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Author: Claire Ackerman	Date: May 2024



**University Hospitals
Plymouth**
NHS Trust

Job Description

Job Group	Multi-professional
Job Title:	Trainee Advanced Neonatal Nurse Practitioner
Existing Grade:	Agenda for Change (AFC) Band 7
Care Group:	Womens & Childrens Care Group
Service Line:	Neonatology Summary
Department:	Neonatal Intensive Care Unit
Location:	Level 5, Derriford Hospital
Appraiser:	Lead Advanced Neonatal Nurse Practitioner
Accountable to:	Neonatal Nurse Consultant
Position Number:	
Date:	June 2024

Job Purpose:

- To successfully complete an Advanced Practice Degree MSc (Level 7) programme in line with the trust framework for advanced practice and their primary professional regulatory body, with the expectation that on successful completion the post holder will move into a qualified Advanced Practitioner (AP) role at band 8a.
- The post holder will be working towards fulfilling the expectations and core capabilities of an AP as set out in the Multi-professional framework for advanced clinical practice in England (HEE, 2017) the UHP Trust Framework for Advanced Practice and the Trust AP Job Description.

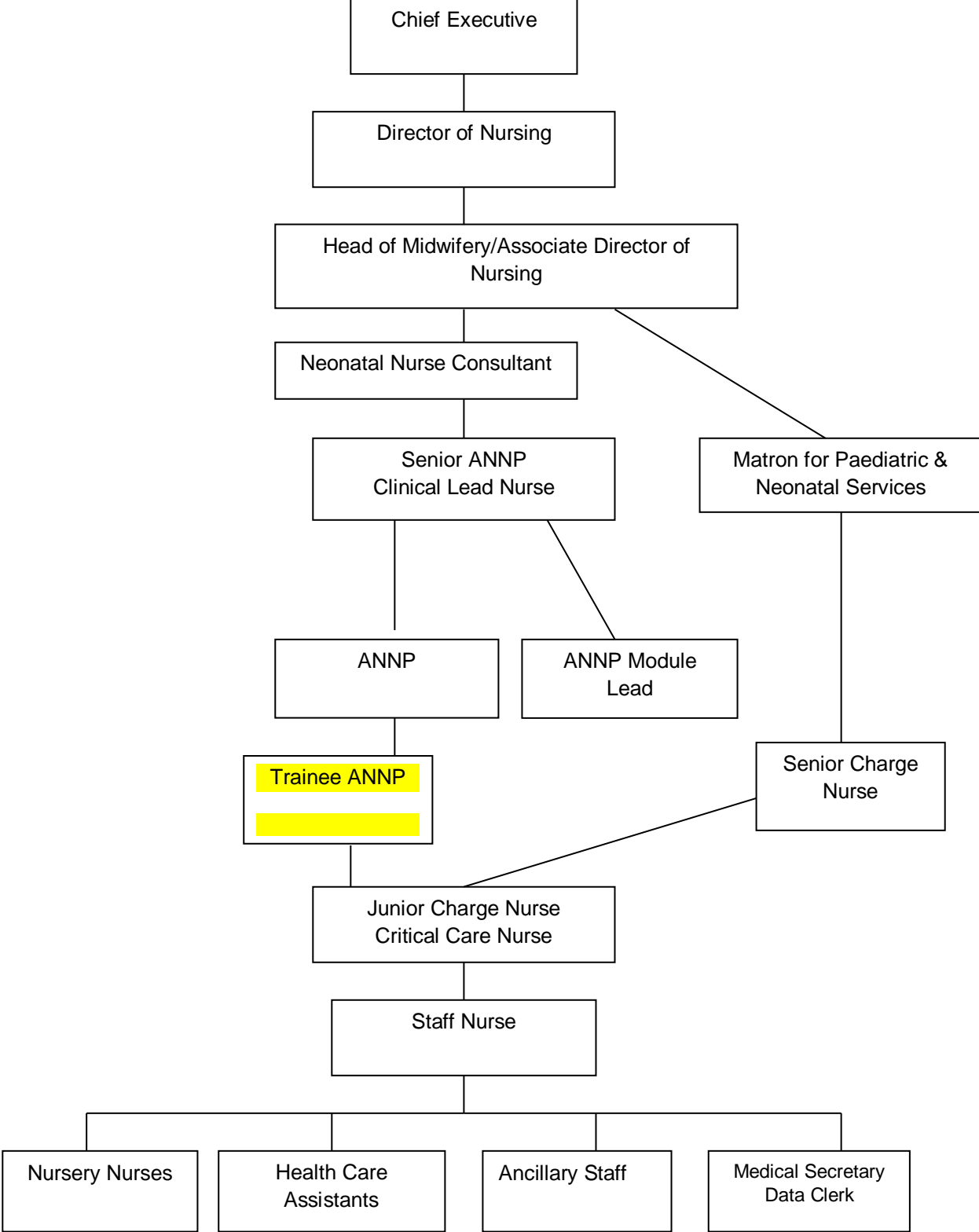
Key Dimensions:

As part of the AP programme the post holder will be working towards the following and on successful completion will be able to:

- Work in accordance with the Multi-professional framework for advanced clinical practice in England (HEE, 2017) the University Hospitals Plymouth (UHP) Trust Framework for Advanced Practice.
- Utilise advanced clinical skills within an interdepartmental and / or multidisciplinary team to ensure that patients within Neonates receive holistic, timely and high-quality care.
- Exercise autonomous clinical expertise, high levels of judgement, discretion and decision making in care, in accordance with their scope of practice.
- Draw on expertise on the four pillars of advanced practice to lead and influence improvements to standards of care.
- Develop a culture of organisational learning to inspire future and existing staff.
- Influence or lead on the improvement of care through clinical governance, audit, quality improvement and research in collaboration with clinical and academic colleagues.
- Demonstrate compassionate leadership in daily working

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Organisational Chart



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PRIMARY DUTIES & AREAS OF RESPONSIBILITY

The post-holder will be supported to develop skills, practices and behaviours which...

Clinical Practice

1. Assess, differentially diagnose, plan, implement and evaluate individual treatment interventions for patients by virtue of expert clinical judgement and close liaison with members of the MDT.
2. Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses.
3. Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, lifestyle advice and care.
4. Exercise professional judgement to manage risk appropriately, especially where there may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers.
5. Utilise complex decision-making skills to promote high quality care in unpredictable and challenging circumstances.
6. Ensure compliance with their respective code of professional conduct and work within their scope of practice.
7. Works in conjunction with the MDT to clearly define values, direction and policies impacting upon care.
8. Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate.
9. Be able to demonstrate a critical understanding of their broadened level of responsibility and autonomy. This includes being critically aware of their limits of their own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information.
10. Be responsible and accountable for their decisions, actions and omissions at this level of practice.
11. Utilise professional judgement and maturity, understanding when to seek help.
12. Demonstrate critical reflection on own practice, self-awareness, emotional intelligence, and openness to change.
13. Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive changes, using Health Education England's framework to promote person-centred approaches in health and care.
14. Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations and settings.
15. Evidence the underpinning subject-specific competencies i.e., knowledge, skills and behaviours relevant to the role setting and scope, and demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope.
16. Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks.
17. Actively implement effective systems and processes for infection control management whilst working clinically and be a role model for other members of the clinical team.
18. If applicable to role and profession, issue 'fit notes' in accordance with local and national guidance.
19. Initiate drug therapy/medication within the parameters of agreed clinical guidelines and in accordance with the legal framework you work under to supply and prescribe medicines (if from professional group legally entitled to prescribe)

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Leadership and Management

20. Role model the trust values, demonstrating a person-centred approach to service delivery and development.
21. Lead new practice and service redesign solutions in response to feedback, evaluation and need, working across boundaries and broadening sphere of influence.
22. Critically apply advanced clinical expertise to influence clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice.
23. Evaluate their own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced practice on service function and effectiveness, and quality.
24. Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments
25. Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.
26. Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements.
27. Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements.
28. Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others.
29. Demonstrate receptiveness to challenge and preparedness to constructively challenge others, escalating concerns that affect individuals', families', carers', communities' and colleagues' safety and well-being when necessary.
30. Negotiate an individual scope of practice within legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety.
31. With the support of the Leadership teams, makes representation as appropriate at various meetings, providing feedback to the organisation on clinical and professional issues which have an impact on care and standards of practice within their sphere of responsibility.
32. Participate in business planning and the development of financial bids for service development.
33. Discuss patient and relatives' experiences with them in order to prevent complaints from developing and to assist the management team in investigating and responding to complaints when they arise.
34. Participates in the investigation of clinical incidents and serious incidents. Leads and facilitates others to share lessons learned adapt systems and processes accordingly.
35. Support team members from a managerial perspective including direct line manager responsibilities, such as sickness management, appraisals and conduct management.

Education

36. Develop a culture of organisational learning to inspire future and existing staff.
37. Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others.
38. Responsively lead on driving an education agenda which facilitates the learning of the wider workforce, especially when key areas of growth are identified.
39. Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services.
40. Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.
41. Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning.

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42. Identify further developmental needs for the individual and the wider team and supporting them to address these.
43. Supporting the wider team to build capacity and capability through work-based and inter- professional learning, and the application of learning to practice.
44. Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.

Research

45. Develop a 'knowledge rich enquiry culture' where research values are promoted and encouraged.
46. Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.
47. Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.
48. Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers.
49. Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.
50. Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.
51. Critically engage in research activity, adhering to good research practice guidance, so that evidence-based strategies are developed and applied to enhance quality, safety, productivity and value for money.
52. Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding.
53. Disseminate best practice research findings and quality improvement projects.

COMMUNICATIONS & WORKING RELATIONSHIPS

54. Act as a role model demonstrating high standards of holistic care and provide clinical leadership across the Trust for this specialist area.
55. Acts as a mentor/clinical supervisor as appropriate.
56. Provides and receives highly sensitive, complex or contentious information relating to patient care and communicates such information to patients, relatives with empathy providing reassurance as required.

Key Working Relationships

57. Infants, parents and their families.
58. Chief Nurse.
59. Chief Executive.
60. Corporate Lead for Advanced Practice
61. Head of Education and Workforce development.
62. Deputy Chief Nurses.
63. Heads of Nursing /Associate Chief Nurses
64. AHPs and Healthcare Scientists
65. Matrons, Ward Sisters/Charge Nurses and all ward-based nursing staff.
66. Educational staff
67. Clinical Nurse Specialists
68. Consultant Practitioners

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- 69. Enhanced Neonatal Nurse Practitioners
- 70. Advanced Neonatal Nurse Practitioners
- 71. Speciality Lead AP
- 72. Clinical Director & Service Line Manager
- 73. Medical Staff
- 74. Patient Advice & Liaison staff (PALS).
- 75. Complaints and Governance Coordinators.
- 76. Human Resources staff.

FINANCIAL/PHYSICAL RESOURCES

- 77. Maximise the efficient use of resources and alert budget holders where treatment regimens change.

INFORMATION RESOURCES

- 78. Records personally generated information, maintains patient/client records to high information governance standards at all times.
- 79. Records and processes research results and disseminate effectively at appropriate levels.
- 80. Uses appropriate computer software in information analysis in relation to research data, i.e., be able to effectively use e CRF (electronic case report forms).
- 81. Ensures effective documentation in reporting of incidents using the approved channel.

OTHER RESPONSIBILITIES

- 82. To take part in regular performance appraisal.
- 83. To undertake any training required in order to maintain competency including mandatory training, e.g. Manual Handling.
- 84. To contribute to and work within a safe working environment.
- 85. The post holder is expected to comply with Trust Infection Control Policies and conduct him/herself at all times in such a manner as to minimise the risk of healthcare associated infection.
- 86. As an employee of the Trust, it is a contractual duty that you abide by any relevant code of professional conduct and/or practice applicable to you. A breach of this requirement may result in action being taken against you (in accordance with the Trust's disciplinary policy) up to and including dismissal.

Portfolio of practice

There is a requirement for all clinicians to maintain a portfolio of practice evidencing their ongoing work within the four pillars of advanced practice in line with the HEE (2017) Multi-professional Framework, including clinical assurances for their speciality area.

Progression to band 8a

Progression to band 8a will be reviewed upon completion of MSc in Advanced Practice (or equivalent), 3 years of AP training, educational supervisor confirmation of clinical competence and completion of non-medical prescribing (if from a profession legally entitled to undertake training and working within an area in which independent prescribing is required).

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Off-the-Job Time (SPA/OTJ)

The ratio of clinical: non-clinical time is 80:20. The 20% OTJ time allows the clinician the time to partake in activities associated with the education (including university taught sessions), research and leadership pillars. This is a professional responsibility and expectation. Provision of OTJ time comes with an expectation to be able to demonstrate output from activities and how it is associated with portfolio of practice. There will be occasions when the service or the operational pressures of the hospital require the clinician to work clinically during their OTJ session. Apprentices have protected OTJ time, and if asked to support the service clinically, this OTJ must be returned to the apprentice as time owing in lieu (TOIL).

This post has been identified as involving access to vulnerable adults and/or children and in line with Trust policy successful applicants will be required to undertake a Disclosure and Barring Service Disclosure check.

Note

This job description is neither definitive nor exhaustive and is not intended to be totally comprehensive. It may be reviewed in the light of changing circumstances following consultation with the post holder. This job description is to be read in conjunction with all current University Hospitals Plymouth NHS Trust policies, procedures & guidelines.

The default position is for trainees to undertake the AP Apprenticeship programme. It is understood this is not suitable for all, and alternative routes exist which may be explored if felt appropriate by the recruiting and corporate teams.

THE TRUST –VISION AND VALUES

Our vision is to provide outstanding integrated care. To achieve our vision, we expect all our staff to uphold our Trust values. Our Trust values are:

- 87. Put people first
- 88. Take ownership
- 89. Respect others
- 90. Be positive
- 91. Listen, learn, improve

We recruit competent staff that we support in maintaining and extending their skills in accordance with the needs of the people we serve. We will pay staff fairly and recognise the whole staff's commitment to meeting the needs of our patients.

We are committed to equal opportunity for all and encourage flexible working arrangements including job sharing.

We are committed to recruiting and supporting a diverse workforce and welcome applications from all sections of the community, regardless of age, disability, gender, race, religion, sexual orientation, maternity/pregnancy, marriage/civil partnership or transgender status. We expect all staff to behave in a way which recognises and respects this diversity, in line with the appropriate standards.

More information is available on the trusts network page: <https://www.plymouthhospitals.nhs.uk/staff-networks>.

All Job Holders are required to...

- 92. Work to the Trust values - Put patients first, Take ownership, Respect others, Be positive, Listen, learn and improve.

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93. Adhere to Trust policies and procedures, e.g. Health and Safety at Work, Equal Opportunities etc.
94. Maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff development and training.
95. Attend statutory, essential and mandatory training.
96. Respect the confidentiality of all matters relating to their employment and other members of staff. All members of staff are required to comply with the requirements of the UK Data Protection Act 2018/UK General Data Protection Regulation (UK GDPR) or "Data Protection legislation" which encompasses both laws.
97. Comply with the Corporate Governance structure in keeping with the principles and standards set out by the Trust.
98. Comply with the codes of professional conduct set out by the professional body of which registration is required for the post.
99. Ensure they are familiar with the Risk Management Framework, follow policies, procedures and safe systems of work, make known any hazards or risks that they identify and take all necessary actions to reduce risk.
100. Ensure the welfare and safety of children within their care. This includes staff who come into contact with children and families in the course of their work as well as those staff who have a specific role with children and families.
101. Ensure they attend Child Protection training at the appropriate level within the specified time frame.
102. Staff must comply with Safeguarding Policies and Procedures in order to promote safeguarding and prevent abuse to vulnerable people using Trust services.
103. Maintain the prevention and control of infection and fully comply with all current Trust Infection Control policies and procedures.
104. Take responsibility for any records that they create or use in the course of their duties, in line with the Public Records Act and be aware that any records created by an employee of the NHS are public records and may be subject to both legal and professional obligations.

All Managers are responsible for...

105. Assessing risks and implementing the necessary actions to minimise these risks within their sphere of responsibility. They must also enable staff to attend the relevant statutory and essential training.
106. Managing attendance in accordance with the Trusts Attendance Management Policy.

All Heads of Departments are responsible for...

107. Ensuring all necessary risk assessments are carried out within their division, Service Line or department in liaison with relevant sources of specialist support and expertise within the Trust. They must also ensure that the risk management process is completed appropriately.

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PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE
KNOWLEDGE & EXPERIENCE	<ul style="list-style-type: none"> - Significant demonstrable experience within Neonatal Intensive Care - Management ability and demonstrable leadership experience - Excellent clinical and practical skills - Demonstrable experience of education and supervision 	<ul style="list-style-type: none"> - Enhanced clinical practice skills - Change management skills - Multi-professional supervision - Appraisal skills - Implementing/influencing policy and clinical guidance - Recent demonstrable experience in clinical audit and quality improvement
QUALIFICATIONS	<ul style="list-style-type: none"> - Statutory Professional Registration - Professional Degree - Demonstrable evidence of ability to work at academic level 7 (prior level 6 or level 7 study, or if appropriate, willingness to submit academic piece for assessment). - Recognised Qualification in Speciality Course - Newborn Life Support provider 	<ul style="list-style-type: none"> - Management package - Instructor on life support courses (BLS/NLS/APLS) - Independent non-medical prescribing, (if required within service) - Education/Mentorship/ Supervision Course - Leadership course - Professional Nurse Advocate or equivalent
APTITUDE & ABILITIES	<ul style="list-style-type: none"> - Ability to recognise and analyse complex situations and take appropriate action. - Evidence of relevant, recent study and continuing professional development - Ability to communicate effectively both in written and verbally from. - Flexible and responsive to changing environments. - Demonstrate understanding and incorporates customer care. - Ability to work with complex and diverse health informatics systems. - Ability to manage own case load working to priorities and deadlines. 	
DISPOSITION / ATTITUDE / MOTIVATION	<ul style="list-style-type: none"> - Demonstrates an enthusiastic, approachable and friendly manner. - Work within the flexible working policy. - Ability to manage work and life balance to ensure effectiveness and wellbeing. - Time management - Use own initiative, work independently and recognise when to seek help. 	
OTHER FACTORS	<ul style="list-style-type: none"> - Awareness of local and national health policy. 	