

Job Description

Job Title:	Children's Complex Needs Senior Nurse
Band:	Band 6
Network:	Children & Young Peoples Wellbeing Network
Base:	As per contract
AfC Ref:	
Hours of work:	As per contract

Our Values

It is our aim that everything we do fits in with, and reinforces, these values:

- *We are always learning*
- *We are respectful*
- *We are kind*
- *We are a team*

Reporting Arrangements:

Managerially accountable to: Team Leader

Professionally accountable to: Team Leader

Job Summary

The post holder will work within the Children's Packages of Care team providing a nursing service for children who have been awarded a Package of care to be delivered by LSCFT.

The post holder will be responsible for a caseload of children and young people with complex and/or additional needs and work across a multi-agency team to provide a child centred package of care which meets the family's needs.

The post holder will contribute to influencing all aspects of care and management of patients within the speciality.

The post holder will promote the delivery of high quality, clinically effective care , prioritising and utilising research in every day practice.

To undertake comprehensive assessment of children and young people with varied presentations, using self-determined investigative and analytical skills, to formulate hypotheses in order to determine appropriate interventions and goals.

The post holder will participate in the co-ordination, development and delivery of training programmes to staff within the Children's Complex Needs Nursing Service.

The post holder will be expected to participate in identifying service development needs and delivering service development projects.

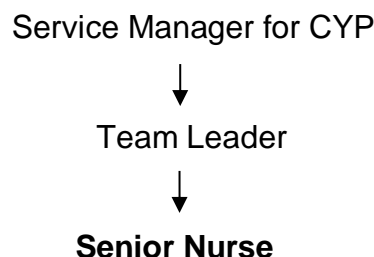
The post holder will have line management responsibilities for a cohort of healthcare support workers and will work within HR policies.

The post holder will be required to work across the Lancashire and South Cumbria footprint and across a shift pattern including some weekend and night working.

Key Relationships

- Individuals, families, referrers and communities
- Children's complex/additional needs Teams
- Children's Social Care
- Children's Centres
- GPs & Primary Health Care Team
- Schools/Educational settings / specialist settings
- Early Years Providers
- Child Development Centre
- Consultant paediatricians
- Highly Specialist Practitioners
- Service Manager
- Clinical Leadership Team
- Child and Adolescent Mental Health Services
- Other Healthcare Professionals
- Public Health Directorate
- Specialist Clinician
- Voluntary / Independent Sector
- Safeguarding team
- Practice Education Facilitator
- Student Therapists/nurses and other learners

Department Chart



Key Responsibilities

Communication and Relationship Skills

- Work closely and in partnership with the child/young person, parents/carers and the multidisciplinary team negotiating and agreeing decision-making relevant to the child's management to deliver treatment based on and in response to the child's needs.
- To provide highly specialist advice to others regarding the diagnosis and management of children with complex and/or additional needs, developing care plans based on best practice.
- To act as an advocate to facilitate the views and choices expressed by individuals, families, groups and communities, where appropriate.
- To establish and maintain effective and age/language appropriate communication with the child, parents and carers utilising specialised verbal and non- verbal communication skills in order to persuade or motivate a child/gain consent to intervention when barriers to effective communication are regularly encountered e.g. learning disabilities, altered perception, expressive and receptive language difficulty.
- To communicate effectively and with empathy with the child, parents and carers to impart information regarding diagnosis and/or prognosis, treatment plans and predicted outcomes in an understandable format enabling children, parents and carers to be involved in the decision making process at the beginning of and throughout their care.
- To work closely and in partnership with the child/young person, parents/carers and the multidisciplinary team negotiating and agreeing decision-making relevant to the child's management to deliver treatment based on and in response to the child's needs.
- To communicate effectively to facilitate high levels of cooperation and coordination within the multidisciplinary team and multi-agency networks (medical, nursing, education, social services and therapy colleagues) to ensure delivery of coordinated services.
- To maintain sensitivity at all times and on a day to day basis to the emotional needs of children and their parents / carers, in particular when communicating distressing information regarding the nature of the child's difficulties and future implications.
- To impart sensitive advice/information to health, social care and colleagues in education in the overall management of the child presenting with complex problems. This will include the preparation and presentation of reports at relevant Social Care, Educational and Medical Case Conferences including child protection issues

- To communicate with individuals, families, groups and communities to promote a positive sense of health that enables them to make full use of their physical, mental and emotional capacities so that they can reach their full potential for achievement.
- To produce timely and informative reports clearly conveying the child's needs this may include sensitive condition-related information.
- To apply advanced interpersonal skills to enable change within complex and multifaceted social/family situations regularly involving multicultural customs and multi-lingual issues.

Analytical and Judgmental Skills

- To interpret and analyse clinical and non-clinical facts to develop specialised packages of care for patients, families and carers incorporating individual treatment plans and goals based upon advanced clinical reasoning skills.
- To contribute to the development of Service/Team Business Plan
- In collaboration with the Team Leader contribute to the regular production, dissemination and utilisation of caseload / population profiling information that will contribute to the wider public health intelligence and influence the appropriate commissioning and provision of services.

Planning and Organisational Skills

- To contribute to clinical teams both multi-disciplinary and uni-disciplinary by discussing own and others input around a child's needs, ensuring a well-coordinated care plan
- To participate in developing and delivering training (formal and informal) across the area of clinical specialty which includes the presentation of complex information to groups of various sizes, including other professionals both within and outside the NHS and service users using appropriate presentation techniques.
- To demonstrate time management and organisational skills.

To actively participate and contribute to team meetings and relevant professional forums

Patient/Client Care

- Promote health education and healthy lifestyles within the scope of practice/caseload setting including use of motivational interviewing and negotiation skills where appropriate.
- To assume responsibility and accountability for a caseload of children and /or young people with diverse presentations holding the duty of care and prioritising and managing the caseload independently based on the principles of risk and clinical risk, liaising with and referring to relevant agencies as appropriate.

- To provide specialist advice, in a variety of formats, to others regarding the diagnosis and management of children with complex disorders, developing care plans based on best practice.
- To provide specialist advice (spontaneous and planned), teaching and instructions to parents, carers and other relevant professionals in health, social services and education to develop understanding of the objectives of the service to produce a consistent, holistic approach to ensure optimal patient care.

Responsibilities for Policy and Service Development

- Take a leadership role in the implementation of safeguarding agenda, within own sphere of practice, adhering to Lancashire Safeguarding Children's Board/Lancashire & South Cumbria NHS Foundation Trust Policies and Procedures, placing the welfare of the child and family central to service provision.
- To access regular safeguarding supervision
- Actively support partnership working with children's centres and the implementation of strategies and initiatives related to local and national targets.
- To actively participate in continued professional development to develop new skills, maintain and update existing skills.
- To provide a specialist role model for the delivery and evaluation of clinical and professional practice within the integrated team that will enable innovative and creative practice development.
- To actively support the team coordinator, clinical managers and the clinical leadership team in the delivery of the clinical governance quality improvement and performance management agenda across provider services.
- Support integrated working with members of the skill mix team to have a shared understanding of key processes and philosophies such as care pathways and the Service Line Delivery Model.
- To lead on delegated projects as required
- To use specialist knowledge to inform and contribute to the development, review and implementation of LSCFT policies and procedures at an operational/strategic level as required.
- To monitor outcomes and propose changes to working practice to the Management and Clinical Leadership Hub in relation to client care / service delivery and participate in the future planning and evaluation of services.
- To actively promote and support new ways of working within the field of Practice.

- To attend courses, meetings and special interest groups as identified and agreed within the team /service and share new learning.
- To be aware of current practice within Clinical Education.
- To provide student placements, including formative and summative assessment of competence, supporting and guiding the student to self-evaluate. Responsible for supervision, provision of constructive feedback and for signing off achievement of proficiency at the end of the placement. To be involved in practice placement audit when required.
- Work with the Clinical Leadership Team to support the skill mix team to progress their own career development
- To provide preceptorship/mentorship to support role re-design and new ways of working.

Responsibilities for Finance

- To hold delegated responsibility for the management of the clinical resources within the field of practice ensuring resources are monitored and used appropriately.
- To identify and actively participate in any cost improvement measures as required.

Responsibility for Human Resources

- To work in collaboration with the team coordinator to undertake Personal development reviews and personal development planning for members of the team in accordance with LSCFT policies.
- To participate in the LSCFT PDR process ensuring objectives are met and a personal development plan is, maintained and evaluated.
- To be responsible for your own continuing professional development and maintaining own professional registration and meet NMC Registration requirements maintaining a professional portfolio and demonstrating evidence of reflective practice.
- To undertake mandatory training as in line with Trust Policy and attend updates and study days as appropriate to the post
- To have in depth knowledge of NMC standards and guidance, understand implications for and be able to apply to practice. e.g. NMC code of conduct,
- To provide, participate in and facilitate access to clinical supervision in line with the LSCFT policy
- To undertake relevant public health skills training and updates as required.

Responsibility for Information Resources

- To adhere to all LSCFT Policies and Procedures
- To support the implementation of policy and service development within the field of practice
- To complete timely returns on an individual level relating to activity and performance.
- Demonstrate competence in and make best use of IT systems in order to facilitate and improve service delivery and influence the wider policy agenda
- To maintain own contemporaneous clinical records in line with NMC and LSCFT Clinical Records Policy.

Research and Development

- To actively promote an environment that supports clinical audit, research and evidence based practice across the area of specialist practice.
- To ensure that areas for clinical audit and research are identified and support planning, implementation and participation in research and clinical audit that will improve service delivery in line with LSCFT research governance framework.
- To work collaboratively with other disciplines to identify areas of multidisciplinary/agency audit and research as appropriate.
- To establish measurable outcomes for clinical interventions and implement and apply Essence of Care benchmarking and the Care Aims model within the field of practice.
- To identify and critically appraise contemporary evidence to ensure services are delivered in line with best practice.
- To ensure that public health information and intelligence is used to provide a firm basis for audit, research and development, where appropriate
- To be aware of current practice within Clinical Education.
- To participate in the review/critique of new treatment methods and resources as they enter the clinical field.

Person Specification

Description	Essential	Desirable	Assessment
Education/ Qualifications	<ul style="list-style-type: none"> - Professional Degree or equivalent - Registered nurse qualification child branch - Current Professional Registration with NMC - Evidence of continued professional development 	Evidence of professional development and study related to mentorship / supervision of undergraduate students in their professional area	Usual methods of assessment for ALL attributes include:- <ul style="list-style-type: none"> - Application Form - Interview - Test Presentation
Knowledge	<p>Understanding of clinical governance framework & implications for practice, including audit and research governance</p> <p>Knowledge of a broad range of assessment tools for children with diverse needs.</p> <p>Knowledge of a range of therapy techniques and programmes for children with diverse needs/ related to client group</p> <p>Knowledge of research, evidence-based practice and current issues relating to client group</p> <p>Knowledge of professional clinical local and national guidelines.</p> <p>Creative and a willingness to look at different ways of working</p>		Include where appropriate:- <ul style="list-style-type: none"> - Knowledge that is theoretical, practical, professional, specialist or technical - Knowledge of policies and procedures

	Knowledge of lone working risks and policy and procedure		
Experience	<p>Minimum 2 years post qualifying experience in the field of childrens nursing.</p> <p>Multi-disciplinary/multi-agency collaborative working</p> <p>Experience of working with children with complex needs and their families.</p> <p>Safeguarding of children and implementation of policy and procedures with evidence of training/updates</p> <p>Demonstrable evidence of improving and developing service and practice</p>		
Other	<p>Excellent interpersonal and communication skills both written and verbal</p> <p>Able to work independently</p> <p>Demonstrating good leadership skills</p> <p>Demonstrable Team worker</p> <p>Problem solving/ Decision making in relation to clinical practice, NMC standards and implications for practice</p>	Experience of working with Total Parental Nutrition and Central Access Devices.	

	<p>Motivated and enthusiastic</p> <p>Change management skills</p> <p>High clinical standards</p> <p>Demonstrable IT skills</p> <p>Ability to analyse and interpret data /evidence and apply to practice</p>		
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EFFORT FACTORS

PHYSICAL EFFORT What physical effort is required for the job?	How often?	For how long?	What weight is involved?	Any mechanical aids?
<ul style="list-style-type: none"> Use of car to complete community visits. 	Daily.	Up to 60 minutes at a time.	N / A.	Use of car.
<ul style="list-style-type: none"> Moving and handling patient for assessment and treatment purposes. 	Daily.	Up to 1 hour at a time.	<ul style="list-style-type: none"> No physical lifting of adults but may facilitate weight. Carrying of pre-school children up to 2 stones. 	<ul style="list-style-type: none"> Hoisting. Moving and handling equipment.
<ul style="list-style-type: none"> some transportation of small items of equipment in car. Possible fitting of equipment and specialist seating (where appropriate to profession) 	Daily.	Up to 30 minutes at a time.	<ul style="list-style-type: none"> Variable depending on equipment. Often awkward in size. 	2 persons required for some fittings.

<ul style="list-style-type: none"> Participating in specialist physical treatments with patients i.e. Neuro development, sensory integration, splinting, etc. 	Daily.	Up to 1 hour at a time.	<ul style="list-style-type: none"> Variable dependent on patient size and weight and treatment modality. Facilitation of patient involved. 	Specialist equipment i.e. splints, sensory integration, swing, etc.
<ul style="list-style-type: none"> Assessments may be carried out in differing environments which may be cramped conditions 	Weekly	Up to 1 hour		

Is the job holders expected to sit / stand in a restricted position?	How often?	For how long?	What activity is involved?
Yes No	Every shift ✓ Weekly ✓ Monthly Less Often	More than 20 minutes on each occasion.	

MENTAL EFFORT Are there any duties requiring particular concentration? – Please detail.	How often?	For how long?
<ul style="list-style-type: none"> Driving car to complete home visits 	Daily.	Up to 30 minutes at a time.
<ul style="list-style-type: none"> Concentration during assessments and analysis of results. 	Daily / Weekly.	Up to 1 hour at a time.
<ul style="list-style-type: none"> Specialised treatment application. 	Daily / Weekly.	Up to 1 hour at a time.
<ul style="list-style-type: none"> Report writing / case note completion. 	Daily.	Up to 1 hour at a time.
<ul style="list-style-type: none"> Specialist training sessions for patients and carers. 	Weekly.	Up to ½ hour.
<ul style="list-style-type: none"> Specialist training sessions for junior staff and other members of MDT. 	Weekly / Monthly.	Up to 1 hour at a time.

• Case conference specifically relating to patient care.	Weekly.	Up to 1 hour at a time.
• Supervision of junior staff – formal/informal.	Weekly / Monthly.	Up to 1 hour at a time.

EMOTIONAL EFFORT Does the job involve dealing with any distressing or emotional circumstances? – Please detail.	Direct / Indirect exposure	How often?
•Dealing with emotionally upset patients.	Direct	Weekly
•Giving complex/sensitive information to patients and carers about interventions and future prognosis.	Direct	Weekly
•Dealing with complaints from patients and carers about recommendations or care.	Direct	Weekly
•Dealing with pressure from long waiting lists or patients on ward waiting to be seen.	Direct/Indirect	Daily
•Dealing with varied caseloads demands.	Direct	Daily
•Dealing with patients that have learning disabilities, challenging behaviours or physically aggressive.	Direct	Weekly
•Completing home visits to unknown patients and addresses in the community as a lone worker.	Weekly	Up to 1 hour
•Assessment and treatment of patients who are vulnerable, learning disabled challenging behaviour, etc.	Daily	Up to 1 hour
•Driving in the community.	Daily	Up to 30 Minutes
WORKING CONDITIONS Does the job involve exposure to unpleasant working conditions? – Please detail.	How often?	
• Undertaking assessment or delivering services including fitting equipment, etc, in patients' own homes that may be cramped, dirty or have family pets present.	Weekly.	
• Maintaining positions for therapy treatment that are physically challenging.	Weekly.	
• Working in variety of locations not necessary suitable for assessment and treatment.	Weekly.	

Our values and behaviours

The values and behaviours represent what we, as an organisation and the individuals who make up that organisation, are about. It is our aim that everything we do fits in with and reinforces, these values:

Values	Behaviors we expect
We are always learning	<ul style="list-style-type: none"> ✓ We pro-actively seek out opportunities to learn and support the learning of others ✓ We prioritise quality and safety and are open and flexible to change and improvement ✓ We value appraisals, supervision and learning opportunities ✓ We speak up if we are concerned about safety and focus on opportunities to improve
We are respectful	<ul style="list-style-type: none"> ✓ We are open and honest, trying our best to ensure people receive information in ways they can understand ✓ We seek, value and learn from diverse perspectives, views and experiences ✓ We put service users and carers at the heart of everything we do ✓ We take pride in our work and understand we are responsible for our actions
We are kind	<ul style="list-style-type: none"> ✓ We are approachable and show compassion ✓ We actively listen to what people need and pro-actively offer our support ✓ We care for our own wellbeing and the wellbeing of others ✓ We celebrate success and provide feedback that is authentic and compassionate
We are a team	<ul style="list-style-type: none"> ✓ We take personal and team accountability to deliver the highest standards of care ✓ We work in active partnership with service users and carers ✓ We actively build trusting relationships and help others feel joy and pride in work ✓ We work well with colleagues across LSCft and in our partner organisations to enable patient centred, joined up care

Special conditions:

As a member of staff you have:

- Legal duties and responsibilities under health and safety legislation, plus a general duty to work safely and not to put others at risk, including colleagues, service users and visitors, as a result of any activity or omission at work.
- A duty to report any practice that you consider compromises standards of risk and health and safety. The Whistle-Blowing Policy gives effect to the Public Interest Disclosure Act under which an individual who raises such concerns for unfair treatment is protected.

All Lancashire and South Cumbria NHS Foundation Trust staff employed within all environments that have contact with service users, their families or systems to support them have a responsibility to safeguard and promote the welfare of children, adults and vulnerable families.

As a member of staff you must:

- All Lancashire and South Cumbria NHS Foundation Trust staff employed within clinical environments have contact with children, vulnerable adults, service users and their families must

familiarise themselves and be aware of their responsibilities and adhere to the local safeguarding

children's board, local safeguarding adult board and Lancashire and South Cumbria NHS Foundation Trust procedures for safeguarding and protecting children.

- The Trust places great emphasis on the need for the strictest confidentiality in respect of personal data; both that of service users and staff. All information about people will be treated in the strictest confidence at all times. Breaches of confidentiality will be investigated and may lead to disciplinary action being taken.
- The Trust views its responsibility under the Data Protection Act and the Caldicott Principles as central to all activities that are carried out in its name. Staff are therefore expected to acquaint themselves with the principles of information governance and to complete the mandated training modules which have been agreed.
- The Trust places great importance on sustainable development, reducing its carbon footprint and maximising the positive social, economic and environmental outcomes of Trust actions and activities. As an employee it will be your responsibility to minimise your environmental impact, use resources efficiently, saving energy by switching off unnecessary equipment, reducing waste generation, using recycling / redistribution facilities, minimising travel and saving water when possible. If your role involves purchasing / ordering supplies you must consider the environmental / sustainable impacts and purchase optimal environmental / sustainable products / services.
- All staff and contractors must follow Trust policies and procedures relating to infection prevention and control (IPC) including the Dress Code Policy. All staff have a duty of care in following best practice which is fundamental to IPC, which includes maintaining a clean and safe environment at all times. It is an expectation that Trust staff at all levels make IPC a priority as they perform their roles.

Promoting equality and reducing inequalities:

- You should understand and uphold organisational policies and principles on the everyday promotion of equality, diversity and inclusion.
- You should create an inclusive working environment which values a variety of ideas, experiences and practice, where differences are respected and celebrated for the benefit of ourselves, the Trust and the communities we serve.
- You should uphold the Trust's commitment to health and wellbeing.



**We are
Kind**



**We are
Respectful**



**We are
Always
Learning**



**We are a
Team**