Transferable Role Template

Career Framework Level 5

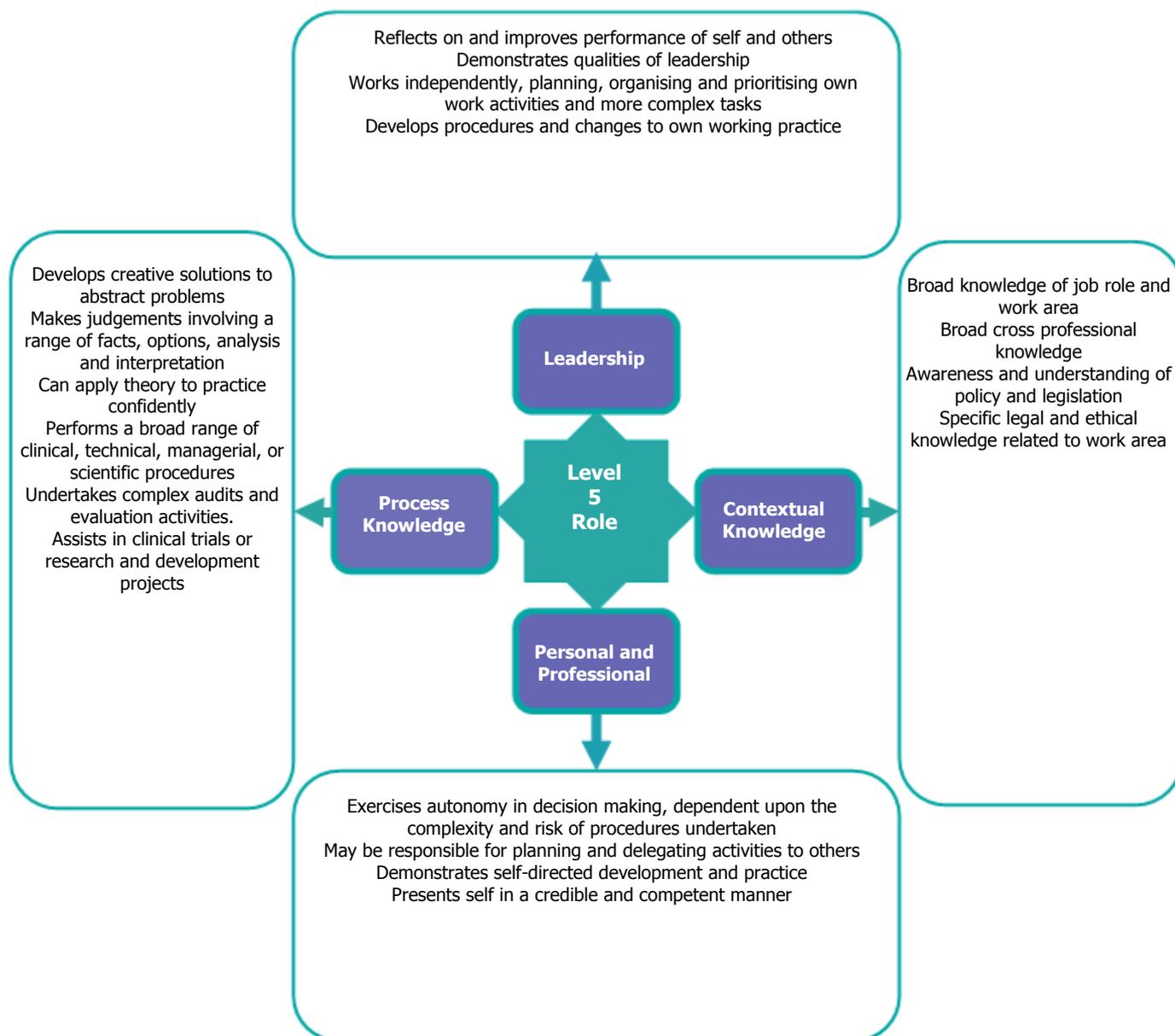## School Nurse

Level Descriptors
Key characteristics of a Level 5 Role

Reflects on and improves performance of self and others
Demonstrates qualities of leadership
Works independently, planning, organising and prioritising own work activities and more complex tasks
Develops procedures and changes to own working practice

Develops creative solutions to abstract problems
Makes judgements involving a range of facts, options, analysis and interpretation
Can apply theory to practice confidently
Performs a broad range of clinical, technical, managerial, or scientific procedures
Undertakes complex audits and evaluation activities.
Assists in clinical trials or research and development projects

Leadership

Process Knowledge

Level 5 Role

Contextual Knowledge

Personal and Professional

Broad knowledge of job role and work area
Broad cross professional knowledge
Awareness and understanding of policy and legislation
Specific legal and ethical knowledge related to work area

Exercises autonomy in decision making, dependent upon the complexity and risk of procedures undertaken
May be responsible for planning and delegating activities to others
Demonstrates self-directed development and practice
Presents self in a credible and competent manner

Definition of the Level 5 Role

People at level 5 will have a comprehensive, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge.

They are able to use knowledge to solve problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.

Example of Role at Level 5

Practitioner:

Practitioners have a broad knowledge base in a particular field of practice which enables them to work with a considerable degree of autonomy. They may have line management responsibilities but will not be responsible for service delivery. They actively use research findings to enhance and underpin their practice. A practitioner is competent in their area of practice and will seek opportunities to improve the service they offer.

These characteristics have been developed by Skills for Health working with employers and other stakeholders.

Basic Information:

Named Role	**School Nurse**
Area of work	Children And Young People, Community NHS Or Local Authority Or Independent, Education, Health Promotion, Public Health
Role Family	Health Promotion, Nursing, Public Health
Experience required	N/A
Career Framework Level	5

Summary of Role

Provide a high quality school nursing service in partnership with team leads in line with a child centred public health agenda.

Scope of the Role

Job Summary

Provide a high quality school nursing service in partnership with team leads in line with a child centred public health agenda.

Manage and provide a community based health service to an identified caseload of school age children (5 years to 16 years) covering approximately 1500 - 3000 children.

Promote the health of school-aged children so as to enable each child to reach his/her full developmental and educational potential, including supporting the local areas inclusive education policy.

Act as the key health worker for named schools within the Trust child protection procedures.

Main Duties and Responsibilities

Provide a service to a caseload of children as the named school nurse in appropriate settings such as school, clinic, home, youth clubs, special educational units and other educational establishments.
Work in partnership to provide a service to school age children identified as not attending school.

Work in partnership with children, young people, parents/carers and other agencies, e.g. education, social services, other healthcare workers and the voluntary sector.

Complete a school entry health assessment for all children entering a school in the local area. This includes the screening of vision, hearing, growth, general health and any other problems.

Complete an annual review assessment for children looked after attending a local school.

Liaise with parents/carers, pupils, schools and the community pharmacist in line with Trust and Service policies to plan and deliver the school based immunisation programmes.

Plan, deliver and evaluate lessons to contribute to the schools curriculum for health promotion and working with teachers support health promotion activities in accordance with locally agreed priorities.
Offer individual support and advice to children, young people, parents / carers, teachers and other professionals.
Assess care needs through the development, implementation and evaluation of programmes of care for children in conjunction with children, young people, parents and other agencies e.g. GPs, specialist

nurses, schools. Contribute to the assessment and review of special education needs and medical needs.

Provide training as required identified through the care planning process to school staff.

Adhere to local child protection procedures. Represent health at case conferences, core group meetings and other meetings as required. Monitor the health of children whose names are on the child protection register and those of concern. Provide accurate reports for case conferences and participate in the decision making process for child protection.

Provide reports at short notice for social services initial investigations.

Refer children to other agencies as appropriate and document referrals contemporaneously.

Use school health profiling to develop the service to meet the needs of the school age population and to influence local policies.

Work in partnership with the team leaders to develop and agree service provision agreements with individual schools.

Provide preceptorship to an associate school nurse, which includes joint child protection supervision, attendance at initial child protection case conferences, supervision and monitoring of school nursing procedures as appropriate.

Provide cover for sick or absent colleagues as required.

Keep accurate and contemporaneous records in line with Trust policies and NMC guidelines.

Ensure that all records are perused and transferred out / in as per service record keeping procedure.

Record statistical data for input onto the ICT system to meet data entry deadlines as required by the service.

Provide mental health support to children, young people and their families to identify concerns and where necessary refer on to other services.

Contribute to the planning, training supervision and assessment of pre and post registration students on placement with the service as a school nursing mentor.

Support rotational education programmes for qualified nurses as appropriate for the service.

Support new staff during their planned induction programme.

Collect and collate information for audit and research purposes, the results of which will contribute to the development of an evidence-based school nursing service.

General Responsibilities

Comply with the NMC Code of Professional Conduct (2004).

Seek out and make use of research findings relevant to the work of the school nursing team so as to ensure that clinical practice within the team is evidence based.

Undertake regular review of performance with line manager to agree personal and service objectives.

Develop practice through continued education, which will benefit development and delivery of service and meet continuing professional development (CPD) requirements. Attend mandatory and other training. Keep an electronic record of all training.

Report any incidents / accidents to the line manager and complete appropriate paperwork

Undertake other duties as required that are commensurate with the aims of this post.

Level 5 Core Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	GEN97 Communicate effectively in a healthcare environment http://tools.skillsforhealth.org.uk/competence/show/html/id/3001
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.1	Develop your own practice	GEN13 Synthesise new knowledge into the development of your own practice http://tools.skillsforhealth.org.uk/competence/show/html/id/376
			CFAM&LAA3 Develop and maintain your professional networks http://tools.skillsforhealth.org.uk/competence/show/html/id/3770
	2.1.2	Reflect on your own practice	GEN23 Monitor your own work practices http://tools.skillsforhealth.org.uk/competence/show/html/id/2051
			SCDHSC0033 Develop your practice through reflection and learning http://tools.skillsforhealth.org.uk/competence/show/html/id/3415
	2.2.1	Support the development of the knowledge and practice of individuals	SCDHSC0043 Take responsibility for the continuing professional development of yourself and others http://tools.skillsforhealth.org.uk/competence/show/html/id/3481
3. HEALTH SAFETY & SECURITY	3.5.1	Ensure your own actions reduce risks to health and safety	IPC2.2012 Perform hand hygiene to prevent the spread of infection http://tools.skillsforhealth.org.uk/competence/show/html/id/3309
			PROHSS1 Make sure your own actions reduce risks to health and safety http://tools.skillsforhealth.org.uk/competence/show/html/id/3327
			PMWRV1 Make sure your actions contribute to a positive and safe working culture http://tools.skillsforhealth.org.uk/competence/show/html/id/4027
	3.5.2	Protect individuals from abuse	SCDHSC0024 Support the safeguarding of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3518
4. SERVICE IMPROVEMENT	4.6	Promote service improvement	CFAM&LCA1 Identify and evaluate opportunities for innovation and improvement http://tools.skillsforhealth.org.uk/competence/show/html/id/3783
5. QUALITY	5.1.1	Act within the limits of your competence and authority	GEN63 Act within the limits of your competence and authority http://tools.skillsforhealth.org.uk/competence/show/html/id/85
	5.1.2	Manage and organise your own time and activities	HT4 Manage and organise your own time and activities http://tools.skillsforhealth.org.uk/competence/show/html/id/2501

6. EQUALITY & DIVERSITY	6.1	Ensure your own actions support equality of opportunity and diversity	SCDHSC0234 Uphold the rights of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3506
	6.2	Promote equality of opportunity and diversity	SCDHSC3111 Promote the rights and diversity of individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/3540
B. HEALTH INTERVENTION	B2.1	Obtain information from individuals about their health status and needs	CHS169 Comply with legal requirements for maintaining confidentiality in healthcare http://tools.skillsforhealth.org.uk/competence/show/html/id/2820
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.4	Maintain information / record systems	CFA_BAD332 Store and retrieve information using a filing system http://tools.skillsforhealth.org.uk/competence/show/html/id/4104
H. MANAGEMENT & ADMINISTRATION	H1.3.1	Contribute to the effectiveness of teams	SCDHSC0241 Contribute to the effectiveness of teams http://tools.skillsforhealth.org.uk/competence/show/html/id/3509
	H1.3.2	Develop relationships with individuals	CFAM&LDD1 Develop and sustain productive working relationships with colleagues http://tools.skillsforhealth.org.uk/competence/show/html/id/3787
	H2.6	Receive and pass on messages and information	ESKITU020 Use digital communications http://tools.skillsforhealth.org.uk/competence/show/html/id/4150

Role Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function		Competence
1. COMMUNICATION	1.2	Communicate effectively	CS1 Communicate with children and young people, and those involved in their care http://tools.skillsforhealth.org.uk/competence/show/html/id/2188
	1.4	Develop relationships with individuals	CS19 Develop relationships with children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/2181
	1.5	Provide information, advice and guidance	CS30 Provide advice and information to children and young people and those involved in their care on how to manage their own condition http://tools.skillsforhealth.org.uk/competence/show/html/id/741
			SCDHSC0419 Provide advice and information to those who enquire about health and social care services http://tools.skillsforhealth.org.uk/competence/show/html/id/3488
2. PERSONAL & PEOPLE DEVELOPMENT	2.1.3	Make use of supervision	GEN36 Make use of supervision http://tools.skillsforhealth.org.uk/competence/show/html/id/2296

	2.2.1	Support the development of the knowledge and practice of individuals	GEN35 Provide supervision to other individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/2295
3. HEALTH SAFETY & SECURITY	3.1	Ensure an organisational approach to health and safety	CFAM&LEB1 Provide healthy, safe, secure and productive working environments and practices http://tools.skillsforhealth.org.uk/competence/show/html/id/3798
	3.5.1	Ensure your own actions reduce risks to health and safety	GEN96 Maintain health, safety and security practices within a health setting http://tools.skillsforhealth.org.uk/competence/show/html/id/2859
	3.5.2	Protect individuals from abuse	SCDHSC0325 Contribute to the support of children and young people who have experienced harm or abuse http://tools.skillsforhealth.org.uk/competence/show/html/id/3438
4. SERVICE IMPROVEMENT	4.7	Contribute to improving services	CS23 Work with others to improve healthcare services for children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/2186
5. QUALITY	5.2.3	Improve the quality of healthcare through audit and evaluation	PHS08 Improve the quality of health and healthcare interventions and services through audit and evaluation http://tools.skillsforhealth.org.uk/competence/show/html/id/2470
A. ASSESSMENT	A1.2	Manage health screening programmes	PHP24 Work in partnership with communities to implement policies, strategies, services, programmes and interventions to improve health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2424
	A2.3	Assess an individual with a suspected health condition	CS3 Work with children and young people to assess their health and well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/2190
	A2.4	Assess an individual's needs arising from their health status	SCDHSC0036 Contribute to the assessment and planning process with children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/3458
B. HEALTH INTERVENTION	B3.1.1	Plan activities, interventions or treatments to achieve specified health goals	CS5 Develop individualised care plans with children and young people http://tools.skillsforhealth.org.uk/competence/show/html/id/2192
	B3.1.2	Enable individuals to make health choices and decisions	CS20 Enable children and young people to understand their health and well-being http://tools.skillsforhealth.org.uk/competence/show/html/id/2183

	B3.4.2	Refer individuals to services for treatment and care	CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs http://tools.skillsforhealth.org.uk/competence/show/html/id/2262
	B14.2	Implement care plans/programmes	CM I1 Manage a patient caseload which achieves the best possible outcomes for the individual http://tools.skillsforhealth.org.uk/competence/show/html/id/1866
	B14.3	Deliver therapeutic activities	CS13 Implement interventions with children and young people, and those involved in their care http://tools.skillsforhealth.org.uk/competence/show/html/id/2175
	B15.6	Administer medication to individuals	CHS3 Administer medication to individuals http://tools.skillsforhealth.org.uk/competence/show/html/id/356
C. HEALTH PROMOTION & PROTECTION	C1.1.1	Agree priorities and targets for improving public health	PHS10 Advise others on health and wellbeing, related issues and their impact http://tools.skillsforhealth.org.uk/competence/show/html/id/2472
	C2.2	Provide information to individuals, groups and communities about promoting health	PHP13 Provide information to individuals, groups and communities about promoting health and wellbeing http://tools.skillsforhealth.org.uk/competence/show/html/id/2413
D. INFORMATION MANAGEMENT / INFORMATION AND COMMUNICATION TECHNOLOGY	D2.2	Input data/information for processing	IUF:FS IT user fundamentals http://tools.skillsforhealth.org.uk/competence/show/html/id/2885
	D2.4	Maintain information / record systems	SCDHSC0434 Lead practice for managing and disseminating records and reports http://tools.skillsforhealth.org.uk/competence/show/html/id/3500
F. EDUCATION LEARNING & RESEARCH	F1.1.2	Design learning and development programmes	LSILADD03 Plan and prepare learning and development programmes http://tools.skillsforhealth.org.uk/competence/show/html/id/3169
	F3.2	Implement improvements for learning and development programmes	LSILADD13 Evaluate and improve learning and development provision http://tools.skillsforhealth.org.uk/competence/show/html/id/3179
	F6.1	Conduct investigations in a research and development topic	R&D8 Conduct investigations in selected research and development topics http://tools.skillsforhealth.org.uk/competence/show/html/id/2448
	F6.3	Act on research and development findings	PHS23 Interpret research findings and implement them in practice http://tools.skillsforhealth.org.uk/competence/show/html/id/2485

H. MANAGEMENT & ADMINISTRATION	H1.1.1	Manage operational plans for an area of responsibility	CFAM&LBA9 Develop operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3771
			CFAM&LFA2 Implement operational plans http://tools.skillsforhealth.org.uk/competence/show/html/id/3772

Facets of Role (National Occupational Standards):

Underpinning Principle	Reference Function	Competence
	None Assigned	

Locality Specific Competences / National Occupational Standards:

Underpinning Principle	Reference Function	Competence
	None Assigned	

Indicative Learning and Development

Transferable role	**School Nurse**
Formal endorsed learning	
Informal learning	
Summary of learning and development including aims and objectives	
Duration	
National Occupational Standards used	
Credits (including framework used)	
Accreditation	
APEL and progression	
Programme structure	
Continuous Professional Development	Not specified
Resources required, e.g. placement learning, preceptors, accredited assessors etc	
Quality Assurance	
Policies included in learning programme documentation	
Funding	
Leading to registration or membership with:	

References & Further Information:

N/A