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Transferable Role Template

Career Framework Level 6

Children and Young People in the Complex Needs Pathway

Early Intervention Practitioner

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Developed with the Children and Young People
Expert Panel

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Introduction to the Template

Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. A nationally transferable role (NTR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK.

It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus speciality/pathway specific competences. Over time, these will be supported by appropriate national occupational standard based learning and development packages. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

Career Framework Levels and National Occupational Standards (NOS)

The Career framework, which has nine levels, is a method of describing the level of autonomy and responsibility and the kind of decision making required by a job. Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks as well as research where available regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector both clinical and non-clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change banding, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by the UK Commission for Employment and Skills. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not in themselves levelled. Some may be more appropriate to a specific level on the career framework others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

Each NOS is listed by its code and title, they are all underpinned by knowledge requirements and performance criteria.

The NOS in this template are divided into the following sections:

- Core to the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.

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- Specific to the role
 - Facets, some roles have different facets, each made up of a group of NOS, relevant to different areas of practice
 - Locality Specific – Additional NOS (competences) may be added here.

Indicative Learning and Development

The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

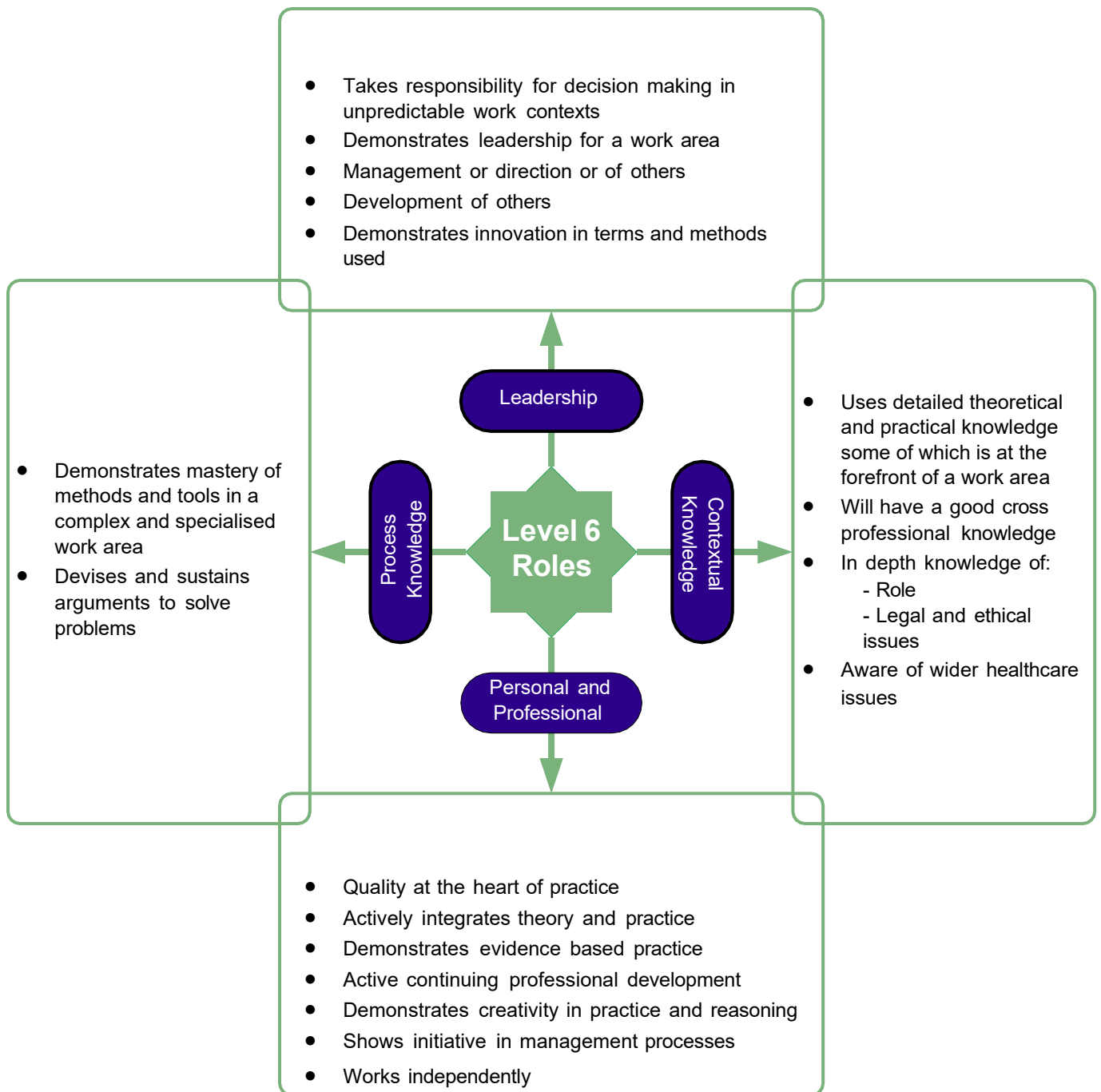
The Template

Level Descriptors

Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They demonstrate initiative and are creative in finding solutions to problems. They have some responsibility for team performance and service development and they consistently undertake self- development.

Individuals working at level 6 have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.



The National Occupational Standards

This section of the template has an example of a level 6 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Early Intervention Practitioner
Area of Work	Children and Young People in the Complex Needs Pathway
Experience Required	• The role requires an accredited professional qualification in social work or therapeutic practice and be registered with either Social Work England or and the British Association for Counselling and Psychotherapy and be practicing for a minimum of two years. • Experience of significant continuing professional development and expert knowledge in relevant professional area, delivering assurance around practice and participation in casework, recording and supervision. • Experience of direct engagement with young people, with successful delivery of one-to-one and indirect interventions and an understanding of vulnerabilities • Experience of working within an evidence informed framework, with knowledge and understanding of criminogenic factors, causing young people to offend and the systemic influences and effects on children and young people. • Significant experience of building strong partnerships, which are collaborative and influential in their nature and engender delivery. • Experience of developing and delivering bespoke training and consultancy
Career Framework Level	Level 6

Scope of the Role

The role works as part of a multi-disciplinary and multi-skilled professional team, developing early interventions to prevent the escalation of children's mental health needs and reduce the risk of offending, or the need for more specialist services such as Tier 4 inpatient provision.

Working within, and understand, the complexities of the children and young people's pathway and landscape. Systemically identify and introduce supportive measures for young people showing early-stage markers of emotional distress and potential mental health, enabling them to remain in mainstream education, and support families to build strength and resilience in their children and young people. This includes assessment plans and the effectiveness of key interventions, reviews, report writing and signposting for onward referrals.

The role will carry out both one-one direct work with children and young people and their families in an education setting or in the community. Upskill and empower other teams and professionals to enable capacity building,

increased understanding of children and young people's needs, and to implement effective strategies to ensure longer term success.

Develop and deliver of upskill programmes and bespoke training and consultancy

All level 6 roles will have the following common/core competences. All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the [health functional map](#) and added to the template using the same format.

Common/Core Competences for all Roles:

Competences common to all roles working with children and young people in the complex needs pathway
SFHCS1 Communicate with children and young people and those involved in their care
SFHCS19 Develop relationships with children and young people and those involved in their care
HSCCLD434 Advocate with and on behalf of children and young people
HSCCLD310 Promote the social and emotional wellbeing of individuals
SFHCS18 Recognise and respond to possible harm or abuse of children and young people
HSCCLD37 Promote trauma-informed practice
HSCCLD28 Support equity, diversity, inclusion and rights of individuals
HSCCLD350 Promote the physical health and mental wellbeing of children and young people
HSCCLD319 Promote the use of services and facilities
SFJCCBF3.1 Develop and sustain effective working with staff from other agencies
SFHGEN63 Act within the limits of your competence and authority

Role Specific Competences

Principles	Competence	
Communication	Communicate effectively	SFHCS1 Communicate with children and young people and those involved in their care
	Develop relationships with individuals	SFHCS19 Develop relationships with children, young people and those involved in their care
		SFJCCBF3.1 Develop and sustain effective working with staff from other agencies
	Provide information and guidance	SFHCS30 Provide advice and information to children and young people and those involved in their care on how to manage their own health and wellbeing
Personal and People Development	Make use of supervision	SFHGEN36 Make use of supervision
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	SFHGEN96 Maintain health, safety and security practices within a health setting
	Promote safe and effective working	SFJFJ2 Monitor the health and wellbeing of individuals who have been subject to a physical intervention
Safeguarding	Protect individuals from abuse	SFHCS18 Recognise and respond to possible harm or abuse of children and young people
		HSCCLD37 Promote trauma informed practice
		HSCCLD35 Promote the care or support planning process
Service improvement	Contribute to improving services	SFHCS23 Work with others to improve healthcare services for children, young people and those involved in their care

Principles	Competence	
Assessment	Assess individuals and agree appropriate action	SFHCS3 Work with children and young people to assess their health and well-being
	Plan assessment of an individual's health status	SFHCS2 Work with children and young people to agree the nature and purpose of assessment of their health and well-being
		SFHCS4 Plan multi-disciplinary assessment of the health and well-being of children and young people
	Assess an individual's needs arising from their health status	HSCCLD35 Promote the care or support planning process
		SFHMH14 Identify potential mental health needs and related issues
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	SFHCS5 Develop care plans with children and young people
	Enable individuals to make health choices and decisions	SFHCS20 Enable children and young people to understand and participate in their health and wellbeing
	Deliver therapeutic activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
	Refer individuals to services for treatment and care	SFHCHS99 Refer individuals to specialist sources of assistance in meeting their health care needs
	Implement care plans and programmes	SFHCS6 Implement care plans to meet the needs of children and young people
		SFHCM11 Manage a patient caseload which achieves the best possible outcomes for the individual

Principles	Competence	
	Work in collaboration with carers in the caring role	SFHMH11 Enable families to address issues with individual's behaviour
	Evaluate the effectiveness of specified interventions	SFHCS14 Evaluate interventions with children and young people, and those involved in their care
	Prepare a discharge or transfer plan	SFHCS10 Prepare a discharge or transfer plan with children and young people and those involved in their care
	Review and modify plans to address specific health goals	SFHMH21 Support people with mental health needs in crisis
	Assist individuals in undertaking activities	SFHMH38 Enable people with mental health needs to choose and participate in activities that are meaningful to them
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	HSCCLD319 Promote the use of services and facilities
		HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Risk management	SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
	Implement strategies to promote health and wellbeing	SFHCS21 Monitor the health and well-being of children and young people
	Collect and validate data and information for processing	SFHHI7 Collect and validate data and information in a health context
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people

Principles	Competence	
	Facilitate the development of community groups / networks	SFJEC4 Prepare, implement and evaluate group activities
	Respond to, and manage challenging behaviour	SFJ BB2 Model pro-social behaviour when working with individuals
		HSCCLD310 Promote the social and emotional wellbeing of individuals
Information Management, Information and Communication Technology	Collect and validate data and information for processing	SFHHI7 Collect and validate data and information in a health context
Education, learning and research	Develop learning and development sessions	CLDLD03 Plan and prepare learning and development programmes
	Deliver learning and development programmes	CLDLD06 Manage learning and development in groups
		CLDLD07 Facilitate individual learning and development
Management and Administration	Provide leadership	SFJAD3 Represent one's own agency at other agencies' meetings
		ISML005 Provide leadership to your team
	Contribute to the effectiveness of teams	HSCCLD330 Promote care or support packages through partnership working
		SFHGEN27 Develop, sustain and evaluate collaborative working with other organisations

Early Intervention Practitioner Level 6

Principles	Competence	
	Manage multi-agency collaborative working	SFHGEN27 Develop, sustain and evaluate collaborative working with other organisations
		CLDAL16 Develop and sustain working relationships with colleagues and stakeholders
		SFPHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing
	Participate in meetings	ASTBUS412 Chair meetings
	Represent your own organisation	SfJ DA2 Present information to courts and formal hearings
	Manage information and knowledge	SFHGEN32 Search information, evidence and knowledge resources and communicate the results communicate results
	Receive and pass on messages and information	HSCCLD338 Process decision making information

Locality Specific Competences

In this space you can define additional competences which are essential for your local needs.

Go to the [Health Functional Map](#) to begin your search for the competences related to the additional tasks or functions you have identified.

All competences are cross referenced to the NHS knowledge and skills framework (KSF).

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Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Transferable role	Level 6 Early Intervention Practitioner
Formal endorsed learning	• Hold an accredited professional qualification in social work or therapeutic practice • Registered with either Social Work England and/or the British Association for Counselling and Psychotherapy • Undertake significant continuing professional supervision For all roles working in the CYP Complex Needs pathway: • Level 3 Safeguarding training for children and contextual safeguarding • PREVENT • Trauma-informed practice • De-escalation • Understanding of: • professional boundaries • vicarious trauma • the complexity of the CYP pathway Other training which may be formal or informal: • Understanding of criminogenic factors, causing young people to offend. • Understanding of systemic influences and effects on the child and young people • Developing and delivery of upskill programmes and bespoke training and consultancy • Supervision • Advocacy • IT skills • Record keeping • Information governance
Informal learning	As above
National Occupational Standards (competences) used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Leading to registration or membership with:	

Continuing Professional Development

It is recognised that continuing professional development is an essential component to maintaining competent, safe practice at all levels of the career framework.

The following is considered the minimum required to maintain competence within this role. Learning should be active, with the impact on service delivery clearly defined and agreed between the learner and their line manager. A range of methods for capturing the impact of learning may be used e.g. learning contracts, reflective accounts, productivity measures, appraisals systems and processes.

Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.

Statutory and Mandatory learning of particular relevance to the role		
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	Level	
Informal learning	Negotiated at appraisal/performance review.	
Method of capturing impact	Annual appraisal	
Funding required	Dependent upon agreed CPD plan and negotiated locally	
Frequency required (once a year, once every two years, twice or more a year)	Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.	

References:

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels

2014 Skills for Health Employability Skills Matrix

2020 NHSE&I Framework for Integrated Care-Community

2021 NHSE&I *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)*

