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Transferable Role Template

Career Framework Level 3

Children and Young People in The Complex  
Needs Pathway

Peer Support Worker (Children and Young  
People)

Final June 2021

Developed with the Children and Young People  
Expert Panel

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# Introduction to the Template

## Transferable Roles

This template is designed to enable a common understanding and communication of transferable roles. A transferable role (TR) is a named cluster of competences and related activities that is applicable, relevant and replicable across different geographic locations in the UK.

It can be used to help define the learning and development needs for staff already working in these roles and to support the establishment of transferable roles where appropriate.

In the development of this template Skills for Health seeks to provide some consistency of approach to defining the skills and competences needed to fulfil the requirements new, hybrid, or existing transferable roles.

All transferable roles will have common or 'core' competences, plus speciality/pathway specific competences. Over time, these will be supported by appropriate national occupational standard based learning and development packages. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

## The Template

The template has a range of applications and may successfully be used by commissioners, managers, employers, and individual staff members.

In all cases the template is designed to be used as a whole. A role is composed of all components – level descriptors, national occupational standards and indicative learning and development.

## Career Framework Levels and National Occupational Standards (NOS)

The Career framework, which has nine levels, is a method of describing the level of autonomy and responsibility and the kind of decision making required by a job. Level descriptors have been established through rigorous discussions and are referenced to and linked with the qualifications frameworks as well as research where available regarding what should be expected of an individual at any given level. The level descriptor is intended to be relevant to any role within the health sector both clinical and non-clinical roles.

It is important to bear in mind that the career framework levels are not intended to be coterminous with the NHS Agenda for Change banding, though there may be some similarities.

National Occupational Standards have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status and are approved for use in vocational qualifications by the UK Commission for Employment and Skills. Because of this they cannot be changed in terms of content or wording. They focus on what a person needs to be able to do, as well as what they must know and understand to work effectively. They are not themselves levelled. Some may be more appropriate to a specific level on the career framework others will span all levels. They are all indicatively linked to the NHS Knowledge and Skills Framework.

The reference function they are listed by in the template relates to the Health Functional Map which is a method of categorising the NOS and amongst other things facilitates finding them on the data base.

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

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

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- Core to the level – the core is intended to be relevant to any role in the health sector, whether it is clinical or not and therefore is broad based in terms of the NOS it contains.
  - Specific to the role
  - Facets, some roles have different facets, each made up of a group of NOS, relevant to different areas of practice
  - Locality Specific – Additional NOS (competences) may be added here.

## **Indicative Learning and Development**

The learning and development section of the template gives an indication of the level and style of learning relevant to the role. It is very much an indication and is not a comprehensive inventory of learning available.

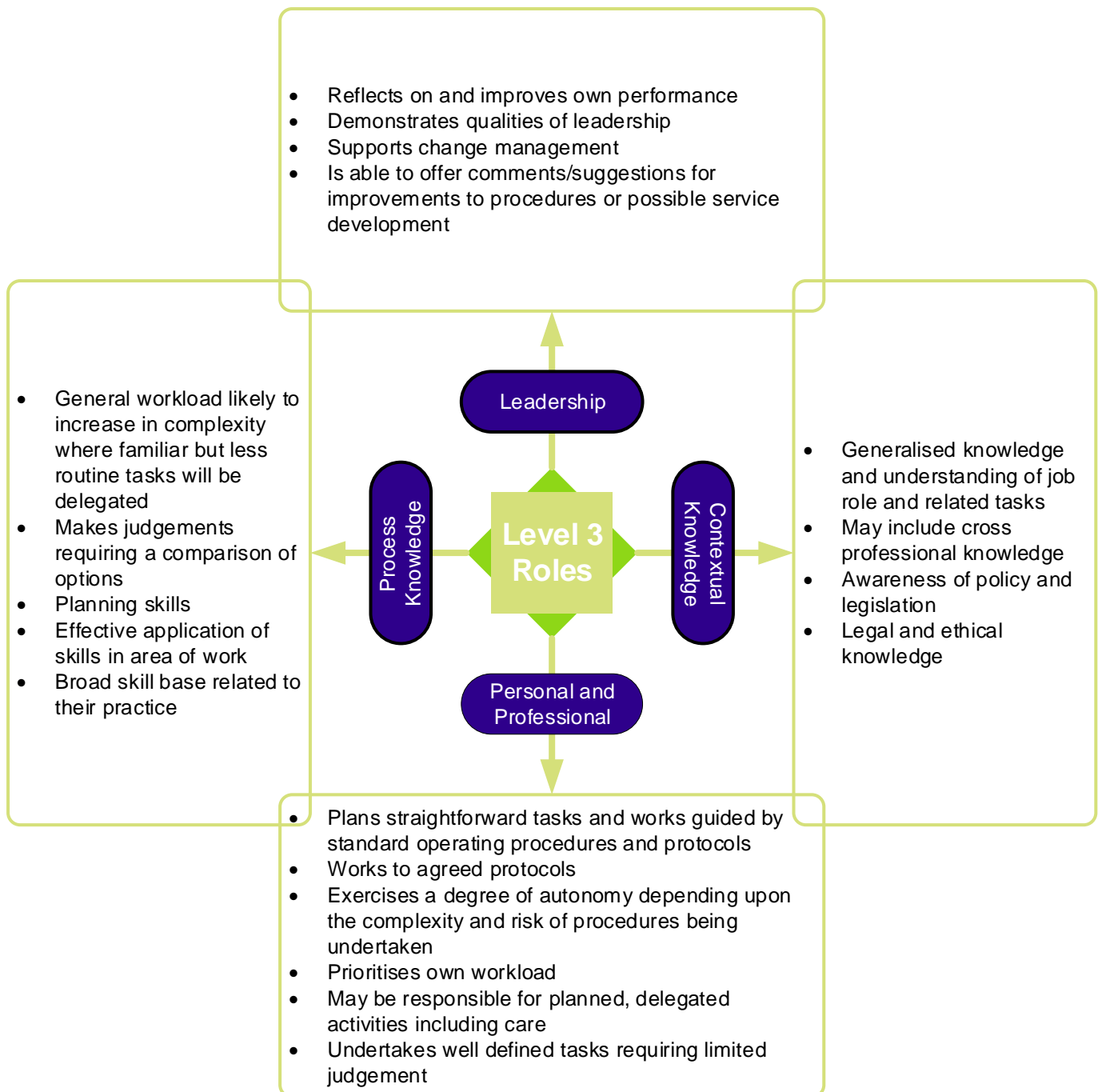
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

# The Template

## Level Descriptors

### Definition of the Level 3 Role

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. Individuals working at level 3 demonstrate an ability to carry out tasks, solving straightforward problems and making some judgements, with guidance and supervision available. They have skills in specific focused aspects of service delivery.



## The National Occupational Standards

This section of the template has an example of a level 3 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

### Basic Information

<b>Named Role</b>	Peer Support Worker (Children and Young People)
<b>Area of Work</b>	Children and Young People in the Complex Needs Pathway
<b>Experience Required</b>	Must be at least 18 years old and have knowledge of the local community and have an understanding of, and recent lived experience of children with complex needs and identified vulnerabilities  Language skills relevant to the community  DBS clearance and appropriate vetting  Previous experience of volunteering desirable
<b>Career Framework Level</b>	Level 3

### Scope of the Role

- The purpose and scope of this role is to support children and young people with complex needs, including those hard to reach, to engage with services, other agencies and referral pathways maximising co-production in the relevant service.
- Provide engagement, emotional and other support and advocacy and may also assist in recruiting and overseeing volunteers. The role will illicit the voice of young people, parents and carers across a range of agencies. The role will involve supporting children and young people as a role model sharing their lived experience to inspire hope and belief that recovery is possible in others. Also, to provide support to navigate through systems, to access support for mental health needs as well as other vulnerabilities including substance misuse, (alcohol and drugs), homelessness, intellectual disabilities and challenging behaviour.
- The role provides emotional, and where appropriate, practical support, planning a programme of support with their key worker and other key personnel, working with their families and friends, supporting them to access other agencies. May be based in a range of settings including the community, (Forensic) Children's Mental Health Services (FCAMHS) or secure estate.

All level 3 roles will have the following common/core competences. All competences are national occupational standards (NOS)

Specific competences to the role have then been identified. Any additional competences specific to the locality should then be identified locally using the competence tools and the [health functional map](#) and added to the template using the same format.

## Common/Core Competences for all Level 3 Roles:

Underpinning Principles	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">GEN97 Communicate effectively in a health care environment</a>
2. Personal and People Development	Develop your own knowledge and practice	<a href="#">SCDHS0023 Develop your knowledge and practice</a>
	Reflect on your own practice	<a href="#">GEN23 Monitor your own work practices</a>
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	<a href="#">IPC2.2012 Perform hand hygiene to prevent the spread of infection</a>
		<a href="#">PROHSS1 Make sure your own actions reduce risks to health and safety</a>
		<a href="#">PMVRV1 Make sure your actions contribute to a positive and safe working culture</a>
	Protect individuals from abuse	<a href="#">SCDHSC0024 Support the safeguarding of individuals</a>
5. Quality	Act within the limits of your competence and authority	<a href="#">GEN63 Act within the limits of your competence and authority</a>
	Manage and organize your own time and activities	<a href="#">HT4 Manage and organise your own time and activities</a>
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	<a href="#">SCDHSC0234 Uphold the right of individuals</a>
B. Health Intervention	Obtain information from individuals about their health status and needs	<a href="#">CHS169 Comply with legal requirements for maintaining confidentiality in healthcare</a>
D. Information Management / Information and Communication Technology	Maintain information/record systems	<a href="#">CFA_BAD 332 Store and retrieve information using a filing system</a>

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<b>Underpinning Principles</b>	<b>Reference Function</b>	<b>Competence</b>
H. Management and Administration	Contribute to the effectiveness of teams	<a href="#">SCDHSC0241 Contribute to the effectiveness of teams</a>
	Receive and pass on messages and information	<a href="#">ESKITU020 Use digital communications</a>



## Role Specific Competences

Underpinning Principle	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
	Develop effective relationships with children and young people	<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Support individuals to communicate	<a href="#">GEN85 Support individuals with communication and interaction difficulties</a>
	Provide information advice and guidance	<a href="#">CHS177 Advise on access to and use of services</a>
		<a href="#">SCDHSC0026 Support individuals to access information on services and facilities</a>
2. Personal and People Development	Develop your own practice	<a href="#">CFAM&amp;LAA3 Develop and maintain your professional networks</a>
	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Mentoring/ coaching	<a href="#">SFJ GL102 Provide support and review achievements through mentoring/befriending</a>
3. Health, Safety and Security	Safeguarding	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
5. Quality	Manage and organize your own time and activities	<a href="#">HT4 Manage and organise your own time and activities</a>
A. Assessment	Assess an individual's needs arising from their health status	<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>
B. Health Intervention	Refer children and young people to services for treatment and care	<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Support individuals who are distressed	<a href="#">SCDHSC Support individuals who are distressed</a>
C. Health Promotion and Protection	Support children and young people to access services	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>

	Enable children and young people to address issues relating to their health and wellbeing	<a href="#">HT3 Enable individuals to change their behaviour to improve their own health and wellbeing</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
H. Management and Administration	Provide leadership	<a href="#">SFTMVD2 Lead and Motivate Volunteers</a>
	Recruit, select and retain colleagues (and volunteers)	<a href="#">SFTMVC3 Recruit and place volunteers</a>
		<a href="#">SFTMVC5 Induct volunteers</a>

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## Locality Specific Competences

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

Go to the [Health Functional Map](#) to begin your search for the competences related to the additional tasks or functions you have identified.

All competences are cross referenced to the NHS knowledge and skills framework (KSF).

Underpinning Principles	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 3 Peer Support Worker (CYP)
Formal endorsed learning	<ul style="list-style-type: none"> <li>• NVQ/Diploma in related subject area in health/care/justice</li> <li>• Completion of the Accredited Peer Education Programme or</li> <li>• Other relevant Peer Worker training/qualification</li> </ul> <p>For all roles working in the CYP Complex Needs pathway:</p> <ul style="list-style-type: none"> <li>• Level 3 Safeguarding training for children and contextual safeguarding</li> <li>• PREVENT</li> <li>• Trauma-informed/systemic practice</li> <li>• De-escalation</li> <li>• Understanding of:             <ul style="list-style-type: none"> <li>• professional boundaries</li> <li>• vicarious trauma</li> <li>• the complexity of the CYP pathway</li> </ul> </li> </ul> <p>For roles working in the CYP secure estate:</p> <ul style="list-style-type: none"> <li>• SECURE STAIRS Integrated Care Framework training</li> </ul> <p>Other training which may be formal or informal:</p> <ul style="list-style-type: none"> <li>• IT skills</li> <li>• Literacy skills</li> <li>• Record keeping</li> <li>• Conflict resolution</li> <li>• Advocacy</li> <li>• Anger management</li> <li>• Mentoring/coaching</li> <li>• First Aid at Work</li> <li>• Basic life support</li> <li>• Lone working</li> <li>• Information governance</li> <li>• Play related therapy</li> <li>• Engagement and relationship building</li> </ul>
Informal learning	As above
National Occupational Standards (competences) used	As detailed within role outline. The performance criteria and knowledge statements in each NOS will form the basis for the development of specific learning outcomes for each person and may be used to develop generic learning outcomes for each module/unit of learning

Credits (including framework used)	Wherever possible learning should be credit rated to enable transferability and progression
Accreditation	Wherever possible learning should be accredited by education providers, professional bodies or similar
APEL and progression	Wherever possible learning should be transferable through APEL and should enable progression to other formal learning
Leading to registration or membership with:	

## Continuing Professional Development

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

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

Wherever possible learning should be accredited and/or credit rated and should focus on the needs of the individual in the role.

Statutory and Mandatory learning of particular relevance to the role	For example, Safeguarding	
Formal endorsed learning	Title	
	Awarding body	
	Credit	
	Level	
Informal learning	Negotiated at appraisal/performance review	
Method of capturing impact	Annual appraisal	
Funding required	Dependent upon agreed CPD plan and negotiated locally	
Frequency required (once a year, once every two years, twice or more a year)	Annual learning needs will be identified and planned as part of the appraisal process. Specific goals will be agreed and the best method for achieving them negotiated.	

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# References:

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

2014 Skills for Health Employability Skills Matrix

2020 NHSE&I Framework for Integrated Care-Community

2021 NHSE&I *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)*



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