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Transferable Role Template

Career Framework Level 7

Children and Young People Complex Needs Pathway

Senior Mental Health 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 transferable role (TR) 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:

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- 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.
 - 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

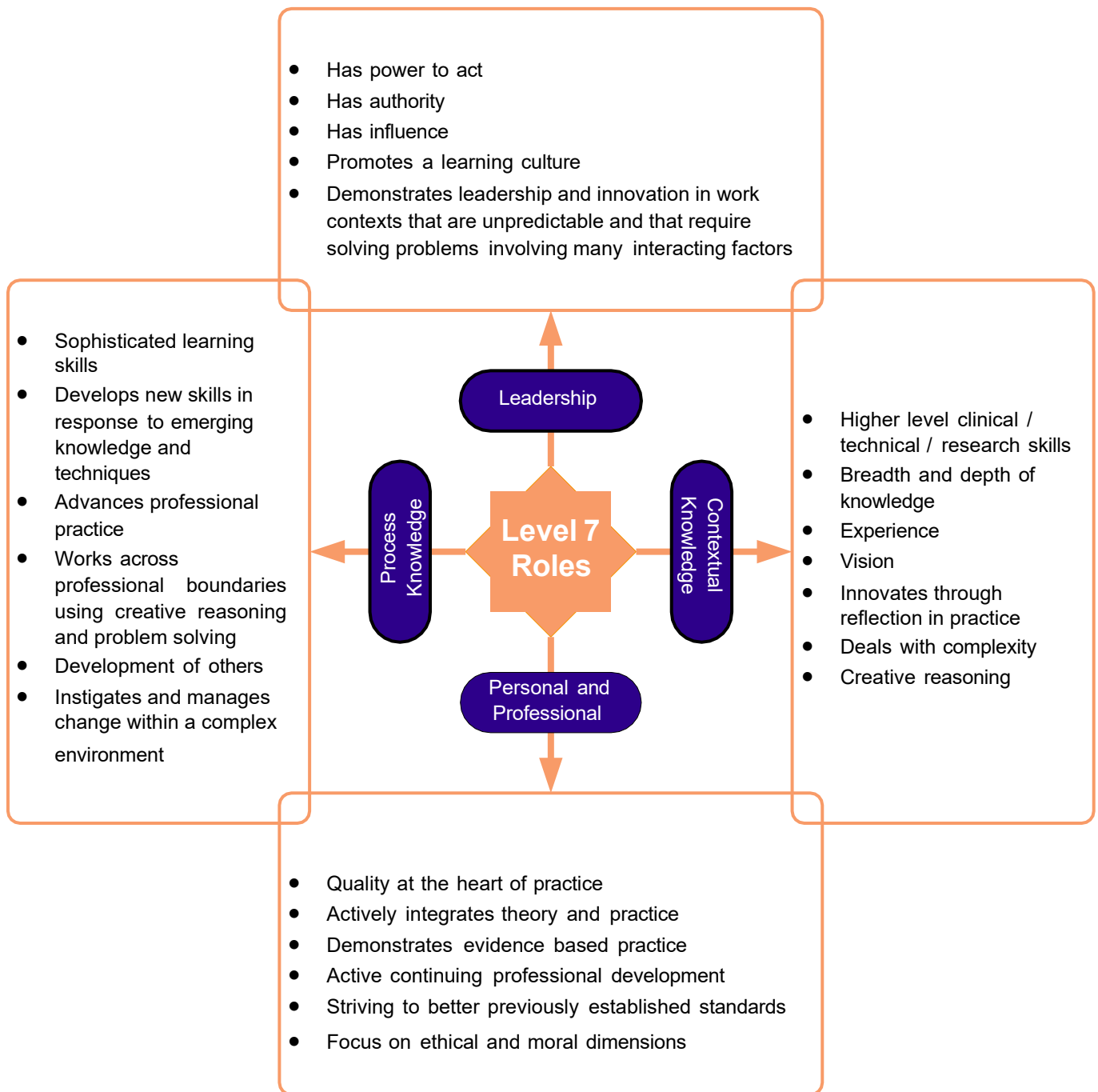
Level Descriptors

Definition of the Level 7 Role

People at level 7 of the career framework have a critical awareness of knowledge issues in the field and at the interface between different fields. They are innovative and have a responsibility for developing and changing practice and/or services in a complex and unpredictable environment.

Individuals working at Level 7 are experienced professionals who have developed their skills and theoretical knowledge to a very high standard, performing a highly complex role and continuously developing their practice within a defined field and/or having management responsibilities for a section/small department. They will have their own caseload or work area responsibilities.

The characteristics of level 7 roles and an advanced practitioner have been developed by Skills for Health through working with employers and practitioners. They are intended to be broad descriptors which can be interpreted or contextualised at a local level



The National Occupational Standards

This section of the template has an example of a level 7 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Senior Mental Health Practitioner
Area of Work	Children and Young People Complex Needs Pathway
Experience Required	Significant level 6 experience working within a mental health setting which could include Child and Adolescent Mental Health Service (CAMHS), forensic or a similar setting. Significant management or clinical leadership experience. Demonstrable experience working with children and young people with complex needs and challenging behaviours Demonstrable experience working with a range of presentations, including complex trauma and emerging personality disorders. Previous experience working within complex systems and liaising with colleagues from different professional backgrounds Previous experience working in a secure setting is desirable for roles in that type of setting.
Career Framework Level	Level 7

Scope of the Role

- Provide specialist clinical assessment (and intervention, where indicated) to children in the complex needs pathway who may have offended/have displayed high risk behaviours who are experiencing mental health problems, in a variety of settings, including secure care establishments, community Child and Adolescent Mental Health Service (CAMHS), in-patient settings, educational settings, Court, criminal justice settings, and home/residential placements
- Provide specialist input regarding clinical policy, case management and individual care planning to other services both within and outside the health service who are working with this group of children and young people
- Deliver and develop specialised training regarding adolescent forensic mental health to other mental health professionals and to other professionals in probation, youth offending teams, mental health services, education and social services who also work with young children who have offended.
- Provide input regarding service development, and to help develop clinical policies, procedures and set clinical standards to meet the needs of children and young people
- Supervise and co-ordinate the professional work of the MDT team where applicable
- The role could be based in the community or a secure setting.

All level 7 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
		SFHMH100 Establish and maintain the therapeutic relationship
	Develop relationships with others agencies	SFJCCBF3.1 Develop and sustain effective working with staff from other agencies
Personal and People Development	Develop your own practice	SFHGEN36 Make use of supervision
	Support the development of the knowledge and practice of individuals	SFHGEN35 Provide supervision to other individuals
		HSCCLD340 Supervise and support team members
	Support the development of knowledge and practice of teams and agencies	SfJHF26 Contribute to the development and promotion of the organisation and its services
		CFAM&LDB4 Manage people's performance at work
Health, Safety and Security	Promote safe and effective working	SFHGEN96 Maintain health, safety and security practices within a health setting
	Investigate health and safety related incidents	INSPMVW08 Investigate and evaluate incidents of violence at work
	Safeguarding	SFHCS18 Recognise and respond to possible harm or abuse of children and young people
		HSCCLD35 Promote the care or support planning process

Principles	Competence	
Quality	Facilitate the audit/inspection process	SFHHI18.2010 Facilitate the clinical audit process
	Undertake the audit/inspection process	INSML054 Carry out and participate in quality audits
Service Improvement	Contribute to improving services	SFHCS23 Work with others to improve healthcare services for children and young people and those involved in their care
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	SFHCS32 Carry out comprehensive assessment for children and young people who use alcohol and other substances
		SFHFMH4 Support an individual to reduce the risk and impact of self-harming behaviour
	Risk Management	SFHCHS230 Assess the need for intervention and present assessments of individuals' needs and related risks
		SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	SFHCS5 Develop care plans with children and young people
	Enable children and young people to make health choices and decisions	SFHCS20 Enable children and young people to understand and participate in their health and wellbeing

Principles	Competence	
	Deliver therapeutic activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
		SFHCHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme
	Implement care plans and programmes	SFHCS6 Implement care plans to meet the needs of children and young people
		SFHCSI1 Manage a patient caseload which achieves the best possible outcomes for the individual
	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
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and wellbeing	SFHMH63 Work with people and significant others to develop services to improve their mental health
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
	Transition to adult healthcare services	SFHCS11 Support young people to prepare for and make the transition to adult healthcare services
Information Management/Information and Communication Technology	Collect and validate data/information for processing	SFHHI7 Collect and validate data and information in a health context
Education, Learning and Research	Design learning and development programmes	LSILADD03 Plan and prepare learning and development programmes

Principles		Competence
	Deliver learning and development programmes	CLDLD07 Facilitate individual learning and development
	Act on research and development findings	SFHPHS23 Interpret research findings and implement them in practice
Management and Administration	Manage operation plans for an area of responsibility	SFHPHS24 Manage the development and direction of work
	Provide leadership	SFJAD3 Represent one's own agency at other agencies' meetings
		ISML005 Provide leadership to your team
		SfJAD3 Represent one's own agency at other agencies' meetings
	Manage multi-agency collaborative working	SFHPHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing
	Contribute to the effectiveness of teams	SFHGEN41 Identify team members' need for psychological support
	Improve organisational performance	INSML045 Manage programmes of work or projects
	Develop relationships with individuals	CLDAL16 Develop and sustain working relationships with colleagues and stakeholders
	Recruit, select and retain colleagues	EUSRA3419b Recruit people for your business
	Participate in meetings	ASTBUS412 Chair meetings
	Represent your own organisation	SfJ DA2 Present information to courts and formal hearings
Additional competences in a secure setting		
Investigations	Obtain valid consent for interventions or investigations	SFHHPC1 Obtain valid consent for healthcare interventions in a custodial setting

Principles Competence		
Assessment (Screening)	Screening	SFJFJ1 Screen individuals' health and wellbeing on reception into a custodial setting
		SFJF4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting
Health intervention	Monitor and manage the environment to optimise the health of others	SFHFMH3 Observe an individual who presents a significant imminent risk to themselves or others
	Identify children and young people at risk of developing health needs	SFHAF1 Carry out screening and referral assessment in a substance misuse setting

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 7 Senior Mental Health Practitioner
Formal endorsed learning	. • Relevant professional qualification eg. Diploma in Occupational Therapy, Diploma in Social Work, Registered Mental Health Nurse, Clinical Psychology Grade A, or equivalent experience • Up to date registration with relevant professional body • Specific modules relevant to area of practice • Personal and professional development since registration • May work towards a recognised leadership qualification • May undertake post graduate level study • Further qualification or training in relevant evidence-based therapy desirable (eg Dip CBT, CAT, IPT etc) • Experience or training in trauma informed and attachment related therapies as appropriate depending on the service. 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 For roles working in the CYP secure estate: • SECURE STAIRS Integrated Care Framework training Other training which may be formal or informal: • Risk management • Clinical supervision • Trauma-informed care planning • Case load management • Psychological interventions/ therapeutic approaches • Intermediate life support • Advocacy • IT skills • Record keeping • Information governance
Informal learning	As above

National Occupational Standards (competences) used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Funding	
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:

Brown G., Esdaile S.A., Ryan S.E., (eds) (2004) *Becoming an Advanced Healthcare Practitioner* Butterworth Heinemann London

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

2014 Skills for Health Employability Skills Matrix

2018 Healthcare Standards for Children and Young People in Secure Settings (Royal College of Paediatrics and Child Health, 2019) HMIP Expectations: Criteria for assessing the treatment of children and conditions in prisons Version 4, (2018)

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)*



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