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Guidance for Applicant (Nurse Band 5) / Clinical Nurse Manager

Who is this guidance for?

Nurses	Nurses in roles evaluated at Agenda for Change Pay Band 5 and who are submitting a re-evaluation claim as part of the recommendations from the Agenda for Change Review.
Clinical Nurse Manager	Nurse managers who will discuss the content of the questionnaire with band 5 post holders to confirm the job information provided is factual, accurate and required for the role being carried out. Clinical Nurse Manager is used in this document as a generic title to describe nurse managers who will be involved in the process.

Using this guidance

Nurses	<p>Read this guidance and the questionnaire before considering making an application for your role to be reviewed. This will help you to understand what information you are being asked to provide. A blank questionnaire is available here. You can use this in the discussion with your manager prior to making an application.</p> <p>You may need to gather information from various sources. For example: your diary, job description, annual appraisal notes, revalidation evidence, professional development records, eESS training records or similar to help you when completing the questionnaire.</p> <p>The guidance provided is mainly based on that used in the NHS Agenda for Change Job Evaluation Scheme. At the end of this guidance you will find details on where to find additional information and resources relating to the job evaluation scheme. There are 16 job evaluation factors and a brief description of each is included in this guidance.</p>
Clinical Nurse Managers	<p>Clinical Nurse Managers who are responsible for signing off the content of completed forms and questionnaires should be familiar with the guidance so they can provide support to nurses who are submitting re-evaluation claims and can confirm the job evidence is accurate.</p> <p>Please Note: Clinical Nurse Managers are not required to assess whether the information provided by nurses submitting regrading claims will be sufficient to award a higher factor level. Their responsibility in this stage in the process is to confirm the information provided is factual, accurate and required for the role being carried out.</p>

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The questionnaire – what is this for and how will it be used?

This questionnaire is designed to obtain all the information necessary to re-evaluate your job. The questions listed in the questionnaire are all included in the online portal.

It may feel like there are a lot of questions but it is very important that you take the time to complete it and provide relevant and clear examples about your job. If the Evaluation Panel does not have all the information it needs, it will not be able to evaluate your job properly.

Please Note: *There are 16 factors in the Agenda for Change Job evaluation scheme. You only have to provide evidence for the factors that relate to the changes to your role you want the panel to consider.*

Completing the questionnaire – who will do this?

Individual nurses	Nurses submitting a regrading claim can complete and submit their own questionnaire.
If there are other nurses whose role has changed in exactly the same way, do we all need to complete a separate questionnaire?	<p>Yes – the digital portal requires individual applications. Where there are multiple staff within the same department and in the same role, jobholders can work locally to discuss completion of the questionnaire.</p> <p>The clinical nurse manager should be made aware of when a group of nurses intend to submit a group application. This will allow the manager to notify the HR/JE project team that applications may be suitable for batching.</p> <p>On completion of the individual forms on the digital portal, in the event there are multiple applications from the same department, these may be batched after submission appropriately in line with the current Job Evaluation Policy.</p>
<i>The application must be completed and submitted using the online portal. This allows it to be duplicated easily and is clearer for the panel to read. Also, any agreed amendments can be made neatly. If you require assistance in completing the form you should contact your line manager/clinical nurse manager in the first instance, or your Trade Union.</i>	

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Answering the questions

Do: Answer the questions in your own words. Abbreviations or specialist activities should be explained. The panel considering the answers to the questions will not be specialists in your role.

It is recommended that you read through each question and then read the guidance relating to it before answering.

If you want to use the same example to answer a different question, there is no need to write it out again. You can just refer to the first example by referencing the question number.

Avoid: Using key phrases from the NHS Job Evaluation Scheme, National Profiles, career frameworks or professional standards. These are unhelpful and may not accurately describe the type of activity/task carried out in your role.

Guidance on sections and questions is provided below and can be used as a reference document.

Yes/No boxes: You can use the blank questionnaire to work through the questions first, putting ticks in the boxes as appropriate. Then consider the examples you want to use and allocate them to the Yes box options. This provides a better range of examples to job evaluators and helps avoid repetitive box filling for you.

What duties should I include? The questionnaire is designed to gather information about the duties you are required to carry out. Think about what you do in a typical week, start from the beginning and work through each day. If your job varies from week to week or has a monthly cycle, look at your diary to help to list your activities. Work schedules, rotas, clinic information and other sources of information can be used to help identify the range of tasks and duties and frequencies where these are required. These may be more, or less, than the duties listed on your formal job description. When you have completed the questionnaire, it is sometimes helpful to keep it with you for a few days so that you can add anything else that comes to mind. Be sure however to keep in mind the date it has to be completed by, so that the process is not delayed.

How much information should I include? Wherever there is a question that you have ticked or answered 'Yes', there should be a clear, factual answer. It should be detailed enough to enable someone who does not know the job to understand what you do. Unless specific information is requested, e.g. questions about finance responsibilities and the effort and environment job evaluation factors. Please avoid including unnecessary information as this can be confusing, for example you should focus on the main duties rather than granular tasks. Avoid initials or jargon, as these may not be understood. If you use abbreviations, please ensure the first entry is listed in full, then indicate the abbreviation using brackets.

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Support, advice and helpful documents

Can I get help from other people? Yes, it is a good idea to talk to others who know about the job when completing the questionnaire. For example:

- Colleagues who do a different job but work closely with you
- Colleagues who do the same or a similar job to you
- Staff Side / Trade Union representative(s) for your area of work
- Supervisor and/or line manager/clinical nurse manager

Should I refer to any documents?

It may be helpful to refer to a job description or person specification, especially if it is agreed as up-to-date and accurate. Your line manager/clinical nurse manager in the first instance should be able to supply these. An organisation chart, induction materials and department reports may also be useful if they include a description of your work. The Matched Job Report for your job may also be helpful (as per corresponding query in accompanying Frequently Asked Questions document).

Does the questionnaire ask me to list what I think I have done particularly well?

No, Job Evaluation is concerned with WHAT you do, not how well you do it. It takes no account of individual performance in a role.

Job evaluation does not take account of your individual competence or performance in your role as a nurse.

This process is not related to any performance criteria, appraisal, professional registration or competency framework.

What will happen after I have completed and agreed the content of the questionnaire?

Applications will be made using an online portal/app designed to support the Nurse Band 5 Review. There is a 2 step process to submit an application:

Step 1. A draft application is made by the nurse.

Step 2. The application is checked and approved by the Clinical Nurse Manager. The nurse will then be asked to submit the application and confirm it has been approved.

The completed and approved questionnaire is then sent to a Job Evaluation Panel. This Evaluation Panel will complete the job matching exercise. When grading outcomes have been consistency checked the result of the application will be confirmed in writing.

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Questionnaire sections: these are described below.

Each section has guidance on the types of information you should provide.

Job purpose (around 50 words)

This section should consist of an accurate, concise statement in one sentence or paragraph of why the job exists. It should allow readers to immediately focus on the job's overall role in the organisation and should provide an insight into the job and the context within which it works.

The job purpose statement should not be a lengthy review of the operation of the post and its problems. It should give a clear response to the question "why does the job exist?" and should seek to reflect the uniqueness of the job's contribution. Include the main activities and responsibilities you have, perhaps others in your department do not. Remember it is the job being described, not you the member of staff.

Main duties (summary required with an indication of the typical amount of time spent on these)

Include the main tasks and the responsibilities you have on shift. Remember to include when you perform roles normally the responsibility of others and indicate the percentage of time taken for each.

It is helpful to begin the description of each main task with a verb (e.g. assesses, cleans, transports). You should provide sufficient detail to give readers who may know nothing about your job a general picture of what it involves.

You might find it helpful to use headings when completing this section.

Please note the percentage values must add up to 100% in this section.

For example:

1. Clinical duties (this can include when you use developed or learned skills) (60%)
2. Managerial/leadership (this can include providing leadership, supervision, delegation to others, allocation of work) (20%)
3. Planning (this can include rotas/off duty/cover shifts, work schedules, patient activities, learning activities, patient meetings) (20%)

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National Profile: Please indicate the national profile(s) your role should be considered against:

Before selecting any national profiles, you can read the Job Statement for some of the nursing band 6 profiles. This may assist you in selecting the most appropriate profile that you think your role should be matched against.

National Profile Label	Job Statement
Nurse Specialist Band 6	Assesses patients; plans, implements and monitors care; provides advice. This may be carried out in a specialist area and/or using specialist nursing skills Provides day-to-day supervision and/or clinical supervision to others
Nurse Team Leader Band 6	Assesses patients, plans, implements care, provides advice; maintains associated records Carries out nursing procedures Provides clinical and managerial leadership to nursing and support staff, may ensure effective running of ward, unit in the absence of Nurse Team Manager
Nurse Team Leader (Learning Disabilities) Band 6	Assesses care needs, implements and monitors care plans, administers medication, provides advice in specialist area for patients/clients with Learning Disabilities Forms a supportive relationship with Learning Disability clients to facilitate care Initiates and promotes practice development Supervises and allocates staff, co-ordination of staff duty rotas, clinical leadership; may manage staff in absence of team manager
Nursing National Profiles are listed on the NHS Employers web site. Select Nursing and Midwifery from the list and choose Midwifery and Combined Nursing Profiles – available here. The full range of national profiles is available using the link above.	

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Job evaluation factors section

Some job evaluation factor sections include a number of questions. Try to use different examples if you can. Where this is not possible or you choose not to, you can refer back to the first use of the example and you do not need to write it out again. Where you are referring back to a previous answer, indicate this by e.g. *see example in question 8*.

Please note: where questions have a number of boxes to be completed, please provide information in each section. Where information is mandatory, you will not be able to proceed through the questionnaire if information has not been provided.

- 1) Communication and relationship skills:** *This factor measures the skills required to communicate, establish and maintain relationships and gain the co-operation of others. It takes account the skills required to motivate, negotiate, persuade, make presentations, empathise, communicate unpleasant news sensitively and provide counselling and reassurance.*

Include details of who you communicate with; what the communication is about (for example, is it about clinical conditions, is it about appointments, treatment plan, medication, a clinical procedure or test?)

Questions 1 to 3:	
Complicated information:	Give examples of information that you have communicated that is made up of a number of different parts, each of which was very involved, who to and why. Also say if the information you had to evaluate/consider was conflicting or inconsistent and if so please explain.
Sensitive information:	Give examples of where you have communicated information of a delicate or personal nature where there may be issues of how and what is conveyed. Explain why the information is sensitive.

If there are any difficulties encountered in communication (either because of the subject matter or because of factors associated with the people who the job holder is communicating with) this should be described in your response. This can include cultural or language differences, or physical or mental special needs, or due to age (e.g. young children, elderly or frail patients / clients). The responses should enable the reader to understand the complexity of the communication.

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2) Knowledge, training & experience (KTE): *Please describe the knowledge of work procedures/practices (i.e. methods of doing things). Depending on your role, you may need administrative, clinical, therapeutic, social care, scientific, technical, managerial and professional knowledge for your job. When providing responses, please look first at the box on the left and then work across, stating whether you need any knowledge in this area, describing the range of procedures, how the knowledge is usually obtained and the qualifications/knowledge that you actually require to enable you to do your job.*

Questions 4 to 6A/B

It is very important to get the KTE factor level right. Job evaluators are trained to recognise all knowledge, skills and experience required irrespective of whether a formal qualification is required. General education, previous skills or experience and the amount of in-house or mandatory training needed must be taken into account.

You may find it's helpful to complete this part of the questionnaire after you have completed the other sections. This will help you to consider what knowledge, training and experience is required for the role. For example, if you are in charge of a work area or team, or are responsible for developing and implementing specialist programmes of care, you should consider what knowledge, training and experience is required to carry out your responsibilities.

Consider the main types of knowledge required for your work and state them under the most appropriate question heading, starting with the one that is the most central to your job. Only list qualifications once, in the most relevant section (e.g. a nursing qualification in the clinical knowledge section).

Years of service	<i>Please avoid including the number of years' service you have when providing responses in this section. Years of service should not be used to justify a certain KTE factor level. It is possible that using the number of years' service contravenes age discrimination legislation.</i>
Qualifications and experience	Where minimum qualifications are requested to be listed, this indicates that the level of knowledge required (and measured in the Job Evaluation scheme) must be of an equivalent level to the stipulated qualification. It does not mean there is a requirement to hold any particular qualification. Qualifications do not have to be achieved. The equivalent Knowledge can be achieved through experience and short courses.

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	<p>If a job does genuinely require the knowledge acquired through a specified formal qualification, then this should be recorded.</p> <p>This section measures the qualifications required for the job, not what the post holder currently possesses. You may have different or higher qualifications than those required for the job, but these should not be included. As mentioned earlier, the qualifications listed in this section should be what the job or role requires.</p> <p>Where qualification and/or experience requirements for a job have changed over time, the current requirements should be entered. As it is the job that is evaluated, jobholders in post with previous qualifications are deemed to have achieved the current qualification level through on the job learning and experience.</p>
Learning, education and training	<p>Other forms of learning such as training towards qualifications is a means of acquiring knowledge as is on-the-job training, short courses and practical experience can be included.</p>
Current requirements for the role	<p>If you have been in your role for some time, you may need to consult your line manager on the current qualification and/or experience requirements that are actually needed to perform the full range of duties at the required standard for your post.</p>
Minimum requirements for the role	<p>The knowledge, training and experience factor measures the minimum knowledge required by a competent performer to do the job to the required standards. This factor does not measure the minimum level of knowledge that may be stated for recruitment purposes.</p> <p>Where a Person Specification is available for your role, this may set out the qualifications and experience required, but you should bear in mind that it may understate the knowledge actually needed to carry out the job because it is set at recruitment level on the expectation that the rest of the required knowledge will be acquired through on the job training and experience.</p> <p>For example, the person specifications for some nursing jobs may state that a form of specialist knowledge is desirable, rather than essential, because the Board is willing to provide training in the particular specialist field required for the role. Where your role requires additional training to be completed you can include this when completing the questionnaire.</p>



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Additional specialist knowledge	For additional specialist knowledge that you need to have to do your job an example would be a clinician who may have specialist knowledge of diabetes as well as their main area of clinical knowledge. Other types of knowledge required for your role can be described by including examples.
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3) Analytical & judgemental skills: *This factor measures the analytical and judgemental skills required to fulfil the responsibilities of the job satisfactorily, for example, analytical skills to diagnose a problem or illness and understand complex situations or information; judgemental skills to formulate solutions and recommend/decide on the best course of action/treatment.*

Give typical examples of judgments that cover the range of work that you do, including the type of options considered and the solution to each. You may need to look back over a number of weeks or months for examples for this section.

Question 7:	Describe why the facts/situations were not straightforward and whether you had to analyse information, situations, objects or problems e.g. fault-finding on complex equipment, patient assessments, financial queries and disciplinary cases.
Question 8:	Give examples of judgements you have had to make where there were ranges of possible options to consider and compare. Describe the type of options.
Question 9:	Give examples of judgements you have had to make where you have had to weigh up or make sense of complicated facts, situations or illnesses because the information was unclear, conflicting or incomplete.
Question 10:	Please describe when you can use your discretion, when you are expected to anticipate or resolve problems independently and the typical judgements made in the course of the job when providing examples.

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4) Planning & organising skills: *This factor measures the planning and organisational skills required to fulfil the responsibilities of the job satisfactorily, for example, for clinical or non-clinical planning, including strategic planning and organising services, departments, rotas, meetings and conferences.*

Questions 11 to 15:	Please include details of what you are required to plan and how far ahead you need to plan.
Questions 11 to 14:	Describe what you are responsible for e.g. compiling rotas, allocating workloads, caseload management, clinics, discharging patients include examples in your responses. If you are responsible for making changes to planned activities or coordinating activities with others or involving external agencies, provide information on these.
Question 13:	Describe any people, agencies or organisations you co-ordinate and whether you are the main person doing the planning or organising. Say whether you have to make changes to these plans and if so, describe how. Remember to include how far ahead you need to plan.
Question 15:	Describe the educational or training project planning and organising you do. Include the type of activities, whether you are the main person responsible for the planning/organisation, the number of activities usually on-going, the type of projects and the nature of any changes.

Remember to include how far ahead you need to plan when providing examples for the questions above.



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5) Physical Skills: *This factor measures the physical skills required to fulfil the job duties. It takes into account hand eye co-ordination, sensory skills (sight, hearing, touch, smell, taste), dexterity, manipulation, requirements for speed and accuracy, keyboard and driving skills.*

Work through the skills and descriptions, giving examples of those you are required to use in your job.

Questions 16, 18, 19:	Please describe the physical skills needed for the job (e.g. requirements for speed and accuracy, manual handling skills, clinical tasks and procedures). It is important for the description to be sufficient to understand the degree of intricacy required for e.g. manual handling skills, using hoists, trolleys or other equipment. Give examples of why and when you have to manoeuvre people and say why accuracy is important. Describe the surgical equipment you are required to assemble/dismantle, how many individual operations (movements) are required to do this and why accuracy is important.
Question 17a:	Describe when you are required to apply restraint skills using approved breakaway techniques only.
Question 17b:	Describe when you are required to used restraint skills and confirm whether you are required to have formal training in your role.



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6) Responsibility for Patient/Client care: *This factor measures the responsibilities of the job for patient/client care, treatment and therapy, taking into account the nature of the responsibility and the level of the jobholder’s involvement in the provision of care or treatment to patients/clients. It also takes account of the responsibility to record care/treatment/advice/tests.*

Question 21:	Please describe your responsibility for assessing patients/clients and developing and implementing programmes of care.
Question 22:	Please describe the area, specialism, patient group or department you work in and include details of who the programme of care will be implemented by - you or others and describe who else is involved. Specialist programmes of care means responsibility at a higher level or in a more specific area of practice than for generalist practitioners.
Question 22a:	Please describe when you are required to provide highly specialised clinical/therapeutic advice to patients/clients. You should include details of the area you work in and the patient/client group you provide the advice to. <i>Please note, this option applies to jobs which do not involve developing care programmes/packages covered in Q21 & Q22.</i>



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7) Responsibility for policy/service development: *This factor measures the responsibilities of the job for development and implementation of policy and/or services, taking into account the nature of the responsibility and the extent and level of the jobholder’s contribution to the relevant decision making process, for instance, making recommendations to decision makers and the scope of the relevant policies or services.*

‘Policy’ refers to a documented method for undertaking a task, which is based on best practice, legal requirements or service needs e.g. directorate policy on treatment of leg ulcers or Board policy on reporting accidents.

Department/area covered: describe which part of the organisation is covered by the policy or service development.

Question 23:	Please describe what your involvement and/or responsibilities are in relation to introducing or putting into practice changes to working practices or policy and who is covered by these e.g. in the same team, ward, department, site or other setting.
Question 24:	Give examples of work practices, policies or procedures that you have played a role in shaping, or making suggestions to change or adapt. Say where they are used and whether this is inside or outside your section/department/service.



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- 8) Responsibility for financial & physical resources:** *This factor takes account of the type of responsibility (i.e. what you are responsible for) and the nature of that responsibility (for example, careful use, security, maintenance, budgetary, ordering and purchasing responsibilities) and the frequency with which it is exercised.*

Question 25:	<p>Authorised signatory means you can 'sign off' e.g. travel expenses, overtime payments, agency/bank staff time sheets.</p> <p>If you have ticked yes, please give examples of items you are responsible for restocking.</p> <p>Give examples of the types of payments that you sign for.</p> <p>Give examples of the types of expenses/timesheets/payroll/bank/agency documents that you check and verify and any responsibilities you have for the processing and certification of these documents.</p> <p>Remember to include the financial limit or value of items and if the responsibility is shared with anyone else.</p>
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- 9) Responsibility for human resources:** *This factor measures the responsibilities of the job for management, supervision, co-ordination, teaching, training and development of employees, students/trainees and others in an equivalent position.*

Question 26 to 30:	<p>Give numbers and describe your responsibilities for the supervision, leadership or management of people. Include your responsibilities for appraisal, disciplinary, grievance, recruitment/appointment, performance review and your level of involvement with these. Please use numbers when completing the how many people box.</p>
Question 31:	<p>Give numbers and examples of the type(s) of courses that you have delivered, their duration and the number of times this occurs each year e.g. training other professionals on aspects of own specialism or providing practical training on e.g. moving and handling</p>
Question 32:	<p>Give numbers and describe your responsibilities for undertaking formal work place assessments. These can be clinical or professional assessments of staff, or work place assessments such as formal health and safety assessments.</p>
Question 33:	<p>Give numbers and describe your role for placing staff or students into the workplace. Explain how placements are determined and your role in securing the placements before students or staff are allocated.</p>

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10)Responsibility for information resources: *This factor measures the responsibilities of the job for all forms of information resources and information systems (for example, computerised, paper based, microfiche). It takes account of whether the information is personally generated or not.*

Information system refers to a methodical and structured way of recording, storing or transmitting large amounts of information using manual or computerised methods.

<p>Questions 34 & 35:</p>	<p>If you answer Yes, give examples of what records, letters, and documents you produce. E.g.1 I word process letters for Section Head. E.g.2 I process clinical records for other nursing staff. Remember to include how often do you do it e.g. Daily. Give an example of what you process or input to a computer or other device and who for (e.g. for manager, professional staff in department etc.). Include the programme that you use and how often you do it.</p>
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11)Responsibility for research & development: *This factor measures the responsibilities of the job for informal and formal clinical and/or non-clinical research and development activities underpinned by appropriate methodology and documentation, including formal testing or evaluation of drugs, or clinical or non-clinical equipment.*

<p>Questions 36 – 40</p>	<p>If there is a job requirement for you to publish research findings to a wider audience, please describe and say how often you do it. Describe the research and development work you undertake, what you do and who is responsible for it (job title only). Include how often you do this work, e.g no of times per week, month, year and how much time you spend on it as a percentage of your working time. Please indicate the activities that are most appropriate to your role with 1 being the most appropriate.</p>
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12) Freedom to act: *This factor measures the extent to which the jobholder is required to be accountable for own actions and those of others, to use own initiative and act independently and the discretion allowed to the jobholder to take action. It takes account of any restrictions on the jobholder's freedom to act imposed by, for example, supervisory control, instructions, procedures, practices and policies, professional, technical or occupational codes of practice or other ethical guidelines.*

Questions 41 & 42:	Is your supervisor/manager usually available to answer any queries and how often you usually refer queries to them? For example: <i>My supervisor is generally available to answer queries and I usually refer a query to them once a day.</i> If your supervisor/manager is not readily available, describe when and how often you contact them for guidance.
Question 43:	Give examples of tasks/situations which you would typically deal with on your own.
Question 44:	Give examples of tasks/situations which you would typically discuss with or refer to your manager/supervisor/other person for assistance/guidance.
Question 45:	Please specify if you are responsible for managing a defined caseload or have delegated responsibility for a defined caseload as part of your role. This may be in community settings or elsewhere. You should also describe how caseload management operates in practice within your team/department/work area.
Question 46:	“Primary nurse”, liaison, link nurse or similar is used to describe an additional and specific role you have been assigned. <i>(Please note that Primary Nurse does not mean a nurse working in primary care settings.)</i> When providing responses to this question, please provide a summary of your responsibilities; how much time you typically spend on activities related to the role; and indicate whether the role is for a specific period of time or is a permanent feature of your job.
Question 47:	Describe whether you are the main person coordinating care and who you need to contact or make arrangements with e.g. other health/social care professionals, agencies, departments, colleagues in your own team or in other teams. If you organise work for a team, describe what you are responsible for and what you are required to do in this part of your role.

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13)Physical effort: *This factor measures the physical effort (sustained effort at a similar level or sudden explosive effort) required for the job. It takes account of any circumstances that may affect the degree of effort required, such as working in an awkward position or confined space.*

Questions 48 – 52	<p><i>It is important to complete all the boxes on each row that has a Yes ticked.</i></p> <p>In this section you should give examples of the equipment, including trolleys, wheelchairs etc. which you need to push or pull. You can also include when you use other equipment for moving and handling e.g. hoists.</p> <p>Give examples of the people/ equipment/items you have to lift and any mechanical aids that you use.</p> <p>Give examples of when you have to manoeuvre people or objects e.g. positioning patients for treatment, manoeuvring patients onto a commode.</p> <p>When answering questions in this section, use numbers to indicate the average number of shifts and number of times per shift; for duration use minutes and hours; for weights use kilograms.</p>
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14)Mental effort: *This factor measures the mental effort (concentration, responding to unpredictable work patterns, interruptions) required for the job.*

Question 53:	Duties and concentration: Indicate how long you spend on the activity in total on a typical shift and the length of the shift e.g. 30–40 minutes on average on a 7 hour shift.
Question 54:	Interruptions: Give examples of occasions when you have been interrupted and have had to change what you were doing, or planning to do, that day. Describe the interruption, what you had been doing and what you had to start doing as a result of the interruption. Use numbers when entering the number of times per shift.



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15) Emotional effort: *This factor measures the emotional effort required to undertake clinical or non-clinical duties that are generally considered to be distressing and/or emotionally demanding.*

When listing examples, remember to include how often you do this. Use numbers to indicate how many times and select the frequency from the drop down list.

Question 55:	Distressed/angry patients/clients/staff: Give examples of occasions when you have had to provide a clinical, professional or administrative service to people who are very upset or annoyed.
Question 56:	Giving unwelcome news to patients/clients/carers/staff: Give examples of occasions when you have had to tell people un-welcome news. This may include: cancelling patient appointments; refusal of holiday requests; 'difficult' treatment plans.
Question 57:	Dealing with difficult situations circumstances: Give an example of difficult situations (e.g. child abuse; family breakdown) that you have direct exposure to. Describe your role and your professional relationship with them.
Question 58:	Designated to provide emotional support to front line staff: Give an example of the emotional support you provide and why it is necessary. This may be, for example, support for staff following an emergency situation, or when they have been dealing with aggressive/depressed patients.
Question 59:	Caring for the terminally ill: Describe your responsibility for terminally ill people and the nature of your professional relationship with them.
Question 60:	Providing a therapy service to emotionally demanding patients/clients/ staff: Give an example of the therapy you provide and include why the patients/ clients/staff are emotionally demanding.
Question 61:	Communicating life changing events to patients/clients/staff: This includes informing a patient of: the need for major surgery; terminal illness; necessary changes to their lifestyle following surgery/treatment; death of a relative
Question 62:	Dealing with people with challenging behaviour: Give an example of where you have direct exposure to people with challenging behaviour. Describe your role and professional relationship with them.
Question 63:	Arriving at the scene of a distressing incident: Give an example of where you have arrived at the scene of a distressing incident.

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16) Working conditions: *This factor measures the demands arising from inevitably adverse environmental conditions (such as extreme heat/cold, smells, noise, fumes) and hazards, which are unavoidable (even with the strictest health and safety controls, such as road traffic accidents, spills of harmful chemicals, aggressive behaviour of patients, clients, relatives, carers).*

If you answer Yes to any questions 65 to 75 you will need to describe the requirement and indicate a frequency. Complete the text box and indicate the frequency e.g. 6 times per shift, every shift; once per week; average 5 to 6 times per month.

Question 64:	Describe your working environment: (e.g. office; hospital wards; laboratory etc.) and how much time is spent there. If you work in more than one area, state the proportion of time spent in each. <i>E.g. I spend 30% of my time in the office, 30% in clinics and 40% on hospital wards.</i>
Question 65:	Unpleasant smells or odours: Describe when you are exposed to unpleasant smells e.g. chemicals, sewers, or people in certain circumstances.
Question 66:	Dangerous chemicals/substances in containers: Describe when you are required to work directly with containers containing dangerous chemicals or substances (e.g. sealed slides or tubes containing HIV infected blood).
Question 67:	Aggressive verbal behaviour: Describe when and why you are directly exposed to aggressive verbal behaviour such as shouting, swearing and verbal abuse.
Question 68:	Unpleasant substances/non household waste: Describe when and why you are directly exposed to unpleasant substances e.g. chemical cleaning materials, sewage, rubbish disposal.
Question 69:	Noxious fumes: Describe when and why you are exposed to unpleasant fumes which could be harmful if health and safety requirements are not followed.
Question 70:	Infectious materials or foul linen: Describe when and why you are exposed to infectious materials (e.g. bandages, swabs from surgical procedures), or foul linen (e.g. clothes/ sheets soiled with blood, urine or faeces). Say whether you are required to have direct contact with these.

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Question 71:	Highly unpleasant conditions: Describe when and why you are exposed to body fluids, faeces, vomit e.g. while providing personal care. Say whether you are working in areas where body fluids etc. are present, or whether you have direct contact with them (e.g. cleaning them up).
Question 72:	Fleas and lice: Describe when and why you are exposed to fleas or lice.
Question 73:	Aggressive physical behaviour: Describe when and why you are exposed to situations where you may be threatened with violence or actually attacked.
Question 74:	Dangerous chemicals or substances that are not contained: Describe your exposure and why e.g. mercury fillings during dental procedures, chemicals present at RTAs or other uncontrolled situations. Do not include situations where potential hazards are controlled through health and safety regulations.
Question 75:	Life threatening hazards: Describe when and why you are exposed to hazards, not included above, which carry the risk of serious injury or damage to health.

Useful resources and information:

JE Handbook: [NHS Job Evaluation Handbook | NHS Employers](#)

National profiles – see nursing and midwifery: [National job profiles | NHS Employers](#)

Job evaluation information on NHS Employers website: [Job evaluation | NHS Employers](#)

NHS Scotland Job Evaluation Policy: [available here](#)

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