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The Career and Competence Framework: for those working within the Children and Young Peoples Complex Needs Pathway

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Developed by a collaborative group of experts and NHS England, NHS Improvement and Health Education South East

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Introduction and Background

The [NHS Long Term Plan 2019](https://www.longtermplan.nhs.uk/) makes a commitment to invest in additional support for the most vulnerable children and young people between the ages of 0-18, who have complex needs and can be described as presenting with high risk, high harm behaviours and high vulnerability.

These children's complex needs may be:

- Multiple (not just in one domain, such as mental and physical health);
- Persistent (long term rather than transient);
- Severe (not responding to standard interventions); and
- Framed by family and social contexts (early family disruption, loss, inequality, prevalence of Adverse Childhood Experiences).

This is supported by the need to offer a pathway which aims to support and strengthen services for children and young people who have such complex needs, currently not being met in the community. The development of the *Framework for Integrated Care-Community*² outlines the aim to build a trauma-informed care and formulation-driven, evidence-based, whole system approach to providing integrated support and creating change for the most vulnerable, and support those who deliver them.

The roll out of the *Framework for Integrated Care-Community* addresses the needs of children and young people with complex needs, allows for a joined-up approach to assessment, intervention planning and care, including input from mental health staff regardless of previous diagnosis, as well as from social care professionals, education professionals and other support staff working on a day-to-day basis with the young people. It also seeks to ensure that staff have the right skills and support to care for the children and young people appropriately. This Career and Competence Framework is part of wider work designed to enable services to better meet the mental health needs of some of the most vulnerable and high-risk children in our society, which has included the development and implementation of a *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)*³.

Both frameworks use formulation-based trauma informed support for this particularly complex cohort of young people that face some of the highest levels of health inequalities. The implementation of these will create a whole system pathway for these young people in order to deliver the right level of support needed.

Raising the profile of and creating an attractive career pathway for those working in both the Health & Justice workforce and interfacing with social care within the children and young people's complex needs pathway have increasingly become key priorities in shaping the future workforce, as Health & Justice healthcare providers continue to find it difficult to recruit and retain staff within clinical and non-clinical roles.

¹ NHS Long Term Plan 2019 <https://www.longtermplan.nhs.uk/>

² *Framework for Integrated Care-community* NHS England and NHS Improvement and Justice and Young People Team, January 2020

³ *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)* NHSE&I

To help address these issues Skills for Health were commissioned⁴ to develop the Career and Competence Framework for those working within the Children and Young People's (CYP) complex needs pathway. An Expert Panel comprising of service managers, commissioners, clinical and non-clinical practitioners from across the children's complex needs pathway in England developed the Framework via an iterative process identifying the functions and competences required for the identified roles working across the complex needs pathway. These were agreed and confirmed via national consultation feedback.

The benefits of a Career and Competence Framework are that it identifies the competences needed to deliver the healthcare service required for children and young people with complex needs in the Health & Justice and social care sectors. This will enable staff not only to assess their own skills and competence, but also provide a career structure. It will articulate the different types of roles which exist, the relationship between them in terms of the similarities and differences, which should not only help to recruit staff, but also aid retention, as it becomes clearer how their existing competences can support their movement into other roles within the sector. It will also enable commissioners and service providers to articulate the skills and competences required within the pathway and, in turn, help drive up quality. The Framework will also support the identification of training for the core and other skills required for staff to work with children and young people in the complex needs pathway and highlight any training gaps for individuals, teams and services. It will also benefit integrated care across different services.

It will be key for staff and services working within the children's complex needs pathway to use the Framework and competences alongside the existing key frameworks including the *Framework for Integrated Care-community*, the *Framework for Integrated Care for the Children and Young People's Secure Estate (SECURE STAIRS)* and the *Healthcare Standards for Children and Young People in Secure Settings*⁵. The core competences will underpin the content of these two frameworks depending on which part of the pathway services sit.

The Career Framework (Appendix 1) provides information about the level at which the jobholder is required to function. Each level has characteristics and attributes which describe, for example, the levels of autonomy, responsibility, decision-making and critical analysis skills needed in a role or job. It comprises nine levels ranging from Level 1 initial entry jobs to the most senior staff at Level 9.

It is applicable to Health & Justice and social care sectors. Combining the characteristics of a particular level of the Career Framework with National Occupational Standards⁶ provides information that can support the Children and Young People's complex needs pathway workforce and service development as well as the identification of appropriate education and training.

Employability skills include the pre-requisites for someone undertaking a job and can be used to inform the person specification in a job description. It identifies the qualities, values, attributes and behaviours needed at each level of the Career Framework and which an individual must have, and express, to be a properly functioning employee.

⁴ Commissioned by Health Education England South-East, on behalf of the National Health & Justice Team and the Health & Justice South-East regional team.

⁵[*Healthcare Standards for Children and Young People in Secure Settings* RCPCH June 2019](#)

⁶Skills or Health National Occupational Standards <https://tools.skillsforhealth.org.uk/>

This Framework document comprises the following elements:

- A **career framework** for those working in the children and young people's complex needs pathway. This covers 10 specific **role profiles**. These are role profiles indicative of the types of roles which may be found within children and young people's services across the complex needs pathway. They are not meant to be prescriptive but provide a useful starting point when looking to develop job descriptions. The career framework shows how it may be possible to enter and progress within a children and young people's service across the complex needs pathway within these settings or move into other areas across the pathway.
- A **competence framework** for those working in children and young people's services across the complex needs pathway. The competences used are National Occupational Standards⁷ that describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. They focus on what the person needs to be able to do as well as what they must know and understand to work effectively. This framework aims to include the National Occupational Standards⁷ relating to the provision of children and young people's services across the complex needs pathway, a sub-set of which will relate to particular job roles.

⁷ Skills or Health National Occupational Standards <https://tools.skillsforhealth.org.uk/>

Career and Competence Frameworks and Agenda for Change

A Career Framework can be utilised in a variety of settings and is not linked to pay. This makes it particularly useful in areas where staff are employed by different organisations and across sectors such as justice and social care.

The NHS Agenda for Change, the NHS pay system which incorporates job evaluation, the Knowledge and Skills Framework⁸ and terms and conditions, is specific to the NHS, and evaluated within services.

The Career Framework provides a common language to support workforce planning and career development by identifying the characteristics and attributes of those working at different levels of the Career Framework and using National Occupational Standards to capture the knowledge and skills required for roles.

Whilst some of the Career Framework descriptors might use similar language to Agenda for Change, there is **no** automatic read across from Agenda for Change bands to levels within the Career Framework.

⁸ [Knowledge and Skills Framework](#)



The Career and Competence Framework for the Children and Young People's Complex Needs Pathway

The Career Framework for the children and young peoples' complex needs pathway comprises roles from Level 3 to Level 7 of the Career Framework, as detailed in **Table 1** below. Individuals will be able to progress into different roles within the framework either vertically or laterally. (The Expert Panel did not identify any priority roles for development at Levels 1, 2, 8 and 9.)

There are numerous routes for staff due to the relating services being across Health & Justice and social care. For example, an individual may enter the service as a Peer Support Worker at Level 3 and progress after undertaking the required training and development. An example of lateral progression may include, for example, a community primary care nurse or mental health nurse can enter the children and young people's those complex needs pathway in a secure setting.

The requirements of individual jobs in the workplace will vary, depending on the requirements of any particular children and young peoples' complex needs pathway service in relation to local population. The role profiles included within the children and young people's complex needs pathway are generic and so when used in practice, can be adapted to meet local service requirements.

Table 1: Children and Young Peoples' Complex Needs Pathway Career Framework

CYP Roles	Level Description	Level
No roles identified for development at this Level	People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.	9
No roles identified for development at this Level	People working at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility for service improvement, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.	8
Senior Mental Health Practitioner	People at level 7 of the career framework have a critical awareness of knowledge issues in the field of work and at the interface between different fields. They are innovative and have responsibility for developing and changing practice and/or services in a complex and unpredictable environment.	7
Mental Health Nurse (secure and community setting)	People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They	6

CYP Roles	Level Description	Level
Early Intervention Practitioner	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.	
Primary Care Nurse Senior Youth Worker	People at level 5 will have a comprehensive knowledge, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge to solve problems creatively, make judgements which require analysis an interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.	5
Team Leader Residential Care Edge of Care Worker Youth Worker	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.	4
Peer Support Worker Residential Worker	People at level 3 require knowledge of facts, principles, processes and general concepts in a field of work. They may carry out a wider range of duties than the person working at level 2, and will have more responsibility, with guidance and supervision available when needed. They will contribute to service development and are responsible for self-development.	3
No roles identified for development at this Level	People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.	2
No roles identified for development at this Level	People at level 1 are at entry level and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to level 2.	1

Framework Competences

The purpose of a competence framework is to identify all the activities that take place in a service or along a pathway or section of a pathway. It includes National Occupational Standards (competences) relevant to the activities undertaken by those working within the service. The competences include knowledge and understanding as well as performance criteria. Whilst they cover a function, they do not necessarily reflect the overall level of a role.

The competences within the framework can be used to contribute to the description of relevant jobs and roles, and to help commissioners and employers articulate the education and training required by individuals working in the service. The competence framework can also be used by managers and individuals within a service to help identify progression routes, identify the education and training required to enable an individual to undertake additional activities. In addition, it can be used by education and training providers to develop programmes of learning and qualifications.

National Occupational Standards are developed to describe the level of competence for a function, rather than for specific staff groups and so should be interpreted as applying within the context in which an individual works. Some competences may appear, from the title, to be applicable only in a health setting; the competence *GEN 97 Communicate effectively in a healthcare environment*, is an example of that but the knowledge and performance criteria within it are applicable in a wide range of settings, which includes justice. The competences included in this framework are drawn from Health & Justice and social care sectors and other areas, including leadership and management, administration and learning and development. They have been used in the role profiles developed in the role profiles which describe the jobs and roles within the children's and young people's complex needs pathway, alongside their career framework level.

The competence framework for the children and young peoples' complex needs pathway is broadly based on a whole care pathway where the focus is on managing individuals within an approach where services work collaboratively to ensure that children and young people receive coordinated multi-agency support to address their health and social care needs.

The competences do not replace protocols and guidelines used in the service, but work alongside them, describing the knowledge required and performance criteria that should be met by an individual working with those protocols and guidelines.

The Common Competences for all staff working within the children and young people's complex needs pathway.

The following competences were identified as common and core for *all* those working within the children and young people's complex needs pathway and are applicable to the Health & Justice and social care sectors. They are included in each of the role profiles across each career framework level.

Table 2: Common core competences for all roles -children and young people's complex needs pathway.

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

In addition to the core competences detailed above, role specific competences have been identified with their associated Career Framework level are listed below:

Table 3: Role Specific Competences at Career Framework Level

Peer Support Worker Level 3		
Principles	Competence	
Communication	Communicate effectively	SFHCS1 Communicate with children and young people and those involved in their care
	Develop effective relationships with children and young people	SFHCS19 Develop relationships with children and 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
	Support individuals to communicate	SFHGEN85 Support individuals with communication and interaction difficulties
	Provide information advice and guidance	SFHCHS177 Advise on access to and use of services
		HSCCLD219 Support individuals to access information on services and facilities
Personal and People Development	Develop your own practice	INSML003 Develop and maintain your professional connections
	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

Peer Support Worker Level 3

Principles	Competence	
Health, Safety and Security	Safeguarding	SFHCS18 Recognise and respond to possible harm or abuse of children and young people
		HSCCLD35 Promote the care or support planning process
Quality	Manage and organize your own time and activities	SFHHT4 Manage and organise your own time and activities
Assessment	Assess an individual's needs arising from their health status	SFHMH14 Identify potential mental health needs and related issues
Health Intervention	Refer children and young people to services for treatment and care	SFHAA1 Recognise problematic use of alcohol or other substances and refer individuals to services
	Support individuals who are distressed	SCDHSC0226 Support individuals who are distressed
Health Promotion and Protection	Support children and young people to access services	HSCCLD319 Promote the use of services and facilities
	Enable children and young people to address issues relating to their health and wellbeing	SFHHT3 Enable individuals to change their behaviour to improve their own health and wellbeing
		HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
Management and Administration	Provide leadership	SFTMVD2 Lead and Motivate Volunteers

Peer Support Worker Level 3

Principles	Competence	
	Recruit, select and retain colleagues (and volunteers)	SFTMVC3 Recruit and place volunteers
		SFTMVC5 Induct volunteers

Residential Worker Level 3

Principles	Competence	
Communication	Communicate effectively	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
	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
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
		HSCCLD35 Promote the care or support planning process
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 children and young people's needs	HSCCLD35 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	Supporting physical health	SFHCHS19 Undertake routine clinical measurements

Residential Worker Level 3		
Principles	Competence	
	Support individuals to self- medicate	SFHCS15 Enable children and young people, and those involved in their care, to manage prescribed medication
		HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Support to CYP in a residential setting	HSCCLD366 Work with children and young people to manage aspects of their lives
		HSCCLD369 Promote childcare practice in group living
	Support children and young people to retain, regain and develop the skills to manage their lives and environment	HSCCLD367 Promote adulthood, citizenship and independence
	Deliver activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
		SFHMH38 Enable people with mental health needs to choose and participate in activities that are meaningful to them
	Refer individuals to services for treatment and care	SFHCHS99 Refer individuals to specialist sources of assistance in meeting their health care needs
		HSCCLD319 Promote the use of services and facilities
		SFHAA1 Recognise problematic use of alcohol or other substances and refer individuals to services
	Implement strategies to promote health and wellbeing	SFHCS21 Monitor the health and well-being of children and young people
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people

Residential Worker Level 3

Principles	Competence	
Health Promotion and Prevention	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	Promote the social and emotional wellbeing of individuals
	Self-harming awareness	FMH4 Support an individual to reduce the risk and impact of self-harming behaviour
		Observe an individual who presents a significant imminent risk to themselves or others
Information Management/ Information & Communication Technology	Maintain information/record systems	SFJPA2.1 Analyse and report data
Administration, and team working	Contribute to the effectiveness of teams	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
Additional competences for children and young people with disabilities and additional needs	Undertake personal care	HSCCLD210 Support individuals with their personal care needs

Team Leader-Residential Care Level 4		
Principles	Competence	
Communication	Communicate effectively	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
	Provide help for children and young people including play recovery	SFHCS34 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
	Support the development of the knowledge and practice of individuals	HSCCLD340 Supervise and support team members
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
		HSCCLD35 Promote the care or support planning process
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 children and young people's needs	HSCCLD35 Promote the care or support planning process

Team Leader-Residential Care Level 4		
Principles	Competence	
	Risk management	SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
Interventions	Care planning	SFHCS5 Develop care plans with children and young people
	Review and evaluate the effectiveness of interventions	SFHCS14 Evaluate interventions with children and young people, and those involved in their care
	Supporting physical health	SFHCHS19 Undertake routine clinical measurements
	Support individuals to self- medicate	SFHCS15 Enable children and young people, and those involved in their care, to manage prescribed medication
		HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Support to children and young people in a residential setting	HSCCLD366 Work with children and young people to manage aspects of their lives
		HSCCLD369 Promote childcare practice in group living
	Support children and young people to retain, regain and develop the skills to manage their lives and environment	HSCCLD367 Promote adulthood, citizenship and independence
	Deliver activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
		SFHMH38 Enable people with mental health needs to choose and participate in activities that are meaningful to them
	Refer individuals to services for treatment and care	SFHCHS99 Refer individuals to specialist sources of assistance in meeting their health care needs
		HSCCLD319 Promote the use of services and facilities

Team Leader-Residential Care Level 4		
Principles	Competence	
		SFAA1 Recognise problematic use of alcohol or other substances and refer individuals to services
	Implement strategies to promote health and wellbeing	SFHCS21 Monitor the health and well-being of children and young people
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
	Review and evaluate the effectiveness of interventions	SFHCS14 Evaluate interventions 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 well-being	SFHAD1 Raise awareness about substances, their use and effects
	Promoting positive behaviour	HSCCLD310 Promote the social and emotional wellbeing of individuals
	Self-harming awareness	SFHFMH4 Support an individual to reduce the risk and impact of self-harming behaviour
		SFHFMH3 Observe an individual who presents a significant imminent risk to themselves or others
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
Management, Administration, meetings and team working	Lead your team	ISML005 Provide leadership to your team

Team Leader-Residential Care Level 4

Principles	Competence	
	Contribute to the effectiveness of teams	HSCCLD330 Promote care or support packages
	Contribute to meetings	SFJAD3 Represent one's own agency at other agencies' meetings
	Produce documents to an agreed specification	INSBA013 Design and produce documents
	Receive and pass on messages and information	HSCCLD338 Process decision making information
Additional competence for children and young people with disabilities and additional needs	Undertake personal care	HSCCLD210 Support individuals with their personal care needs

Edge of Care Practitioner Level 4

Principles	Competence	
Communication	Communicate effectively	SFHCS1 Communicate with children and young people and those involved in their care
	Develop relationships with children	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
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
		HSCCLD330 Promote the care or support planning process

Edge of Care Practitioner Level 4

Principles	Competence	
Service Improvement	Contribute to improving services	<u>SFHCS23 Work with others to improve healthcare services for children and those involved in their care</u>
Assessment	Assess children and young people's needs	<u>HSCCLD35 Promote the care or support planning process</u>
	Risk management	<u>SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</u>
Interventions	Work in collaboration with carers in the caring role	<u>SFHMH11 Enable families to address issues with individual's behaviour</u>
	Enable individuals to make health choices and decisions	<u>SFHGEN106 Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being</u>
		<u>SFHGEN107 Enable individuals and families to put informed choices for optimising their health and wellbeing into action</u>
	Enable people to address issues relating to their health and well-being	<u>HSCCLD319 Promote the use of services and facilities</u>
		<u>HSCCLD350 Promote the physical health and mental wellbeing of children and young people</u>
	Deliver therapeutic activities	<u>SFHCS13 Deliver interventions for children and young people and those involved in their care</u>
	Refer individuals to services for treatment and care	<u>SFHCHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</u>
		<u>SFHAA1 Recognise problematic use of alcohol or other substances and refer individuals to services</u>

Edge of Care Practitioner Level 4

Principles	Competence	
	Implement strategies to promote health and wellbeing	SFHCS21 Monitor the health and well-being of children and young people
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
	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 children and young 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
		SFHAD1 Raise awareness about substances, their use and effects
	Respond to and manage challenging behaviour	HSCCLD310 Promote the social and emotional wellbeing of individuals
	Collect and validate data and information for processing	SFHHI7 Collect and validate data and information in a health context
Information Management/ Information and Communication Technology	Maintain information/record systems	SFJPA2.1 Analyse and report data
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

Edge of Care Practitioner Level 4

Principles	Competence	
	Produce documents to an agreed specification	INSBA013 Design and produce documents
	Receive and pass on messages and information	HSCCLD338 Process decision making information
Additional competences for residential care where appropriate	Support to CYP in a residential setting	HSCCLD366 Work with children and young people to manage aspects of their lives
		HSCCLD369 Promote childcare practice in group living
	Support individuals to self- medicate	SFHCS15 Enable children and young people, and those involved in their care, to manage prescribed medication

Youth Worker Level 4		
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

Youth Worker Level 4		
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

Youth Worker Level 4		
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

Senior Youth Worker Level 5

Principles	Competence	
Communication	Communicate effectively	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
	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 and others	SFJCCBF3.1 Develop and sustain effective working relationships 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
		HSCCLD37 Promote trauma informed practice
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 an individual's needs	HSCCLD35 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

Senior Youth Worker Level 5

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
		HSCCLD350 Promote the physical health and mental wellbeing of children and young people
	Deliver activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
		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
		SFHAD1 Raise awareness about substances, their use and effects
	Respond to and manage challenging behaviour	HSCCLD310 Promote the social and emotional wellbeing of individuals
	Collect and validate data and information for processing	SFHHI7 Collect and validate data and information in a health context

Senior Youth Worker Level 5

Principles	Competence	
Management, Administration, meetings and team working	Lead your team	ISML005 Provide leadership to your team
	Contribute to the effectiveness of teams	HSCCLD330 Promote care or support packages through partnership working
	Contribute to meetings	ASTBUS412 Chair meetings
		SFJAD3 Represent one's own agency at other agencies' meetings
Information Management/Information and Communication Technology	Maintain information/record systems	SFJPA2.1 Analyse and report data
	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	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

Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
Communication	Communicate effectively	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
	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
	Support the development of the knowledge and practice of individuals	SFHGEN35 Provide supervision to other individuals
	Support the development of the knowledge and practice of individuals	HSCCLD340 Supervise and support team members
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
		HSCCLD35 Promote the care or support planning process
		HSCCLD37 Promote trauma informed practice
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

Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
	Undertake physiological measurements	SFHCHS19 Undertake routine clinical measurements
	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
		SFHCS32 Carry out comprehensive assessment for children and young people who use alcohol and other substances
	Risk management	CHS230 Assess the need for intervention and present assessments of individual's 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 individuals to make health choices and decisions	SFHCS20 Enable children and young people to understand their health and well-being
	Deliver therapeutic activities	SFHCS13 Deliver interventions for children and young people and those involved in their care
	Managing long-term conditions	SFHCMC3 Enable individuals with long term conditions to make informed choices about their health and wellbeing
	Refer individuals to services for treatment and care	SFHCHS99 Refer individuals to specialist sources of assistance in meeting their health care needs

Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
	Implement care plans and programmes	SFHCS6 Implement care plans to meet the needs of children and young people
		SFHCMI1 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
	Administer medication to individuals including immunisations and vaccinations	SFHCHS3 Administer medication to individuals
	Support individuals to self- medicate	SFHCS15 Enable children and young people, and those involved in their care, to manage prescribed medication
	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 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
	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
	Transition to adult healthcare services	SFHCS11 Support young people to prepare for and make the transition to adult healthcare services

Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
Input data/information for processing	Collect and validate data and information for processing	ESKIIUF2 IT User fundamentals
Management, Administration and Team Working	Contribute to the effectiveness of teams	HSCCLD330 Promote care or support packages through partnership working
	Provide leadership	SFJAD3 Represent one's own agency at other agencies' meetings
	Manage multi-agency collaborative working	SFHPS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing
	Receive and pass on messages and information	HSCCLD338 Process decision making information
Additional competences in a secure setting		
Investigations	Obtain valid consent for interventions or investigations	SFHPC1 Obtain valid consent for healthcare interventions in a custodial setting
Assessment (Screening)	Screening	SFJFJ1 Screen individual' health and wellbeing on reception into 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

Mental Health Nurse (secure and community setting) Level 6

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
		SFHMH100 Establish and maintain the therapeutic relationship
	Develop relationships with individuals and others	SFJCCBF3.1 Develop and sustain effective working with staff from other agencies
		SFHMH100 Establish and maintain the therapeutic relationship
	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 condition
Personal and People Development	Support the development of the knowledge and practice of individuals	SFHGEN35 Provide supervision to other individuals
	Make use of supervision	SFHGEN36 Make use of supervision
	Support the development of the knowledge and practice of individuals	HSCCLD340 Supervise and support team members
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

Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
		HSCCLD35 Promote the care or support planning process
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 wellbeing
Replaced		
	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
	Self harming	SFHFMH4 Support an individual to reduce the risk and impact of self-harming behaviour
	Identify individuals at risk of developing health needs	SFHAD1 Raise awareness about substances, their use and effects
	Risk management	SFHCHS230 Assess the need for intervention and present assessments of individual's needs and related risks
		SFHCMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload

Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
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
		SFHCMI1 Manage a patient caseload which achieves the best possible outcomes for the individual
	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
	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
	Administer medication to individuals	SFHCHS3 Administer medication to individuals

Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
	Support individuals to self- medicate	SFHCS15 Enable children and young people, and those involved in their care, to manage prescribed medication
	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
	Implement strategies to promote health and wellbeing	SFHCS21 Monitor the health and wellbeing 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
	Advocacy	HSCCLD434 Advocate with and on behalf of children and young people
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

Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
Management, Administration and Team working	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
	Manage multi-agency collaborative working	SFHPS09 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
	Receive and pass on messages and information	HSCCLD338 Process decision making information
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
Assessment (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	Enable people to address issues relating to their health and well-being	SFJ ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour

Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
	Monitor and manage the environment to optimise the health of others	<u>SFHFMH3 Observe an individual who presents significant imminent risk to themselves or others</u>
	Identify individuals at risk of developing health needs	<u>SFHAF1 Carry out screening and referral assessment in a substance misuse setting</u>

Early Intervention Practitioner Level 6

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

Early Intervention Practitioner Level 6

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
		SFHCMI1 Manage a patient caseload which achieves the best possible outcomes for the individual

Early Intervention Practitioner Level 6

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

Early Intervention Practitioner Level 6

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

Senior Mental Health Practitioner Level 7

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

Senior Mental Health Practitioner Level 7

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

Senior Mental Health Practitioner Level 7

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
		SFHCMI1 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

Senior Mental Health Practitioner Level 7

Principles	Competence	
	Deliver learning and development programmes	CLDLD07 Facilitate individual learning and development
	Act on research and development findings	SFPHS23 Interpret research findings and implement them in practice
Management and Administration	Manage operation plans for an area of responsibility	SFPHS24 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	SFPHS09 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

Senior Mental Health Practitioner Level 7

Principles	Competence	
Assessment (Screening)	Screening	SFJF1 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

Children and Young Peoples' Complex Need Pathway Role Profiles

Ten role profiles have been developed. They are not intended to be prescriptive but are examples of the types of roles that will be found within the children and young people's complex need pathway. Some of the roles have been harder to recruit to and others to demonstrate a wide range of the types of roles working across the pathway supporting the young people. There will of course be variations to role titles across services as well as variations within the roles themselves. However, as the children and young peoples' complex need pathway workforce expands, and services become embedded across the country, the role profiles will provide a basis for the development of similar roles and appropriate underpinning education and training to support new roles as they develop.

The role profiles have been designed to enable a common understanding and communication of roles which can be transferable across services. For example, whilst the Peer Support Worker role might not be found in all services within the children and young people's complex need pathway, the role profiles developed for this role can be used to help to support the establishment of similar roles where appropriate as well as defining the learning and development needs of such staff where those roles exist.

Each role profile contains a learning and development section, which gives an indication of the education and learning relevant to the role. It is intended to be indicative of the learning and development requirement and is not a comprehensive listing 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.

Some roles and professions services will have specific requirements in terms of learning and development, for example, clinical roles such as the Primary Care Nurse and Mental Health Nurse roles (secure and community settings) will require formal qualifications and training routes and membership of a professional register with Continuous Professional Development being integral to the role and potentially require additional training and support to work in the children and young people's pathway or in a secure setting, for example.

The role profiles are as follows:

- **Peer Support Worker (Level 3)**
- **Residential Worker (Level 3)**
- **Team Leader-Residential Care (Level 4)**
- **Edge of Care Practitioner (Level 4)**
- **Youth Worker (Level 4)**
- **Senior Youth Worker (Level 5)**
- **Primary Care Nurse (secure and community setting) (Level 5)**
- **Mental Health Nurse (secure and community setting) (Level 6)**
- **Early Intervention Practitioner (Level 6)**
- **Senior Mental Health Practitioner (Level 7)**



Baseline Measures

Skills for Health worked with NHSE/I to identify the baseline measures and develop a survey that can be used by commissioners and service providers to capture information which will help determine the impact of the utilisation of the career and competence frameworks (**Appendix 12**)



Summary

The development of this Career and Competence Framework will have numerous ways of assisting and supporting the staff working within the children and young people's complex needs pathway and, in turn, support the vulnerable children and young people themselves. It will assist the demonstration that roles are cross sector and will assist the recruitment and retention of staff, raise awareness of the range of roles available as well as improve the quality of care and support being delivered to the children and young people in this complex needs pathway by articulating the consistency of the core competences required.

It will be key for staff and services working within the children's complex needs pathway to use the Framework and competences alongside the existing key frameworks including the *Framework for Integrated Care-community*, the *Framework for Integrated Care for the Children and Young People's Secure Estate (SECURE STAIRS)* and the *Healthcare Standards for Children and Young People in Secure Settings*⁹. The core competences will underpin the content of these two frameworks depending on which part of the pathway services sit and so benefit integrated care across different services.

⁹[Healthcare Standards for Children and Young People in Secure Settings](#) RCPCH June 2019



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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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