

## Contents

Profile Title	Band	Page
Practice Education Facilitator (Entry Level)	6	2
Clinical Researcher*	6	4
Practice Education Facilitator	7	6
Clinical Researcher Specialist	7	8
Clinical Researcher Principal	8a	10
Clinical Researcher	8bcd	12

## Version history and amendments

Action	Date	Notes
	Nov 2023	Profile suite has been transferred onto new template. No changes to wording, scores or levels.



Profile Suite and Label	Nursing & midwifery - Practice Education Facilitator (Entry Level)
Job Statement	<ol style="list-style-type: none"> <li>1. Assesses quality of the clinical and other practice learning environments and proposes interventions for improvement</li> <li>2. Facilitates the development of clinical practice mentors/educators; provides supervision and support structures.</li> <li>3. Provides on-site support and continuous professional development activities for staff and practice mentors/educators.</li> <li>4. Develops and maintains links with HEI to support mentor and practice education</li> </ol>

Factor	Level descriptor and example job information	JE Level	JE Score
1. Communication & Relationship Skills	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required</b> Communicates educational and practice information within the NHS and educational institutions	4(a)	32
2. Knowledge, Training & Experience	<b>Specialist knowledge across range of procedures, underpinned by theory.</b> Professional knowledge acquired through degree supplemented by specialist professional knowledge and knowledge of mentorship, education and development practice, to postgraduate diploma level equivalent.	6	156
3. Analytical & Judgemental Skills	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Assesses, benchmarks clinical education, supports mentors/educators in complex decisions relating to student placement, competence and fitness for practice.	4	42
4. Planning & Organisational Skills	<b>Plan and organise straightforward activities, some ongoing/Plan and organise complex activities or programmes, requiring formulation, adjustment.</b> Plans practice education activities for mentors/ educators and learners / Plans educational, development programmes and assessment systems with HEIs	2–3	15/27
5. Physical Skills	<b>Physical skills obtained through practice/developed physical skills, manipulation of objects or people with narrow margins for error.</b> Keyboard skills, use of presentation, projection/multi-media equipment and e-learning resources; demonstrates clinical /developed clinical skills	2–3	15–27
6. Patient/Client Care	<b>Provide specialised advice in relation to care</b> Provides best practice advice in a clinical setting for mentors/educators and staff in relation to clinical practice and governance	5(c)	30
7. Policy/Service Development	<b>Implement policies, propose changes for own area/propose policy or service changes, impact beyond own area</b> Implements mentorship and education policies/participates within NHS and HEIs on developing policies to improve clinical practice and education	2–3	12–21
8. Financial & Physical Resources	<b>Personal duty of care in relation to equipment , resources</b> Safe use of educational resources/equipment	1	5



9.	Human Resources	<b>Allocate, place and supervise staff or students</b> <b>Teach, devise training and development programmes, major job responsibility.</b> Supports the placement of students and supervision of mentors / develops clinical learning opportunities and programmes for students, mentors/educators and staff.	3(b)–4(b)	21–32
10.	Information Resources	<b>Record personally generated information</b> Maintains records of mentors/educators, register and assessments	1	4
11.	Research & Development	<b>Undertake surveys or audits, as necessary to own work/regularly undertake R&amp;D activity</b> Carries out educational audits/ undertakes research and development relevant to mentorship/practice based education and the clinical learning environment.	1–2(a)	5–12
12.	Freedom to Act	<b>Broad occupational policies</b> Responsible for development of mentorship programmes and learning environment in line with educational policy.	4	32
13.	Physical Effort	<b>Light physical effort for short periods/ Frequent light effort for several short periods</b> Light physical effort/ moving educational equipment	1–2(b)	3–7
14.	Mental Effort	<b>Frequent concentration, work pattern predictable</b> Concentration on clinical or educational assessments, education & mentor reports.	2(a)	7
15.	Emotional Effort	<b>Occasional distressing or emotional circumstances</b> Support, pastoral care to mentors/educators to provide feedback on performance and failing students and staff	2(a)	11
16.	Working Conditions	<b>Occasional exposure to unpleasant working conditions</b> Unpleasant smells, odours	2(a)	7
<b>JE Score 397 –452</b>			<b>Band 6</b>	



<b>Profile Suite and Label</b>	<b>Nursing &amp; midwifery - Clinical Researcher</b>
<b>Job Statement</b>	<ol style="list-style-type: none"> <li>1. Assesses/diagnoses/treats own caseload of patients/clients &amp; maintain associated records.</li> <li>2. Undertake discrete research/audit projects, including development, design and implementation; disseminate research findings</li> <li>3. Contributes to the implementation of research findings into clinical practice and service development</li> <li>4. Participate in the education and training of health professionals on the application of research evidence on clinical practice</li> </ol>

<b>Factor</b>		<b>Level descriptor and example job information</b>	<b>JE Level</b>	<b>JE Score</b>
1.	<b>Communication &amp; Relationship Skills</b>	<b>Provide and receive complex or sensitive information; barriers to understanding</b> Communicate complex information to patients regarding their condition & expected outcomes.	4(a)	32
2.	<b>Knowledge, Training &amp; Experience</b>	<b>Specialist knowledge across a range of procedures underpinned by theory.</b> Professional, clinical knowledge acquired through degree supplemented by specialist training to post-graduate diploma level; knowledge of research methodologies	6	156
3.	<b>Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Analysis and interpretation of complex statistical /analytical/ research outcomes and queries; judgements regarding a range of clinical issues or complex patient conditions.	4	42
4.	<b>Planning &amp; Organisational Skills</b>	<b>Plan and organise straightforward activities, some ongoing</b> Plan and co-ordinate research activities,	2	15
5.	<b>Physical Skills</b>	<b>Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/ Highly developed physical skills, high degree of precision.</b> Use of clinical equipment or physical skills to assess and diagnose patients / Dexterity, co-ordination and sensory skills for assessment; manual assessment and treatment of patients, clients.	3(a)(b)–4	27–42
6.	<b>Patient/Client Care</b>	<b>Provides clinical technical services/Develop programmes of care/care packages; provide specialist clinical technical services; provide specialist advice in relation to care.</b> Assesses, diagnoses and implements care packages; therapeutic or diagnostic procedures; provides specialised advice to patients, clients	4(b) 5 abc	22–30
7.	<b>Policy/Service Development</b>	<b>Implement policies and propose changes to practices, procedures for own area</b> Contribute to the implementation of research findings into clinical practice and service development	2	12
8.	<b>Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources/Authorised signatory, small payments.</b> Personal duty of care for equipment used/authorised signatory for small cash or financial payments	1–2d	5–12
9.	<b>Human Resources</b>	<b>Professional/clinical supervision; provide training in own discipline</b>	2(b)(c)	12



		Supervises work of less experienced staff; undertakes and provides training in clinical/ research/ audit skills and methods.		
10.	Information Resources	<b>Occasional requirement to develop or create reports, documents</b> Use advanced software to create reports and analyse and manoeuvre data	2(b)	9
11.	Research & Development	<b>Regularly undertakes: R&amp;D activity, clinical trials/ R&amp;D activities as major job requirement</b> Regularly undertakes clinical audit or trials/ Frequently undertakes R&D activities	2(a)(b)–3	12–21
12.	Freedom to Act	<b>Clearly defined occupational policies ;work is managed rather than supervised /Broad occupational policies</b> Work is managed not supervised, accountable for own professional actions, /Significant discretion to work independently ,	3–4	21–32
13.	Physical Effort	<b>Frequent light effort for t several short periods; Occasional light effort for several long periods/ Frequent moderate effort for several short periods.</b> Pushing or lifting equipment/ Moves, manoeuvres patients, equipment	2(a)(b)–3 (b)(c)	7–12
14.	Mental Effort	<b>Frequent concentration; work pattern predictable</b> Concentration for patient assessment treatment and research activities	2(a)	7
15.	Emotional Effort	<b>Occasional/ frequent distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour, rare abnormalities	2(a)–3(a)	11–18
16.	Working Conditions	<b>Occasional/ frequent unpleasant conditions; occasional highly unpleasant conditions.</b> Odours, fleas, lice/ body fluids	2(a)–3(a) (b)	7–12
<b>JE Score 397 – 464</b>			<b>Band 6</b>	



Profile Suite and Label	Nursing & midwifery - Practice Education Facilitator
Job Statement	<ol style="list-style-type: none"> <li>1. Assesses quality of a range of clinical and other practice learning environments, determines interventions to sustain and enhance practice education.</li> <li>2. Supports and facilitates the development of clinical practice mentors/educators; provides supervision and support structures.</li> <li>3. Co-ordinates and provides on-site support, educational input and developmental activities for staff, practice mentors/educators and learners</li> <li>4. Develops, co-ordinates, evaluates and may implement education programmes with providers</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<b>Provide and receive complex information; persuasive, motivational, negotiating, training skills are required / Present complex, sensitive or contentious information to large groups</b> Communicates educational and practice information within the NHS and educational institutions / undertakes presentations on clinical education to large groups	4(a)/5(b)	32–45
2.	Knowledge, Training & Experience	<b>Highly developed specialist knowledge, underpinned by theory and experience.</b> Professional knowledge acquired through degree supplemented by specialist professional knowledge and specialist knowledge of mentorship, education and development practice, to masters level equivalent.	7	196
3.	Analytical & Judgemental Skills	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Assesses, benchmarks clinical and other practice educational environments, supports mentors/educators in decisions relating to student placement, competence and fitness for practice.	4	42
4.	Planning & Organisational Skills	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment.</b> Plans practice education development programmes for mentors/educators, learners, co-ordination with external providers	3	27
5.	Physical Skills	<b>Physical skills obtained through practice/developed physical skills, manipulation of objects or people with narrow margins for error.</b> Keyboard skills, use of presentation, projection/multi-media equipment and e-learning resources; demonstrates clinical / developed clinical skills	2–3	15–27
6.	Patient/Client Care	<b>Provide specialised advice in relation to care.</b> Provides best practice advice in a clinical setting for mentors/educators and staff in relation to clinical practice and governance	5(c)	30
7.	Policy/Service Development	<b>Propose policy or service changes, impact beyond own area</b> Participates within NHS/ providers to develop policies to improve clinical practice and education	3	21
8.	Financial & Physical Resources	<b>Personal duty of care in relation to equipment , resources</b> Safe use of educational resources/equipment	1	5



9.	<b>Human Resources</b>	<b>Teach, devise training and development programmes, major job responsibility.</b> Develops and provides clinical learning opportunities and programmes for students, mentors/educators and staff	4(b)	32
10.	<b>Information Resources</b>	<b>Record personally generated information</b> Maintains records of mentors/educators, registers and assessments	1	4
11.	<b>Research &amp; Development</b>	<b>Undertake surveys or audits, as necessary to own work/regularly undertake R&amp;D activity</b> Carries out educational audits/ undertakes research and development relevant to mentorship/education practice and the clinical learning environment.	1–2(a)	5–12
12.	<b>Freedom to Act</b>	<b>Broad occupational policies</b> Lead on development/implementation of mentorship/education practice programmes and learning environment in line with educational policy.	4	32
13.	<b>Physical Effort</b>	<b>Light physical effort for short periods/ Frequent light effort for several short periods</b> Light physical effort/moving educational equipment	1–2(b)	3–7
14.	<b>Mental Effort</b>	<b>Frequent concentration, work pattern predictable</b> Concentration on clinical or educational assessments, education & mentor reports.	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional/frequent distressing or emotional circumstances</b> Support, pastoral care to mentors/educators to provide feedback on performance and failing students and staff	2(a)– 3(a)	11–18
16.	<b>Working Conditions</b>	<b>Occasional exposure to unpleasant working conditions</b> Unpleasant smells, odours	2(a)	7
<b>JE Score 469 – 512</b>			<b>Band 7</b>	



Profile Suite and Label	Nursing & midwifery - Clinical Researcher Specialist
Job Statement	<ol style="list-style-type: none"> <li>1. Specialist for own area of work/clinical speciality</li> <li>2. Acts as a source of advice and expertise within own speciality and as research specialist</li> <li>3. Lead on research/audit projects, including development, design and implementations; may be the lead for own profession in multi disciplinary team research projects; advise and monitor research conducted by other health professionals; disseminate research findings</li> <li>4. Lead changes to clinical practice and contribute to service development through integrating research findings into existing clinical practice</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<b>Provide and receive complex information; barriers to understanding</b> Communicate difficult statistical or theoretical data, research findings both orally and in writing; communicate complex patient related information to a patient or other health professional	4(a)b)	32
2.	Knowledge, Training & Experience	<b>Highly developed specialist knowledge, underpinned by theory and experience.</b> Specialist knowledge of research techniques, analysis and use of information; specialist knowledge of specific clinical conditions underpinned by degree and post-graduate level training, experience to masters level equivalent	7	196
3.	Analytical & Judgemental Skills	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Analysis and interpretation of statistical/ analytical/ research outcomes and queries; judgements regarding a range of clinical issues or complex patient conditions.	4	42
4.	Planning & Organisational Skills	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b> Plan and co-ordinate multi-disciplinary activities, research programmes	3	27
5.	Physical Skills	<b>Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/ Highly developed physical skills, high degree of precision.</b> Use of clinical equipment; physical skills to assess and diagnose patients/ dexterity, co-ordination and sensory skills for assessment & treatment of patients, clients e.g. manipulation, suturing, intubation.	3(a)(b)–4	27–42
6.	Patient/Client Care	<b>Develop programmes/ specialised programmes of care/care packages; specialist / highly specialist clinical technical services; provide specialised/ highly specialised advice in relation to care.</b> Assess, diagnose and implement care for patients, clients in a non specialist/specialist area; carry out specialist / highly specialist therapeutic or diagnostic procedures ; provide specialist/ highly specialist advice to patients, clients	5(a)(b)(c) 6(a)(b)(c)	30–39



7.	<b>Policy/Service Development</b>	<b>Implements policies and propose changes to practices, procedures for own area/Propose policy or service changes, impact beyond own area</b> Contribute to the implementation of research findings into clinical practice and service development / impacts on other areas, agencies.	2–3	12–21
8.	<b>Financial &amp; Physical Resources</b>	<b>Personal duty of care in relation to equipment, resources/Authorised signatory, small payments.</b> Personal duty of care for equipment used/authorised signatory for small cash or financial payments	1–2d	5–12
9.	<b>Human Resources</b>	<b>Professional/ clinical supervision; Provide/ Teach/ deliver training in own discipline/specialist training</b> Supervises work of less experienced staff; undertakes training in clinical/ research/audit skills & methods/undertakes specialist training in clinical or research methods.	2(b)(c)–3(c)	12–21
10.	<b>Information Resources</b>	<b>Occasional / Regular requirement to develop and create reports, documents</b> Use advanced software to create reports and analyse and manoeuvre data	2–3	9–16
11.	<b>Research &amp; Development</b>	<b>R&amp;D activities as major job requirement</b> R&D activities are a central part of work activity with dedicated time for their completion	3	21
12.	<b>Freedom to Act</b>	<b>Broad occupational policies</b> Works within codes of practice and guidelines, accountable for own professional action, lead practitioner	4	32
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods; Occasional light effort for several long periods;</b> Pushing or lifting equipment	2(b)(c)	7
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients, treatment and research activities	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional exposure to distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour; pressures to complete research on time	2(a)	11
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions</b> Odours, fleas, lice	2(a)	7
<b>JE Score 477 – 533</b>			<b>Band 7</b>	



Profile Suite and Label	Nursing & midwifery - Clinical Researcher Principal
Job Statement	<ol style="list-style-type: none"> <li>1. Manage or co-ordinate research projects, including their development design and implementation</li> <li>2. Provide expertise and guidance on Research and Development projects within the multi disciplinary team, across the organisation and in the wider health community; disseminate research findings &amp; promote research culture.</li> <li>3. Holds specialist caseload and leads changes to clinical practice and service using specialist expertise, by integrating research findings into existing clinical practice within own service</li> <li>4. Participate in the education and training of own or other health professionals in area of specialism</li> </ol>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<b>Provide and receive highly complex , sensitive or contentious information: co-operation required present complex information to large groups</b> Communicate difficult statistical or theoretical data both orally and in writing; communicate complex patient related information to a patient or other health professional/ presentations of research findings to large groups Disseminate research findings through a range of appropriate media	5(a)b)	45
2.	Knowledge, Training & Experience	<b>Highly developed specialist knowledge, underpinned by theory and practical experience.</b> Specialist knowledge of research techniques, analysis and use of information; specialist knowledge of specific clinical conditions underpinned by degree and post-graduate level training, experience to masters level equivalent	7	196
3.	Analytical & Judgemental Skills	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Analysis and interpretation of complex statistical/analytical/research outcomes and queries; judgements on a range of clinical issues or complex patient conditions.	4	42
4.	Planning & Organisational Skills	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b> Plan and co-ordinate multi-disciplinary research activities/plans and coordinates research projects	3	27
5.	Physical Skills	<b>Developed physical skills; advanced sensory skills; manipulation of objects, people; narrow margin for error/Highly developed physical skills, high degree of precision.</b> Use of clinical equipment; physical skills to assess and diagnose patients/ dexterity, co-ordination and sensory skills for assessment & treatment of patients, clients e.g. manipulation, suturing, intubation.	3(a)b)-4	27-42
6.	Patient/Client Care	<b>Develops programmes of care/care packages; specialist programmes/care packages; provides specialist/highly specialised advice in relation to care; provides clinical/ technical services;/highly specialist services</b> Assesses, diagnoses and implements care for patients, clients in a specialist area; carries out specialist/highly specialist therapeutic or diagnostic procedures ; provide specialist/ highly specialist advice to patients, clients or staff concerning care See comment re job	5(a)b)(c) 6(a)b)(c)	30-39



		statement. This point may be about providing advice/supervision to other staff rather than patient caseload		
7.	<b>Policy/Service Development</b>	<b>Propose policy or service changes, impact beyond own areas</b> Develops policy for speciality, impacts on other areas/agencies.	3	21
8.	<b>Financial &amp; Physical Resources</b>	<b>Authorised signatory large payments; Holds delegated budget</b> Authorised signatory for financial payments/manages delegated research budget	3(a)(d)	21
9.	<b>Human Resources</b>	<b>Day to day management; Teach/deliver specialist training</b> <b>Day to day management of research team; undertakes specialist training in clinical or research methods.</b>	3(a)(c)	21
10.	<b>Information Resources</b>	<b>Regular requirement to develop or create reports, documents.</b> Use advanced software to create reports and analyse and manoeuvre data	3(b)	16
11.	<b>Research &amp; Development</b>	<b>Coordinate, implement R&amp;D activities/Initiate and develop R&amp;D activities</b> Coordinates research programmes/initiates research programmes	4–5	32–45
12.	<b>Freedom to Act</b>	<b>Broad occupational policies</b> Works within codes of practice and guidelines, accountable for own professional action, lead practitioner	4	32
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods/Occasional light effort for several long periods;</b> Pushing or lifting equipment	2(b)(c)	7
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients/treatment and research activities	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional distressing or emotional circumstances.</b> Patients with terminal illness, challenging behaviours, rare abnormalities/dealing with staff where changes to practice are indicated	2(a)	11
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions</b> Odours, fleas, lice	2(a)	7
<b>JE Score 542 – 579</b>			<b>Band 8a</b>	



Profile Suite and Label	Nursing & midwifery - Clinical Researcher
Job Statement	<ol style="list-style-type: none"> <li>1. Manage external and internal research and development projects/programmes, ensuring quality of development, design and implementation</li> <li>2. Holds research budget/delegated budget responsibility, participate in obtaining funding for research and development within the organisation/service</li> <li>3. Act as a source of expertise and guidance on research and development projects/programmes across the organisation and the wider health &amp; academic community; develop clinical practice and service, disseminate research findings &amp; promote research culture.</li> <li>4. Work in partnership with academic institutions to develop education and training of own or other health professionals</li> <li>5. Acts as a source of advice and guidance to specialist clinicians directing change to patient care/may carry own specialist case load to inform research</li> </ol>

Factor	Level descriptor and example job information	JE Level	JE Score
1. Communication & Relationship Skills	<b>Provide and receive highly complex sensitive or contentious information; significant barriers to understanding; Presenting complex, sensitive or contentious information to a large group.</b> Communicate highly complex and contentious condition related information to patients or other health professionals/research staff/ presents research orally or published externally to national/international audiences	5(a)b	45
2. Knowledge, Training & Experience	<b>Advanced theoretical and practical knowledge</b> Specialist knowledge of research techniques, analysis and use of information; plus advanced knowledge of specific clinical conditions underpinned by degree and post-graduate level research, study and experience to doctorate level equivalent	8(a)	240
3. Analytical & Judgemental Skills	<b>Highly complex facts or situations requiring analysis, interpretation, comparison of a range of options.</b> Analysis and interpretation of highly complex statistical, analytical, research outcomes; judgements regarding a range of clinical issues and/or highly complex patient conditions.	5	60
4. Planning & Organisational Skills	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment /Plan and organise broad range of complex activities; formulates, adjusts plans or strategies</b> Plan and co-ordinate significant multi-disciplinary research activities Plan and co-ordinate large scale research projects or programmes	3–4	27–42
5. Physical Skills	<b>Developed physical skills; advanced sensory skills manipulation of objects, people; narrow margin for error/Highly developed physical skills, high degree of precision.</b> Use of clinical equipment, physical skills to assess and diagnose patients/dexterity, co-ordination and sensory skills for assessment & treatment of patients, clients e.g. manipulation, suturing, intubation.	3(a)–(b)–4	27–42
6. Patient/Client Care	<b>Develops programmes of care/care packages; specialist programmes/care packages; provides specialist/highly specialised advice in relation to care; provides clinical/technical services;</b> Assess, diagnose and implements care for patients, clients in a specialist area; carries out specialist/highly specialist therapeutic or diagnostic procedures; provide specialist/ highly specialist advice to staff or patients, clients concerning care	5(a)(b)(c) 6(a)(b)(c)	30–39



7.	<b>Policy/Service Development</b>	<b>Propose policy or service changes, impact beyond own area.</b> Develops policy for speciality, impacts on other areas/agencies.	3	21
8.	<b>Financial &amp; Physical Resources</b>	<b>Authorised signatory, small payments/ Holds delegated budget /Hold budget for a department, service</b> Manages delegated research budget/ Holds research budget.	3(d)–4(a)	21–32
9.	<b>Human Resources</b>	<b>Day to day management; teach/deliver specialist training</b> Manage research team; delivers specialist training in clinical or research methods.	3(a)(c)	21
10.	<b>Information Resources</b>	<b>Regular requirement to develop or create reports, documents</b> Use advanced software to create reports; analyses and manipulates data	3	16
11.	<b>Research &amp; Development</b>	<b>Co-ordinate, implement R&amp;D activity as a job requirement/Initiate, develop R&amp;D activities/ Initiate, develop R&amp;D programmes, impact outside organisation.</b> Initiates research programmes/ impact across NHS and outside	4–5–6	32–45–60
12.	<b>Freedom to Act</b>	<b>Broad occupational policies/General policies, need to establish interpretation</b> <b>Works within codes of practice and guidelines, accountable for own professional action, lead practitioner /Interprets national policies for specialist area</b>	4–5	32–45
13.	<b>Physical Effort</b>	<b>Frequent light effort for several short periods/Occasional light effort for several long periods;</b> Pushing or lifting equipment	2(a)(b)	7
14.	<b>Mental Effort</b>	<b>Frequent concentration; work pattern predictable</b> Concentration for assessment of patients, treatments and for research activities	2(a)	7
15.	<b>Emotional Effort</b>	<b>Occasional exposure to distressing or emotional circumstances.</b> Patients with terminal illnesses, challenging behaviour, rare abnormalities; managing change; time/budgetary pressures for research activity	2(a)	11
16.	<b>Working Conditions</b>	<b>Occasional unpleasant conditions;</b> Odours, fleas, lice	2(a)	7
<b>JE Score 604 – 695</b>			<b>Band 8bcd</b>	