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Transferable Role Template

Career Framework Level 3

Children and Young People in The Complex
Needs Pathway

Residential Worker

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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.

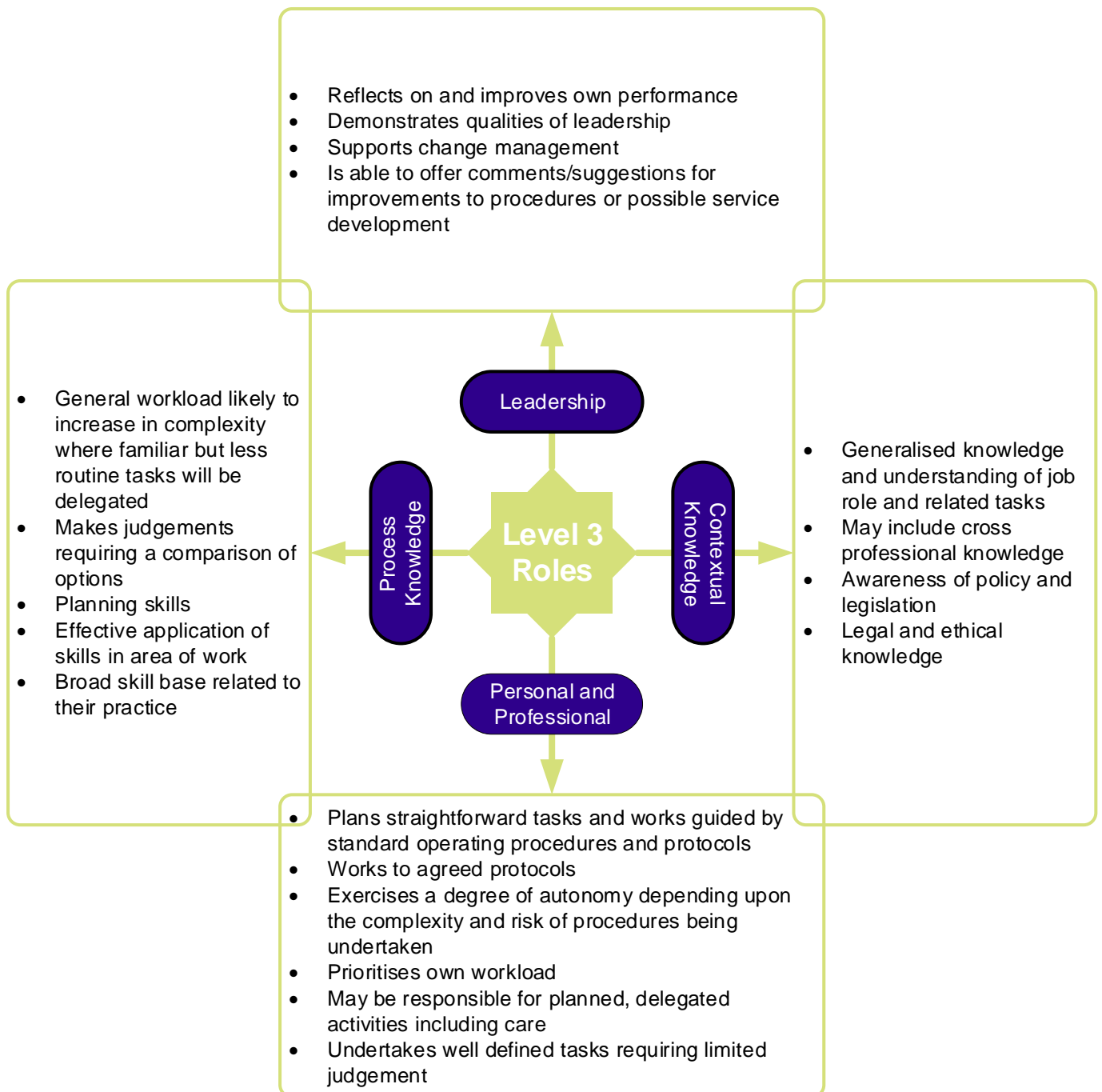
Some people may wish to or need to study whole qualifications - others will not. Some will need to participate in smaller 'bite sized' learning opportunities. Each individual should use the role profile to identify with their line manager what their needs are and how they will achieve them.

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

Named Role	Residential Worker
Area of Work	Children and Young People in the Complex Needs Pathway
Experience Required	Previous experience of: <ul style="list-style-type: none">• involvement with children as a paid worker, volunteer or carer.• working constructively within a team• customer care• the developmental needs (physical, emotional, intellectual, social and educational) of children young people and activities to engage children.• an understanding of the role of Key Worker within a residential establishment.
Career Framework Level	Level 3

Scope of the Role

To provide direct care to young people receiving residential care with the necessary support, care, guidance and positive adult role models. To act in a professional, parental (*loco parentis*) capacity towards these young people, whilst sharing this responsibility (and supplementing it where necessary) with the young person's own family and local authority.

Act as a key worker for particular young person/s as directed by senior staff including acting as an appropriate role model, advising and acting as an advocate, so as to ensure that they receive appropriate levels and standards of individual care and support that will meet their primary needs, reflecting their risks and individual needs and ensuring key work sessions take place. This will include but is not limited to: clothing shopping, toiletry shopping, making and ensuring health appointments are attended and recorded. For young people with disabilities or special needs providing personal care as required.

To ensure that each child and young person consistently maximises their potential.

Undertake shift working including 'sleep ins'

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	GEN97 Communicate effectively in a health care environment
2. Personal and People Development	Develop your own knowledge and practice	SCDHS0023 Develop your knowledge and practice
	Reflect on your own practice	GEN23 Monitor your own work practices
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
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 right 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

Underpinning Principles	Reference Function	Competence
H. Management and Administration	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams
	Receive and pass on messages and information	ESKITU020 Use digital communications

Role Specific Competences

Underpinning Principle	Reference Function	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
	Provide help for children and young people including play recovery	CHS34 Provide help for children and young people to understand their health and wellbeing
	Develop relationships with individuals	SFJ AD1 Develop and sustain effective working with staff from other agencies
2.Personal and People Development	Make use of supervision	GEN36 Make use of supervision
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
		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
Assessment	Assess children and young people's needs	SCDHSC0036 Contribute to the assessment and planning process with children and young people
	Risk management	CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload
Interventions	Supporting physical health	CHS19.2012 Undertake routine clinical measurements
	Support individuals to self- medicate	CS15.2015 Enable children and young people and those in their care to manage prescribed medication

		SCDHSC0313 Work with children and young people to promote their own physical and mental health
	Support to CYP in a residential setting	SCDHSC0038 Support children and young people to manage aspects of their lives
		SCDHSC0323 Contribute to child -care practice in group living
	Support children and young people to retain, regain and develop the skills to manage their lives and environment	SCDHSC0310 Work with children and young people to prepare them for adulthood, citizenship and independence.
	Deliver activities	CS13.2015 Deliver interventions for children and young people and those involved in their care
		MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them
	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs
		SCDHSC0330 Support individuals to access and use services and facilities
		AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services
	Implement strategies to promote health and wellbeing	CS21.2015 Monitor the health and well-being of children and young people
	Advocacy	SCDHSC0046 Advocate with and on behalf of children and young people
C. Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	AD1.2012 Raise awareness about substances, their use and effects
	Promoting positive behaviour	SCDHSC0326 Promote the development of positive behaviour in children and young people
	Self-harming awareness	FMH4 Support an individual to reduce the risk and impact of self-harming behaviour
		FMH3 Observe an individual who presents significant imminent risk to themselves or others

Information Management/Information and Communication Technology	Maintain information/record systems	CFA_BAD322 Analyse and report data
Administration, and team working	Contribute to the effectiveness of teams	SCDHSC3100 Participate in inter-disciplinary team working to support individuals
	Produce documents to an agreed specification	CFA_BAA123 Prepare text from notes
	Receive and pass on messages and information	SCDHSC3115 Process information for decision-making
Additional competences for children and young people with disabilities and additional needs	Undertake personal care	SCDHSC0218 Support individuals with their personal care needs

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 Residential Worker
Formal endorsed learning	<ul style="list-style-type: none"> • Hold or be working towards Level 3 Diploma in Children and Young People • Good numeracy and literacy skills that are or equivalent to English/Maths GCSE A – C/ 9-4. <p>An understanding of:</p> <ul style="list-style-type: none"> • Customer care • the developmental needs (physical, emotional, intellectual, social and educational) of children and young people <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"> • IT skills • Literacy skills • Record keeping • Child development • Relationship building • Family relationships and dynamic tools and activities • Play and activities to engage children in physical and energetic activities • Advocacy • Anger management/challenging behaviour • Emotional regulation, self -esteem, healthy relationships • Safe holding and restraints • First Aid at Work • Information governance
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:	N/A

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.	

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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