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# Transferable Role Profile Template

## RECONNECT

### Clinician/Clinical Lead

### Career Framework **Level 6**

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Developed in collaboration with the  
RECONNECT/Enhanced RECONNECT 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 (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.

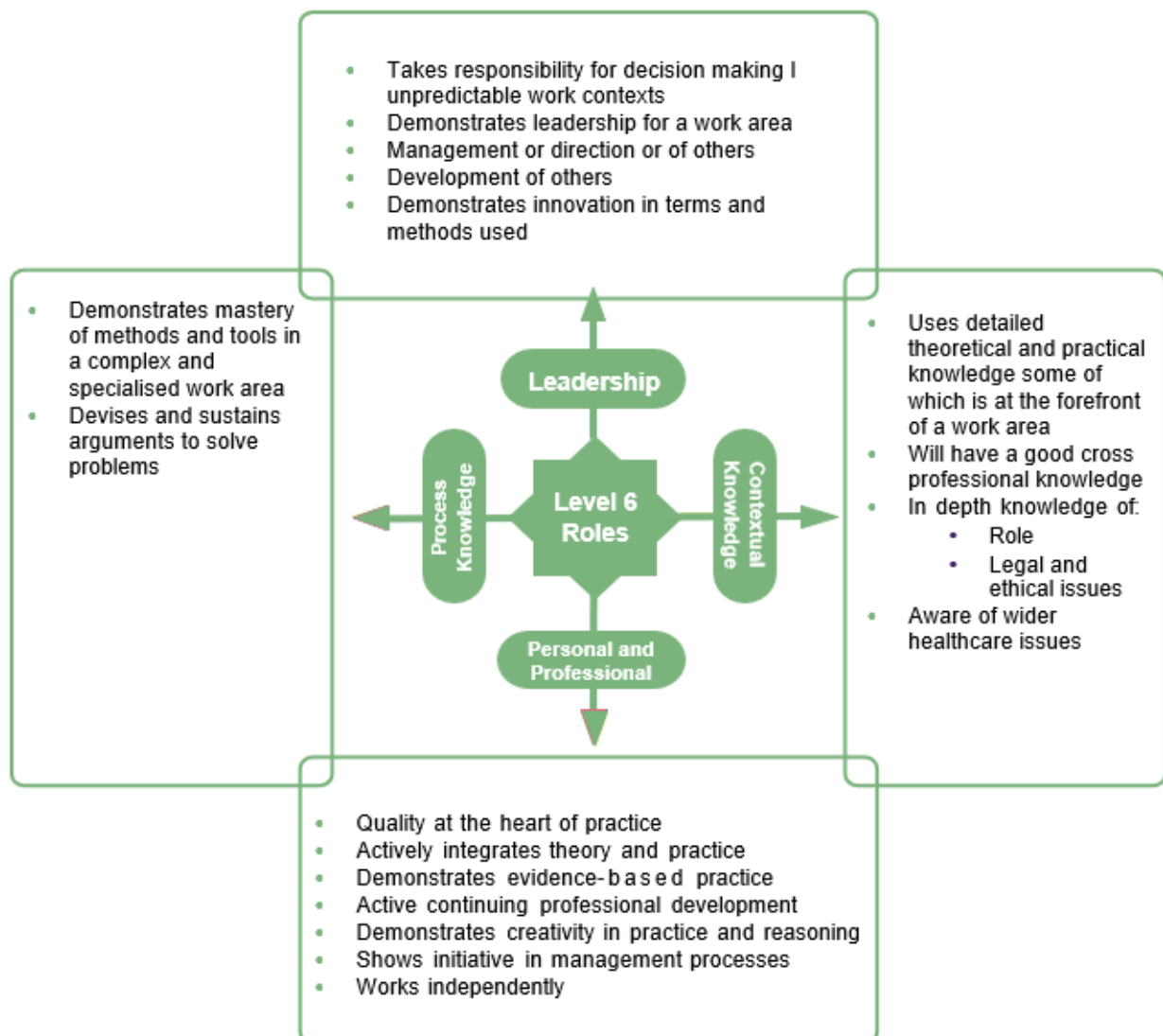
# The Template

## Level Descriptors

### Definition of the Level 6 Role

People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialists 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 are described within the role profile template.

### Basic Information

Named Role	Clinician/Clinical Lead
Area of Work	RECONNECT
Experience Required	<ul style="list-style-type: none"><li>• HCPC, NMC or Social Work England registration</li><li>• Previous experience of managing risk</li><li>• Experience of multi-agency working</li><li>• Able to work within challenging and complex situations</li><li>• Evidence of leadership skills</li><li>• Previous experience in a role such as, but not limited to, Learning Disability Nurse or Allied Health Professional</li><li>• DBS clearance or vetting, where appropriate</li></ul>
Career Framework Level	Level 6

### Scope of the Role

The scope of this role includes a requirement for the postholder to be a registered practitioner and/or with specialist knowledge and experience of working with groups likely to be disadvantaged by their involvement in the criminal justice system and/or detained estates.

The role will provide clinical supervision, support clinical decision making, provide screening and/or triage assessment, and crisis intervention, as required. Case supervision, clinical oversight and risk management are also key components of the role.

The post holder will be involved in making quality improvements to the service and the end user experience. They will work as part of a multi-disciplinary team, working with a range of agencies, including making decisions around referral or signposting to other services.

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	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">Communicate effectively in a health care environment</a>
2. Personal and People Development	Develop your own knowledge and practice	<a href="#">Synthesise new knowledge into the development of your own practice</a>
		<a href="#">Develop and maintain your professional networks</a>
	Reflect on your own practice	<a href="#">Monitor your own work practices</a>
		<a href="#">Develop your practice through reflection and learning</a>
Support the development of knowledge and practice of individuals	<a href="#">Take responsibility for the continuing professional development of yourself and others</a>	
3. Health, Safety and Security	Ensure you own actions reduce risks to health and safety	<a href="#">Perform hand hygiene to prevent the spread of infection</a>
		<a href="#">Make sure your own actions reduce risks to health and safety</a>
		<a href="#">Make sure your actions contribute to a positive and safe working culture</a>
	Protect individuals from abuse	<a href="#">Support the safeguarding of individuals</a>
4. Service Improvement	Promote service improvement	<a href="#">Identify and evaluate opportunities for innovation and improvement</a>
5. Quality	Act within the limits of your competence and authority	<a href="#">Act within the limits of your competence and authority</a>

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



## Role Specific Competences

Underpinning Principle	Reference Function	Competence
1. Communication	Communicate effectively	<a href="#">Communicate effectively with people</a>
		<a href="#">Communicate with people from vulnerable groups</a>
	Develop relationships with individuals	<a href="#">Develop and sustain effective working with staff from other agencies</a>
		<a href="#">Provide and present information for courts and formal hearings</a>
	Provide information and guidance	<a href="#">Advise and inform others on services</a>
		<a href="#">Advise on access to and use of services</a>
		<a href="#">Advise on requirements for choice of therapeutic intervention</a>
2. Personal and People Development	Support the development of the knowledge and practice of individuals	<a href="#">Provide supervision to other individuals</a>
		<a href="#">Peer training and mentoring</a>
	Support the development of others	<a href="#">Support individuals to access learning, training and development opportunities</a>
	Personal Development	<a href="#">Manage personal development and reflect on current practice</a>
		<a href="#">Develop and maintain your professional connections</a>
	Make use of supervision	<a href="#">Make use of supervision</a>

Underpinning Principle	Reference Function	Competence
3. Health, Safety and Security	Promote safe and effective working	<a href="#">Supervise the health, safety and welfare of an individual at work</a>
		<a href="#">Manage lone workers</a>
		<a href="#">Support the safeguarding and protection of people from vulnerable groups</a>
	Ensure health and safety	<a href="#">Manage hostility and risks with non-cooperative individuals, families and carers</a>
	Ensure your own actions reduce risks to health and safety	<a href="#">Maintain health, safety and security practices within a health setting</a>
4. Service improvement	Promote service improvement	<a href="#">Identify and evaluate opportunities for innovation and improvement</a>
	Contribute to improving services	<a href="#">Contribute to the improvement of services</a>
A. Assessment (Screening)	Assess an individual's needs arising from their health status	<a href="#">Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting</a>
		<a href="#">Assess individuals' needs and plan agreed activities</a>
		<a href="#">Identify mental health needs and related issues</a>
		<a href="#">Establish an individual's suitability to undergo an intervention</a>
	Undertake a risk assessment in relation to a defined health need	<a href="#">Assess and act upon immediate risk of danger to individuals who have used alcohol and other substances</a>
B. Health Intervention	Plan actions to address an individual's healthcare needs	<a href="#">Review the effectiveness of therapeutic interventions with people with mental health needs</a>

Underpinning Principle	Reference Function	Competence
C. Health Promotion and Protection	Enable people to address issues relating to their health and well-being	<a href="#">Enable individuals to change their behaviour to improve their own health and wellbeing</a>
	Facilitate the development of community groups / networks	<a href="#">Support individuals in the community</a>
	Provide information to individuals, groups and communities about promoting health	<a href="#">Communicate with individuals about promoting their health and wellbeing</a>
D. Information Management/Information and Communication Technology	Collect and validate data and information for processing	<a href="#">Collect and validate data and information in a health context</a>
H. Management and Administration	Management	<a href="#">Provide leadership to your team</a>
	Manage and work with people	<a href="#">Develop and sustain collaborative relationships with departments and other organisations</a>
	Contribute to the effectiveness of teams	<a href="#">Participate in inter-disciplinary team working to support individuals</a>
	Participate in meetings	<a href="#">Present information to courts and formal hearings</a>
		<a href="#">Lead meetings to achieve objectives</a>
Manage information and knowledge	<a href="#">Search information, evidence and knowledge resources and communicate the results</a>	

## Locality Specific Competences

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

Go to [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	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	Clinician/Clinical Lead RECONNECT
Formal endorsed learning	HCPC, NMC, Social Work England Registration
Informal learning	Statutory /Mandatory training within the service De-escalation Training Safeguarding Training Prevention and management of violence and aggression Locality specific training within the service Criminal Justice Sector Training Trauma-informed practices Understanding of neurodiversity Understanding of mental health conditions Leadership and Management Training Wider health and social care system
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:	HCPC, NMC, Social Work England Registration

## 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)

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