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Transferable Role Profile Template

RECONNECT and Enhanced RECONNECT

Senior Engagement Worker

Career Framework **Level 5**

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Developed in collaboration with the
RECONNECT/Enhanced RECONNECT Expert
Reference Working Group

Contents

Introduction to the Template	3
Transferable Roles.....	3
The Template.....	3
Career Framework Levels and National Occupational Standards (NOS)	3
Indicative Learning and Development.....	4
The Template	5
Level Descriptors	5
Definition of the Level 5 Role	5
The National Occupational Standards	6
Basic Information	6
Scope of the Role	6
Common/Core Competences for all Level 5 Roles.....	7
Role Specific Competences.....	9
Locality Specific Competences	12
Indicative Learning and Development.....	13
Continuing Professional Development.....	14
References	15

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 of new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus specialty/pathway specific competences. 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 a panel within the UK NOS governance structure. 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 database.

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

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

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

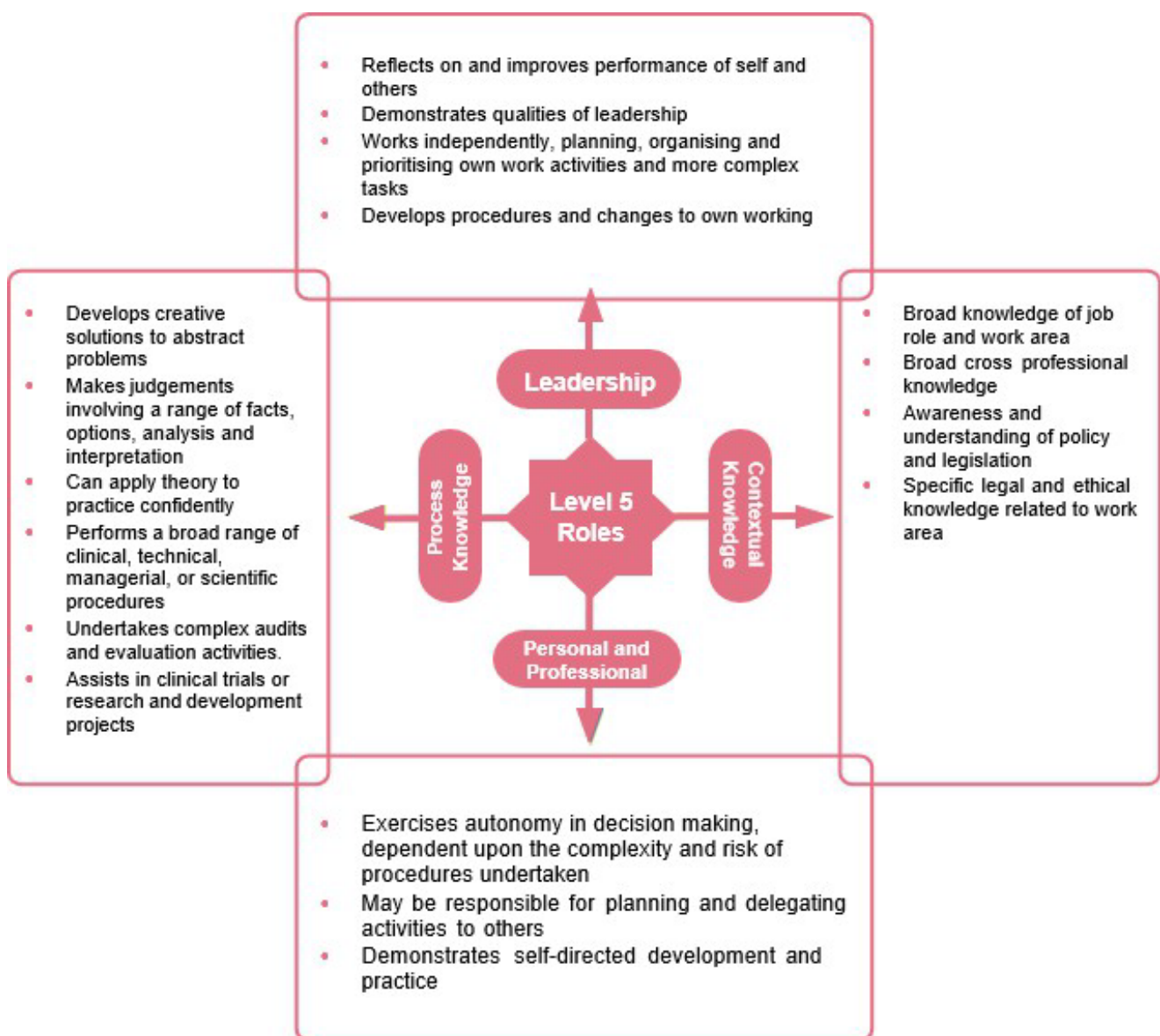
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

The Template

Level Descriptors

Definition of the Level 5 Role

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.



The National Occupational Standards

This section of the template has an example of a level 5 role. This example is intended to give core information for the role. The indicative learning and development are described within the role profile template.

Basic Information

Named Role	Senior Engagement Worker
Area of Work	RECONNECT/ Enhanced RECONNECT
Experience Required	• Previous experience of working with people with identified health needs e.g. learning disabilities, substance misuse, mental health, and the criminal justice system • Supervisory responsibility and managing complexity of risk • Psychology degree / Forensic Psychology degree desirable, and/or equivalent qualification and experience • DBS clearance or vetting, where appropriate
Career Framework Level	Level 5

Scope of the Role

The scope of this role is to work within a multi-disciplinary team within the RECONNECT/ Enhanced RECONNECT service, contributing to team management and the development of innovative practice. The post holder will be responsible for dealing with more complex cases such as multiple health needs and increased risk. The role will also be responsible for the assessment of care needs and the development, implementation, and evaluation of holistic care packages.

The post holder will be responsible for managing own caseload and working autonomously within limits of own competence and authority, supporting and mentoring team members and participating in clinical supervision activities.

All level 5 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 NOS Finder](#) and added to the template using the same format.

Common/Core Competences for all Level 5 Roles:

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	Communicate effectively in a health care environment
2. Personal and People Development	Develop your own knowledge and practice	Synthesise new knowledge into the development of your own practice
		Develop and maintain your professional connections
	Reflect on your own practice	Monitor your own work practices
		Promote and develop reflective practice
	Support the development of knowledge and practice of individuals	Lead and develop reflective practice
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	Perform hand hygiene to prevent the spread of infection
		Make sure your own actions reduce risks to health and safety
		Promote a healthy and safe workplace
	Protect individuals from abuse	Support the safeguarding of individuals and others
4. Service Improvement	Promote service improvement	Identify and evaluate opportunities for innovation and improvement
5. Quality	Act within the limits of your competence and authority	Act within the limits of your competence and authority

Underpinning Principles	Reference Function	Competence
	Manage and organise your own time and activities	Manage and organise your own time and activities
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	Support equality, diversity, inclusion, and rights of individuals
	Promote equality of opportunity and diversity	Promote equality, diversity, inclusion and rights of individuals
B. Health Intervention	Obtain information from individuals about their health status and needs	Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	Maintain information/record systems	Store and retrieve information using a filing system
H. Management and Administration	Contribute to the effectiveness of teams	Support the effectiveness of teams
	Develop relationships with individuals	Develop and sustain working relationships with colleagues and stakeholders
	Receive and pass on messages and information	Use digital communications

Role Specific Competences

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	Communicate effectively with people
		Communicate with people in vulnerable groups
	Develop relationships with individuals	Support individuals to develop and maintain relationships
	Provide information, advice and guidance	Advise and inform others on services
		Advise on access to and use of services
2. Personal and People Development	Develop your own practice	Develop your knowledge, skills and competence to meet the requirements of your work
		Develop and maintain your professional connections
	Make use of supervision	Make use of supervision
		Provide supervision to other individuals
	Support the development of the knowledge and practice of individuals	Undertake coaching or mentoring
		Promote learning and development or employment opportunities for individuals
3. Health, Safety and Security	Ensure your own actions reduce risks to health and safety	Manage hostility and risks with non-cooperative individuals, families and carers
	Protect individuals from abuse	Promote the safeguarding of individuals and others
	Promote safe and effective working	Ensure personal safety and security when working alone
4. Service Improvement	Promote service improvement	Identify and evaluate opportunities for innovation and improvement
	Contribute to improving services	Promote continuous improvement
		Develop effective working relationships

Underpinning Principles	Reference Function	Competence
A. Assessment (Screening)	Undertake a risk assessment in relation to a defined health need	Assess offenders for risk factors and levels of risk associated with their behaviour
		Assess the need for intervention and present assessments of individuals and related risks
		Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting
C. Health Promotion and Protection	Encourage behavioural change in people and agencies to promote health and wellbeing	Work in partnership with others to promote health and wellbeing and reduce risks within settings.
	Provide information to individuals, groups and communities about promoting health	Communicate with individuals about promoting their health and wellbeing
	Facilitate the development of community groups / networks	Promote partnership working with others
		Support individuals in the community
	Enable people to address issues relating to their health and well-being	Enable people to address issues related to health and wellbeing
		Enable individuals to change their behaviour to improve their own health and wellbeing
		Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour
	Respond to and manage challenging behaviour	Obtain information from offenders regarding their behaviour
		Help individuals to develop relationships with others
		Support and encourage individuals in addressing their offending behaviour

Underpinning Principles	Reference Function	Competence
H. Management and Administration	Contribute to the effectiveness of teams	Promote care or support packages through partnership working
		Contribute to effective multidisciplinary team working
		Manage team communications
	Provide leadership	Represent one's own agency at other agencies' meetings
		Lead and motivate volunteers
	Manage multi-agency collaborative working	Develop and sustain cross-sectoral collaborative working for health and wellbeing
		Enable workers and agencies to work collaboratively
		Develop and sustain collaborative relationships with departments and other organisations
		Promote partnership working with others
	Participate in meetings	Represent one's own agency at other agencies' meetings

Locality Specific Competences

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

Go to the [Health NOS Finder](#) 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).

Underpinning Principles	Reference Function		Competence

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.

Role template	Senior Engagement Worker
Formal endorsed learning	Psychology degree/Forensic Psychology degree or equivalent qualification
Informal learning	• Locality specific training within the service • De-escalation training • Safeguarding training • Statutory/Mandatory training within the service • Introduction to the Criminal Justice System • Prevention and management of violence and aggression • Equality, Diversity and Inclusion • Training related to vulnerabilities e.g. learning disabilities, working with women/young people, substance misuse, mental health • Trauma-informed practices • Lone working • PREVENT training or WRAP • Understanding of mental health conditions • Understanding of neurodiversity
National Occupational Standards 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		
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:

- Skills for Health Summary of Attributes and Definitions for Career Framework Levels (2010)
- Skills for Health Employability Skills Matrix (2014)
- Nursing and Midwifery Council Code: <https://www.nmc.org.uk/standards/code/>
- RGN Competency Framework: <https://www.rcn.org.uk/professional-development/publications/pub-005>

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