

Consultation on revisions to the national job matching profiles for nursing and midwifery – bands 4 to 6.

Provide feedback via the [consultation questionnaire](#).

The tables below make comparison of the existing profiles and the proposed new profiles easier.

On the whole, the changes being suggested to the profiles are additional wording in the “non-bold” rationales for the factor levels to give more current and accurate examples, and refining the language of the factor levels to avoid confusion. This should help panels in their deliberations, and role holders themselves in seeing their jobs reflected. In some profiles, additional factor level options have been added but options in the same level do not change the profile job score. 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 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 training panel practitioners so wanted to ensure that the wording was comprehensive.
- The way in which the bold and non-bold text is displayed has also been changed for the same reason.
- Where existing profiles have lower range scores below the band boundary, some lower scores have been removed to avoid confusion. Scores below the boundaries often occur when profiles are combined using genericisation protocols (as these ones were back in 2011/12) but evidence has now been used to revise and update the profiles, so this convention is no longer necessary.

Other significant changes to be aware of –

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

Profile comparisons

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Nursing band 4

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

Factor	Relevant Job Information	JE Level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive routine information requiring tact or persuasive skills; Provide and receive complex or sensitive information; Provide advice, instruction or training to groups/ Provide and receive complex, sensitive information; barriers to understanding</p> <p>Provides information on e.g. test results; receives sensitive patient/client-related information; delivers training, e.g. parentcraft classes, to groups of parents or carers/ Communicates with patients/clients and carers, using empathy and reassurance and where there are barriers to understanding, e.g. learning disabilities or</p>	3abc-4a	<p>3(a) Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding,</p> <p>And/or</p> <p>3(b) providing and receiving complex or sensitive information,</p> <p>And/or</p> <p>3(c) providing advice, instruction or training to groups, where the subject matter is straightforward.</p> <p>Or</p> <p>4(a) Providing and receiving complex, sensitive or</p>	3abc-4a

	language		<p>contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding,</p> <p>3a To participate in clinical meetings regarding patients' care and to work collaboratively with a range of professionals in statutory and non-statutory organisations and agencies.</p> <p>3b To communicate complex and sensitive condition related information concerning the assessment, treatment and risk factors in relation to a range of mental health difficulties/learning difficulties.</p> <p>3c Provide instructions or support e.g. to clinical support workers, students</p> <p>4a Communicate with patients and their carers who may be distressed, anxious, or terminally ill or have cognitive impairment and communication issues.</p>	
2. Knowledge, Training & Experience	<p>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge</p> <p>Diploma or equivalent appropriate qualification, e.g. foundation degree; or NVQ3 level qualification plus short courses or relevant experience to diploma level</p>	4	<p>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge.</p> <p>Undergraduate Diploma [Higher education] or equivalent appropriate qualification and experience e.g. Foundation Degree, HNC or vocational qualification level three or equivalent plus short courses or completion of competency workbook or relevant experience to undergraduate Diploma level equivalency.</p>	4
3. Analytical &	Judgements involving facts or situations, some	2-3	2 Judgements involving facts or situations, some	2-3

Judgemental Skills	requiring analysis/Range of facts or situations requiring analysis; comparison of a range of actions Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, emergency situations, wound care/ Deciding on implementation of care programmes where there is a number of options		requiring analysis Or 3 Range of facts or situations requiring analysis; comparison of a range of actions. 2 Within competency recognise abnormal readings and changes in patient's physical, mental wellbeing, or cognitive condition, escalating to registered nurse or clinician for advice. 3 Decision making based on evaluation and implementation of planned treatment programmes e.g., respond to deteriorating patient or clinical emergencies such as anaphylaxis utilising skills learnt to assist in emergency situations, where there are a number of options.	
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes	2	Plan and organise straightforward activities or programmes, some ongoing. Organise own workload in planning care e.g. home visits, social inclusion activities, and reprioritising as required to ensure the interests of the patients are met. Plan and co-ordinate delegated patient care activities or tasks for other healthcare support workers within scope of practice.	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials	2-3ab	2 The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment.	2-3ab

	Hand eye coordination required e.g. when using test equipment, manoeuvring wheelchairs, resuscitation, driving/ Safe restraint of patients/clients; venepuncture		<p>Or</p> <p>3 (a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/or</p> <p>3 (b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>2 Hand eye coordination required for keyboard skills, manoeuvring wheelchairs, supporting resuscitation, e.g. non-complex wound management, blood glucose monitoring, urinary monitoring, ECG recording.</p> <p>3a - Skills required to undertake clinical interventions e.g. venepuncture, insertion or removal of urinary catheters/cannulas, restraint of patients;</p> <p>3b - Assembly of surgical equipment, administering intravenous injections.</p>	
6. Responsibility for Patient/Client	Implement clinical care/ care packages; Carries out care packages, including providing advice to patients/clients or carers	4a	Implement clinical care/care packages. Within scope of practice, assess patients delegated to their care and implement and modify programmes of care, consult/involve patient/carers at all stages of the patient journey.	4a
7. Responsibility	Follow policies in own role, may be required to comment	1	Follows policies in own role, may be required to comment on policies, procedures and possible	1

for Policy/Service Development	May comment on proposed changes to policies		developments. May comment on proposed changes to policies, procedures protocols relevant to own work.	
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control Safe use of equipment/ Handles patient/client valuables; orders supplies, equipment, activity materials	1-2ac	2 (a) Regularly handles or processes cash, cheques, patients' valuables, And/or 2 (b) responsible for the safe use of equipment other than equipment which they personally use, And/or 2(c) responsible for maintaining stock control and/or security of stock, 2a Receive and store patient valuables. 2b Dismantle and assemble equipment for use by others, use of equipment by others e.g. use of hoists, surgical equipment; 2c Maintain stock control, order supplies.	2abc ¹
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/ Day to day supervision; Day to day supervision; Undertake basic workplace assessments	1-2abc	1 - Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. or	1-2ac ²

¹ Lower range removed. Could still vary to level 1 if total job score stays within band boundaries

² Level 2b removed

	Demonstrates tasks to less experienced or new staff/ Day-to-day supervision; clinical supervision of students; undertakes NVQ assessments		<p>2(a) - Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department /service, And/or 2(c) - Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments</p> <p>1 Demonstrates own role to less experienced or new staff</p> <p>2a Day to day supervision, e.g. mentoring, training, allocating work to less experienced clinical support employees or students</p> <p>2c Undertakes assessments within own scope of practice or provides training in own discipline</p>	
10. Responsibility for information Resources	Record personally generated information Maintains patient/client records	1	Records personally generated information Maintains patient/client records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work May participate in R&D and clinical trials or complete staff surveys	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing Undertakes surveys or audits as necessary to own work. May participate in audits.	1
12. Freedom to Act	Standard operating procedures, someone available for reference Follows procedures and treatment plans,	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be	2

	supervision/advice available		<p>achieved. Someone is generally available for reference and work may be checked on a sample/random basis</p> <p>Follows procedures and treatment plans, supervision/advice available. e.g. first point of contact for enquiries, use own initiative but works under direct or indirect supervision usually by a registered practitioner</p>	
13. Physical Effort	<p>Frequent sitting or standing in a restricted position; Occasional / Frequent moderate effort for several short periods</p> <p>Standing, sitting in a restricted position e.g. when undertaking sustained activities at an incubator; manoeuvring patients/clients, pushing wheelchairs, trolleys / Lifting equipment, babies, safe patient/client restraint</p>	2ad-3c	<p>3c There is a frequent requirement to exert moderate physical effort for several short periods during a shift</p> <p>3c Pushing wheelchairs/lifting and preparing equipment; Patient/client restraint (NB panels must consider the frequency of these activities)</p>	3c ³
14. Mental Effort	<p>Frequent concentration; work pattern predictable</p> <p>Concentration on patient/client treatment, care plans, observations</p>	2a	<p>2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention</p> <p>Or</p> <p>3(a) There is a frequent requirement for concentration where the work pattern is unpredictable</p> <p>2a Concentration on patient/client treatment, care plans, observations</p> <p>3a Respond to urgent situations e.g. emergency or</p>	2a-3a ⁴

³ Level 2 removed. Could still vary to this level so long as the total score stays within the band boundaries

⁴ Job evidence received indicated that a higher level was required as an option

			unplanned situations; unpredictable patient/client behaviours	
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances/ Occasional traumatic circumstances Care of patients/clients with chronic illnesses, conditions/ Terminally ill patients/clients or dealing with difficult family circumstances; occasional/ frequent exposure to safeguarding issues or severely challenging patient/client behaviour	2a- 3ab-4b	3(a) Frequent exposure to distressing or emotional circumstances And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances 3a Care of patients/clients with chronic illnesses, conditions; terminally ill patients/clients e.g. palliative care (NB panels must assess frequency of exposure) 3b occasional exposure to safeguarding issues	3ab ⁵
16. Working Conditions	Some exposure to hazards: Frequent highly unpleasant conditions Physical aggression; contact with body fluids, foul linen	4ab	4a Some exposure to hazards: And/or 4b Frequently highly unpleasant working conditions 4a Physical aggression; 4b direct contact with body fluids, foul linen (panels must assess frequency of exposure)	4ab
Total score		255* - 323		274 - 321⁶

⁵ Lower and higher level removed - but could still vary to either of these so long as the total score stays within the band boundaries

⁶ Score now sits in band boundary

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

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

			<p>motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, or</p> <p>Offer support to in challenging situations meeting the communication needs of the child and family e.g. children with special needs, long term medical issues</p>	
2. Knowledge, Training & Experience	<p>Range of work procedures and practices, majority non-routine; intermediate level theoretical knowledge</p> <p>Diploma or equivalent appropriate qualification, e.g. foundation degree; or NVQ3 level qualification plus short courses or relevant experience to diploma level</p>	4	<p>Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience.</p> <p>Undergraduate diploma or equivalent appropriate qualification, e.g. undergraduate national diploma level 4 or foundation degree in childcare or equivalent or level 3 vocational qualification plus short courses or relevant experience in children's care, learning and development.</p>	4
3. Analytical & Judgemental Skills	<p>Judgements involving facts or situations, some requiring analysis/Range of facts or situations requiring analysis; comparison of a range of actions</p> <p>Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, emergency situations, wound care/ Deciding on implementation of care programmes where there is a number of options</p>	2-3	<p>2 Judgements involving facts or situations, some of which require analysis.</p> <p>Makes judgements which require assessment of facts, e.g. sleep problems, nutrition, assess and manage risk associated with working environment</p> <p>Or</p> <p>3 Judgements involving a range of facts or situations, which require analysis or comparison of a range of options.</p> <p>Deciding on implementation of care programmes where there is a number of options e.g. initiate referrals on appropriate specialist services, use clinical judgement on problems requiring investigation and analysis.</p>	2-3

4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload, which includes e.g. home visits, social inclusion activities, planning parentcraft classes.	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials Hand eye coordination required e.g. when using test equipment, manoeuvring wheelchairs, resuscitation, driving/ Safe restraint of patients/clients; venepuncture	2-3ab	2 The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Hand eye coordination required e.g. incubator equipment, manoeuvring wheelchairs, resuscitation, driving Or 3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, Safe restraint of patients/clients And/Or 3b The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials. Venepuncture, insertion or removal of urinary catheters/cannulas.	2-3ab

6. Responsibility for Patient/Client	Implement clinical care/ care packages; Carries out care packages, including providing advice to patients/clients or carers	4a	Implements clinical care/care packages Assess, plan, implement and evaluate interventions appropriate to babies, infants, children. Provide nursery nurse perspective to the ward and multi-disciplinary teams. Carries out care packages, including providing advice to patients/clients or carers.	4a
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment May comment on proposed changes to policies	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. To be aware of and have working knowledge of all clinical policies relating to practice; May comment on proposed changes to policies	1
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control Safe use of equipment/ Handles patient/client valuables; orders supplies, equipment, activity materials	1-2ac	2a Regularly handles or processes cash, cheques, patients' valuables, Handles patient/client valuables And/or 2(b) responsible for the safe use of equipment other than equipment which they personally use; Infection control for safe use of equipment used by children e.g. activity materials And/Or 2(c) responsible for maintaining stock control and/or security of stock,	2abce ⁷

⁷ Level 2e added

			<p>Orders supplies e.g. play equipment</p> <p>And/Or</p> <p>2(e) responsible for the safe use of expensive or highly complex equipment.</p> <p>use of expensive equipment e.g. incubators, highly specialist wheelchairs, specialist prams.</p>	
<p>9. Responsibility for Human Resources</p>	<p>Demonstrate own activities to new or less experienced employees/ Day to day supervision; Day to day supervision; Undertake basic workplace assessments</p> <p>Demonstrates tasks to less experienced or new staff/ day-to-day supervision; clinical supervision of students; undertakes NVQ assessments</p>	1-2abc	<p>1 Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area.</p> <p>Demonstrates own role and tasks to less experienced or new staff</p> <p>Or</p> <p>2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service,</p> <p>Day-to-day supervision</p> <p>And/Or</p> <p>2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students,</p> <p>Provide clinical supervision to other health care assistants or students to develop clinical skills in own area</p> <p>And/Or</p> <p>2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments,</p>	1-2abc

			Facilitate student placements and participate in their learning in the relevant evidence base and practical experience, ,e.g. training, competency assessments	
10. Responsibility for information Resources	Record personally generated information Maintains patient/client records	1	Records personally generated information Maintains patient/client records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work May participate in R&D and clinical trials or complete staff surveys	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing May participate in R&D and clinical trials or complete staff surveys, contribute to audit, patient satisfaction surveys.	1
12. Freedom to Act	Standard operating procedures, someone available for reference Follows procedures and treatment plans, supervision/advice available	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis Work within Codes of Practice and Professional guidelines Carry out delegated tasks with supervision available	2
13. Physical Effort	Frequent sitting or standing in a restricted position; Occasional / Frequent moderate effort for several short periods	2ad-3c	3c There is a frequent requirement to exert moderate physical effort for several short periods during a shift Lifting equipment, babies, safe patient/client restraint	3c ⁸

⁸ Level 2 removed. Could still vary to this level so long as the total score stays within the band boundary

	Standing, sitting in a restricted position e.g. when undertaking sustained activities at an incubator; manoeuvring patients/clients, pushing wheelchairs, trolleys / Lifting equipment, babies, safe patient/client restraint			
14. Mental Effort	Frequent concentration; work pattern predictable Concentration on patient/client treatment, care plans, observations	2a	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention Concentration on patient/client treatment, care plans, observations	2a
15. Emotional Effort	Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances/ Occasional traumatic circumstances Care of patients/clients with chronic illnesses, conditions/ Terminally ill patients/clients or dealing with difficult family circumstances; occasional/ frequent exposure to safeguarding issues or severely challenging patient/client behaviour	2a- 3ab-4b	3(a) Frequent exposure to distressing or emotional circumstances, Terminally ill patients/clients or dealing with difficult family circumstances And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances, occasional exposure to safeguarding issues or severely challenging patient/client behaviour or 4(b) frequent exposure to highly distressing or highly emotional circumstances. frequent exposure to safeguarding issues or severely challenging patient/client behaviour.	3ab ⁹ -4b

⁹ Level 2 removed. Could still vary to this level so long as the total score stays within the band boundary

16. Working Conditions	Some exposure to hazards: Frequent highly unpleasant conditions Physical aggression; contact with body fluids, foul linen	4ab	4(a) Some exposure to hazards: Physical aggression And/Or 4(b) Frequently highly unpleasant working conditions Frequent contact with body fluids, foul linen	4ab
Total score		255* - 323		274 - 323¹⁰

¹⁰ Level 2 removed. Could still vary to this level so long as the total score stays within the band boundary

Nursing Band 5

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

Factor	Relevant Job Information	JE Level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required</p> <p>Communicates sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance. Some may have special needs</p>	4a	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding</p> <p>Communicates sensitive, confidential information, including condition related information (e.g. cognitive impairment) to patients/clients requiring empathy, persuasion and reassurance.</p> <p>Some patients/clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.</p>	4a

2. Knowledge, Training & Experience	Expertise within specialism, underpinned by theory Professional, clinical knowledge acquired through training to degree/diploma level	5	Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience. Professional, clinical knowledge acquired through training to degree level	5
3. Analytical & Judgemental Skills	Range of facts or situations requiring comparison of a range of options Judgements on problems requiring investigation, analysis, e.g. assessment of condition	3	Judgements involve a range of facts or situations requiring comparison of a range of options Judgements on problems requiring investigation, analysis, e.g. initial assessment of patient condition; Carry out clinical risk assessments within sphere of competence and identify and escalate any issues relating to poor clinical standards or clinical risk.	3
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Plans provision of care for patients/clients/children, e.g. clinics, health education. May organise staff	2	Plan and organise straightforward activities, some ongoing Plans provision of care for patients/clients/children, e.g. clinics, health education; May organise staff and allocate duties during a shift to support staff and/or less experienced staff; Participates in discharge planning	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; Highly developed physical skills, accuracy important; manipulation of fine tools, materials Driving, carries out immunisations/ Restraint of patients/clients using approved techniques; Dexterity and accuracy required for, e.g. intravenous injections,	2-3ab	2- The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. or 3(a) The post requires developed physical skills to fulfil duties where there is a specific requirement for speed	2a-3ab

	<p>syringe pumps and infusion, insertion of catheters and removal of sutures</p>		<p>or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/or</p> <p>3b) the post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>2 Manoeuvring wheel chairs/trolleys in confined spaces; using hoists or similar lifting equipment to move patients/clients; carry out intra-muscular immunisations/injections; Driving</p> <p>3a Restraint of patients/clients using approved techniques;</p> <p>3b Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures</p>	
<p>6. Responsibility for Patient/Client</p>	<p>Develop programmes of care/care packages; Provide specialised advice in relation to care Assesses, plans, implements and evaluates clinical care of patients/clients; gives specialist advice to clients/carers</p>	<p>5ac</p>	<p>5a Develop programmes of care/care packages; And/or 5c Provide specialised advice in relation to care of patients/clients</p> <p>5a Assesses, plans, implements and evaluates clinical care of patients/clients; 5c gives specialist advice to patients/clients/carers; Provides health education and advice on health promotion to patients/clients/relatives/carers</p>	<p>5ac</p>

<p>7. Responsibility for Policy/Service Development</p>	<p>Follow policies in own role, may be required to comment Follows policies, makes comments on proposals for change</p>	<p>1</p>	<p>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments</p> <p>Follows policies, makes comments on proposals for changes to e.g. working practices, service improvements, patient/client feedback</p>	<p>1</p>
<p>8. Responsibility for Financial & Physical Resources</p>	<p>Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control; Authorised signatory, small payments Responsible for equipment used/ Handles patient valuables; orders supplies; signs timesheets</p>	<p>1-2acd</p>	<p>1 Observes personal duty of care in relation to equipment and resources used in course of work. or 2 (a) Regularly handles or processes cash, cheques, patients' valuables, And/or 2(b) responsible for the safe use of equipment other than equipment which they personally use, And/or 2(c) responsible for maintaining stock control and/or security of stock, And/or 2(d) Authorised signatory for small cash/financial payments, or</p> <p>. 1 Responsible for equipment used personally / 2a Handles patient valuables; 2b Responsible for equipment used by others e.g. assembling surgical equipment, patient mobility aids 2c Re-Orders stocks and supplies; Responsible for the safe</p>	<p>1- 2abcd 11</p>

¹¹ Added level 2b - no impact on scores

			<p>custody and storage of drugs</p> <p>2d Authorises/signs timesheets up to the value of £1000 per month</p>	
9. Responsibility for Human Resources	<p>Demonstrate own activities to new or less experienced employees/ Day to day supervision; Professional /clinical supervision</p> <p>Demonstrates duties to new starters/ Supervises work of others; clinical supervision of staff, students.</p>	1-2ab	<p>2a Provides advice or demonstrate own activities to new or less experienced employees in own work area And/or</p> <p>2b Responsible for day to day supervision or co-ordination of staff within a service; Regularly responsible for profession/clinical supervision of a small number of qualified staff or students And/or</p> <p>2c Regularly provide training in own discipline/practical training or undertaking basic workplace assessments.</p> <p>2a Participates in local induction of others. 2b Provide guidance and supervision of less experienced staff, students ensuring HR and other organisational procedures are followed e.g. responsible for clinical supervision of new/less experienced staff, students; Allocate and/or delegate tasks to appropriate staff 2c Supports on- the job learning of less experienced/new staff e.g. complete workplace assessments to ensure compliance with organisational policies and other requirements e.g. health and safety, patient safety</p>	2abc ¹²
10.	Record personally generated information	1	Record personally generated information	1

¹² Removed level 1 - evidence showed all staff at this level scored at least 2 but could still vary to level 1 so long as the total score remained in the band boundary

Responsibility for information Resources	Maintains work-related records		Maintains work-related records	
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/ Regularly undertake R & D activity; clinical trials Occasional participation in R&D activity/ Undertakes R&D activity; clinical trials	1-2ab	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing Occasional participation in R&D activity e.g. participation in audits,	1 ¹³
12. Freedom to Act	Clearly defined occupational policies, work is managed, rather than supervised Works within codes of practice and professional guidelines	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals Acts independently within organisational and professional guidelines and established professional parameters; Work is managed rather than supervised; has access to management support when needs to escalate issues or problems.	3
13. Physical Effort	Light physical effort for short periods/ Frequent light effort for several short periods/ Frequent moderate effort for several short periods/ Frequent moderate effort for several long periods Walks, sits and stands/ Walks and stands most of shift; kneels and crouches to e.g. dress wounds/ Manoeuvres	1-2b-3c4b	2(b) there is a frequent requirement for light physical effort for several short periods during a shift or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift	2b-3c-4b ¹⁴

¹³ Evidence received indicated that level 2 was not necessary. Could still vary to level 2 if total score stays within band boundary

¹⁴ Level 1 removed - could still vary to this level if total score stays within band boundary but evidence provided indicated score of at least 2 always required

	patients, lifts substantial equipment, bathes patients		<p>or</p> <p>4(c) there is an occasional requirement to exert intense physical effort for several short periods during a shift</p> <p>2b Walks and stands most of shift; kneels and crouches to e.g. dress wounds</p> <p>3c Manoeuvres patients with mechanical aids including hoists and trolleys; manoeuvring patients/clients into position e.g. for treatment or personal care purposes</p> <p>4c Manoeuvres patients without using mechanical aids e.g. bathes patients.</p>	
14. Mental Effort	<p>Frequent concentration; work pattern predictable/Unpredictable</p> <p>Concentrates in providing clinical care, e.g. immunisation, calculating drug dosages for infusion, carrying out tests/ Interruptions to deal with unpredictable patient/client behaviour</p>	2a-3a	<p>2 (a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention,</p> <p>or</p> <p>3 (a) There is a frequent requirement for concentration where the work pattern is unpredictable</p> <p>2a Concentrates in providing clinical care, e.g. immunisation, calculating drug dosages for infusion, carrying out tests</p> <p>3a Frequently deals with interruptions e.g. responding to unpredictable patient/client behaviour, crisis situations, emergencies or incidents that require an immediate response.</p>	2a-3a
15. Emotional Effort	<p>Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional</p>	2a-3ab4b	<p>2a Occasional distressing or emotional circumstances</p> <p>or</p> <p>3a Frequent distressing or emotional circumstances;</p>	2a-3ab-4b

	<p>circumstances/ Frequent highly distressing or emotional circumstances Imparts unwelcome news, care of terminally ill/ safeguarding issues, e.g. child abuse. Some challenging behaviour</p>		<p>And/or 3b Occasional highly distressing or emotional circumstances or 4b Frequent highly distressing or emotional circumstances</p> <p>2a / 3a Imparts unwelcome news to patients/clients, their families/carers on e.g. treatment, clinical conditions 3b Provides nursing care to terminally ill patients/clients; involved in safeguarding issues, e.g. child, elder abuse; Required to provide care to patients/clients with challenging behaviour from e.g. distressed patients 4b frequently responsible for imparting news of terminal illness or unexpected death to patients and relatives; directly involved child abuse or family breakdown; Frequently dealing with people with severely challenging behaviour e.g. mental health crisis,</p>	
16. Working Conditions	<p>Frequent unpleasant conditions; Occasional/ Frequent highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggressions</p>	3ab-4b	<p>3 (a) Frequent exposure to unpleasant working conditions, or Occasional (3b) / Frequent(4b) highly unpleasant conditions</p> <p>3a Body odours, dust, noise; verbal aggression / 3b or 4b direct contact with uncontained body fluids, foul linen,(NB panels must assess frequency of exposure)</p>	3ab-4b
Total score		312*- 390		328- 383 ¹⁵

¹⁵ Score now sits in band boundary

Nursing band 6

Profile Label:	Nurse Specialist	6a
Job Statement	<ol style="list-style-type: none"> 1. Assesses patients; plans, implements and monitors care; provides advice. This may be carried out in a specialist area and/or using specialist nursing skills 2. Provides day-to-day supervision and/or clinical supervision to others 	<ol style="list-style-type: none"> 1. Assesses patients; plans, implements and monitors care; provides advice. This may be carried out in a specialist area and/or using specialist nursing skills 2. Provides day-to-day supervision and/or clinical supervision to others

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

			<p>barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere</p> <p>4a Communicates sensitive/ confidential information concerning patients/clients requiring empathy, persuasion and reassurance/ Some patients may have additional communication needs due to sensory impairment, condition or disability</p> <p>5a Communicates highly sensitive, confidential information e.g., safeguarding/public protection suspected patient abuse or sexually transmitted diseases /clients requiring empathy, persuasion and reassurance;</p> <p>5c Communicates complex, sensitive or contentious information concerning patients/clients patients/clients may be challenging behaviours e.g. unpredictable behaviours due to client group</p>	
2. Knowledge, Training & Experience	<p>Specialist knowledge across range of procedures underpinned by theory</p> <p>Professional knowledge acquired through degree supplemented by diploma level specialist training, experience, short courses</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience</p> <p>Professional knowledge acquired through degree supplemented by:</p> <p>post graduate diploma level specialist training as a requirement of the role; or</p> <p>equivalent experience in a specialist area with a clear programme of knowledge development; or</p> <p>a combination of on the job learning in a specialist area</p>	6

			and short courses in specific topic or subject areas; or breadth of knowledge gained through a combination of on the job learning in a specific area and short courses in specific topic or subject areas; or breadth of knowledge gained through experience to be able to work autonomously in the community.	
3. Analytical & Judgemental Skills	Complex facts or situations requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting complex needs of patients/clients	4	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Skills for assessing and interpreting complex needs of patients/clients e.g. clinical assessment of multiple pathology and complex health and social needs/ conditions, interpretation of investigation/test outcomes,	4
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Plans provision of care for patients/clients, e.g. clinics, health education. May organise staff	2	Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans provision of care for patients/clients, e.g. clinics, health education. May organise staff e.g. make short-term adjustments to rotas, work activities for a shift e.g. participate in discharge planning	2
5. Physical Skills	Physical skills obtained through practice/ Developed physical skills; manipulation of objects, people; narrow margins for error; manipulation of fine tools, materials Driving, carries out immunisations/ Restraint of patients/clients using approved techniques; Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures	2-3ab	3a The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error, And/or b) the post requires highly developed physical skills, where accuracy is important, but there is no specific	3ab ¹⁶

¹⁶ Level 2 removed - could still vary to this level if the total job score remains within the band boundary

			<p>requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>3a Restraint of patients/clients using approved techniques;</p> <p>3b Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures</p>	
<p>6. Responsibility for Patient/Client</p>	<p>Develop programmes of care/care packages; Provide specialised advice in relation to care/ Develop specialised programmes of care/ care packages; provide highly specialised advice Assesses, plans, implements and evaluates clinical care of patients/clients; gives specialist advice to patients/clients/carers/ Develops and implements specialist programmes of care</p>	5ac-6a	<p>5a Develops programmes of care/care packages; And/or 5c Provide specialist advice in relation to care or 6a Develop specialised programmes of care/ care packages;</p> <p>5a Assesses, plans, implements and evaluates clinical care of patients/clients;</p> <p>5c Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients,</p> <p>6a Develops, implements and evaluates specialist programmes of care</p>	5ac - 6a
<p>7. Responsibility for</p>	<p>Follow policies in own role, may be required to comment/ Implement policies and propose changes to practices, procedures for own area</p>	1-2	<p>1) Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies,</p>	1-2

Policy/Service Development	Follows policies, makes comments on proposals for change/Implements policies and proposes changes to working practices or procedures in own work area		<p>procedures or possible developments. or 2): Implements policies and service initiatives for own work area and proposes changes to working practices or procedures for own work area.</p> <p>1) Follows policies, makes comments on proposals for change</p> <p>2) Implements policies and is pro-active in bringing about changes to policy or service e.g. change to clinical working practices, protocols or clinical procedures or procedures in own work area.</p>	
8. Responsibility for Financial & Physical Resources	<p>Personal duty of care in relation to equipment, resources/ Handle cash, valuables; Maintain stock control; Authorised signatory, small payments Responsible for equipment used/ Handles patient valuables; orders supplies; signs timesheets</p>	1-2acd	<p>2(a) Regularly handles or processes cash, cheques, patients' valuables; And/or (b) responsible for the safe use of equipment other than equipment which they personally use; And/or (c) responsible for maintaining stock control and/or security of stock; And/or (d) Authorised signatory for small cash/financial payments</p> <p>2a Handles patient valuables; 2b Dismantling and assembling equipment for use by other staff or patients/clients</p>	2abcd 17

¹⁷ Level 2b added - no impact on score

			2c orders supplies, stock or equipment e.g. to maintain sufficient resources for own work, ward area or team 2d Authorised to sign off ' e.g. expenses, agency/bank timesheets,	
9. Responsibility for Human Resources	Day to day supervision; Professional /clinical supervision Supervises work of others; clinical supervision of staff, students; provides training to others	2abc	2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service, And/or 2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students, And/or 2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments 2a Supervises work of others in the team or MDT; 2b regular clinical supervision of staff, students; 2c regularly provides training to nursing or other disciplines where the topic or subjects connected with their own work	2abc
10. Responsibility for information Resources	Record personally generated information Maintains work-related records	1	Record personally generated information Maintains work-related records relating to personally generated clinical observations, test results, own court or case reports, research data.	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work Occasional participation in R&D activity	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing Occasional participation in R&D activity e.g. clinical audits.	1
12. Freedom to	Clearly defined occupational policies, work is	3-4	3) Is guided by precedent and clearly defined	3-4

<p>Act</p>	<p>managed, rather than supervised/ Broad occupational policies Works within codes of practice and professional guidelines/ lead specialist, area or team; may manage a caseload in the community</p>		<p>occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals. or 4) Expected results are defined but the post holder decides how they are best achieved and is guided by principles and broad occupational policies or regulations. Guidance may be provided by peers or external reference points.</p> <p>3 Acts independently within appropriate professional and occupational guidelines, deciding when it is necessary to escalate to a senior clinician</p> <p>4 There is significant discretion to work within a set of defined parameters e.g. lead practitioner or specialist for section/department or clinical field e.g. specialising in a particular field or has responsibility for a defined caseload or locality in the community.</p>	
<p>13. Physical Effort</p>	<p>Light physical effort for short periods/ Frequent light effort for several short periods/ Frequent moderate effort for several short periods Walks, sits and stands/ Walks and stands most of shift; kneels and crouches to e.g. dress wounds/ Manoeuvres patients, lifts substantial equipment</p>	<p>1-2b-3c</p>	<p>2b Frequent light effort for several short periods or 3c Frequent moderate effort for several short periods</p> <p>2b Walks and stands most of shift; kneels and crouches to e.g. dress wounds / 3c Manoeuvres patients, lifts substantial equipment.</p>	<p>2b-3c¹⁸</p>

¹⁸ Level 1 removed - could still vary to this level if the total job score remains within the band boundary

<p>14. Mental Effort</p>	<p>Frequent concentration; work pattern predictable/ Unpredictable Concentrations in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests/ Interruptions to deal with unpredictable client behaviour</p>	<p>2a-3a</p>	<p>2a There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, And/or 2b there is an occasional requirement for concentration where the work pattern is unpredictable. or 3a There is a frequent requirement for concentration where the work pattern is unpredictable, 2a Concentrations in providing clinical care, e.g. immunisation, calculating drug doses for infusion, carrying out tests / 2b Occasional interruptions to deal with e.g. bleep 3a Frequent Interruptions to deal with unpredictable client behaviour</p>	<p>2ab-3a¹⁹</p>
<p>15. Emotional Effort</p>	<p>Occasional distressing or emotional circumstances/ Frequent distressing or emotional circumstances; Occasional highly distressing or emotional circumstances Imparts unwelcome news, care of terminally ill/ safeguarding issues, e.g. child abuse. Some challenging behaviour</p>	<p>2a-3ab</p>	<p>2a Occasional distressing or emotional circumstances / 3a Frequent distressing or emotional circumstances; 3b Occasional highly distressing or emotional circumstances 2a Occasionally/ 3a Frequently Imparts unwelcome news, 3b Frequent care of terminally ill/ directly deals with safeguarding issues, e.g. child abuse or patients who exhibit challenging behaviour</p>	<p>2a-3ab</p>

¹⁹ Level 2b added - no impact on score

16. Working Conditions	Frequent unpleasant conditions; Occasional/ Frequent highly unpleasant conditions Body odours, dust, noise/ Body fluid, verbal aggression	3ab-4b	3(a) Frequent exposure to unpleasant working conditions, And/or 3(b) occasional exposure to highly unpleasant working conditions or 4 (b) frequent exposure to highly unpleasant working conditions. 3a being in the vicinity of, unpleasant odours, dust, noise 3b Occasional direct contact body fluids, deals with verbal aggression from patients/clients/service users, families or carers 4b Frequent direct contact with e.g. uncontained bodily fluids	3ab-4b
Total score		375*- 461		398- 461²⁰

²⁰ Score now sits in band boundary

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

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding</p> <p>Communicates sensitive information concerning patient's medical condition, requires persuasive, reassurance skills; some patients have special needs, learning disabilities</p>	4(a)	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding,</p> <p>Communicates complex, sensitive/confidential information concerning patients/clients to colleagues or other health professional requiring empathy, persuasion and reassurance, some patients may have additional communication needs due to sensory impairment, condition or disability</p>	4(a)
2. Knowledge,	Specialist knowledge across a range of work	6	Specialist knowledge across a range of work	6

<p>Training & Experience</p>	<p>procedures, underpinned by theory Professional knowledge acquired through degree/diploma supplemented by specialist clinical, managerial training, CPD to PGD level</p>		<p>procedures and practices. Underpinned by theoretical knowledge or relevant practical experience. Professional knowledge acquired through degree supplemented by training and/or combination of additional post registration experience and learning to post graduate level. Plus experience of day to day operational management, leadership or mentorship of a clinical team.</p>	
<p>3. Analytical & Judgemental Skills</p>	<p>Complex facts or situations, requiring analysis, interpretation, comparison of a range of options Skills for assessing and interpreting acute and other patient conditions, appropriate action</p>	<p>4</p>	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for assessing and interpreting clinical needs of patients/clients e.g. clinical assessment of conditions. Analysing clinical and operational issues e.g. patient risk assessments, clinical governance, staffing issues and take appropriate action.</p>	<p>4</p>
<p>4. Planning & Organisational Skills</p>	<p>Plan and organise straightforward activities, some on-going/plan, organise complex activities or programmes, requiring formulation, adjustment. Organises own time and that of junior staff and learners, plans staff off duty rota/undertakes discharge planning involving co-ordinating other agencies</p>	<p>2–3</p>	<p>2 - Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing / or (3)-Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans.</p> <p>(2) Effectively organise and prioritise own workload; Allocation of staff, planning non-complex staff rotas to ensure safe and effective use of staff and resources. May involve short term 'on the day' adjustments</p> <p>(3) The delivery of patient care through appropriate delegation, responding to frequent changes in needs and or</p>	<p>2–3</p>

			environment e.g. revising and reviewing rotas, undertakes complex discharge planning involving coordinating other agencies or other professionals or other disciplines.	
5. Physical Skills	Highly developed physical skills, accuracy important; manipulation of fine tools, materials Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion of catheters, removal of sutures	3(b)	<p>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,</p> <p>And/Or</p> <p>3b) The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>3a Restraint of patients/clients using approved techniques</p> <p>3b Dexterity and accuracy required for e.g. intravenous injections, syringe pumps and infusions, insertion and removal of cannulas/of catheters, removal of sutures</p>	3(a)(b) ²¹
6. Responsibility for Patient/Client	Develop programmes of care/care packages Assesses, plans, implements and evaluates clinical care of patients	5(a)	<p>5(a) Develops programmes of care/care packages,</p> <p>And/or</p> <p>5(c) provides specialised advice in relation to the care</p>	5(a)(c) ²²

²¹ Level 3a added. No impact on score

²² Level 5c added. No impact on score

Care			<p>of patients/clients.</p> <p>5a Assesses, plans, implements and evaluates clinical care of patients/clients;</p> <p>5c Provide specialist advice concerning the care or treatment of identified groups or categories of patients/clients</p>	
7. Responsibility for Policy/Service Development	<p>Implement policies and propose changes to practices, procedures for own area Contributes to policy and practice changes arising from e.g. audits, complaints</p>	2	<p>Implements policies for own work area and proposes changes to working practices or procedures for own work area. Implements organisational policies and is pro-active in bringing about changes to policy or services e.g. change to clinical working practices, protocols or clinical procedures in own work area.</p>	2
8. Responsibility for Financial & Physical Resources	<p>Handle cash, valuables; maintain stock control; authorised signatory, small payments/authorised signatory Handles patient valuables; orders supplies when necessary; signs agency time sheets/authorises overtime for nursing and support staff.</p>	2(a)(c)(d) – 3(a)	<p>2(a) Regularly handles or processes cash, cheques, patients' valuables,</p> <p>And/or</p> <p>2(c) responsible for maintaining stock control and/or security of stock,</p> <p>And/or</p> <p>2(d) Authorised signatory for small cash/financial payments</p> <p>or</p> <p>3(a) Authorised signatory for cash/financial payments</p>	2(a)(c)(d) – 3(a)

			<p>2a Sign off of small cash/financial payments e.g. timesheets</p> <p>2c Responsible for maintaining stock e.g. ordering through procurement</p> <p>2d Authorised signatory for small cash/financial payments e.g. sign off expenses, agency/bank timesheets totalling less than £1000 per month</p> <p>3a Authorised signatory for payments totalling £1000 or more per month e.g. sign off agency/bank timesheets</p>	
9. Responsibility for Human Resources	Day to day supervision; management Leads team and allocates work/recruits, manages and develops staff	2(a)–3(a)	<p>2a Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department or service;</p> <p>And/or</p> <p>2b Professional clinical supervision of a small number of qualified staff or students,</p> <p>or</p> <p>3a Responsible for the day-to-day management of a group of staff</p> <p>2[a] supervise and coordinates activities including allocation and delegation to staff of duties and tasks</p> <p>(b) regularly responsible for /clinical supervision of q registered and non-registered staff or students, including mentoring; Act as a preceptor for nursing students and newly registered staff undertaking preceptorship and assess</p>	2(a)(b)–3(a) ²³

²³ Level 2b added - no impact on score

			<p>competency levels as required by their placement objectives</p> <p>3a. Responsible for the day-to-day management of a group of staff, e.g. includes appraisals, recruitment and selection, undertaking first level disciplinary and grievance issues, reviews performance and progress, work allocation and checking, and ensuring appropriate training is delivered to staff.</p>	
10. Responsibility for Information Resources	Record personally generated information Maintains patient records	1	Record personally generated information Maintains patient records	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work/regularly undertake R&D activity; clinical trials; equipment testing, adaptation May undertake/undertakes R&D activity; clinical trials, equipment testing	1-2(a) (b) (c)	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R&D, clinical trials or equipment testing Occasional participation in R&D activities e.g. clinical audits	1 ²⁴
12. Freedom to Act	Clearly defined occupational procedures, work is managed rather than supervised Works within codes of practice and professional guidelines	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals.	3

²⁴ Level 2 removed - could vary to this level if total job score remains in band boundary

			<p>Works independently, within codes of practice and professional guidelines. Accountable for own professional actions'</p> <p>Works independently, guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed rather than supervised and results/outcomes are assessed at agreed intervals.</p> <p>Maintains standards in the work area/setting</p>	
13. Physical Effort	<p>Occasional/frequent moderate effort for several short periods Moves, manoeuvres patients from bed to chair, wheels patients</p>	2(d) – 3(c)	<p>Occasional (2d) / frequent (3c) moderate effort for several short periods Moves, manoeuvres patients from bed to chair, transports patients in e.g. wheelchair</p>	2(d) – 3(c)
14. Mental Effort	<p>Frequent concentration, work pattern predictable/unpredictable Concentration for checking documents, calculating drug dosages/responds to frequently changing patient, staff needs</p>	2(a)–3(a)	<p>2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention,</p> <p>or</p> <p>3(a) There is a frequent requirement for concentration where the work pattern is unpredictable,</p> <p>2a Concentration for checking documents, calculating drug dosages</p> <p>3a responds to frequently changing patient, staff needs</p>	2(a)–3(a)
15. Emotional Effort	<p>Occasional/frequent distressing; occasional highly distressing or emotional circumstances</p>	2(a) – 3(a)(b)	<p>2(a) Occasional exposure to distressing or emotional</p>	2(a) –

	Deals with distressed relatives, care of terminally ill/ consequences of terminal illness, victims of abuse, relatives of deceased patients		<p>circumstances, or 3(a) Frequent exposure to distressing or emotional circumstances, And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances,</p> <p>2a / 3a Deals with distressed relatives, care of terminally ill (NB panels must assess frequency)</p> <p>3b consequences of terminal illness, victims of abuse, relatives of deceased patients</p>	3(a)(b)
16. Working Conditions	<p>Frequent unpleasant; occasional/frequent highly unpleasant conditions Smell, noise, dust/body fluids, faeces, vomit, emptying bed pans and urinals, catheter bags</p>	3(a), (b) 4(b)	<p>3(a) Frequent exposure to unpleasant working conditions, And/or 3(b) occasional exposure to highly unpleasant working conditions, or 4 (b) frequent exposure to highly unpleasant working conditions. 3a Smell, noise, dust /</p> <p>3b / 4b body fluids, faeces, vomit, emptying bed pans and urinals, catheter bags (NB panels must assess frequency)</p>	3(a)(b)-4(b)
Total score		393*-465		405-458²⁵

²⁵ Score now sits in band boundary

Midwifery band 4

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

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Communicate complex or sensitive information, barriers to understanding</p> <p>Communicates condition related information to women and their families: provides empathy, reassurance</p>	4 (a)	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding,</p> <p>Communicates condition related information to clients and their families: provides empathy, reassurance</p>	4 (a)
2. Knowledge, Training & Experience	<p>Range of procedures and practices, majority non-routine, theoretical knowledge to diploma level equivalent</p> <p>Knowledge of maternity care procedures and practices; acquired through NVQ3 plus additional training to diploma level equivalent, or equivalent</p>	4	<p>Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience.</p> <p>Knowledge of maternity care procedures and practices;</p>	4

	through short courses, experience		acquired through vocational qualification level 3 plus additional training to undergraduate diploma level equivalent, or equivalent through short courses, experience.	
3. Analytical & Judgemental Skills	<p>Facts or situations, some requiring analysis/facts or situations requiring analysis, comparison of a range of options</p> <p>Skills for deciding e.g. how best to implement care programme/assessment of woman's condition</p>	2 - 3	<p>2 - Judgements involving facts or situations, some of which require analysis.</p> <p>Skills for deciding how best to implement care programme</p> <p>Or</p> <p>3 - Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. acts or situations, some requiring analysis/facts or situations requiring analysis, comparison of a range of options</p> <p>Assessment of individual client and babies' condition, e.g., recognise and report to midwife potential signs of jaundice</p>	2 - 3
4. Planning & Organisational Skills	<p>Straightforward activities, some ongoing</p> <p>Organises, prioritises and adjusts own workload in relation to client care</p>	2	<p>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing.</p> <p>Organises, prioritises and adjusts own workload in relation to client care eg, organising feeding support, smoking cessation clinics and home visits, parent craft classes</p>	2
5. Physical Skills	<p>Highly developed physical skills, accuracy important, manipulation of fine tools</p> <p>Dexterity, co-ordination for taking blood</p>	3(b)	<p>The post requires highly developed physical skills, where accuracy is important, but there is no specific requirement for speed. This level of skill may be required for manipulation of fine tools or materials.</p> <p>Dexterity, co-ordination for taking blood, e.g. independently undertake insertion and removal of intravenous cannula, removal of urinary catheter or the removal of wound sutures.</p>	3(b)

6. Responsibility for Patient/Client Care	Implement programmes of care Implements maternity care programmes, including providing advice	4(a)	Implements clinical care/care packages Implements maternity care designated by a midwife programmes, including providing advice e.g. care of mother and baby in relation to healthy lifestyles, feeding support, public health, safeguarding, neonatal jaundice	4(a)
7. Responsibility for Policy/Service Development	Follow policies, may comment on proposals for change May comment on proposed changes to policies	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. May comment on proposed changes to policies	1
8. Responsibility for Financial & Physical Resources	Personal duty of care in relation to resources/maintain stock control Safe use of equipment/orders supplies	1-2 (c)	1 - Observes personal duty of care in relation to equipment and resources used in course of work. Safe use of equipment Or 2(b) responsible for the safe use of equipment other than equipment which they personally use, Assembles/dismantles surgical equipment And/or 2(c) responsible for maintaining stock control and/or security of stock, Orders supplies,	1-2 (b, c) ²⁶
9. Responsibility for Human Resources	Demonstrate own duties May demonstrate own duties to less experienced staff	1	1 - Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. May demonstrate own duties to less experienced staff Or	1-2(a) ²⁷

²⁶ Level 2b added - no impact on score

²⁷ Level 2a added on basis of evidence received

			2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service supervises other MSWs and support staff, as delegated.	
10. Responsibility for Information Resources	Record personally generated information Updates client records	1	Record personally generated information Updates client records	1
11. Responsibility for Research & Development	Occasionally undertakes R&D, clinical trials May participate in R&D, clinical trials	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. May participate in R&D, clinical trials	1
12. Freedom to Act	Standard operating procedures, someone available for reference Follows procedures and care plan, may work alone, supervision available	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis. Follows procedures and care plan, may work alone, supervision_and advice available	2
13. Physical Effort	Occasional/frequent moderate for several short periods Moving clients, lifting equipment	2(a) – 3 (c)	2(a) There is a frequent requirement for sitting or standing in a restricted position for a substantial proportion of the working time, Assisting with feeding or 3(a) There is a frequent requirement to exert light	2(a) – 3(a,c) ²⁸

²⁸ Level 3a added - no impact on score

			<p>physical effort for several long periods during a shift, Moving clients, lifting equipment, weigh baby, assisting with feeding And/Or 3(c) There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Moving clients, lifting equipment, weigh baby, assisting with feeding</p> <p>NB Panels must assess the extent of the effort required for these activities and how often they are undertaken.</p>	
14. Mental Effort	<p>Frequent concentration, pattern predictable Concentration on client care, observations</p>	2(a)	<p>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, Concentration on client care, observations</p>	2(a)
15. Emotional Effort	<p>Occasional, frequent exposure to distressing/highly distressing circumstances Difficult family situations/baby death, child protection issues</p>	2-4(b)	<p>2(a) Occasional exposure to distressing or emotional circumstances, Dealing with difficult family circumstances, occasional exposure to safeguarding issues or severely challenging clients or family behaviour Or 3 (a) Frequent exposure to distressing or emotional circumstances, Frequent exposure to safeguarding issues or severely challenging clients or family behaviour or 4(a) Occasional exposure to traumatic circumstances,</p>	2(a), 3(a), -4(a) ²⁹

²⁹ Level 3a added - no impact on score

			Baby death or congenital abnormalities	
16. Working Conditions	Frequent highly unpleasant conditions Body fluids, foul linen	4b	4 (b) frequent exposure to highly unpleasant working conditions. Body fluids, faeces, vomit, smells and foul linen	4b
Total Score		278– 316		278-323

Midwifery band 5

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

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required</p> <p>Communicates information concerning client's history, sensitive issues, clients with special needs: requires persuasive, reassurance skills</p>	4 (a)	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or reassurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding,</p> <p>Communicates information concerning client's history, sensitive issues, clients with special needs: requires persuasive, reassurance skills</p>	4 (a)
2. Knowledge, Training & Experience	<p>Expertise within specialism underpinned by theory</p> <p>Professional/clinical knowledge acquired through midwifery training; to degree/diploma level plus ongoing preceptorships</p>	5	<p>Understanding of a range of work procedures and practices, which require expertise within a specialism or discipline, underpinned by theoretical knowledge or relevant practical experience.</p> <p>Professional/clinical knowledge acquired through midwifery training; to degree level plus ongoing preceptorships</p>	5

3. Analytical & Judgemental Skills	Range of situations requiring analysis Judgements on a variety of clinical midwifery problems which require investigation, analysis and assessment	3	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Judgements on a variety of clinical midwifery problems which require investigation, analysis and assessment	3
4. Planning & Organisational Skills	Plan and organise straightforward activities some ongoing Organises own workload; plans ongoing client activities	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload; plans ongoing client activities	2
5. Physical Skills	Highly developed physical skills, high degree of precision Skills required for palpitation, suturing and deliveries	4	The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Skills required for palpation, suturing, and births	4
6. Responsibility for Patient/Client Care	Develop programmes of care, care programmes; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post-natal women	5(a)(c)	5(a) Develops programmes of care/care packages, or Develops programmes of midwifery care; And/or 5(c) Provides specialised advice in relation to the care of patients/clients. Provides midwifery advice to women and families throughout pre-pregnancy, birth, post-partum and the early weeks of life_	5(a)(c)
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment May be required to comment on possible developments within department	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. May be required to comment on possible developments within department	1
8. Responsibility	Personal duty of care in relation to equipment, resources/handle cash, valuables; maintain stock	1/2 (a) (c)	Observes personal duty of care in relation to equipment and resources used in course of work.	1-2 (a)(c)

for Financial & Physical Resources	control Personal duty of care/security of client valuables; responsible for ordering supplies		Personal duty of care Or 2(a) Regularly handles or processes cash, cheques, patients' valuables, security of client valuables and/or 2(c) responsible for maintaining stock control and/or security of stock, responsible for ordering supplies as required	
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/professional, clinical supervision Demonstrates own activities / supports student midwives	1 / 2 (a)(b)	1 Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own activities or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service, and/or 2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students, supports student midwives	1 - 2 (a)(b)
10. Responsibility for Information Resources	Record personally generated information Maintain client records	1	Record personally generated information Maintain client records	1
11. Responsibility for Research & Development	Undertakes surveys or audits, as necessary to own work/ regularly undertake R&D activity; clinical trials Occasionally/frequently undertakes R&D activity; clinical trials	1 / 2 (a)(b)	1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. or 2(a) Regularly undertakes R & D activity as a requirement of the job,	1 - 2 (a)(b)

			<p>and/or (b) regularly undertakes clinical trials,</p> <p>Undertakes R&D activity; clinical trials (NB panels must assess the frequency of this activity)</p>	
12. Freedom to Act	<p>Clearly defined occupational policies, work is managed rather than supervised Works within codes of practice and professional guidelines</p>	3	<p>Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals. Works within codes of practice and professional regulations</p>	3
13. Physical Effort	<p>Occasional/ frequent moderate effort for several short periods Lifts equipment in clinic / assists women in labour</p>	2(d) \ 3 (c)	<p>2(d) there is an occasional requirement to exert moderate physical effort for several short periods during a shift. or 3(b) there is an occasional requirement to exert moderate physical effort for several long periods during a shift, or And/Or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, feeding, manoeuvring clients (NB panels must assess the frequency of this activity))</p>	2 (d) / 3(b)(c) ³⁰

³⁰ Level 3a added - no impact on score

14. Mental Effort	Frequent concentration, work pattern predictable/unpredictable Concentration during client examination in clinic /concentration on clients in labour, may be unpredictable	2(a)/3(a)	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, And/or 2(b) there is an occasional requirement for concentration where the work pattern is unpredictable. Concentration during client examination which may or may not be unpredictable Or 3(a) There is a frequent requirement for concentration where the work pattern is unpredictable concentration on clients in labour is unpredictable	2(a)(b) ³¹ /3(a)
15. Emotional Effort	Occasional/frequent distressing; occasional, highly distressing emotional circumstances Baby problems / deaths, child protection issues	2(a) / 3 (a)(b)	2(a) Occasional exposure to distressing or emotional circumstances, or Or 3(a) Frequent exposure to distressing or emotional circumstances, Difficult family situations eg. Congenital abnormalities (NB panels must assess the frequency of exposure) And/or 3(b) occasional exposure to highly distressing or highly emotional circumstances, Deaths, child protection issues	2(a) / 3 (a)(b)
16. Working	Frequent, highly unpleasant conditions	4 (b)	Frequent exposure to highly unpleasant working	4 (b)

³¹ Level 2b added - no impact on score

Conditions	Body fluids, foul linen		conditions. Body fluids, faeces, vomit, smells and foul linen	
Total Score		354– 392		361-392

Midwifery band 6

Profile Label:	Midwife community / hospital / integrated	6
Job Statement	<p>(Community)</p> <ol style="list-style-type: none"> 1. Provides a full range of health education and social care advice to women in a range of settings, pre-conceptually and ante-natally 2. Provides care in a range of environments through the intra-partum and post-natal period for women and their babies 3. Acts as a mentor for less experienced midwives and other staff 4. Works autonomously within guidelines and sphere of professional practice <p>(Hospital)</p> <ol style="list-style-type: none"> 1. Provides a full range of health education and social care advice to women in a hospital setting pre-conceptually and ante-natally 2. Assesses the full range of care needs and develops, implements and evaluates programmes of care throughout the ante-natal, intra partum and post-natal period for women and their babies 3. Acts as a mentor for less experienced midwives and other staff 4. Works autonomously within guidelines and spheres of professional practice <p>(Integrated)</p> <ol style="list-style-type: none"> 1. Provides a full range of health, education and social care advice to women within an integrated model of care pre-conceptually and ante-natally 2. Provides care in a range of environments throughout the inter-partum and post-natal periods for women and their babies 3. Acts as a mentor for less experienced midwives and other staff 4. Works 	<ol style="list-style-type: none"> 1. Provides a full range of advice and care to women, other birthing people, newborn infants and families throughout pre-pregnancy, pregnancy, birth, postpartum and the early weeks of life. 2. Acts as a mentor for less experienced midwives and other staff. 3. Works autonomously within guidelines and sphere of professional practice.

Factor	Relevant Job Information	JE level	Revised wording	JE Level
<p>1. Communication & Relationship Skills</p>	<p>(Community) Provide and receive complex and sensitive information; persuasive, motivational negotiating, training skills are required; barriers to understanding Communicates information concerning patient's history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills</p> <p>(Hospital) Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required Communicates information concerning client's history, sensitive issues, clients with special needs; requires persuasive, reassurance skills</p> <p>(Integrated) Provide and receive complex, sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills Communicates information concerning client's history, sensitive issues, clients with special needs; requires persuasive, reassurance skills</p>	4(a)	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or reassurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding, Communicates information concerning patient's history, sensitive issues, some clients with special needs; requires persuasive, reassurance skills</p>	4(a)
<p>2. Knowledge, Training & Experience</p>	<p>(Community) Specialist knowledge across a range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training; to degree/ diploma level plus</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience. Professional/clinical knowledge acquired through midwifery training; to degree level or equivalent</p>	6

	<p>preceptorship</p> <p>(Hospital) Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree/ diploma level plus preceptorship</p> <p>(Integrated) Specialist knowledge across range of procedures underpinned by theory Professional/clinical knowledge acquired through midwifery training to degree/ diploma level plus preceptorship</p>		<p>experience plus preceptorship</p>	
<p>3. Analytical & Judgemental Skills</p>	<p>(Community) Complex facts or situations requiring analysis, interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p> <p>(Hospital) Complex facts or situations requiring analysis, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p> <p>(Integrated) Complex facts or situations requiring analysis,</p>	<p>4</p>	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p>	<p>4</p>

	<p>interpretation, comparison of a range of options Judgements on a range of complex midwifery problems which require investigation, analysis and assessment, including child protection issues</p>			
<p>4. Planning & Organisational Skills</p>	<p>(Community) Plan and organise straightforward activities, some ongoing Organises own workload; plans ongoing client activities</p> <p>(Hospital) Plan and organise straightforward activities, some ongoing Organises own workload, plans ongoing client activities</p> <p>(Integrated) Plan and organise straightforward activities, some ongoing Organises own workload; plans ongoing client activities</p>	2	<p>Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Organises own workload; plans ongoing client activities</p>	2
<p>5. Physical Skills</p>	<p>(Community) Highly developed physical skills, high degree of precision Skills required for palpation, suturing and deliveries</p> <p>(Hospital) Highly developed physical skills, high degree of precision Skills required for palpation, suturing and deliveries</p> <p>(Integrated) Highly developed physical skills, high degree of</p>	4	<p>The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential. Skills required for palpation, suturing and births</p>	4

	<p>precision Skills required for palpation, suturing and deliveries</p>			
<p>6. Responsibility for Patient/Client Care</p>	<p>(Community) Develop programmes of care, care packages; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post natal women</p> <p>(Hospital) Develop programmes of care, care packages; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post natal women</p> <p>(Integrated) Develop programmes of care, care packages; provide specialised advice in relation to care Develops programmes of midwifery care; provides midwifery advice to ante and post natal women</p>	5(a)(c)	<p>(a) Develops programmes of care/care packages, Develops programmes of midwifery care; And/or (c) Provides specialised advice in relation to the care of patients/clients. Provides midwifery advice to women and families throughout pre-pregnancy, birth, post-partum and the early weeks of life</p>	5(a)(c)
<p>7. Responsibility for Policy/Service Development</p>	<p>(Community) Follow policies in own role, may be required to comment May be required to comment on possible developments within department</p> <p>(Hospital) Follow policies in own role, may be required to comment May be required to comment on possible developments</p>	1	<p>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. May be required to comment on possible developments within department</p>	1

	<p>within department</p> <p>(Integrated) Follow policies in own role, may be required comment May be required to comment on possible developments within department</p>			
<p>8. Responsibility for Financial & Physical Resources</p>	<p>(Community) Personal duty of care in relation to equipment, resources/ maintain stock control Personal duty of care/ orders supplies as required</p>	1 / 2 (c)	<p>1) Observes personal duty of care in relation to equipment and resources used in course of work. Personal duty of care Or 2(a) Regularly handles or processes cash, cheques, patients' valuables, security of client valuables and/or 2(c) responsible for maintaining stock control and/or security of stock, responsible for ordering supplies as required</p>	1 / 2 (a)(c)
	<p>(Hospital) Personal duty of care in relation to equipment, resources/ handle cash, valuables; maintain stock control Personal duty of care/ responsible for client valuables; orders supplies</p>	1-2ac		
	<p>(Integrated) Personal duty of care in relation to equipment, resources/ handle cash, valuables; maintain stock control Personal duty of care/ responsible for client valuables; orders supplies</p>	1-2ac		

<p>9. Responsibility for Human Resources</p>	<p>(Community) Demonstrate own activities to new staff or less experienced employees / professional, clinical supervision Demonstrates own activities to new staff / mentors student midwives and others</p> <p>(Hospital) Day to day supervision; professional, clinical supervision Allocates work to staff; mentors students and midwives</p> <p>(Integrated) Demonstrate own activities to new or less experienced employees/ professional, clinical supervision Demonstrates own activities to new staff / mentors student midwives and others</p>	<p>1 / 2 (b)</p> <p>2ab</p> <p>1-2b</p>	<p>Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own activities or 2(a) Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service work allocation and checking, And/or 2(b) regularly responsible for professional/clinical supervision of a small number of qualified staff or students, mentors student midwives and others And/or 2(c) regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments, or training junior staff</p>	<p>1 / 2 (a) (b) (c)³²</p>
<p>10. Responsibility for Information Resources</p>	<p>(Community) Record personally generated information Maintains client records</p> <p>(Hospital) Record personally generated information Maintains client records</p>	<p>1</p>	<p>Record personally generated information Maintains client records</p>	<p>1</p>

³² Level 2c added - no impact on score

	<p>(Integrated) Records personally generated information Maintains client records</p>			
11. Responsibility for Research & Development	<p>(Community) Undertake surveys or audits, as necessary to own work/ regularly undertake R&D activity; clinical trials Occasionally/ frequently undertakes R&D activity; clinical trials</p> <p>(Hospital) Undertakes surveys or audits, as necessary to own work / regularly undertake R&D activity / clinical trials Occasional/ frequently undertakes R&D activity; clinical trials</p> <p>(Integrated) Undertake surveys or audits, as necessary to own work / regularly undertake R&D activity; clinical trials Occasionally/ frequently undertakes R&D activity; clinical trials</p>	1 / 2(a)(b)	<p>1 Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing.</p> <p>or</p> <p>2(a) Regularly undertakes R & D activity as a requirement of the job, and/or</p> <p>2(b) regularly undertakes clinical trials,</p> <p>Undertakes R&D activity; clinical trials (NB panels must assess the frequency of this activity)</p>	1 / 2(a)(b)
12. Freedom to Act	<p>(Community) Broad occupational policies Works autonomously, responsible for caseload in the community</p> <p>(Hospital) Clearly defined occupational policies, work is managed, rather than supervised/ broad occupational policies</p>	4 3-4	<p>Expected results are defined but the post holder decides how they are best achieved and is guided by principles and broad occupational policies or regulations. Guidance may be provided by peers or external reference points.</p> <p>Works autonomously within clearly defined occupational policies and professional regulations</p>	4

	Works within codes of practice, professional guidelines and policies/works autonomously; lead practitioner (Integrated) Broad occupational policies Work autonomously; lead practitioner	4		
13. Physical Effort	(Community) Occasional/ frequent moderate effort for several short periods Assists women in labour (Hospital) Frequent moderate effort for several short periods Assists women in labour (Integrated) Frequent moderate effort for several short periods Assists women in labour	2(d)/ 3(c) 3c 3c	2(d) there is an occasional requirement to exert moderate physical effort for several short periods during a shift. or 3(b) there is an occasional requirement to exert moderate physical effort for several long periods during a shift, or And/Or 3(c) there is a frequent requirement to exert moderate physical effort for several short periods during a shift. Lifts equipment; assists clients in labour, feeding, manoeuvring clients (NB panels must assess the frequency of this activity))	2 (d) / 3(b)(c) ³³
14. Mental Effort	(Community) Occasional/ frequent concentration, work pattern unpredictable Concentration during labour, report writing	2(b) /3 (a)	2(a) There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention, and/or	2 (a),(b) /3 (a) ³⁴

³³ Level 3b added - no impact on score

³⁴ Level 2a added - no impact on score

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

	<p>(Hospital) Frequent highly unpleasant conditions Body fluids foul linen</p> <p>(Integrated) Frequent highly unpleasant conditions Body fluids, foul linen</p>			
Total Score		416 – 454		416 – 454