Practice Nurse Manual (2)

(Updated January 2008)

Now includes:

Examples of *Agenda for Change* Practice Nurse Job Descriptions
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Band 5 – General Practice Nurse (GPN)  
Person Specification (Band 5)  

Band 6 – Senior General Practice Nurse (GPN)  
Person Specification (Band 6)  

Band 7 – Lead General Practice Nurse (GPN)  
Person Specification (Band 7)  

Band 8 – Advanced Nurse Practitioner in General Practice  
Person Specification (Band 8)  

E. Useful Primary Care Training Organisations Contact Details
A. Acknowledgments

This Practice Nurse Manual was originally developed from the collaborate efforts of Practice Development Nurses and the Nursing Services Advisor representing four LHB’s in North Wales in 2004. The idea for this document was born from a need for such a tool from a local perspective that could be used as a working document to be added to by each practice nurse in the North Wales area to support their continual professional development. This document was updated in January 2008.

Acknowledgments and thanks are given to the NHS Wales Business Services Centre for sharing their documentation on Individual Performance Review.

Acknowledgement is also given to previously published work in this area, namely the Practice Nurse Handbook and A Tool Kit for Practice Nurses. From examining these pieces of work, recognition arose for the need for this updated document for all North Wales Practice Nurses in line with Agenda for Change.

Acknowledgement for the Agenda for Change Job descriptions is given to the NHS Working in Partnership Programme (WiPP) website (http://www.wipp.nhs.uk/tools_gpn/toolu2_job_description.php). These job descriptions formed the basis for the job descriptions contained within this updated document.
B. **NMC Requirements**

The Nursing & Midwifery Council Post Registration Education and Practice requirements (PREP) are professional standards set by the NMC (Nursing Midwifery Council). They are legal requirements that a nurse must meet in order for their registration to be renewed.

The PREP requirements include a commitment to undertake continuing professional development. The standard is to:

- **Undertake at least five days or 35 hours of learning activity relevant to their practice during the three years prior to renewal of registration.**
- **Maintain a personal professional portfolio of their learning activity.**
- **Comply with any request from the NMC to audit how they have met these requirements.**

The Nursing Directorate recognises that a portfolio should be a personal document, the following attached document will form a template to which Practices Nurses can be guided on what information is best included.
C. Practice Nurse Portfolio

1.1 Introduction

A Personal Portfolio is a collection of evidence, to demonstrate an individual’s ongoing acquisition of skills, attitudes, understanding and achievements. These can both relate to the past and also reflect his/her current stage of development needs.

1.2 Definitions

Although the word portfolio and profile seem to be used interchangeably, it is useful to distinguish between the two terms i.e.

Portfolio – collection of all the evidence of a person’s skill, attitudes, achievements and understanding.

Profile – the collection of evidence to demonstrate skills, attitudes, achievements and understanding for a particular purpose e.g. re-registration, accreditation of prior learning.

It is easier to select material for a profile if you have already compiled a portfolio.

1.3 The Purpose of a Portfolio

A Portfolio may be constructed for one of the following reasons:

- As a basis for career/personal development and the appropriate direction to take for the future.
- Part of the individual performance review process by identifying goals and how these are to be achieved.
- Focus for own learning and relating this to practice.
- To obtain re-registration by meeting the requirements of the NMC.
- To determine whether exemption from or credit towards a particular subject/course should be awarded or admission to a course granted via APL/APEL.
- To demonstrate evidence for an NVQ qualification.

It is important to remember that credit points can only be obtained for learning and competence that you can demonstrate and not for experience alone.
1.4 Reasons for Developing a Portfolio

All Nursing staff now must compile a portfolio to meet their PREP requirements and Anglesey, Gwynedd, Wrexham, Denbighshire, Conwy and Flintshire Local Health Boards are issuing this template to assist Nurses in their development of portfolios.

Portfolios will:
- Help encourage work based learning.
- Support discussions about development at performance review.
- Encourage staff to consider their personal and professional development together.
- Identify real learning needs and facilitate the meeting of these needs.
- Encourage staff to be creative about solutions to development needs.
- Be a focus for discussion.
- Encourage project work.
- Help the LHB become a learning organization.
## Section 2

### 2.1 Biographical Details

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<thead>
<tr>
<th>Surname</th>
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<td>Forenames</td>
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<td>Work Address</td>
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<td>Work telephone number</td>
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<td>Home address</td>
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<td>Present employer</td>
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<td>Employers address</td>
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<tr>
<td>Job Title</td>
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<td>Start Date</td>
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</table>
2.2 **Education and Training**

Examination courses and qualifications gained (GCSEs, A Levels, BTEC etc.)

<table>
<thead>
<tr>
<th>School/ College</th>
<th>Subject</th>
<th>Date</th>
<th>Level</th>
<th>Grade</th>
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Higher or further qualifications gained (e.g. HND, Diploma, Degree)

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<tr>
<th>College/university</th>
<th>Subject</th>
<th>Date</th>
<th>Level</th>
<th>Grade</th>
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</tbody>
</table>
### 2.3 Professional Registration

<table>
<thead>
<tr>
<th>Your qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other certificated courses you have completed</td>
</tr>
<tr>
<td>Current courses of study</td>
</tr>
<tr>
<td>Membership of professional organisations</td>
</tr>
</tbody>
</table>
2.4 **Employment History**

Section 2.4 relates to employment that you have engaged in before you came to your current post.

2.4.1 **Previous jobs**

Please list these in chronological order, starting with your current post.

<table>
<thead>
<tr>
<th>Job Title</th>
<th>Dates</th>
<th>Organisations</th>
</tr>
</thead>
</table>
### 2.4.2 Significant learning in previous jobs

<table>
<thead>
<tr>
<th>Date</th>
<th>Work Experience</th>
<th>Learning points</th>
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</tbody>
</table>
2.4.3 Other work

Please list any unpaid or voluntary work you have done or are currently undertaking.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Nature of work</th>
<th>Significant learning</th>
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</table>
2.4.4 Current work

Include a copy of your current job description.

Reasons for entering your current job:

Has this involved career changes? Detail these.

How do you see yourself contributing to the Primary Health Care team?
How does your Primary Health Care Team contribute to the objectives of the LHB? (If you are unaware of these please contact you Practice Development Nurse)
### 2.4.5 Significant learning in current work

<table>
<thead>
<tr>
<th>Date</th>
<th>Work experience</th>
<th>Learning points</th>
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<tr>
<td>Date</td>
<td>Work Experience</td>
<td>Learning points</td>
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</table>
2.5 **Formal Learning**

This section relates to formal training and learning which has been undertaken.

### 2.5.1 Work related training

Details of study days, courses, or seminars attended

<table>
<thead>
<tr>
<th>Date</th>
<th>Course /study day / seminar, library time (include hours)</th>
<th>What did you learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Date</td>
<td>Course /study day / seminar, library time (include hours)</td>
<td>What did you learn?</td>
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<td>------</td>
<td>--------------------------------------------------------</td>
<td>-------------------</td>
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</tbody>
</table>
### 2.5.2 Other learning

Explain what you have learnt from other sources.

<table>
<thead>
<tr>
<th>Date</th>
<th>Experience</th>
<th>Learning points</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
2.5.3 Hobbies, interests and leisure

Give details of these, recording any significant achievements.

<table>
<thead>
<tr>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
2.6 Reflective Diary

This diary may be used to identify significant learning from experiences you have at work or from projects you are involved in. The information can then be used in your portfolio.

Add to it as often or infrequently as you find useful. You should maintain confidentiality when documenting events. As with the rest of your portfolio, it is up to you how much, if any, of this you share with others.
<table>
<thead>
<tr>
<th>Date and Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation</td>
</tr>
<tr>
<td>Personal reflections</td>
</tr>
<tr>
<td>Learning outcomes</td>
</tr>
</tbody>
</table>
Section 3

3.1 **Individual Performance Review (IPR)**

3.1.1 The principles behind IPR

IPR is not just another name for appraisal or management by objectives, although it does encompass characteristics of both. It is an attempt to start a process of cultural change by which everyone in the organisation and the ‘clients’ benefit by improving the effectiveness of the service offered through:-

- Encouraging dialogue between managers and staff about objectives, targets and priorities.
- Emphasising the need for a longer-term view of activities, as well as the short term or day to day aspects of management. This is especially important when the urgency of many day to day decisions can detract from longer-term goals and objectives.
- Providing feedback to staff about performance and allowing them to change and improve.
- Operating in a consistent way across the service to encourage greater scope for career development.

3.1.2 What does an IPR do?

It is a systematic process whereby managers and staff jointly determine and agree within the overall aim of the organisation:-

- Their role and job description.
- The priority objectives to be agreed.
- The success criteria for measuring these objectives.
- How the objectives relate to the work of others and how they fit in with the overall corporate objectives.
- Target activities and dates to achieve objectives.
- The personal development plan (PDP) - any learning and development needs identified in relation to key objectives. These will be entered into a personal development plan.

IPR is intended to be a process used solely for the purpose of discussing and reviewing performance and agreeing personal development requirements. It is a two-way process, allowing the jobholder to discuss and gain feedback on performance.

*Under no circumstance should it be used for either disciplinary or grievance purposes. These should be dealt with under appropriate rules and procedures.*
The aim is for a simple scheme which includes a minimum of paperwork emphasising:-

- Involvement
- Participation
- Communication

To perform a job properly, job holders need at the very least to be able to answer some very basic questions:-

i. Who is my boss?
ii. What is my job – what am I really expected to achieve and by when?
iii. What standards of performance are expected of me?
iv. How am I getting on in relation to these standards?
v. What development needs have I got?
vi. What will I achieve over the next few months?
vii. How do I get there?

Some of this information is fairly obvious. However, in reality too much often remains unclear and objective discussion about people’s performance rarely takes place. IPR is a way of ensuring that every employee has this opportunity.
3.1.3 The process

The IPR process consists of three stages, which then ‘roll’ on a year to year basis:-

i. Job Clarification
   - Agreeing the job holders roll.
   - Joint setting of objectives, success criteria and targets for action for the next 12 months.
   - Clarifying the links between the job holder’s objectives, the team objectives and the corporate objectives.
   - Identifying development needs that may be linked to the successful achievement of objectives.
   - Job clarification should take place when a new member of staff joins the organization or when an existing member of staff changes role.
   - It is important that job descriptions be reviewed EVERY year. There may be changes which need to be recognized.

ii. Monitoring
   - Informal joint review session to be held. Frequency by arrangement between manager and colleague.
   - Joint resolution of problems.
   - Re-targeting when circumstances or priorities change.
   - Reviewing progress.
   - Integration of objectives with team and corporate objectives.

iii. Annual Performance Review
   - Joint review of the individual’s performance over the last 12 months.
   - Plan the next set of objectives.
   - Identify any personal development needs and, where applicable, continuous professional development (CPD) requirements.
3.1.4 Role of the line manager (Appraiser)

The line manager, as appraiser, will guide the IPR process. They will be responsible for setting the tone of the job clarification, monitoring and annual performance review stages.

Prior to the IPR discussion, the line manager will:
- Agree a mutually convenient time and date with you for the meeting to take place. Ideally this should be approximately 2 weeks beforehand to give both parties plenty of time to prepare.
- Ensure that any time allocated is sufficient. The length of meetings will of course vary – but you should not feel that your assessment has been rushed or cut short.
- Ensure any preparation forms are completed.
- Supply you with a copy of the team/organisations objectives.
- Arrange an appropriate venue which is private to ensure that confidentiality is maintained.
- Issue blank documentation prior to review dates.
- Ensure you know what is expected of you.
- Adopt an approach that establishes standards for future action rather than simply review historical performance.

On the day:
- Make sure there are no interruptions.
- Prepare and re-read any necessary documentation.
- Arrange dates of follow up meetings.

Immediately after:
- Arrange to action any plans agreed.
- Communicate as appropriate with others involved.
- Keep a copy of the personal development plan.

Prior to the next annual review:
- Regularly review progress and check implementation of key objectives and arrangements for any personal development.
3.1.5 Role of the job holder (Appraisee)

Prior to the IPR discussion, the job holder should:
- Prepare – think about your job, your role, the objectives of the team/dept, what you want to achieve, and any training and development needs you may have, Personal Development Plan (PDP) and where applicable, Continuing Professional Development (CPD) [Form 3.2.1 will assist you in your preparation].
- Know what is going to be discussed and the purpose of the meeting.
- Set aside adequate time for the meeting.
- Look at past documentation.

During the meeting:
- Be clear as to what your major objectives are – get your viewpoint across.
- Use probing, clarifying/checking understanding behaviour to avoid confusion.
- Be clear what your plan of action is when you leave the meeting.

After the meeting:
- Complete your performance plan [Form 3.2.2] and record any identified development needs as part of your PDP and, where applicable, your CPD [Form 3.2.3].
- Give copies of your performance plan and personal development plans to your manager.
- Finally agree your plan with your manager and both of you ‘sign it off’ [Form 3.2.5].
- Retain copies of your performance plan and PDP for future reference and review.
- If your meeting is a monitoring meeting, complete appropriate monitoring meeting documentation [Form 3.2.4] and both ‘sign it off’.
3.1.6 Personal Review Checklist/Guidance

This guidance is for both the manager and job holder’s use.

Prior to the meeting

- Arrange meeting at least 2 weeks before.
- Arrange venue and time.
- Prepare agenda for meeting.
- Advise appraisee of need to complete self assessment / self preparation form.
- Before first IPR review meeting, brief members of staff on its purpose, the preparation needed and process to be followed.

Supportive documentation to be used at meeting:

- *Appraisee* – bring personal portfolio (or previous documentation re: IPR).
- *Manager* – provide job description.
- *Manager* – provide organisation and team objectives.
- *Appraisee* – provide ‘Self Assessment/Personal Preparation’ form [Form 3.2.1].

At the Meeting

Discuss:

- Purpose of the job.
- What is good and not so good about the job, personal strengths and development areas using self appraisal.
- Highlight any problems.
- Working relationship with manager.
- Contents of Self Assessment/Personal Preparation form.
- Give feedback on performance including behaviour, knowledge, skills and attitude.

‘Stress’ – determine:

- Impact of job on individual (i.e. Work Life Balance).
- Job stresses.
- Blocks to performance.
- Discuss job situation (e.g. hours, holidays, breaks etc).

Agree Objectives:

- Discussion around future career plans.
• Discussion and agreement of objectives.
• Constraints linked to objectives.
• Agreement of actions to be meet objectives (organisational, team and personal).

Discuss Training:
• What training/development is needed to achieve objectives?
• Personal career development.
• Mandatory training.
• Discussion around other courses.
• Consider other types of development (e.g. shadowing, secondments)
• Agree a personal development plan including learning objectives.
• How has learning been transferred to the work place?
• Make links between objectives and PDP/CPD to strategic agenda.
• Any further general areas for discussion.

Next Steps
• Agree actions for manager/individual.
• Agree completion date and follow-up.
• Agree date of next meeting.
• ‘Sign off’ notes of meeting/actions agreed.
• File documentation appropriately.
• Inform line manager of training agreed/requested.
3.1.7 Conclusion

There is no simple rule to make the review meeting effective. Improved performance is most likely to be achieved when:

- There is a commitment to action (both from job holder and manager) and target dates set.
- The objectives/targets are jointly set, are specific, reasonable and achievable, and constraints are identified.
- The manager is regarded as helpful, facilitating, receptive to ideas and able to plan.
- The structure of the meeting is clear i.e. the issues to be discussed and the sequences of those issues are agreed.
- The manager encourages the job holder to review his/her progress and achievements.
- The whole job is taken into account.
- The manager asks the job holder to summarise what has been agreed.

Remember:

- Each review is a two-way discussion which leads to agreed actions and target dates for achievement.
- An effective IPR takes preparation by both manager and job holder.
- Meeting learning and developmental needs can be achieved by attending courses, attachments to other NHS organisations, guided reading, home study, project work and mentoring by a senior manager.
- The CPD requirement is to ensure that a process of lifelong learning linked to individual objectives.
- IPR will not change the way the service operates outright – it requires persistence and hard work.
- IPR requires people to work more effectively, not harder.
- IPR is not about perfection. Use of IPR documentation is to assist you – not as an end in itself.
- No right way exists to write targets for action – precision and clarity have to be aimed at and is achievable by regular effective discussion.
3.2 Examples of Documentation

When completed these papers are confidential to the jobholder and their appraiser, however as everyone is aiming for the same objectives it would be logical to share IPR details. These documents are to be used as a guide.

Self Assessment/Personal Preparation Form (3.2.1)
This is intended to assist in getting the most out of the review session by encouraging you to identify your strengths and weaknesses and develop these areas accordingly. Use of this form is optional, and it may afterwards be retained by the individual, or destroyed.

The Performance Plan Form (3.2.2)
The manager and job holder agree key objectives for the coming period. This form assists in identifying:
- Objectives – targets for the forthcoming period in priority order.
- Actions – who needs to do what and by when?
- Success criteria – how will you know when you have successfully achieved the objective?
- Comments (constraints/variables).

PDP and (where applicable) CPD Form (3.2.3)
Once objectives have been agreed and the performance plan completed any development needs (i.e. skills/knowledge) necessary for the job holder to achieve their objectives, should be formulated into a PDP which will also be review as part of the annual IPR. It is the task of the job holder to complete this form and give a copy to your manager.

Monitoring Meeting Form (3.2.4)
Where manager and jobholder have interim or monitoring meetings and where changes to objectives, actions, success criteria etc are agreed (because of changing circumstances – both work and/or personal related), these changes should be recorded on this form and referred to during the annual IPR.

‘Sign Off’ Form (3.2.5)
At each meeting (Initial meeting, Monitoring and annual IPR) both the manager and job holder must ‘sign off’ that agreed.
3.2.1. **Self Assessment/Personal Preparation Form**

This form is optional but is intended to help you identify your current job and your strengths and needs. This is a guide to help you prepare for discussions with your manager during the IPR process. You may find it valuable to focus your thoughts prior to discussions on the main areas you would like to cover. Use it as an aid to help make the IPR process work for you.

**A. Your current job and its strengths and weaknesses**

<table>
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<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>1) Which aspects of your present job give you greatest satisfaction?</td>
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<tr>
<td>2) Are there any additional skills developed elsewhere which give you satisfaction but which are not used in your job?</td>
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<tr>
<td>3) In which job objectives have you done well? Why?</td>
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<tr>
<td>4) Which job objectives have you found the most difficult? Why?</td>
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<td>5) Under what conditions do you work most effectively (deadlines, type of manager, working alone or with others etc)?</td>
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<tr>
<td>6) What are your key job skills and areas of strength?</td>
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<td>7) Are there any skills or knowledge which you lack and which you feel would help improve your performance?</td>
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<td>8) Has your job changed significantly in the last 12 months? If so, how?</td>
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</table>
B. Future Development

Use this checklist (not exhaustive) to help you think about whether you have any developmental needs. You can then discuss them with your line manager at your IPR meeting.

To the right of each statement you will see an S (strength) or D (development area). Carry out a self-assessment in the areas which apply to your job.

Developing the Organisation

Am I committed and motivated to achieving the organizations Business plans?

Do I:
- Understand the purpose and principles of the organisation and the importance of a service that is led by client need? S D
- Use imagination and am I willing to use my own initiative? S D
- Always look for ways to do things better and work hard to continually improve? S D
- Look for development and learning opportunities? S D
- Share experiences with other people, to help them develop? S D

Professionalism

Am I conscientious and work to a high standard?

Do I:
- Take ownership and responsibility for my own work? S D
- Show a flexible approach to new ideas and changing circumstances? S D
- Solve problems effectively and make decisions using balance judgments? S D
**Communication**

**Do I:**
- Use methods of communication that suit the situation? S D
- Demonstrate effective oral and written communication at all levels? S D
- Build and keep up effective relationships with clients and other stakeholders? S D

**Am I:**
- Willing to listen, and take action when appropriate? S D

**Interpersonal Skills and Teamwork**

**Am I:**
- Approachable – show sensitivity to others in their approach to work? S D

**Do I:**
- Actively join in to help achieve team goals? S D
- Give feedback to colleagues in a non-threatening way? S D
- Use assertive behaviour appropriately – handle conflict effectively? S D
- Develop relationships with others to improve team performance – someone who is constructive and positive? S D
- Value the contribution of others and let them know this? S D

*This section will only apply to those who manage others*

**Management**

**Do I:**
- Spend time with people I manage, positively supporting them and their development? S D
- Delegate appropriately, set clear objectives, review outcomes and manage resources effectively? S D
### 3.2.2 Performance Plan Form

Detail below your key objectives/tasks/actions and success criteria for the next 12 months and estimate an appropriate timescale for completion.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Success Criteria</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective</th>
<th>Target Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Success Criteria</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>Target Date</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td>Action</td>
<td></td>
</tr>
<tr>
<td>Success Criteria</td>
<td></td>
</tr>
</tbody>
</table>

**Constraints**

Detail here any barriers or blocks to you achieving your objectives (e.g. Communications, relationships with managers/colleagues and any local or organisational issues).
### 3.2.3 Personal Development Plan

Identify the key training and personal development issues discussed during your personal review, linked to your personal and the organisation's objectives.

<table>
<thead>
<tr>
<th>Formal Training</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Development Areas/Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
3.2.4 Monitoring Meeting Form

Record any changes to your objectives, actions, success criteria and timescales discussed at the monitoring meetings.

<table>
<thead>
<tr>
<th>Review Notes</th>
<th>Revised Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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</tbody>
</table>
3.2.5 Personal Review Form

Name: ...........................................................................................................

Title: ...........................................................................................................

Location.........................................................................................................

Date of Personal Review:............................................................................

Date of Next Meeting:.................................................................................

Reviewing Managers Name:...........................................................................

Manager’s Signature:....................................................................................

Individual’s Signature:..................................................................................
D.  **Job Descriptions**

This section includes examples of job descriptions (in line with *Agenda for Change*) and job specifications for all practice nursing bandings, including:

- Band 5 – General Practice Nurse (GPN)
- Band 6 – Senior General Practice Nurse (GPN)
- Band 7 – Lead General Practice Nurse (GPN)
- Band 8 – Advanced Nurse Practitioner in General Practice
Title: General Practice Nurse (GPN)

Agenda for Change (AfC) banding: 5

Hours of duty:

Responsible to: Senior GPN/Lead GPN

Accountable to: Senior GPN/Lead GPN

Job summary
The post holder is responsible for the delivery of basic practice nursing services care to the practice population. Supported by senior nurses within the practice, the post holder will deliver care within the boundaries of their role, focusing upon supporting patients to be healthy, monitoring of chronic conditions, health promotion and screening activities. In addition, the post holder will work collaboratively with the general practice team to meet the needs of patients, supporting the delivery of policy and procedures, and providing nurse leadership as required.

Key responsibilities

Clinical practice

- Assess, plan, develop, implement and evaluate programmes to promote health and well-being, and prevent adverse effects on health and well-being.
- Implement and evaluate individual treatment plans for patients with a known chronic condition.
- Identify, and manage as appropriate, treatment plans for patients at risk of developing a chronic condition.
- Prioritise health problems and intervene appropriately to assist the patient in complex, urgent or emergency situations, including initiation of effective emergency care.
- Support patients to adopt health promotion strategies that encourage patients to live healthily, and apply principles of self-care.
- Deliver opportunistic health promotion using opportunities such as new-patient medicals.
- Provide information and advice on prescribed or over-the-counter (OTC) medication, on medication regimens, side effects and interactions.
- Support patients to adopt health promotion strategies that promote patients to live healthily, and encourage principles of self-care.
- Assess and care for patients presenting with uncomplicated wounds.
- Support and advise women requesting information relating to family planning needs.
- Support and manage health needs of women presenting for cervical cytology consultations.
- Recognise, assess and refer patients presenting with mental health needs in accordance with national guidance.
- Implement and participate in vaccination and immunisation programmes for both adults and children.
- Advise, support and, where appropriate, administer vaccinations for patients travelling abroad.
• Promote and deliver evidence-based care for patients presenting with aural conditions.
• Assist senior practitioners in providing minor-surgery sessions.

Communication
• Utilise and demonstrate sensitive communication styles, to ensure patients are fully informed and consent to treatment.
• Communicate with and support patients who are receiving 'bad news'.
• Communicate effectively with patients and carers, recognising the need for alternative methods of communication to overcome different levels of understanding, cultural background and preferred ways of communicating.
• Utilise communication skills to support patients to adhere to prescribed treatment regimens.
• Anticipate barriers to communication and take action to improve communication.
• Estimate and maintain effective communication with individuals and groups within the practice environment and with external stakeholders.
• Act as an advocate when representing the patients’ and colleagues’ viewpoints to others.

Delivering a quality service
• Recognise and work within own competence and professional code of conduct as regulated by the Nursing and Midwifery Council (NMC).
• Produce accurate, contemporaneous and complete records of patient consultation, consistent with legislation, policies and procedures.
• Prioritise, organise and manage own workload in a manner that maintains and promotes quality.
• Deliver care according to the National Service Frameworks (NSF) and the National Institute for Clinical Excellence (NICE) guidelines and evidence-based care.
• Assess effectiveness of care delivery through self and peer review, benchmarking and formal evaluation.
• Participate in the maintenance of quality governance systems and processes across the organisation and its activities.
• Utilise the audit cycle as a means of evaluating the quality of the work of self and the team, implementing improvements where required.
• In partnership with other clinical teams, collaborate on improving the quality of health care, responding to local and national policies and initiatives as appropriate.
• Evaluate the patients’ response to health care provision and the effectiveness of care.
• Support and participate in shared learning across the practice and wider organisation.
• Participate in the management, review and identify learning from patient complaints, clinical incidents and near-miss events utilising a structured framework (e.g. root-cause analysis).
• Participate in the performance monitoring review of the team, providing feedback as appropriate.
• Understand and apply legal policy that supports the identification of vulnerable and abused children and adults, being aware of statutory child/vulnerable adult health procedure and local guidance.
• Work within policies relating to domestic violence, vulnerable adults, substance abuse and addictive behaviour, and refer as appropriate.

Personal and people development
• Take responsibility for own development, learning and performance including participating in clinical supervision and acting as a positive role model.
• Support the development of others in order to maximise potential.
• Actively promote the workplace as a learning environment, encouraging everyone to learn from each other and from external good practice.
• Encourage others to make realistic self-assessment of their application of knowledge and skills, challenging complacency and actions that are not in the interest of the public and/or users of services.
• Understand own responsibilities and accountability in the delivery of GPN services to patients, ensuring that the needs of the patient are the priority.
• Participate in planning and implementing changes within the area of care and responsibility.
• Work with other nurses and practice team to ensure sufficient staff of appropriate ability, quality and skill mix are available to meet the needs of patients.
• Contribute and participate in the development of local guidelines, protocols and standards.
• Participate in the engagement of practice-based commissioning or similar initiatives.
• Critically evaluate and review innovations and developments that are relevant to own practice.
• Keep up-to-date with new developments locally and nationally identifying those that will enhance the team’s work.
• Ensure awareness of sources of support and guidance and provide information in an acceptable format to all patients, recognising any difficulties and referring where appropriate.
• Promote the role of the GPN in the provision of care.

Team working
• Understand own role and scope in the organisation and identify how this may develop over time.
• Work as an effective and responsible team member, supporting others and exploring the mechanisms to develop new ways of working.
• Delegate clearly and appropriately, adopting the principles of safe practice and assessment of competence of those taking on delegated duties.
• Ensure clear understanding and utilisation of referral mechanisms within the practice.
• Accept delegation from other nurses, prioritise own workload and ensure effective time-management strategies are embedded in own practice.
• Work effectively with others to clearly define values, direction and policies impacting upon care delivery.
• Participate in team activities that create opportunities to improve patient care.
• Participate in and support local projects as agreed with the practice management team.

Management of risk
• Manage and assess risk within the areas of responsibility, ensuring adequate measures are in place to protect staff and patients.
• Monitor work areas and practices to ensure they are safe and free from hazards and conform to health, safety and security legislation, policies, procedures and guidelines.
• Ensure safe storage, rotation and disposal of vaccines and drugs is undertaken. Where appropriate, oversee the monitoring, stock control and documentation of controlled drug usage according to legal requirements.
• Undertake mandatory and statutory training.
• Apply infection control measures within the practice according to local and national guidelines.
• Apply policies that reduce environmental health risks, are culturally sensitive and increase access to health care for all.
• Participate in the local implementation strategies that are aligned to the values and culture of general practice.

Utilising information
• Use technology as an aid to management in planning, implementation and monitoring, presenting and communicating information.
• Review and process data using accurate Read codes about patients in order to ensure easy and accurate retrieval for monitoring and audit processes.
• Manage information searches using the internet and local library databases, for example, the retrieval of relevant information for patients on their condition.
• Understand own and other’s responsibility to the individual organisation regarding the Freedom of Information Act.
• Collate, analyse and present clinical data and information to the team using appropriate charts and/or graphs to enhance care.

Learning and development
• Act as mentor to students, assessing competence against set standards as requested and if appropriately qualified.
• Disseminate learning and information gained to other team members in order to share good practice and inform others about current and future developments.
• Assess own learning needs and undertake learning as appropriate.
• Make effective use of learning opportunities within and outside the workplace, evaluating their effectiveness and feeding back relevant information.
• Provide an educational role to patients, carers, families and colleagues in an environment that facilitates learning.

**Equality and diversity**
• Identify patterns of discrimination, take action to overcome this, and promote diversity and quality of opportunity.
• Enable others to promote equality and diversity in a non-discriminatory culture.
• Support people who need assistance in exercising their rights.
• Monitor and evaluate adherence to local chaperoning policies.
• Act as a role model in good practice relating to equality and diversity.
• Accept the rights of individuals to choose their care providers, participate in care and refuse care. Assist patients from marginalised groups to access quality care.
## Person Specification

### General Practice Nurse (Band 5)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Knowledge of needs of patients with chronic conditions.</td>
<td>• Ability to identify determinants on health in the local area.</td>
<td></td>
</tr>
<tr>
<td>• Aware of accountability of own role and other roles in a nurse-led service.</td>
<td>• Knowledge of public health issues in the local area.</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of health promotion strategies.</td>
<td>• Awareness of local and national health policy.</td>
<td></td>
</tr>
<tr>
<td>• Awareness of clinical governance issues in primary care.</td>
<td>• Awareness of issues within the wider health economy.</td>
<td></td>
</tr>
<tr>
<td>• Knowledge of patient group directions and associated policy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Clinical skills – cervical cytology, immunisation and vaccination, ear care, minor surgery.</td>
<td>• Experience of teaching and mentorship in a clinical setting.</td>
<td></td>
</tr>
<tr>
<td>• Change-management skills and ability to support patients to change lifestyle.</td>
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<tr>
<td>• Communication skills, both written and verbal.</td>
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<tr>
<td>• Ability to communicate difficult messages to patients and families.</td>
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<td></td>
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<tr>
<td>• Negotiation and conflict management skills.</td>
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<td></td>
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<tr>
<td>• IT skills.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Experience</strong></td>
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<tr>
<td>• Experience Minimum 2 years post-registration experience.</td>
<td>• Participation in quality initiatives such as clinical benchmarking.</td>
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<tr>
<td>• At least 1 year recent primary and community nursing experience.</td>
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<tr>
<td>• Management of chronic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conditions</td>
<td>Qualifications</td>
<td>Other</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td></td>
<td>• Involvement in implementing and using protocols and clinical guidelines.</td>
<td>• Relevant nursing/health degree.</td>
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<tr>
<td></td>
<td>• Experience of audit.</td>
<td>• Mentor/teaching qualification.</td>
</tr>
<tr>
<td>Qualifications</td>
<td>• Registered first level nurse.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clinical supervision training and experience.</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>• Self-directed practitioner.</td>
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<tr>
<td></td>
<td>• Highly motivated.</td>
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<tr>
<td></td>
<td>• Flexibility.</td>
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<tr>
<td></td>
<td>• Enthusiasm.</td>
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<tr>
<td></td>
<td>• Team player.</td>
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<tr>
<td></td>
<td>• Ability to work across boundaries.</td>
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</tbody>
</table>
Title: Senior General Practice Nurse (GPN)
AfC banding: 6
Hours of duty: 
Responsible to: GP/Lead GPN
Accountable to: GP/Lead GPN

Job summary
The post holder is responsible for the delivery of general practice nursing to the whole practice population. The focus of the role is both the delivery of evidence-based practice for patients presenting with a chronic condition, and the provision of preventative health care to the practice population. As an autonomous practitioner the post holder is responsible for the care delivered, demonstrating critical thinking and skills in clinical decision-making in the management of patients. In addition, they will work collaboratively within the general practice team to meet the needs of patients, support the delivery of policy and procedures, and provide nurse leadership as required.

Key responsibilities
Clinical practice
- Assess, plan, develop, implement and evaluate treatment programmes that promote health and well-being.
- Assess, plan, implement and evaluate individual treatment plans for patients with a known chronic condition.
- Proactively identify, diagnose and manage treatment plans for patients at risk of developing a chronic condition as appropriate.
- Work with other health care professionals to diagnose, monitor, manage and treat chronic conditions, including non-drug-based treatment methods using a management plan, and in line with national and local policies and practice needs.
- Review medication for therapeutic effectiveness, appropriate to patient needs and in accordance with evidence-based practice and national and practice protocols.
- Work with patients in order to support adherence to prescribed treatments.
- Provide information and advice on prescribed or over-the-counter medication on medication regimens, side-effects and interactions.
- Prioritise health problems and intervene appropriately to assist the patient in complex, urgent or emergency situations, including initiation of effective emergency care.
- Support patients to adopt health promotion strategies that promote patients to live healthily, and apply principles of self-care.
- Support and manage health needs of women presenting for family planning and cervical cytology consultations.
- Recognise, assess and refer patients presenting with mental health needs in accordance with national guidance.
- Implement and participate in vaccination and immunisation programmes for both adults and children.
Advise, support and administer vaccinations where appropriate for patients travelling abroad.
Promote and deliver evidence-based care for patients presenting with aural conditions.
Meet the needs of patients presenting for opportunistic wound care.

Communication

- Demonstrate sensitive communication styles to ensure patients are fully informed and consent to treatment.
- Communicate with and support patients receiving 'bad news'.
- Communicate effectively with patients and carers, recognising the need for alternative methods of communication to overcome different levels of understanding, cultural background and preferred ways of communicating.
- Anticipate barriers to communication and take action to improve communication.
- Estimate and maintain effective communication with individuals and groups within the practice environment and with external stakeholders.
- Act as an advocate when representing patients and colleagues.

Delivering a quality service

- Recognise and work within own competence and professional code of conduct as regulated by the Nursing and Midwifery Council (NMC).
- Produce accurate, contemporaneous and complete records of patient consultation, consistent with legislation, policies and procedures.
- Prioritise, organise and manage own workload in a manner that maintains and promotes quality.
- Deliver care according to NSF, NICE guidelines and evidence-based care.
- Assess effectiveness of care delivery through self and peer review, benchmarking and formal evaluation.
- Participate in the maintenance of quality governance systems and processes across the practice.
- Utilise the audit cycle as a means of evaluating the quality of the work of self and the team, implementing improvements where required.
- Collaborate on improving the quality of health care in partnership with other clinical teams, responding to local and national policies and initiatives as appropriate.
- Evaluate the patients' response to health care provision and the effectiveness of care.
- Support and participate in shared learning across the practice and wider organisation.
- Participate in the management and review of patient complaints, and identify learning from clinical incidents and near-miss events using a structured framework (e.g. root-cause analysis).
- Assess the impact of policy implementation on care delivery.
• Participate in the performance monitoring review of the team, providing feedback as appropriate.
• Understand and apply legal policy that supports the identification of vulnerable and abused children and adults, being aware of statutory child/vulnerable adult health procedure and local guidance.
• Work within policies regarding family violence, vulnerable adults, substance abuse and addictive behaviour, and refer as appropriate.

Leadership – personal and people development
• Take responsibility for own development learning and performance including participating in clinical supervision and acting as a positive role model.
• Support the development of others in order to maximise potential.
• Actively promote the workplace as a learning environment, encouraging everyone to learn from each other and from external good practice.
• Encourage others to make realistic self-assessment of their application of knowledge and skills, challenging any complacency and actions that are not in the interest of the public and/or users of services.
• Act as a clinical leader in the delivery of GPN services to patients, ensuring that the needs of the patient are the priority.
• Participate in planning and implementing changes within the area of care and responsibility.
• Work with practice management to ensure sufficient staff of appropriate ability, quality and skill-mix are available to meet current and future service delivery.
• Contribute and participate in the development of local guidelines, protocols and standards.
• Participate in the planning and engagement of practice-based commissioning or similar initiatives.
• Ensure awareness of sources of support and guidance, and provide information in an acceptable format to all patients, recognising any difficulties and referring where appropriate.
• Promote the role of the senior GPN in the provision of care.

Team working
• Understand own role and scope, and identify how this may develop over time.
• Work as an effective and responsible team member, supporting others and exploring the mechanisms to develop new ways of working.
• Delegate clearly and appropriately, adopting the principles of safe practice and assessing competence.
• Ensure clear referral mechanisms are in place to meet patient need.
• Prioritise own workload and ensure effective time-management strategies are embedded within the culture of the team.
• Work effectively with others to clearly define values, direction and policies impacting upon care delivery.
• Participate in team activities that create opportunities to improve patient care.
• Participate in and support local projects as agreed with the practice management team.

**Management of risk**
• Manage and assess risk within the areas of responsibility, ensuring adequate measures are in place to protect staff and patients.
• Monitor work areas and practices to ensure they are safe and free from hazards and conform to health, safety and security legislation, policies, procedures and guidelines.
• Ensure safe storage, rotation and disposal of vaccines and drugs. Oversee the monitoring, stock control and documentation of controlled drug usage according to legal requirements.
• Support members of the nursing team to undertake mandatory and statutory training requirements.
• Apply infection-control measures within the practice according to local and national guidelines.
• Apply policies that reduce environmental health risks, are culturally sensitive and increase access to health care for all.
• Participate in the local implementation strategies that are aligned to the values and culture of general practice.

**Utilising information**
• Use technology as an aid to management in planning, implementation and monitoring, presenting and communicating information.
• Review and process data using accurate Read codes to ensure easy and accurate retrieval for monitoring and audit processes.
• Manage information searches using the internet and local library databases, for example, the retrieval of relevant information for patients on their condition.
• Understand the responsibility of self and others regarding the Freedom of Information Act.
• Collate, analyse and present clinical data and information to the team using appropriate charts and/or graphs to enhance care.

**Learning and development**
• Act as a mentor for more junior staff and students, assessing competence against set standards as requested.
• Disseminate learning and information gained to other team members in order to share good practice and inform others about current and future developments.
• Assess own learning needs and undertake learning as appropriate.
• Provide an educational role to patients, carers, families and colleagues in an environment that facilitates learning.

**Equality and diversity**
• Identify patterns of discrimination, take action to overcome this, and promote diversity and quality of opportunity.
• Enable others to promote equality and diversity in a non-discriminatory culture.
• Support people who need assistance in exercising their rights.
• Monitor and evaluate adherence to local chaperoning policies.
• Act as a role model in the observance of equality and diversity good practice.
• Accept the rights of individuals to choose their care providers, participate in care and refuse care. Assist patients from marginalised groups to access quality care.
## Person Specification

### Senior General Practice Nurse (Band 6)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>• Knowledge of management of patients with chronic conditions.</td>
<td>• Knowledge of public health issues.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of accountability of own role and other roles in a nurse-led service.</td>
<td>• Ability to identify determinants on health in the local area.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of health promotion strategies.</td>
<td>• Knowledge of public health issues in the area.</td>
</tr>
<tr>
<td></td>
<td>• Knowledge of local and national health policy.</td>
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<tr>
<td></td>
<td>• Wider health economy awareness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Knowledge of clinical governance issues in primary care.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Knowledge of patient group directions and associated policy.</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td>• Clinical leadership skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clinical skills – cervical cytology, immunisation and vaccination, ear care, minor surgery.</td>
<td></td>
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<td>• Change-management skills and ability to support patients to change lifestyle.</td>
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<td></td>
<td>• Ability to communicate difficult messages to patients and families.</td>
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<td></td>
<td>• Negotiation and conflict management skills.</td>
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<tr>
<td></td>
<td>• Ability to provide teaching and mentorship in a clinical setting.</td>
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</tr>
<tr>
<td></td>
<td>• IT skills.</td>
<td></td>
</tr>
<tr>
<td>Experience</td>
<td>• Minimum 3 years post-</td>
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</tbody>
</table>
registration experience.
- At least 2 years recent primary and community nursing experience.
- Experience of nurse-led management of chronic conditions.
- Experience of implementing protocols and clinical guidelines.
- Experience of quality initiatives such as clinical benchmarking.
- Audit experience.

| Qualifications   | • Registered first level nurse.
|                  | • Community nursing specialist qualification or equivalent.
|                  | • Relevant nursing/health degree.
|                  | • Mentor/teaching qualification.
|                  | • Clinical supervision training and experience.
|                  | • Independent and/or supplementary nurse prescribing qualification.

| Other            | • Self-directed practitioner.
|                  | • Highly motivated.
|                  | • Flexibility.
|                  | • Enthusiasm.
|                  | • Team player.
|                  | • Ability to work across boundaries.
Title: Lead General Practice Nurse (GPN)
AfC banding: 7
Hours of duty: 
Responsible to: GP
Accountable to: GP

Job summary
The post holder is responsible for ensuring the delivery of safe and effective nursing care to the whole practice population. As the team leader for the GPN team, the post holder is accountable for nursing service delivery. They will lead and manage all the nursing resource, working closely with the practice manager and GPs to deliver the practice priorities. Clinically, the focus of the role is the delivery of evidence-based practice for patients with chronic conditions and management and preventative nursing interventions to all patients. As autonomous practitioners the nurse is responsible for the care delivered, demonstrating critical thinking and skills in clinical decision-making. They will work collaboratively with the whole general practice team to meet the needs of patients, supporting the delivery of policy and procedures, and providing leadership and direction for the nursing team.

Key responsibilities
Clinical practice
- Assess, plan, develop, implement and evaluate treatment programmes that promote health and well-being.
- Assess, plan, implement and evaluate individual treatment plans for patients with a known chronic condition.
- Proactively identify, diagnose and manage treatment plans for patients at risk of developing a chronic condition.
- Work with other health care professionals to diagnose, monitor, manage and treat chronic conditions, including using non-drug-based treatment methods, in line with national and local policies and practice needs.
- Review medication for therapeutic effectiveness, appropriate to patient needs and in accordance with evidence-based practice and national and practice protocols.
- Work with patients in order to support adherence to prescribed treatments.
- Provide information and advice on prescribed or over-the-counter medication on medication regimens, side-effects and interactions.
- Prioritise health problems and intervene appropriately to assist the patient in complex, urgent or emergency situations, including initiation of effective emergency care.
- Support patients to adopt health promotion strategies that promote them to live healthily, and apply principles of self-care.
- Support and manage health needs of women presenting for family planning and cervical cytology consultations.
- Assess, identify and refer patients presenting with mental health needs in accordance with national guidance, as required.
• Implement and participate in vaccination and immunisation programmes for both adults and children.
• Advise, support and, where appropriate, administer vaccinations for patients travelling abroad.
• Promote and deliver evidence-based care for patients presenting with aural conditions.
• Meet the needs of patients presenting for opportunistic wound care.

Communication
• Demonstrate sensitive communication styles to ensure patients are fully informed and consent to treatment.
• Communicate with and support patients who are receiving ‘bad news’.
• Communicate effectively with patients and carers, recognising the need for alternative methods of communication to overcome different levels of understanding, cultural background and preferred ways of communicating.
• Anticipate barriers to communication and take action to improve communication.
• Estimate and maintain effective communication within the practice environment and with external stakeholders.
• Act as an advocate when representing patients and colleagues.
• Participate in practice team meetings, delivering the nursing agenda.
• Produce written documents that evidence the contribution of the nursing team to the practice priorities.
• Ensure awareness of sources of support and guidance and provide information in an acceptable format to all patients, recognising any difficulties and referring where appropriate.

Delivering a quality service
• Recognise and work within own competence and professional code of conduct as regulated by the Nursing and Midwifery Council (NMC).
• Produce accurate, contemporaneous and complete records of patient consultation, consistent with legislation, policies and procedures.
• Prioritise, organise and manage own and other’s workload in a manner that maintains and promotes quality.
• Deliver care as an individual and team according to NSF, NICE guidelines and evidence-based care.
• Assess effectiveness of care delivery for the nursing team through peer review, benchmarking and formal evaluation.
• Lead on the maintenance of quality governance systems for the nursing team.
• Implement and review the application of evidence-based practice in nursing.
• Utilise the audit cycle as a means of evaluating the quality of the work of self and the team, implementing improvements where required.
• Lead the quality agenda in responding to local and national policies and initiatives as appropriate.
• Evaluate patients’ response to health care provision and the effectiveness of care.
• Lead and participate in shared learning across the practice and wider organisation.
• Lead in the management and review of patient complaints, and identify learning from clinical incidents and near-miss events utilising a structured framework (e.g. root-cause analysis).
• Assess the impact of policy implementation on care delivery.
• Monitor the performance of the GPN team in accordance with local policies.
• Understand and apply legal policy that supports the identification of vulnerable and abused children and adults, being aware of statutory child/vulnerable adult health procedure and local guidance.
• Work within policies regarding family violence, vulnerable adults, substance abuse and addictive behaviour, and refer as appropriate.
• Interpret national strategies and policies into local implementation strategies that are aligned to the values and culture of general practice.

Management function
• Identify the nursing requirement to meet the practice population need, assessing the impact and implementation of skill-mix in the delivery of care.
• Lead the recruitment and selection of nurses into the GPN team.
• Implement induction programmes for new nursing staff, ensuring they are able to function within the practice team.
• Assess competences of nurses within the team.
• Undertake appraisals in line with best practice and local policies.
• Manage and monitor sickness, absence and annual leave requests in line with best practice and local policies.
• Participate in performance-monitoring review of the team, providing feedback as appropriate.
• Instigate and lead performance management and formal disciplinary procedures if required.
• Collate, analyse and present clinical data and information from the team.
• Communicate essential financial restraints with the team and discuss with them ideas for effective and efficient working within these constraints.
• Manage, if agreed, nursing budget within financial principles.

Leadership – personal and people development
• Take responsibility for own development, learning and performance including participating in clinical supervision and acting as a positive role model.
• Support the development of others in order to maximise staff potential.
• Actively promote the workplace as a learning environment, encouraging everyone to learn from each other and from external good practice.
• Lead others to make realistic self-assessment of their knowledge and skills, challenging any complacency and actions that are not in the interest of the public and/or users of service.
• Act as a clinical leader in the delivery of GPN services to patients, ensuring that the needs of the patient are the priority.
• Lead in the planning and implementation of changes within the area of care and responsibility.
• Lead and participate in the development of local guidelines, protocols and standards.
• Lead the nursing team in the planning and engagement of practice-based commissioning or similar initiatives.
• Promote the role of the nursing team in the provision of care.

**Team working**
• Understand own role and scope in the practice and identify how this may develop over time.
• Work as an effective and responsible team leader, supporting others and exploring the mechanisms to develop new ways of working.
• Delegate appropriately, adopting the principles of safe practice and assessment of competence of nurses.
• Ensure clear referral mechanisms are in place to meet patient need.
• Prioritise own and other’s workload and ensure effective time management strategies are embedded within the culture of the team.
• Work effectively with others to clearly define values, direction and policies impacting upon care delivery.
• Lead nursing team activities that create opportunities to improve patient care.
• Participate in and support local projects as agreed with the practice management team.

**Management of risk**
• Manage and assess risk within the areas of responsibility, ensuring adequate measures are in place to protect staff and patients.
• Monitor work areas and practices to ensure they are safe and free from hazards and conform to health, safety and security legislation, policies, procedures and guidelines.
• Ensure the safe storage, rotation and disposal of vaccines and drugs. Oversee the monitoring, stock control and documentation of controlled drug usage according to legal requirements.
• Act as a role model to support members of the nursing team to undertake mandatory and statutory training requirements.
• Apply infection-control measures within the practice according to local and national guidelines.
• Apply policies that reduce environmental health risks, are culturally sensitive and increase access to health care for all.
• Participate in the local implementation strategies that are aligned to the values and culture of general practice.
Utilising information
• Use technology and appropriate software packages as an aid to the planning, implementation and monitoring of care, presenting and communicating information.
• Review and process data using accurate Read codes in order to ensure easy and accurate information retrieval for monitoring and audit processes.
• Manage information searches using the internet and local library databases.
• Understand the responsibility of self and others regarding the Freedom of Information Act.
• Collate, analyse and present clinical data and information to the team using appropriate charts and/or graphs to enhance care.

Learning and development
• Act as mentor for more junior staff and students, assessing competence against set standards.
• Disseminate learning and information to other team members in order to share good practice and inform others about current and future developments (e.g. courses and conferences).
• Assess own learning needs and undertake learning as appropriate.
• Provide an educational role to patients, carers, families and colleagues in an environment that facilitates learning.

Equality and diversity
• Identify patterns of discrimination and take action to overcome this and promote diversity and equality of opportunity.
• Enable others to promote equality and diversity in a non-discriminatory culture.
• Support people who need assistance in exercising their rights.
• Monitor and evaluate adherence to local chaperoning policies.
• Act as a role model in the observance of equality and diversity good practice.
• Accept the rights of individuals to choose their care providers, participate in care and refuse care. Assist patients from marginalised groups to access quality care.
## Person Specification

### Lead General Practice Nurse (Band 7)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential</th>
<th>Desirable</th>
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</table>
| Knowledge | • Skills in management of patients with chronic conditions.  
            • Awareness of accountability of own and other's roles in a nurse-led service.  
            • Knowledge of health promotion strategies.  
            • Awareness of local and national health policy.  
            • Wider health economy awareness.  
            • Knowledge of clinical governance issues in primary care.  
            • Knowledge of patient group directions and associated policy.  
            • Leadership skills.  
            • Management knowledge.  
            • Human resources (HR) awareness. | • Knowledge of public health issues.  
                                • Ability to identify determinants on health in the local area.  
                                • Knowledge of public health issues in the area. |
| Skills | • Clinical leadership skills.  
        • Skills in management of staff and teams.  
        • Negotiation skills.  
        • Clinical skills – cervical cytology, immunisation and vaccination, ear care, minor surgery.  
        • Change-management skills and ability to support patients to change lifestyle.  
        • Communication skills, both written and verbal.  
        • Ability to communicate difficult messages to patients and families.  
        • Negotiation and conflict |
| management skills.  
  • Teaching and mentorship experience in a clinical setting.  
  • IT skills. |

| **Experience**  
  • Minimum 5 years post-registration experience.  
  • At least 2 years recent primary and community nursing experience.  
  • Experience in nurse-led management of chronic conditions.  
  • Experience in implementing protocols and clinical guidelines.  
  • Experience in quality initiatives such as clinical benchmarking.  
  • Audit skills.  
  • Team leader experience. |

| **Qualifications**  
  • Registered first level nurse.  
  • Community nursing specialist qualification or equivalent.  
  • Relevant nursing/health degree.  
  • Mentor/teaching qualification.  
  • Clinical supervision training and experience.  
  • Independent and/or supplementary nurse prescribing qualification. |

| **Other**  
  • Self-directed practitioner.  
  • Highly motivated.  
  • Flexibility.  
  • Enthusiasm.  
  • Team player.  
  • Ability to work across boundaries. |
Job summary
The post holder is an experienced nurse who, acting within their professional boundaries, will provide care for the presenting patient from initial history taking, clinical assessment, diagnosis, treatment and evaluation of care. They will demonstrate safe, clinical decision-making and expert care, including assessment and diagnostic skills, for patients within the general practice. The post holder will demonstrate critical thinking in the clinical decision-making process. They will work collaboratively with the general practice team to meet the needs of patients, supporting the delivery of policy and procedures, and providing nurse leadership as required. In order to work at this level Nursing and Midwifery Council (NMC) requirements for advanced practice must be met.

Key responsibilities

Clinical practice
- Assess, diagnose, plan, implement and evaluate treatment/interventions and care for patients presenting with an undifferentiated diagnosis.
- Clinically examine and assess patient needs from a physiological and psychological perspective, and plan clinical care accordingly.
- Assess, diagnosis, plan, implement and evaluate interventions/treatments for patients with complex needs.
- Proactively identify, diagnose and manage treatment plans for patients at risk of developing a chronic condition (as appropriate).
- Diagnose and manage both acute and chronic conditions, integrating both drug and non-drug-based treatment methods into a management plan.
- Prescribe and review medication for therapeutic effectiveness, appropriate to patient needs and in accordance with evidence-based practice and national and practice protocols, and within scope of practice.
- Work with patients in order to support compliance with and adherence to prescribed treatments.
- Provide information and advice on prescribed or over-the-counter medication on medication regimens, side-effects and interactions.
- Prioritise health problems and intervene appropriately to assist the patient in complex, urgent or emergency situations, including initiation of effective emergency care.
- Support patients to adopt health promotion strategies that promote healthy lifestyles, and apply principles of self-care.
- Support and manage health needs of women presenting for family planning, cervical cytology or sexual health consultation.
- Assess, identify and refer patients presenting with mental health needs in accordance with national guidance.
- Implement and participate in vaccination and immunisation programmes for both adults and children.
- Give advice, support and administer vaccinations for patients travelling abroad, where appropriate.
- Promote and deliver evidence-based care for patients presenting with aural conditions.
- Meet the needs of patients presenting for opportunistic wound care.
- Undertake minor surgery as appropriate to competence.

**Communication**
- Utilise and demonstrate sensitive communication styles, to ensure patients are fully informed and consent to treatment.
- Communicate with and support patients who are receiving ‘bad news’.
- Communicate effectively with patients and carers, recognising the need for alternative methods of communication to overcome different levels of understanding, cultural background and preferred ways of communicating.
- Anticipate barriers to communication and take action to improve communication.
- Maintain effective communication within the practice environment and with external stakeholders.
- Act as an advocate for patients and colleagues.
- Ensure awareness of sources of support/guidance and provide information in an acceptable format to all patients, recognising any difficulties and referring where appropriate.

**Delivering a quality service**
- Recognise and work within own competence and professional code of conduct as regulated by the NMC.
- Produce accurate, contemporaneous and complete records of patient consultation, consistent with legislation, policies and procedures.
- Prioritise, organise and manage own workload in a manner that maintains and promotes quality.
- Deliver care according to NSF, NICE guidelines and evidence-based care.
- Assess effectiveness of care delivery through self and peer review, benchmarking and formal evaluation.
- Initiate and participate in the maintenance of quality governance systems and processes across the organisation and its activities.
- Utilise the audit cycle as a means of evaluating the quality of the work of self and the team, implementing improvements where required.
- In partnership with other clinical teams, collaborate on improving the quality of health care responding to local and national policies and initiatives as appropriate.
- Evaluate patients’ response to health care provision and the effectiveness of care.
• Support and participate in shared learning across the practice and wider organisation.
• Use a structured framework (e.g. root-cause analysis) to manage, review and identify learning from patient complaints, clinical incidents and near-miss events.
• Assess the impact of policy implementation on care delivery.
• Monitor and develop the performance of the GPN team in accordance with local policies.
• Approve the performance of the team, providing feedback as appropriate.
• Understand and apply legal issues that support the identification of vulnerable and abused children and adults, and be aware of statutory child/vulnerable patients health procedures and local guidance.
• Ensure the whole team have skills and knowledge regarding domestic violence, vulnerable adults, substance abuse and addictive behaviour. Provide guidance and support to ensure appropriate referral if required.

Leadership – personal and people development
• Take responsibility for own learning and performance including participating in clinical supervision and acting as a positive role mode.
• Support staff development in order to maximise potential.
• Actively promote the workplace as a learning environment, encouraging everyone to learn from each other and from external good practice.
• Encourage others to make realistic self-assessment of their application of knowledge and skills, challenging any complacency or actions that are not in the interest of the public and/or users of services.
• Critically evaluate and review innovations and developments that are relevant to the area of work.
• Enlist support and influence stakeholders and decision-makers in order to bring about new developments in the provision of services.
• Lead the GPN team and ensure support structures are in place for the smooth running of the practice.
• Take a lead role in planning and implementing changes within the area of care and responsibility.
• Work with practice management to ensure sufficient staff of appropriate ability, quality and skill-mix are available to meet current and future service delivery, that selection and recruitment processes are effective and that equality of treatment of the team incorporates quality HR principles and processes.
• Contribute to the development of local guidelines, protocols and standards.
• Maintain effective communication with those responsible for the overall commissioning and procurement process.
• Maintain active involvement in the planning and processes of practice-based commissioning or similar initiatives.
• Market the role of the advanced nurse practitioner in general practice.
Team working

- Understand own role and scope and identify how this may develop over time.
- Work as an effective and responsible team member, supporting others and exploring the mechanisms to develop new ways of working.
- Delegate clearly and appropriately, adopting the principles of safe practice and assessment of competence.
- Create clear referral mechanisms to meet patient need.
- Prioritise own workload and ensure effective time-management strategies are embedded within the culture of the team.
- Work effectively with others to clearly define values, direction and policies impacting upon care delivery.
- Discuss, highlight and work with the team to create opportunities to improve patient care.
- Manage and lead on the delivery of specifically identified services or projects as agreed with the practice management team.
- Agree plans and outcomes by which to measure success.

Management of risk

- Manage and assess risk within the areas of responsibility, ensuring adequate measures are in place to protect staff and patients.
- Monitor work areas and practices to ensure they are safe and free from hazards and conform to health, safety and security legislation, policies, procedures and guidelines.
- Ensure appropriate supervision of safe storage, rotation and disposal of vaccines and drugs. Oversee the monitoring, stock control and documentation of controlled drug usage according to legal requirements where appropriate.
- Ensure the nursing team undertakes mandatory and statutory training requirements.
- Apply infection-control measures within the practice according to local and national guidelines.
- Advocate for policies that reduce environmental health risks, are culturally sensitive and increase access to health care for all.
- Interpret national strategies and policies into local implementation strategies that are aligned to the values and culture of general practice.

Managing information

- Use technology and appropriate software as an aid to management in planning, implementation and monitoring of care, presenting and communicating information.
- Review and process data using accurate Read codes in order to ensure easy and accurate information retrieval for monitoring and audit processes.
- Manage information searches using the internet and local library databases.
- Understand responsibility of self and others to the practice and primary care trust regarding the Freedom of Information Act.
• Monitor and confirm that the nursing team are receiving and processing data and information in an agreed format.
• Collate, analyse and present clinical data and information to the team.
• Communicate essential financial restraints with the team and discuss with them ideas for effective and efficient working within these constraints.
• Manage, if agreed, the nursing budget within financial principles.

**Learning and development**

• Undertake mentorship for more junior staff, assessing competence against set standards.
• Disseminate learning and information gained to other team members in order to share good practice and inform others about current and future developments (e.g. courses and conferences).
• Assess own learning needs and undertake learning as appropriate.
• Provide an educational role to patients, carers, families and colleagues in an environment that facilitates learning.

**Equality and diversity**

• Identify patterns of discrimination and take action to overcome this and promote diversity and equality of opportunity.
• Enable others to promote equality and diversity in a non-discriminatory culture.
• Support people who need assistance in exercising their rights.
• Monitor and evaluate adherence to local chaperoning policies.
• Act as a role model in the observance of equality and diversity good practice.
• Accept the rights of individuals to choose their care providers, participate in care and refuses care. Assist patients from marginalised groups to access quality care.

**NB:** This list is not exhaustive and may be added to or amended according to the needs of the practice.
## Person Specification
### Advanced Nurse Practitioner in General Practice (Band 8)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
</table>
| **Knowledge** | • Advanced clinical practice skills.  
• Management of patients with chronic conditions.  
• Management of patients with complex needs.  
• Clinical examination skills.  
• Accountability of own role and other roles in a nurse-led service.  
• Local and national health policy.  
• Wider health economy.  
• Clinical governance issues in primary care.  
• Patient group directions and associated policy. | • Knowledge of public health issues.  
• Able to identify determinants on health in the area.  
• Knowledge of public health issues in the area. |
| **Skills** | • Clinical leadership skills.  
• Communication skills, both written and verbal.  
• Communication of difficult messages to patients and families.  
• Negotiation and conflict management skills.  
• Change management.  
• Teaching and mentorship in a clinical setting.  
• Resource management. | |
| **Experience** | • Minimum 5 years post-registration experience.  
• At least 2 years recent primary and community nursing experience.  
• Nurse-led management of minor illness, minor ailments and injuries.  
• Nurse-led triage.  
• Compiling protocols and clinical guidelines. | • Project management.  
• Working with community development initiatives.  
• Health-needs assessment. |
| Leadership in quality initiatives such as clinical benchmarking. |
| Leading a team. |
| Audit. |
| Research. |
| Nurse prescribing. |

| Qualifications |
| Registered first level nurse. |
| MSc or equivalent. |
| Relevant nursing/health degree. |
| Mentor/teaching qualification. |
| Clinical supervision training and experience. |
| Extended/independent nurse prescriber qualification. |

| Community nursing specialist qualification. |

| Other |
| Self-directed practitioner. |
| Highly motivated. |
| Flexibility. |
| Enthusiasm. |
| Team player. |
| Ability to work across boundaries. |
## E. Useful Primary Care Training Organisations Contact Details

<table>
<thead>
<tr>
<th>The University of Wales, Bangor</th>
<th>North East Wales Institute (NEWI), Wrexham</th>
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<tbody>
<tr>
<td>Bangor University</td>
<td>North East Wales Institute of Higher Education</td>
</tr>
<tr>
<td>Bangor</td>
<td>Plas Coch Campus</td>
</tr>
<tr>
<td>Gwynedd</td>
<td>Mold Road</td>
</tr>
<tr>
<td>LL57 2DG</td>
<td>Wrexham</td>
</tr>
<tr>
<td>Tel: (01248) 351151</td>
<td>LL11 2AW</td>
</tr>
<tr>
<td></td>
<td>Telephone: 01978 290666</td>
</tr>
<tr>
<td></td>
<td>Fax: 01978 290008</td>
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<table>
<thead>
<tr>
<th>Cervical Screening Wales</th>
<th>Warwick</th>
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<tbody>
<tr>
<td>Cervical Screening Wales</td>
<td>University of Warwick</td>
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<tr>
<td>Preswylfa</td>
<td>Coventry</td>
</tr>
<tr>
<td>Hendy Road</td>
<td>CV4 7AL, UK</td>
</tr>
<tr>
<td>Mold, CH7 1PZ</td>
<td>Tel: +44 (0)24 7652 3523</td>
</tr>
<tr>
<td></td>
<td>Fax: +44 (0)24 7646 1606</td>
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<tr>
<td>Tel: (01352) 803248</td>
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<tr>
<td>Fax: (01352) 751770</td>
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<thead>
<tr>
<th>Respiratory Education UK</th>
<th>Primary Care Training Centre, Bradford</th>
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<tr>
<td>Respiratory Education UK</td>
<td>Primary Care Training Centre Ltd</td>
</tr>
<tr>
<td>University Hospital Aintree</td>
<td>Crow Trees, 27 Town Lane</td>
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<tr>
<td>Lower Lane</td>
<td>Idle</td>
</tr>
<tr>
<td>Liverpool</td>
<td>Bradford</td>
</tr>
<tr>
<td>L9 7AL</td>
<td>West Yorkshire</td>
</tr>
<tr>
<td></td>
<td>BD10 8NT</td>
</tr>
<tr>
<td>Tel: +44 (0)151 529 2598</td>
<td>Tel: 0870 850 0539</td>
</tr>
<tr>
<td>Fax: +44 (0) 151 529 3943</td>
<td>Fax: 01274 621621</td>
</tr>
<tr>
<td>Email: <a href="mailto:info@respiratoryeduk.com">info@respiratoryeduk.com</a></td>
<td></td>
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</tbody>
</table>