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Transferable Role Template

Career Framework Level 6

Children and Young People in the Complex Needs Pathway

Mental Health Nurse (CYP secure and community settings)

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 nationally transferable role (NTR) 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:

- 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.

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- 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.

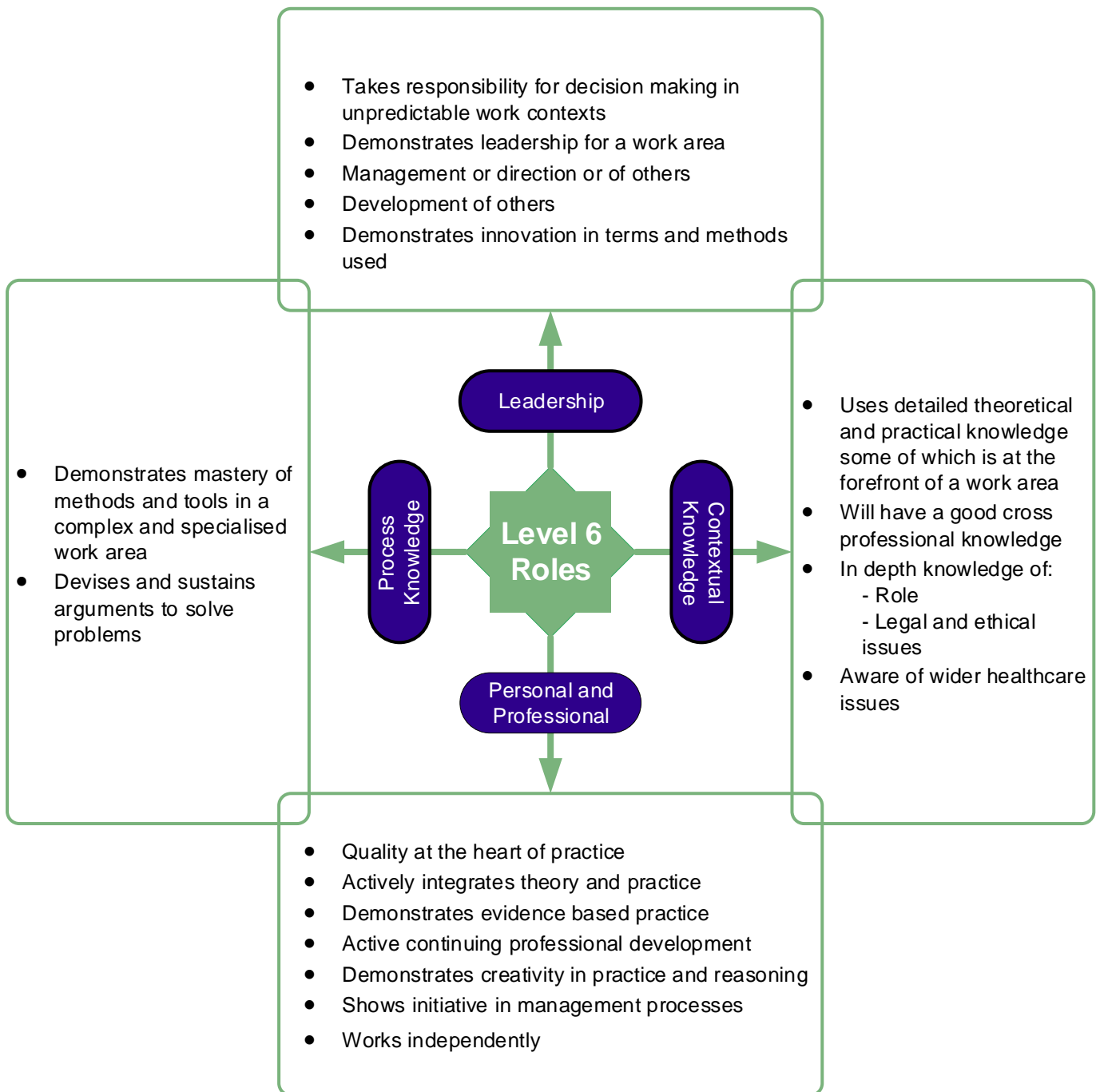
The Template

Level Descriptors

Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They 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.

Individuals working at level 6 have developed a high level of knowledge and skill in a specific area of practice. They have a depth of knowledge and understanding which enables them to perform at a high level of practice, take a leadership role, use and develop evidence to inform their practice, and deal with complex, unpredictable environments. They will have their own caseload or work area responsibilities.



The National Occupational Standards

This section of the template has an example of a level 6 role. This example is intended to give core information for the role. The indicative learning and development packages are included.

Basic Information

Named Role	Mental Health Nurse CYP (secure and community settings)
Area of Work	Children and Young People in the Complex Needs Pathway
Experience Required	<ul style="list-style-type: none">• At least two years' experience within a Child and Adolescent Mental Health Service (CAMHS), forensic or similar setting with demonstrable experience working with adolescents and younger adults• Experience working with young people with complex needs and challenging behaviours and with a range of presentations, including complex trauma and emerging personality disorders.• Previous experience working within complex systems with colleagues from different professional backgrounds• Previous experience working in a secure setting is desirable for roles in that type of setting.
Career Framework Level	Level 6

Scope of the Role

- Responsible and accountable for the effective management of own caseload and effectively utilise mental health nursing skills and resources to provide a high-quality service to children and young people
- Work as part of a multi-disciplinary team and provide expert clinical advice, support and education and training to team and other professionals both within the service and multi-agency services.
- Undertake risk assessments using a standardised or semi-structured risk assessment method.
- Clinically assess, organise and formulate trauma-informed and collaborative care plans, packages of care and clinical activities implementing contemporary and evidence-based interventions for children and young people with complex mental health needs.
- Evaluate and monitor the standard of the care programmes and maintain associated records.
- Promote mental wellbeing and provide support, education and deliver a range of interventions for children and young people with mental health problems.
- Engage in group work and supportive and therapy approaches.
- Engage in multi-agency working and manage the ongoing care of children and young people, whilst working closely with care coordinators and community teams from local mental health services

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- Under the guidance of senior managers, provide leadership and supervision to the team and teaching to other disciplines that promotes and supports qualitative and effective decision.
 - The role can be based in the community or a secure setting.

All level 6 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 6 Roles:

Underpinning Principles		Competence
1. Communication	Communicate effectively	GEN97 Communicate effectively in a health care environment
2. Personal and People Development	Develop your own knowledge and practice	GEN13 Synthesise new knowledge into the development of your own practice
		CFAM&LAA3 Develop and maintain your professional networks
	Reflect on your own practice	GEN23 Monitor your own work practices
		SCDHSC0033 Develop your practice through reflection and learning
	Support the development of knowledge and practice of individuals	SCDSC0043 Take responsibility for the continuing professional development of yourself and others
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection
		PROHSS1 Make sure your own actions reduce risks to health and safety
		PMVRV1 Make sure your actions contribute to a positive and safe working culture
	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals
4. Service Improvement	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement

5. Quality	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority
	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities
6. Equality & Diversity	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals
	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals
B. Health Intervention	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare
D. Information Management / Information and Communication Technology	Maintain information/record systems	CFA_BAD 332 Store and retrieve information using a filing system
H. Management and Administration	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues
	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Competence	
1.Communication	Communicate effectively	CS1.2015 Communicate with children and young people and those involved in their care
		CS19.2015 Develop relationships with children and young people and those involved in their care
		MH100 Establish and maintain the therapeutic relationship.
	Develop relationships with individuals and others	SFJ AD1 Develop and sustain effective working with staff from other agencies
		MH100 Establish and maintain the therapeutic relationship
	Provide information and guidance	CS30 Provide advice and guidance to children and young people and those involved in their care on how to manage their condition
2.Personal and People Development	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals
	Make use of supervision	GEN36 Make use of supervision
	Support the development of the knowledge and practice of individuals	CCSCCS18 Peer training and mentoring
3.Health, Safety and Security	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting
	Promote safe and effective working	SFJCYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector
Safeguarding	Protect individuals from abuse	CS18.2015 Recognise and respond to possible harm or abuse of children and young people
		SCDHSC0034 Promote the safeguarding of children and young people
		SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse
4.Service improvement	Contribute to improving services	CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care

Underpinning Principle	Competence	
A. Assessment	Assess individuals and agree appropriate action	CS3.2015 Work with children and young people to assess their health and well-being
	Plan assessment of an individual's health status	CS2.2015 Work with children and young people to agree the nature and purpose of assessment of their health and well-being
		CS4.2015 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	SCDHSC0036 Contribute to the assessment and planning process with children and young people
		MH14.2013 Identify potential mental health needs and related issues
	Self harming	FMH4 Support an individual to reduce the risk and impact of self-harming behaviour
	Identify individuals at risk of developing health needs	AD1.2012 Raise awareness about substances, their use and effects
	Risk management	CHS230 Assess the need for intervention and present assessments of individual's needs and related risks
		CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
B. Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	CS5.2015 Develop care plans with children and young people
	Enable individuals to make health choices and decisions	CS20 Enable children and young people to understand their health and well-being
	Deliver therapeutic activities	CS13.2015 Deliver interventions for children and young people and those involved in their care
	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs
	Implement care plans and programmes	CS6.2015 Implement care plans to meet the needs of children and young people

Underpinning Principle	Competence	
		CMI1 Manage a patient caseload which achieves the best possible outcomes for the individual
	Deliver therapeutic activities	CS13.2015 Deliver interventions for children and young people and those involved in their care
		CHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme
	Work in collaboration with carers in the caring role	MH11.2012 Enable families to address issues with individual's behaviour
	Evaluate the effectiveness of specified interventions	CS14.2015 Evaluate interventions with children and young people, and those involved in their care
	Administer medication to individuals	CHS3 Administer medication to individuals
	Support individuals to self-medicate	CS15.2015 Enable children and young people and those in their care to manage prescribed medication
	Prepare a discharge or transfer plan	CS10.2015 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	MH21.2013 Support people with mental health needs in crisis
	Assist individuals in undertaking activities	MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them
C. Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	SCDHSC0330 Support individuals to access and use services and facilities
		SCDHSC0313 Work with children and young people to promote their own physical and mental health
	Implement strategies to promote health and wellbeing	MH398 Monitor the health and wellbeing of children and young people

Underpinning Principle	Competence	
	Transition to adult healthcare services	CS11.2015 Support young people to prepare for and make the transition to adult healthcare services
	Advocacy	SCDHSC0046 Advocate with and on behalf of children and young people
D. Information Management, Information and Communication Technology	Collect and validate data and information for processing	HI7.2010 Collect and validate data and information in a health context
H. Management, Administration and Team working	Provide leadership	CFAM&LDD7 Represent your area of responsibility in meetings
		CFAM&LBA3 Lead your team
	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals
	Manage multi-agency collaborative working	PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing
	Participate in meetings	CFA_BAA413 Chair meetings
	Represent your own organisation	SfJ DA2 Present information to courts and formal hearings
	Receive and pass on messages and information	SCDHSC3115 Process information for decision-making
Additional competences in a secure setting		
Investigations	Obtain valid consent for interventions or investigations.	HPC1 Obtain valid consent for healthcare investigations in a custodial setting
Assessment (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	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

Underpinning Principle	Competence	
	Monitor and manage the environment to optimise the health of others	FMH3 Observe an individual who presents significant imminent risk to themselves or others
	Identify individuals at risk of developing health needs	AF1.2012 Carry out screening and referral assessment in a substance misuse setting

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 6 Mental Health Nurse CYP (secure and community settings)
Formal endorsed learning	<ul style="list-style-type: none"> • A first degree in mental health, learning disability or children's nursing or equivalent experience • Registered on Part 1 of the Nursing and Midwifery Council (NMC) Register. • Personal and professional development since registration • May work towards a recognised leadership qualification • Teaching and assessing qualification. • May undertake post graduate level study • Further qualification or training in relevant therapeutic approaches desirable (e.g. DBT, CBT, mindfulness or family-based interventions) • Further qualification or training in specialist or structured assessments desirable. <p>For all roles working in the CYP Complex Needs pathway:</p> <ul style="list-style-type: none"> • Level 3 Safeguarding training for children and contextual safeguarding • PREVENT • Trauma-informed/systemic practice • De-escalation • Understanding of: <ul style="list-style-type: none"> • professional boundaries • vicarious trauma • the complexity of the CYP pathway <p>For roles working in the CYP secure estate:</p> <ul style="list-style-type: none"> • SECURE STAIRS Integrated Care Framework training <p>Other training which may be formal or informal:</p> <ul style="list-style-type: none"> • Risk management • Clinical supervision • Trauma-informed care planning • Collaborative care planning • Psychological interventions/ therapeutic approaches • Intermediate life support • Advocacy • IT skills • Record keeping • Information governance • Depending on the context of the role: <ul style="list-style-type: none"> • non-medical prescribing • understanding of harmful sexual behaviours
Informal learning	As above

National Occupational Standards (competences) used	
Credits (including framework used)	
Accreditation	
APEL and progression	
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:

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

2014 Skills for Health Employability Skills Matrix

2017 NHSE&I Rethinking mental health provision in the secure estate for children and young people: A Framework for Integrated Care (also known as "SECURE STAIRS")

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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