



Health Education England



Better  
**Skills**

Better  
**Jobs**

Better  
**Health**

# The Career and Competence Framework: for those working within the Children and Young Peoples Complex Needs Pathway

June 2021

Developed by a collaborative group of experts and NHS England, NHS Improvement and Health Education South East

## Table of Contents

Introduction and Background .....	3
Career and Competence Frameworks and Agenda for Change .....	6
The Career and Competence Framework for the Children and Young People's Complex Needs Pathway.....	7
Table 1: Children and Young Peoples' Complex Needs Pathway Career Framework .....	7
Framework Competences .....	9
The Common Competences for all staff working within the children and young people's complex needs pathway. ....	10
Table 2: Common core competences for all roles -children and young people's complex needs pathway. ....	10
Role Specific Competences .....	11
Table 3: Role Specific Competences at Career Framework Level .....	11
Children and Young Peoples' Complex Need Pathway Role Profiles .....	51
Baseline Measures.....	52
Summary.....	53
Acknowledgements.....	54
References .....	55

Appendices – these are attached as separate documents.

Appendix 1 Skills for Health Career Framework for Health

Appendix 2 Peer Support Worker (Level 3)

Appendix 3 Residential Worker (Level 3)

Appendix 4 Team Leader-Residential Care (Level 4)

Appendix 5 Edge of Care Practitioner (Level 4)

Appendix 6 Youth Worker (Level 4)

Appendix 7 Senior Youth Worker (Level 5)

Appendix 8 Primary Care Nurse (secure and community setting) (Level 5)

Appendix 9 Mental Health Nurse (secure and community setting) (Level 6)

Appendix 10 Early Intervention Practitioner (Level 6)

Appendix 11 Senior Mental Health Practitioner (Level 7)

Appendix 12 Baseline Measures Survey



# Introduction and Background

The [NHS Long Term Plan 2019](#) makes a commitment to invest in additional support for the most vulnerable children and young people between the ages of 0-18, who have complex needs and can be described as presenting with high risk, high harm behaviours and high vulnerability.

These children's complex need<sup>1</sup>s may be:

- Multiple (not just in one domain, such as mental and physical health);
- Persistent (long term rather than transient);
- Severe (not responding to standard interventions); and
- Framed by family and social contexts (early family disruption, loss, inequality, prevalence of Adverse Childhood Experiences).

This is supported by the need to offer a pathway which aims to support and strengthen services for children and young people who have such complex needs, currently not being met in the community. The development of the *Framework for Integrated Care-Community*<sup>2</sup> outlines the aim to build a trauma-informed care and formulation-driven, evidence-based, whole system approach to providing integrated support and creating change for the most vulnerable. and support those who deliver them.

The roll out of the *Framework for Integrated Care-Community* addresses the needs of children and young people with complex needs, allows for a joined- up approach to assessment, intervention planning and care, including input from mental health staff regardless of previous diagnosis, as well as from social care professionals, education professionals and other support staff working on a day-to-day basis with the young people. It also seeks to ensure that staff have the right skills and support to care for the children and young people appropriately. This Career and Competence Framework is part of wider work designed to enable services to better meet the mental health needs of some of the most vulnerable and high -risk children in our society, which has included the development and implementation of a *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)*<sup>3</sup>.

Both frameworks use formulation-based trauma informed support for this particularly complex cohort of young people that face some of the highest levels of health inequalities. The implementation of these will create a whole system pathway for these young people in order to deliver the right level of support needed.

Raising the profile of and creating an attractive career pathway for those working in both the Health & Justice workforce and interfacing with social care within the children and young people's complex needs pathway have increasingly become key priorities in shaping the future workforce, as Health & Justice healthcare providers continue to find it difficult to recruit and retain staff within clinical and non-clinical roles.

---

<sup>1</sup> NHS Long Term Plan 2019 <https://www.longtermplan.nhs.uk/>

<sup>2</sup> *Framework for Integrated Care-community* NHS England and NHS Improvement and Justice and Young People Team, January 2020

<sup>3</sup> *Framework for Integrated Care for the Children and Young People Secure Estate (CYPSE) (SECURE STAIRS)* NHSE&I

To help address these issues Skills for Health were commissioned<sup>4</sup> to develop the Career and Competence Framework for those working within the Children and Young People's (CYP) complex needs pathway. An Expert Panel comprising of service managers, commissioners, clinical and non-clinical practitioners from across the children's complex needs pathway in England developed the Framework via an iterative process identifying the functions and competences required for the identified roles working across the complex needs pathway. These were agreed and confirmed via national consultation feedback.

The benefits of a Career and Competence Framework are that it identifies the competences needed to deliver the healthcare service required for children and young people with complex needs in the Health & Justice and social care sectors. This will enable staff not only to assess their own skills and competence, but also provide a career structure. It will articulate the different types of roles which exist, the relationship between them in terms of the similarities and differences, which should not only help to recruit staff, but also aid retention, as it becomes clearer how their existing competences can support their movement into other roles within the sector. It will also enable commissioners and service providers to articulate the skills and competences required within the pathway and, in turn, help drive up quality. The Framework will also support the identification of training for the core and other skills required for staff to work with children and young people in the complex needs pathway and highlight any training gaps for individuals, teams and services. It will also benefit integrated care across different services.

It will be key for staff and services working within the children's complex needs pathway to use the Framework and competences alongside the existing key frameworks including the *Framework for Integrated Care-community*, the *Framework for Integrated Care for the Children and Young People's Secure Estate (SECURE STAIRS)* and the *Healthcare Standards for Children and Young People in Secure Settings*<sup>5</sup>. The core competences will underpin the content of these two frameworks depending on which part of the pathway services sit.

The Career Framework (Appendix 1) provides information about the level at which the jobholder is required to function. Each level has characteristics and attributes which describe, for example, the levels of autonomy, responsibility, decision-making and critical analysis skills needed in a role or job. It comprises nine levels ranging from Level 1 initial entry jobs to the most senior staff at Level 9.

It is applicable to Health & Justice and social care sectors. Combining the characteristics of a particular level of the Career Framework with National Occupational Standards<sup>6</sup> provides information that can support the Children and Young People's complex needs pathway workforce and service development as well as the identification of appropriate education and training.

Employability skills include the pre-requisites for someone undertaking a job and can be used to inform the person specification in a job description. It identifies the qualities, values, attributes and behaviours needed at each level of the Career Framework and which an individual must have, and express, to be a properly functioning employee.

---

<sup>4</sup> Commissioned by Health Education England South-East, on behalf of the National Health & Justice Team and the Health & Justice South-East regional team.

<sup>5</sup>[Healthcare Standards for Children and Young People in Secure Settings RCPCH June 2019](#)

<sup>6</sup>Skills or Health National Occupational Standards <https://tools.skillsforhealth.org.uk/>

This Framework document comprises the following elements:

- A **career framework** for those working in the children and young people's complex needs pathway. This covers 10 specific **role profiles**. These are role profiles indicative of the types of roles which may be found within children and young people's services across the complex needs pathway. They are not meant to be prescriptive but provide a useful starting point when looking to develop job descriptions. The career framework shows how it may be possible to enter and progress within a children and young people's service across the complex needs pathway within these settings or move into other areas across the pathway.
- A **competence framework** for those working in children and young people's services across the complex needs pathway. The competences used are National Occupational Standards<sup>7</sup> that describe the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence. They focus on what the person needs to be able to do as well as what they must know and understand to work effectively. This framework aims to include the National Occupational Standards<sup>7</sup> relating to the provision of children and young people's services across the complex needs pathway, a sub-set of which will relate to particular job roles.

---

<sup>7</sup> Skills or Health National Occupational Standards <https://tools.skillsforhealth.org.uk/>

# Career and Competence Frameworks and Agenda for Change

A Career Framework can be utilised in a variety of settings and is not linked to pay. This makes it particularly useful in areas where staff are employed by different organisations and across sectors such as justice and social care.

The NHS Agenda for Change, the NHS pay system which incorporates job evaluation, the Knowledge and Skills Framework<sup>8</sup> and terms and conditions, is specific to the NHS, and evaluated within services.

The Career Framework provides a common language to support workforce planning and career development by identifying the characteristics and attributes of those working at different levels of the Career Framework and using National Occupational Standards to capture the knowledge and skills required for roles.

Whilst some of the Career Framework descriptors might use similar language to Agenda for Change, there is **no** automatic read across from Agenda for Change bands to levels within the Career Framework.

---

<sup>8</sup> [Knowledge and Skills Framework](#)

# The Career and Competence Framework for the Children and Young People's Complex Needs Pathway

The Career Framework for the children and young peoples' complex needs pathway comprises roles from Level 3 to Level 7 of the Career Framework, as detailed in **Table 1** below. Individuals will be able to progress into different roles within the framework either vertically or laterally. (The Expert Panel did not identify any priority roles for development at Levels 1, 2, 8 and 9.)

There are numerous routes for staff due to the relating services being across Health & Justice and social care. For example, an individual may enter the service as a Peer Support Worker at Level 3 and progress after undertaking the required training and development. An example of lateral progression may include, for example, a community primary care nurse or mental health nurse can enter the children and young people's those complex needs pathway in a secure setting.

The requirements of individual jobs in the workplace will vary, depending on the requirements of any particular children and young peoples' complex needs pathway service in relation to local population. The role profiles included within the children and young people's complex needs pathway are generic and so when used in practice, can be adapted to meet local service requirements.

**Table 1: Children and Young Peoples' Complex Needs Pathway Career Framework**

CYP Roles	Level Description	Level
No roles identified for development at this Level	People working at level 9 require knowledge at the most advanced frontier of the field of work and at the interface between fields. They will have responsibility for the development and delivery of a service to a population, at the highest level of the organisation.	9
No roles identified for development at this Level	People working at level 8 of the career framework require highly specialised knowledge, some of which is at the forefront of knowledge in a field of work, which they use as the basis for original thinking and/or research. They are leaders with considerable responsibility for service improvement, and the ability to research and analyse complex processes. They have responsibility for service improvement or development. They may have considerable clinical and/or management responsibilities, be accountable for service delivery or have a leading education or commissioning role.	8
Senior Mental Health Practitioner	People at level 7 of the career framework have a critical awareness of knowledge issues in the field of work and at the interface between different fields. They are innovative and have responsibility for developing and changing practice and/or services in a complex and unpredictable environment.	7
Mental Health Nurse (secure and community setting)	People at level 6 require a critical understanding of detailed theoretical and practical knowledge, are specialist and/or have management and leadership responsibilities. They	6

CYP Roles	Level Description	Level
Early Intervention Practitioner	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.	
Primary Care Nurse Senior Youth Worker	People at level 5 will have a comprehensive knowledge, specialised, factual and theoretical knowledge within a field of work and an awareness of the boundaries of that knowledge to solve problems creatively, make judgements which require analysis an interpretation, and actively contribute to service and self-development. They may have responsibility for supervision of staff or training.	5
Team Leader Residential Care Edge of Care Worker Youth Worker	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 judgements, plans activities, contributes to service development and demonstrates self-development. They may have responsibility for supervision of some staff.	4
Peer Support Worker Residential Worker	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.	3
No roles identified for development at this Level	People at level 2 require basic factual knowledge of a field of work. They may carry out clinical, technical, scientific or administrative duties according to established protocols or procedures, or systems of work.	2
No roles identified for development at this Level	People at level 1 are at entry level and require basic general knowledge. They undertake a limited number of straightforward tasks under direct supervision. They could be any new starter to work in the Health sector, and progress rapidly to level 2.	1





# Framework Competences

The purpose of a competence framework is to identify all the activities that take place in a service or along a pathway or section of a pathway. It includes National Occupational Standards (competences) relevant to the activities undertaken by those working within the service. The competences include knowledge and understanding as well as performance criteria. Whilst they cover a function, they do not necessarily reflect the overall level of a role.

The competences within the framework can be used to contribute to the description of relevant jobs and roles, and to help commissioners and employers articulate the education and training required by individuals working in the service. The competence framework can also be used by managers and individuals within a service to help identify progression routes, identify the education and training required to enable an individual to undertake additional activities. In addition, it can be used by education and training providers to develop programmes of learning and qualifications.

National Occupational Standards are developed to describe the level of competence for a function, rather than for specific staff groups and so should be interpreted as applying within the context in which an individual works. Some competences may appear, from the title, to be applicable only in a health setting; the competence *GEN 97 Communicate effectively in a healthcare environment*, is an example of that but the knowledge and performance criteria within it are applicable in a wide range of settings, which includes justice. The competences included in this framework are drawn from Health & Justice and social care sectors and other areas, including leadership and management, administration and learning and development. They have been used in the role profiles developed in the role profiles which describe the jobs and roles within the children's and young people's complex needs pathway, alongside their career framework level.

The competence framework for the children and young peoples' complex needs pathway is broadly based on a whole care pathway where the focus is on managing individuals within an approach where services work collaboratively to ensure that children and young people receive coordinated multi-agency support to address their health and social care needs.

The competences do not replace protocols and guidelines used in the service, but work alongside them, describing the knowledge required and performance criteria that should be met by an individual working with those protocols and guidelines.

# The Common Competences for all staff working within the children and young people's complex needs pathway.

The following competences were identified as common and core for all those working within the children and young people's complex needs pathway and are applicable to the Health & Justice and social care sectors. They are included in each of the role profiles across each career framework level.

**Table 2: Common core competences for all roles -children and young people's complex needs pathway.**

Competences common to all roles working with children and young people in the complex needs pathway
<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
<a href="#">SCDHSC0325 Contribute to the support of children and young people who have experienced harm or abuse</a>
<a href="#">SCDHSC0234 Uphold the rights of individuals</a>
<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
<a href="#">GEN63 Act within the limits of your competence and authority</a>



# Role Specific Competences

In addition to the core competences detailed above, role specific competences have been identified with their associated Career Framework level are listed below:

**Table 3: Role Specific Competences at Career Framework Level**

Peer Support Worker Level 3		
Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
	Develop effective relationships with children and young people	<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Support individuals to communicate	<a href="#">GEN85 Support individuals with communication and interaction difficulties</a>
	Provide information advice and guidance	<a href="#">CHS177 Advise on access to and use of services</a>
		<a href="#">SCDHSC0026 Support individuals to access information on services and facilities</a>
Personal and People Development	Develop your own practice	<a href="#">INSML003 Develop and maintain professional connections</a>
	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Mentoring/ coaching	<a href="#">SFJ GL102 Provide support and review achievements through mentoring/befriending</a>



## Peer Support Worker Level 3

Principles	Competence	
Health, Safety and Security	Safeguarding	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Quality	Manage and organize your own time and activities	<a href="#">HT4 Manage and organise your own time and activities</a>
Assessment	Assess an individual's needs arising from their health status	<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>
Health Intervention	Refer children and young people to services for treatment and care	<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Support individuals who are distressed	<a href="#">SCDHSC Support individuals who are distressed</a>
Health Promotion and Protection	Support children and young people to access services	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
	Enable children and young people to address issues relating to their health and wellbeing	<a href="#">HT3 Enable individuals to change their behaviour to improve their own health and wellbeing</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
Management and Administration	Provide leadership	<a href="#">SFTMVD2 Lead and Motivate Volunteers</a>

## Peer Support Worker Level 3

Principles	Competence	
	Recruit, select and retain colleagues (and volunteers)	<a href="#">SFTMVC3 Recruit and place volunteers</a>
		<a href="#">SFTMVC5 Induct volunteers</a>



## Residential Worker Level 3

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
		<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Develop relationships with individuals	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
	Promote safe and effective working	<a href="#">SFJ CYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess children and young people's needs	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Interventions	Supporting physical health	<a href="#">CHS19.2012 Undertake routine clinical measurements</a>

## Residential Worker Level 3

Principles	Competence	
	Support individuals to self- medicate	<a href="#">CS15.2015 Enable children and young people and those in their care to manage prescribed medication</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Support to CYP in a residential setting	<a href="#">SCDHSC0038 Support children and young people to manage aspects of their lives</a>
		<a href="#">SCDHSC0323 Contribute to child -care practice in group living</a>
	Support children and young people to retain, regain and develop the skills to manage their lives and environment	<a href="#">SCDHSC0310 Work with children and young people to prepare them for adulthood, citizenship and independence.</a>
	Deliver activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
		<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
	Refer individuals to services for treatment and care	<a href="#">CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</a>
		<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Implement strategies to promote health and wellbeing	<a href="#">CS21.2015 Monitor the health and well-being of children and young people</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>

## Residential Worker Level 3

Principles	Competence	
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Promoting positive behaviour	<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
	Self-harming awareness	<a href="#">FMH4 Support an individual to reduce the risk and impact of self-harming behaviour</a>
		<a href="#">FMH3 Observe an individual who presents significant imminent risk to themselves or others</a>
Information Management/ Information & Communication Technology	Maintain information/record systems	<a href="#">CFA_BAD322 Analyse and report data</a>
Administration, and team working	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Produce documents to an agreed specification	<a href="#">CFA_BAA123 Prepare text from notes</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
<b>Additional competences for children and young people with disabilities and additional needs</b>	Undertake personal care	<a href="#">SCDHSC0218 Support individuals with their personal care needs</a>



Team Leader-Residential Care Level 4		
Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
		<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Develop relationships with individuals	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">CCSCCS18 Peer training and mentoring</a>
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
	Promote safe and effective working	<a href="#">SFJ CYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess children and young people's needs	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>



Team Leader-Residential Care Level 4		
Principles	Competence	
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Interventions	Care planning	<a href="#">CS5.2015 Develop care plans with children and young people</a>
	Review and evaluate the effectiveness of interventions	<a href="#">CS14.2015 Evaluate interventions with children and young people, and those involved in their care</a>
	Supporting physical health	<a href="#">CHS19.2012 Undertake routine clinical measurements</a>
	Support individuals to self- medicate	<a href="#">CS15.2015 Enable children and young people and those in their care to manage prescribed medication</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Support to children and young people in a residential setting	<a href="#">SCDHSC0038 Support children and young people to manage aspects of their lives</a>
		<a href="#">SCDHSC0323 Contribute to child -care practice in group living</a>
	Support children and young people to retain, regain and develop the skills to manage their lives and environment	<a href="#">SCDHSC0310 Work with children and young people to prepare them for adulthood, citizenship and independence.</a>
	Deliver activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
		<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
	Refer individuals to services for treatment and care	<a href="#">CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</a>
		<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>

Team Leader-Residential Care Level 4		
Principles	Competence	
		<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Implement strategies to promote health and wellbeing	<a href="#">CS21.2015 Monitor the health and well-being of children and young people</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
	Review and evaluate the effectiveness of interventions	<a href="#">CS14.2015 Evaluate interventions with children and young people, and those involved in their care</a>
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Promoting positive behaviour	<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
	Self-harming awareness	<a href="#">FMH4 Support an individual to reduce the risk and impact of self-harming behaviour</a>
		<a href="#">FMH3 Observe an individual who presents significant imminent risk to themselves or others</a>
Information Management/ Information and Communication Technology	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
	Maintain information/record systems	<a href="#">CFA_ BAD322 Analyse and report data</a>
Management, Administration, meetings and team working	Lead your team	<a href="#">ISML005 Provide leadership to your team</a>

Team Leader-Residential Care Level 4		
Principles	Competence	
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Contribute to meetings	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
	Produce documents to an agreed specification	<a href="#">CFA_BAA123 Prepare text from notes</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
<b>Additional competence for children and young people with disabilities and additional needs</b>	Undertake personal care	<a href="#">SCDHSC0218 Support individuals with their personal care needs</a>



## Edge of Care Practitioner Level 4

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
	Develop relationships with children	<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Develop relationships with individuals	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Mentoring/ coaching	<a href="#">SFJ GL102 Provide support and review achievements through mentoring/befriending</a>
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
	Promote safe and effective working	<a href="#">SFJCYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>

## Edge of Care Practitioner Level 4

Principles	Competence	
Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess children and young people's needs	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Interventions	Work in collaboration with carers in the caring role	<a href="#">MH11.2012 Enable families to address issues with individual's behaviour</a>
	Enable individuals to make health choices and decisions	<a href="#">GEN106 Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being</a>
		<a href="#">GEN107 Enable individuals and families to put informed choices for optimising their health and wellbeing into action</a>
	Enable people to address issues relating to their health and well-being	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Deliver therapeutic activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
	Refer individuals to services for treatment and care	<a href="#">CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</a>
		<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>

## Edge of Care Practitioner Level 4

Principles	Competence	
	Implement strategies to promote health and wellbeing	<a href="#">CS21.2015 Monitor the health and well-being of children and young people</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
	Assist individuals in undertaking activities	<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
		<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Respond to and manage challenging behaviour	<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
Information Management/ Information and Communication Technology	Maintain information/record systems	<a href="#">CFA_ BAD322 Analyse and report data</a>
Administration, meetings and team working	Contribute to meetings	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>

## Edge of Care Practitioner Level 4

Principles	Competence	
	Produce documents to an agreed specification	<a href="#">CFA_BAA123 Prepare text from notes</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
Additional competences for residential care where appropriate	Support to CYP in a residential setting	<a href="#">SCDHSC0038 Support children and young people to manage aspects of their lives</a>
		<a href="#">SCDHSC0323 Contribute to child- care practice in group living.</a>
	Support individuals to self- medicate	<a href="#">CS15.2015 Enable children and young people and those in their care to manage prescribed medication</a>





Youth Worker Level 4		
Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
		<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Develop relationships with individuals	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Mentoring/ coaching	<a href="#">SFJ GL102 Provide support and review achievements through mentoring/befriending</a>
		<a href="#">CCSCCS18 Peer training and mentoring</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess children and young people's needs	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Interventions	Work in collaboration with carers in the caring role	<a href="#">MH11.2012 Enable families to address issues with individual's behaviour</a>

Youth Worker Level 4		
Principles	Competence	
	Enable individuals to make health choices and decisions	<a href="#">GEN106 Enable individuals and families to identify factors affecting and options for, optimizing their health and well-being</a>
		<a href="#">GEN107 Enable individuals and families to put informed choices for optimizing their health and wellbeing into action</a>
	Accessing services	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
		<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Enable children and young people to address issues relating to their health and well-being	<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Promoting positive behaviour	<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
Information Management/Information and Communication Technology	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
	Maintain information/record systems	<a href="#">CFA_BAD322 Analyse and report data</a>



Youth Worker Level 4		
Principles	Competence	
Administration, meetings and team working	Contribute to meetings	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Produce documents to an agreed specification	<a href="#">CFA_BAA123 Prepare text from notes</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
Education, learning and research	Deliver learning and development programmes -e.g. anger management	<a href="#">LSILADD06 Manage learning and development in groups</a> <a href="#">LSILADD07 Facilitate individual learning and development</a>



## Senior Youth Worker Level 5

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
		<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide help for children and young people including play recovery	<a href="#">CHS34 Provide help for children and young people to understand their health and wellbeing</a>
	Develop relationships with individuals and others	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Mentoring/ coaching	<a href="#">SFJ GL102 Provide support and review achievements through mentoring/befriending</a>
		<a href="#">CCSCCS18 Peer training and mentoring</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess an individual's needs	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Interventions	Work in collaboration with carers in the caring role	<a href="#">MH11.2012 Enable families to address issues with individual's behaviour</a>

## Senior Youth Worker Level 5

Principles	Competence	
	Enable individuals to make health choices and decisions	<a href="#">GEN106 Enable individuals and families to identify factors affecting, and options for, optimising their health and well-being</a>
		<a href="#">GEN 107 Enable individuals and families to put informed choices for optimizing their health and wellbeing into action</a>
	Accessing services	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Deliver activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
		<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
		<a href="#">AA1.2014 Recognise problematic use of alcohol or other substances and refer individuals to services</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and well-being	<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
		<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Respond to and manage challenging behaviour	<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>

## Senior Youth Worker Level 5

Principles	Competence	
Management, Administration, meetings and team working	Lead your team	<a href="#">ISML005 Provide leadership to your team</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Contribute to meetings	<a href="#">CFA_BAA413 Chair meetings</a> <a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
Information Management/Information and Communication Technology	Maintain information/record systems	<a href="#">CFA_BAD322 Analyse and report data</a>
	Produce documents to an agreed specification	<a href="#">CFA_BAA123 Prepare text from notes</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
Education, learning and research	Develop learning and development sessions	<a href="#">LSILADD03 Plan and prepare learning and development programmes</a>
	Deliver learning and development programmes	<a href="#">LSILADD06 Manage learning and development in groups</a>

## Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
		<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
	Provide information and guidance	<a href="#">CS30 Provide advice and guidance to children and young people and those involved in their care on how to manage their condition</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">GEN35 Provide supervision to other individuals</a>
	Support the development of the knowledge and practice of individuals	<a href="#">CCSCCS18 Peer training and mentoring</a>
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
	Promote safe and effective working	<a href="#">SFJCYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSC0034 Promote the safeguarding of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Service improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess individuals and agree appropriate action	<a href="#">CS3.2015 Work with children and young people to assess their health and well-being</a>

## Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
	Undertake physiological measurements	<a href="#">CHS19.2012 Undertake routine clinical measurements</a>
	Plan assessment of an individual's health status	<a href="#">CS2.2015 Work with children and young people to agree the nature and purpose of assessment of their health and well-being</a>
		<a href="#">CS4.2015 Plan multi-disciplinary assessment of the health and well-being of children and young people</a>
	Assess an individual's needs arising from their health status	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young children</a>
		<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>
		<a href="#">CS32 Carry out comprehensive assessment for children and young people who use alcohol and other substances</a>
	Risk management	<a href="#">CHS230 Assess the need for intervention and present assessments of individual's needs and related risks</a>
		<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	<a href="#">CS5.2015 Develop care plans with children and young people</a>
	Enable individuals to make health choices and decisions	<a href="#">CS20 Enable children and young people to understand their health and well-being</a>
	Deliver therapeutic activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
	Managing long-term conditions	<a href="#">CMC3 Enable individuals with long term conditions to make informed choices about their health and wellbeing</a>
	Refer individuals to services for treatment and care	<a href="#">CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</a>



## Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
	Implement care plans and programmes	<a href="#">CS6.2015 Implement care plans to meet the needs of children and young people</a>
		<a href="#">CMI1 Manage a patient caseload which achieves the best possible outcomes for the individual</a>
	Evaluate the effectiveness of specified interventions	<a href="#">CS14.2015 Evaluate interventions with children and young people, and those involved in their care</a>
	Administer medication to individuals including immunisations and vaccinations	<a href="#">CHS3 Administer medication to individuals</a>
	Support individuals to self- medicate	<a href="#">CS15.2015 Enable children and young people and those in their care to manage prescribed medication</a>
	Prepare a discharge or transfer plan	<a href="#">CS10.2015 Prepare a discharge or transfer plan with children and young people and those involved in their care</a>
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Implement strategies to promote health and wellbeing	<a href="#">CS21.2015 Monitor the health and well-being of children and young people</a>
	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
	Transition to adult healthcare services	<a href="#">CS11.2015 Support young people to prepare for and make the transition to adult healthcare services</a>

## Primary Care Nurse (secure and community setting) Level 5

Principles	Competence	
Input data/information for processing	Collect and validate data and information for processing	<a href="#">IUF:FS IT User fundamentals</a>
Management, Administration and Team Working	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
	Manage multi-agency collaborative working	<a href="#">PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
<b>Additional competences in a secure setting</b>		
Investigations	Obtain valid consent for interventions or investigations	<a href="#">HPC1 Obtain valid consent for healthcare investigations in a custodial setting</a>
Assessment (Screening)	Screening	<a href="#">SFJF1 Screen individual' health and wellbeing on reception into custodial setting</a>
		<a href="#">SFJF4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting</a>
Health intervention	Monitor and manage the environment to optimise the health of others	<a href="#">FMH3 Observe an individual who presents significant imminent risk to themselves or others</a>

## Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
		<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
		<a href="#">MH100 Establish and maintain the therapeutic relationship.</a>
	Develop relationships with individuals and others	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
		<a href="#">MH100 Establish and maintain the therapeutic relationship</a>
	Provide information and guidance	<a href="#">CS30 Provide advice and guidance to children and young people and those involved in their care on how to manage their condition</a>
Personal and People Development	Support the development of the knowledge and practice of individuals	<a href="#">GEN35 Provide supervision to other individuals</a>
	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">CCSCCS18 Peer training and mentoring</a>
Health, Safety and Security	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
	Promote safe and effective working	<a href="#">SFJ/CYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>

## Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
		<a href="#">SCDHSC0034 Promote the safeguarding of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
Service improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess individuals and agree appropriate action	<a href="#">CS3.2015 Work with children and young people to assess their health and well-being</a>
	Plan assessment of an individual's health status	<a href="#">CS2.2015 Work with children and young people to agree the nature and purpose of assessment of their health and well-being</a>
		<a href="#">CS4.2015 Plan multi-disciplinary assessment of the health and well-being of children and young people</a>
	Assess an individual's needs arising from their health status	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
		<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>
	Self harming	<a href="#">FMH4 Support an individual to reduce the risk and impact of self-harming behaviour</a>
	Identify individuals at risk of developing health needs	<a href="#">AD1.2012 Raise awareness about substances, their use and effects</a>
	Risk management	<a href="#">CHS230 Assess the need for intervention and present assessments of individual's needs and related risks</a>
		<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>

## Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	<a href="#">CS5.2015 Develop care plans with children and young people</a>
	Enable individuals to make health choices and decisions	<a href="#">CS20 Enable children and young people to understand their health and well-being</a>
	Deliver therapeutic activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
	Refer individuals to services for treatment and care	<a href="#">CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</a>
	Implement care plans and programmes	<a href="#">CS6.2015 Implement care plans to meet the needs of children and young people</a>
		<a href="#">CMI1 Manage a patient caseload which achieves the best possible outcomes for the individual</a>
	Deliver therapeutic activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
		<a href="#">CHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme</a>
	Work in collaboration with carers in the caring role	<a href="#">MH11.2012 Enable families to address issues with individual's behaviour</a>
	Evaluate the effectiveness of specified interventions	<a href="#">CS14.2015 Evaluate interventions with children and young people, and those involved in their care</a>
	Administer medication to individuals	<a href="#">CHS3 Administer medication to individuals</a>

## Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
	Support individuals to self- medicate	<a href="#">CS15.2015 Enable children and young people and those in their care to manage prescribed medication</a>
	Prepare a discharge or transfer plan	<a href="#">CS10.2015 Prepare a discharge or transfer plan with children and young people and those involved in their care</a>
	Review and modify plans to address specific health goals	<a href="#">MH21.2013 Support people with mental health needs in crisis</a>
	Assist individuals in undertaking activities	<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Implement strategies to promote health and wellbeing	<a href="#">MH398 Monitor the health and wellbeing of children and young people</a>
	Transition to adult healthcare services	<a href="#">CS11.2015 Support young people to prepare for and make the transition to adult healthcare services</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
Information Management, Information and Communication Technology	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>

## Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
Management, Administration and Team working	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
		<a href="#">ISML005 Provide leadership to your team</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
	Manage multi-agency collaborative working	<a href="#">PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing</a>
	Participate in meetings	<a href="#">CFA_BAA413 Chair meetings</a>
	Represent your own organisation	<a href="#">SfJ DA2 Present information to courts and formal hearings</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>
	<b>Additional competences in a secure setting</b>	
Investigations	Obtain valid consent for interventions or investigations.	<a href="#">HPC1 Obtain valid consent for healthcare investigations in a custodial setting</a>
Assessment (Screening)		<a href="#">SFJF1 Screen individual' health and wellbeing on reception into custodial setting</a>
		<a href="#">SFJF4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting</a>
Health intervention	Enable people to address issues relating to their health and well-being	<a href="#">SFJ ED1 Plan, monitor and review integrated packages of interventions and support to address individuals' offending behaviour</a>

## Mental Health Nurse (secure and community setting) Level 6

Principles	Competence	
	Monitor and manage the environment to optimise the health of others	<a href="#">FMH3 Observe an individual who presents significant imminent risk to themselves or others</a>
	Identify individuals at risk of developing health needs	<a href="#">AF1.2012 Carry out screening and referral assessment in a substance misuse setting</a>





## Early Intervention Practitioner Level 6

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
	Develop relationships with individuals	<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
		<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
	Provide information and guidance	<a href="#">CS30 Provide advice and guidance to children and young people and those involved in their care on how to manage their condition</a>
Personal and People Development	Make use of supervision	<a href="#">GEN36 Make use of supervision</a>
	Ensure your own actions reduce risks to health and safety	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
Health, Safety and Security	Promote safe and effective working	<a href="#">SFJ CYPW8 Use physical interventions on children and young people in contact with the justice and community safety sector</a>
Safeguarding	Protect individuals from abuse	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>
		<a href="#">SCDHSC0034 Promote the safeguarding of children and young people</a>
Service improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>

## Early Intervention Practitioner Level 6

Principles	Competence	
Assessment	Assess individuals and agree appropriate action	<a href="#">CS3.2015 Work with children and young people to assess their health and well-being</a>
	Plan assessment of an individual's health status	<a href="#">CS2.2015 Work with children and young people to agree the nature and purpose of assessment of their health and well-being</a>
		<a href="#">CS4.2015 Plan multi-disciplinary assessment of the health and well-being of children and young people</a>
	Assess an individual's needs arising from their health status	<a href="#">SCDHSC0036 Contribute to the assessment and planning process with children and young people</a>
		<a href="#">MH14.2013 Identify potential mental health needs and related issues</a>
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	<a href="#">CS5.2015 Develop care plans with children and young people</a>
	Enable individuals to make health choices and decisions	<a href="#">CS20 Enable children and young people to understand their health and well-being</a>
	Deliver therapeutic activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
	Refer individuals to services for treatment and care	<a href="#">CHS99 Refer individuals to specialist sources of assistance in meeting their health care needs</a>
	Implement care plans and programmes	<a href="#">CS6.2015 Implement care plans to meet the needs of children and young people</a>
		<a href="#">CMI1 Manage a patient caseload which achieves the best possible outcomes for the individual</a>

## Early Intervention Practitioner Level 6

Principles	Competence	
	Work in collaboration with carers in the caring role	<a href="#">MH11.2012 Enable families to address issues with individual's behaviour</a>
	Evaluate the effectiveness of specified interventions	<a href="#">CS14.2015 Evaluate interventions with children and young people, and those involved in their care</a>
	Prepare a discharge or transfer plan	<a href="#">CS10.2015 Prepare a discharge or transfer plan with children and young people and those involved in their care</a>
	Review and modify plans to address specific health goals	<a href="#">MH21.2013 Support people with mental health needs in crisis</a>
	Assist individuals in undertaking activities	<a href="#">MH38.2013 Enable people with mental health needs to choose and participate in activities that are meaningful to them</a>
Health Promotion and Prevention	Enable people to address issues relating to their health and well-being	<a href="#">SCDHSC0330 Support individuals to access and use services and facilities</a>
		<a href="#">SCDHSC0313 Work with children and young people to promote their own physical and mental health</a>
	Risk management	<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
	Implement strategies to promote health and wellbeing	<a href="#">CS21.2015 Monitor the health and well-being of children and young people</a>
	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>

## Early Intervention Practitioner Level 6

Principles	Competence	
	Facilitate the development of community groups / networks	<a href="#">SFJEC4 Prepare, implement and evaluate group activities</a>
	Respond to, and manage challenging behaviour	<a href="#">SFJ BB2 Model pro-social behaviour when working with individuals</a>
		<a href="#">SCDHSC0326 Promote the development of positive behaviour in children and young people</a>
Information Management, Information and Communication Technology	Collect and validate data and information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
Education, learning and research	Develop learning and development sessions	<a href="#">LSILADD03 Plan and prepare learning and development programmes</a>
	Deliver learning and development programmes	<a href="#">LSILADD06 Manage learning and development in groups</a>
		<a href="#">LSILADD07 Facilitate individual learning and development</a>
Management and Administration	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
		<a href="#">ISML005 Provide leadership to your team</a>
	Contribute to the effectiveness of teams	<a href="#">SCDHSC3100 Participate in inter-disciplinary team working to support individuals</a>
		<a href="#">GEN27 Develop, sustain and evaluate collaborative working with other organisations</a>

## Early Intervention Practitioner Level 6

Principles	Competence	
	Manage multi-agency collaborative working	<a href="#">GEN27 Develop, sustain and evaluate collaborative working with other organisations</a>
		<a href="#">ISML031 Develop and sustain productive working relationships with colleagues and stakeholders</a>
		<a href="#">PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing</a>
	Participate in meetings	<a href="#">CFA_BAA413 Chair meetings</a>
	Represent your own organisation	<a href="#">SfJ DA2 Present information to courts and formal hearings</a>
	Manage information and knowledge	<a href="#">GEN32 Search information, evidence and knowledge resources and communicate results</a>
	Receive and pass on messages and information	<a href="#">SCDHSC3115 Process information for decision-making</a>

## Senior Mental Health Practitioner Level 7

Principles	Competence	
Communication	Communicate effectively	<a href="#">CS1.2015 Communicate with children and young people and those involved in their care</a>
	Develop relationships with individuals	<a href="#">CS19.2015 Develop relationships with children and young people and those involved in their care</a>
		<a href="#">MH100 Establish and maintain the therapeutic relationship</a>
Personal and People Development	Develop relationships with others agencies	<a href="#">SFJ AD1 Develop and sustain effective working with staff from other agencies</a>
	Develop your own practice	<a href="#">GEN36 Make use of supervision</a>
	Support the development of the knowledge and practice of individuals	<a href="#">GEN35 Provide supervision to other individuals</a>
		<a href="#">CCSCCS18 Peer training and mentoring</a>
	Support the development of knowledge and practice of teams and agencies	<a href="#">SfJHF26 Contribute to the development and promotion of the organisation and its services</a>
Health, Safety and Security		<a href="#">CFAM&amp;LDB4 Manage people's performance at work</a>
	Promote safe and effective working	<a href="#">GEN96 Maintain health, safety and security practices within a health setting</a>
	Investigate health and safety related incidents	<a href="#">CFAPMVW9 Investigate and evaluate incidents of violence at work</a>
	Safeguarding	<a href="#">CS18.2015 Recognise and respond to possible harm or abuse of children and young people</a>
		<a href="#">SCDHSC0034 Promote the safeguarding of children and young people</a>
		<a href="#">SCDHSCO325 Contribute to the support of children and young people who have experienced harm or abuse</a>

## Senior Mental Health Practitioner Level 7

Principles	Competence	
Quality	Facilitate the audit/inspection process	<a href="#">HI18.2010 Facilitate the clinical audit process</a>
	Undertake the audit/inspection process	<a href="#">INSML054 Carry out and participate in quality audits</a>
Service Improvement	Contribute to improving services	<a href="#">CS23.2015 Work with others to improve healthcare services for children and young people and those involved in their care</a>
Assessment	Assess individuals and agree appropriate action	<a href="#">CS3.2015 Work with children and young people to assess their health and well-being</a>
	Plan assessment of an individual's health status	<a href="#">CS2.2015 Work with children and young people to agree the nature and purpose of assessment of their health and well-being</a>
		<a href="#">CS4.2015 Plan multi-disciplinary assessment of the health and well-being of children and young people</a>
	Assess an individual's needs arising from their health status	<a href="#">CS32 Carry out a comprehensive assessment for children and young people who use alcohol and other substances</a>
		<a href="#">FMH4 Support an individual to reduce the risk and impact of self-harming behaviour</a>
	Risk Management	<a href="#">CHS230 Assess the need for intervention and present assessments of individual's needs and related risks</a>
		<a href="#">CMG5 Work in partnership with others to promote health and wellbeing and reduce risks within settings in a defined caseload</a>
Health Intervention	Plan activities, interventions or treatments to achieve specified health goals	<a href="#">CS5.2015 Develop care plans with children and young people</a>
	Enable children and young people to make health choices and decisions	<a href="#">CS20 Enable children and young people to understand their health and well-being</a>

Senior Mental Health Practitioner Level 7		
Principles	Competence	
	Deliver therapeutic activities	<a href="#">CS13.2015 Deliver interventions for children and young people and those involved in their care</a>
		<a href="#">CHS232 Implement, monitor and evaluate therapeutic interventions within an overall care programme</a>
	Implement care plans and programmes	<a href="#">CS6.2015 Implement care plans to meet the needs of children and young people</a>
		<a href="#">CMI1 Manage a patient caseload which achieves the best possible outcomes for the individual</a>
	Evaluate the effectiveness of specified interventions	<a href="#">CS14.2015 Evaluate interventions with children and young people, and those involved in their care</a>
	Prepare a discharge or transfer plan	<a href="#">CS10.2015 Prepare a discharge or transfer plan with children and young people and those involved in their care</a>
Health Promotion and Prevention	Enable children and young people to address issues relating to their health and wellbeing	<a href="#">MH63.2015 Work with people and significant others to develop services to improve their mental health</a>
	Advocacy	<a href="#">SCDHSC0046 Advocate with and on behalf of children and young people</a>
	Transition to adult healthcare services	<a href="#">CS11.2015 Support young people to prepare for and make the transition to adult healthcare services</a>
Information Management/Information and Communication Technology	Collect and validate data/information for processing	<a href="#">HI7.2010 Collect and validate data and information in a health context</a>
Education, Learning and Research	Design learning and development programmes	<a href="#">LSILADD03 Plan and prepare learning and development programmes</a>



## Senior Mental Health Practitioner Level 7

Principles	Competence	
	Deliver learning and development programmes	<a href="#">LSILADD07 Facilitate individual learning and development</a>
	Act on research and development findings	<a href="#">PHS23 Interpret research findings and implement them in practice</a>
Management and Administration	Manage operation plans for an area of responsibility	<a href="#">PHS24 Manage the development and direction of work</a>
	Provide leadership	<a href="#">CFAM&amp;LDD7 Represent your area of responsibility in meetings</a>
		<a href="#">ISML005 Provide leadership to your team</a>
		<a href="#">SfJAD3 Represent one's own agency at other agencies' meetings</a>
	Manage multi-agency collaborative working	<a href="#">PHS09 Develop and sustain cross-sectoral collaborative working for health and wellbeing</a>
	Contribute to the effectiveness of teams	<a href="#">GEN41 Identify team members' need for psychological support</a>
	Improve organisational performance	<a href="#">CFAM&amp;LsFA5 Manage projects</a>
	Develop relationships with individuals	<a href="#">ISML031 Develop and sustain productive working relationships with colleagues and stakeholders</a>
	Recruit, select and retain colleagues	<a href="#">CFAOP3 Recruit people for your business</a>
	Participate in meetings	<a href="#">CFA_BAA413 Chair meetings</a>
	Represent your own organisation	<a href="#">SfJ DA2 Present information to courts and formal hearings</a>
<b>Additional competences in a secure setting</b>		
Investigations	Obtain valid consent for interventions or investigations	<a href="#">HPC1 Obtain valid consent for healthcare investigations in a custodial setting</a>

## Senior Mental Health Practitioner Level 7

Principles	Competence	
Assessment (Screening)	Screening	<a href="#">SFJF1 Screen individual' health and wellbeing on reception into custodial setting</a>
		<a href="#">SFJF4 Carry out comprehensive assessments of individuals' health and wellbeing in a custodial setting</a>
Health intervention	Monitor and manage the environment to optimise the health of others	<a href="#">FMH3 Observe an individual who presents significant imminent risk to themselves or others</a>
	Identify children and young people at risk of developing health needs	<a href="#">AF1.2012 Carry out screening and referral assessment in a substance misuse setting</a>

# Children and Young Peoples' Complex Need Pathway Role Profiles

Ten role profiles have been developed. They are not intended to be prescriptive but are examples of the types of roles that will be found within the children and young people's complex need pathway. Some of the roles have been harder to recruit to and others to demonstrate a wide range of the types of roles working across the pathway supporting the young people. There will of course be variations to role titles across services as well as variations within the roles themselves. However, as the children and young peoples' complex need pathway workforce expands, and services become embedded across the country, the role profiles will provide a basis for the development of similar roles and appropriate underpinning education and training to support new roles as they develop.

The role profiles have been designed to enable a common understanding and communication of roles which can be transferable across services. For example, whilst the Peer Support Worker role might not be found in all services within the children and young people's complex need pathway, the role profiles developed for this role can be used to help to support the establishment of similar roles where appropriate as well as defining the learning and development needs of such staff where those roles exist.

Each role profile contains a learning and development section, which gives an indication of the education and learning relevant to the role. It is intended to be indicative of the learning and development requirement and is not a comprehensive listing 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.

Some roles and professions services will have specific requirements in terms of learning and development, for example, clinical roles such as the Primary Care Nurse and Mental Health Nurse roles (secure and community settings) will require formal qualifications and training routes and membership of a professional register with Continuous Professional Development being integral to the role and potentially require additional training and support to work in the children and young people's pathway or in a secure setting , for example.

The role profiles are as follows:

- **Peer Support Worker (Level 3)**
- **Residential Worker (Level 3)**
- **Team Leader-Residential Care (Level 4)**
- **Edge of Care Practitioner (Level 4)**
- **Youth Worker (Level 4)**
- **Senior Youth Worker (Level 5)**
- **Primary Care Nurse (secure and community setting) (Level 5)**
- **Mental Health Nurse (secure and community setting) (Level 6)**
- **Early Intervention Practitioner (Level 6)**
- **Senior Mental Health Practitioner (Level 7)**



# Baseline Measures

Skills for Health worked with NHSE/I to identify the baseline measures and develop a survey that can be used by commissioners and service providers to capture information which will help determine the impact of the utilisation of the career and competence frameworks (**Appendix 12**)



# Summary

The development of this Career and Competence Framework will have numerous ways of assisting and supporting the staff working within the children and young people's complex needs pathway and, in turn, support the vulnerable children and young people themselves. It will assist the demonstration that roles are cross sector and will assist the recruitment and retention of staff, raise awareness of the range of roles available as well as improve the quality of care and support being delivered to the children and young people in this complex needs pathway by articulating the consistency of the core competences required.

It will be key for staff and services working within the children's complex needs pathway to use the Framework and competences alongside the existing key frameworks including the *Framework for Integrated Care-community*, the *Framework for Integrated Care for the Children and Young People's Secure Estate (SECURE STAIRS)* and the *Healthcare Standards for Children and Young People in Secure Settings*<sup>9</sup>. The core competences will underpin the content of these two frameworks depending on which part of the pathway services sit and so benefit integrated care across different services.

---

<sup>9</sup>[Healthcare Standards for Children and Young People in Secure Settings](#) RCPCH June 2019



# Acknowledgements

Skills for Health would like to thank members of the Children and Young Peoples' Complex Needs Pathway Expert Panel for their significant contribution to the development of this Career and Competence Framework

## South East Health & Justice Commissioning Team

Andrew Clarke	Senior Development Lead, NHS England and NHS Improvement
Liz Gainer	Senior Programme Lead, Health & Justice (H&J)
Kate Morrissey	Senior Programme Lead, Inclusive Workforce Programme (IWP), H&J
Nikki Luffingham	Regional Director, Senior Responsible Officer, IWP, H&J
Suzanne Nunn	Long Term Plan Projects Officer, NHS England and NHS Improvement Inclusive Workforce Project Coordinator, H&J
Fiona Grossick	National Clinical Quality Lead for Health & Justice, NHS England and NHS Improvement
Frederick VanHeerden	Mental Health & Justice Practice Supervisor, Essex
Stacey Hayton	CAMHS Service Manager, South-West Yorkshire
Melissa Beaumont	Team Lead & Clinical Nurse Specialist, London
Jackie Roberts	Health and Wellbeing Programme Manager, Public Health England
Lorraine Main	Mental Health Nurse Acting General Manager, All Age Forensic Community Services, West Yorkshire
Dr Berit Ritchie	Consultant Clinical Psychologist and Clinical Lead, South West Yorkshire
Dr Sophie Mulvana	Clinical Psychologist and Clinical Lead for Health and Wellbeing, Cambridgeshire and Peterborough
Dr Suzanne Coghlan	Consultant Child and Adolescent Forensic Psychiatrist, East of England Community Forensic CAMHS
Cat Still	Youth Support Project Coordinator, Oasis Hub Hadley
Denise Davis	Consultant Nurse Forensic CAMHS, Oxfordshire
Dr Matthew Lister	Chartered Consultant Clinical Psychologist Forensic CAMHS, Oxfordshire
Emma-Kay Dominey-Hill	SLT Professional Lead for CAMHS, Nottinghamshire
Dr Heidi Hales	Consultant Adolescent Forensic Psychiatrist, West London



# References

2010 Skills for Health Summary of Attributes and Definitions for Career Framework Levels

2014 Skills for Health Employability Skills Matrix

2018 Healthcare Standards for Children and Young People in Secure Settings (Royal College of Paediatrics and Child Health, 2019) HMIP Expectations: Criteria for assessing the treatment of children and conditions in prisons Version 4, (2018)


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)



# Who we are

Everything we do is designed to help people. As a not-for-profit organisation, we're committed to improving the healthcare industry and patient experience by working with employers to develop a workforce skilled in delivering high-quality services. We do this by providing them with innovative, best-in-class solutions, including consultancy, digital services and apprenticeship support.

 0117 922 1155

 [contactus@skillsforhealth.org.uk](mailto:contactus@skillsforhealth.org.uk)

 [skillsforhealth.org.uk](https://skillsforhealth.org.uk)



Skills for  
**Health**