

Profile Suite and Label	Clinical Practitioner Band 8ab
Job Statement	<p>1. Assesses patients using advanced knowledge and clinical skills; plans, implements the treatment and monitors' care; provides highly specialist expert professional advice and diagnosis</p> <p>2. Lead specialist in defined area of care and carries out research</p> <p>3. Provides specialist education and training to other staff and students</p> <p>4. May manage clinical staff or multidisciplinary team</p> <p>5. Responsible for policy and service development in specialist clinical area</p>

Factor		Level descriptor and example job information	JE Level	JE Score
1.	Communication & Relationship Skills	<p><b>5a</b>  <b>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</b>  Communicates highly specialised condition related information to patients and relatives, other professions; there may be significant barriers to acceptance; sensitive service-related information to internal and external senior colleagues maybe challenged.</p> <p>or</p>	5a	45
		<p><b>5c</b>  <b>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</b>  Communicate complex/sensitive/contentious e.g. imparting complex diagnosis to patients and relatives requiring empathy, persuasion and reassurance where patient clients have special needs or may be hostile, antagonistic</p>	5c	45
2.	Knowledge, Training & Experience	<p><b>Highly developed specialist knowledge across the range of work procedures and practices, underpinned by theoretical knowledge and relevant practical experience</b>  Professional knowledge acquired through degree supplemented by specialist training, experience, short courses, to master's level or equivalent</p>	7	196

3.	<b>Analytical &amp; Judgemental Skills</b>	<p><b>4</b>  <b>Judgements involving complex facts or situations, which require the analysis, interpretation and comparison of a range of options</b>  Skills for assessing and interpreting patients or client specialist clinical conditions, appropriate diagnosis, skills for development of specialised treatment programmes from a range of options</p> <p>or</p>	4	42
		<p><b>5</b>  <b>Judgements involving highly complex facts or situations, which require the analysis, interpretation and comparison of a range of options.</b>  Skills for assessing &amp; diagnosing a range of highly complex patient conditions, appropriate treatment from range of options; clinical governance issues expert opinions may differ</p>	5	60
4.	<b>Planning &amp; Organisational Skills</b>	<p><b>4</b>  <b>Planning and organisation of a broad range of complex activities or programmes, some of which are ongoing, which require the formulation and adjustment of plans or strategies</b>  Specialised service planning and strategy, service development proposals, workforce planning and training/education programmes.</p>	4	42
5.	<b>Physical Skills</b>	<p><b>3(a)</b>  <b>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</b>  Dexterity and accuracy required for, e.g. intravenous injections, syringe pumps and infusion, insertion of catheters and removal of sutures cannulation</p> <p>or</p>	3a	27
		<p><b>4</b>  <b>The post requires highly developed physical skills where a high degree of precision or speed and high levels of hand, eye and sensory co-ordination are essential</b>  Dexterity and accuracy required for, e.g. surgical interventions, intubation, tracheotomies, suturing, a range of physiotherapy treatments or carrying out endoscopies</p>	4	42
6.	<b>Patient/Client Care</b>	<p><b>6a</b>  <b>Develops specialised programmes of care/care packages</b>  Assesses, plans, implements and evaluates specialist caseload of patients or clients</p>	6a	39

		or <b>6c</b> <b>Provides highly specialised advice concerning the care or treatment of identified groups or categories of patients/clients</b> Provides highly specialised advice and expertise concerning care	6c	39
		or <b>6d</b> <b>Accountable for the direct delivery of a service within a sub-division of a clinical, clinical technical or social care service</b> Responsible for development and delivery of specialist service for organisation	6d	39
7.	<b>Policy/Service Development</b>	<b>Implements policies for own work area and proposes policy or service changes which impact beyond own area of activity</b> Develops new clinical practices and policy, which impact on other disciplines	3	21
8.	<b>Financial &amp; Physical Resources</b>	<b>2b</b> <b>Responsible for the safe use of equipment other than equipment which they personally use</b> Responsible for equipment used by patients and others	2b	12
		or <b>2d</b> <b>Authorised signatory for small cash/financial payment</b> Signs timesheets	2d	12
		or <b>2e</b> <b>Responsible for the safe use of expensive or highly complex equipment</b> Ensure the safe use of expensive equipment e.g., Bladder Scan, Ophthalmoscope etc	2e	12
		or <b>3a</b> <b>Authorised signatory for cash/financial payments</b> Authorises overtime, orders supplies	3a	21
		or <b>3d</b> <b>Holds a delegated budget from a budget for a department/service</b> Holds delegated education/training budget	3d	21

9.	<b>Human Resources</b>	<b>3c</b> <b>Responsible for the teaching/delivery of core training on a range of subjects or specialist training</b> Delivers specialist training in area of expertise	3c	21
		or		
		<b>4a</b> <b>Responsible as line manager for a single function or department</b> Line management of a group of staff	4a	
		or		
		<b>4b</b> <b>Responsible for the teaching or devising of training and development programmes as a major job responsibility</b> Devises training packages and teaches other groups of staff	4b	
10.	<b>Information Resources</b>	<b>Record personally generated information</b> Maintain records relating to clients, patients	1	4
11.	<b>Research &amp; Development</b>	<b>2a</b> <b>Regularly undertakes R&amp;D activity as a requirement of the job</b> Includes complex audits using research methodology for example specific one-off audits designed to improve a particular area or service	2a	12
		or		
		<b>3</b> <b>Carries out research or development work as part of one or more formal research programmes or activities as a major job requirement.</b> Continuing involvement for at least some part of every working week (20 per cent or more per week on average)	3	21
12.	<b>Freedom to Act</b>	<b>Is guided by general health, organisational or broad occupational policies, but in most situations the post holder will need to establish the way in which these should be interpreted.</b> Interprets national, professional policies for specialist area e.g. professional guidelines, clinical governance, codes of practice, legislation and ethics	5	45
13.	<b>Physical Effort</b>	<b>Occasional moderate effort for several short periods</b> Lifts equipment; assists clients/patients during treatment or clinical intervention	2	7
14.	<b>Mental Effort</b>	<b>2a</b> <b>There is a frequent requirement for concentration where the work pattern is predictable with few competing demands for attention</b>	2a	7

		<p>Concentration on patient assessments and diagnosis, providing clinical care, e.g. calculating drug doses for infusion, carrying out tests</p> <p>or</p> <p><b>3a</b>  <b>There is a frequent requirement for concentration where the work pattern is unpredictable</b>  Interruptions to deal with service issues</p> <p>or</p> <p><b>3b</b>  <b>There is an occasional requirement for prolonged concentration</b>  Prolonged concentration on patient assessments or e.g., psychometric testing</p>	3a	12
15.	<b>Emotional Effort</b>	<p><b>Frequent distressing or emotional circumstances</b>  Conveying unwelcome news to staff/patients, child abuse, some challenging behaviour</p>	3a	18
16.	<b>Working Conditions</b>	<p><b>Occasional exposure to highly unpleasant working conditions</b>  Body fluids, foul linen, verbal aggression</p>	3 (b)	12
<b>JE Score 535 - 617</b>			<b>Band 8ab</b>	