

**JOB DESCRIPTION AND PERSON SPECIFICATION**

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| Job Title: | Community Learning Disability Nurse |
| HBC Grade: | HBC9 |
| Service: | Adult Services |
| Division: | Urgent Care  |

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| **Main Purpose of the Role** |
| * To assess, plan, implement and evaluate packages of care, including risk assessments, for people with learning disabilities, who have additional problems in such areas as poor health and physical/sensory impairment, mental health needs and challenging behaviour.
* To run health promotion sessions and workshops for groups of people with learning disabilities across Halton in order to educate people about their health needs and improve overall health of the population.
* To support consultant and nurse led clinics.
* To support clients in accessing primary and secondary health care
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| **Key Duties**  |
| **1** | To assess, plan, implement and evaluate individual packages of care and act as case holder for this group of clients. |
| **2** | To support the provision of complex individual care programmes (for people with challenging behaviour / mental health problems or complex physical health issues) by undertaking discrete clinical interventions under the supervision of other nurses / professionals within the team. |
| **3** | To undertake a range of clinical skills specific to the post (e.g. taking of bloods; health screening; medication observations, Health Action Planning; Person centred planning; behavioural observation and recordings; PSI pathway assessments; immunisation and vaccination, depot injections) |
| **4**  | To undertake short term pieces of work in relation to those clients whose needs cannot be met in the GP surgery due to significant challenging behaviour or other access issues (e.g. bloods, immunisation and vaccinations, ear examinations, desensitisation work) |
| **5** | To communicate effectively with clients and carers who due to the nature of their disability (autism, severe learning disability, profound multiple and sensory disabilities) have significant communication difficulties requiring adaptation of information into more accessible formats. |
| **6** | To keep accurate clinical records, devise care plans and write to relevant practitioners in relation to clients care (e.g. GP’s; Practice nurses; Social workers ; Agency managers; family carers and clients) |
| **7** | To participate in multi- disciplinary meetings with regard to client care and effective care coordination |
| **8** | To enable people with learning disabilities develop an understanding of and take responsibility for their own health via:* Individual teaching sessions (e.g. mammography screening, breast examination, testicular examination, understanding epilepsy, understanding depression)
* Deliver training events to promote healthy living for people with learning disabilities (e.g. women’s health days; healthy lifestyles course, relaxation training etc)
* Educate staff, carers and family members with regards to specific health issues of the person they support (e.g. discussing with family the importance of testicular examination; explaining epilepsy; discussing medication issues, basic mental health issues using PASSAD screens, etc.)
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| **9** | To support the Consultant Psychiatrist during outpatient clinics, focusing on: passing on information to the client / carers re service provision; ensuring collation of referrals to the team and follow up of any clinical interventions necessary (e.g. bloods; BP check etc.) |
| **10** | To support senior nurses within the organisation and delivery of nurse led clinics, focusing on discrete pieces of assessment and clinical intervention (e.g. PASSAD; epilepsy risk assessment information gathering; Lunser scales; giving relevant information re condition and medication side-effects, etc.) |
| **11** | To take on the role of multi-agency care coordinator for individuals making long-term use of health and social care services  |
| **12** | To act as an assessor and supervisor to first year nurse students on placement with the team |
| **13** | To support all students on placement with the team via joint working and sharing of clinical expertise |
| **14** | To participate in personal development reviews and own regular clinical supervision in order to receive direction, advise, professional support and reflect on practice |
| **15** | To take an active role in the learning disability professional nurses forum, debating clinical governance issues and sharing of evidence based practice |
| **16** | To participate in induction and orientation programmes for new members of staff and trainees |
| **17** | To maintain a professional portfolio that demonstrates evidence of on going professional development |
| **18** | To ensure practice is evidence-based |
| **19** | To adhere to NMC codes / guidance, such as:* Professional Code of Conduct
* Scope of professional practice
* Administration of medicines
* Records and record Keeping
* Learning disability and mental health practice
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| **20** | To support the development of services to meet the needs of people with learning disabilities by: participating in internal project group meetings which focus on clinical improvement and service delivery (primary secondary health forum; sexuality and relationships forum; PMLD forum) |
| **21** | To work collaboratively with the wider multi disciplinary team, primary / secondary care, social services and the private / voluntary sector agencies involved in the provision of individualised care |
| **22** | To contribute to policy and procedure development within the service by commenting on drafts as and when necessary (e.g. the Single Assessment Process; the Respiratory framework) |
| **23** | To fill in any questionnaires and partake in focus groups when required  |
| **24** | To assist in clinical audits as and when required (e.g. Health Action Plan Audits) |
| **25** | To promptly report complaints and abuse allegations via the appropriate channels |
| **26** | Undertake any other duties and responsibilities as may be assigned from time to time, which are commensurate with the grade of the job. |

The Council and its schools are committed to safeguarding and promoting the welfare of children, young people and adults and expect all staff, workers and volunteers to share its commitment.

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| **Education / Qualifications**  | **Essential**  | **Desirable**  | **How Identified**  |
| Registered nurse qualification (RNMH/ CNLD/ RGN/ RMN) or professional/clinical knowledge acquired through training to degree/diploma levelCurrent Licence to PracticePortfolio demonstrating clear evidence of continuous professional development in relevant topic areas (e.g. mental health/challenging behaviour/PMLD) | Evidence of extended role skills development (e.g. PSI, venue puncture; immunisations and vaccinations)ENB 998 or equivalent | All essential qualification certificates must be presented at interview. |

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|  | **Experience**  | **Knowledge**  | **Skills & Abilities**  | **How Identified** (delete as appropriate for each criteria) |
| **ESSENTIAL** | Demonstrable experience at pre-registration level, working across a wide range of clinical areas (general mental health, learning disabilities, children’s etc.) | Basic knowledge of national and local policy / good practice guidance pertaining to health and social care | Ability to communicate in a variety of settings with clients / carers and professionals of varying levels of understanding | Application / Interview /Assessment |
| Experience of care planning process (assess, plan, implement and evaluate) for vulnerable adults | Knowledge of the legal, moral, ethical and accountability issues in relation to nursing and the ability to relate these to practice | **A**bility to work effectively within a multi- disciplinary team | Application / Interview /Assessment |
|  | Knowledge of NMC code and standards for professional practice | Interpersonal skills | Application / Interview /Assessment |
|  |  | Ability to communicate with people who have varying degree of learning disability where significant barriers to understanding are present | Application / Interview /Assessment |
|  |  | Able to plan and manage own workload | Application / Interview /Assessment |
|  |  | Ability to manage routine care packages including assessment, analysis, intervention, monitoring and review. | Application / Interview /Assessment |
|  |  | Demonstrates practical clinical skills (e.g. depot injections, ear examinations, health screening, etc) | Application / Interview /Assessment |
|  |  |  | Takes responsibility for case load on a day to day basis and ability to report any deterioration in condition to senior nurse as required | Application / Interview /Assessment |
|  |  |  | Ability to self reflect and support others in the principles of reflective practice | Application / Interview /Assessment |
| **DESIRABLE** | Experience of working with people with a learning disability |  |  | Application / Interview /Assessment |
| Teaching experience |  |  | Application / Interview /Assessment |
| Experience of working with groups |  |  | Application / Interview /Assessment |
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| **Other Requirements** | **Essential**  | **Desirable**  | **How Identified**  |
| Ability to work in an unpredictable and highly emotionally demanding work setting (e.g. working with people who display challenging and aggressive behaviour; people who have been abused; communicating sensitive and emotional information to others etc.) | Car User | Interview / Assessment / Documentation  |
| Ability to travel around the Borough | ECDL | Interview / Assessment / Documentation |
| Basic IT Skills |  | Interview / Assessment / Documentation |

Please note: Front line posts with direct customer contact should include a statement detailing the spoken English language requirements of the post.

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For office use only:

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| **Date Created:** |  |
| **JE Ref:** |  |
| **Agreed by:** |  |

This job description is not intended to be either prescriptive or exhaustive; it is issued as a framework to outline the main areas of responsibility.