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Transferable Role Template

Career Framework Level 4

Children and Young People in the Complex  
Needs Pathway

Youth Worker

Final June 2021

Developed with the Children and Young People  
Expert Panel

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# Introduction to the Template

## Transferable Roles

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

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

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

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

## The Template

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

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

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

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

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

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

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

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

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

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

## **Indicative Learning and Development**

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

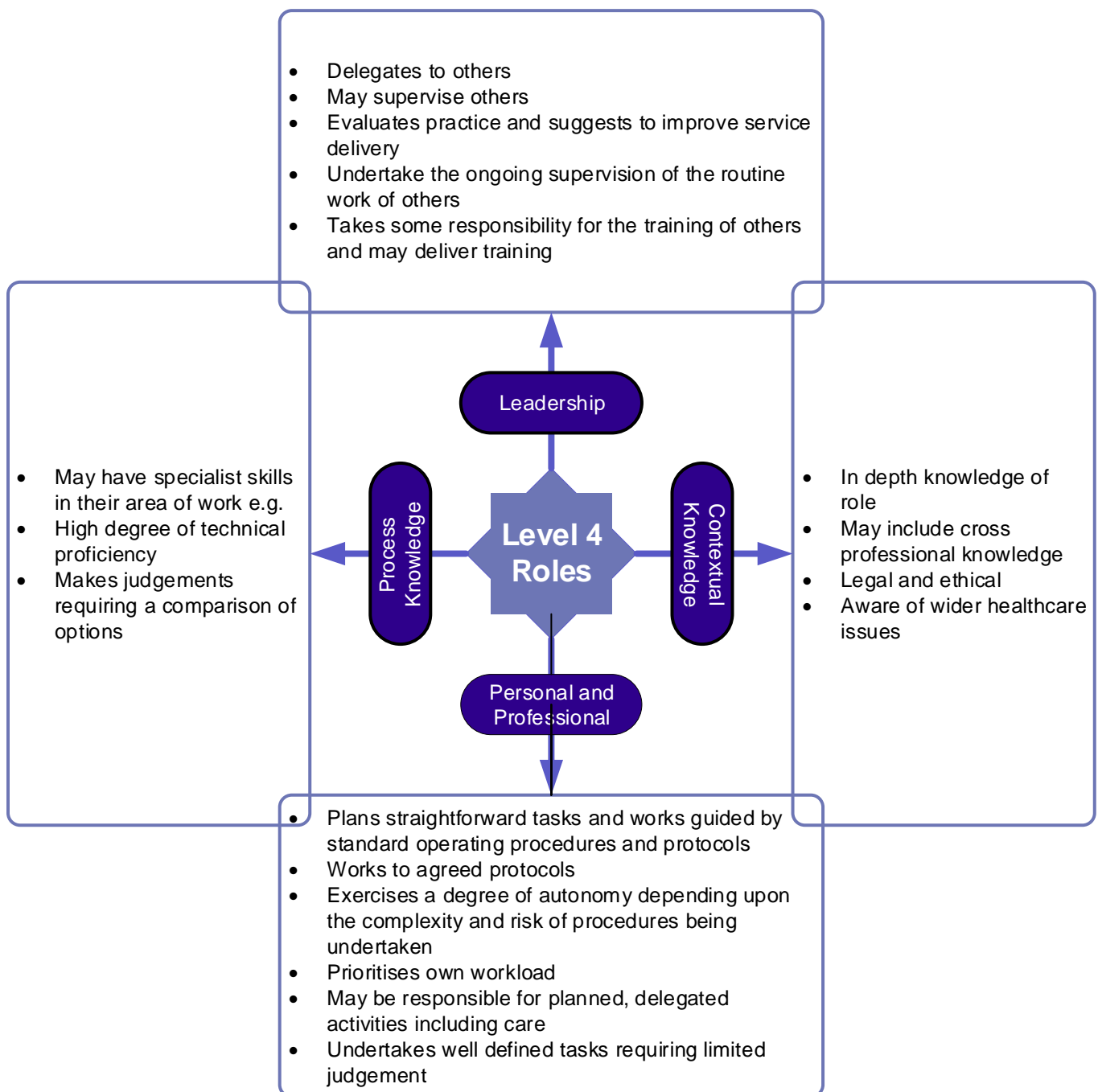
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

# The Template

## Level Descriptors

### Definition of the Level 4 Role

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



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## The National Occupational Standards

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

### Basic Information

<b>Named Role</b>	Youth Worker
<b>Area of Work</b>	Children and Young People Complex Needs Pathway
<b>Experience Required</b>	A minimum of 2 years' professional experience working with vulnerable young people in a range of settings and: <ul style="list-style-type: none"><li>• Working with multi-agencies</li><li>• Working within a multi-disciplinary team</li><li>• Mentoring and supporting young people</li><li>• Understanding children within their family context</li><li>• Understanding of the physical, social and emotional needs of young people</li></ul>
<b>Career Framework Level</b>	Level 4

### Scope of the Role

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

All level 4 roles will have the following common/core competences. All competences are national occupational standards (NOS)

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

## Common/Core Competences for all Level 4 Roles:

Underpinning Principles	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 organise 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 rights of individuals</a>

Underpinning Principles	Competence	
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>
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>
		<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>
2.Personal and People Development	Develop relationships with individuals	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</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>
		<a href="#">CCSCCS18 Peer training and mentoring</a>
Safeguarding	Protect individuals from abuse	<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>
4.Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess children and young people's needs	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
B. Interventions	Work in collaboration with carers in the caring role	<a href="#">MH11.2012 Enable families to address issues with individual's behaviour</a>
	Enable individuals to make health choices and decisions	<a href="#">GEN106 Enable individuals and families to identify factors affecting and options for, optimizing their health and well-being</a>
		<a href="#">GEN107 Enable individuals and families to put informed choices for optimizing their health and wellbeing into action</a>

Underpinning Principle	Reference Function	Competence
	Accessing services	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
		<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
C. Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Enable children and young people to address issues relating to their health and well-being	<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Promoting positive behaviour	<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
Information Management/Information and Communication Technology	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
	Maintain information/record systems	<a href="#">CFA_BAD322 Analyse and report data</a>
Administration, meetings and team working	Contribute to meetings	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Produce documents to an agreed specification	<a href="#">CFA_BAA123 Prepare text from notes</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
F. Education, learning and research	Deliver learning and development programmes -e.g. anger management	<a href="#">LSILADD06 Manage learning and development in groups</a> <a href="#">LSILADD07 Facilitate individual learning and development</a>



## Indicative Learning and Development

Transferable roles may be underpinned by a range of learning and development activities to ensure both competence and role confidence. The learning and development included within the template is by nature indicative. In some cases, it is endorsed by professional bodies and/or special interest groups and accredited by an awarding body.

Transferable role	Level 4 Youth Worker
Formal endorsed learning	<ul style="list-style-type: none"> <li>• A relevant professional qualification in Youth and Community (JNC)</li> <li>• Or a level 2 or level 3 qualification in: Youth Work, Community, Social Work, SENCo or appropriate equivalent experience</li> <li>• Good numeracy and literacy skills that are or equivalent to English/Maths GCSE A – C/ 9-4.</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>• Training related to vulnerabilities e.g.:               <ul style="list-style-type: none"> <li>• Child development</li> <li>• learning disabilities</li> <li>• working with young people in the complex needs pathway</li> <li>• working with challenging and vulnerable families</li> <li>• mental health awareness,</li> <li>• substance and alcohol misuse</li> <li>• sexual health</li> <li>• therapeutic training</li> </ul> </li> <li>• Mentoring/coaching</li> <li>• Play for recovery</li> <li>• Advocacy</li> <li>• Lone working</li> <li>• First Aid at Work</li> </ul>

	<ul style="list-style-type: none"> <li>Record keeping</li> <li>Information governance</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,	
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	

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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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