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Transferable Role Template

Career Framework Level 4

Children and Young People in the Complex
Needs Pathway

Youth Worker

Final June 2021 (Updated June 2026)

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.

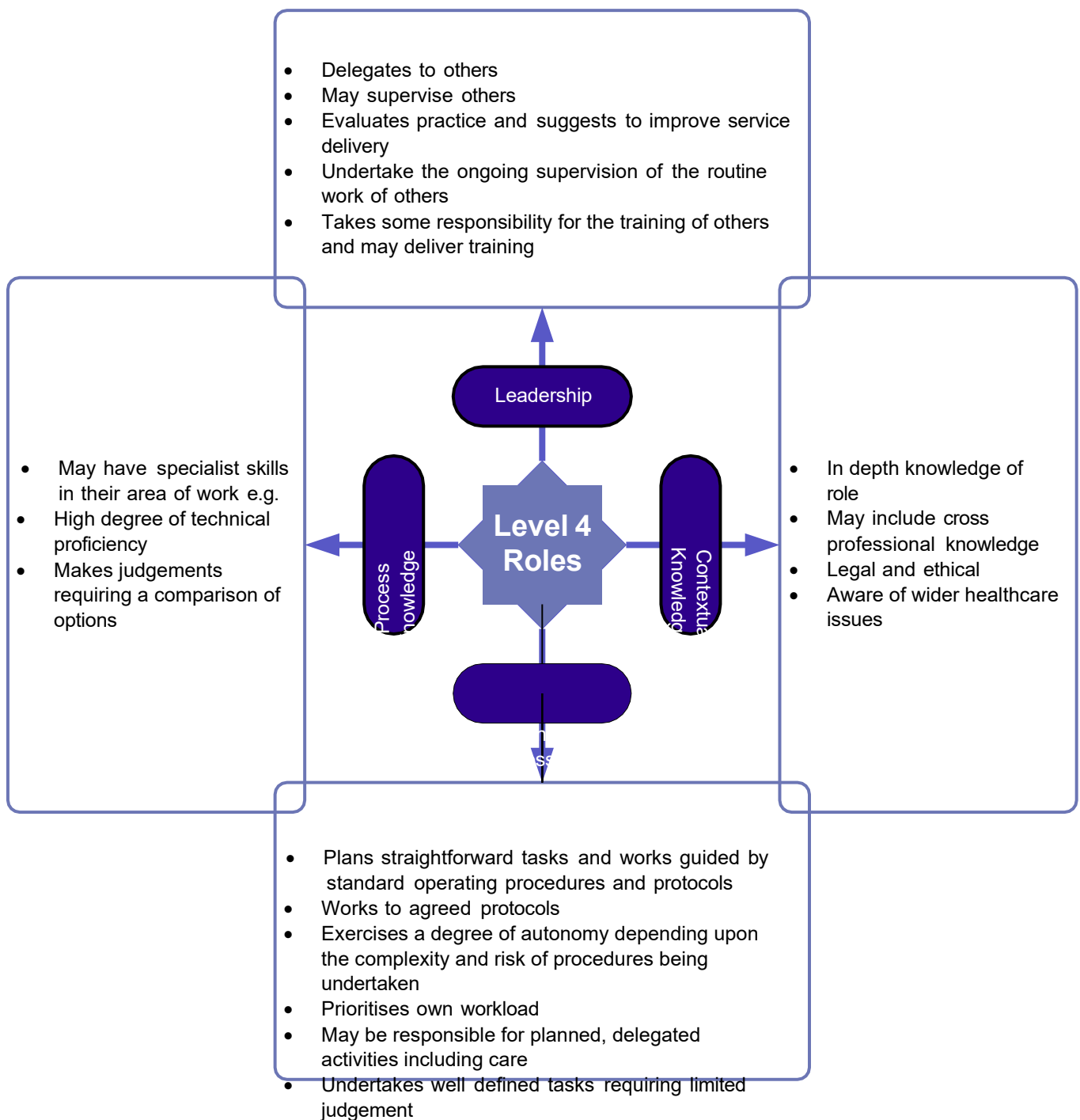
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

The Template

Level Descriptors

Definition of the Level 4 Role

People at level 4 require factual and theoretical knowledge in broad contexts within a field of work. Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff.



The National Occupational Standards

This section of the template has an example of a level 4 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Youth Worker
Area of Work	Children and Young People Complex Needs Pathway
Experience Required	A minimum of 2 years' professional experience working with vulnerable young people in a range of settings and: • Working with multi-agencies • Working within a multi-disciplinary team • Mentoring and supporting young people • Understanding children within their family context • Understanding of the physical, social and emotional needs of young people
Career Framework Level	Level 4

Scope of the Role

- The Youth Worker works as part of a youth work team to provide one-to-one support and mentoring to young people and helps to link them into existing community- based services and activities depending on their needs to promote their personal, educational, health and social development. The role will go further into working with the families of those young people to ensure there is support for the whole family unit including parents, carers and siblings.
- This will include signposting to appropriate services as well as liaising with other professionals where needed such as schools, Social Services, the Youth Offending Team and the Multi Agency Safeguarding Hub. Support to parents can include assisting to increase knowledge of their child's development, health and potential to enable them to gain confidence as parents and build better family relationships and finding appropriate ways for them to address the problems they are facing together.
- Will hold a case load and work with young people in a range of settings including an Accident and Emergency Department as a result of gang activity and violent injury where the role is based and holds a physical presence as well as on hospital wards, in the community, in face-to face and group contexts.

All level 4 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
		SFHCS19 Develop relationships with children, young people and those involved in their care
	Provide help for children and young people including play recovery	SFHCHS34 Provide help for children and young people to understand their health and wellbeing
	Develop relationships with individuals	SFJCCBF3.1 Develop and sustain effective working with staff from other agencies
Personal and People Development	Make use of supervision	SFHGEN36 Make use of supervision
	Mentoring/ coaching	LSI CM06 Explore clients' needs, aspirations and the support required to achieve their goals
		HSCCLD340 Supervise and support team members
Safeguarding	Protect individuals from abuse	SFHCS18 Recognise and respond to possible harm or abuse of children and young people
		Promote trauma informed practice
Service Improvement	Contribute to improving services	Work with others to improve healthcare services for children and young people and those involved in their care
Assessment	Assess children and young people's needs	Promote the care or support planning process
	Risk management	SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
Interventions	Work in collaboration with carers in the caring role	SFHMH11 Enable families to address issues with individual's behaviour

Principles	Competence	
	Enable individuals to make health choices and decisions	SFHGEN106 Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being
		SFHGEN107 Enable individuals and families to put informed choices for optimising their health and wellbeing into action
	Accessing services	HSCCLD319 Promote the use of services and facilities
		SFHMH38 Enable people with mental health needs to choose and participate in activities that are meaningful to them
		SFHAA1 Recognise problematic use of alcohol or other substances and refer individuals to services
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Enable children and young people to address issues relating to their health and well-being	SFHAD1 Raise awareness about substances, their use and effects
	Promoting positive behaviour	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
	Maintain information/record systems	SFJPA2.1 Analyse and report data

Principles	Competence	
Administration, meetings and team working	Contribute to meetings	SFJAD3 Represent one's own agency at other agencies' meetings
	Contribute to the effectiveness of teams	HSCCLD330 Promote care or support packages through partnership working
	Produce documents to an agreed specification	INSBA013 Design and produce documents
	Receive and pass on messages and information	HSCCLD338 Process decision making information
Education, learning and research	Deliver learning and development programmes - e.g. anger management	LSILADD06 Manage learning and development in groups LSILADD07 Facilitate individual learning and development

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 4 Youth Worker
Formal endorsed learning	• A relevant professional qualification in Youth and Community (JNC) • Or a level 2 or level 3 qualification in: Youth Work, Community, Social Work, SENCo or appropriate equivalent experience • Good numeracy and literacy skills that are or equivalent to English/Maths GCSE A – C/ 9-4. For all roles working in the CYP Complex Needs pathway: • Level 3 Safeguarding training for children and contextual safeguarding • PREVENT • Trauma-informed/systemic 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: • IT skills • Literacy skills • Training related to vulnerabilities e.g.: • Child development • learning disabilities • working with young people in the complex needs pathway • working with challenging and vulnerable families • mental health awareness, • substance and alcohol misuse • sexual health • therapeutic training • Mentoring/coaching • Play for recovery • Advocacy • Lone working • First Aid at Work

	- Record keeping - Information governance
Informal learning	As above
National Occupational Standards (competences) used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning.
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
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	For example,	
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.
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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)

