|  |  |  |  |
| --- | --- | --- | --- |
| **Organisation Name**  *Free text/cut and paste from a word document* |  | | |
| **Title of Job**  *Free text or if chosen automated population from a chosen*  *transferable role template* | Transition Worker: Children to Adult Services | | |
| **Scope of Job**  sets the context, job profile  *Free text or from automated population from chosen TRT* | This Role includes a range of activities at Level 4 which will be required to support a young person with learning disabilities in the transition to adult services. The provision of this support may be only one aspect of the overall job carried out by a worker. The worker is likely to be within a multi-agency team and inter-agency working will be important. Support for the transition to adult services may be provided by several members of an integrated care team and/or by a range of agencies. A successful transition requires a person centered approach with four key elements, namely Early Planning, Communication, Multi-agency Coordinated Working and Preparation for Adulthood.   The activities in this Role are linked to National Occupational Standards (NOS). NOS define the knowledge, understanding required and the criteria for competent performance of each activity. The NOS within this Role have been taken from the Learning Disability Transition Pathway Competency Framework developed by Health Education England in the West Midlands in partnership with Skills for Health.  The lists of NOS within this role refer to the function of supporting transition to adult services and they do not necessarily include all of the other activities which a person supporting transition may carry out when performing other aspects of their job. The lists of NOS are intended as a guide to commissioners, leaders and education providers and articulate the skills required at Level 4 within a team/service in order to support a young person with learning disabilities in the transition to adult services. | | |
| **Responsible to**  *Free text* |  | | |
| **Accountable to**  *Free text* |  | | |
| **Contract type and**  **working hours**  *Free text* |  | | |
| **Pay Grade**  *Free text* |  | | |
| **Career Framework Level**  *Short descriptor from Career Framework automated population from chosen TRT* | People at level 4 require factual and theoretical knowledge in broad contexts within a field of work.  Work is guided by standard operating procedures, protocols or systems of work, but the worker makes judgments, plans activities, contributes to service development and demonstrates self- development. They may have responsibility for supervision of some staff. | | |
| **Key Areas of Responsibility**  *Free**text* |  | | |
| **Level 4 Core Competences / National Occupational Standards:** | | | |
| **Underpinning Principle** | **Reference Function** | | **Competence** |
| **1. COMMUNICATION** | 1.2 | Communicate effectively | GEN97 Communicate effectively in a healthcare environment  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3001) |
| **2. PERSONAL & PEOPLE DEVELOPMENT** | 2.1.1 | Develop your own practice | SCDHSC0023 Develop your own knowledge and practice  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3517) |
|  | 2.1.2 | Reflect on your own practice | GEN23 Monitor your own work practices  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2051) |
| **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  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3309) |
|  |  |  | PROHSS1 Make sure your own actions reduce risks to health and safety  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3327) |
|  |  |  | PMWRV1 Make sure your actions contribute to a positive and safe working culture  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4027) |
|  | 3.5.2 | Protect individuals from abuse | SCDHSC0024 Support the safeguarding of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3518) |
| **5. QUALITY** | 5.1.1 | Act within the limits of your competence and authority | GEN63 Act within the limits of your competence and authority  [Click to view competence detail](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  [Click to view competence detail](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  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3506) |
| **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  [Click to view competence detail](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  [Click to view competence detail](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  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3509) |
|  | H2.6 | Receive and pass on messages and information | ESKITU020 Use digital communications  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4150) |
| **Role Specific Competences / National Occupational Standards:** | | | |
| **Underpinning Principle** | **Reference Function** | | **Competence** |
| **1. COMMUNICATION** | 1.1 | Develop methods of communicating | CHS156 Develop activities and materials to enable individuals to achieve specified communication goals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2746) |
|  | 1.3 | Support individuals to communicate | CHS157 Provide support to individuals to develop their communication skills  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2747) |
|  |  |  | GEN85 Support individuals with communication and interaction difficulties  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2758) |
|  |  |  | SCDHSC0021 Support effective communication  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3515) |
|  | 1.5 | Provide information, advice and guidance | CHS174 Advise and inform others on services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2316) |
|  |  |  | CHS177 Advise on access to and use of services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2320) |
|  |  |  | SCDHSC0419 Provide advice and information to those who enquire about health and social care services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3488) |
|  |  |  | SCDHSC0026 Support individuals to access information on services and facilities  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3536) |
| **2. PERSONAL & PEOPLE DEVELOPMENT** | 2.1.1 | Develop your own practice | GEN12 Reflect on and evaluate your own values, priorities, interests and effectiveness  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/375) |
|  | 2.1.3 | Make use of supervision | GEN36 Make use of supervision  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2296) |
| **3. HEALTH SAFETY & SECURITY** | 3.5.2 | Protect individuals from abuse | SCDHSC0034 Promote the safeguarding of children and young people  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3416) |
|  | 3.5.2 | (Contd..) Protect individuals from abuse | SCDHSC0035 Promote the safeguarding of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3417) |
|  |  |  | GEN134 Contribute to the prevention and management of abusive, aggressive and challenging behaviour  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3927) |
| **A. ASSESSMENT** | A2.4 | Assess an individual's needs arising from their health status | CHS152 Assess an individuals communication skills and abilities  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2549) |
|  |  |  | SCDHSC0414 Assess individual preferences and needs  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3486) |
| **B. HEALTH INTERVENTION** | B1.1 | Obtain valid consent for interventions or investigations | CHS167 Obtain valid consent or authorisation  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2818) |
|  | B3.1.2 | Enable individuals to make health choices and decisions | PE1 Enable individuals to make informed health choices and decisions  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2101) |
|  | B3.2.5 | Arrange services and support with other healthcare and service providers | CHS98 Arrange services and support with other health care providers  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2261) |
|  | 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  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2262) |
|  |  |  | GEN123 Work with others to facilitate the transfer of individuals between agencies and services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3889) |
|  |  |  | SCDHSC0386 Assist in the transfer of individuals between agencies and services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3936) |
|  | B3.5.2 | Carry out actions from a discharge plan | GEN17 Contribute to the discharge of an individual into the care of another service  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/380) |
|  | B4.3 | Evaluate treatment plans with individuals and those involved in their care | CHS233 Contribute to the assessment of needs and the planning, evaluation and review of individualised programmes of care for individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3860) |
|  | B16.3 | Assist individuals in undertaking activities | SCDHSC0347 Support individuals to access employment  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3451) |
|  | B16.4 | Support individuals to retain, regain and develop the skills to manage their lives and environment | SCDHSC0344 Support individuals to retain, regain and develop skills to manage their daily living  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3448) |
|  |  |  | SCDHSC0349 Support individuals to access housing and accommodation services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3453) |
|  | B16.4 | (Contd..) Support individuals to retain, regain and develop the skills to manage their lives and environment | SCDHSC0351 Implement development activities to meet individuals' goals, preferences and needs  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3455) |
|  |  |  | SCDHSC0382 Support individuals to manage change in their lives  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3468) |
|  |  |  | SCDHSC0383 Support individuals to move into new living environments  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3469) |
|  |  |  | SCDHSC0039 Support children and young people to achieve their educational potential  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3474) |
|  | B16.5 | Support individuals and carers to cope with the emotional and psychological aspects of healthcare activities | SCDHSC0332 Promote individuals' positive self esteem and sense of identity  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3443) |
|  |  |  | SCDHSC0350 Support the spiritual well-being of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3454) |
|  | B17 | Work in collaboration with carers in the caring role | SCDHSC0387 Work in partnership with carers to support individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3472) |
| **C. HEALTH PROMOTION & PROTECTION** | C2.4 | Enable people to address issues relating to their health and wellbeing | SCDHSC3112 Support individuals to manage their own health and social well-being  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3419) |
|  |  |  | SCDHSC0330 Support individuals to use services and facilities  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3441) |
|  | C2.4 | (Contd..) Enable people to address issues relating to their health and wellbeing | SCDHSC0366 Support individuals to represent their own wishes and needs at decision-making events  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3459) |
|  |  |  | CS11.2015 Support young people to prepare for and make the transition to adult healthcare services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4001) |
|  |  |  | CS12.2015 Support young people to adapt to adult healthcare services  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4002) |
|  | C2.6 | Act on behalf of an individual, family or community (advocacy) | SCDHSC0410 Advocate with and on behalf of individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3484) |
|  |  |  | SCDHSC0046 Advocate with and on behalf of children and young people  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3503) |
| **H. MANAGEMENT & ADMINISTRATION** | H1.3.1 | Contribute to the effectiveness of teams | CM C5 Build a partnership between the team, patients and carers  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/1836) |
|  |  |  | GEN39 Contribute to effective multidisciplinary team working  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/2212) |
|  |  |  | SCDHSC3100 Participate in inter-disciplinary team working to support individuals  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3420) |
|  | H1.3.2 | Develop relationships with individuals | CFAM&LDD1 Develop and sustain productive working relationships with colleagues  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/3787) |
|  | H1.3.3 | Manage multi-agency collaborative working | SFJ\_CCAA1 Work in co-operation with other organisations  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4057) |
|  | H1.3.3 | (Contd..) Manage multi-agency collaborative working | SFJ\_CCAA2 Share information with other organisations  [Click to view competence detail](http://tools.skillsforhealth.org.uk/competence/show/html/id/4058) |
| **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 |  |

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| **Personal Specification** | | | |
| **Criteria** | **Essential**  (pre-requisite for job) | **Desirable** | **Evidence**  **Application and/or Selection process**  **A and /or S** |
| **Physical requirements** |  |  |  |
| **Knowledge and skills required for post**  Education/ Qualification |  |  |  |
| **Experience,** **Previous experience relevant to the post.** |  |  |  |
| **Skills in communication, mathematics and use of IT**  (Employability Skills Matrix, Skills for Health 2014) | | | |
| **Communications and Customer Care**   * Communicate effectively and appropriately with people in the workplace following detailed and/or multi-step instructions Respond constructively to queries and complaints Take full part in formal and informal discussions, ensuring contributions meet the needs of the audience and ask questions to clarify understanding Analyse a range of texts, produce effective e mails, short reports, presenting information in a manner suitable for the audience. |  |  |  |
| **Mathematics**   * Select and compare information from lists, tables, e mails and charts and use appropriate mathematical method to solve identified problems and assist with clinical trials, audits or research projects as required. |  |  |  |
| **Use of IT**   * Use IT to meet identified needs and plan work effectively, maintaining confidentiality. |  |  |  |
| **Team working skills and attributes**  (Employability Skills Matrix, Skills for Health 2014) | | | |
| **Working with Others**   * Work with others towards achieving shared goals, learning from mistakes and being open to the opinion of others including service users Receive and give constructive feedback |  |  |  |
| **Solving Problems**   * Assess situations and identify the root cause of a problem Evaluate different points of view on the basis of facts.  Use theoretical and practical knowledge to solve problems and make decisions. |  |  |  |
| **Personal: personal skills, qualities, values and behaviours**  (Employability Skills Matrix, Skills for Health 2014) | | | |
| **Demonstrate positive attitudes, values and behaviours**   * Demonstrate honesty, integrity care and compassion at all times, and maintain the dignity and confidentiality of the service user Take care of your personal health, including hygiene and appearance Show interest in your work and be prepared to make suggestions Recognise and reflect on your own work and value other peoples?. |  |  |  |
| **Be responsible**   * Be responsible and accountable for your own actions, including, when appropriate, taking the lead in supporting others in the team. Manage your work/life balance, and attend work as required on time. Understand your rights and responsibilities at work, comply with health and safety and equality policies, practices and procedures. Understand your responsibility to identify and raise any issues relating to the service with more senior staff. Understand and respect confidentiality in relation to service users Plan and manage time and resources to achieve personal and team goals  Assess, weigh and take steps to minimise and manage risk |  |  |  |
| **Be adaptable**   * Be open and positive in response to change. |  |  |  |
| **Learn continuously**   * Take responsibility for your own learning and be willing to continuously learn and grow assessing personal strengths and areas for development and setting own learning goals Identify, access and make use of appropriate learning sources and opportunities Plan for and work towards the achievement of your learning goals. |  |  |  |