

Profile comparisons

Residential day care - Band 2	2
Residential day care - Band 3a	7
Residential day care - Band 3b	12
Residential Day Care – Band 5a	17
Residential Day Care - Band 5b	21
Residential Day Care - Band 6a	26
Residential Day Care - Band 6b	31
Residential Day Care - Band 7	36

Residential day care - Band 2

Profile Label:	Care Assistant	Residential Day Care - 2
Job Statement	<p>1. Provides personal care and assistance to clients in residential/day care settings</p> <p>2. Participates in implementation of individual and group programmes for clients</p>	<p>1. Provides personal care and assistance to clients in residential/day care settings</p> <p>2. Participates in individual and group programmes for clients</p>

Factor	Relevant Job Information	JE Level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive routine information, barriers to understanding</p> <p>Communicate with clients using persuasion, tact, empathy and reassurance. Barriers to understanding e.g. sensory disability, confusion, and dementia.</p>	3(a)	<p>Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding.</p> <p>Communicate with clients using persuasion, tact, empathy and reassurance. Barriers to understanding e.g. sensory disability, confusion, and dementia.</p>	3a
2. Knowledge, Training & Experience	<p>Range of work procedures requiring job training</p> <p>Knowledge of a range of procedures and personal care. NVQ2 or equivalent experience.</p>	2	<p>Understanding of a range of routine work procedures possibly outside immediate work area, which would require a combination of on-the-job training and a period of induction.</p> <p>Knowledge of a range of procedures and personal care. Vocational qualification level 2 or equivalent experience.</p>	2
3. Analytical & Judgemental Skills	<p>Judgements involving straightforward facts or situations/judgements involving facts or situations, some requiring analysis</p> <p>Ensuring safe environment, reports clients' condition to supervisor/observes clients' condition and reports changes to supervisor</p>	1-2	<p>Judgements involving straightforward job-related facts or situations.</p> <p>Ensuring safe environment, reports clients' condition to supervisor</p> <p>Or</p>	1-2

			<p>Judgements involving facts or situations, some of which require analysis. observes clients' condition and reports changes to supervisor</p>	
<p>4. Planning & Organisational Skills</p>	<p>Organise own day to day work tasks Plans own work, prioritises tasks, participates in individual/group activities</p>	1	<p>Organises own day-to-day work tasks or activities. Plans own work, prioritises tasks, participates in individual/group activities</p>	1
<p>5. Physical Skills</p>	<p>Physical skills obtained through practice Uses hoists, slides, commodes and wheelchairs</p>	2	<p>The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Uses hoists, slides, commodes and wheelchairs</p>	2
<p>6. Responsibility for Patient/Client</p>	<p>Provide personal care to clients Undertakes personal care, assists with bathing, personal appearance, feeding and toileting</p>	3(a)	<p>Provides personal care to patients/clients Undertakes personal care, assists with bathing, personal appearance, feeding and toileting</p>	3a
<p>7. Responsibility for Policy/Service Development</p>	<p>Follow policy in own role, may be required to comment Follows policy may comment on proposed changes</p>	1	<p>Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. Follows policy may comment on proposed changes</p>	1
<p>8. Responsibility for Financial & Physical Resources</p>	<p>Regularly handles clients' cash, valuables; safe use of equipment; maintains stock. Handles, safeguards personal possessions; careful use of equipment e.g. Hoists; responsible for reordering stock</p>	2(a)(b)(c)	<p>Regularly handles or processes cash, cheques, patients' valuables. Handles, safeguards personal possessions</p> <p>And/or Responsible for the safe use of equipment other than equipment which they personally use. Careful use of equipment e.g. Hoists</p>	2abc

			<p>And/or</p> <p>Responsible for maintaining stock control and/or security of stock. Responsible for reordering stock</p>	
9. Responsibility for Human Resources	<p>Demonstrate own duties to new or less experienced employees Demonstrates own job to new starts and agency staff</p>	1	<p>Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. Demonstrates own job to new starts and agency staff</p>	1
10. Responsibility for information Resources	<p>Record personally generated information Updates client records</p>	1	<p>Record personally generated information Updates client records</p>	1
11. Responsibility for Research & Development	<p>Undertake surveys or audits, as necessary to own work; occasionally participate in equipment testing May participate in surveys, audits or equipment testing</p>	1	<p>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. May participate in surveys or audits</p>	1
12. Freedom to Act	<p>Work within established procedures, practices, supervision close by/ someone available for reference Carries out personal care duties, works with close supervision/ someone available for reference.</p>	1-2	<p>Generally works with supervision close by and within well established procedures and/or practices and has standards and results to be achieved. Carries out personal care duties, works with close supervision</p> <p>Or</p> <p>Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis. Someone available for reference but not close by</p>	1-2

13. Physical Effort	Frequent moderate effort for several short periods/occasional intense effort for several short periods Use of hoists and wheelchairs/manoeuvring clients for toileting, bathing	3 (c)- 4(c)	There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Use of hoists and wheelchairs or There is an occasional requirement to exert intense physical effort for several short periods during a shift. Manoeuvring clients for toileting, bathing	3c-4c
14. Mental Effort	Frequent requirement for concentration, predictable work pattern Concentration for carrying out personal care and using equipment, work pattern predictable	2(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention. Concentration for carrying out personal care and using equipment, work pattern predictable	2a
15. Emotional Effort	Occasional/ frequent distressing or emotional circumstances Dealing with clients and families, terminally ill / deaths	2(a)- 3(a)	Occasional exposure to distressing or emotional circumstances. Dealing with clients and families, terminally ill / deaths Or Frequent exposure to distressing or emotional circumstances. Dealing with clients and families, terminally ill / deaths	2a-3a
16. Working Conditions	Occasional/ frequent highly unpleasant conditions Exposure to body fluids; foul linen	3(b)- 4(b)	Occasional exposure to highly unpleasant working conditions. Exposure to body fluids; foul linen Or Frequent exposure to highly unpleasant working conditions. Exposure to body fluids; foul linen	3b-4b

Total score	JE Score 177 – 212	Band 2	JE score 177 - 212	Band 2

Residential day care - Band 3a

Profile Label:	Residential Carer	Residential Day Care – 3a
Job Statement	1. Provides personal care and support to residents in a range of residential settings 2. Participates in and may coordinate group activities 3. Implements care plans	1. Safe transportation of clients from home/hospital to various facilities 2. Administers first aid, CPR 3. Collect and deliver goods and equipment 4. Delivers personal care to clients 5. Implements programmes of care to clients

Factor	Relevant Job Information	JE Level	Revised wording	JE Level
1. Communication & Relationship Skills	Communicates routine information using tact or persuasive skills where barriers to understanding exist. Communicates with residents who may be frail, elderly, very ill, have dementia, learning disabilities.	3(a)	Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding. Exchanges factual information with clients using persuasion, reassurance, tact, empathy; may overcome barriers to understanding, e.g. client has physical impairment, mental health condition or learning disabilities	3a
2. Knowledge, Training & Experience	Range of tasks within routine work procedures. Knowledge of personal care/support procedures acquired through experience to NVQ Level 3 equivalent.	3	Understanding of a range of work procedures and practices, some of which are non-routine, which require a base level of theoretical knowledge. This is normally acquired through formal training or equivalent experience. Knowledge of care and related procedures. Training and/or experience to vocational qualification level 3 or equivalent	3

3. Analytical & Judgemental Skills	Judgements involving facts or situations, requiring analysis. Identify changes in resident's condition. Judgements required to resolve resident's disagreements	2	Judgements involving facts or situations, some of which require analysis. Assesses basic patient mobility before and during transport, checks vehicle safety against predetermined list prior to driving	2
4. Planning & Organisational Skills	Organises own day-to-day work/plans and organises straightforward activities/prioritise own tasks. Plans own work activities/ co-ordinates group activities.	1-2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Plans routes, adjusts for road traffic conditions. Plans individual/group activities	2
5. Physical Skills	Physical skills obtained through practice. Uses hoists, other mobility equipment and commodes.	2	The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Skills required to manoeuvre vehicles used to transport non-ambulatory patients where accuracy is required. Uses hoists, other mobility equipment and commodes. May be required to restrain clients.	3a
6. Responsibility for Patient/Client	Implement care Delivers care plan activities, mobilises residents	4(a)	Implements clinical care/care packages. Provides transport and escort services. Mobilises residents, carries out programmes of care.	4a
7. Responsibility for Policy/Service Development	Follows policies in own role. Follows departmental policies	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. Follows service policies and protocols	1

<p>8. Responsibility for Financial & Physical Resources</p>	<p>Handle cash, valuables. Handles resident's money and/or valuables</p>	<p>2</p>	<p>Regularly handles or processes cash, cheques, patients' valuables. Responsible for ensuring safe keeping of patient valuables during transportation</p> <p>And/or</p> <p>Responsible for the safe use of expensive or highly complex equipment. Responsible for the safe driving of vehicle.</p>	<p>2ae</p>
<p>9. Responsibility for Human Resources</p>	<p>Demonstrates own duties to new employees. Demonstrates tasks to agency staff or other new employees.</p>	<p>1</p>	<p>Provides advice or demonstrates own activities or workplace routines to new or less experienced employees in own work area. May demonstrate duties to new staff</p>	<p>1</p>
<p>10. Responsibility for information Resources</p>	<p>Records personally generated information. Updates client records</p>	<p>1</p>	<p>Records personally generated information. Maintains records as appropriate e.g. vehicle usage and contributes to updating client records.</p>	<p>1</p>
<p>11. Responsibility for Research & Development</p>	<p>May participate in surveys, audits or equipment testing. Participates in care audits</p>	<p>1</p>	<p>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Completes e.g. staff surveys</p>	<p>1</p>
<p>12. Freedom to Act</p>	<p>Standard operating procedures. Some initiative required for providing client care, supervision available</p>	<p>2</p>	<p>Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis. Works on own initiative, supervisor available</p>	<p>2</p>

<p>13. Physical Effort</p>	<p>Frequent moderate effort for short/ long periods. Moving residents when dressing, toileting, feeding.</p>	<p>3(c)-4(b)</p>	<p>There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Assists patients several times during a shift into and out of the vehicle. Moving patients in wheelchairs, with mechanical aids</p> <p>Or</p> <p>There is a frequent requirement to exert moderate physical effort for several long periods during a shift. lifting patients;</p> <p>And/or</p> <p>There is an occasional requirement to exert intense physical effort for several short periods during a shift. Requirement to transport non-ambulatory patients. Pushes wheelchairs, lifting boxes/dressing, toileting, feeding</p>	<p>3c-4bc</p>
<p>14. Mental Effort</p>	<p>Frequent concentration, work pattern is predictable/unpredictable. Concentration required when dealing with clients. Depending on client base, work is predictable or unpredictable.</p>	<p>2(a)-3(a)</p>	<p>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention. Drives patients following a daily schedule</p> <p>Or</p> <p>There is an occasional requirement for concentration where the work pattern is unpredictable.</p>	<p>2ab - 3a</p>

			<p>And/Or</p> <p>There is a frequent requirement for concentration where the work pattern is unpredictable. There is a requirement for concentration, during driving duties and occasionally where the work pattern is unpredictable e.g. road conditions may require changing the route of some journeys/unpredictable when dealing with emergency situations e.g. client restraint</p>	
15. Emotional Effort	<p>Frequent distressing circumstances Care of the terminally ill, residents with progressive illness, challenging behaviour.</p>	3(a)	<p>Frequent exposure to distressing or emotional circumstances. Clients may be anxious, upset or angry, challenging behaviours</p>	3a
16. Working Conditions	<p>Some exposure to hazards; frequent highly unpleasant conditions Physical aggression; body fluids, foul linen.</p>	4 (a); (b)	<p>Frequent exposure to unpleasant working conditions.</p> <p>Or</p> <p>Some exposure to hazards.</p> <p>And/or</p> <p>Frequent exposure to highly unpleasant working conditions. Foul linen, body fluids; physically aggressive behaviour</p>	3a - 4ab
Total score	JE Score 237 – 257	Band 3	JE score 252 - 269	Band 3

Residential day care - Band 3b

Profile Label:	Day Centre Carer	Residential Day Care 3b
Job Statement	<ol style="list-style-type: none"> 1. Implements programmes of care for individuals and groups in a range of settings 2. Works as a member of a team of day carers 	<ol style="list-style-type: none"> 1. Provides personal care and support to residents in a range of residential settings 2. Participates in and may coordinate group activities 3. Implements care plans

Factor	Relevant Job Information	JE Level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive routine information requiring tact or persuasive skills.</p> <p>Persuades clients to undertake activities, listens and provides advice re daily living issues and explaining changes to centre routine.</p>	3(a)	<p>Providing and receiving routine information which requires tact or persuasive skills or where there are barriers to understanding.</p> <p>exchanges factual information with clients using persuasion, reassurance, tact, empathy; may overcome barriers to understanding, e.g. client has physical impairment, mental health condition or learning disabilities</p>	3a
2. Knowledge, Training & Experience	<p>Range of work procedures and practices; base level of theoretical knowledge</p> <p>Knowledge of admission procedure, relevant legislation and organisation procedures acquired through training and experience to NVQ level 3 equivalent.</p>	3	<p>Understanding of a range of work procedures and practices, some of which are non-routine, which require a base level of theoretical knowledge. This is normally acquired through formal training or equivalent experience.</p> <p>Knowledge of care and related procedures. Training and/or experience to vocational qualification level 3 or equivalent</p>	3

3. Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis. Judgements on how to implement programmes for clients with a range of disabilities.	2	Judgements involving facts or situations, some of which require analysis. Observes clients' condition and reports changes to supervisor	2
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Plans own time and that of others to work outside normal hours, plans transport for clients to and from the centre.	2	Organises own day-to-day work tasks or activities. Or Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Plans own work activities/co-ordinates group activities	1-2
5. Physical Skills	Physical skills obtained through practice Use of wheelchairs, hoists	2	The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Or The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Uses hoists, other mobility equipment and commodes/may be required to restrain clients	2-3a
6. Responsibility	Implements clinical care/care packages. Implements individual/group programmes of day care.	4(a)	Implements clinical care/care packages.	4a

for Patient/Client			Implements care packages, including providing advice to carers, mobilises residents	
7. Responsibility for Policy/Service Development	Follows policies in own role, may be required to comment Follows organizational policies	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. Follows service policies and protocols	1
8. Responsibility for Financial & Physical Resources	Handle cash, valuables; maintain stock control. Handles client monies, completes stock requisitions.	2(a)(c)	Regularly handles or processes cash, cheques, patients' valuables. Handles clients' cash, valuables, orders supplies and activity materials	2
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/provide practical training. Plans programmes for students and provides practical training e.g. Health & Safety.	1-2(c)	Provides advice, or demonstrates own activities or workplace routines to new or less experienced employees in own work area. May demonstrate duties to new staff	1
10. Responsibility for information Resources	Record personally generated information. Maintains client records.	1	Records personally generated information. Updates client records	1
11. Responsibility for Research & Development	Undertake surveys or audits as necessary to own work. Carries out audits	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Completes e.g. staff surveys	1
12. Freedom to Act	Standard operating procedures, someone available for reference. Carries out care duties within standard procedure, some degree of initiative required for care circumstances.	2	Is guided by standard operating procedures (SOPs), good practice, established precedents and understands what results or standards are to be achieved. Someone is generally available for reference and work may be checked on a sample/random basis.	2

			Works on own initiative, supervisor available	
13. Physical Effort	Frequent moderate effort for several long periods. Moving clients using hoists, pushing clients in wheelchairs.	4(b)	There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Or There is a frequent requirement to exert moderate physical effort for several long periods during a shift. Moving residents when dressing, toileting, feeding	3c-4b
14. Mental Effort	Frequent concentration, work pattern predictable/unpredictable. Concentration required when dealing with clients. Predictability may vary due to nature of clients.	2-3(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention. Or There is a frequent requirement for concentration where the work pattern is unpredictable. Concentration required when dealing with clients/Depending on client base, work may be unpredictable	2a-3a
15. Emotional Effort	Frequent distressing/emotional situations. Clients with terminal illness, dementia, learning disabilities	3(a)	Frequent exposure to distressing or emotional circumstances. Clients may be anxious, upset or angry, challenging behaviours	3a

<p>16. Working Conditions</p>	<p>Some exposure to hazards; Frequent highly unpleasant conditions Physical aggression; body fluids</p>	<p>4 (a);(b)</p>	<p>Frequent exposure to unpleasant working conditions.</p> <p>Or</p> <p>Some exposure to hazards.</p> <p>And/or</p> <p>Frequent exposure to highly unpleasant working conditions.</p> <p>Foul linen, body fluids; physically aggressive behaviour</p>	<p>3a - 4ab</p>
<p>Total score</p>	<p>JE Score 252 – 264</p>	<p>Band 3</p>	<p>JE Score 231-269</p>	<p>Band 3</p>

Residential Day Care – Band 5a

Profile Label:	Social Work Assistant Practitioner (Residential)	Residential Day Care 5a
Job Statement	1. Cares for young people in a residential setting 2. Implements care/action plans to meet clients' individual needs	1. Cares for young people in a residential setting 2. Implements care/action plans to meet clients' individual needs

Factor	Relevant Job Information	JE Level	Level descriptor and example job information	JE Level
1. Communication & Relationship Skills	Provide and receive complex/sensitive information, barriers to understanding, in a hostile and highly emotive atmosphere. Communicates sensitive information to children and young people with challenging behaviours	5 (c)	Providing and receiving complex, sensitive or contentious information, where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere. Communicates sensitive information to young people with severely challenging and aggressive behaviours	5c
2. Knowledge, Training & Experience	Understanding of a range of procedures requiring intermediate level knowledge. Knowledge of social, physical, emotional needs of client group and relevant legislation, acquired through training, experience to diploma level equivalent	4	Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience. Vocational level 3 qualification or equivalent plus additional knowledge of social, physical, emotional needs of client group and relevant legislation, acquired through training or experience to diploma level or equivalent	4
3. Analytical & Judgemental Skills	Range of facts or situations requiring analysis Assesses events/problems to determine appropriate action; judgements made when in charge of facility	3	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Judgements on problems requiring investigation, analysis, e.g. initial assessment of client condition; Carry out risk assessments within sphere of competence and identify and	3

			escalate any issues relating to poor social care standards or risk.	
4. Planning & Organisational Skills	Plan and organise straightforward tasks, activities, some ongoing Plans own time and time of young people e.g. activities.	2	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Plans provision of care for clients. May organise staff and allocate duties during a shift to support staff and/or less experienced staff; participates in discharge planning	2
5. Physical Skills	Developed physical skills manipulation of people Formal training in restraint, physical aspects of therapeutic crisis intervention.	3(a)	The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Formal training in restraint using approved techniques, physical aspects of therapeutic crisis intervention	3a
6. Responsibility for Patient/Client	Implement programmes of care Daily assessment and recording of needs within overall care plan; provides lifestyle advice to young person	4(a)(c)	Implements clinical care/care packages. Or Provides advice in relation to the care of an individual, or groups of patients/clients. Daily assessment and recording of needs within overall care plan; provides lifestyle advice to young person	4ac
7. Responsibility for Policy/Service Development	Follow policies in own role May comment on policies	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. Follows service policies and protocols	1
8. Responsibility for Financial & Physical	Handle cash, valuables Handles client money and other valuables.	2(a)	Regularly handles or processes cash, cheques, patients' valuables. Handles clients' cash, valuables, orders supplies and activity materials	2a

Resources				
9. Responsibility for Human Resources	Demonstrate own activities/ day to-day supervision May demonstrate own duties/supervises support staff	1-2(a)	<p>Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service.</p> <p>Or</p> <p>Regularly responsible for professional/clinical supervision of a small number of qualified staff or students.</p> <p>And/or</p> <p>Regularly responsible for providing training in own discipline/practical training or undertaking basic workplace assessments.</p> <p>Participates in local induction of others; supervises work of others; supports on the job workplace assessments of others to ensure compliance</p>	2abc
10. Responsibility for information Resources	Record personally generated information Maintains client records	1	<p>Records personally generated information. Updates client records</p>	1
11. Responsibility for Research & Development	Undertake surveys and audits within own area of work Participates in care audits	1	<p>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Completes e.g. staff surveys</p>	1
12. Freedom to Act	Clearly defined occupational policies, work is managed rather than supervised Works independently, formal supervision monthly	3	<p>Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals. Works independently within codes of practice, work is managed rather than supervised; has access to</p>	3

			management support when needs to escalate issues or problems.	
13. Physical Effort	Frequent moderate physical effort for short periods Controlled restraint of clients, activity based work with children	3(c)	There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Controlled restraint of clients, activity-based work with young people	3c
14. Mental Effort	Frequent concentration, work pattern unpredictable Requirement for concentration when dealing with clients, interruptions to deal with emergency situations	3(a)	There is a frequent requirement for concentration where the work pattern is unpredictable. Requirement for concentration when dealing with clients, responding to unpredictable client behaviour; interruptions to deal with emergency situations	3a
15. Emotional Effort	Frequent distressing/highly distressing emotional circumstances Dealing with highly emotional issues e.g. child abuse, severely challenging behaviour	3(a)- 4(b)	Frequent exposure to distressing or emotional circumstances. Or Frequent exposure to highly distressing or highly emotional circumstances. Deals with challenging behaviours and family members; dealing with highly emotional issues e.g. child abuse safeguarding issues/directly involved child abuse or family breakdown; frequently dealing with people with severely challenging behaviour e.g. mental health crisis	3a-4b
16. Working Conditions	Frequent unpleasant conditions/some exposure to hazards Verbal/physical aggression.	3(a)- 4(a)	Frequent exposure to unpleasant working conditions. Or Some exposure to hazards. Verbal aggression; physical aggression/responding through panic alarms or personal support systems	3a-4a
Total score	JE Score 330 – 350	Band 5	JE Score 337-350	Band 5

Residential Day Care - Band 5b

Profile Label:	Day Centre Carer (Higher Level/Team Leader)	Residential Day Care 5b
Job Statement	<ol style="list-style-type: none"> 1. Plans, develops and implements programmes of care 2. Supervises/manages staff 3. May assist with the management of the facility 	<ol style="list-style-type: none"> 1. Plans, develops and implements programmes of care 2. Supervises/manages staff 3. May assist with the management of the facility

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex or sensitive information; barriers to understanding; persuasive, motivational, negotiating, training skills are required.</p> <p>Communicates client condition related information to client/family. Deals with clients with dementia, inappropriate behaviour</p>	4(a)	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding.</p> <p>Communicates sensitive, confidential information, including condition related information (e.g. cognitive impairment) to clients requiring empathy, persuasion and reassurance. Some clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding.</p>	4a
2. Knowledge, Training & Experience	<p>Range of work procedures and practices, majority nonroutine; intermediate level theoretical knowledge</p> <p>Knowledge of legislation, policies, social needs of clients gained through training, experience to diploma level equivalent.</p>	4	<p>Understanding of a range of work procedures and practices, the majority of which are non-routine, which require intermediate level theoretical knowledge. This knowledge is normally acquired through formal training or equivalent experience.</p> <p>Vocational level 3 qualification or equivalent plus additional knowledge of social, physical, emotional needs of client group and relevant legislation, acquired through training or experience to diploma level or equivalent</p>	4

<p>3. Analytical & Judgemental Skills</p>	<p>Range of facts or situations requiring analysis Assessment of clients conditions, requirements.</p>	<p>3</p>	<p>Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Judgements on problems requiring investigation, analysis, e.g. initial assessment of client condition; Carry out risk assessments within sphere of competence and identify and escalate any issues relating to poor social care standards or risk</p>	<p>3</p>
<p>4. Planning & Organisational Skills</p>	<p>Plan and organise complex activities or programmes, requiring formulation, adjustment. Plans group activities for Clients. Organising staff cover and rotas. Co-ordinating multi-disciplinary meetings and reviews.</p>	<p>3</p>	<p>Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans group activities for clients. Organising staff cover and rotas. Co-ordinating multi-disciplinary meetings and reviews</p>	<p>3</p>
<p>5. Physical Skills</p>	<p>Physical skills obtained through practice/developed physical skills, manipulation of objects, people; narrow margins for error Use of wheelchairs, hoists/use of restraint techniques, airway management.</p>	<p>2-3(a)</p>	<p>The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment.</p> <p>Or</p> <p>The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Manoeuvring wheelchairs/trolleys in confined spaces; using hoists or similar lifting equipment to move clients/restraint of patients/clients using approved techniques</p>	<p>2-3a</p>

6. Responsibility for Patient/Client Care	Develop programmes of care/care packages. Responsibility for assessing and delivering care plans.	5(a)	Develops programmes of care/care packages. Assesses, plans, implements and evaluates care of clients	5a
7. Responsibility for Policy/Service Development	Implement policies and propose changes to practices, procedures, own area Proposes changes to the delivery of care within the facility.	2	Implements policies for own work area and proposes changes to working practices or procedures for own work area. Proposes changes to the delivery of care within the facility	2
8. Responsibility for Financial & Physical Resources	Handle cash, valuables; maintains stock control. Authorises small cash payments to clients; orders stores.	2(a)(c)	Regularly handles or processes cash, cheques, patients' valuables. Or Responsible for maintaining stock control and/or security of stock. Handles patient valuables; re-orders stocks and supplies; responsible for the safe custody and storage of drugs, authorises small cash payments to clients	2ac
9. Responsibility for Human Resources	Day-to-day supervision/management. Allocating daily duties, arranging cover, sitting on interview panels/manages junior and support staff.	2(a)-3(a)	Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service. Or Responsible for day to day management of a group of staff. Participates in induction of others; allocating daily duties, arranging cover, sitting on interview panels/line manages junior and support staff	2a-3a

10. Responsibility for Information Resources	Record personally generated information. Updates clients records.	1	Records personally generated information. Updates clients' records	1
11. Responsibility for Research & Development	Undertakes surveys or audits, as necessary to own work Carries out audits	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Carries out audits	1
12. Freedom to Act	Clearly defined occupational policies. Work is managed rather than supervised. Works independently within codes of practice and guidelines	3	Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised, and results/outcomes are assessed at agreed intervals. Works independently within codes of practice, work is managed rather than supervised; has access to management support when needs to escalate issues or problems.	3
13. Physical Effort	Frequent moderate effort for short periods. Moves clients in wheelchairs. Restraint of clients/toileting.	3(c)	There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Manoeuvres clients with mechanical aids including hoists and trolleys; manoeuvring clients into position e.g. for treatment or personal care purposes. Restraint of clients/toileting	3c
14. Mental Effort	Frequent concentration, work pattern predictable/unpredictable Concentration required when dealing with challenging clients/ interruptions to deal with incidents	2(a)-3(a)	There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention. Or There is a frequent requirement for concentration where the work pattern is unpredictable. Concentration required when dealing with challenging clients/ frequently deals with interruptions e.g. responding	2a-3a

			to unpredictable client behaviour, crisis situations, emergencies or incidents that require immediate response	
15. Emotional Effort	Frequent distressing/emotional situations. Deals with clients with aggressive or challenging behaviour.	3(a)	Occasional exposure to distressing or emotional circumstances. Or Frequent exposure to distressing or emotional circumstances. Imparting unwelcome news to clients/families/staff. Dealing with complex family situations	2-3a
16. Working Conditions	Occasional highly unpleasant conditions/Some exposure to hazards; frequent highly unpleasant working conditions. Bodily fluids; physical aggression	3(b)- 4(a);(b)	Occasional exposure to highly unpleasant working conditions. Or Some exposure to hazards. And/or Frequent exposure to highly unpleasant working conditions. Body odours, dust, noise; verbal aggression / direct contact with uncontained body fluids, foul linen (NB panels must assess frequency of exposure)	3b-4ab
Total score	JE Score 334 – 366	Band 5	JE Score 327-366	Band 5

Residential Day Care - Band 6a

Profile Label:	Social Worker (Residential)	Residential Day Care - 6a
Job Statement	<ol style="list-style-type: none"> 1. Cares for children and young people in a residential setting 2. Develops and implements a care/action plan to ensure clients' physical, psychological, social, spiritual and emotional needs are met 	<ol style="list-style-type: none"> 1. Cares for children and young people in a residential setting 2. Develops and implements a care/action plan to ensure clients' physical, psychological, social, spiritual and emotional needs are met

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex/sensitive information in an antagonistic and hostile environment Communicates with children and adolescents with challenging behaviour</p>	5(c)	<p>Providing and receiving complex, sensitive or contentious information, where there are significant barriers to acceptance which need to be overcome using developed interpersonal and communication skills such as would be required when communicating in a hostile, antagonistic or highly emotive atmosphere. Communicates sensitive information to young people with severely challenging and aggressive behaviours</p>	5c
2. Knowledge, Training & Experience	<p>Specialist knowledge across range of procedures underpinned by theory Professional knowledge gained through Diploma in Social Worker or equivalent, plus consolidation through period of indentured practice</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience. Professional knowledge gained through degree in Social Work plus consolidation through period of indentured practice, or equivalent</p>	6
3. Analytical & Judgemental Skills	<p>Complex facts or situations requiring analysis, interpretation, comparisons of a range of options Assesses social care needs and manages risk</p>	4	<p>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for assessing and interpreting complex needs of clients e.g. assessment of complex health and social</p>	4

			needs and manages risk	
4. Planning & Organisational Skills	Plan, organise straightforward tasks/plan, organise complex activities or programmes requiring adjustments Planning day-to-day activities/activity programmes for clients	2-3	Planning and organisation of straightforward tasks, activities or programmes, some of which may be ongoing. Planning day-to-day activities and provisions of care Or Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Organising activity programmes for clients and coordinates multidisciplinary teams for case conferences	2-3
5. Physical Skills	Developed physical skills manipulation of people, objects Formal training in restraint, physical aspects of therapeutic crisis intervention	3(a)	The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Formal training in restraint using approved techniques, physical aspects of therapeutic crisis intervention	3a
6. Responsibility for Patient/Client Care	Develop programmes of care Develops care, action plans for clients	5(a)	Develops programmes of care/care packages. Assesses, plans, implements and evaluates care of clients	5a
7. Responsibility for Policy/Service Development	Follow policies in own role Follows policy in own work area	1	Follows policies in own role which are determined by others; no responsibility for service development, but may be required to comment on policies, procedures or possible developments. Follows policy in own work area/ Or	1-2

			<p>Implements policies for own work area and proposes changes to working practices or procedures for own work area. Proposes changes to the delivery of care within the facility</p>	
<p>8. Responsibility for Financial & Physical Resources</p>	<p>Handle cash, valuables Handles client money and other valuables.</p>	2(a)	<p>Regularly handles or processes cash, cheques, patients' valuables. Handles patient valuables</p> <p>And/or</p> <p>Responsible for maintaining stock control and/or security of stock. Re-orders stocks and supplies; responsible for the safe custody and storage of drugs, authorises small cash payments to clients</p>	2ac
<p>9. Responsibility for Human Resources</p>	<p>Demonstrate duties to new or less experienced employees/ dayto-day supervision. May demonstrate own duties/ supervises staff in social care</p>	1-2(a)	<p>Responsible for day-to-day supervision or co-ordination of staff within a section/function of a department/service. Supervises staff in social care and undertakes clinical supervision</p>	2a
<p>10. Responsibility for Information Resources</p>	<p>Record personally generated information Maintains client records and writes reports.</p>	1	<p>Record personally generated information Maintains client records and writes own reports</p>	1
<p>11. Responsibility for Research & Development</p>	<p>Undertake surveys, audits within own area of work. Undertakes care audits, surveys as necessary</p>	1	<p>Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Undertakes care audits, surveys as necessary</p>	1
<p>12. Freedom to Act</p>	<p>Clearly defined occupational policies, work is managed rather than supervised Works independently; formal supervision monthly</p>	3	<p>Is guided by precedent and clearly defined occupational policies, protocols, procedures or codes of conduct. Work is managed, rather than supervised,</p>	3

			<p>and results/outcomes are assessed at agreed intervals. Works independently within codes of practice, work is managed rather than supervised; has access to management support when needs to escalate issues or problems.</p>	
13. Physical Effort	<p>Occasional/ frequent requirement for moderate physical effort for short periods Controlled restraint of clients, activity based work with children</p>	2(d) - 3(c)	<p>There is a frequent requirement to exert moderate physical effort for several short periods during a shift. Controlled restraint of clients, activity-based work with young people</p>	3c
14. Mental Effort	<p>Frequent requirement for concentration, work pattern unpredictable Requirement for concentration when dealing with clients, interruptions to deal with emergency situations.</p>	3(a)	<p>There is a frequent requirement for concentration where the work pattern is unpredictable. Requirement for concentration when dealing with clients, responding to unpredictable client behaviour; interruptions to deal with emergency situations</p>	3a
15. Emotional Effort	<p>Frequent exposure to distressing; occasional/frequent highly distressing emotional circumstances Deals with highly emotional issues e.g.child abuse, severe challenging behaviour</p>	3(a)- (b) 4(b)	<p>Frequent exposure to distressing or emotional circumstances. Deals with challenging behaviours and family members; dealing with highly emotional issues e.g. child abuse safeguarding issues</p> <p>Or</p> <p>Frequent exposure to highly distressing or highly emotional circumstances. Directly involved child abuse or family breakdown; frequently dealing with people with severely challenging behaviour e.g. mental health crisis</p>	3a-4b

16. Working Conditions	Frequent unpleasant conditions/some exposure to hazards Verbal/physical aggression.	3(a) - 4(a)	Frequent exposure to unpleasant working conditions. Verbal aggression; physical aggression Or Some exposure to hazards. Responding through panic alarms or personal support systems	3a-4a
Total Score	JE Score 416 – 453	Band 6	JE Score 428-460	Band 6

Residential Day Care - Band 6b

Profile Label:	Day Centre Manager	Residential Day Care 6b
Job Statement	<ol style="list-style-type: none"> 1. Responsible for ensuring day care services meet assessed need 2. Co-ordinates the planning and implementation of care 3. Manages the staff team and support services facilities 4. Contributes to the formulation of a facility budget 	<ol style="list-style-type: none"> 1. Responsible for ensuring day care services meet assessed need 2. Co-ordinates the planning and implementation of care 3. Manages the staff team and support services facilities 4. Contributes to the formulation of a facility budget

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information, barriers to understanding, persuasive, motivational, training skills are required.</p> <p>Communicates with staff, clients, relatives about client welfare, organizational issues</p>	4(a)	<p>Providing and receiving complex, sensitive or contentious information, where persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or cooperation is required or because there are barriers to understanding.</p> <p>Communicates sensitive, confidential information, including condition related information (e.g. cognitive impairment) to clients requiring empathy, persuasion and reassurance. Some clients/relatives/carers may have additional learning needs/adult learning difficulties or there may be barriers to understanding</p>	4a
2. Knowledge, Training & Experience	<p>Specialist knowledge across range of work procedures, underpinned by theory</p> <p>Professional knowledge acquired through degree or equivalent supplemented by specialist training, experience to postgraduate diploma level</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience.</p> <p>Professional knowledge acquired through degree or equivalent supplemented by specialist training, experience to postgraduate diploma level</p>	6

3. Analytical & Judgemental Skills	Range of facts or situations requiring analysis. Client related decisions/staffing/assessing risk/referring to other professionals	3	Judgements involving a range of facts or situations, which require analysis or comparison of a range of options. Judgements on problems requiring investigation, analysis, e.g. initial assessment of client condition; Carry out risk assessments within sphere of competence and identify and escalate any issues relating to poor social care standards or risk	3
4. Planning & Organisational Skills	Plan and organise complex activities or programmes requiring formulation, adjustment Co-ordinates activities of multi-disciplinary team.	3	Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans group activities for clients. Organising staff cover and rotas. Co-ordinating multi-disciplinary meetings and reviews	3
5. Physical Skills	Physical skills obtained through practice/developed physical skills; manipulation of objects, people, narrow margins for error Use of wheelchairs and hoists/use of restraint techniques.	2-3(a)	The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Manoeuvring wheelchairs/trolleys in confined spaces; using hoists or similar lifting equipment to move clients Or The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Restraint of patients/clients using approved techniques	2-3a
6. Responsibility for	Develop programmes of care/ care packages. Responsible for ensuring quality of care and assessment of client need. Responsible for safe delivery of services.	5(a)	Develops programmes of care/care packages. Assesses, plans, implements and evaluates care of clients	5a

Patient/Client Care				
7. Responsibility for Policy/Service Development	Implement policies and propose changes to practices, procedures for own area Responsible for policy development and implementation	2	Implements policies for own work area and proposes changes to working practices or procedures for own work area. Proposes changes to the delivery of care within the facility	2
8. Responsibility for Financial & Physical Resources	Authorised signatory; delegated budget/budget holder for department/service Authorised overtime, travel expenses; holds delegated/centre budget	3(a)(d)-4(a)	Authorised signatory for cash/financial payments. Authorises overtime, travel expenses, And/or Holds a delegated budget from a budget for a department/service. Holds delegated centre budget Or Budget holder for a department/services. Holds centre budget	3ad-4a
9. Responsibility for Human Resources	Line manager for single function or department. Management of team	4(a)	Responsible as line manager for a single function or department. Management of team and social care day centre	4a
10. Responsibility for Information Resources	Record personally generated information Updates client/staff reports	1	Record personally generated information Updates client/staff reports	1
11. Responsibility	Undertakes surveys or audits as necessary to own work Carries out audits	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Carries out audits	1

for Research & Development				
12. Freedom to Act	Broad Occupational Policies Accountable for own professional action, manages team	4	Expected results are defined but the post holder decides how they are best achieved and is guided by principles and broad occupational policies or regulations. Guidance may be provided by peers or external reference points. Works on own initiative, operates within broad policies and procedures, responsibility for specific area of service delivery. Interpret and implements policies and clinical guidelines for area, discretion to work within broad service/organisation policies	4
13. Physical Effort	Occasional moderate effort for several short periods Assisting with moving clients. Use of hoist	2(d)	There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assisting with moving clients. Use of hoist, occasional restraint of clients	2d
14. Mental Effort	Frequent concentration, work pattern unpredictable. Daily concentration on patient-related activities/unpredictable client demands.	3(a)	There is a frequent requirement for concentration where the work pattern is unpredictable. Requirement for concentration when dealing with clients, responding to unpredictable client behaviour; interruptions to deal with emergency situations	3a
15. Emotional Effort	Occasional/frequent distressing or emotional circumstances. Imparting unwelcome news to clients/families/staff. Dealing with complex family situations.	2-3(a)	Frequent exposure to distressing or emotional circumstances. Deals with challenging behaviours and family members; dealing with highly emotional issues e.g. child abuse safeguarding issues	3a
16. Working Conditions	Occasional/frequent unpleasant working conditions/occasional highly unpleasant Verbal aggression/body fluids.	2(a)- 3(a)(b)	Occasional exposure to unpleasant working conditions. Verbal aggression Or	2a-3ab

			<p>Frequent exposure to unpleasant working conditions. Verbal aggression</p> <p>And/or</p> <p>Occasional exposure to highly unpleasant working Bodily fluids</p>	
Total Score	JE Score 430 – 465	Band 6	JE Score 437-465	Band 6

Residential Day Care - Band 7

Profile Label:	Social Care Team Manager (Adult Residential)	Residential Day Care 7
Job Statement	<ol style="list-style-type: none"> 1. Manages a social care team to ensure the delivery of care plans 2. Delivers care to residents 3. Quality assures client care plans and ensures records are maintained 4. Holds and manages budget 	<ol style="list-style-type: none"> 1. Responsible for ensuring day care services meet assessed need 2. Co-ordinates the planning and implementation of care 3. Manages the staff team and support services facilities 4. Monitors or holds a delegated budget

Factor	Relevant Job Information	JE level	Revised wording	JE Level
1. Communication & Relationship Skills	<p>Provide and receive complex, sensitive information; barriers to understanding</p> <p>Communicating on issues of disclosure of sensitive information, bereavement, advocacy, negotiations, inappropriate behaviour.</p>	4(a)	<p>Providing and receiving highly complex, highly sensitive or highly contentious information, where developed persuasive, motivational, negotiating, training, empathic or re-assurance skills are required. This may be because agreement or co-operation is required or because there are barriers to understanding.</p> <p>Communicates with staff, clients, relatives about client welfare, organisational issues/vulnerable adults/safeguarding issues</p>	5a
2. Knowledge, Training & Experience	<p>Specialist knowledge across range of procedures underpinned by theory</p> <p>Professional knowledge acquired through degree or equivalent, supplemented by managerial training, experience to post-graduate diploma level or equivalent</p>	6	<p>Specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge or relevant practical experience.</p> <p>Professional knowledge acquired through degree or equivalent supplemented by specialist training, experience to postgraduate diploma level</p>	6

3. Analytical & Judgemental Skills	Complex facts or situations, requiring analysis, interpretation, comparison of range of options Complex client related decisions/staffing/assessing risk/referring to other professionals	4	Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options. Skills for assessing and interpreting complex needs of clients and staffing issues. Assessing risk, referring to other professionals	4
4. Planning & Organisational Skills	Plan complex activities or programmes, requiring formulation, adjustment Organises and allocates team workload, staff meetings, adjustments to plans, plans ongoing client activities	3	Planning and organisation of a number of complex activities or programmes, which require the formulation and adjustment of plans. Plans group activities for clients. Organising staff cover and rotas. Co-ordinating multi-disciplinary meetings and reviews	3
5. Physical Skills	Physical Skills obtained through practice. Keyboard skills, use of hoists and slides	2	The post requires physical skills which are normally obtained through practice over a period of time or during practical training e.g. standard driving or keyboard skills, use of some tools and types of equipment. Manoeuvring wheelchairs/trolleys in confined spaces; using hoists or similar lifting equipment to move clients Or The post requires developed physical skills to fulfil duties where there is a specific requirement for speed or accuracy. This level of skill may be required for advanced or high-speed driving; advanced keyboard use; advanced sensory skills or manipulation of objects or people with narrow margins for error. Restraint of patients/clients using approved techniques	2-3a
6. Responsibility for Patient/Client Care	Develop programmes of care/care packages Responsible for developing and overseeing care plans and assessment of client need. Responsible for safe delivery of services	5(a)	Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service. Accountable for the direct delivery of a social care centre	6d

7. Responsibility for Policy/Service Development	Implement policies and proposes changes to practices, procedures for own area Responsible for policy development and implementation	2	Implements policies for own work area and proposes changes to working practices or procedures for own work area. Proposes changes to the delivery of care within the facility	2
8. Responsibility for Financial & Physical Resources	Budget holder for department/service Budget management for facility. Responsible for authorising and accountable for expenditure within an allocated budget	4(a)	Authorised signatory for cash/financial payments. Authorises overtime, travel expenses And/or Holds a delegated budget from a budget for a department/service. Holds delegated centre budget Or Budget holder for a department/services. Holds centre budget	3ad-4a
9. Responsibility for Human Resources	Line manager for single function or department Manages team of residential staff	4(a)	Responsible as line manager for a single function or department. Management of team and social care day centre	4a
10. Responsibility for Information Resources	Record personally generated information Updates client, staff records.	1	Records personally generated information Updates client/staff reports	1
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work Carries out care audits	1	Undertakes surveys or audits, as necessary to own work; may occasionally participate in R & D, clinical trials or equipment testing. Carries out audits	1

<p>12. Freedom to Act</p>	<p>Broad occupational policies Accountable for own professional actions. Manages facility.</p>	<p>4</p>	<p>Expected results are defined but the post holder decides how they are best achieved and is guided by principles and broad occupational policies or regulations. Guidance may be provided by peers or external reference points. Works on own initiative, operates within broad policies and procedures, responsibility for specific area of service delivery. Interpret and implements policies and clinical guidelines for area, discretion to work within broad service/organisation policies</p>	<p>4</p>
<p>13. Physical Effort</p>	<p>Occasional/frequent moderate effort for several short periods Use of hoists, pushing medicine trolleys, wheelchairs</p>	<p>2(d)- 3(c)</p>	<p>There is an occasional requirement to exert moderate physical effort for several short periods during a shift. Assisting with moving clients. Use of hoist, occasional restraint of clients</p>	<p>2d</p>
<p>14. Mental Effort</p>	<p>Frequent concentration, work pattern unpredictable Concentration on client related activities; unpredictable client, staff demands</p>	<p>3</p>	<p>There is a frequent requirement for concentration where the work pattern is unpredictable. Requirement for concentration when dealing with clients, responding to unpredictable client behaviour; interruptions to deal with emergency situations</p>	<p>3a</p>
<p>15. Emotional Effort</p>	<p>Frequent distressing; occasional highly distressing or emotional circumstances. Dealing with inappropriate behaviour; imparting news of unexpected death, personal involvement with difficult family situations</p>	<p>3 (a)(b)</p>	<p>Frequent exposure to distressing or emotional circumstances. Deals with challenging behaviours and family members; dealing with highly emotional issues e.g. child abuse safeguarding issues</p>	<p>3a</p>

<p>16. Working Conditions</p>	<p>Frequent unpleasant conditions Verbal aggression, challenging behaviour.</p>	<p>3(a)</p>	<p>Occasional exposure to unpleasant working conditions. Verbal aggression</p> <p>Or</p> <p>Frequent exposure to unpleasant working conditions. Verbal aggression</p> <p>And/or</p> <p>Occasional exposure to highly unpleasant working conditions. Bodily fluids</p>	<p>2a-3ab</p>
<p>Total Score</p>	<p>JE Score 468 - 473</p>	<p>Band 7</p>	<p>JE Score 474-502</p>	<p>Band 7</p>