

## **Consultation on revisions to the national job matching profiles for nursing – bands 7 to 9.**

The tables below are designed to help you compare the proposed profiles to the existing ones.

On the whole, the changes being suggested to the profiles are additional wording in the “non-bold” rationales for the factor levels to give more current and accurate examples and refining the language of the factor levels to avoid confusion. This should help panels in their deliberations, and role holders themselves in seeing their jobs reflected. In some profiles, factor level options have been added or removed but this does not fundamentally change the profile banding. Variations conventions still apply. All amendments have been informed by the evidence received from job holders and employing organisations.

**Please remember - Profiles reflect duties and responsibilities, they do not set or dictate them.**

### **There are some other key changes that apply to all revised profiles:**

- Profile labels (titles) have been removed as evidence showed they were confusing panels and leading to profiles not being selected for jobs they may be relevant for.
- The full factor level definition has been included rather than a truncated version – JEG is aware that profiles are often used and viewed by people other than trained panel practitioners so want to ensure that the wording was comprehensive.
- The way in which the bold and non-bold text is displayed has also been changed for the same reason.
- Where existing profiles have lower range scores below the band boundary, some lower scores have been

### **Profile comparisons**

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## Nursing band 7

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

<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Revised wording</b>	<b>JE level</b>
<b>1. Communication &amp; Relationship Skills</b>	<p><b>Provide and receive complex, sensitive information; barriers to understanding/ Provide and receive highly complex, sensitive or contentious information; barriers to understanding; Present complex, sensitive or contentious information to large groups</b></p> <p>Communications condition related information to patients/clients and carers/Communicates very sensitive, complex condition related information to patients, relatives, empathy and reassurance; presentations to groups on sensitive issues</p>	4a-5ab	<p><b>4a Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding;</b></p> <p>Communicates sensitive/ confidential information concerning patients/clients requiring empathy, persuasion and reassurance/ Some patients may have 'additional' needs</p> <p><b>Or</b></p>	4a-5ab

			<p><b>5a Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding</b></p> <p>Communicates highly sensitive, confidential information e.g. safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance; e.g.life limiting/changing information</p> <p><b>And/or</b></p> <p><b>5c providing and receiving complex, sensitive or contentious information, where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere</b></p> <p>Communicates complex, sensitive or contentious information concerning patients/clients patients/clients may be challenging behaviours e.g. unpredictable behaviours due to client group</p>	
<b>2. Knowledge, Training &amp;</b>	<b>Highly developed specialist knowledge, underpinned by theory and experience</b>	<b>7</b>	<b>Highly developed specialist knowledge, underpinned by theory and experience</b>	<b>7</b>

<b>Experience</b>	Professional knowledge acquired through degree supplemented by post graduate diploma specialist training, experience, short courses plus further specialist training to masters equivalent level		Professional/clinical knowledge acquired through degree, supplemented by specialist training, experience, short courses, CPD to Masters level or equivalent	
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</b> Skills for assessing and interpreting specialist patient/client conditions, appropriate action; skills for development of specialised programmes	4	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</b> Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multiple pathology and complex health and social needs/ conditions, interpretation of investigation/test outcomes; ordering diagnostic tests. Selecting appropriate referral pathway	4
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b> Plans specialised nursing service provision and/or specialised health and education programmes; coordinates multi-disciplinary groups in specialist area	3	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b> Plans specialised nursing service provision and/or specialised health and education programmes; coordinates multi-disciplinary groups in specialist area e.g include planning and running of nurse led clinics	3
<b>5. Physical Skills</b>	<b>Physical skills obtained through practice/ Highly developed physical skills, accuracy important, manipulation of fine tools, materials</b> Dexterity coordination for driving, immunisation/ Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures	2-3b	<b>3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error</b> Restraint of patients/clients using approved techniques;	3ab

			<p>And/or</p> <p><b>3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</b></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>	
<p><b>6. Responsibility for Patient/Client</b></p>	<p><b>Develop specialised programmes of care/ care packages; Provide highly specialised advice concerning care</b></p> <p>Assesses, develops and implements specialist nursing care programmes and/or specialised health and education programmes; highly specialist advice to patients/clients, carers, relatives and other professionals</p>	6ac	<p><b>6a Develops specialist programmes of care</b></p> <p>Assesses care plans, develops, implements and evaluates specialised programmes of care/ care packages;</p> <p>And/or</p> <p><b>6c Provides highly specialised advice concerning care</b></p> <p>Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients, to nurses and multi-disciplinary team clinicians and colleagues.</p>	6ac
<p><b>7. Responsibility for Policy/Service Development</b></p>	<p><b>Propose policy or service changes, impact beyond own area</b></p> <p>Develops protocols for specialist area, impact on other disciplines</p>	3	<p><b>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity</b></p> <p>Significant contributor to development/leads implement of</p>	3

			the development of protocols for specialist area, impact on other disciplines within multi-disciplinary team.	
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<p><b>Personal duty of care in relation to equipment, resources/ Maintain stock control; Authorised signatory, small payments</b></p> <p>Personal duty of care/ Orders specialist supplies; authorises overtime, agency nurse payments</p>	1-2cd	<p><b>1 Observes personal duty of care in relation to equipment and resources used in course of work.</b></p> <p>Responsible for equipment used</p> <p>Or</p> <p><b>2(a) Regularly handles or processes cash, cheques, patients' valuables</b></p> <p>Handles patient valuables;</p> <p>And/Or</p> <p><b>2(b) Responsible for the safe use of equipment other than equipment which they personally use</b></p> <p>Dismantling and assembling equipment for use by other staff or patients/clients</p> <p>And/Or</p> <p><b>2(c) Responsible for maintaining stock control and/or security of stock</b></p> <p>Orders supplies, stock or equipment e.g. to maintain sufficient resources for own work /ward area or team</p> <p>And/Or</p>	1-2abcd

			<p><b>(d) Authorised signatory for small cash/financial payments</b>          Authorised to sign off e.g. expenses, agency/bank timesheets</p>	
<p><b>9. Responsibility for Human Resources</b></p>	<p><b>Professional /clinical supervision; Provide training in own discipline/ Teach/deliver specialist training</b>          Supervises other nurses, students; provides training/ Specialist training</p>	2bc-3c	<p><b>2 (a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service</b>          Supervises work of others in the team or MDT</p> <p>And/Or</p> <p><b>2 (b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students</b>          Regular clinical supervision of staff, students</p> <p>And/Or</p> <p><b>2 (c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments</b>          Regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work</p>	2abc-3ac

			<p>Or</p> <p><b>3(a) Responsible for day to day management of a group of staff</b> Lead and manage a specialist team of nurses</p> <p>And/or</p> <p><b>3(c) Responsible for the delivery of specialist training</b> Provide specialist education to training to own and other professions</p>	
<b>10. Responsibility for information Resources</b>	<b>Record personally generated information</b> Maintains work-related records	1	<b>Record personally generated information</b> Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1
<b>11. Responsibility for Research &amp; Development</b>	<b>Regularly undertake R &amp; D activity; clinical trials; equipment testing, adaptation/ R&amp;D activities as major job requirement</b> Undertakes research, leads clinical audit in own area	2ab-3	<b>Regularly undertake R &amp; D activity as a requirement of the job</b> Undertakes R&D activity; clinical trials; equipment testing . Regular undertaking of multi stranded audit/relevant research e.g. measurement of service effectiveness/patient satisfaction to support e improvement in service/clinical outcomes	2a
<b>12. Freedom to Act</b>	<b>Broad occupational policies</b> Accountable for own professional actions,	4	<b>Expected results are defined but the post holder decides how they are best achieved and is guided by principles</b>	4



	lead specialist for defined area		<p><b>and broad occupational policies or regulations. Guidance may be provided by peers or external reference points.</b></p> <p>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.</p>	
<b>13. Physical Effort</b>	<p><b>Combination of sitting, standing, walking/ Occasional moderate effort for several short periods</b></p> <p>Some lifting, e.g. training equipment/ Moves. Manoeuvres patients</p>	1-2d	<p><b>2(a) There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of working time</b></p> <p>And/or</p> <p><b>2(b) there is a frequent requirement for light physical effort for several short periods during a shift.</b></p> <p>And/or</p> <p><b>2(c) there is an occasional requirement to exert light physical effort for several long periods during a shift.</b></p> <p><b>2(d) there is an occasional requirement to exert moderate physical effort for several long periods during a shift.</b></p> <p><b>Or</b></p> <p><b>3(a) There is a frequent requirement to exert light physical effort for several long periods during a shift</b></p>	2abcd-3ac

			<p><b>And/or</b></p> <p><b>3(b) there is an occasional requirement to exert moderate physical effort for several long periods during the shift</b></p> <p><b>And/or</b></p> <p><b>3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift</b></p> <p>Walks and stands most of shift; kneels and crouches to e.g. dress wounds Manoeuvres patients with mechanical aids, lifts substantial equipment</p>	
<b>14. Mental Effort</b>	<p><b>Frequent concentration; work pattern predictable</b> Concentration on patient assessments, injections, schedule of visits, reports, meetings, data analysis</p>	2a	<p><b>2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention</b> Concentrations in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests</p> <p>Or</p> <p><b>2(b) there is an occasional requirement for concentration</b></p>	2ab-3a

			<p><b>where the work pattern is unpredictable</b> Occasional interruptions to deal with e.g. bleep</p> <p>Or</p> <p><b>3(a)There is a frequent requirement for concentration where the work pattern is unpredictable</b> Frequent interruptions e.g. to deal with unpredictable client behaviour</p>	
<b>15. Emotional Effort</b>	<p><b>Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances</b> Challenging behaviour from patients/clients/ Imparts news of terminal illness, bereavement</p>	2a-3ab	<p><b>2 (a) Occasional exposure to distressing or emotional circumstances,</b></p> <p>Or</p> <p><b>3 (a) Frequent exposure to distressing or emotional circumstances</b></p> <p>2a Occasionally/ 3a Frequently gives and explains unwelcome news to patients/relatives,</p> <p>Or</p> <p><b>3(b) Occasional exposure to highly distressing or emotional circumstances</b> Involvement and/or care of terminally ill/ directly deals with safeguarding issues, e.g. child abuse / patients who exhibit challenging behaviour</p>	2a-3ab

<p><b>16. Working Conditions</b></p>	<p><b>Frequent unpleasant conditions/Occasional/ Frequent highly unpleasant conditions</b> Body odours, dust, noise/ Body fluid, verbal aggression</p>	<p>3ab-4b</p>	<p><b>3(a) Frequent exposure to unpleasant working conditions</b> Being in the vicinity of unpleasant odours, dust, noise</p> <p>And/Or</p> <p><b>3(b) occasional exposure to highly unpleasant working conditions</b> Occasional direct contact Body fluids, deals with verbal aggression form patients/clients/service users, families or carers</p> <p>Or</p> <p><b>4(b) frequent exposure to highly unpleasant working conditions</b> Frequent direct contact with e.g. uncontained body fluids fleas lice noxious fumes</p>	<p>3ab-4b</p>
<p><b>Total score</b></p>	<p><b>Band 7 = 466-539</b></p>		<p><b>486 -538</b></p>	

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

<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Revised wording</b>	<b>JE level</b>
<b>1. Communication &amp; Relationship Skills</b>	<p><b>Provide and receive complex, sensitive information; barriers to understanding/ Provide and receive highly complex, sensitive or contentious information; barriers to understanding; hostile, antagonistic or highly emotive atmosphere</b></p> <p>Communicates sensitive/highly sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance. Some may have special needs; patients/clients may be hostile, antagonistic</p>	4a-5ac	<p><b>4a Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathetic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</b></p> <p>Communicate sensitive/highly sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance.</p> <p>Or</p> <p><b>5a Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiation,</b></p>	4a-5ac

			<p><b>training, empathetic, or reassurance skills are required. This may be because agreement or co-operation is required or there are barriers to understanding.</b></p> <p>Communicate highly sensitive, confidential information e,g, safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance; eg.life limiting and or life changing information</p> <p>And/or</p> <p><b>5c Providing and receiving complex, sensitive or contentious information, where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere.</b></p> <p>Communicate complex, sensitive or contentious information to patients/clients that may be challenging/unpredictable in their behaviours due to client group.</p>	
<b>2. Knowledge, Training &amp; Experience</b>	<p><b>Specialist knowledge across range of procedures underpinned by theory</b></p> <p>Professional knowledge acquired through degree supplemented by diploma level specialist training, experience, short courses</p>	6	<p><b>Specialist knowledge across range of procedures underpinned by theory.</b></p> <p>Professional knowledge acquired through degree supplemented by post registration/graduate specialist training, experience and/or short courses or equivalent</p>	6

<b>3. Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</b> Skills for assessing and interpreting complex needs of patients/clients and staffing issues	4	<b>Judgements involving complex facts or situations, which require the analysis, interpretation, and comparison of a range of options.</b> Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multi-pathology and complex health and social needs/ conditions, decisions on whether to order and/or making an interpretation of investigation/test outcomes/selecting appropriate pathway	4
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan and organise complex activities or programmes, requiring formulation, adjustment</b> Plans delivery of specialist nursing care, allocation and deployment of staff, coordinates multi agency activities	3	<b>Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</b> Plans specialised nursing service provision and/or specialised health and education programmes; co-ordinates multi-disciplinary groups in specialist area e.g. include planning and running of nurse led clinics.  Plans delivery of specialist nursing care, allocation and deployment of staff, co-ordinates multi-agency activities.	3
<b>5. Physical Skills</b>	<b>Developed physical skills; manipulation of objects, people; narrow margins for error; manipulation of fine tools, materials</b> Restraint of patients/clients using approved techniques; Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	3ab	<b>3a The post requires developed physical skills, where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margin for error.</b> Restraint of patients/clients using approved techniques; dexterity and accuracy required for e.g. intravenous	3ab

			<p>injections, syringe pumps and infusion, insertion of catheters and removal of sutures, PICC lines,peg tubes.</p> <p><b>And/or</b></p> <p><b>3b The post requires developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</b> Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures.</p>	
<p><b>6. Responsibility for Patient/Client</b></p>	<p><b>Provide specialised advice in relation to care/ Develop specialised programmes of care/ care packages; Provide highly specialised advice concerning care; accountable for direct delivery of sub-division of a clinical, clinical technical or social care service(s)</b> Assesses, develops and implements nursing care programmes/ Specialist nursing care programmes; provides highly specialist advice; responsibility for delivery of a service for a geographical area</p>	<p>5a-6acd</p>	<p><b>6a Develops specialised programmes of care/care packages.</b> Assess care plans, develops, implements and evaluates specialist programmes of care/care packages.</p> <p><b>And/or</b></p> <p><b>6c Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients.</b> Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients, to nurses and multi-disciplinary team clinicians and colleagues.</p> <p><b>And/or</b></p>	<p>6acd</p>



			<p><b>6d Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service.</b></p> <p>Is responsible for leading and delivering a service for a geographical area/unit/specialist team.</p>	
<p><b>7. Responsibility for Policy/Service Development</b></p>	<p><b>Implement policies and propose changes to practices, procedures for own area/ Propose policy or service changes, impact beyond own area</b></p> <p>Contributes to policy and practice changes arising from e.g. audits, complaints/ Contributes to policies which impact on other areas</p>	2-3	<p><b>2 Implements policies for own work area and proposes changes to working practices or procedures for own work area.</b></p> <p>Contributes or participates to policy and practice changes arising from e.g. audits, complaints.</p> <p><b>Or</b></p> <p><b>3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.</b></p> <p>Lead nursing contributor to and proposes changes to policies which impact on other areas e.g. changes to pathways within service which impact on the multi-disciplinary team.</p> <p><b>Or</b></p> <p><b>4 Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity.</b></p> <p>Accountable and responsible for leading on developing and implementing policies and ensuring compliance and standards of care, including e.g. NMC standards and maintained by all staff</p>	2-3-4

<p><b>8. Responsibility for Financial &amp; Physical Resources</b></p>	<p><b>Authorised signatory; Hold delegated budget/Budget holder for department/service</b>          Authorises overtime for nursing and support staff, responsible for supplies; holds delegated budget/ Holds budget</p>	<p>3ad-4a</p>	<p><b>3a Authorised signatory for cash/financial payments.</b>          Sign off expenses, authorising agency/bank spend.</p> <p><b>And/or</b></p> <p><b>3b Responsible for the purchase of some physical assets or supplies.</b>          Purchase/approve equipment or supplies; making recommendation and decision on appropriate suppliers.</p> <p><b>And/or</b></p> <p><b>3c Monitors or contributes to the drawing up of department/service budgets or financial initiatives.</b>          Oversee and/or monitoring management of budget and best use of resource allocation and/or cost improvement plans.</p> <p><b>And/or</b></p> <p><b>3d Holds a delegated budget from a budget for a department/service.</b>          Hold delegated budget for section/team.</p>	<p>3abcd</p>
<p><b>9. Responsibility for Human Resources</b></p>	<p><b>Day to day management; Allocate, place and supervise staff or students/ Line manager for single function or department</b>          Manages staff; organises student placements or allocates placement and supervision of staff, students/ Line</p>	<p>3ab-4a</p>	<p><b>3a Responsible for day to day management of a group of staff.</b>          Manages staff; organises student placements.</p> <p><b>And/or</b></p>	<p>3abc-4ab</p>

	management		<p><b>3b Responsible for the allocation or placement and subsequent supervision of qualified staff or students.</b> Allocates placement and supervision of staff, students.</p> <p><b>And/or</b></p> <p><b>3c Responsible for the teaching/delivery of core training on a range of subjects or specialist training.</b> Delivers specialist training to nurses and/or other members of the multi-disciplinary team.</p> <p><b>Or</b></p> <p><b>4a Responsible as line manager for a single function or department.</b> Line manage staff within own area of responsibility/service, including recruitment, development, and performance.</p> <p><b>And/or</b></p> <p><b>4b Responsible for the teaching or devising of training and development programmes as a major job responsibility.</b> Develop and deliver training packages and/or teaches other groups of staff as a major job responsibility.</p>	
<b>10. Responsibility for information</b>	<b>Record personally generated information</b> Maintains work-related records	1	<b>Record personally generated information.</b> Maintains work related records.	1

<b>Resources</b>				
<b>11. Responsibility for Research &amp; Development</b>	<p><b>Undertake surveys or audits, as necessary to own work/ Regularly undertake R &amp; D activity; clinical trials; equipment testing</b></p> <p>May undertake/ Undertakes R&amp;D activity; clinical trials; equipment testing</p>	1-2abc	<p><b>Regularly undertakes R&amp;D activity as a requirement of the job.</b></p> <p>Regular undertaking of multi-stranded audit/relevant research e.g. measurement of service effectiveness/patient satisfaction to support e improvement in service/clinical outcomes.</p>	2a
<b>12. Freedom to Act</b>	<p><b>Broad occupational policies</b></p> <p>Accountable for own professional actions, manages team and interprets policy</p>	4	<p><b>Expected results are defined but the post holder decides how they are best achieved and is guided by principles and broad occupational policies or regulations. Guidance may be provided by peers or external reference points.</b></p> <p>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</p>	4
<b>13. Physical Effort</b>	<p><b>Combination of sitting, standing, walking/ Frequent light effort for several short periods; occasional moderate effort for several short periods/ Frequent moderate effort for several short periods</b></p> <p>Walks, sits and stands/Walks and stands most of shift; kneels and crouches to e.g. dress wounds/Manoeuvres patients, lifts substantial equipment</p>	1-2bd-3c	<p><b>3a There is a frequent requirement to exert light physical effort for several long periods during a shift.</b></p> <p>Turns manoeuvres patients for toileting, bathing, using aids, will be kneeling/crawling into cramped spaces/working at bed/wheel chair height</p> <p><b>And/or</b></p> <p><b>3b There is an occasional requirement to exert moderate physical effort for several long periods during a shift.</b></p>	3abc

			<p><b>And/or</b></p> <p><b>3c There is a frequent requirement to exert intense physical effort for several short periods during a shift.</b></p> <p>3b/c Kneels and crouches to dress wounds; Manoeuvres patients, lifts substantial equipment.</p>	
<b>14. Mental Effort</b>	<p><b>Frequent concentration; work pattern predictable/ Unpredictable</b></p> <p>Concentration in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests/ Interruptions to deal with unpredictable client behaviour, staffing issues</p>	2a-3a	<p><b>2a There is a frequent requirement for concentration where the work pattern is predictable, with few competing demands for attention.</b></p> <p>Concentration in providing clinical care e.g. immunisation.</p> <p><b>Or</b></p> <p><b>3a There is a frequent requirement for concentration where the work pattern is unpredictable.</b></p> <p>Calculating drug doses for infusion, carrying out tests with interruptions to deal with unpredictable client behaviour, staffing issues.</p>	2a-3a
<b>15. Emotional Effort</b>	<p><b>Occasional distressing or emotional circumstances/ Occasional/frequent highly distressing or emotional circumstances/</b></p> <p>Imparts unwelcome news, care of terminally ill/ Safeguarding issues, e.g. child abuse. Some challenging behaviour</p>	2a-3a-4b	<p><b>3a Frequent exposure to distressing or emotional circumstances.</b></p> <p>Imparts unwelcome news, care of terminally ill</p> <p><b>Or</b></p> <p><b>4b Frequent exposure to highly distressing or highly emotional circumstances.</b></p>	3a-4b

			Safeguarding issues, e.g. child abuse. Some challenging behaviour	
<b>16. Working Conditions</b>	<b>Occasional/Frequent unpleasant conditions/Occasional/Frequent highly unpleasant conditions</b> Body odours, dust, noise/ Body fluid, verbal aggression	2a- 3ab- 4b	<b>3b Occasional exposure to highly unpleasant working conditions.</b>  <b>Or</b>  <b>4b Frequent exposure to highly unpleasant working conditions.</b>  3b/4b Body odours, dust, noise/Body fluid, verbal aggression	3b-4b
<b>Total score</b>	<b>Band 7 = 466-539</b>		<b>Band 7 = 466-539</b>	<b>437</b>

## Nursing Band 8 - 9

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

<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE Level</b>	<b>Revised wording</b>	<b>JE level</b>
<b>1. Communication</b>	<b>Provide and receive highly complex, sensitive or contentious information; barriers to understanding;</b>	5ab	<b>5a Providing and receiving highly complex, highly sensitive or highly contentious information; where</b>	5a-b-c

<p><b>&amp; Relationship Skills</b></p>	<p><b>Present complex, sensitive or contentious information to large groups</b>  Communicates service-related information to senior managers, staff, patients/clients, carers, external agencies: requires negotiating, persuasive, motivational, reassurance skills; gives formal presentations</p>		<p><b>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.</b>  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><b>And/or</b></p> <p><b>5b Presenting complex, sensitive or contentious information to a large group of staff or members of the public.</b>  Deliver training or presenting information to large groups (of around 20 people or more) in a formal setting.</p> <p><b>And/or</b></p> <p><b>5c Providing and receiving complex, sensitive or contentious information where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere.</b>  Communicates service-related information e.g. safeguarding issues to senior managers, staff, patients/clients, carers, external agencies.</p>	
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<b>2. Knowledge, Training &amp; Experience</b>	<b>Highly developed specialist knowledge, underpinned by theory and experience</b> Professional knowledge acquired through degree supplemented by post graduate diploma specialist training, experience, short courses plus further specialist training to masters equivalent level	7	<b>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience.</b> Professional/clinical knowledge acquired through degree, supplemented by specialist training, experience, short courses, CPD to Masters level or equivalent	7
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Complex facts or situations requiring analysis, interpretation, comparison of a range of options</b> Skills for analysis of service, patient/client, organisation, staffing issues and case management	4	<b>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</b> 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
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan and organise broad range of complex activities; formulates, adjusts plans or strategies</b> Planning of strategies which impact across the service and sector, e.g. care coordination, infection control	4	<b>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.</b> 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
<b>5. Physical Skills</b>	<b>Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; manipulation of fine tools, materials</b>	2-3ab	<b>2 The post requires developed physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or</b>	2-3ab

	Driving, carries out immunisations/ Restraint of patients/clients using approved techniques; dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures		<p><b>keyboard skills, use of some tools and types of equipment.</b></p> <p>Driving, standard keyboard skills, carries out immunisations.</p> <p><b>Or</b></p> <p><b>3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error.</b></p> <p>Restraint of patients/clients using approved techniques.</p> <p><b>And/or</b></p> <p><b>3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement or speed. This level of skill may be required for manipulation of fine tools or materials.</b></p> <p>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.</p>	
<b>6. Responsibility for Patient/Client</b>	<p><b>Provide highly specialised advice concerning care; Accountable for direct delivery of sub-division of a clinical, clinical technical or social care service</b></p> <p>Delivers highly specialised case management advice to the multi disciplinary team across sectors; accountable</p>	6cd	<p><b>6a Develops specialist programmes of care/care packages</b></p> <p>Assess care plans, develops, implements and evaluates programmes of care/care packages.</p>	6acd

	for service delivery		<p><b>And/or</b></p> <p><b>6c Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients.</b> Delivers highly specialised case management advice to the multi-disciplinary team across sectors.</p> <p><b>And/or</b></p> <p><b>6d Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service.</b> Be accountable for service delivery within a specific and defined service.</p>	
<b>7. Responsibility for Policy/Service Development</b>	<p><b>Responsible for policy implementation and development for a service</b> Develops and implements integrated care policies across primary and acute settings</p>	4	<p><b>Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity.</b> 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.</p>	4
<b>8. Responsibility for Financial &amp; Physical Resources</b>	<p><b>Authorised signatory; Purchase of some assets; monitoring budgets</b> Signs off expenses; orders supplies; oversees management of budget</p>	3abc	<p><b>3a Authorised signatory for cash/financial payments.</b> Signs off expenses, authorising agency/bank spend/</p> <p><b>And/or</b></p>	3abc

			<p><b>3b Responsible for the purchase of some physical assets or supplies.</b> Purchase/approve equipment or supplies; making recommendation and decision on appropriate suppliers.</p> <p><b>And/or</b></p> <p><b>3c Monitors or contributes to the drawing up of department/ service budgets financial initiatives.</b> Oversees and/or monitoring management of budget and best use of resource allocation and/or cost improvement plans.</p>	
<p><b>9. Responsibility for Human Resources</b></p>	<p><b>Line manager for single function or department; Teach, devise training and development programmes, major job responsibility</b> Manages own staff, including recruitment, development, performance; devises training packages and teaches other groups of staff</p>	4ab	<p><b>4a Responsible as line manager for a single function or department.</b> Line manage staff within own area of responsibility/service, including recruitment, development, and performance.</p> <p><b>And/or</b></p> <p><b>4b Responsible for the teaching or devising of training and development programmes as a major job responsibility.</b> Develop and deliver training packages and/or teaches other groups of staff.</p>	4ab
<p><b>10. Responsibility for information Resources</b></p>	<p><b>Record personally generated information</b> Maintains work-related records</p>	1	<p><b>Records personally generated information.</b> Record and maintains own work related records.</p>	1

<b>11. Responsibility for Research &amp; Development</b>	<b>Undertake surveys or audits, as necessary to own work</b> Undertakes audits of complaints, clinical incidents; trails of equipment	1	<b>1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&amp;D, clinical trials or equipment testing.</b> Undertake audits of complaints, clinical incidents, and trails equipment.  <b>Or</b>  <b>2a Regularly undertakes R&amp;D activity as a requirement of the job.</b> Undertake regular and/or complex research; leads and/or initiates clinical audit in own area/service.	1-2a
<b>12. Freedom to Act</b>	<b>General policies, need to establish interpretation</b> Responsible for establishing how policies should be interpreted	5	<b>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.</b> Operates independently, manages department, interprets organisational policies.	5
<b>13. Physical Effort</b>	<b>Combination of sitting, standing, walking/ Frequent light effort for several short periods; occasional moderate effort for several short periods</b> Light physical effort/ Effort required for carrying out clinical duties	1-2bd	<b>1 A combination of sitting, standing and walking with little requirement for physical effort. There may be a requirement to exert light physical effort for short periods.</b> Walks and stands for most of shift.  <b>Or</b>  <b>2b There is a frequent requirement for light physical effort for several short periods during a shift.</b>	1-2bd

			<p>Kneels and crouches e.g. to dress wounds.</p> <p><b>And/or</b></p> <p><b>2d There is an occasional requirement to exert moderate physical effort for several short periods during a shift.</b></p> <p>Manoeuvres patients, use of hoists/lifting of equipment some of which will be substantial.</p>	
<b>14. Mental Effort</b>	<p><b>Frequent concentration; work pattern unpredictable</b></p> <p>Concentration for writing reports, meetings, patient/client assessment, interruptions to deal with service issues</p>	3a	<p><b>2a There is a frequent requirement for concentration where work pattern is predictable with few competing demands for attention.</b></p> <p>Concentration for writing reports, investigating complaints, meetings, undertaking patient/client assessment.</p> <p><b>And/or</b></p> <p><b>2b There is an occasional requirement for concentration where the work pattern is unpredictable.</b></p> <p>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
<b>15. Emotional Effort</b>	<p><b>Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances</b></p> <p>Deals with staff problems, patient complaints, conveys unwelcome news/ Care of the terminally ill; unexpected</p>	2a-3ab	<p><b>2a Occasional exposure to distressing or emotional circumstances.</b></p> <p>Deals with staff problems, patient complaints, conveys unwelcome news.</p> <p><b>Or</b></p>	2a-3ab

	deaths		<p><b>3a Frequent exposure to distressing or emotional circumstances.</b></p> <p><b>And/or</b></p> <p><b>3b Occasional exposure to highly distressing or highly emotional circumstances.</b></p> <p>3a/b Care of the terminally ill; unexpected deaths; involvement in safeguarding and abuse.</p>	
<b>16. Working Conditions</b>	<p><b>Occasional/ Frequent unpleasant conditions;</b></p> <p><b>Occasional highly unpleasant conditions</b></p> <p>Body odours, dust, noise/ Body fluid, verbal aggression</p>	2-3ab	<p><b>2a Occasional exposure to unpleasant working conditions.</b></p> <p>Exposed to body odours, dirt, dust, smell or noise</p>	2a
<b>Total score</b>	<b>Band 8a = 540-584</b>		<b>Band 8a = 540-584</b>	

<b>Profile Label:</b>	<b>Nurse Consultant</b>	<b>8a-c</b>
<b>Job Statement</b>	1. Provides expert professional advice to patients, carers and colleagues 2. Undertakes research in a specialist area 3. Provides education and training to other staff, students 4. Ensures the maintenance of clinical excellence	1. Provides expert professional advice to patients, carers and colleagues 2. Undertakes research in a specialist area 3. Provides education and training to other staff, students 4. Ensures the maintenance of clinical excellence

<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE level</b>	<b>Revised wording</b>	<b>JE Level</b>
<b>1. Communication &amp; Relationship Skills</b>	Provide and receive highly complex, sensitive or contentious information, barriers to understanding/present complex information to large groups Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required; presents specialist information to large groups of staff	5(a)/5(b)	<p><b>5a Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding</b></p> <p>Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required;</p> <p><b>And/or</b></p> <p><b>5b Presenting complex, sensitive or contentious information to a large group of staff or members of the</b></p>	5ab



			<p><b>public</b></p> <p>Presents specialist information to large groups of staff</p>	
<p><b>2. Knowledge, Training &amp; Experience</b></p>	<p>Highly developed specialist knowledge, underpinned by theory and experience</p> <p>Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to master's level equivalent</p>	7	<p><b>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience.</b></p> <p>Professional nursing and clinical knowledge acquired through nursing degree supplemented by specialist clinical training, experience, short courses, to master's level equivalent</p>	7
<p><b>3. Analytical &amp; Judgemental Skills</b></p>	<p>Complex/highly complex facts or situations, requiring analysis, interpretation, comparison of a range of options</p> <p>Makes operational judgements, manages conflicting views/ reconciles inter and intra professional differences of opinion</p>	4/5	<p><b>4 Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</b></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><b>And/Or</b></p> <p><b>5 Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options</b></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
<p><b>4. Planning &amp; Organisational</b></p>	<p>Plan and organise complex activities, programmes, requiring formulation, adjustment</p>	3	<p><b>Plan and organise complex activities, programmes, requiring formulation, adjustment</b></p>	3

<b>Skills</b>	Plans specialist nursing service provision, including education and training		Plans specialist nursing service provision, including education and training; co-ordinates activities e.g. bed management, discharge planning, MDT case conferences	
<b>5. Physical Skills</b>	Highly developed physical skills, accuracy important, manipulation of fine tools, materials/highly developed skills, high degree of precision <i>Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, remove of sutures/undertakes suturing, endoscopies</i>	3(b)–4	<b>3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</b> Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, remove of sutures  <b>And/Or</b>  <b>4 The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential.</b> Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, co-ordination and sensory skills for use of fine surgical tools e.g. scalpels	3(b)–4
<b>6. Responsibility for Patient/Client</b>	Develop highly specialised programmes of care; care packages; provide highly specialised advice concerning care Develops and implements specialist care packages; provide clinical advice in specialist area	6(a) (c)	<b>6a Develop highly specialised programmes of care; care packages</b> Develops and implements specialist care packages; responsible for a clinical caseload within a speciality  <b>And/or</b>  <b>6c Provide highly specialised advice concerning care</b> Provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education	6(a) (c)

			to support patient care	
<b>7. Responsibility for Policy/Service Development</b>	Propose policy or service changes, impact beyond own area/responsible for policy implementation, development for a service Develops protocols for specialist area, impact on other disciplines/develops policies for specialist service	3–4	<b>3 Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity.</b> Develops protocols for specialist area, devises and implements new ways of working, identifies service improvements that impact on other disciplines  <b>Or</b> <b>4 Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity.</b> Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient pathways, clinical policy.	3 – 4
<b>8. Responsibility for Financial &amp; Physical Resources</b>	Personal duty of care in relation to equipment, resources/safe use of equipment other than equipment used personally; authorised signatory, small payments/authorised signatory; holds delegated budget Personal duty of care/responsible for ensuring the safe use of specialist equipment; authorised signatory for overtime payments/delegated budget holder for specialist budget	1/2(b)(d) / 3(a)(d)	<b>1 Observes personal duty of care in relation to equipment and resources used in course of work.</b> Personal duty of care  <b>And/or</b> <b>2b Responsible for the safe use of equipment other than equipment which they personally use</b> responsible for ensuring the safe use of specialist equipment;  <b>And/or</b> <b>2d Authorised signatory for small cash/financial payments</b>	1/ 2(b)(d) / 3(a)(d)

			<p>Authorised signatory for e.g. supplementary staffing, overtime payments, up to £1000 per month</p> <p><b>Or</b></p> <p><b>3a Authorised signatory for cash/financial payments</b> Authorised signatory for e.g. supplementary staffing, overtime payments, over £1000 per month</p> <p><b>And/Or</b></p> <p><b>3d holds a delegated budget from a budget for a department/service</b> Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects</p>	
<b>9. Responsibility for Human Resources</b>	<p>Teach, deliver core training, range of subjects/teach, devise training and development programmes, major job responsibility</p> <p>Provides specialist training and education /develops education programmes</p>	3(c)– 4(b)	<p><b>3c Responsible for the teaching/delivery of core training on a range of subjects or specialist training</b> Ongoing and significant responsibility for providing specialist clinical/nursing training and education</p> <p><b>Or</b></p> <p><b>4b Responsible for the teaching or devising of training and development programmes as a major job responsibility</b> Devises, develops and delivers clinical/nursing education programmes as part of the job purpose and/or major job duty</p>	3(c)– 4(b)
<b>10. Responsibility</b>	<p>Records personally generated information</p> <p>Maintains patient/client records, records research</p>	1	<p><b>Records personally generated information</b></p> <p>Maintains patient/client records, records research results</p>	1

<b>for information Resources</b>	results			
<b>11. Responsibility for Research &amp; Development</b>	R&D activities as major job requirement/co-ordinate, implement R&D activity as job requirement/initiate, develop R&D activities Conducts research in specialist area/member of audit, research steering group developing trust wide research	3/4/5	<p><b>3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement.</b> Conducts research in specialist area as an ongoing part of the role for 20% or more of the working week</p> <p><b>Or</b></p> <p><b>4: Responsible for co-ordinating and implementing R &amp; D programmes or activity as a requirement of the job.</b> Member of audit, research steering group responsible for developing organization wide research; coordinates local, regional or national research programme.</p> <p><b>Or</b></p> <p><b>5: Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R &amp; D programmes or activities, which support the objectives of the broader organisation.</b> Initiating organization wide research programmes to support broad organizational aims, including securing funding as a significant part of working time.</p>	3 / 4 / 5
<b>12. Freedom to Act</b>	General policies, need to establish interpretation Responsible for establishing how policies should be interpreted	5	<p><b>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.</b> Responsible for establishing how policies, legislation,</p>	5

			governance and guidelines should be interpreted and advising the organization on these	
<b>13. Physical Effort</b>	Occasional moderate effort for several short periods Moves, manoeuvres patients	2(d)	<b>There is an occasional requirement to exert moderate physical effort for several short periods during a shift.</b> Moves, manoeuvres patients e.g. from bed to chair	2(d)
<b>14. Mental Effort</b>	Frequent concentration, work pattern unpredictable Concentration for patient care; interruptions for patient, staff needs	3(a)	<b>There is a frequent requirement for concentration where the work pattern is unpredictable</b> Concentration for delivery of patient care; interruptions to deal with e.g. patient care, staff, operational issues requiring a change in activity; Frequent Interruptions to deal with unpredictable client behaviour	3(a)
<b>15. Emotional Effort</b>	<b>Frequent distressing or emotional circumstances; occasional/frequent highly distressing or emotional circumstances</b> Works with terminally ill patients/imparts unwelcome news to staff, patients	3(a)(b) /4	<b>3(a) Frequent exposure to distressing or emotional circumstances</b> Imparts unwelcome news to staff, patients (weekly)  <b>And/or</b>  <b>3(b) occasional exposure to highly distressing or highly emotional circumstances</b> Occasionally (monthly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse or patients who exhibit challenging behaviour  <b>Or</b>  <b>4(b) frequent exposure to highly distressing or highly emotional circumstances</b> Frequently (weekly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse	3(a) 3(b)/ 4b

<b>16. Working Conditions</b>	<b>Occasional /frequent exposure to highly unpleasant conditions</b> Body fluids, faeces, vomit, smells and foul linen	3(b)– 4(b)	<b>3b Occasional exposure to highly unpleasant conditions</b> Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen  <b>Or</b>  <b>4b frequent exposure to highly unpleasant conditions</b> Frequent direct exposure to body fluids, faeces, vomit, smells and foul linen	3(b)– 4(b)
<b>Total score</b>	JE Score 542–650	Band 8A/8B /8C	8a 540–584 8b 585–629 8c 630–674	JE Score  542– 650

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

<b>Factor</b>	<b>Relevant Job Information</b>	<b>JE level</b>	<b>Revised wording</b>	<b>JE level</b>
<b>1.Communication &amp; Relationship Skills</b>	<p><b>Provide and receive highly complex, sensitive or contentious information; barriers to understanding/present complex information to large groups</b></p> <p>Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required; highly complex service information at board level; presents specialist information to large groups of staff</p>	5 (a)/ 5 (b)	<p><b>5a Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding</b></p> <p>5a Communicates very sensitive, complex condition related information to patients, relatives, empathy, reassurance required;</p>	5 (a)/ 5 (b)



			<b>5b Presenting complex, sensitive or contentious information to a large group of staff or members of the public</b> presents specialist information to large groups of staff	
<b>2. Knowledge, Training &amp; Experience</b>	<b>Advanced theoretical and practical knowledge</b> Professional knowledge acquired through degree/diploma supplemented by specialist training, experience, short courses, to doctorate level or equivalent	8	<b>Advanced theoretical and practical knowledge</b> 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	8a
<b>3. Analytical &amp; Judgemental Skills</b>	<b>Highly complex facts or situations, requiring analysis, interpretation, comparison of a range of options.</b> Reconciles inter and intra professional differences of opinion, judgements on complex clinical issues	5	<b>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options</b> 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	5
<b>4. Planning &amp; Organisational Skills</b>	<b>Plan and organise broad range of complex activities, requiring formulation, adjustment of plans, strategies/ formulate long-term strategic plans, involving uncertainty, impact across the whole organisation</b> Responsible for service development, education, training in specialist field/ strategic planning for	4-5	<b>4 Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies.</b> 4 Responsible for service development, education, training in specialist field, workforce planning with impact across a	4- 5

	specialist service for region, impacting on external agencies		service or agencies  <b>And/Or</b>  <b>5 Formulating long-term, strategic plans, which involve uncertainty and which may impact across the whole organisation</b> Strategic planning for specialist service for a service, directorate, organization or region, impacting on external agencies	
<b>5. Physical Skills</b>	<b>Highly developed physical skills, accuracy important, manipulation of fine tools, materials/ highly developed skills, high degree of precision</b> Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures/ undertakes suturing, endoscopies	3 (b) - 4	<b>3b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</b> Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, remove of sutures  <b>And/Or</b>  <b>4 The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential.</b> Undertakes suturing, endoscopies, surgical interventions, intubation or similar. Dexterity, co-ordination and sensory skills for use of fine surgical tools e.g. scalpels	3 (b) - 4
<b>6. Responsibility for</b>	<b>Develop highly specialised programmes of care, care packages; provide highly specialised advice concerning care; accountable for direct delivery of sub-division of</b>	6 (a) (c) (d)	<b>6a Develop highly specialised programmes of care; care packages;</b> Develops and implements specialist care packages;	6 (a) (c) (d)

<b>Patient/Client Care</b>	<b>clinical care</b> Develops & implements of specialist care packages; provide clinical advice in specialist area; accountable for specialist area of nursing/midwifery		responsible for a clinical caseload within a specialty;  <b>And/Or</b>  <b>6c provide highly specialised advice concerning care</b> provide clinical advice in specialist area to nursing and MDT colleagues; provides specialist advice and education to support patient care  <b>And/or</b>  <b>6d accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service.</b> Clinically accountable for specialist area of nursing/midwifery and manages the providers of direct patient care	
<b>7. Responsibility for Policy/Service Development</b>	<b>Responsible for policy implementation, development for a service</b> Develops and implements policies for specialist service	4	<b>Responsible for policy implementation and for discrete policy or service development for a service or more than one area of activity</b> Overall responsibility for development and implementation of policy and/or service development for a service e.g. patient pathways, clinical policy	4
<b>8. Responsibility for Financial &amp; Physical</b>	<b>Safe use of equipment other than equipment used personally; authorised signatory, small payments/ authorised signatory; holds delegated budget</b> Responsible for ensuring the safe use of specialist equipment and advising budget holders on best value purchasing; authorised signatory / delegated budget	2(b)(d) / 3 (a) (d)	<b>2b Responsible for the safe use of equipment other than equipment which they personally use,</b> responsible for ensuring the safe use of specialist equipment;  <b>And/or</b>	2(b)(d) / 3 (a) (d)

<b>Resources</b>	holder for e.g. training		<p><b>2d Authorised signatory for small cash/financial payments</b> authorised signatory for e.g. supplementary staffing, overtime payments, up to £1000 per month</p> <p><b>Or</b></p> <p><b>3a Authorised signatory for cash/financial payments</b> authorised signatory for e.g. supplementary staffing, overtime payments, over £1000 per month</p> <p><b>And/or</b></p> <p><b>3d Holds a delegated budget from a budget for a department/service</b> Delegated budget holder for specialist budget e.g. education and training, service developments, improvement projects</p>	
<p><b>9.</b></p> <p><b>Responsibility for Human Resources</b></p>	<p><b>Teach, deliver core training, range of subjects/ teach, devise training and development programmes, major job responsibility</b> Provides specialist training &amp; education/ develops education programmes</p>	<p>3 (c) – 4 (b)</p>	<p><b>3c Responsible for the teaching/delivery of core training on a range of subjects or specialist training,</b> Ongoing and significant responsibility for providing specialist clinical/nursing training and education</p> <p><b>Or</b></p> <p><b>4b Responsible for the teaching or devising of training and development programmes as a major job responsibility</b> Devises, develops and delivers clinical/nursing education programmes as part of the job purpose and/or major job</p>	<p>3 (c) – 4 (b)</p>

			duty	
<b>10.</b> <b>Responsibility for Information Resources</b>	<b>Record personally generated information</b> Maintains patient/client records, records research results	1	<b>Record personally generated information</b> Maintains patient/client records, records research results	1
<b>11.</b> <b>Responsibility for Research &amp; Development</b>	<b>R&amp;D activities as major job requirement/ co-ordinate, implement R &amp; D activity as job requirement/ initiate, develop R &amp; D activities</b> Conducts research in specialist area/member of audit, research steering group developing trust wide research	3/4/5	<b>3 Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement.</b> Conducts research in specialist area as an ongoing part of the role for 20% or more of the working week  <b>Or</b>  <b>4: Responsible for co-ordinating and implementing R &amp; D programmes or activity as a requirement of the job.</b> Member of audit, research steering group responsible for developing organization wide research; coordinates local, regional or national research programme.  <b>Or</b>  <b>5: Responsible, as an integral part of the job, for initiating (which may involve securing funding) and developing R &amp; D programmes or activities, which support the objectives of the broader organisation.</b>	3/4/5

			Initiating organization wide research programmes to support broad organizational aims, including securing funding as a significant part of working time.	
<b>12. Freedom to Act</b>	<b>General policies, need to establish interpretation</b> Responsible for establishing how policies should be interpreted for specialist area	5	<b>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.</b> Responsible for establishing how policies, legislation, governance and guidelines should be interpreted and advising the organization on these	5
<b>13. Physical Effort</b>	<b>Occasional moderate effort for several short periods</b> Moves, manoeuvres patients	2 (d)	<b>There is an occasional requirement to exert moderate physical effort for several short periods during a shift.</b>  Moves, manoeuvres patients e.g. from bed to chair	2(d)
<b>14. Mental Effort</b>	<b>Frequent concentration, work pattern unpredictable</b> Concentration for patient/client care; interruptions for urgent patient/client, staff needs	3 (a)	<b>There is a frequent requirement for concentration where the work pattern is unpredictable</b> Concentration for delivery of patient care; interruptions to deal with e.g. patient care, staff, operational issues requiring a change in activity; Frequent Interruptions to deal with unpredictable client behaviour	3(a)
<b>15. Emotional Effort</b>	<b>Frequent distressing or emotional circumstances; occasional/ frequent highly distressing or emotional circumstances</b> Works with critically and/or terminally ill patients/clients/ imparts unwelcome news to staff, patients/clients	3 (a) (b) / 4	<b>3(a) Frequent exposure to distressing or emotional circumstances</b> Imparts unwelcome news to staff, patients (weekly)  <b>And/or</b>  <b>3(b) occasional exposure to highly distressing or</b>	3 (a) (b) / 4b

			<p><b>highly emotional circumstances</b> Occasionally (monthly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse or patients who exhibit challenging behaviour</p> <p><b>Or</b></p> <p><b>4(b) frequent exposure to highly distressing or highly emotional circumstances</b> Frequently (weekly) works with terminally ill patients; involved in safeguarding issues e.g, child, elder abuse</p>	
<b>16. Working Conditions</b>	<p><b>Occasional/frequent exposure to highly unpleasant conditions</b> Body fluids, faeces, vomit, smells and foul linen</p>	3 (b)-4(b)	<p><b>3b Occasional exposure to highly unpleasant conditions</b> Occasional direct exposure to body fluids, faeces, vomit, smells and foul linen</p> <p><b>Or</b></p> <p><b>4b Frequent exposure to highly unpleasant conditions</b> Frequent direct exposure to body fluids, faeces, vomit, smells and foul linen</p>	3 (b)-4(b)
<b>Total score</b>		Band 8c–9	<p><b>Band 8c 630–674</b></p> <p><b>Band 8d 675–720</b></p> <p><b>Band 9 721–765</b></p>	<p><b>637-727</b></p>

