

JOB INFORMATION TEMPLATE

Please return the **signed, scanned and completed** Job Information Template to: wfmje@gov.je

1. JOB IDENTIFICATION

Job Title: HEALTH CARE ASSISTANT

Reports to: WARD MANAGER

Department: GENERIC

Division: HOSPITAL ALL DEPARTMENTS INCLUDING ELDERLY CARE

Job Evaluation / Matching Date: Please leave blank

Job Evaluation Number: Please leave blank 1793 Post. 100.291

2. JOB PURPOSE (JOB STATEMENT)

This section should consist of an accurate, concise statement in one or two sentences about why the job exists. It should focus on the job's overall role in the organisation and should provide an insight into the job and the context within which it operates.

The health care assistant is a member of the ward / department/ unit care team appointed to support Registered Nurses in the delivery of direct patient care.
The role involves contact on a physical and psychological level with patients and their families.
The post holder will undertake a range of activities under the guidance of a registered nurse, having been assessed and deemed competent in the activities required.

3. COMMUNICATIONS AND RELATIONSHIPS

This section should be used to describe whom the job holder communicates with, the nature of the communications and any difficulties encountered in communication (either because of the subject matter or because of factors associated with the people whom the job holder is communicating with).

It should also take into account the skills required to motivate, negotiate, persuade, make presentations, train others, empathise, communicate unpleasant news sensitively and provide counselling and reassurance.

The ability to communicate and build relationships with patients/clients is an essential attribute to their role as a Health Care Assistant (HCA)

The Health Care Assistant (HCA) is required to communicate with:

- Patients, carers, parents and their families from admission to discharge.
- Colleagues, nursing staff both registered and student nurses, ward manager, allied health professionals, and medical personnel.
- B.tech students and new health care assistants.
- Domestic, engineers ward clerks.
- Hospital chaplain, and visiting priests and ministers

- Community agencies family nursing services and social workers (documenting intervention charts)
- Police and prison officers when a patient has been arrested or transferred from prison.

Barriers to communication and skills required:

Patients who have presented with neurological damage which has affected their ability to communicate. The HCA has to depend on her observational skills to ascertain what that patient may need.

Facial expressions and body language from the patient may assist and if the patient is able, can use the picture communication chart.

Patients who have dementia and are unable to express their values and beliefs then the family are a good source of information. Using the 'this is me' document with family to have more understanding of that individual. Having a calm approach and understanding that the patient is not able to retain information at this time and information may have to be repeated many times to reassure the patient.

Listening skills are paramount

Provide reassurance and empathy when patients are admitted with confusion due to organic cause/ infection.

Being non-judgemental when dealing with patients who are admitted with challenging behaviour for example, de-toxification. Having a calm approach and leaving the patient if they do not want to engage and asking someone else to speak to them or come back later and try to engage them again.

When patients are distressed and or hostile may display aggressive behaviour and require 1.1 care to maintain their safety which requires low level intervention/ break away techniques.

Patients with learning difficulties

Patients who do not speak English require patience and understanding and giving them time to try and express their needs. The use of interpreters to be arranged or the use of family to interpret and negotiating extended visiting time to prevent the patient feeling isolated.

May actually know the patients socially and can be stressful managing that patient.

Negotiating and persuasive skills

When patients are more stable promoting independence with all activities of daily living.

For example, after assessment from the physiotherapist walking aids may not be required but the patient is reluctant to follow this plan of care. The HCA will deliver that care using positive praise and lots of encouragement to enhance that process.

Encouraging patients to eat and drink explaining the rationale if the fluids have to be thickened or the diet is of a certain consistency due to a swallowing difficulty.

Discussing with the patient their likes and dislikes and arranging for family to bring in food or order a special diet from the kitchen.

Children may have to be persuaded to take their medication and giving them stickers as a reward strategy.

Although senior staff delivers 'bad news' the direct personal care is delivered by the HCA. Therefore, a sensitive compassionate and empathetic approach is required.

Promote person centred care and treat patients as individuals.

Listening to the patients concerns and being an advocate for that patient.

Negotiating with nursing staff on a daily basis re the prioritising work load and contributing to care plans.

4. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB

This section should identify essential knowledge, training, qualifications and experience required to undertake the role. It should not take into account any additional qualifications or experience the current job holder may have. This section should identify the essential requirements for the job – not the desirable ones.

This section should include theoretical and practical knowledge – professional; specialist or technical knowledge as well as knowledge of the policies, practices and procedures associated with the job. This takes into account the educational level expected as well as equivalent levels of knowledge gained without undertaking formal courses of study and the practical experience required to fulfil the job responsibilities satisfactorily.

If experience is essential, the level and length of experience must be specified as well as how specialised the experience needs to be.

NVQ level 2 is a requirement to do the job

Many have achieved NVQ 3.

Have a professional attitude and work within code of conduct.

This is a generic role covering the hospital and below are examples of the modules taken to achieve NVQ 3.

All examples listed have been achieved by one or more of the health care assistants identified in this generic role.

Modules taken following on from NVQ2/NVQ3.

- Recording of observations Temperature Blood pressure Pulse and oxygen saturations. (NEWS)
- Removal of cannulas
- Catheter care and removal of catheters.
- Basic wound dressings
- Naso Gastric feeding (Robin Ward)
- Safeguarding children/adults
- Venipuncture
- Transferring patients to theatre
- Blood monitoring

Mandatory training:

- Basic life support updated yearly
- Manual Handling
- Fire and safety
- Hand washing

Other training and experience:

Having experience in own ward or department and able to respond to emergency situations

Dementia training from study days or workshops presenting back to the team.

Nutrition training understanding different diets and fluid consistencies for specific patients.

Using the red tray system where applicable and informing the domestic staff which patients are involved in this system.

Child Protection/ Adult protection (Knowledge)

Infection Control policy

Caring for patients with infections and correct protocols for each condition.

When patients have to be isolated due to infection to prevent the risk to other patients and giving advice to relatives regarding protective clothing and hand washing.

Caring for neutropenic patients who require barrier nursing for their protection

MRSA screening

Obtaining urine samples and test urinalysis

Obtain stool samples and test for occult blood and record on the Bristol stool chart.

Data protection awareness. Confidentiality of patients.

Excellent communication skills verbal, non-verbal and written.

Able to support patients and relatives in distress

Working within a multi disciplinary team and knowing limitations and when to escalate concerns. Also contributing to the person centred care approach.

Able to take responsibility for assigned tasks.

Awareness of HSSD policies

Basic IT skill

Continence study days

Training new health care assistants.

Understanding of physical and emotional needs of patients within own setting

Preparing patients for investigations and assisting them to other departments if required.

Cleaning Schedule (daily) and role in that process.

5. DECISIONS AND JUDGEMENTAL SKILLS

This section should describe the areas of discretion and areas where the job holder is expected to anticipate or resolve problems independently, e.g. typical judgements made in the course of the job. It should consider the requirement for analytical skills to diagnose a problem or illness and understand complex situations or information.

Where it is a clear job requirement to periodically take charge of a work section, ward or department, the details of that requirement should be described as well as the duration and frequency.

This section should also include the job holder's responsibility for development and implementation of policy and/or services taking into account the extent and level of the contribution to the relevant decision making process.

- Health Care assistants work under the delegated authority of registered nurses, supervision is usually indirect with, HCA's
- Evaluate the patients care plans that have been written and assess if they are still appropriate and recognise the need for continuous risk assessment. For example, manual handling may state patient can transfer with one. However, the patient may have deteriorated and now requires hoisting. Report that change to relevant registered nurse.
- Ensure the correct custody of valuables and medication if discovered during care delivery.
- When recording observations understanding the result of the NEWS and escalating to nursing staff.
- When delivering personal care examining the patient's skin and observing how mobile they are and assessing risk of pressure damage and escalating to nursing staff the need for a pressure relieving mattress and pressure relieving cushion.
- When changing basic dressings report any changes i.e. improvement or deterioration

- Notice any changes in bowel habits and report.
- Ward test urine samples for evidence of urinary tract infections.
- Recognise difficulties when assisting patients with feeding if they are coughing or having difficulty in swallowing and report.
- Maintain food charts and weighing patients to identify malnourished patients.
- Recognise limits within own experience/qualification and competence and know when to enlist help.
- Saying no to staff if you feel overwhelmed with different requests at the same time.
- Always maintain a safe environment for patients and clients and promote a positive risk management culture. Remove any hazards that may cause harm to the patients.
- Recognise any signs of abuse and report to senior staff. (physical financial and verbal)
- If aware of any family issues report to nursing staff.
- Recognise when to assist and support colleagues
- Recognising changes in patient behaviour for example confused patients who are at risk of wandering of the ward.
- Treating patients as individuals and addressing them accordingly.
- Challenge behaviour that undermines others. Especially racial comments on other patients and staff.
- Report any incident so that it can be documented (DATIX)

6. ORGANISATIONAL SKILLS AND WORK PLANNING

This section measures the planning and organisational skills required to fulfil the role in its entirety. It takes into account the skills required for activities such as planning or organising clinical or non-clinical services and departments, strategic planning and arranging meetings, rotas and conferences.

It should also include the degree in which the job holder is required to anticipate problems or necessities and to take steps to resolve them without being instructed. There should also be a clear indication of how the job holder is supervised and/or how their work is reviewed.

Use initiative to organise own day to day work to achieve routine tasks and prioritise which demands to respond to first if there is a conflict of those demands, according to patients needs and working with constraints that have arisen.

For example, patients being discharged or transferred to nursing homes and transport is booked for a specific time.

Assist with the preparation for patients undergoing procedures/ theatre/ Clinical investigation department.

Being able to adapt to changeable situations such as confused patients wandering off. Or emergency admissions arriving re-prioritise regularly throughout the shift.

Planning of equipment in relation to scheduled procedures such as endoscopes (Endoscopy unit)

Order the 'special diets' for specific patients.

Check equipment prior to use such as Hoist.

Cleaning Schedule to comply with HSSD policy. (cleaning sluice and commodes, Dynamaps, drip stands hoists etc)

Correct labelling for laundry bags and how and where to store it.

Putting away weekly stock and top up deliveries and checking stock levels and ordering

Clean around bed area when patient discharged and check that oxygen and suction if used is changed in preparation for new patient.

7. MAIN DUTIES AND RESPONSIBILITIES

This is one of the most important sections of the job information template.

This section should identify the key duties and responsibilities of the job. It is essential that the duties provided are a true reflection of the role to avoid under or over emphasising the extent/level of responsibility. Provide enough detail to enable readers to understand what you do.

Where possible, an approximate percentage of time spent on each main duty should be indicated. It is important however, that if listing tasks, the level of involvement and role is clearly reflected.

Where it is a clear job requirement to periodically take charge of a work section, ward or department, the details of that requirement should be described, including the duration and frequency.

Please limit response to the principal duties/responsibilities of the role.

Clinical and operational responsibilities

- Assist with admission and discharge of patients
- Assist with the routine personal care of patients as directed e.g hygiene. Bowel care eye and oral care
- Write accurate records in a timely manner
- Prioritise the provision of diet and fluids for patients, ensure preferred meals are ordered and support with eating and drinking as required. Record on relevant documentation.
- Assist with the moving and handling of patients within your speciality
- Assist and support distressed relatives/parents/carers as required and in a polite and welcoming manner
- Provide basic factual information about your patients to relatives, parents and friends
- Supports patients experiencing illness/ admission to hospital using reassurance, tact and empathy
- Reports any concerns or changes in the patient's condition or observation to the responsible registered nurse
- Maintain levels of supplies in the ward/department
- Carries out routine equipment checks and quality control checks (blood monitoring machine)
- Ensure appropriate use of all resources to reduce wastage
- Orders ward supplies
- Participate in ward/department meetings
- Participate in Performance review
- Maintain good relationships with other wards and departments.
- Maintain portfolio and attend appropriate CPD activities to ensure up to date practice
- Respond to direction from registered nurse and if required move to support another clinical area

Clinical governance

- Ensure all health and safety policies are implemented
- Ensure all equipment is correctly used, cleaned and maintained
- Arrange equipment repairs as required
- Ensure safe segregation, storage and handling of hazardous substances and waste
- Support peoples equality and diversity rights
- Continue development of own skills to meet identified appraisal and personal development plan
- Comply with HSSD code of conduct and relevant HSSD policies

8. ROLE OF DIVISION

Specifically, this section should provide an explanation of what the department, division or section does and how these services help the organisation achieve its objectives.

Working in the hospital across many specialities:

- Medical division
- Surgical division
- Children ward
- Unscheduled care
- Outpatients department
- Ambulatory care
- Elderly care

9. DIMENSIONS OF THE JOB

This section should reflect the **size**, **scope** and **activity** of the role and must include:

- **Staff Management/supervisory responsibilities**, including numbers and levels.
- **Budgetary responsibilities**, e.g. ordering and purchasing responsibilities, petty cash.
- **Patient/client responsibilities** (patient group dealt with, interaction with other clinical and non-clinical staff, e.g. develops care packages for specific groups of patients, provides specialist non-clinical advice to specific groups of staff).
- **Research and Development**, the responsibility of the job for research and development activities, e.g. clinical trials, equipment testing, developing research and development programmes.

- **Staff management / supervisory:**
 - Support new staff with their induction programme includes students
 - Support B/Tech students in their work experience
 - Supports bank staff
- **Budgetary responsibilities:**
 - Ordering checking and putting stores away
 - Reduce wastage
- **Patient responsibilities :**
 - Patient's personal property and valuables
 - See main duties for personal care

10. INFORMATION SYSTEMS

This section should describe any information systems and resources that the job holder works with or contributes to. This may range from storing hardcopy manual records to working with complex computer databases. The nature of the job holder's role in relation to each system should be described (e.g. security, processing and generating information; inputting information on behalf of others; creating, updating and maintenance of information databases or systems) and the degree in which it is shared with others.

Datix incident reporting

Fax

Photocopier

Telephone

Trakcare

Order comms

e-mails

Engineering forms

Record personal generated information

11. EQUIPMENT AND MACHINERY

This section should describe the main machinery and/or equipment used in the job, or to which the job otherwise relates, e.g. for maintenance. This could range from sophisticated medical equipment, to computers, to domestic cleaning machinery. This includes all clinical equipment such as syringes and blood pressure monitors. A brief description should be given for all equipment used, even if it appears obvious to the job holder.

Hoists battery changes. Sound knowledge and skills to operate equipment whilst at the same time ensuring its appropriate up-keep.

Dynamaps (machine which records blood pressure)

BM machines

Change batteries thermometers and oxygen sats machines

13. MOST CHALLENGING/DIFFICULT ASPECTS OF THE JOB

The purpose of this question is to elicit information about the issues that confront the job holder and utilise his or her skills the most. Typically, there should be a maximum of two issues. Examples may include instances when the job has limited supervision or reduced support (e.g. at night or when working alone).

- Trying to care for patients in a cramped environment and trying to maintain that individual's dignity and respect
- Working with challenging behaviours
- Time constraints i.e delivery of holistic patient care
- Dealing with palliative / end of life care to patients and their relatives.

14. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB

1. This section measures the **physical skills** required for the job, e.g. keyboard and driving skills, manipulation of fine tools or equipment, requirements for speed and accuracy, sensory skills (sight, hearing, touch, taste, and smell) and dexterity. Please list examples in the box below.

Manoeuvring of patients in wheelchairs, patients on hoists to transfer from bed to chair or bathroom.
 Observing patients using sight and hearing for example, assessing a patient's breathing is it noisy, laboured or excessive coughing. report to registered nurse.
 Removal of cannulas as directed by registered nurse.

2. This section measures the **physical effort** required for the job.

Job Requirements	Example(s)	FREQUENCY <i>Please only tick <u>one</u> of the below three options as appropriate</i>			Average Duration of Occurrence	Average weight (kilos)
		Less than 3 times a month	At least 3 times a month but fewer than half the shifts ¹ worked	Half the shifts worked or more		
Lifting, pushing, pulling objects	Turning patients / hoisting/wheelchairs/beds and chairs			√		Over 30 kilos
Lifting weights/equipment with mechanical aids	Standing hoist and full hoists			√		Over 30 kilos
Lifting weights/equipment without mechanical aids	Stores and notes			√		Less than 15 kilos
Bending, kneeling, crawling	Personal care in bathrooms			√		
Working in physically cramped conditions	Behind curtains			√		
Working at heights	Uses ladders to put stores away		√			
Walking for substantial periods of time	Except breaks walking or standing			√	80% of the shift	
Sitting or standing in a restricted position (including driving)	As above		√			
Controlled restraint of patients	1.1 nursing			√	Full shift	Over 30 kilos
Sudden explosive effort such as running from a standing start	Crash call		√			

¹ A shift being a period of work.

3. This section measures **mental effort** (concentration, responding to unpredictable work patterns, interruptions, need to meet deadlines, etc.) required for the job.

Describe the duty that the job holder undertakes that requires concentration	FREQUENCY Please only tick <u>one</u> of the below two options as appropriate		Average duration of occurrence	Is the job holder interrupted on a regular basis causing them to change what they are doing to another activity
	Fewer than half the shifts worked	Half the shifts worked or more		
Interruptions				
Required to concentrate on the activity which is being undertaken for example personal care, feeding and taking observation.		✓		yes
				Choose an item.
				Choose an item.
				Choose an item.
				Choose an item.

Please provide examples of the interruptions as indicated above:

They are interrupted on a regular basis by other patient's who require assistance for an activity of daily living.
Also interrupted with confused patients who do wander off and they have to attend to them and then go back to the activity which they were delivering.

4. This section measures the **emotional effort** required to undertake clinical or non-clinical duties that are generally considered to be distressing and/or emotionally demanding. Guided by the table below, please indicate whether the job holder carries out the activity listed as examples.

Job Requirements	Example(s) and degree of involvement	FREQUENCY		
		Please only tick one of the below three options as appropriate		
		Less than once a month on average	Once a month or more on average	Once a week or more on average
Processing (e.g. typing/transmitting) news of highly distressing events	no			
Providing a service for distress/angry patients/clients/staff	Caring for patients in hospital with chronic illness, end of life care and terminally ill.			✓
Giving unwelcome news to patients/clients/carers/staff	Do not give the news but has to care for the patient after they have had the news.			✓
Dealing with difficult situations/circumstances	Dealing with relatives			✓
Care of the terminally ill	Already stated			✓
Providing a therapy service to emotionally demanding patients/clients/staff	no			
Exposure to severely injured bodies or corpses	no			
Dealing with people with challenging behaviour	Patients with dementia			✓
Personal involvement with child abuse or family breakdown	no			
Arriving at the scene of a distressing incident where job holder is directly exposed to the patient/situation	no			
Arriving at the scene of, or dealing with, a distressing incident where job holder is exposed to information about the patient/situation but not directly exposed	no			

5. This section measures the demands arising from inevitably adverse **environmental conditions** (such as extreme hot/cold, smells, noises, fumes) and hazards which are unavoidable (such as road traffic accidents, spills of harmful chemicals, aggressive behaviour or patients/clients/relatives/carers, etc.)

Job Requirements	Description of the requirement	FREQUENCY		
		Please only tick <u>one</u> of the below three options as appropriate		
		Less than 3 times a month on average	3 times a month or more on average	Several times a week with several occurrences on each shift
Using a computer/visual display unit for the majority of the shift		✓		
Extreme temperatures and/or inclement weather	Working environment very warm/variable			✓
Unpleasant smells or odours	Urine, vomit, faeces dirty and foul linen			✓
Toxic/harmful fumes	no			
Excessive noise or vibration	no			
Dust or dirt	In the vicinity of daily cleaning			✓
A humid atmosphere	NO			
Infectious materials or foul linen	Yes linen from patients with MRSA C.diff ESBL and others			✓
Dangerous chemicals/substances in containers	no			
Dangerous chemicals/substances that are <u>not</u> contained	no			
Aggressive verbal behaviour	Direct from patients			✓
Aggressive physical behaviour	Direct from patients			✓
Fleas and lice				
Bodily fluids, faeces or vomit	Cleaning up patients who have vomited or are incontinent			✓
Unpleasant substances/non household waste				
Life threatening hazards				
Using road transport in emergency conditions				
Other				