

JOB DESCRIPTION & PERSON SPECIFICATION

Job title: Cardiology Paediatric Trainee Advanced Clinical Practitioner (ACP) – Band 7

GOSH profile

Great Ormond Street Hospital for Children NHS Foundation Trust (GOSH) is an international centre of excellence in child healthcare. GOSH is an acute specialist paediatric hospital with a mission to provide world-class care to children and young people with rare, complex and difficult-to-treat conditions.

Together with our research partner, the UCL Great Ormond Street Institute of Child Health, we form the UK's only academic Biomedical Research Centre specialising in paediatrics. Since its formation in 1852, the hospital has been dedicated to children's healthcare and to finding new and better ways to treat childhood illnesses.

Great Ormond Street Hospital receives nearly 300,000 patient visits (inpatient admissions or outpatient appointments) every year (figures from 2018/19). Most of the children we care for are referred from other hospitals throughout the UK and overseas. There are 60 nationally recognised clinical specialities at GOSH; the UK's widest range of specialist health services for children on one site. More than half of our patients come from outside London and GOSH is the largest paediatric centre in the UK for services including paediatric intensive care and cardiac surgery.

Through carrying out research with the UCL Great Ormond Street Institute of Child Health, University of London and international partners, GOSH has developed a number of new clinical treatments and techniques that are used around the world.

The UK's only academic Biomedical Research Centre (BRC) specialising in paediatrics is a collaboration between GOSH and UCL Great Ormond Street Institute of Child Health. We are a member of University College London (UCL) Partners, joining UCL with a number of other hospitals – an alliance for world-class research benefitting patients.

In partnership with six other NHS trusts, we are the lead provider for North Thames Genomics Medicine Centre, part of the national 100,000 Genomes Project.

Great Ormond Street Hospital at a glance



Great Ormond Street Hospital Culture and Values

The Trust has developed the Always Values with our staff, patients and families that characterise all that we do and our behaviours with our patients and families and each other.

Our Always Values are that we are:



Diversity & Inclusion

Here at GOSH, we believe that improving lives for our patients begins with improving how we learn, work and grow as colleagues. So, we're changing. We know that we need to develop a more inclusive culture where everyone feels seen and heard. By growing an ever more diverse workforce, we'll have a greater range of perspectives and knowledge in our GOSH community, meaning that we can provide the children and young people at our hospital with even better care. At GOSH we have opportunities for our staff to engage with colleagues through the following networks: REACH (Race, Ethnicity and Cultural Heritage) ENABLED (Enhancing Abilities & Leveraging Disabilities Network), PRIDE & Women's networks.

Job title	Paediatric intensive Care Trainee Advanced Clinical Practitioner (ACP)
Directorate	Heart & Lung
Band	7
Supervised by	Named Consultant Supervisor & ACP
Type of contract	Permanent
Hours per week	37.5
Location	Great Ormond Street Hospital
Budgetary responsibility	Awareness of trust financial status, & optimising service effectiveness, ability to support change and sustain safe high quality clinical practice
Manages	Student nurses, nurses, other trainee ACPs, Allied Health Professionals, families and relatives, visitors, specialist clinical teams, sustainable change projects, charities & support services, supports quality sustained improvement & change within the clinical area, new models of care, new ways of working

Cardiology Services

Paediatric cardiology works across the patient and family clinical care pathway, based within the Cardiology Ward and High Dependency (Bear) with 23 beds (including 8 HDU), and the Cardiac Day Unit (Walrus) a busy dynamic procedure unit with 7 beds, both for children and young people with specialist cardiology surgical or medical care needs as part of their congenital or acquired heart disease.

Children are treated from birth until adolescence when they are transferred to the Grown Up Congenital Heart Unit (GUCH). The team provides a tertiary referral service, nationally and internationally.

Bear Ward specialises in caring for children who are pre and post cardiac surgery; pre and post cardiac catheterisation, who have congenital/acquired cardiac disease, with many specialist national heart services such as pre and post heart/heart & lung transplant, persistent pulmonary hypertension, inherited cardiovascular disease, heart failure and specialist heart support devices.

The ward has a designated High Dependency Unit (HDU), which ensures the appropriate levels of care for sick children, making the best use of trained staff and relieving unnecessary long and short-term pressures on [Flamingo Ward](#) (Cardiac Intensive Care Unit) facilities. There is currently new development plans across these areas with new opportunities to define the care pathway and clinical workforce.

Our staff across heart and lung services are acutely aware of the stress on parents and relatives of children who are admitted to the unit and have developed a large support network. We have a team of family liaison nurses, play specialists, accessibility to interpreters, social workers, and psychological support for those who need it.

The trust is also committed to supporting staff with a dedicated staff support hub, across the multiprofessional workforce and understand that the pressures on individual staff.

Main purpose of the job

Scope of the role Trainee Cardiology Advanced Clinical Practitioner

- Clinical expert – To develop the ability to provide direct expert clinical care to a designated case load of children & young people, in the Cardiology environment through developing skills for effective case management, handover, health assessment, specialist skills, consultation, clerking, initiation of treatment, formulation & alteration of treatment, monitoring of care programmes & pathways. Development of advanced decision-making skills. This will include non-medical prescribing & requesting, performing, interpreting & actioning of diagnostic tests. Development of specialist skills for the arena, including venous cannulation, chest tube drain management, European Advanced Paediatric Life Support, surgical wound management, anticoagulation management and outlier assessment, safe, high quality effective patient discharge and networking and coordinating with community-based care.
 - Education & training - Play a supportive & developmental role in the evidenced based education of the multidisciplinary team & other health professionals using the knowledge, skills and experience of your clinical and academic learning. The individual will be supported to complete training for the specialist arena as per the
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Royal of College of Paediatric and Child Health (RCPCH) and to complete the masters at a Higher Institute of Education (HEI)

- Clinical Leader - To develop your current skills towards being an autonomous proactive, dynamic clinical team leader within the clinical team & across professional boundaries (NES 2010), working as part of a team of Advanced Clinical Practitioners (ACP), Trainee ACPs in cardiology & across hospital services. Ability to line manage self and start to support other clinical staff developing advanced skills
- Evidence base practice - To embed in practice through knowledge of local and national quality improvement, research & audit to enhance and improve patient care and outcomes. Working toward understanding the development of new evidence based practice through audit and research skills and how this influence, changes patient care
- Clinical outcomes - To start to learn and understand the quality assurance initiatives & key performance indicators to support clinical practice outcomes and the influence and effectiveness of ACP roles. Learning and understanding the importance of data to support practice and support future changes in practice.
- Patient journey - To streamline the patient journey based on the ACP philosophy (HEE 2017). Ensure patients understand their clinical pathway as well as the staff caring for these children and young people
- Advanced communication – promotes effective, sensitive, and professional communication both written and verbal, within the team, across teams & with children, young people & families. Demonstrate and learn about the strength of active listening.
- Sustainable best practice - To support clinical practice across the service by assisting in the development and ensuring the consistent use of clinical protocols, guidelines, care pathways & care bundles. Understanding the strength of organisational memory.
- Trainee ACPs – to work within the national frameworks of Advanced Clinical Practice (HEE 2017), as well as trust guidance, governance structures and your own professional standards of practice. To attend & complete a nationally recognised ACP paediatric training at masters level with a Higher Educational Institution & complete the workbased assessment to transition into ACP role (Band 8).

Key working relationships

Internal: Lead Advanced ACP, Medical teams, Specialist Haematology, Nursing team, Matrons, Ward Manager, families & patients, ACPS, trainee ACPs, Clinical Nurse Specialists (CNS), Outpatients Department teams, Psychosocial team, other multi-disciplinary teams, diagnostic & laboratory staff, operating theatres, Allied Health Professionals, data & audit team, risk team, Quality & Improvement team, Pharmacy, Neonatal Nurse Advisor, Family Liaison Team & Chaplaincy, Outcomes & Experience Research in Children's Health, Illness & Disability (ORCHID),

External: Families, visitors, children's community services, nursing teams, referring/receiving hospitals, charities & support services, national professional groups, local hospitals, Health Visitors, Children's Community Nursing Teams, GPs, General Paediatricians, Childrens Cardiac Network teams, General Practitioners

Main duties and responsibilities:

The Trainee Paediatric Cardiology ACP will be expected to:

Demonstrate the four pillars of excellence (HEE 2017)

- Clinical practice
- Leadership
- Facilitation of learning
- Evidence base research and development into practice

Advanced Clinical Practice (HEE 2017)

Advanced clinical practice is delivered by experienced, registered Nurses & Allied Health Professionals. You will be registered with your professional regulatory body. It is a higher level of practice characterised by a high degree of autonomy and complex decision making. This is underpinned by a master's level award or equivalent that encompasses the four pillars of clinical practice, leadership and management, education, and research, with demonstration of core capabilities and area specific clinical competence.

<https://www.hee.nhs.uk/sites/default/files/documents/multiprofessionalframeworkforadvancedclinicalpracticeinengland.pdf>

Advanced Clinical Practitioners embodies the ability to manage clinical care in partnership with individuals, families, and carers. It includes the analysis and synthesis of complex problems across a range of settings, enabling innovative solutions to enhance people's experience and improve outcomes.

The role will require a combination of:

- Educational theoretical & practical expertise.
- The capability to apply expert specialist in depth knowledge (RCPCH).
- Ability to make clinical decisions through critical thinking, analysis & reflection.
- Development advanced communication & teamwork.

Educational level

- Trainee ACPs take on education and training to a minimum of master's level with a recognised Higher Institute of Education (HEI) course provider.
- Trainee ACPs are recognised as having maintained a personal portfolio of practice to demonstrate level of continuous learning and to continue this into their ACP role.
- Ongoing skill development relevant to the clinical arena.

Clinical Practice

Decision making / clinical judgement and problem solving.

- Learning & demonstrate clinical skills drawing on knowledge, critical thinking, reflection in decision making, towards a differential diagnosis.
- Learning to make decisions with confidence, competence & using clinical experience.
- Listens actively to the views of others.
- Refers on to other specialities and areas outside of their area of expertise.

Assessment, diagnosis, and referral

- Develops expert skills to perform comprehensive clinical assessment, requiring in-depth knowledge of anatomy & physiology, including psychosocial, social & cultural aspects.
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- Initial Diagnostic Assessment – patient history, physical exam, evaluation of the patient's chief complaints, symptoms, forming a differential diagnosis.
- Requests, performs, interprets, & actions diagnostic tests
- Makes appropriate referral to the clinical lead or appropriate speciality.
- Learns to organises & deliver complex care planning/discharge programmes, drawing on the multi-professional team & specialist knowledge.
- Health promotion – assesses for risk factors & early signs of illness. Advise, assess, treat & refer.

Development of advanced psychomotor skills

- Advanced level of resuscitation (EPLS)
- Specialist skills for the clinical area
- Venous cannulation, taking blood samples, finger prick tests, capillary bloods.
- Competency based skill develop for the clinical area with reflection and documentation in a E portfolio (RCPCH Kaisen).
- Registered non-medical prescriber both with the trust & as a professional registration.
- Non-medical radiology requesting as per trust and national guidance.
- Clinical case management.
- Time management.
- Team leader, clinical decision maker.

Advanced communication

- Expert at breaking difficult news, ability to support the team & support briefing & debriefings.
- Maintains comprehensive, contemporaneous, accurate records & documentation (uses information technology).
- Promotes excellent team working & collaboration skills.
- Promotes effective, sensitive & professional communication & active listening.
- Manages highly emotive situations of shock, anger & grief with advanced communication negotiation & debriefing skills for both children and families in our care and the clinical staff.
- Learning to gain informed consent from patients/ families for procedures, both verbal and written as per local & national standards.

Safeguarding

- Identifies children/ young people/ adults who are at risk of harm or neglect.
- Clear & concise documentation and referral procedure.
- Knowledge of how & when to escalate concerns referring as per the trust policy, following up the referral.
- Shares safeguarding information securely with accurate and robust documentation.
- Keep safeguarding mandatory training updated, child & adult.

Negotiation & influencing skills/networking

- Provides resources & expertise for all staff demonstrating the developing advanced knowledge of practice, clinical skills, high level problem solving & critical thinking required by this role.
 - Involvement in committees and groups (National Cardiology Network Group & Royal College of Nursing, local meetings), works with senior team members to review, develop policy, guidelines, clinical practice, pathways and Advanced Clinical Practice agenda.
 - Participates in the development & accurate documentation of advanced practice roles & skills.
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- Embraces a positive culture of questioning practice, self-reflection to improve safety, quality of care & effective care delivery.

Facilitation of learning - self & others

- Seeks peer review of own practice with specific emphasis on the core skills (e-portfolio or NHS leadership 360 review).
- Develops self & role through clinical supervision, reflection, self-awareness, continuing professional education & development.
- Ensures & develops effective stress management & confidence in practice.
- Undertakes annual Personal Development Review with both professional and clinical supervisor/ as well yearly 360 appraisals.
- Maintains an up-to-date professional e-portfolio (RCPCH Kaisen document)
- Ability to develop your own resilience, a dynamic, evolving process of positive attitudes and effective strategies and effects on self of moral distress.

Clinical

- To develop and practice expert autonomous ACP skills & role model in the field of paediatric cardiology, ensuring the delivery of safe, high-quality effective patient care.
 - To learn and start to demonstrate high levels of advanced communication & decision making in clinical practice.
 - To demonstrate a high level of clinical skills relevant to the clinical area, completing and keeping an active unit competency document and e-portfolio.
 - To ensure the trust values are embedded within clinical and professional ACP.
 - To ensure the trainee advanced clinical practice role reflects professional guidance in line with the professional Scope of Practice, Trust policies & guidelines and the HEE framework (2017).
 - To provide direct clinical care to a patient case load, through health assessments & initiation of treatment for children attending for procedures/treatments within the trainee ACPs professional scope of practice.
 - To have a clear job plan, reviewed biannually, that demonstrates the 4 pillars of practice and the higher level care delivery of an Advanced Clinical Practitioner.
 - To be responsible for the clinical case management of children & young people, utilising clinical knowledge & advanced skills to assess, diagnose, plan, implement and initiate changes where required.
 - To respond to clinical emergencies, utilising clinical judgement & decision making to initiate appropriate interventions and treatments, including escalation of care & the deteriorating child.
 - To counsel and support the child, young person and families through the treatment process, utilise advanced decision-making skills & demonstrate understanding of when to refer on.
 - To complete non-medical prescribing qualification and provide medication as per Royal Pharmaceutical Society Framework, practicing as an independent prescriber for patients within area of competence recognising Trust & National policy.
 - To promote family centred care, maintaining a safe, friendly & welcoming ward or department environment for children, families, visitors & staff.
 - Act as an advocate for the child/young person and family.
 - Utilising excellent communication skills supporting effective communication between the multi-professional team & the patient / family, to deliver a patient focused service & facilitate effective co-ordination of care within complex care packages and ethical, cultural challenges.
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- To actively contribute to the decision-making processes regarding care and treatment for the patient, in particular with the senior registrar / consultant with overall responsibility for the patient.
- To understand the process for receiving referrals to & from the wider multi-professional team and use this within developing practice.
- To support the development of clinical protocols & care pathways enabling the ACP to assess & treat children within agreed evidence based and up to date protocols & clinical pathways.
- To provide up-to-date information & communication records for families, staff, and shared care centres in conjunction with the multidisciplinary team
- To utilise the role to improve and maintain continuity of care for patients and their families.
- To monitor and evaluate clinical outcomes involving the patient & carers.
- To develop appropriate advanced clinical & technological skills in response to the changing needs of healthcare.
- To support the development and promote the use of performance indicators & outcome measures to improve the safety, quality of care & measure effectiveness of service delivery & annual reporting & role efficiency.
- Use the ACP Health Education England philosophy to develop critical thinking & self-reflection, develop high level decision making and problem-solving skills learning from experience as a team, and through case presentation.
- To work within the trust and national governance framework/structure.

Leadership

- Identifies the need for change in own and clinical arena, explores the impact and importance of quality improvement, including service development by working with experience staff and specialist teams.
 - Leads by role modelling, is an educational & academic resource, provides mentorship & supervision.
 - Contributing to departmental issues, maintaining standards, risk management, clinical audit & research, setting standards, leading pathways of care, benchmarking and developing a wider evidence base for safe practice.
 - Learns to lead change and understand the effect of this, at an individual, team, organisational.
 - Ability to support the physical, mental, psychosocial health of the people and team around them, & the use of appropriate resources and referral.
 - Ability to lead & inspire a team vision & positive work ethic.
 - To be a proactive clinical leader, demonstrating effective excellent leadership skills.
 - To promote best practice, utilising local and regional benchmarking groups for the generation & promotion of standards and clinical guidelines.
 - To support the develop of visionary & strategic developments in their specialist area of practice.
 - To support transformation / quality improvement work streams for critical care & high dependency.
 - To act as a resource, providing clinical leadership and professional advice to the multidisciplinary team, internal & external to the organisation.
 - To liaise effectively with other clinical staff to ensure the most efficient & effective use of resources.
 - To actively contribute to the management of risk, working closely with directorate team members & the risk management team.
 - To be involved with clinical incidents and complaints relevant to your patient case load & support the implementation of subsequent learning.
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- To work with other ACP teams and specialist nurses to build on expertise and further develop new improved service delivery and care models.
- Work closely with other ACPs & trainees to develop transferable skill sets & represent them as appropriate in their absence.
- To attend relevant professional & multi-disciplinary meetings, feeding back relevant information to the wider team.
- Lead by role modelling sustainable change practices at an individual, team, organisational & national level.
- Participates in service evaluation & any learning change outcomes.
- To deliver advanced communication skills in challenging circumstances such as clinical emergencies, presenting distressing information to families, consent and working across professional boundaries.
- To support & deliver briefings and debriefings.

Education & Training

- To foster enquiry, to contribute to new ideas & innovations & to develop enhanced roles within the scope of professional practice.
- To ensure your own specialist area skills are kept actively up to date & documented as per the standard and competency documents (eportfolio & annual PDR).
- To gain confidence in multi-professional teaching both internal and external to the trust.
- To make relevant multi-professional teaching within the clinical area a priority to learning as part of professional development.
- To be part of the orientation & training for new staff regarding clinical & advanced practice skills.
- To develop new ways of working within the workforce to ensure safe, high quality and effective care & that change is supported by a robust education package working with the practice educator team.
- Act as a resource for other staff and learners, fostering an environment conducive to learning for all staff.
- Support the delivery of educational programmes within the Directorate, Trust and in collaboration with the Higher Education Institution.
- Assist in the creation of a clinical area which encourages practice development & advancing practice skills.
- Support education at a formal level with presentations & participation at internal/external training initiatives.
- To take every opportunity to promote the health of children & young people and initiate health education/promotion strategies.
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Quality Improvement, Audit & Research

- To facilitate the delivery of evidenced based/research-based practice, assisting in disseminating research findings locally, nationally, internationally, and lead/support change in practice.
 - To support other staff undertaking research & audit, ensuring completion of work, disseminating findings.
 - To support the development, planning, implementation, and evaluation of practice developments & advancement initiatives.
 - Use quality improvement techniques to continuously evaluate & improve services/care provision.
 - Use the trust Audit Team, Quality and Improvement Team, ORCHID and the cardiac research team to develop/support new evidence-based practice.
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Professional

- To be proactive in developing own Advanced Clinical Practice at a professional level, demonstrating evidence of autonomy, clinical judgment, critical thinking, high level decision making, problem solving, value-based care & improving practice (NES 2010).
- To participate in annual nursing appraisal (PDR) updating personal development plans and being proactive in ensuring own professional development / personal professional portfolio.
- To act in accordance with the professional nursing Code of Conduct, Performance and Ethics, the GOSH values framework, GOSH policies & guidelines, governance & standard of practice.
- To meet the requirements of professional revalidation every three years & to be responsible for maintaining your own annual professional registration.
- To be able to promote Advanced Clinical Practice within the NHS as a clinical career.

This job description is intended as an outline of the areas of activity and can be amended in the light of the changing needs of the service and will be reviewed as necessary in conjunction with the post-holder.

Other information

Great Ormond Street Hospital for Children NHS Foundation Trust is a dynamic organisation, therefore changes in the core duties and responsibilities of this role may be required from time to time. These guidelines do not constitute a term or condition of employment.

The GOSH Learning Academy (GLA)

Staff education and training influences every stage of the patient journey. Be it the communication skills of the medical secretary planning a patients' stay, the multi-professional team caring for them on the ward, the leadership skills of our corporate and operational teams, or the administrator planning their transport home – each member of staff needs the up-to-date knowledge, skills, and capabilities to provide our patients with exceptional care. We have a number of opportunities for staff available through the [GOSH Learning Academy](#)

PERSON SPECIFICATION

This table lists the essential and desirable requirements needed in order to perform the job effectively. Candidates will be shortlisted based on the extent to which they meet these requirements. Evidence for suitability in the role will be measured via a mixture of application form, testing and interview.

GOSH Culture and Values	Essential	Desirable	Assessment method
Our Always values <ul style="list-style-type: none"> Always welcoming Always helpful Always expert Always one team 	E	D	I/A/T
Knowledge and Understanding of diverse backgrounds and perspectives.	E		I/A
Understanding of Diversity and Inclusion challenges in the workplace.	E		I/A
Demonstrable contribution to advancing Equality, Diversity and Inclusion in the Workplace	E		I/A
Academic/Professional qualification/Training			
Registered actively with a professional body recognised as able to undertake advanced clinical practice training at a Higher Institute of Education (HEE 2017).	E		I/A
Minimum of 5 years qualified & relevant clinical experience to the speciality paediatric cardiology.	E		I/A
Minimum of honours degree recognised at a Higher Education Institution or evidence of master's level study.	E		I/A
Demonstrable evidence/ portfolio of own clinical practice.	E		I/A
Ability and desire to take on skills training relevant to the role and clinical area.	E		I/A
Assessing & mentoring qualification		D	I/A
Ability to complete a competency / capability-based skill document for paediatric cardiology	E		I/A
Teaching qualification or equivalent		D	I/A
Attendance on a clinical leadership programme or evidence of leading a clinical team		D	I/A
Knowledge of the importance of evidence-based practice & how quality improvement, audit & research improves care outcomes	E		I/A
Advanced communication training/ Active listening skill training		D	I/A
Evidence of previous non-medical radiology training or willing to do so		D	I/A



EPLS/ APLS training		D	I/A
Registered qualification as a non-medical prescriber (independent prescriber) or willing to work towards actively practicing		D	I/A
Experience/Knowledge			
Knowledge relevant to the specialty/department / field of practice- Paediatric Cardiology	E		I/A
Knowledge of professional & current issues in children's healthcare, ACP national & local agenda	E		I/A
Understanding of change management, audit & research methodologies		D	I/A
Knowledge of clinical governance & improvement agenda		D	I/A
Safeguarding Children procedures & responsibilities	E		I/A
Is able to articulate a personal philosophy of the role of the ACP with advanced clinical skills	E		I/A
Experience of taking charge of a department or of leading a team	E		I/A
Experience of working clinically as a trainee ACP		D	I/A
Experience of handling clinical incidents & complaints & implementation of subsequent learning		D	I/A
Abstract submission and presenting at conferences & willingness to publish.		D	I/A
Part of professional development groups		D	I/A
Experience of clinical &/or formal teaching	E		I/A
Evidence of working with children / young people and families to improve patient experience		D	I/A
Knowledge of developing practice standards, clinical audit, benchmarking & clinical / quality improvement		D	I/A
Skills/Abilities			
Demonstrates an ability to provide expert clinical care	E		I/A
Excellent leadership & organizational skills	E		I/A
Demonstrable interpersonal, leadership negotiation & influencing skills	E		I/A
Excellent communication & listening skills, both clinical staff, patients and families eg relaying distressing information	E		I/A
Excellent written & presentation skills	E		I/A



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Able to contribute to the development & implementation of the trust strategic Vision		D	I/A
Evidence of effective team leadership, able to motivate & develop a team & maintain constructive, professional working relationships		D	I/A
Evidence of personal insight & sound judgment	E		I/A
Able to demonstrate critical thinking, high level decision making & problem solving in clinical practice		D	I/A
Self-discipline & good time management to support periods of lone working & ensure robust safe practice	E		I/A
Ability to delegate & prioritise	E		I/A
Able to utilize audit & research evidence to support sustained change in practice		D	I/A
Computer literate (word processing, PowerPoint presentation, electronic patient records)	E		I/A
Quality improvement, practice development & service improvement skills		D	I/A
Able to work across professional teams & organizational boundaries	E		I/A
Other Requirements			
Able to work collaboratively & as part of a multi-professional team	E		I/A
Able to support personal resilience, emotional intelligence & realistic optimism and have the ability to learn to seek additional guidance/ support	E		I/A
Good attendance record	E		I/A
Daily exposure to a wide range of physical, emotional & spiritual stressor, individual will need to have developed a robust professional support strategy	E		I/A
The individual will have exposure to high levels of physical, mental & emotional effort	E		I/A
Ability to deal with conflict situations within a team, as well as events involving the team	E		I/A
Accountability – Takes responsibility for own actions & promotes good team working	E		I/A
Openness – Shares information & good practice appropriately	E		I/A
Mutual respect – Treats others with courtesy & respect at all times	E		I/A

Criteria Key:

Essential: **E**

Desirable: **D**

Review Method:

Application form: **A**

Interview: **I**

Test: **T**