

Transferable Role Template National Clinical Homecare

Clinical Nurse Manager

Career Framework Level – Enhanced

October 2025

Contents

Contents	2
Introduction to the Template - Transferable Roles	3
Career Framework Levels and Competences.....	3
Indicative Learning and Development.....	4
Definition of an Enhanced Level Role	5
Role Profile	6
Scope of the Role	6
Common Competences for all Enhanced Level Roles	7
Core Competences relevant to Role:.....	8
Facets (if required)	9
Locality Specific Competences	10
Indicative Learning and Development.....	11

Introduction to the Template - Transferable Roles

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

A transferable role is a named cluster of competences and related activities that is applicable, relevant and replicable across different teams/organisations and geographic locations for clinical homecare teams, supporting greater workforce flexibility and consistency in care delivery.

All transferable roles will have common competences that are applicable for any role at the defined career framework level, plus core competences which are applicable to a specified role. The term 'competences' is used throughout the document. All competences are national occupational standards (NOS).

The template has a range of applications and may successfully be used by commissioners, managers, employers, current and aspiring employees.

It can be used to help define the learning and development needs for staff already working in these roles, as well as help signpost people who want to undertake a particular role to what is required to work successfully in the role defined.

Career Framework Levels and Competences

The Career Framework for National Clinical Homecare, which has five levels, provides a useful insight into what characteristics are required to work at each career framework level and gives examples of the knowledge and skills required, as well as 'how' an individual would need to behave and act in order to work at each level.

It is also a method of describing the level of autonomy and responsibility and the kind of decision making required by a role at that level. The level descriptor is intended to be relevant to any role within the health sector, both clinical and non-clinical roles.

The competences utilised are NOS, which have been developed by expert groups, have undergone a rigorous nationally determined process to achieve their status, and are approved for use 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. The NOS 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.

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

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

- **Common to the career framework level –**

the common competences are intended to be relevant to any role in the health sector, whether it is clinical or not, and therefore are broad based

- **Core to the role –**

the core competences represent the ‘essential’ elements of the role and are transferable between clinical homecare teams and/or organisations. It is not an exhaustive list, and is not intended to fully articulate roles at an individual level; rather it articulates the minimum expectation of the role and promotes greater transferability and consistency across teams and organisations

- **Facets –**

some roles **could** have different facets, each made up of a group of NOS, relevant to different areas of practice

- **Locality Specific –**

Additional NOS or other competencies/capabilities which are relevant to specific teams can be added ‘locally’ by individual employers here, however these would only be applicable in that specific circumstance.

Indicative Learning and Development

The learning and development section of the template gives an indication of the style (and possibly type) 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/need to study whole qualifications - others will not. Some will need to participate in smaller ‘bite sized’ learning opportunities. Individuals can use the role profile - where appropriate with their line manager or potential employer - to identify what their learning needs are to be successful in a particular role and how they will achieve the required learning.

Definition of an Enhanced Level Role

People at this level require a critical understanding of detailed theoretical and practical knowledge, which can be a generalist with a special interest and/or have management and leadership responsibilities.

They evaluate and analyse problems using their knowledge, seeking out and applying relevant evidence, enhanced techniques, interventions, and equipment to make clinical decisions.

They deliver enhanced care or services in the context of continual change, challenging environments, different models of care delivery, innovation and rapidly evolving technologies using analysis and their underpinning knowledge to manage complex interventions.

They participate in audits and research projects and implement changes as required, including the development, and updating of practice protocols / guidelines and procedures locally.

They will work within national and local protocols where these exist.

They recognise the boundaries of their practice and know when and to whom patients should be referred.

They may delegate work to other members of the Homecare team and take accountability for the delegated activity.

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.

Role Profile

Named Role	Clinical Nurse Manager
Area of Work	Clinical Homecare
Experience Required	<ul style="list-style-type: none"> • Working in a homecare environment as a Registered Nurse • Experience of managing multidisciplinary teams • Experience of performance management • Experience of developing teams and team working • Experience of successfully developing and implementing projects • Experience of communicating effectively with patients/carers/practitioners • Relevant health and safety experience
Career Framework Level	Enhanced

Scope of the Role

The Clinical Nurse Manager will enable all aspects of work-place functionality, motivating and managing staff, optimising efficiency, and overall performance, ensuring the service achieves its long-term strategic objectives in a safe and effective working environment; ensuring patient centric care is paramount

They manage and coordinate all aspects of patient services, team working and Health and Safety management. This would be achieved through innovative ways of working and by enabling team members, leading the team in promoting continuous improvement, collaborative and partnership working, service delivery, and ensuring the practice complies with regulations and regulatory bodies.

They will be responsible for the effective reporting of and managing a wide range of information to be utilised to ensure effective patient care and the management of said care for a variety of circumstances including (but not limited to) compliance. They will be pivotal in collaborating with members of the multi-disciplinary team, commissioners of services and other stakeholders to ensure the highest standards of care and working.

Common Competences for all Enhanced Level Roles:

Competences Required
<u>Communicate effectively in a healthcare environment</u>
<u>Synthesise new knowledge into the development of your own practice</u>
<u>Develop and maintain your professional connections</u>
<u>Monitor your own work practices</u>
<u>Develop your practice through reflection and learning</u>
<u>Take responsibility for the continuing development of yourself and others</u>
<u>Perform hand hygiene to prevent the spread of infection</u>
<u>Make sure your own actions reduce risks to health and safety</u>
<u>Make sure your own actions contribute to a positive and safe working culture</u>
<u>Support the safeguarding of individuals</u>
<u>Identify and evaluate opportunities for innovation and improvement</u>
<u>Act within the limits of your competence and authority</u>
<u>Manage and organise your own time and activities</u>
<u>Uphold the rights of individuals</u>
<u>Promote the rights and diversity of individuals</u>
<u>Comply with legal requirements for maintaining confidentiality in healthcare</u>
<u>Store and retrieve information using a filing system</u>
<u>Contribute to the effectiveness of teams</u>

Develop and sustain working relationships with colleagues and stakeholders

Use digital communications

Core Competences relevant to Role:

Competences Required

Translate research and development findings into practice

Work in partnership with others to promote health and wellbeing and reduce risks within settings

Manage a dispersed workforce to meet the needs

Improve the quality of health and healthcare interventions and services through audit and evaluation

Assess risks associated with health conditions

Recruit, induct and retain employees into their roles

Plan the workforce

Promote equality of opportunity, diversity and inclusion in your

Support and challenge teams and agencies on specific aspects of their practice

Comply with legal, regulatory and ethical requirements

Develop and sustain collaborative relationships with departments and other organisations

Manage and quality assure work in your team

Provide leadership to your team

Advise and inform others on services

Manage people's performance at work

Manage lone workers

Quality assure work in your team
Facilitate individual learning and development
Manage the development and direction of work
Manage a dispersed workforce to meet the needs and preferences of individuals at home
Lead your team
Manage budgets
Develop and sustain working relationships with colleagues and stakeholders
Promote compliance through use of regulatory framework
Promote your organisation and its services to stakeholders
Review and evaluate current service provision
Specify, commission and manage external contracts and agreements

Facets (if required):

Competences Required
<ul style="list-style-type: none">•••

Locality Specific Competences:

In this space you can define additional competences which are essential for your local needs. If you intend to use NOS, then Go to the [Health Functional Map](#) to begin your search for the competences

Competences Required
<ul style="list-style-type: none">•••

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.

Role template	Operations Manager
Formal endorsed learning	Current Registration with UK/ROI Nursing Regulator Professional Management Qualification (ILM/MBA)
Informal learning	Knowledge and skills developed should enable the individual to undertake their duties in a safe and competent manner. Core areas of learning should focus on: <ul style="list-style-type: none"> • Leadership & Management • Financial/Business acumen • Coaching/Mentoring • Equality, diversity and inclusion • Interpersonal skills • Regulatory processes and procedures • Recognised Quality Assurance systems and processes
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 learning outcomes for subsequent learning activities.
Credits (including framework used)	The 'volume' of learning for informal learning should be assessed by those designing learning activities based on the suite of NOS for the role
Accreditation	Wherever possible learning should be accredited by learning 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:	NMC/NMBI