1-2 ab

10. Responsibility for Information Resources	Record personally generated information Maintain client records	1	Record personally generated information Maintain client records	1	Record personally generated information Maintain client records	1
11. Responsibility for Research & Development	Undertakes surveys or audits, as necessary to own work/ regularly undertake R&D activity; clinical trials Occasionally/frequently undertakes R&D activity; clinical trials	1 / 2 (a)(b)	1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. or 2(a) Regularly undertakes R & D activity as a requirement of the job, and/or (b) regularly undertakes clinical trials, Undertakes R&D activity; clinical trials (NB panels must assess the frequency of this activity)	1 - 2 (a)(b)	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. May participate in R&D, clinical trials Or Regularly undertakes R & D activity as a requirement of the job, Undertakes R&D activity and/or Regularly undertakes clinical trials Undertakes clinical trials	1-2ab
12. Freedom to Act	Clearly defined occupational policies, work is managed rather than supervised Works within codes of practice and professional guidelines	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals. Works within codes of practice and professional regulations	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals. Works within codes of practice and professional regulations	3
13. Physical Effort	Occasional/ frequent moderate effort for several short periods Lifts equipment in clinic / assists women in labour	2(d) \ 3 (c)	2(d) there is an occasional requirement to exert moderate physical effort for several short periods during a shift. or 3(b) there is an occasional requirement to exert moderate physical effort for several long periods during a shift, or And/Or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, feeding, manoeuvring clients (NB panels must assess the frequency of this activity))	2 (d) / 3(b)(c)	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, infant feeding, manoeuvring clients Or There is an occasional requirement to exert moderate physical effort for several long periods during a shift. Lifts equipment; assists clients in labour, infant feeding, manoeuvring clients and/or There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, infant feeding, manoeuvring clients	2d-3bc
14. Mental Effort	Frequent concentration, work pattern predictable/unpredictable Concentration during client examination in clinic /concentration on clients in labour, may be unpredictable	2(a)/3(a)	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, And/or 2(b) there is an occasional requirement for concentration where the work pattern is unpredictable.	2(a)(b) / 3(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentration during client examination and/or	2ab- 3a

			<p>Concentration during client examination which may or may not be unpredictable</p> <p>Or</p> <p>3(a) There is a frequent requirement for concentration where the work pattern is unpredictable concentration on clients in labour is unpredictable</p>		<p>There is an occasional requirement for concentration where the work pattern is unpredictable. Concentration during client examination which may or may not be unpredictable</p> <p>Or</p> <p>There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour is unpredictable</p>	
15. Emotional Effort	<p>Occasional/frequent distressing; occasional, highly distressing emotional circumstances Baby problems / deaths, child protection issues</p>	2(a) / 3 (a)(b)	<p>2(a) Occasional exposure to distressing or emotional circumstances, or Or 3(a) Frequent exposure to distressing or emotional circumstances, Difficult family situations eg. Congenital abnormalities (NB panels must assess the frequency of exposure) And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances, Deaths, child protection issues</p>	2(a) / 3 (a)(b)	<p>Occasional exposure to distressing or emotional circumstances Difficult family situations e.g. Congenital abnormalities</p> <p>Or</p> <p>Frequent exposure to distressing or emotional circumstances, Difficult family situations e.g. Congenital abnormalities</p> <p>and/or</p> <p>Occasional exposure to highly distressing or highly emotional circumstances, Deaths, child protection issues</p>	2a-3ab
16. Working Conditions	<p>Frequent, highly unpleasant conditions Body fluids, foul linen</p>	4 (b)	<p>Frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen</p>	4 (b)	<p>Frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen</p>	4b
Total Score		354–392		361–392		354–392

Midwifery band 6

	Old version	Draft version for consultation	Updated version
Profile Label:	Midwife community / hospital / integrated	6	Midwifery 6
Job Statement	<p>(Community)</p> <ol style="list-style-type: none"> Provides a full range of health education and social care advice to women in a range of settings, pre-conceptually and ante-natally Provides care in a range of environments through the intra-partum and post-natal period for women and their babies Acts as a mentor for less experienced midwives and other staff Works autonomously within guidelines and sphere of professional practice <p>(Hospital)</p> <ol style="list-style-type: none"> Provides a full range of health education and social care advice to women in a hospital setting pre-conceptually and ante-natally Assesses the full range of care needs and develops, implements and evaluates programmes of care throughout the ante-natal, intra partum and post-natal period for women and their babies Acts as a mentor for less experienced midwives and other staff Works autonomously within guidelines and spheres of professional practice <p>(Integrated)</p> <ol style="list-style-type: none"> Provides a full range of health, education and social care advice to women within an integrated model of care pre-conceptually and ante-natally Provides care in a range of environments throughout the inter-partum and post-natal periods for women and their babies Acts as a mentor for less experienced midwives and other staff Works 	<ol style="list-style-type: none"> Provides a full range of advice and care to women, other birthing people, newborn infants and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life. Acts as a mentor for less experienced midwives and other staff. Works autonomously within guidelines and sphere of professional practice. 	<ol style="list-style-type: none"> Provides a full range of advice and care to women, birthing people, newborn infants and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life. Acts as a mentor for less experienced midwives and other staff. Works autonomously within guidelines and sphere of professional practice.

Factor	Relevant Job Information	JE level	Revised wording	JE Level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>(Community)</p> <p>Provide and receive complex and sensitive information; persuasive, motivational negotiating, training skills are required; barriers to understanding</p> <p>Communicates information concerning patient's history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills</p> <p>(Hospital)</p> <p>Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required</p>	4(a)	<p>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,</p> <p>Communicates information concerning patient's history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills</p>	4(a)	<p>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,</p> <p>Communicates information concerning patient/client history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills</p>	4a

	<p>Communicates information concerning client's history, sensitive issues, clients with special needs; requires persuasive, reassurance skills</p> <p>(Integrated) Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills Communicates information concerning client's history, sensitive issues, clients with special needs; requires persuasive, reassurance skills</p>					
2. Knowledge, Training & Experience	<p>(Community) Specialist knowledge across a range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training; to degree/ diploma level plus preceptorship</p> <p>(Hospital) Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree/ diploma level plus preceptorship</p> <p>(Integrated) Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree/ diploma level plus preceptorship</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience. Professional/clinical knowledge acquired through midwifery training; to degree level or equivalent experience plus preceptorship</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience. Professional/clinical knowledge acquired through midwifery training; to degree level or equivalent experience plus preceptorship</p>	6
3. Analytical & Judgemental Skills	<p>(Community) Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p> <p>(Hospital) Complex facts or situations requiring analysis, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p> <p>(Integrated) Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p>	4	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p>	4	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p>	4

4. Planning & Organisational Skills	<p>(Community) Plan and organise straightforward activities, some ongoing Organises own workload; plans ongoing client activities</p> <p>(Hospital) Plan and organise straightforward activities, some ongoing Organises own workload, plans ongoing client activities</p> <p>(Integrated) Plan and organise straightforward activities, some ongoing Organises own workload; plans ongoing client activities</p>	2	<p>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload; plans ongoing client activities</p>	2	<p>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload; plans ongoing client activities</p>	2
5. Physical Skills	<p>(Community) Highly developed physical skills, high degree of precision Skills required for palpation, suturing and deliveries</p> <p>(Hospital) Highly developed physical skills, high degree of precision Skills required for palpation, suturing and deliveries</p> <p>(Integrated) Highly developed physical skills, high degree of precision Skills required for palpation, suturing and deliveries</p>	4	<p>The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Skills required for palpation, suturing and births</p>	4	<p>The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Skills required for palpation, suturing, births, adult cannulation</p>	4
6. Responsibility for Patient/Client Care	<p>(Community) Develop programmes of care, care packages; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post natal women</p> <p>(Hospital) Develop programmes of care, care packages; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post natal women</p> <p>(Integrated) Develop programmes of care, care packages; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post natal women</p>	5(a)(c)	<p>(a) Develops programmes of care/care packages, Develops programmes of midwifery care; And/or (c) Provides specialised advice in relation to the care of patients/clients. Provides midwifery advice to women and families throughout pre-pregnancy, birth, post-partum and the early weeks of life</p>	5(a)(c)	<p>Develops programmes of care/care packages, Develops programmes of midwifery care and/or Provides specialised advice in relation to the care of patients/clients. Provides midwifery advice to women, birthing people and families throughout pre-pregnancy antenatal, birth, post-partum and the early weeks of life</p>	5ac
7. Responsibility	<p>(Community) Follow policies in own role, may be required to comment</p>	1	<p>Follows policies in own role which are determined by others; no responsibility for service development, but may</p>	1	<p>Follows policies in own role which are determined by others; no responsibility for service development, but may</p>	1

for Policy/Service Development	<p>May be required to comment on possible developments within department</p> <p>(Hospital) Follow policies in own role, may be required to comment May be required to comment on possible developments within department</p> <p>(Integrated) Follow policies in own role, may be required comment May be required to comment on possible developments within department</p>		<p>be required to comment on policies, procedures or possible developments. May be required to comment on possible developments within department</p>		<p>be required to comment on policies, procedures or possible developments. May be required to comment on possible developments within department</p>	
8. Responsibility for Financial & Physical Resources	<p>(Community) Personal duty of care in relation to equipment, resources/ maintain stock control Personal duty of care/ orders supplies as required</p> <p>(Hospital) Personal duty of care in relation to equipment, resources/ handle cash, valuables; maintain stock control Personal duty of care/ responsible for client valuables; orders supplies</p> <p>(Integrated) Personal duty of care in relation to equipment, resources/ handle cash, valuables; maintain stock control Personal duty of care/ responsible for client valuables; orders supplies</p>	<p>1 / 2 (c)</p> <p>1-2ac</p> <p>1-2ac</p>	<p>1) Observes personal duty of care in relation to equipment and resources used in course of work. Personal duty of care Or 2(a) Regularly handles or processes cash, cheques, patients' valuables, security of client valuables and/or 2(c) responsible for maintaining stock control and/or security of stock, responsible for ordering supplies as required</p>	1 / 2 (a)(c)	<p>Observes personal duty of care in relation to equipment and resources used in course of work. Safe use of equipment Or Regularly handles or processes cash, cheques, patients' valuables, Security of client valuables and/or Responsible for maintaining stock control and/or security of stock, Responsible for ordering supplies as required</p>	1-2ac
9. Responsibility for Human Resources	<p>(Community) Demonstrate own activities to new staff or less experienced employees / professional, clinical supervision Demonstrates own activities to new staff / mentors student midwives and others</p> <p>(Hospital) Day to day supervision; professional, clinical supervision Allocates work to staff; mentors students and midwives</p> <p>(Integrated) Demonstrate own activities to new or less experienced employees/ professional, clinical supervision Demonstrates own activities to new staff / mentors student midwives and others</p>	<p>1 / 2 (b)</p> <p>2ab</p> <p>1-2b</p>	<p>Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own activities or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service work allocation and checking, And/or 2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students, mentors student midwives and others And/or 2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic</p>	1 / 2 (a) (b) (c)	<p>Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own activities to less experienced staff Or Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service Work allocation and checking, and/or Regularly responsible for professional/clinical supervision of a small number of qualified staff or students, Mentors student midwives and others and/or Regularly responsible for providing training in own</p>	1-2abc

			workplace assessments, or training junior staff		discipline/practical training or undertaking basic workplace assessments, or Training less experienced staff	
10. Responsibility for Information Resources	<p>(Community) Record personally generated information Maintains client records</p> <p>(Hospital) Record personally generated information Maintains client records</p> <p>(Integrated) Records personally generated information Maintains client records</p>	1	<p>Record personally generated information Maintains client records</p>	1	<p>Record personally generated information Maintains client records</p>	1
11. Responsibility for Research & Development	<p>(Community) Undertake surveys or audits, as necessary to own work/ regularly undertake R&D activity; clinical trials Occasionally/ frequently undertakes R&D activity; clinical trials</p> <p>(Hospital) Undertakes surveys or audits, as necessary to own work / regularly undertake R&D activity / clinical trials Occasional/ frequently undertakes R&D activity; clinical trials</p> <p>(Integrated) Undertake surveys or audits, as necessary to own work / regularly undertake R&D activity; clinical trials Occasionally/ frequently undertakes R&D activity; clinical trials</p>	1 / 2(a)(b)	<p>1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. or 2(a) Regularly undertakes R & D activity as a requirement of the job, and/or 2(b) regularly undertakes clinical trials,</p> <p>Undertakes R&D activity; clinical trials (NB panels must assess the frequency of this activity)</p>	1 / 2(a)(b)	<p>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. May participate in R&D, clinical trials</p> <p>Or</p> <p>Regularly undertakes R & D activity as a requirement of the job, Undertakes R&D activity</p> <p>and/or</p> <p>Regularly undertakes clinical trials, Undertakes clinical trials</p>	1-2ab
12. Freedom to Act	<p>(Community) Broad occupational policies Works autonomously, responsible for caseload in the community</p> <p>(Hospital) Clearly defined occupational policies, work is managed, rather than supervised/ broad occupational policies Works within codes of practice, professional guidelines and policies/works autonomously; lead practitioner</p> <p>(Integrated) Broad occupational policies Work autonomously; lead practitioner</p>	4 3-4	<p>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. Guidance may be provided by peers or external reference points. Works autonomously within clearly defined occupational policies and professional regulations</p>	4	<p>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. Guidance may be provided by peers or external reference points. Jobholder has significant discretion to work within a set of defined parameter. This applies, for example, to those who are the lead specialist or section/department manager or responsible for caseload in the community.</p>	4

		4				
13. Physical Effort	<p>(Community) Occasional/ frequent moderate effort for several short periods Assists women in labour</p> <p>(Hospital) Frequent moderate effort for several short periods Assists women in labour</p> <p>(Integrated) Frequent moderate effort for several short periods Assists women in labour</p>	<p>2(d)/ 3(c)</p> <p>3c</p> <p>3c</p>	<p>2(d) there is an occasional requirement to exert moderate physical effort for several short periods during a shift. or 3(b) there is an occasional requirement to exert moderate physical effort for several long periods during a shift, or And/Or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, feeding, manoeuvring clients (NB panels must assess the frequency of this activity))</p>	2 (d) / 3(b)(c)	<p>There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, infant feeding, manoeuvring clients</p> <p>Or</p> <p>There is an occasional requirement to exert moderate physical effort for several long periods during a shift. Lifts equipment; assists clients in labour, infant feeding, manoeuvring clients</p> <p>and/or</p> <p>There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, infant feeding, manoeuvring clients</p>	2d- 3bc
14. Mental Effort	<p>(Community) Occasional/ frequent concentration, work pattern unpredictable Concentration during labour, report writing</p> <p>(Hospital) Frequent concentration, work pattern unpredictable Concentration on clients in labour, work pattern unpredictable</p> <p>(Integrated) Frequent concentration, work pattern unpredictable Concentration on clients in labour, work pattern unpredictable</p>	<p>2(b) /3 (a)</p> <p>3a</p> <p>3a</p>	<p>2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, and/or 2(b) there is an occasional requirement for concentration where the work pattern is unpredictable. Concentration during client examination which may or may not be unpredictable</p> <p>Or</p> <p>3(a) There is a frequent requirement for concentration where the work pattern is unpredictable concentration on clients in labour is unpredictable</p>	2 (a),(b) /3 (a)	<p>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentration during client examination</p> <p>and/or</p> <p>There is an occasional requirement for concentration where the work pattern is unpredictable. Concentration during client examination which may or may not be unpredictable</p> <p>Or</p> <p>There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour is unpredictable</p>	2ab- 3a
15. Emotional Effort	<p>(Community) Occasional/ frequent distressing or emotional circumstances; occasional, highly distressing circumstances Difficult family situations / baby deaths, child protection issues</p> <p>(Hospital) Frequent distressing / occasional highly distressing or emotional circumstances Baby problems: deaths, child protection issues</p> <p>(Integrated) Frequent distressing or emotional circumstances;</p>	<p>2a/3ab</p> <p>3ab</p>	<p>2(a) Occasional exposure to distressing or emotional circumstances, or Or 3(a) Frequent exposure to distressing or emotional circumstances, Difficult family situations eg. Congenital abnormalities (NB panels must assess the frequency of exposure) And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances, Deaths, child protection issues</p>	2(a) / 3 (a) (b)	<p>Occasional exposure to distressing or emotional circumstances Difficult family situations e.g. Congenital abnormalities</p> <p>Or</p> <p>Frequent exposure to distressing or emotional circumstances, Difficult family situations e.g. Congenital abnormalities</p> <p>and/or</p> <p>Occasional exposure to highly distressing or highly emotional circumstances, Deaths, child protection issues</p>	2a- 3ab

	occasional highly distressing or emotional circumstances Baby problems; deaths, child protection issues	3ab				
16. Working Conditions	(Community) Frequent highly unpleasant conditions Body fluids, foul linen (Hospital) Frequent highly unpleasant conditions Body fluids foul linen (Integrated) Frequent highly unpleasant conditions Body fluids, foul linen	4(b)	Frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen	4(b)	Frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen	4b
Total Score		416 – 454		416 – 454		416– 454

Midwifery band 7

		Draft version for consultation	Updated version
Profile Label:	Midwife Higher Level	Midwifery Band 7a	Midwifery 7i
Job Statement	<ol style="list-style-type: none"> Provides specialist midwifery care for a specific group of women e.g. drug dependent, socially excluded, special needs Advises other midwives in related matters Shares specialist knowledge with other groups/agencies 	<ol style="list-style-type: none"> Provides specialist midwifery care for a specific group of clients or defined area of activity e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening Advises other midwives in related matters Shares specialist knowledge with other groups/agencies 	<ol style="list-style-type: none"> Provides specialist midwifery care for a specific group of clients or defined area of activity e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening Advises other midwives in related matters Shares specialist knowledge with other groups/agencies

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive highly complex, sensitive or contentious information; barriers to understanding; hostile, antagonistic or highly emotive atmosphere</p> <p>Communicates highly sensitive information to clients e.g. genetic counselling, post-termination bereavement counselling; communicates sensitive information to clients where there are significant barriers to acceptance</p>	5(a)(c)	<p>5(a) 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</p> <p>Communicate highly complex/sensitive/contentious e.g. genetic counselling, post-termination bereavement counselling</p> <p>And/or</p> <p>5(c) 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</p> <p>Communicates complex/sensitive/contentious to clients where there are significant barriers to acceptance</p>	5(a)(c)	<p>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</p> <p>Communicate highly complex/sensitive/contentious e.g. genetic counselling, post-termination bereavement counselling</p> <p>and/or</p> <p>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</p> <p>Communicates complex/sensitive/contentious to clients where there are significant barriers to acceptance</p>	5ac
2. Knowledge, Training & Experience	<p>Specialist knowledge across range of procedures underpinned by theory</p> <p>Professional/clinical knowledge acquired through midwifery training to degree/ diploma level and preceptorship plus further study, experience of area of expertise</p>	6	<p>Specialist knowledge across range of procedures underpinned by theory</p> <p>Professional/clinical knowledge acquired through midwifery training to degree level or equivalent experience and preceptorship plus further study / experience of area of expertise at a postgraduate diploma level</p>	6	<p>Specialist knowledge across range of procedures underpinned by theory</p> <p>Professional/clinical knowledge acquired through midwifery training to degree level or equivalent experience and preceptorship plus further study / experience of area of expertise at a postgraduate diploma level</p>	6
3. Analytical & Judgemental Skills	<p>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</p> <p>Judgements on a range of complex midwifery problems which require investigation analysis and assessment, including child protection issues</p>	4	<p>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</p> <p>Judgements on a range of complex midwifery problems which require investigation analysis and assessment, e.g. child protection issues, safeguarding, diabetes, or screening</p>	4	<p>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</p> <p>Judgements on a range of complex midwifery problems which require investigation analysis and assessment, e.g. child protection issues, safeguarding, diabetes, or screening</p>	4

4. Planning & Organisational Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans and co-ordinates multi-disciplinary activities, case conferences	3	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans and co-ordinates multi-disciplinary activities, case conferences	3	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans and co-ordinates multi-disciplinary activities, case conferences	3
5. Physical Skills	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and deliveries	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4
6. Responsibility for Patient/Client	Developed specialised programmes of care/ care packages; provide highly specialised advice concerning care Develops specialised care programmes of midwifery care; provides highly specialised advice	6(a)(c)	6(a) Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening And/or 6(c) provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to clients and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening	6ac	Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening and/or Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to women, birthing people and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening	6ac
7. Responsibility for Policy/Service Development	Implement policies and propose changes to practices, procedures for own area/ propose policy or service changes, impact beyond own area Establishes practices related to midwifery and specialist area of practice/ impact on other agencies and groups	2 – 3	2 Implements policies for own work area and proposes changes to working practices or procedures for own work area Establishes practices related to midwifery and specialist area of practice or 3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines	2-3	Implements policies for own work area and proposes changes to working practices or procedures for own work area Establishes practices related to midwifery and specialist area of practice Or Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines e.g. paediatrics, gynaecology	2-3
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ maintain stock control/safe use of expensive equipment Responsible for safe use of equipment/ orders supplies; safe use of equipment e.g. ultra sound equipment	1 – 2(c)(e)	Observes personal duty of care in relation to equipment and resources used in course of work Careful use of communal equipment and facilities Or 2 (a) Regularly handles or processes cash, cheques, patients' valuables Receive and store patient valuables And/or 2 (b) responsible for the safe use of equipment other than equipment which they personally use Dismantle and assemble equipment for use by others, use of equipment by others e.g. use of hoists, surgical equipment	1- 2abc	Observes personal duty of care in relation to equipment and resources used in course of work Safe use of equipment Or Regularly handles or processes cash, cheques, patients' valuables Receive and store patient valuables and/or Responsible for the safe use of equipment other than equipment which they personally use	1- 2abc

			And/or 2(c) responsible for maintaining stock control and/or security of stock Maintain stock control, order supplies		Dismantle and assemble equipment for use by others, use of equipment by others e.g. use of hoists, surgical equipment and/or Responsible for maintaining stock control and/or security of stock Responsible for ordering supplies as required	
9. Responsibility for Human Resources	Provide practical training Provides training, workshops for midwives and others on specialist subject	2(c)	2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments Provides training, workshops for midwives and others on specialist subject	2c	Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments Provides training for less experienced staff	2c
10. Responsibility for information Resources	Record personally generated information Maintains client records	1	Record personally generated information Maintains client records	1	Record personally generated information Maintains client records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/ regularly undertake R&D activities; clinical trials Occasionally/ frequently undertakes R&D activity; clinical trials	1 – 2 (a)(b)	1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing. Occasionally undertakes audits or 2(a) Regularly undertakes R&D activity as a requirement of the job Regularly undertakes R&D activity including one-off audits designed to improve a particular area or service And/or 2(b) Regularly undertakes clinical trials Active participation in clinical trials	1 – 2 (a)(b)	1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing. Occasionally undertakes audits Or Regularly undertakes R&D activity as a requirement of the job Regularly undertakes R&D activity including one-off audits designed to improve a particular area or service and/or Regularly undertakes clinical trials Active participation in clinical trials	1 – 2ab
12. Freedom to Act	Broad occupational policies Works autonomously; lead practitioner	4	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. Guidance may be provided by peers or external reference points Jobholder has significant discretion to work within a set of defined parameters. This applies, for example, to those who are the lead specialist or section/department manager	4	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. Guidance may be provided by peers or external reference points Jobholder has significant discretion to work within a set of defined parameters. This applies, for example, to those who are the lead specialist or section/department manager	4
13. Physical Effort	Frequent moderate effort for several short periods Assists women in labour	3(c)	There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	3c	There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	3c
14. Mental Effort	Frequent concentration, work pattern unpredictable Concentration on clients in labour, work pattern unpredictable	3(a)	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	3a	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	3a

15. Emotional Effort	Occasional/ frequent highly distressing or emotional circumstances Deals with severely challenging behaviour, giving distressing news	3(b) – 4(b)	3(b) Occasional exposure to highly distressing or highly emotional circumstances Occasionally deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues or 4(b) Frequent exposure to highly distressing or highly emotional circumstances Frequently deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues	3b - 4b	Occasional exposure to highly distressing or highly emotional circumstances Occasionally deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues Or Frequent exposure to highly distressing or highly emotional circumstances Frequently deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues	3b - 4b
16. Working Conditions	Frequent, highly unpleasant conditions Body fluids, foul linen	4(b)	Frequent exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smells and foul linen	4b	Frequent exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smells and foul linen	4b
Profile score		481- 511		481- 511		481- 511

	Old version	Draft version for consultation	Updated version
Profile Label:	Midwife Higher Level (Research Projects)	Midwifery Band 7b	Midwifery 7ii
Job Statement	1. Undertakes or co-ordinates formal midwifery research activities 2. Ensures that midwifery practices are grounded in an evidence based, research culture 3. Advises other midwives in clinical matters	1. Undertakes or co-ordinates formal midwifery research, education, and practice development activities 2. Ensures that midwifery practices are grounded in an evidence based, research culture 3. Advises other midwives in clinical matters 4. Supports the education and development needs of all staff	1. Undertakes or co-ordinates formal midwifery research, education, and practice development activities 2. Ensures that midwifery practices are grounded in an evidence based, research culture 3. Advises other midwives in clinical matters 4. Supports the education and development needs of all staff

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	Present complex, sensitive or contentious information to large groups Communicates complex midwifery issues to large groups	5(b)	5(b) Presenting complex, sensitive or contentious information to a large group of staff or members of the public Communicates complex midwifery issues to large groups	5b	Presenting complex, sensitive or contentious information to a large group of staff or members of the public Communicates complex midwifery issues to large groups	5b
2. Knowledge, Training & Experience	Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery to degree/ diploma level training plus further study, experience of area of expertise	6	Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree level or equivalent experience and preceptorship plus further study / experience of area of expertise at a postgraduate diploma level	6	Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree level or equivalent experience and preceptorship plus further study / experience of area of expertise at a postgraduate diploma level	6
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require analysis and assessment, including child protection issues	4	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation analysis and assessment, e.g. child protection issues, safeguarding, diabetes, or screening	4	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation analysis and assessment, e.g. child protection issues, safeguarding, diabetes, or screening	4
4. Planning & Organisational Skills	Plan and organise complex activities or programmes requiring formulation, adjustment Plans complex research activities; plans for the introduction of new midwifery practices	3	Plan and organise complex activities or programmes requiring formulation, adjustment Plans complex education and research activities, plans for the introduction of new midwifery practices	3	Plan and organise complex activities or programmes requiring formulation, adjustment Plans complex education and research activities, plans for the introduction of new midwifery practices	3
5. Physical Skills	Highly developed physical skills, precision and hand eye co-ordination Skills required for palpation, suturing and deliveries	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4
6. Responsibility for Patient/Client	Provide highly specialised advice concerning care Provides highly specialised advice on maternity matters	6(c)	Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice on maternity matters	6c	Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice on maternity matters	6c

7. Responsibility for Policy/Service Development	Propose policy and service changes, impact beyond own area Develops new midwifery practices, which impact on other disciplines	3	Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines	3	Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines e.g. paediatrics, gynaecology	3
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources Careful use of equipment	1	Observes personal duty of care in relation to equipment and resources used in course of work Careful use of communal equipment and facilities	1	Observes personal duty of care in relation to equipment and resources used in course of work Safe use equipment.	1
9. Responsibility for Human Resources	Provide training in own discipline Provides training, workshops for midwives and others on specialist subject	2(c)	2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments Provides training, workshops for midwives and others on specialist subject	2c	Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments Provides training for less experienced staff	2c
10. Responsibility for information Resources	Record personally generated information Maintains client, research records	1	Record personally generated information Maintains education and research records	1	Record personally generated information Maintains education and research records Or Occasional requirement to use computer software to develop or create statistical reports requiring formulae, query reports or detailed drawings/diagrams using desktop publishing or computer aided design Creates reports based on research and/or research programmes	1 – 2b
11. Responsibility for Research & Development	R&D activities as major job requirement/co-ordinate, implement R&D activity as job requirement Undertakes/co-ordinates research within the Directorate	3–4	3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Continuing involvement for at least some part of every working week (20 per cent or more per week on average) Or 4 Responsible for co-ordinating and implementing R&D programmes or activity as a requirement of the job Take overall control of a local, regional or national programme, which may be managed elsewhere. It also includes project management of R & D activities	3–4	Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Continuing involvement for at least some part of every working week (20 per cent or more per week on average) Or Responsible for co-ordinating and implementing R&D programmes or activity as a requirement of the job Take overall control of a local, regional or national programme, which may be managed elsewhere. It also includes project management of R & D activities	3–4
12. Freedom to Act	Broad occupational policies Works autonomously, lead practitioner	4	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. Guidance may be provided by peers or external reference points Jobholder has significant discretion to work within a set of defined parameters. This applies, for example, to those who are the lead specialist or section/department manager	4	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. Guidance may be provided by peers or external reference points Jobholder has significant discretion to work within a set of defined parameters. This applies, for example, to those who are the lead specialist or section/department manager	4

13. Physical Effort	Combination of sitting, standing, walking/ occasional moderate effort for several short periods Sitting, standing, walking/assists women in labour	1 / 2(d)	1 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 Sitting, standing, walking Or 2(d) There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women in labour	1, 2d	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 Sitting, standing, walking Or There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women and birthing people in labour	1- 2d
14. Mental Effort	Frequent concentration, work pattern predictable Concentration on research activities	2(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentration on research or education activities	2a	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentration on research or education activities	2a
15. Emotional Effort	Exposure to distressing or emotional circumstances is rare/ occasional Foetal abnormalities	1-2(a)	1 Exposure to distressing or emotional circumstances is rare Less than once a month Or 2(a) Occasional exposure to distressing or emotional circumstances Foetal abnormalities/ baby deaths/ child protection issues	1-2a	Exposure to distressing or emotional circumstances is rare Less than once a month Or Occasional exposure to distressing or emotional circumstances Foetal abnormalities/ baby deaths/ child protection issues	1-2a
16. Working Conditions	Occasional highly unpleasant conditions Body fluids, foul linen	3(b)	Occasional exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smell, and foul linen	3b	Occasional exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smell, and foul linen	3b
Profile score		473-494		473-494		473-499

	Old version	Draft version for consultation	Updated version
Profile Label:	Midwife Team Manager	Midwifery Band 7c	Midwifery 7iii
Job Statement	<ol style="list-style-type: none"> Day to day management of a defined area or section of the service e.g. antenatal/post natal, obstetric theatre, community Provides specialist advice and expertise Performs clinical midwifery duties 	<ol style="list-style-type: none"> Day to day management of a defined area or section of the service e.g. ante natal/post-natal, obstetric theatre, community, perinatal mental health, bereavement care Provides midwifery advice and expertise Performs clinical midwifery duties 	<ol style="list-style-type: none"> Day to day management of a defined area or section of the service e.g. ante natal/post-natal, obstetric theatre, community, perinatal mental health, bereavement care Provides midwifery advice and expertise Performs clinical midwifery duties

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	Provide and receive complex, sensitive information; persuasive, negotiating, training skills required Communicates information concerning patients' history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills	4(a)	Providing and receiving complex, sensitive, or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding Communicates information concerning patients' history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills	4a	Providing and receiving complex, sensitive, or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding Communicates information concerning patients'/clients' history, sensitive issues, some with special needs; requires persuasive, reassurance skills	4a
2. Knowledge, Training & Experience	Specialist knowledge across range of procedures, underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree/diploma level plus preceptorship, experience	6	Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree level or equivalent experience and preceptorship plus further study / experience of area of expertise at a postgraduate diploma level	6	Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree level or equivalent experience and preceptorship plus further study / experience of area of expertise at a postgraduate diploma level	6
3. Analytical & Judgemental Skills	Complex facts or situations which require analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment	4	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation analysis and assessment, e.g. child protection issues, safeguarding, diabetes, or screening	4	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation analysis and assessment, e.g. child protection issues, safeguarding, diabetes, or screening	4
4. Planning & Organisational Skills	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans section or department workload, including staffing	3	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans section or department workload, including staffing	3	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans section or department workload, including staffing	3
5. Physical Skills	Highly developed physical skills, high degree of precision	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4

	Skills required for palpation, suturing and deliveries					
6. Responsibility for Patient/Client	Develop specialised programmes of care, care packages; provide highly specialised advice concerning care Provides highly specialist care during labour; provides highly specialist pre and post natal advice	6(a)(c)	6(a) Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life eg. drug dependent, socially excluded, special needs, bereavement, diabetes, screening And/or 6(c) provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to clients and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening	6a-6c	Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening and/or Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to women, birthing people and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening	6ac
7. Responsibility for Policy/Service Development	Implements policies and proposes changes to practices, procedures for own area/ propose policy or service changes, impact beyond own area Implements policies for care of women in labour, comments on proposals/proposes changes which impact beyond own area	2-3	2 Implements policies for own work area and proposes changes to working practices or procedures for own work area Implements policies for care of women in labour or 3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines	2-3	Implements policies for own work area and proposes changes to working practices or procedures for own work area Implements policies for care of women in labour Or Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines e.g. paediatrics, gynaecology	2 3
8. Responsibility for Financial & Physical Resources	Authorised signatory; purchase of some supplies; hold delegated budget/budget holder for department, service Authorises payments; makes purchases/holds budget	3(a)(b) (d)- 4(a)	3(a) Authorised signatory for cash/financial payments Authorises timesheets/overtime payments And/or 3(b) Responsible for the purchase of some physical assets or supplies Makes purchases/signs off orders And/or 3(d) Holds a delegated budget from a budget for a department/service Responsibility for a sub-division of a departmental or service budget Or 4(a) Budget holder for a department/service Full responsibility for budget/physical assets over a department or service	3a 3b 3d 4a	Authorised signatory for cash/financial payments Authorises timesheets/overtime payments and/or Responsible for the purchase of some physical assets or supplies Makes purchases/signs off orders and/or Holds a delegated budget from a budget for a department/service Responsibility for a sub-division of a departmental or service budget Or Budget holder for a department/service Full responsibility for budget/physical assets over a department or service	3abd- 4a
9. Responsibility for Human Resources	Day to day management; teach/ deliver specialist training Day to day management of a group of midwives; provides specialist midwifery training to a range of staff	3(a)(c)	3(a) Responsible for day-to-day management of a group of staff Day to day management of a group of midwives And/or 3(c) Responsible for the teaching/delivery of core training	3a 3c	Responsible for day-to-day management of a group of staff Day to day management of a group of midwives and/or Responsible for the teaching/delivery of core training on a range	3ac

			on a range of subjects or specialist training Provides specialist midwifery training to a range of staff		of subjects or specialist training Provides specialist midwifery training to a range of staff	
10. Responsibility for information Resources	Record personally generated information Maintains client records	1	Record personally generated information Maintains client records	1	Record personally generated information Maintains client records	1
11. Responsibility for Research & Development	Undertake surveys or audits as necessary to own work/ regularly undertake R&D activity Completes surveys as required/undertakes complex audits	1-2a	1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing. Occasionally undertakes audits or 2(a) Regularly undertakes R&D activity as a requirement of the job Regularly undertakes R&D activity including one-off audits designed to improve a particular area or service	1 2a	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing. Occasionally undertakes audits Or Regularly undertakes R&D activity as a requirement of the job Regularly undertakes R&D activity including one-off audits designed to improve a particular area or service	1-2a
12. Freedom to Act	Broad occupational policies Works autonomously, manages team	4	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. Guidance may be provided by peers or external reference points Jobholder has significant discretion to work within a set of defined parameters. This applies, for example, to those who are the lead specialist or section/department manager	4	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. Guidance may be provided by peers or external reference points Jobholder has significant discretion to work within a set of defined parameters. This applies, for example, to those who are the lead specialist or section/department manager	4
13. Physical Effort	Occasional/frequent moderate effort for several short periods Assists women in labour, lifting equipment	2(d)- 3(c)	2(d) There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women in labour or 3(c) There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	2d 3c	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women in labour Or There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	2d- 3c
14. Mental Effort	Frequent concentration, work pattern unpredictable Concentrating during labour, suturing, responds to crises, emergencies	3(a)	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable, responds to crises, emergencies	3a	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable, responds to crises, emergencies	3a
15. Emotional Effort	Occasional/frequent distressing or emotional/occasional highly distressing or emotional circumstances Difficult family situations/ baby deaths, child protection issues	2(a)- 3(a), (b)	2(a) Occasional exposure to distressing or emotional circumstances Foetal abnormalities/ baby deaths/ child protection issues or 3(a) There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	2a 3a	Occasional exposure to distressing or emotional circumstances Foetal abnormalities/ baby deaths/ child protection issues Or There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	2a - 3a

16. Working Conditions	Occasional/frequent unpleasant conditions Body fluids, foul linen	3(a)/4(b)	3(a) Frequent exposure to unpleasant working conditions Being in the vicinity of body fluids, faeces, vomit, smells, and foul linen or 4(b) Frequent exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smells and foul linen	3a 4b	Frequent exposure to unpleasant working conditions Being in the vicinity of body fluids, faeces, vomit, smells, and foul linen Or Frequent exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smells and foul linen	3a- 4b
Profile score		475 – 520		475 – 520		475 – 520

Midwifery band 8 – 9

	Old version	Draft version for consultation	Updated version
Profile Label:	Midwife, Consultant	8a-b	Midwifery 8a-b
Job Statement	<ol style="list-style-type: none"> To provide expert professional advice to clients, carers and colleagues To undertake research in a specialist area To provide education and training to other staff, students To ensure the maintenance of clinical excellence 	<ol style="list-style-type: none"> Provide professional advice and specialist knowledge to clients, carers and colleagues May provide day to day management or education and training to other staff, students Performs clinical midwifery duties May undertake research in a specialist area 	<ol style="list-style-type: none"> Provide professional advice and specialist knowledge to clients, carers and colleagues May provide day to day management or education and training to other staff, students Performs clinical midwifery duties May undertake research in a specialist area

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive highly complex, sensitive or contentious information; barriers to understanding; present complex, sensitive or contentious information to large groups</p> <p>Communicates complex and highly sensitive midwifery information requiring persuasive skills, tact and empathy; presents complex information to groups of staff and students</p>	5(a) (b)	<p>5(a) 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</p> <p>Communicate highly complex/sensitive/contentious e.g. genetic counselling, post-termination bereavement counselling</p> <p>And/or</p> <p>5(b) Presenting complex, sensitive or contentious information to a large group of staff or members of the public</p> <p>Communicates complex midwifery issues to large groups</p>	5a 5b	<p>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</p> <p>Communicate highly complex/sensitive/contentious e.g. genetic counselling, post-termination bereavement counselling</p> <p>and/or</p> <p>Presenting complex, sensitive or contentious information to a large group of staff or members of the public</p> <p>Communicates complex midwifery issues to large groups may include formal training/education skills</p>	5ab
2. Knowledge, Training & Experience	<p>Highly developed specialist knowledge, underpinned by theory and experience</p> <p>Professional/clinical knowledge acquired through degree in midwifery, CPD to Masters level, experience</p>	7	<p>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience</p> <p>Professional/clinical knowledge acquired through degree in midwifery, CPD to Masters level, experience</p>	7	<p>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience</p> <p>Professional/clinical knowledge acquired through degree in midwifery, CPD to Masters level, experience</p>	7
3. Analytical & Judgemental Skills	<p>Highly complex facts or situations requiring analysis, interpretation, comparison of a range of options</p> <p>Judgements on a variety or highly complex clinical problems</p>	5	<p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p> <p>Judgements on a variety or highly complex clinical problems e.g. Serious clinical incidents where expert opinion will differ</p>	5	<p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p> <p>Judgements on a variety or highly complex clinical problems e.g. Serious clinical incidents where expert opinion will differ</p>	5

4. Planning & Organisational Skills	Plan and organise broad range of complex activities; formulates, adjusts plans or strategies Strategic planning re maternity for directorate, develops plans to implement changes to all areas of midwifery/university strategic review and development of education	4	3 Plan and organise complex activities or programmes, requiring formulation, adjustment Plans and co-ordinates multi-disciplinary activities, case conferences; section or department workload, including staffing or 4 Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies Responsible for service development, education, training in specialist field	3 4	Plan and organise complex activities or programmes, requiring formulation, adjustment Plans and co-ordinates multi-disciplinary activities, case conferences; section or department workload, including staffing Or Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies Responsible for service development, education, training in specialist field	3-4
5. Physical Skills	Highly developed physical skills, high degree of precision Examining clients, assisting at birth / suturing	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4	Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	4
6. Responsibility for Patient/Client	Develop specialised programmes of care/ care packages / provide highly specialised advice concerning care Provides specialist programme of care and advice	6(a), (c)	6(a) Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening And/or 6(c) provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to clients and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening	6ac	Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening and/or Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to women, birthing people and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening	6ac
7. Responsibility for Policy/Service Development	Propose policy or service changes, impact beyond own area / responsible for policy implementation and development for a service Develops and proposes changes to midwifery services beyond own area / for a service	3/ 4	3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines Or 4 Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity Develops new midwifery practices for a service	3-4	Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity Develops new midwifery practices, which impact on other disciplines or Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity Develops new midwifery practices for a service	3-4
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ handle cash, valuables; authorised signatory small payments Personal use of equipment; patient valuables; signs for small items of equipment or stock	1/ 2(a) (d)	1 Observes personal duty of care in relation to equipment and resources used in course of work Careful use of communal equipment and facilities or 2(d) Authorised signatory for small cash/financial payments Authorised signatory	1 2d	Observes personal duty of care in relation to equipment and resources used in course of work Safe use of equipment Or Authorised signatory for small cash/financial payments Authorised to sign off e.g., expenses, agency/bank timesheets,	1-2d

9. Responsibility for Human Resources	Teach /deliver core training, range of subjects Trains undergraduate and postgraduate students	3(c)	3(a) Responsible for day-to-day management of a group of staff Day to day management of a group of midwives And/or 3(c) Responsible for the teaching/delivery of core training on a range of subjects or specialist training Provides specialist midwifery training to a range of staff	3a 3c	Responsible for day-to-day management of a group of staff Day to day management of a group of midwives and/or Responsible for the teaching/delivery of core training on a range of subjects or specialist training Provides specialist midwifery training to a range of staff	3ac
10. Responsibility for information Resources	Record personally generated observations Maintains client records' records research results	1	Record personally generated information Maintain client records	1	Record personally generated information Maintain client records Or Occasional requirement to use computer software to develop or create statistical reports requiring formulae, query reports or detailed drawings/diagrams using desktop publishing or computer aided design Creates reports based on research and/or research programmes	1-2
11. Responsibility for Research & Development	Co-ordinates, implement R&D activity as job requirement/ initiate, develop R&D activities Member of audit/research steering group/trust wide research as integral job feature	4 / 5	2a Regularly undertakes R&D activity as a requirement of the job Regularly undertakes R&D activity including one-off audits designed to improve a particular area or service Or 3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Continuing involvement for at least some part of every working week (20 per cent or more per week on average) Or 4 Responsible for co-ordinating and implementing R&D programmes or activity as a requirement of the job Take overall control of a local, regional or national programme, which may be managed elsewhere. It also includes project management of R & D activities	2a 3 4	Regularly undertakes R&D activity as a requirement of the job Regularly undertakes R&D activity including one-off audits designed to improve a particular area or service Or Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Continuing involvement for at least some part of every working week (20 per cent or more per week on average) or Responsible for co-ordinating and implementing R&D programmes or activity as a requirement of the job Take overall control of a local, regional or national programme, which may be managed elsewhere. It also includes project management of R & D activities	2a-3-4
12. Freedom to Act	General policies, need to establish interpretation Responsible for establishing how policies should be interpreted	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted Responsible for establishing how policies should be interpreted	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted Responsible for establishing how policies should be interpreted	5
13. Physical Effort	Occasional moderate effort for several short periods Assists women in labour	2(d)	2(d) There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women in labour or 3(c) There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	2d 3c	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women in labour Or There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	2d-3c

14. Mental Effort	Frequent concentration; work pattern unpredictable Concentration for client care, interruptions for client, staff needs	3(a)	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	3	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	3
15. Emotional Effort	Occasional/frequent distressing or emotional circumstances Conveying unwelcome news to staff/patients occasionally	2(a)/3(a)	2(a) Occasional exposure to distressing or emotional circumstances Foetal abnormalities/ baby deaths/ child protection issues or 3(a) Frequent exposure to distressing or emotional circumstances Difficult family situations eg. Congenital abnormalities 3(b) Occasional exposure to highly distressing or highly emotional circumstances Occasionally deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues	2a 3a,b	Occasional exposure to distressing or emotional circumstances Foetal abnormalities/ baby deaths/ child protection issues Or Frequent exposure to distressing or emotional circumstances Difficult family situations eg. Congenital abnormalities and/or Occasional exposure to highly distressing or highly emotional circumstances Occasionally deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues	2a- 3ab
16. Working Conditions	Occasional highly unpleasant conditions Body fluids, foul linen	3(b)	3(b) Occasional exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smells and foul linen	3b	Occasional exposure to highly unpleasant working conditions Body fluids, faeces, vomit, smells and foul linen	3b
Profile score		594 – 632		559 – 618		559-629

	Old version	Draft version for consultation	Updated version
Profile Label:	Nurse/Midwife Consultant Higher Level	Midwifery Band 8c-9	Midwifery 8c-9
Job Statement	<ol style="list-style-type: none"> Provides expert professional advice to patients/clients, carers and staff Responsible for service development/redesign in own area of expertise Undertakes clinical audit, research in a specialist field Provides education and training to other staff, students: may develop or contribute to development of specialist training, education programmes in own field Ensures the maintenance of clinical excellence 	<ol style="list-style-type: none"> Provide professional advice and specialist knowledge to clients, carers and colleagues Responsible for service development/redesign in own area of expertise Undertakes clinical audit, research in a specialist field Provides education and training to other staff, students: may develop or contribute to development of specialist training, education programmes in own field. Ensures the maintenance of clinical excellence 	<ol style="list-style-type: none"> Provide professional advice and specialist knowledge to clients, carers and colleagues Responsible for service development/redesign in own area of expertise Undertakes clinical audit, research in a specialist field Provides education and training to other staff, students: may develop or contribute to development of specialist training, education programmes in own field

Factor	Relevant Job Information	JE Level	Revised wording	JE level	Updated wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive highly complex, sensitive or contentious information; barriers to understanding/present complex information to large groups</p> <p>Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required; highly complex service information at board level; presents specialist information to large groups of staff</p>	5 (a)/ 5 (b)	<p>5(a) 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</p> <p>Communicate highly complex/sensitive/contentious e.g. genetic counselling, post-termination bereavement counselling</p> <p>And/or</p> <p>5(b) Presenting complex, sensitive or contentious information to a large group of staff or members of the public</p> <p>Communicates complex midwifery issues to large groups</p>	5a 5b	<p>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</p> <p>Communicate highly complex/sensitive/contentious e.g. genetic counselling, post-termination bereavement counselling</p> <p>Or</p> <p>Presenting complex, sensitive or contentious information to a large group of staff or members of the public</p> <p>Communicates complex midwifery issues to large groups</p>	5ab
2. Knowledge, Training & Experience	<p>Advanced theoretical and practical knowledge</p> <p>Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to doctorate level or equivalent</p>	8	<p>Advanced theoretical and practical knowledge of a range of work procedures and practices</p> <p>Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to doctorate level or equivalent</p>	8	<p>Advanced theoretical and practical knowledge of a range of work procedures and practices</p> <p>Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to doctorate level or equivalent</p>	8
3. Analytical & Judgemental Skills	<p>Highly complex facts or situations, requiring analysis, interpretation, comparison of a range of options.</p> <p>Reconciles inter and intra professional differences of opinion, judgements on complex clinical issues</p>	5	<p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p> <p>Judgements on a variety or highly complex clinical problems e.g. Serious clinical incidents where expert opinion will differ</p>	5	<p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p> <p>Judgements on a variety of highly complex clinical problems e.g. Serious clinical incidents where expert opinion will differ, need to reconcile professional difference of opinion. Provides expert nursing advice to senior management teams/Board/Organisation on strategic planning</p>	5
4. Planning & Organisational Skills	<p>Plan and organise broad range of complex activities, requiring formulation, adjustment of plans, strategies/ formulate long-term strategic plans, involving uncertainly, impact across the whole organisation</p>	4-5	<p>4 Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies</p> <p>Responsible for service development, education, training in</p>	4 - 5	<p>Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies</p>	4-5

	Responsible for service development, education, training in specialist field/ strategic planning for specialist service for region, impacting on external agencies		specialist field Or 5 Formulating long-term, strategic plans, which involve uncertainty, and which may impact across the whole organisation. Responsible for strategic planning for specialist service for region, impacting on external agencies		Responsible for planning and organising service development, education, training in specialist field Or Formulating long-term, strategic plans, which involve uncertainty, and which may impact across the whole organisation. Responsible for strategic planning for specialist service for region, impacting on external agencies	
5. Physical Skills	Highly developed physical skills, accuracy important, manipulation of fine tools, materials/ highly developed skills, high degree of precision Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures/ undertakes suturing, endoscopies	3 (b) - 4	3(a) 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 Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures Or 4 Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	3(a) 4	The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures Or Highly developed physical skills, high degree of precision Skills required for palpation, suturing and births	3b-4
6. Responsibility for Patient/Client	Develop highly specialised programmes of care, care packages; provide highly specialised advice concerning care; accountable for direct delivery of sub-division of clinical care Develops & implements of specialist care packages; provide clinical advice in specialist area; accountable for specialist area of nursing/midwifery	6 (a) (c) (d)	6(a) Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening And/or 6(c) Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to clients and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening And/or 6(d) Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service Accountable for specialist area of midwifery	6a, c	Develops specialised programmes of care/care packages Develops specialised care programmes of midwifery care throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening and/or Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients Provides highly specialised advice to clients and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life e.g. drug dependent, socially excluded, special needs, bereavement, diabetes, screening and/or Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service Accountable for specialist area of midwifery Or Accountable for the direct delivery of a clinical, clinical technical, or social care service(s) Accountable for direct delivery of midwifery service(s)	6acd-7
7. Responsibility	Responsible for policy implementation, development for a service	4	Responsible for policy implementation and for discrete policy or service development for a service or more than one area of	4	Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity	4

for Policy/Service Development	Develops and implements policies for specialist service		activity Develops new midwifery practices for a service		Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient pathways, clinical policy	
8. Responsibility for Financial & Physical Resources	Safe use of equipment other than equipment used personally; authorised signatory, small payments/ authorised signatory; holds delegated budget Responsible for ensuring the safe use of specialist equipment and advising budget holders on best value purchasing; authorised signatory / delegated budget holder for e.g. training	2(b)(d) / 3 (a) (d)	2(b) Responsible for the safe use of equipment other than equipment which they personally use Responsible for ensuring the safe use of specialist equipment And/or 2(d) Authorised signatory for small cash/financial payments Authorised signatory less than £1,000 or 3(a) Authorised signatory for cash/financial payments Authorised signatory £1,000 or more	2b,d 3a	Responsible for the safe use of equipment other than equipment which they personally use Responsible for ensuring the safe use of specialist equipment and/or Authorised signatory for small cash/financial payments Authorised signatory less than £1,000 Or Authorised signatory for cash/financial payments Authorised signatory £1,000 or more and/or Holds a delegated budget from a budget for a department/service Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects	2bd - 3ad
9. Responsibility for Human Resources	Teach, deliver core training, range of subjects/ teach, devise training and development programmes, major job responsibility Provides specialist training & education/ develops education programmes	3 (c) – 4 (b)	3(c) Responsible for the teaching/delivery of core training on a range of subjects or specialist training Provides specialist midwifery training to a range of staff Or 4(b) Responsible for the teaching or devising of training and development programmes as a major job responsibility Develops education programmes	3c 4b	Responsible for day-to-day management of a group of staff Day to day management of a group of midwives and/or Responsible for the teaching/delivery of core training on a range of subjects or specialist training Provides specialist midwifery training to a range of staff Or Responsible as line manager for a single function or department Line management of a group of midwives and/or Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers midwifery education programmes	3ac- 4ab
10. Responsibility for information Resources	Record personally generated information Maintains patient/client records, records research results	1	Record personally generated information Maintain client records	1	Record personally generated information Maintain client records Or Occasional requirement to use computer software to develop or create statistical reports requiring formulae, query reports or detailed drawings/diagrams using desktop publishing or computer aided design Creates reports based on research and/or research programmes	1-2b

11. Responsibility for Research & Development	R&D activities as major job requirement/ co-ordinate, implement R & D activity as job requirement/ initiate, develop R & D activities Conducts research in specialist area/member of audit, research steering group developing trust wide research	3/4/5	3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Continuing involvement for at least some part of every working week (20 per cent or more per week on average) Or 4 Responsible for co-ordinating and implementing R&D programmes or activity as a requirement of the job Take overall control of a local, regional or national programme, which may be managed elsewhere. It also includes project management of R & D activities Or 5 Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R&D programmes or activities, which support the objectives of the broader organisation Research steering group developing trust wide research	3 4 5	Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement Continuing involvement for at least some part of every working week (20 per cent or more per week on average) Or Responsible for co-ordinating and implementing R&D programmes or activity as a requirement of the job Take overall control of a local, regional or national programme, which may be managed elsewhere. It also includes project management of R & D activities Or Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R&D programmes or activities, which support the objectives of the broader organisation Research steering group developing trust wide research	3-4-5
12. Freedom to Act	General policies, need to establish interpretation Responsible for establishing how policies should be interpreted for specialist area	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted Responsible for establishing how policies should be interpreted	5	Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organisation on these	5
13. Physical Effort	Occasional moderate effort for several short periods Moves, manoeuvres patients	2 (d)	2(d) There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women in labour or 3(c) There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists clients in labour	2d 3c	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assists women and birthing people in labour Or There is a frequent requirement to exert moderate physical effort for several short periods during a shift Assists women and birthing people in labour	2d-3c
14. Mental Effort	Frequent concentration, work pattern unpredictable Concentration for patient/client care; interruptions for urgent patient/client, staff needs	3 (a)	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	3a	There is a frequent requirement for concentration where the work pattern is unpredictable Concentration on clients in labour, work pattern unpredictable	3a
15. Emotional Effort	Frequent distressing or emotional circumstances; occasional/ frequent highly distressing or emotional circumstances Works with critically and/or terminally ill patients/clients/ imparts unwelcome news to staff, patients/clients	3 (a) (b) / 4	3(a) Frequent exposure to distressing or emotional circumstances Difficult family situations eg. Congenital abnormalities And/or 3(b) Occasional exposure to highly distressing or highly emotional circumstances Occasionally deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child	3a,b 4(b)	Frequent exposure to distressing or emotional circumstances Deals with difficult family situations eg. Congenital abnormalities. Imparts unwelcome news to staff and/or Occasional exposure to highly distressing or highly emotional circumstances	3ab-4b

			<p>protection / safeguarding issues</p> <p>Or</p> <p>4(b) Frequent exposure to highly distressing or highly emotional circumstances</p> <p>Frequently deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues</p>		<p>Occasionally deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues</p> <p>Or</p> <p>Frequent exposure to highly distressing or highly emotional circumstances</p> <p>Frequently deals with severely challenging behaviour, giving distressing news e.g. congenital abnormalities, deaths, child protection / safeguarding issues</p>	
16. Working Conditions	<p>Occasional/frequent exposure to highly unpleasant conditions</p> <p>Body fluids, faeces, vomit, smells and foul linen</p>	3 (b)-4(b)	<p>3(b) Occasional exposure to highly unpleasant working conditions</p> <p>Body fluids, faeces, vomit, smells and foul linen</p> <p>Or</p> <p>4(b) Frequent exposure to highly unpleasant working conditions.</p> <p>Body fluids, faeces, vomit, smells and foul linen</p>	3b-4b	<p>Occasional exposure to highly unpleasant working conditions</p> <p>Body fluids, faeces, vomit, smells and foul linen</p> <p>Or</p> <p>Frequent exposure to highly unpleasant working conditions.</p> <p>Body fluids, faeces, vomit, smells and foul linen</p>	3b-4b
Profile score		637-727		637-732		637-747