COMPETENCE LEVELS ON JOB DESCRIPTIONS

NHS Competencies – Applies to All Staff

Communication

This dimension relates to effectively communicating the needs and requirements of patients, carers, staff and others to provide excellent care and service. Effective communication is a two way process. It involves identifying what others are communicating and the development of effective relationships as well as one's own communication skills .

Level 1	Level 2	Level 3	Level 4
Communicate with a limited range of people on day-to-day matters.	Communicate with a range of people on a range of matters	Develop and maintain communication with people about difficult matters and/or in difficult situations	Develop and maintain communication with people on complex matters, issues and ideas and/or in complex situations

Personal and People Development

This dimension is about developing oneself using a variety of means and contributing to the development of others during ongoing work activities. This might be through structured approaches (eg appraisal and development review, mentoring, professional/clinical supervision) and/or informal and ad hoc methods (such as enabling people to solve arising problems and appropriate delegation)

Level 1	Level 2	Level 3	Level 4
Contribute to own personal development	Develop own skills and knowledge and provide information to others to help their development	Develop oneself and contribute to the development of others	Develop oneself and others in areas of practice

Health Safety and Security

This dimension focuses on maintaining and promoting the health, safety and security of everyone in the organisation or anyone who comes into contact with it either directly or through the actions of the organisation. It includes tasks that are undertaken as a routine part of one's work such as moving and handling

Level 1	Level 2	Level 3	Level 4
Assist in maintaining own and others' health, safety and security. For example:	Monitor and maintain health, safety and security of self and others	Promote, monitor and maintain best practice in health, safety and security	Maintain and develop an environment and culture that improves health, safety and security

Service Improvement

This dimension is about improving services in the interests of the users of those services and the public as a whole. The services might be services for the public (patients, clients and carers) or services that support the smooth running of the organisation (such as finance, estates).The services might be single or multi-agency and uni or multi-professional. Improvements may be small scale, relating to specific aspects of a service or programme, or may be on a larger scale, affecting the whole of an organisation or service.

Level 1	Level 2	Level 3	Level 4
Make changes in own practice and offer suggestions for improving services	Contribute to the improvement of services	Appraise, interpret and apply suggestions, recommendations and directives to improve services	Work in partnership with others to develop, take forward and evaluate direction, policies and strategies

Quality

This dimension relates to maintaining high quality in all areas of work and practice, including the important aspect of effective team working. Quality can be supported using a range of different approaches including codes of conduct and practice, evidence-based practice, guidelines, legislation, protocols, procedures, policies, standards and systems. This dimension supports the governance function in organisations – clinical, corporate, financial, information, staff etc.

Level 1	Level 2	Level 3	Level 4
Maintain the quality of own work. For example:	Maintain quality in own work and encourage others to do so	Level 3 Contribute to improving quality	Develop a culture that improves quality

Equality and diversity

It is the responsibility of every person to act in ways that support equality and diversity. Equality and diversity is related to the actions and responsibilities of everyone – users of services including patients, clients and carers; work colleagues; employees, people in other organisations; the public in general

Level 1	Level 2	Level 3	Level 4
Act in ways that support equality and value diversity. For example:	Support equality and value diversity	Promote equality and value diversity	Develop a culture that promotes equality and values diversity

IT

All roles have at least a basic level of IT expertise. The levels are described below.

Level 1	Level 2	Level 3	Level 4
Ability to access a PC or laptop. Ability to read and send emails and type basic documents via Microsoft Office. Can read information in a database.	Can read and send emails including attachments and use diary functionality. Can input and extract data from databases. Can amend information in own ESR record.	Can merge documents, can use advanced formatting, forumulas and functions. Can extract and validate data from databases	Management of IT systems and data warehouses.

Personal Competencies – Applies to all non-leadership roles

Interpersonal Sensitivity

Awareness of other people and environment and own impact on these. Actions indicate a consideration for the feelings a\nd needs of others (but not to be confused with 'sympathy')

Roles Not Requiring Professional Registration – Level 1	Roles Requiring Professional Registration – Level 2
Treats all individuals with respect, resonds sensitively to differences. Shows care and compassion to all they come into contact with.	Treats all individuals with respect, resonds sensitively to differences and encourages others to do so. Shows care and compassion to all they come into contact with.

Courage

To usitilise one's convictions and have the confidence to act in the best interest of people who use services

Roles Not Requiring Professional Registration – Level 1	Roles Requiring Professional Registration – Level 2
Willingness to raise concerns when practice is not as it should be	Willingness to challenge others and to raise concerns when practice is not as it should be

Teamworking

The process of working collaboratively in a group in order to achieve a goal

Roles Not Requiring Professional Registration – Level 1	Roles Requiring Professional Registration – Level 2
Willingness to participate as a full member of a team of which he/she is not a leader. Contributes even when team is working on something of no direct personal interest. Shows commitment to team and organisational goals.	Willingness to participate as a full member of a team and encourages contribution of all team emmbers. Drives team and organisational goals

Leadership Competencies – Applies to all leadership roles

1. **Strategic Leadership – *Vision and Direction***
   Requires our leaders to be innovative, creative and to drive change for organisational purpose. They must also be able to create and communicate a compelling vision and give direction, manage ambiguity as well as watching and acting in a fresh and informed way to optimise potential.

Level 4	Level 3	Level 2
Generates ideas to support the strategy, vision and direction of the Trust – and translates what the strategy means for their Team.	Contributes to Strategy, Vision and Direction of the Trust, and translates what it means for their Service/Business area	Capable of setting a strategy, vision and direction at a Trust-wide level.
Supports changes to how their Team operates in line with the Trust strategy and objectives.	Drives change in their Service/Business Unit in line with the Trust strategy and objectives	Drives change to achieve organisational purpose and objectives
Adaptable and flexible in the face of change	Copes with ambiguity and seeks clarity for their service/professional area	Creates clarity out of ambiguity for the Trust and their Team
Conveys a clear and compelling future to their team	Sets a compelling strategy for their service/business area in line with the Trust objectives	Creates a compelling vision – Trust-wide
Able to generate some innovative and creative solutions for their team	Innovative and creative solutions for their professional /service/business area	Innovative and creative solutions which link all areas of the Trust – and service users
Looks outside own area/team to keep ideas fresh	Looks to other teams and professions to keep their ideas fresh	Looks to other trusts and industries to keep their ideas fresh and informed
Solutions in their team consider the longer term impact as well as short term	Strategies take on board longer term developments within their profession and service	Strategies consider long term developments impacting on the NHS and the Trust (e.g. political, economic, demographic etc.)
Considers cost effective solutions within their Team/area	Adopts a commercial perspective towards their service area/profession	Considers the broad commercial perspective in relation to the Trust, the NHS and beyond

2. People Leadership: *Engaging and Motivating*
Requires our leaders to harness difference and passion, as well as coaching, influencing and networking. They must also be able to lead, build and evolve effective teams and inspire the contributions of individuals.

Level 4	Level 3	Level 2
Acts as a role model for their team in terms of their integrity and professional standards	Acts as a role model for their profession/service in terms of their integrity and professional standards	Inspires the contribution of individuals and teams throughout the trust through their integrity, passion, high standards and personal excellence
Spots talent within their team and shows the skills and motivation to coach and develop others	Quickly spots talent within their service/professional area and gives up their own time to coach and develop this talent	Quickly spots talent at all levels Trust-wide, shows a passion for coaching and developing talent and commits time and resources accordingly
Adopts a leadership style which is appropriate for the needs of their team	Able to adapt their leadership style to the needs of their profession and service area.	Skilfully tailors their leadership style according to changes within and outside of the Trust, as well as the situation they are dealing with.
Observes relevant Equality legislation and diversity policies in their people management practices	Promotes diversity and equality in all respects in relation to their profession/service area	Spots and harnesses opportunities to foster diversity and equality Trust-wide – sets a role model in this regard
Able to persuade and motivate through a well prepared and reasoned case.	Motivates and persuades through showing their passion as well as their knowledge of the facts	Shows deep insight of influencing, motivational and negotiating tools using a balance of logic/hard facts – appeals to hearts and minds in a charismatic way.
Able to confront and deal with performance and behavioural issues within their team in a timely and appropriate manner.	Will not accept or tolerate mediocre performance from individuals within their service/profession	Sets a culture of high performance and professional behaviour Trust wide.
Delegates appropriately, trusts others, sets clear expectations and provides clear, timely and constructive feedback.	Promotes a transparent and open culture within their service/profession	Promotes a culture of trust, openness and honesty within the Trust through constructive feedback, sharing of information and seeking other's views.
Shows appreciation of the need to build and develop a high quality team	Shows insight and knowledge into team building techniques	Recruits, leads and builds high quality teams where all are inspired to contribute
Appreciates the need to balance hard work with an enjoyable working environment	Recognises and acknowledges high performing individuals – and celebrates team and individual achievements	Creates an culture where people perform and enjoy what they do, and also where their life outside work is respected
Proactively networks, building positive working relationships within their team and across other teams.	Develops effective peer and stakeholder networks and positive relationships within their service area and throughout the Trust.	Looks ahead to identify external partnerships that will be useful to the Trust and takes action to forge relationships with them

3. People Leadership – *Communication*   *Requires our leaders to communicate actively, intelligently and effectively.*

Level 4	Level 3	Level 2
Appropriately communicates rather than withholds information from others and their team	Proactively communicates and prepares their message and how/when they will deliver it	Communicates actively and intelligently – sharing the right level of information, in the right way, and at the right time
Seeks feedback on the effectiveness of their communications and interpersonal style – and learns from the feedback	Demonstrates good interpersonal and communication skills and shows a strong awareness of their impact on others	Highly self-aware and effective communicator at all levels in a variety of situations (e.g. one-to-one, meetings, presentations, conflict situations etc.)
Seeks and listens to other's comments and advice	Shows effective listening and responding skills, so others feel 'heard' and their viewpoints appreciated	Actively listens and takes on board other people's ideas and opinions – building on them as appropriate.
Able to deliver their message and views effectively so they area 'heard, appreciated and understood by others	Clear and interesting verbal communication style	Inspiring verbal communication – clear, succinct yet engaging and warm. Uses varied voice tone, metaphor and analogy to make their point in an interesting way.
Able to credibly handle difficult questions and comments	Prepares for difficult questions, handling them confidently and appropriately	Anticipates 'difficult questions' and responds to them intelligently and appropriately, admitting when they don't know all the answers.
Tailors their communication style as appropriate to their audience	Credible and intelligent communication style	Brings others on board by communicating credibly, intelligently and inspirationally, pitching their message at the right level.
Approachable communication and interpersonal style, so others will seek their advice	Seeks the views of others within their profession/service area and their advice is sought in turn by key figures at all levels	Approachable, and listens to/seeks views of others about the things that really matter to them and the Trust.
Open and honest communication	Able to communicate the less positive as well as the good news	Communicates with integrity and authenticity.
Appropriate body language which matches the content of the message	Strong appreciation of the importance of body language in conveying their message and building rapport with others	Manages own body language and non-verbal communication to maximise the impact of their verbal communications – aware that it is not just *what* they say, but *how* they say it that is important.
Able to deliver clear and credible presentations	Delivers well prepared, engaging and influential presentations	Delivers sophisticated presentations which appeal to different personalities/learning styles and capture the audience
Clear and easy-to-read written communications	Written communications are presented in an appropriate tone for the audience, with a clear beginning, middle and end	Intelligent, well-researched and clear written communications – presented in a persuasive and inspirational tone for the reader, with the most important facts highlighted

4. Performance Leadership – *Situational Judgement* (decision making, analysis and problem solving)
Requires our leaders to show good situational judgement and decision making.

Level 4	Level 3	Level 2
Takes decisions for the overall benefit of their team – and 'sells' them accordingly to their team.	Makes decisions for the overall benefit of their service/profession, with some consideration on their overall impact on the Trust.	Makes judgments and decisions which are in the best interests of the Trust, before consideration of self, own profession or team.
Considers the cost benefits when taking decisions and generating solutions.	Decisions draw on a range of factors (e.g. Impact on service users, previous knowledge/experience of similar situations, stakeholders, service delivery, costs, needs of their service/profession etc.)	Decisions take into account a broad range of factors, both internal and external to the Trust as well as the long term perspective.
Able to objectively analyse the pros and cons of a situation before coming to a decision	Strong analytical skills – carries out the relevant research and is confident handling a range of information and data – i.e. numerical, written/verbal and the unfamiliar	Shows a very high level of analytical skills – quickly seeks and absorbs all relevant information presented (facts/data etc.) whilst making a decision.
Prepared to take some calculated risks in decision making without jeopardising safety, ethics or service delivery	Comfortable to take a decision when needed, even if there are some information gaps	Able to see where information is missing – but will still make a calculated decision in the absence of all the facts – considers the potential impact and outcomes of all the options.
Consults with their team or appropriate others when coming to a decision	Seeks advice from relevant professionals/managers/stakeholders when taking decisions, ensuring their decisions are not unnecessarily slowed down	Able to seek and take on board third party or expert advice in relation to decisions about specialist issues/areas – doesn't necessarily think they 'know it all.
Prepared to make some decisions which may be unpopular with some of their team – and to take responsibility for them	Prepared to make some decisions which may be unpopular with some members of their profession and/or service, – and takes responsibility for them	Prepared to make some unpopular decisions for the overall sake of the Trust – doesn't shy away from making the important yet difficult decisions
Prepared to adapt their decisions and solutions in the light of new requirements or information presented to them	Although supports their original decision, accepts where some changes may be needed following advice from others or changes in strategy	Although sets clear and firm decisions – is prepared to be flexible and/or admit they've got it wrong (e.g. in the light of new information) – and explains why they've changed direction

5. Performance Leadership – *Planning, organising, attention to detail, quality and budget management*
Requires our leaders to connect with the difficulty of the task whilst remaining solution oriented.

Level 4	Level 3	Level 2
Plans, allocates and releases resources to meet team and personal objectives	Plans, allocates and releases resources to meet service/professional and personal objectives	Allocates and mobilises resources effectively to achieve strategic objectives.
Sets plans and targets for self and direct reports to deliver team objectives	Sets plans and targets for self and direct reports to deliver service-wide and professional objectives	Sets clear plans and targets for self and others throughout the Trust to raise standards and deliver stretch goals and objectives
Uses tools to effectively manage own time and personal organisation/administration (e.g. outlook diaries, planners, to-do lists etc.)	Sets priorities and allocates appropriate amounts of time to important and urgent tasks	Delegates appropriately and uses others effectively (e.g. PA) to ensure they are on top of their own personal organisation
Ensures deadlines are spaced out (rather than all stacked up together), and reviews progress towards team and individual objectives	Ensures progress towards objectives is regularly tracked for their professional/service area	Sets sub-goals to track and monitor progress at regular intervals both at an individual, team and service level
Effectively manages their team budgetary responsibilities	Effectively manages their service/professional budget, identifies flexible ways of managing budget pots, and of tapping into other budgets when necessary	Shows excellent knowledge of budgets and figures, pre-empting, tracking and remedying areas of potential over/under-spend – able to set and monitor large budgets, with advice of the FD
Shows the ability to multi-task – getting their 'hands dirty' when necessary to meet deadlines and objectives	Able to multi-task and juggle multiple stakeholder demands and service objectives	Able to juggle multiple tasks and deadlines and to keep an overview of progress on multiple large-scale Trust-wide projects/objectives
Sets performance and service standards for their team, and identifies ways of reviewing them	Sets quality and performance standards for their service/professional area and ensures they are monitored regularly	Sets trust wide standards for quality delivery, together with monitoring tools and techniques
Own work and that of their team members appears to be regularly checked and errors and omissions flagged up (e.g. in relation to RIO, case-notes/records etc.)	Values the importance of attention to detail and an organised, systematic approach to their own work, and towards the work of those they manage	Strong attention to detail and ability to make links between different sources of information, without being 'too hands on' (e.g. quickly able to spot and correct mistakes/omissions at both the presentation and content levels)
Generates solutions to enable timely and quality delivery in the face of a challenge or blockage	Able to generate practical, pragmatic solutions which balance service delivery with cost – to required timescales	Able to find a workable solution to the most challenging of situations, where others may feel defeated and deadlines are compromised

6. Performance Leadership – *Drive and Resilience*
Requires our leaders to drive continuously for improved outcomes, show resilience, stamina, pace, energy and visibility.

Level 4	Level 3	Level 2
Driven towards continuous improvement and quality for their team	Practices the highest professional standards in line with their service /professional code of practice	Drives continuously for improved outcomes throughout all areas of the Trust, as well as in relation to their own professional remit
Able to cope positively with challenges and difficult situations – and learns from them	Shows resilience and stamina whilst under pressure – optimistic, solution oriented and able to bounce back from challenges and difficult situations	Thrives on pressure and challenges – sees them as part and parcel of a senior management role within the NHS
Energetic, and able to work at a very fast pace – impressive levels of both work output – and quality	Conveys high energy and activity, without appearing 'too busy' to respond to requests	Energetic and highly visible leader – manages to fit a range of meaningful and high profile activities into their day
Strives for outstanding results for their team, without appearing unrealistic – committed and driven to give their best	Tenacious and driven in pursuing opportunities and excellence for the benefit of their service area/profession	Will not settle for 'acceptable or second best' –seeks ways to improve quality standards and outcomes throughout the Trust
Adopts a range of stress management tools, techniques and approaches to help manage their own pressure and stress levels	Is not only knowledgeable about managing their own stress, shows empathy and gives advice to others in this respect. Is fully aware of the legal implications of stressed staff, and of the need to consult with HR	Highly resilient towards stress, but appreciates that not everyone may be as resilient – so promotes culture throughout the Trust where stress is prevented and tackled
Recognises signs of stress in themselves and others – and seeks advice on how to deal with it	Promptly spots when others are showing signs and symptoms of stress – and acts quickly and with empathy	Inputs to the Trust's policies and strategies on stress, pressure and wellbeing for both staff and service users – keen to prevent a stressful working environment and to address the causes
Able to cope in crisis situations – maintains objectivity and a 'clear head'	Copes well in a crisis – takes the lead, but at the same time draws on the support and advice of others in such situations	Calm and clear thinking in crisis situations – acts as a role model in this respect, who others look to proactively take charge.

7. Personal Motivation

Requires our leaders to be kind, respectful and courageous. They must demonstrate personal pride and authenticity, they should be curious and optimistic, be ambitious for themselves and others as well as continually improving their own performance.

Level 4	Level 3	Level 2
Motivated by helping others - shows a kind and respectful approach to all they come into contact with	Motivated by helping their service area/profession to treat others (in particular, service users) fairly, kindly and with dignity	Strategies, policies and practices set by them incorporate respect for their staff, service users and other relevant stakeholders – ensuring they are handled kindly, fairly and with dignity
Shows courage to challenge those who do not act in an ethical, kind, honest, fair or principled way	Shows courage to stand up for those who are not treated fairly or kindly, and to challenge those within their profession or service area who do not act with integrity or live the Trust's values	Shows courage to challenge the status quo and the way 'things have always been done' for the overall benefit of the Trust and its service users
Takes a personal pride in everything they do, remaining true to their values	Comes across as an authentic, genuine and principled role model for their profession / service area	Takes personal pride in being a member of the Trust and appears authentic and genuine in interactions with all staff and stakeholders – with the interests of the Trust at the heart of all they do
Adopts an optimistic approach, so they are motivated towards positivity, rather than negativity	Optimistic approach regarding their own and other's ability to achieve and overcome obstacles	Optimistic approach towards the future of the Trust – and their role within it
Curious and eager to learn about new things	Open minded and curious about the latest developments in their specialist service area/profession	Open minded and curious towards new approaches and innovations impacting on the Trust and the NHS in general
Ambitious to progress further within the Trust as they feel they have a lot to offer	Ambitious – keen to progress at least one step further and/or to get to the top of their profession	Ambitious for themselves – would like to see themselves on the Board level of an NHS Trust in the near future
Keen and encouraging towards their direct reports – wants them to do well and achieve	Ambitious for others throughout their service area/profession – wants them to get on and give of their best	Ambitious for others – keen to promote their people and to see them doing well – even if it means losing them to another Trust. Sets a role model in this respect so others want to work for them.
Aware of their own strengths and development areas – and of their impact on others	Self-aware and responsive to feedback from others	Self-aware and proactively seeks – and acts on feedback from all levels within the Trust – continually improves their own performance