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Transferable Role Profile Template

Liaison and Diversion Service

Strategic Manager

Career Framework **Level 8**

Revised July 2026

Developed in collaboration with the
Liaison and Diversion Service
Expert Reference Working Group

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Introduction to the Template

Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. A transferable role template 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 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.

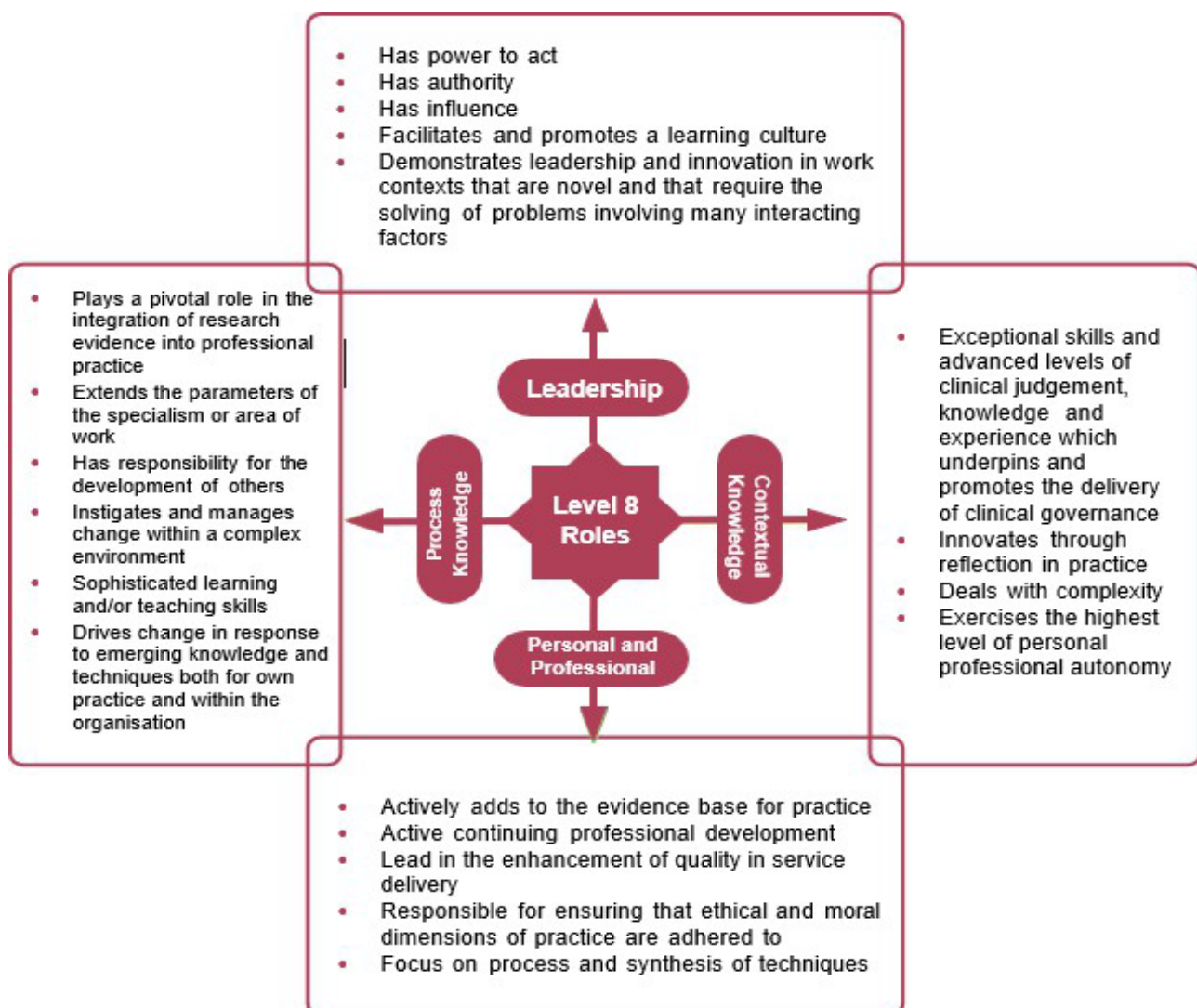
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

The Template

Level Descriptors

Definition of the Level 8 Role

People at level 8 of the career framework have highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as a basis for original thinking and /or research. They are leaders with considerable responsibility, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable management responsibilities and be accountable for service delivery or have a leading education or commissioning role.



The National Occupational Standards

This section of the template has an example of a level 8 role. This example is intended to give core information for the role. The indicative learning and development are described within the template.

Basic Information

Named Role	Liaison and Diversion Strategic Manager
Area of Work	Liaison and Diversion Service
Experience Required	From an equivalent management background. Recognised management qualification or equivalent experience and/or willingness to work towards management qualification. Significant experience of strategic and people management. DBS clearance or vetting, where appropriate.
Career Framework Level	Level 8

Scope of the Role

This role requires the ability to strategically lead and develop the Liaison and Diversion service. The post holder will be expected to develop the strategic plan and objectives for the service, ensuring the delivery of the service business plan and contractual obligations.

The role will be expected to monitor and report on the performance of the service to health and justice commissioners and ensure the involvement of all relevant stakeholders in the planning and delivery of the Liaison and Diversion service.

Leadership support to the operational/service manager/leader, managing people, workforce planning and development, are key components of the role.

The post holder will be required to instil a culture of continuous service improvement with reference to the outcomes of service audits and engagement of individuals using the service.

Common/Core Competences for all Level 7 Roles:

Underpinning Principle	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
3. Health, Safety and Security	Support the development of knowledge and practice of individuals	Lead and develop reflective practice
		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
4. Service Improvement	Protect individuals from abuse	Support the safeguarding of individuals and others
		Identify and evaluate opportunities for innovation and improvement

Underpinning Principle	Reference Function	Competence
5. Quality	Act within the limits of your competence and authority	Act within the limits of your competence and authority
	Manage and organise your own time and activities	Manage and organise your own time and activities
	Establish quality policy and quality assurance systems for the delivery of a service or function	Monitor, evaluate and improve inter-agency services for addressing health and wellbeing needs
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	Implement change	Implement change
	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 Principle	Reference Function	Competence
1. Communication	Provide information, advice and guidance	Advise and inform others on services
		Advise on access to and use of services
2. Personal and People Development	Support the development of the knowledge and practice of individuals	Provide supervision to other individuals
		Supervise and support team members
3 Health, Safety and Security	Promote safe and effective working	Ensure personal safety and security when working alone
	Investigate health and safety related incidents	Investigate and evaluate incidents of violence in the workplace
	Evaluate the impact of health and safety related incidents	Investigate work-related accidents, incidents, ill health reports and complaints for the purposes of health and safety regulation
5. Quality	Ensure your organisation delivers quality services	Review and evaluate current service provision
	Monitor the progress and quality of work within your area of responsibility	Manage and quality assure work in your team
		Manage services that are aimed at improving health and wellbeing
		Ensure compliance with legal, regulatory, ethical and social requirements
	Undertake the audit/inspection process	Carry out quality audits

Underpinning Principle	Reference Function	Competence
C. Health Promotion and Protection	Implement strategies to promote individuals' health and well being	Work in partnership with others to plan how to put strategies for improving health and well-being into effect
F. Education, Learning and Research	Design and formulate specific research and development proposal	Produce a detailed research and development plan
	Interpret results of research and development activities	Interpret results of research and development activities
	Act on research and development findings	Interpret research findings and implement them in practice

Underpinning Principle	Reference Function	Competence
H. Management and Administration	Manage operation plans for an area of responsibility	Manage the development and direction of work
	Provide leadership	Provide leadership to your team
		Represent one's own agency at other agencies' meetings
		Provide leadership in your area of responsibility
	Manage demands for services	Contribute to establishing commissioning priorities and balancing demands on resources
	Market and promote the service	Promote your organisation and its services to stakeholders
	Develop relationships with individuals	Develop and sustain working relationships with colleagues and stakeholders
	Manage multi-agency working	Develop and sustain effective working with staff from other agencies
		Enable workers and agencies to work collaboratively
	Recruit, select and train colleagues	Plan the workforce
	Participate in meetings	Chair meetings
		Represent one's own agency at other agencies' meetings

Underpinning Principle	Reference Function	Competence
	Manage a project	Manage programmes of work or projects
	Manage suppliers and contracts	Specify, commission and manage external contracts and agreements
	Manage a budget	Manage budgets

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.

Transferable role	Level 8 Liaison and Diversion Service Strategic Manager
Formal endorsed learning	
Informal learning	Information Governance Safeguarding (Level 3) Project/Programme Management Root cause analysis training Risk/risk management training Health and Safety Equality, Diversity and Inclusion Trauma-informed practices Understanding of neurodiversity Understanding of mental health conditions PREVENT
National Occupational Standards (competences) used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning.
Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression.
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar.
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning.
Leading to registration or membership with:	

Continuing Professional Development

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

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

Statutory and Mandatory learning of particular relevance to the role		
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 (2010)
- Framework Levels 2014 Skills for Health Employability Skills Matrix (2014)
- NHS England Liaison and Diversion Operating Model (2013/14)
- NHS England Liaison and Diversion Standard Service Specification (2019)

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