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Version history and amendments

Action	Date	Notes
Updated versions published	June 2025	Profiles updated after full review by JEG. Changes to profile formatting and labelling. Archive Band 6 team leader (learning disability)
Clarifying amendments made to bands 2 and 3	July 2021	Additional wording added to some factors to assist matching panels (guidance also published)
Revised profiles published	April 2013	Previous suites in nursing job family combined into this version





Profile Suite and Label	Nursing: 2
Job Statement	1. Undertakes personal care duties for patients in the community, in hospital or other settings 2. Supports patients / clients with toileting, bathing, dressing and meals 3. Records patient information

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	Provide and receive routine information requiring tact or persuasive skills; barriers to understanding Exchanges factual information with patients using persuasion, reassurance, tact, empathy; may overcome barriers to understanding, e.g. patient/client has physical impairment, mental health condition or learning disabilities	3a	21
2.	Knowledge, Training & Experience	Range of routine work procedures, requiring job training Knowledge of personal care and related procedures, vocational qualification at level 2 or equivalent relevant experience	2	36
3.	Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis Assesses patient's health, safety and wellbeing while undertaking personal care, deciding whether to refer to other staff as appropriate	2	15
4.	Planning & Organisational Skills	Organises own day to day work tasks or activities Prioritises own work activities	1	6
5.	Physical Skills	Physical skills obtained through practice Hand eye co-ordination for manoeuvring wheelchairs, bathing patients/clients, using hoists; standard driving	2	15
6.	Patient/Client Care	Provides personal care to patients/clients Undertakes personal care duties, e.g. bathing, toileting, dressing, support with meals and assisting patients with their appearance	3a	15
7.	Policy/Service Development	Follow policies in own role, may be required to comment Follows policies, may participate in discussions on proposed changes to procedures	1	5
8.	Financial & Physical Resources	Personal duty of care in relation to equipment, resources Careful use of equipment Or Handle cash, valuables; And/or safe use of equipment other than equipment used personally; ensure equipment used by others, e.g. hoists, is safe and properly used And/or Maintain stock control orders supplies	1-2abc	5-12



9.	Human Resources	Demonstrate own activities to new or less experienced employees Demonstrates own duties to new starters	1	5
10.	Information Resources	Record personally generated information Contributes to updating patient records eg,by recording basic patient information such as fluid balance (intake and output) and nutrition, height, weight and age	1	4
11.	Research & Development	Undertake surveys or audits, as necessary to own work Occasionally participates in audits, surveys, research and development activities	1	5
12.	Freedom to Act	Well-established procedures, supervision close by/Standard operating procedures, someone available for reference Carries out routine personal care duties, supervision available/ Acts on own initiative when delivering personal care, supervision accessible	1-2	5-12
13.	Physical Effort	Frequent moderate effort for several short periods Or Frequent moderate effort for several long periods Turns, manoeuvres patients/clients for toileting, bathing using aids; toileting And/or Occasional intense effort for several short periods Bathing without mechanical aids	3c-4bc	12-18
14.	Mental Effort	Frequent concentration; work pattern predictable Concentration for personal care procedures, standard driving. Follows routine	2a	7
15.	Emotional Effort	Occasional/frequent distressing or emotional circumstances Care of patients/clients with chronic illness/conditions, terminally ill and deaths	2a-3a	11-18
16.	Working Conditions	Occasional highly unpleasant conditions/ frequent highly unpleasant conditions Foul linen, body fluids	3b-4b	12-18
JE Profile Score 179-212			Band 2	



Profile Suite and Label	Nursing: 3
Job Statement	1. Undertakes a range of delegated clinical care duties in hospital, community or other settings 2. Records patient observations and changes to patient clinical conditions 3. Carries out limited clinical care duties

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	Provide and receive routine information; barriers to understanding Exchanges factual information with patients using persuasion, reassurance, tact, empathy; may overcome barriers to understanding, e.g. patient/client has physical impairment, mental health condition or learning disabilities	3a	21
2.	Knowledge, Training & Experience	Range of work procedures and practices; base level of theoretical knowledge Knowledge of care and related procedures, clinical observations, relevant legislation; short courses to undertake patient and clinical care duties, completion of a competency based workbook or equivalent relevant experience to vocational qualification level 3	3	60
3.	Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis Assess patient/client condition through observations/ test results, assess comfort of patient/client, instigate emergency procedures	2	15
4.	Planning & Organisational Skills	Organise own day to day work tasks or activities; Plans own work activities:	1	6
5.	Physical Skills	Physical skills obtained through practice Hand eye coordination required when using test equipment, e.g. blood glucose monitors, psychometric testing, manipulating wheelchairs, driving Or Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials Restraint of patients/clients; venepuncture, neonatal blood spot screening	2-3ab	15-27
6.	Patient/Client Care	Implement clinical care/ care packages Undertakes a limited range of delegated clinical care duties relevant to the services provided/work area; record patient observations , e.g. taking blood pressure, blood glucose monitoring, pregnancy testing, routine maternal and neonatal observations, observing patients for signs of agitation or distress, wound observations and simple wound dressings, removal of peripheral cannula, urinalysis, removal of catheter	4a	22
7.	Policy/Service Development	Follow policies in own role, may be required to comment Follows policies, may participate in discussions on proposed changes to procedures	1	5



8.	Financial & Physical Resources	Personal duty of care in relation to equipment, resources Careful use of equipment Or Handle cash, valuables; Handles patient/client valuables And/or Safe use of equipment other than equipment used personally; ensure equipment used by others, e.g. hoists, is safe and properly used And/or Maintain stock control Orders supplies	1-2abc	5-12
9.	Human Resources	Demonstrate own activities to new or less experienced employees/ Demonstrates own duties to new starters Or Day to day supervision supervises work of students and junior staff	1-2	5-12
10.	Information Resources	Record personally generated information Contributes to updating patient records	1	4
11.	Research & Development	Undertake surveys or audits, as necessary to own work Occasionally participates in audits, surveys, research and development activities	1	5
12.	Freedom to Act	Standard operating procedures, someone available for reference Acts on own initiative when delivering patient/client care, supervision accessible	2	12
13.	Physical Effort	Frequent moderate effort for several short periods Turns, manoeuvres patients/clients for toileting, bathing using aids Or Frequent moderate effort for several long periods; restrains patients/clients And/or Occasional intense effort for several short periods Active participation in physical activities, e.g. sports activities; toileting, bathing without mechanical aids	3c-4bc	12-18
14.	Mental Effort	Frequent concentration; work pattern predictable/unpredictable Concentration required for clinical and personal care procedures, predictable/ Unpredictable when responding to emergency situations, e.g. patient/client restraint	2a-3a	7-12



15.	Emotional Effort	<p>Occasional distressing or emotional circumstances Care of patients/clients with chronic illness/conditions</p> <p>Or</p> <p>Frequent distressing or emotional circumstances; terminally ill patients and deaths</p> <p>And/or</p> <p>Occasional highly distressing or emotional circumstances challenging behaviour of patients/clients</p>	2a-3ab	11-18
16.	Working Conditions	<p>Frequent unpleasant conditions; Foul linen</p> <p>And/or</p> <p>Occasional highly unpleasant conditions Body fluids</p> <p>Or</p> <p>Some exposure to hazards; physically aggressive behaviour;</p> <p>And/or</p> <p>Frequent highly unpleasant conditions Body fluids</p>	3ab-4ab	12-18
JE Profile Score 217-267			Band 3	



Profile Suite and Label	Nursing: 4i
Job Statement	<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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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 impairment and communication issues.</p>	3abc – 4a	21 – 32
2.	Knowledge, Training & Experience	<p>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.</p>	4	88
3.	Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis	2 – 3	15 - 27



		<p>Within competency recognise abnormal readings and changes in patient's physical, mental wellbeing, or cognitive condition, escalating to registered nurse or clinician for advice.</p> <p>Or</p> <p>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</p>		
4.	Planning & Organisational Skills	<p>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</p>	2	15
5.	Physical Skills	<p>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</p> <p>Or</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 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. Assembly of surgical equipment, administering intravenous injections insertion or removal of urinary catheters/cannulas.</p>	2 – 3ab	15 - 27
6.	Patient/Client Care	<p>Implement 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.</p>	4a	22
7.	Policy/Service Development	<p>Follows policies in own role, may be required to comment on policies, procedures and possible developments.</p>	1	5



		To be aware of and have working knowledge of all clinical policies relating to practice; may comment on proposed changes to policies		
8.	Financial & Physical Resources	<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	12
9.	Human Resources	<p>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</p> <p>Or</p> <p>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</p> <p>and/or</p> <p>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</p>	1-2ac	5-12
10.	Information Resources	<p>Records personally generated information. Maintains patient/client records</p>	1	4
11.	Research & Development	<p>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.</p>	1	5
12.	Freedom to Act	<p>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</p>	2	12



		but works under direct or indirect supervision usually by a registered practitioner		
13.	Physical Effort	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	12
14.	Mental Effort	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	7-12
15.	Emotional Effort	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	18
16.	Working Conditions	Some exposure to hazards Physical aggression and/or Frequently highly unpleasant working conditions Frequent contact with body fluids, foul linen	4ab	18
JE Profile Score 274-321			Band 4	



Profile Suite and Label	Nursing: 4ii
Job Statement	<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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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	21-32
2.	Knowledge, Training & Experience	<p>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.</p>	4	88



3.	Analytical & Judgemental Skills	<p>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</p> <p>Or</p> <p>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.</p>	2-3	15-27
4.	Planning & Organisational Skills	<p>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.</p>	2	15
5.	Physical Skills	<p>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</p> <p>Or</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, 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>	2-3ab	15-27
6.	Patient/Client Care	<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</p>	4a	22



		care. Provide nursery nurse perspective to the ward and multi-disciplinary teams. Carries out care packages, including providing advice to patients/clients or carers.		
7.	Policy/Service Development	<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.</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	5
8.	Financial & Physical Resources	<p>Regularly handles or processes cash, cheques, patients' valuables,</p> <p>Handles patient/client valuables</p> <p>and/or</p> <p>Responsible for the safe use of equipment other than equipment which they personally use,</p> <p>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,</p> <p>Orders supplies e.g. play equipment</p> <p>and/or</p> <p>Responsible for the safe use of expensive or highly complex equipment.</p> <p>Use of expensive equipment e.g. incubators, highly specialist wheelchairs, specialist prams</p>	2abce	12
9.	Human Resources	<p>Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area.</p> <p>Demonstrates own role and tasks to less experienced or new staff</p> <p>Or</p> <p>Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service,</p> <p>Day-to-day supervision</p> <p>and/or</p> <p>Regularly responsible for professional/clinical supervision of a</p>	1-2abc	5-12



		<p>small number of qualified staff or students, Provide clinical supervision to other health care assistants or students to develop clinical skills in own area</p> <p>and/or</p> <p>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</p>		
10.	Information Resources	<p>Record personally generated information Maintains patient/client records</p>	1	4
11.	Research & Development	<p>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</p>	1	5
12.	Freedom to Act	<p>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.</p>	2	12
13.	Physical Effort	<p>Frequent moderate effort for several short periods Lifting equipment, babies, safe patient/client restraint</p>	3c	12
14.	Mental Effort	<p>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</p>	2a	7
15.	Emotional Effort	<p>Frequent exposure to distressing or emotional circumstances, Terminally ill patients/clients or dealing with difficult family circumstances</p> <p>and/or</p> <p>Occasional exposure to highly distressing or highly emotional circumstances, Occasional exposure to safeguarding issues or severely challenging patient/client behaviour</p> <p>Or</p>	3ab - 4b	18-25



		Frequent exposure to highly distressing or highly emotional circumstances. frequent exposure to safeguarding issues or severely challenging patient/client behaviour		
16.	Working Conditions	Some exposure to hazards: Physical aggression and/or Frequently highly unpleasant working conditions Frequent contact with body fluids, foul linen	4ab	18
JE Profile Score 274-323			Band 4	



Profile Suite and Label	Nursing: 5
Job Statement	<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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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>	4a	32
2.	Knowledge, Training & Experience	<p>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.</p> <p>Professional, clinical knowledge acquired through training to degree or equivalent.</p>	5	120
3.	Analytical & Judgemental Skills	<p>Judgements involve a range of facts or situations requiring comparison of a range of options</p> <p>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.</p>	3	27
4.	Planning & Organisational Skills	<p>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing</p> <p>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</p>	2	15
5.	Physical Skills	<p>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.</p> <p>Manoeuvring wheelchairs/trolleys in confined spaces; using hoists or similar lifting equipment to move patients/clients; carry out intra-muscular immunisations/injections; Driving.</p> <p>Or</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</p>	2-3ab	15-27



		<p>driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error,</p> <p>Restraint of patients/clients using approved techniques,</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>Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion and removal of catheters, cannulas and removal of sutures.</p>		
6.	Patient/Client Care	<p>Develop programmes of care/care packages</p> <p>Assesses, plans, implements and evaluates clinical care of patients/clients</p> <p>and/or</p> <p>Provide specialised advice in relation to care of patients/clients</p> <p>Provides specialist advice concerning the care or treatment of identified groups or categories of patients/clients.</p>	5ac	30
7.	Policy/Service Development	<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</p> <p>Follows policies, makes comments on proposals for changes to e.g. working practices, service improvements, patient/client feedback</p>	1	5
8.	Financial & Physical Resources	<p>Observes personal duty of care in relation to equipment and resources used in course of work.</p> <p>Responsible for equipment used personally</p> <p>Or</p> <p>Regularly handles or processes cash, cheques, patients' valuables,</p> <p>Handles patient/client valuables</p> <p>and/or</p> <p>Responsible for the safe use of equipment other than equipment which they personally use,</p> <p>Responsible for equipment used by others e.g. assembling surgical equipment, patient mobility aids</p> <p>and/or</p> <p>Responsible for maintaining stock control and/or security of stock,</p> <p>Re-Orders stocks and supplies; Responsible for the safe custody and storage of drugs</p>	1-2abc	5-12



9.	Human Resources	<p>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</p> <p>and/or</p> <p>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</p> <p>and/or</p> <p>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</p>	2abc	12
10.	Information Resources	<p>Record personally generated information Maintains patient/client records</p>	1	4
11.	Research & Development	<p>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 trails</p>	1	5
12.	Freedom to Act	<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 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.</p>	3	21
13.	Physical Effort	<p>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</p> <p>Or</p> <p>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</p> <p>Or</p>	2b-3c - 4c	7-12-18



		<p>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</p>		
14.	Mental Effort	<p>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</p> <p>Or</p> <p>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</p>	2a-3a	7-12
15.	Emotional Effort	<p>Occasional/frequent distressing or emotional circumstances Deals with distressed patients/clients and/or relatives, on treatment, clinical conditions (NB panels must assess frequency)</p> <p>Or</p> <p>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</p> <p>Or</p> <p>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,</p>	2a-3ab-4b	11-18-25
16.	Working Conditions	<p>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;</p> <p>Or</p> <p>Some exposure to hazards. Physical aggression</p> <p>and/or</p> <p>Frequent highly unpleasant conditions</p>	3ab-4ab	12-18



		Frequent direct contact with e.g. uncontained body fluids, foul linen, fleas, lice, noxious fumes .		
	JE Profile Score 328-383			Band 5



Profile Suite and Label	Nursing: 6i
Job Statement	<ol style="list-style-type: none"> 1. Assesses patients with complex needs/conditions 2. Plans, implements and evaluates care. This may be carried out in a specialist area; use specialist nursing skills 3. May develop specialist programmes for patients with complex needs/conditions 4. Provides day-to-day supervision and/or clinical supervision to others 5. May be responsible for a caseload e.g.in the community

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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> <p>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.</p>	4a-5ac	32-45
2.	Knowledge, Training & Experience	Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience	6	156



		<p>Professional knowledge acquired through degree.</p> <p>Supplemented by post graduate diploma level specialist training as a requirement of the role or</p> <p>equivalent experience in a specialist area with a clear programme of knowledge development or</p> <p>a combination of on the job learning in a specialist area and short courses in specific topic or subject areas or</p> <p>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</p> <p>breadth of knowledge gained through experience to be able to work autonomously e.g. in the community</p>		
3.	Analytical & Judgemental Skills	<p>Judgements involving a range of facts or situations, which require analysis or comparison of a range of options.</p> <p>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.,</p>	4	42
4.	Planning & Organisational Skills	<p>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</p>	2	15
5.	Physical Skills	<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>Restraint of patients/clients using approved techniques</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>Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters, PICC lines, PEG feeding and removal of sutures</p>	3ab	27
6.	Patient/Client Care	<p>Develops programmes of care/care packages</p> <p>Assesses, plans, implements and evaluates clinical care of patients/clients</p> <p>and/or</p> <p>Provide specialised advice in relation to care</p> <p>Provide specialised advice concerning the care or treatment of identified groups or categories of patients/clients,</p>	5ac - 6a	30-39



		<p>Or</p> <p>Develop specialised programmes of care/ care packages Develops, implements and evaluates specialised programmes of care</p>		
7.	Policy/Service Development	<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. Follows policies, makes comments on proposals for change</p> <p>Or</p> <p>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.</p>	1-2	5-12
8.	Financial & Physical Resources	<p>Regularly handles or processes cash, cheques, patients' valuables Handles patient valuables</p> <p>and/or</p> <p>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</p> <p>and/or</p> <p>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</p>	2abc	12
9.	Human Resources	<p>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</p> <p>and/or</p> <p>Regularly responsible for professional/clinical supervision of a small number of qualified staff or students, 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 Regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work</p>	2abc	12



10.	Information Resources	Record personally generated information Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research/audit data.	1	4
11.	Research & Development	Undertakes surveys or audits, as necessary to own work; Occasional participation in R&D activity e.g. clinical audits.	1	5
12.	Freedom to Act	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, deciding when it is necessary to escalate to a senior clinician Or 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 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	3-4	21-32
13.	Physical Effort	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 Frequent moderate effort for several short periods Manoeuvres patients, lifts substantial equipment.	2b-3c	7-12
14.	Mental Effort	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	2ab-3a	7-12



		<p>There is a frequent requirement for concentration where the work pattern is unpredictable, Frequent Interruptions to deal with unpredictable client behaviour</p>		
15.	Emotional Effort	<p>Occasional distressing or emotional circumstances Occasionally imparts unwelcome news</p> <p>or</p> <p>Frequent distressing or emotional circumstances Frequently Imparts unwelcome news</p> <p>and/or</p> <p>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</p>	2a-3ab	11-18
16.	Working Conditions	<p>Frequent exposure to unpleasant working conditions, Direct exposure to body odours, dust and noise</p> <p>and/or</p> <p>Occasional exposure to highly unpleasant working conditions Occasional direct contact with e.g. uncontained body fluids, foul linen, fleas, lice, noxious fumes</p> <p>Or</p> <p>Some exposure to hazards Physical aggression</p> <p>and/or</p> <p>Frequent exposure to highly unpleasant working conditions. Frequent direct contact with e.g. uncontained bodily fluids, foul linen, fleas, lice, noxious fumes</p>	3ab-4ab	12-18
JE Profile Score 398-461			Band 6	



Profile Suite and Label	Nursing: 6ii
Job Statement	<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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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>	4a	32
2.	Knowledge, Training & Experience	<p>Specialist knowledge across a range of work procedures and practices. Underpinned by theoretical knowledge or relevant practical experience.</p> <p>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.</p> <p>This could include experience of day-to-day operational management, leadership or mentorship of a clinical team.</p>	6	156
3.	Analytical & Judgemental Skills	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p> <p>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</p>	4	42
4.	Planning & Organisational Skills	<p>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing /</p> <p>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.</p> <p>Or</p> <p>Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</p>	2-3	15-27



		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.		
5.	Physical Skills	<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>Restraint of patients/clients using approved techniques</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>Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion and removal of cannulas/of catheters, removal of sutures, piclines and peg feeds.</p>	3ab	27
6.	Patient/Client Care	<p>Develops programmes of care/care packages,</p> <p>Assesses, plans, implements and evaluates clinical care of patients/clients</p> <p>and/or</p> <p>Provides specialised advice in relation to the care of patients/clients.</p> <p>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.</p>	5ac	30
7.	Policy/Service Development	<p>Implements policies for own work area and proposes changes to working practices or procedures for own work area.</p> <p>Contributes to or participates in policy and practice changes arising from e.g. audits, complaints</p>	2	12
8.	Financial & Physical Resources	<p>Regularly handles or processes cash, cheques, patients' valuables</p> <p>Handles patient's/clients' valuables</p> <p>and/or</p> <p>Responsible for the safe use of equipment other than equipment which they personally use,</p>	2abcd-3a	12-21



		<p>Responsible for equipment used by others e.g. assembling surgical equipment, patient mobility aids</p> <p>and/or</p> <p>Responsible for maintaining stock control and/or security of stock,</p> <p>Responsible for maintaining stock e.g. ordering through procurement</p> <p>and/or</p> <p>Authorised signatory for small cash/financial payments</p> <p>Authorised signatory for small cash/financial payments e.g. sign off expenses</p> <p>Or</p> <p>Authorised signatory for cash/financial payments</p> <p>Authorised signatory for payments e.g. sign off agency/bank timesheets</p>		
9.	Human Resources	<p>Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department or service</p> <p>Supervise and coordinates activities including allocation and delegation to staff of duties and tasks</p> <p>and/or</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>	2ab–3a	12-21



10.	Information Resources	Record personally generated information Maintains work related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1	4
11.	Research & Development	Undertakes surveys or audits, as necessary to own work; Occasional participation in R&D activities e.g. clinical audits	1	5
12.	Freedom to Act	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, deciding when it is necessary to escalate to a senior clinician	3	21
13.	Physical Effort	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.	3bc	7-12
14.	Mental Effort	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	7-12
15.	Emotional Effort	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	2a-3ab	11-18



		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.		
16.	Working Conditions	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 Frequent direct contact with uncontained bodily fluids, Physical aggression. Or frequent exposure to highly unpleasant working conditions. Deal with uncontained bodily fluids	3ab-4b	12-18
JE Profile Score 398-465			Band 6	



Profile Suite and Label	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 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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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 be challenging/unpredictable behaviours due to client group.</p>	4a-5ac	32-45
2.	Knowledge, Training & Experience	<p>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theory and relevant practical experience.</p> <p>Professional/clinical knowledge acquired through degree, supplemented by specialist training, experience, short courses, CPD to master's degree level or equivalent</p>	7	196



3.	Analytical & Judgemental Skills	<p>Judgements involving complex facts or situations which require the analysis, interpretation, comparison of a range of options.</p> <p>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</p>	4	42
4.	Planning & Organisational Skills	<p>Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</p> <p>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</p>	3	27
5.	Physical Skills	<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, or</p> <p>Restraint of patients/clients using approved techniques</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>Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures, piclines and peg feeds.</p>	3ab	27
6.	Patient/Client Care	<p>Develops specialist programmes of care/care packages.</p> <p>Assesses care plans, develops, implements and evaluates specialist programmes of care/ care packages;</p> <p>or</p> <p>Provides highly specialised advice concerning care or treatment of identified groups or categories of patients/clients.</p> <p>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.</p>	6ac	39
7.	Policy/Service Development	<p>Implements policies for own work area and proposes changes to working practices or procedures for own work area.</p> <p>Contributes to or participates in policy and practice changes arising from e.g. audits, complaints</p> <p>Or</p> <p>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity</p>	2 - 3	21



		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.		
8.	Financial & Physical Resources	<p>Regularly handles or processes cash, cheques, patients' valuables, Handles patient valuables</p> <p>and/or</p> <p>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</p> <p>and/or</p> <p>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</p> <p>and/or</p> <p>Authorised signatory for small cash/financial payments, Authorised to sign off e.g. expenses, agency/bank timesheets. To the value of £1000</p>	2abcd	5-12
9.	Human Resources	<p>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</p> <p>and/or</p> <p>Regularly responsible for professional/clinical supervision of a small number of qualified staff or students, 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 Regularly provides training to nursing or other disciplines where the topic or subjects is connected with their own work</p> <p>Or</p> <p>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.</p> <p>and/or</p>	2abc-3ac	12-21



		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.	Information Resources	Record personally generated information Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1	4 - 9
11.	Research & Development	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
12.	Freedom to Act	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	32
13.	Physical Effort	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 There is a frequent requirement for light physical effort for several short periods during a shift. and/or There is an occasional requirement to exert light physical effort for several long periods during a shift. and/or There is an occasional requirement to exert moderate physical effort for several long periods during a shift. or There is a frequent requirement to exert light physical effort for several long periods during a shift and/or	2abcd-3ac	7-12



		<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>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention,</p> <p>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.</p> <p>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> <p>Frequent Interruptions to deal with unpredictable client behaviour, emergency situations.</p>	2ab-3a	7-12
15.	Emotional Effort	<p>Occasional exposure to distressing or emotional circumstances.</p> <p>Occasionally gives and explains unwelcome news to patients/relatives; care of terminally ill patients.</p> <p>Or</p> <p>Frequent exposure to distressing or emotional circumstances.</p> <p>Frequently gives and explains unwelcome news to patients/relatives; care of terminally ill patients.</p> <p>and/or</p> <p>Occasional exposure to highly distressing or emotional circumstances</p> <p>Involvement and directly deals with safeguarding issues, e.g. child abuse/patients who exhibit challenging behaviour</p>	2a-3ab	11-18



16.	Working Conditions	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 from 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	12-18
JE Profile Score 477-506			Band 7	



Profile Suite and Label	Nursing: 7ii
Job Statement	<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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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	32-45
2.	Knowledge, Training & Experience	<p>Specialist knowledge across range of procedures underpinned by theory.</p> <p>Professional knowledge acquired through degree supplemented by post registration/post graduate specialist training, experience and/or short courses, CPD or equivalent</p>	6	156
3.	Analytical & Judgemental Skills	<p>Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options.</p> <p>Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multi-pathology and</p>	4	42



		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.	Planning & Organisational Skills	<p>Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</p> <p>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.</p>	3	27
5.	Physical Skills	<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, Restraint of patients/clients using approved techniques</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>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.</p>	3ab	27
6.	Patient/Client Care	<p>Develops specialized programmes of care/care packages.</p> <p>Assess care plans, develops, implements and evaluate specialised programmes of care/care packages</p> <p>and/or</p> <p>Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients.</p> <p>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.</p> <p>and/or</p> <p>Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service.</p> <p>Responsible for leading and delivering a service for a geographical area/unit/specialist team.</p>	6acd	39
7.	Policy/Service Development	<p>Implements policies for own work area and proposes changes to working practices or procedures for own work area.</p> <p>Contributes or participates to policy and practice changes arising from e.g. audits, complaints.</p>	2-3-4	12- 32



		<p>Or</p> <p>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</p> <p>or</p> <p>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,</p>		
8.	Financial & Physical Resources	<p>Authorised signatory for cash/financial payments. Sign off expenses, authorising agency/bank spend</p> <p>and/or</p> <p>Responsible for the purchase of some physical assets or supplies. Purchase/approve equipment or supplies, making recommendation and decision on appropriate suppliers</p> <p>and/or</p> <p>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</p> <p>and/or</p> <p>Holds a delegated budget from a budget for a department/service. Hold delegated budget for section/team</p>	3abcd	21
9.	Human Resources	<p>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</p> <p>and/or</p> <p>Responsible for the allocation or placement and subsequent supervision of qualified staff or students. Allocates placement and supervision of staff, students</p> <p>and/or</p> <p>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.</p> <p>Or</p>	3abc-4a	21-32



		Responsible as line manager for a single function or department. Line manage staff within own area of responsibility/service, including recruitment, development, and performance		
10.	Information Resources	Record personally generated information. Maintains patient records.	1	4
11.	Research & Development	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
12.	Freedom to Act	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	32
13.	Physical Effort	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 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	3bc	12
14.	Mental Effort	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	7-12
15.	Emotional Effort	Frequent exposure to distressing or emotional circumstances. Frequently gives and explains unwelcome news to patients/relatives	3a-4b	18-25



		Or Frequent exposure to highly distressing or highly emotional circumstances. Safeguarding issues, e.g. child abuse. Some challenging behaviour		
16.	Working Conditions	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	12-18
JE Profile Score 474-536			Band 7	



Profile Suite and Label	Nursing: 8a
Job Statement	<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		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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	45
2.	Knowledge, Training & Experience	<p>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience.</p> <p>Professional nursing and clinical knowledge acquired through nursing degree supplemented by specialist clinical training, experience, short courses, CPD to master's level or equivalent</p>	7	196
3.	Analytical & Judgemental Skills	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p>	4	42



		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.	Planning & Organisational Skills	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	42
5.	Physical Skills	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	15-27
6.	Patient/Client Care	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	6acd	39



		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.		
7.	Policy/Service Development	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	32
8.	Financial & Physical Resources	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	21
9.	Human Resources	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 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.	4ab	32
10.	Information Resources	Records personally generated information. Maintains patient records	1	4



11.	Research & Development	<p>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.</p> <p>Or</p> <p>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.</p>	1-2a	5-12
12.	Freedom to Act	<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. Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organization on these</p>	5	45
13.	Physical Effort	<p>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.</p> <p>Or</p> <p>There is a frequent requirement for light physical effort for several short periods during a shift. Kneels and crouches e.g. to dress wounds.</p> <p>and/or</p> <p>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.</p>	1-2bd	3-7
14.	Mental Effort	<p>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.</p> <p>and/or</p> <p>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.</p>	2ab	7
15.	Emotional Effort	<p>Occasional exposure to distressing or emotional circumstances. Deals with performance management, conduct issues or similar, patient complaints, conveys unwelcome news.</p>	2a-3ab	11-18



		<p>Or</p> <p>Frequent exposure to distressing or emotional circumstances. Care of the terminally ill;</p> <p>and/or</p> <p>Occasional exposure to highly distressing or highly emotional circumstances. Imparting news of unexpected deaths; personal involvement in safeguarding and abuse.</p>		
16.	Working Conditions	<p>Occasional exposure to unpleasant working conditions. Exposed to body odours, dirt, dust, smell or noise.</p>	2a	7
JE Profile Score 546-576			Band 8a	



Profile Suite and Label	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

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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>	5ab	45
2.	Knowledge, Training & Experience	<p>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience.</p> <p>Professional nursing and clinical knowledge acquired through nursing degree supplemented by specialist clinical training, experience, short courses, CPD to master's level equivalent,</p>	7	196
3.	Analytical & Judgemental Skills	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</p> <p>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</p> <p>Or</p> <p>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options</p> <p>Provides expert nursing advice to senior management teams/Board/Organisation on strategic planning, policy, governance and legislation; operational nursing issues for a service</p>	4-5	42-60
4.	Planning & Organisational Skills	<p>Plan and organise complex activities, programmes, requiring formulation, adjustment</p> <p>Plans specialist nursing service provision, including education and training; co-ordinates activities e.g. bed management, discharge planning, MDT case conferences, patient flow</p>	3	27



5.	Physical Skills	<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>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.</p> <p>Or</p> <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.</p> <p>Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, co-ordination and sensory skills for use of fine surgical tools e.g. scalpels</p>	3b-4	27-42
6.	Patient/Client Care	<p>Develop highly specialised programmes of care; care packages;</p> <p>Develops and implements specialist care packages; responsible for a clinical caseload within a specialty</p> <p>and/or</p> <p>Provide highly specialised advice concerning care</p> <p>Provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care</p>	6ac	39
7.	Policy/Service Development	<p>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.</p> <p>Develops protocols for specialist area, devises and implements new ways of working, identifies service improvements that impact on other disciplines</p> <p>Or</p> <p>Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity.</p> <p>Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient pathways, clinical policy.</p>	3-4	21-32
8.	Financial & Physical Resources	<p>Responsible for the safe use of equipment other than equipment which they personally use,</p> <p>Responsible for ensuring the safe use of specialist equipment;</p> <p>and/or</p> <p>Authorised signatory for small cash/financial payments</p> <p>Authorised signatory for e.g. supplementary staffing, overtime payments</p>	2bd-3ad	12-21



		<p>Or</p> <p>Authorised signatory for cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments</p> <p>and/or</p> <p>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</p>		
9.	Human Resources	<p>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</p> <p>Or</p> <p>Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers clinical/nursing education programmes</p>	3c-4b	21-32
10.	Information Resources	<p>Records personally generated information Maintains patient/client records, records research results</p>	1	4
11.	Research & Development	<p>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</p> <p>Or</p> <p>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 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. Initiating organization wide research programmes to support broad organizational aims, including securing funding as a significant part of working time.</p>	3-4-5	21-45
12.	Freedom to Act	<p>Is guided by general health, organisational or broad occupational policies, but in most situations the post holder</p>	5	45



		<p>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>		
13.	Physical Effort	<p>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</p>	2d	7
14.	Mental Effort	<p>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</p>	3a	12
15.	Emotional Effort	<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 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 Frequently (weekly) involved in safeguarding issues e.g., child, elder abuse</p>	3ab-4b	18-25
16.	Working Conditions	<p>Occasional exposure to highly unpleasant conditions / Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen /</p> <p>Or</p> <p>Frequent exposure to highly unpleasant conditions Frequent direct exposure to body fluids, faeces, vomit, smells and foul linen</p>	3b-4b	12-18
JE Profile Score 549-650			Band 8a-c	



Profile Suite and Label	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

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<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	45
2.	Knowledge, Training & Experience	<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	240
3.	Analytical & Judgemental Skills	<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	60
4.	Planning & Organisational Skills	<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	42-60



		<p>Responsible for service development, education, training in specialist field, workforce planning with impact across a service or agencies</p> <p>Or</p> <p>Formulating long-term, strategic plans, which involve uncertainty and which may impact across the whole organisation</p> <p>Strategic planning for specialist service for a service, directorate, organisation or region, impacting on external agencies</p>		
5.	Physical Skills	<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>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</p> <p>Or</p> <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.</p> <p>Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, coordination and sensory skills for use of fine surgical tools e.g. scalpels</p>	3b-4	27-42
6.	Patient/Client Care	<p>Develop highly specialised programmes of care; care packages;</p> <p>Develops and implements specialist care packages; responsible for a clinical caseload within a specialty</p> <p>and/or</p> <p>Provide highly specialised advice concerning care</p> <p>Provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care</p> <p>and/or</p> <p>Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service.</p> <p>Clinically accountable for specialist area of nursing</p>	6acd	39
7.	Policy/Service Development	<p>Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity</p> <p>Overall responsibility for development and implementation of policy and practice, service development and quality improvement e.g. patient pathways, clinical policy</p>	4	32



8.	Financial & Physical Resources	<p>Responsible for the safe use of equipment other than equipment which they personally use, Responsible for ensuring the safe use of specialist equipment;</p> <p>and/or</p> <p>Authorised signatory for small cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payments</p> <p>Or</p> <p>Authorised signatory for cash/financial payments Authorised signatory for e.g. supplementary staffing, overtime payment</p> <p>and/or</p> <p>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</p>	2bd-3ad	12-21
9.	Human Resources	<p>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</p> <p>Or</p> <p>Responsible for the teaching or devising of training and development programmes as a major job responsibility Devises, develops and delivers clinical/nursing education programmes</p>	3c-4b	21-32
10.	Information Resources	<p>Record personally generated information Maintain client records</p> <p>Or</p> <p>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 from others</p>	1 -2	4 -9
11.	Research & Development	<p>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</p>	3-4-5	21-45



		<p>Or</p> <p>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</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. Initiating organisation wide research programmes to support broad organisational aims, including securing funding as a significant part of working time.</p>		
12.	Freedom to Act	<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 organisation on these</p>	5	45
13.	Physical Effort	<p>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</p>	2d	7
14.	Mental Effort	<p>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</p>	3a	12
15.	Emotional Effort	<p>Frequent exposure to distressing or emotional circumstances, Imparts unwelcome news to staff, patients (weekly), works with terminally ill patients-</p> <p>And/or</p> <p>Occasional exposure to highly distressing or highly emotional circumstances 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 Frequently (weekly) involved in safeguarding issues e.g, child, elder abuse or imparts distressing news e.g. death</p>	3ab-4b	18-25



16.	Working Conditions	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	12-18
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