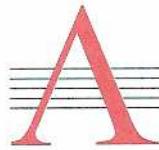




AGENDA FOR CHANGE JOB EVALUATION

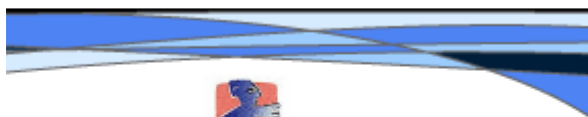


The British Association of Art Therapists



ASSOCIATION OF
PROFESSIONAL MUSIC THERAPISTS

**JOINT AMICUS AND PROFESSIONAL BODIES -
A GUIDANCE FOR ARTS
THERAPISTS/PSYCHOTHERAPISTS
(ART, DRAMA, MUSIC, DANCE MOVEMENT)**



the Association
for Dance Movement Therapy UK



the British Association for
Drama Therapists

AGENDA FOR CHANGE JOB EVALUATION
JOINT AMICUS AND PROFESSIONAL BODIES – A GUIDANCE FOR ARTS
THERAPISTS/PSYCHOTHERAPISTS
(ART, DRAMA, MUSIC, DANCE MOVEMENT)

SECOND EDITION – August 2005

CONTENTS

Section 1

Introduction	3
Agreeing new Job Descriptions and Person Specifications	4
The Matching Process	4
Clustering	5
Job Assessment Questionnaire	6
Web sites	6

Section 2

Job Descriptions, a Guide	8
Operational Definition of Job	8
Sample Job Description Template	9
Job Title	10
Job Statement	10
Key Result Areas	11
Clinical Work	11
Policy and Service Development	12
Human Resources	12
Research and Development	13
Information Technology/Resources	13
Factor Plans/Profiles and Job Descriptions	14
General Information	22
PERSON SPECIFICATION	23

AGENDA FOR CHANGE JOB EVALUATION

JOINT AMICUS AND PROFESSIONAL BODIES - GUIDANCE FOR ARTS THERAPISTS/PSYCHOTHERAPISTS (ART, DRAMA, MUSIC, DANCE MOVEMENT)

SECOND EDITION –August 2005

Section 1

Introduction

This guidance is for all Arts Therapists/Psychotherapists. This guidance will assist Arts therapy/psychotherapy services in preparing draft job descriptions and in job evaluation that will be crucial in determining the correct pay band for a post. Please note that the guidance is not intended to be prescriptive, and will require adaptation to local circumstances. The guidance will be reviewed after testing in Early Implementer Sites. Job description templates may be agreed locally in partnership. Profile titles are generic to Agenda for Change and are not the traditional terminology used in the professions. Further job profiles may be agreed.

This guidance is intended to assist Amicus representatives, Amicus members and their managers and matching panels in the process of transferring NHS applied arts therapy staff from Whitley pay scales to the new pay structure. Every job in the health service will be evaluated using the new job evaluation factor plan. The outcome of that evaluation will place people in the appropriate pay band. Matching panels of no less than two staff members and two management members evaluate jobs with the use of job descriptions, person specifications, organisational charts and interviews to decide in the first instance whether the post can be matched with an existing profile. The first task therefore is to ensure that job descriptions are up to date and valid, so this guidance includes suggestions about how to update your job description and how to ensure that the matching panels can easily see at which level of each factor the post fits.

The following profiles have been agreed:

**ARTS THERAPIST/PSYCHOTHERAPIST ENTRY LEVEL (Art, Music, Drama, Dance
Movement)**
Band 6

ARTS THERAPIST/PSYCHOTHERAPIST (Art, Music, Drama, Dance Movement)
Band 7

**ARTS THERAPIST/PSYCHOTHERAPIST PRINCIPAL (Art, Music, Drama, Dance
Movement)**
Band 8a-b

**HEAD OF ARTS THERAPIES/PSYCHOTHERAPIES (Art, Music, Drama, Dance
Movement)**
Band 8c-d

**CONSULTANT ARTS THERAPIST/PSYCHOTHERAPIST (Art, Music, Drama, Dance
Movement)**
Band 8c-d

JOB PROFILES

Agreeing New Job Descriptions and Person Specifications

It is essential that your job description *and person specification* is updated for this process of assimilation. Job descriptions should reflect what you do and should be agreed with your line manager. **Your job description requires your agreement.** It is important that you use clear language to help the matching panel to understand the requirements of your job. (Give examples to illustrate the points. *It will be helpful to make notes and give examples to use to answer questions by managers and matchers*). Only job descriptions agreed with the post holder should be evaluated by the matching panels. The job holder can initiate the process by writing a job description by referring to the factor plan, agreed national profiles, and the guidance provided by the union and the profession.

Arts Therapists/Psychotherapists can insist on the right to alteration of job descriptions and person specifications in line with this guidance, providing the resulting job descriptions and person specifications are valid. The guidance is designed to assist the implementation process by making it easy for Job Evaluation Panels to match jobs, and it is reasonable to make amendments in the light of publication of national profiles and this guidance.

For those updating their job description *and person specification* it is important to read the Job Factor Plans first, including the Job Statement (headline definitions). While it may seem obvious which profile is appropriate from your point of view, take a look at the profile above and below the one that you expect to be matched with for comparison purposes. Factors 2 and 12 must be an exact match but all other factor levels a variation by +1/-1 is allowed up to a maximum of five factors.

The Matching Process

An agreed Job Description and Person Specification or cluster of Job Descriptions are submitted to the matching panel

Person Specifications and organisational charts may also be submitted

The panel should seek additional professional advice from both staff side and management side

The panel will attempt to allocate an appropriate Job Profile

The panel will then either:

- Allocate a profile
- Decide there is no appropriate match and forward the post for local evaluation

Posts will be matched by panels that may not include arts therapists/psychotherapists and therefore will not have extensive knowledge of arts therapy/psychotherapy. **Job descriptions and person specifications therefore need to be exhaustive and include information that might seem obvious to arts therapists/psychotherapists, e.g. the need for graduate status and a working knowledge of health or social services prior to acceptance for professional training/qualification.** In some trusts, post holders and their manager may be invited to interview with matching panels to elaborate on points in their job description.

Under Agenda for Change posts will be banded according to the levels and sum of scores on 16 factors. Each arts therapy/psychotherapy profile gives a level or range of levels for each factor. For a post to match a profile five conditions must be met: -

- there must be a perfect match on factor 2, knowledge, and factor 12, freedom to act

(Note that the **Arts Therapist Entry Level** and **Arts Therapist** profiles are the same for these factors. Therefore the matching panels will look at the job statements that introduce the profiles. If the 3rd or 4th definitions of the **Arts Therapist** profile applies to you, they should be immediately obvious ie included in your job summary.)

Note also that the **Arts Therapist** and **Arts Therapist Principal** profiles share the same level on factor 2 but differ on factor 12. Similarly this should be immediately obvious.

Note that the **Head of Arts Therapies** and **Consultant Arts Therapist** profiles are the same for these factors. Therefore the matching panels will look at the job statements that introduce the profiles. If the definitions of the respective profile apply to you, they should be immediately obvious ie included in your job summary.)

- the level assigned to any specific factor must vary by no more than ± 1 level beyond the specified range for the factor on the profile. For example, if for the **Physical Effort** factor the range on a particular profile is 2-3, the post could still match the profile if the actual level assigned is in the range 1-4, but could not match if the level is above 4;
- there will be a no match if four or more of the remaining factors vary by more than +/- 1 point;
- there will be a no match if any single factor varies by +/- 2 points
- the overall score for the post must not take it outside of the banding for the profile
For example, for a post to be matched to the Arts Therapist/Psychotherapist Principal Profile the score assigned to the post must be within the bands 8a/b. If the score takes the post above 8b, then it cannot be matched to the profile.

The panel will then either:

- Allocate a profile
- Decide there is no appropriate match and forward the post for local evaluation

The profile must be agreed by all matching panel members

The profile and Job Description are then returned to the postholder/s

If the postholder believes that the profile does not reflect their contributions the profile can be rejected and an appeal lodged

The Job Description/s and supporting evidence is submitted to a second matching panel

Clustering

Staff should not be pressurised to be in a cluster if they are unhappy about it for any reason and should be entitled to go forward to a matching panel individually if they choose to do so for whatever reason.

- There should be staff-side consultation regarding decisions about clustering of job descriptions.
- Individuals should have the right not to be included in a cluster
- Job descriptions should be clustered together only if they are sufficiently similar in terms of the person specification and the content of the job description.
- Job descriptions should not be automatically clustered together on the basis of current Whitley grades/spine points.
- Cluster representatives should be chosen carefully to ensure that the postholders would be well represented at the matching panel.

Prior to job descriptions going to matching panels, all individuals in a cluster should receive the following information:

- A copy of the job description that will be going forward to the matching panel as representative of their job description.
- The name of the person whose job description will be going to the matching panel and who will therefore be representing them at a matching panel interview.

Prior to the matching panels, all members of a cluster should have sufficient time (at least two weeks before the matching panel meets) to:

- Consider whether they are satisfied that the job description going forward as representative of their job description is sufficiently similar to their own job description.
- Consider whether they are satisfied to be represented by the cluster representative.
- Consult their Union representative for advice.
- Contact the cluster representative to highlight any aspects of the job description they would like highlighted in the matching panel interview.

Job Assessment Questionnaire

It is worth getting a copy of this from the DOH website and having a look at it to give you more insight into the detailed criteria that underpin the factor definitions published in the Job Evaluation Handbook.

Amicus members should consult their local representative for advice if they believe they have not been allocated the correct profile or the addresses given below.

If your post is to be locally evaluated you can contact the Arts Psychotherapists/Therapists who are amicus representatives at early implementer sites:

John.Tyler@swlstg-tr.nhs.uk

Terri.Coyle@swlstg-tr.nhs.uk

Or

Fiona.Farmer@amicustheunion.org

Amicus officer for Arts Therapists/Psychotherapists

Jane.Dudley@down21.freeuk.com

Agenda for Change lead for Arts Therapies Professional Bodies in partnership with Amicus

Web sites:

www.amicushealth.org

www.doh.gov.uk

You can download Profiles, the Job Evaluation Handbook, the Job Analysis Questionnaire (which underpins the profiles and is used to evaluate your post if put forward for local evaluation), and other documents.

www.apmt.org.uk

The Association for Professional Music Therapists

www.baat.org

The British Association for Art Therapists

www.admt.org.uk

The Association for Dance Movement Therapists

www.badth.org

The British Association for Drama Therapists

The web addresses for Professional Bodies will give you up-to-date information. It is worth entering the websites on a regular basis and directing your colleagues and managers to these sites.

Lead for Professional Bodies - Agenda for Change

BAAT

Jane Dudley

Jane.Dudley@down21.freeuk.com

Or

Carole Pembroke

Carole_pembroke@hotmail.com

APMT

Judith Nockolds

judynockolds@hotmail.com

ADMT

Susan Scarth

s.scarth@gold.ac.uk

BADTH

Ruth Baker

Ruthbaker72@yahoo.com

Section 2

Job Descriptions a Guide

To use this guidance it will be essential for you to have a copy of each profile and a copy of the Job Evaluation Factor Plan i.e. the most up-to-date Job Evaluation Handbook which is currently dated (October 2004).

Operational Definition of Job

All work done in the last year however infrequently or recent – and anything that can be reasonably expected to be done under the contract.

Duties are carried out which are in line with the requirements of the job description. It is recognised that posts can evolve over time and particular attention should be paid to the person specification in terms of what is essential and what is desirable. Job descriptions can be changed over time but only with the agreement of the postholder and their manager.

- Obtain a copy of your most recent job description and person specification, check it for accuracy
- List any duties that are not expressed in your job description that you believe may add value to your role
- List any new duties that you currently undertake
- Seek advice from your local Amicus representative on locally agreed job description templates
- All job descriptions must be agreed and signed off by the postholder and line manager prior to matching
- Job descriptions must not include your name, current grade or hours of work

Templates should include as a minimum

Job Title

Accountable to

Responsible for

Job Statement
.....
.....

Key Results Areas:

(Ensure the following are included but they may be under different headings)

Clinical Caseload or Clinical Responsibility:

-
-
-

Policy and Service Development:

-
-
-

Human Resources:

-
-
-

Research and Development:

-
-
-

Information Technology/Resources:

-
-
-

Job Title

Accountable to There may be more than one line of accountability. For the majority of posts there should be at least a professional line of accountability to an Arts Therapist/Psychotherapist or Clinical Director. The post holder’s line manager should be added if different from the professional line of accountability.

Responsible for This relates to whom you manage or professionally supervise (including clinical supervision of individuals/groups from other professions and trainee arts therapists/psychotherapists) and to Factor 9, **Human Resources** so must be worded carefully.

Job Statement This should be a concise yet comprehensive statement in which several factors can be included *Factor 3 Analytical and Judgmental Skills, Factor 4 Planning and Organising Skills, Factor 6 Responsibility for Patient /Client Care, Factor 7 Responsibility for Policy Service Development, Factor 8 Responsibility for Financial and Physical Resources and Factor 11 Research and Development.*

*Do not feel under pressure to complete in 1 or 2 sentences if you do not feel this enables you to summarise the work you do. **NB** The Job Summary is vital to the matching panels particularly if looking to match between **Arts Therapist Entry Level** or **Arts Therapist** as Factors 2 and 12 are the same for each profile. This also applies to the **Head of Arts Therapies** and the **Consultant Arts Therapist** profiles. The **Arts Therapist** and **Arts Therapist Principal** differ in Factor 12 i.e. the **Arts Therapist** post is level 3 and the **Arts Therapist Principal** post is level 4 on this factor, with Factor 2 Knowledge and skills rating the same; therefore this Freedom to Act factor will affect the banding.*

This is also the place to include a statement that clearly specifies the post holder’s level on F12 **Freedom to Act** (see table below).). If clinical supervision is mentioned in the job description it should be carefully clarified in case it becomes confused with the **Freedom to Act** factor definition.

Arts Therapists’/Psychotherapists’ work is supervised for professional purposes within the clinical process rather than level of competency i.e. clinical supervision does not erode from our practice as autonomous clinicians. (Be aware that in some professions supervision refers to very close overseeing of work and suggests no autonomy. It is important that clinical supervision is understood to be about a time when clinicians can reflect thoughtfully on their work and can use the supervisor as a sounding board for their own ideas – it is not a situation in which clinicians are being told what to do.)

Factor Levels for Freedom to Act

Factor	Arts Therapist Entry Level	Arts Therapist	Arts Therapist Principal	Head of Arts Therapies	Consultant Arts Therapist
	ATEL	AT	ATP	HAT	CAT
Factor12 Freedom to Act	3	3	4	5	5

As a general guide throughout, avoid the phrase “contributes to” and use “responsible for” instead, e.g. “responsible for assessing clients for individual or group therapy/psychotherapy sessions Avoid “relevant” be specific. Avoid “liase with” define the lines of communication. Avoid “participate in,” specify either a lead or passive involvement. Be specific about supervision either managerial or clinical.

Key Result Areas (KRAs):

1. Clinical Caseload or Clinical Responsibilities
2. Policy and Service Development
3. Human Resources
4. Research and Development
5. Information Technology and Resources

1.Clinical Work and Clinical Responsibilities

The Key Result Area is primarily to do with the post-holder’s own clinical work and/or clinical responsibilities. A separate section of the job description reflects service development, teaching and clinical supervision.

Many factors are applicable to this Key Result Area and the job description needs to address them in a way that makes it easy for matching panels to decide which of the factors apply to a particular post. You should ensure that *Factors 1 Communication and Relationship Skills, 3 Analytical and Judgmental Skills, 4 Planning and Organisational Skills, 5 Physical Skills, 6 Responsibility for Patient Care, 12 Freedom to Act, 13 Physical Effort, 14 Mental Effort, 15 Emotional Effort and 16 Working Conditions* are reflected.

Factor levels most relevant to KRA 1 - clinical caseload or clinical responsibilities

Factor	ATEL	AT	ATP	HAT	CAT
Factor 1 Communication & Relationship Skills	5(c)	6	6	6	6
Factor 3 Analytical & Judgement Skills	3	4	4	4	5
Factor4 Planning & Organizing Skills	2	2	3	4	3-4
Factor5 Physical skills	3(a)	3(a)	3(a)	3(a)	3(a)
Factor6 Responsibility for Patient /Client care	5(a)	5(a)	6 (a)(c)	6(d)	6(a)-6(c)
Factor 12 Freedom to Act	3	3	4	5	5
Factor13 Physical Effort	2(a)(d) -3(c)	2(a)(d)-3(c)	2(a)(d)-3(c)	1-2(a)	2(a)(d)
Factor14 Mental Effort	2(a)	2(a)-4(b)	3(a)-4(b)	3(a)-4(b)	3(a)-4(b)
Factor15 Emotional Effort	4(b)	4(b)	4(b)	3(b)-4(b)	3(b)-4(b)
Factor16 Working Conditions	2(a)- 3(a)	2(a)-3(a)- 4(a)	2(a)-3(a)- 4(a)	2(a)-3(a)	2(a)-3(a)- 4(a)

NB – some of these factors are relevant to other Key Result Areas as well.

All Arts Therapy/Psychotherapy job descriptions should include a phrase like “In common with all clinical arts therapists, receives regular clinical supervision in accordance with our professional codes of practice”.

2. Policy and Service Development

This section is primarily for *Factor 7 Responsibility for Policy/Service Development* but you will need to ensure that *Factors 3 Analytical and Judgmental, Factor 4 Planning and Organisational Skills and Factor 12 Freedom to Act* are identified.

Factor 7 Responsibility for Policy/Service Development, measures the responsibilities of the job for development and implementation of policy and for services of Arts Therapy/Psychotherapy. This takes into account the nature and responsibility of the Arts Therapist's/Psychotherapist's contribution to the decision making process and takes into account relevant policies on services.

Factor levels most relevant to KRA 2 - policy and service development

Factor	ATEL	AT	ATP	HAT	CAT
Factor3 Analytical & Judgment Skills	3	4	4	4	5
Factor4 Planning & Organising Skills	2	2	3	4	3-4
Factor7 Responsibility for Policy /Service Development	1	2	3	4	3-4
Factor 12 Freedom to Act	3	3	4	5	5

NB – some of these factors are relevant to other Key Result Areas as well.

3. Human Resources

This section of the job description should include all references to professional leadership and management and also clinical supervision, teaching and training. *Factors 4 Planning and Organising Factor 8 Responsibility for financial and physical resources and factor 9 Human Resources are the most relevant for this KRA.*

- part 1 professional leadership, management**
- part 2 clinical supervision, teaching and training**

For posts where line management or professional leadership is a significant responsibility it is necessary to split this KRA into two parts – part 1 management and professional leadership and part 2 for teaching, training and supervision.

For part 1, professional leadership and line management are equivalent responsibilities for the **Human Resources** factor. However, a distinction between line management and professional leadership is likely for the **Financial and Physical Resources** factor.

Factor levels most relevant to KRA 3 – Human Resources parts 1 and 2

Factor	ATEL	AT	ATP	HAT	CAT
Factor4 Planning & Organising Skills	2	2	3	4	4
Factor8 Responsibility for Financial & Physical Resources	2(b)(c)	2(b)(c)(d)	2(b)(c)(d)- 3(a)(b)(d)	4(a)	2(b)(c)(d)- 3(a)(b)(d)
Factor9 Human Resources	1	1-2(a)(b)(c)	3(a)(c)	4(a)	3(a)(c)

NB – some of these factors are relevant to other Key Result Areas as well.

4. Research and Development

Factor 11 Research and Development. This section requires to be carefully worded to include formal research, clinical audit, research supervision of other professional colleagues, service evaluation and clinical outcomes assessment.

Factor level for KRA 4 – Research & Development

Factor	ATEL	AT	ATP	HAT	CAT
Factor11 Research & Development	1	1-2(a)	2(a)-3-4	2(a)-3-4	4-5

5. Information Technology/Resources.

Factor level for KRA 5 – Information Technology/Resources

Factor	ATEL	AT	ATP	HAT	CAT
Factor10 Information Resources	1	1	1	1	1

Factor Plans/Profiles & Job descriptions

The following is a guide to applying the factor plan into your job description with reference to the **Key Result Areas** and **Job Summary** (as above); and your **Person Specification** (see end of this document).

Factor 1 COMMUNICATION & RELATIONSHIP SKILLS

Key Result Area 1, Person Specification - (Knowledge and Skills)

Factor	ATEL	AT	ATP	HAT	CAT
Factor 1 Communication & Relationship Skills	5(c)	6	6	6	6

All Specify highly complex nature of information and very high levels of interpersonal and communication skills required in therapy sessions and assessments. This is the core of our work. The **Arts Therapist Entry Level** profile is 5(c) for this factor, but if you work in with clients who are severely challenging in mental health then this would meet 6 for this factor.

The person specification should state the minimum requirements to be able to communicate complex and sensitive information.

Person specifications may say something like “able to communicate effectively in a highly emotive atmosphere and overcome unconscious defence mechanisms or psychological resistance to potentially threatening information”. The job description/person specification may also specify this as a requirement, e.g. “can be required to work in a highly emotive atmosphere and must maintain a high degree of professionalism at all times”.

Factor 2 KNOWLEDGE, TRAINING & EXPERIENCE

Person Specification - (Training and Experience)

Factor	ATEL	AT	ATP	HAT	CAT
Factor 2 Knowledge, Training and Experience	7	7	7	8a	8a

ATP, HAT and CAT State in Person Specification additional/specialist training and/or experience that is required for your post, eg management, finance, human resources &/or specialist clinical knowledge, research.

*Note this factor refers to “equivalent experience” when speaking of qualifications. The qualifications and experience required for your post will be detailed in the person specification. Person specifications are for the post, not the person. The required qualification for an Arts Therapist/Psychotherapist is “MA/MSc or equivalent” (see **The Matching Process**) and this must be stated in the person specification. Individuals who qualified with a diploma will be automatically matched at M Level by virtue of most trainings*

now at M level, as well as working at M Level ie autonomous clinicians once qualified. The Professional Bodies and HPC have approved this. Training Institutions that are PG graduate diplomas are presently addressing this, and the PG Diplomas are moving to M Level. This is in recognition of the ACTUAL work we do when qualified as well as the qualifications and experience required (e.g. the need for graduate status and a working knowledge of health or social services) prior to professional qualification, i.e. prior to acceptance for professional training as an Arts Therapist/Psychotherapist. This is at the heart of AFC.

Factor 3 ANALYTICAL & JUDGEMENT SKILLS

Job Summary, Key Result Area 1, Key Result Area 2, Person Specification - (Knowledge and Skills)

Factor	ATEL	AT	ATP	HAT	CAT
Factor3 <i>Analytical & Judgement Skills</i>	3	4	4	4	5

ATEL This profile does not refer to interpretative skills or judgements that would feed back to Multi-Disciplinary Teams regarding risk assessment or referrals to other treatment interventions. Those involved in this work with clients would meet a higher level in this factor.

All other Arts Therapy profiles Specify how acquired skills are utilised to analyse, interpret, and compare options, some of which may be conflicting, eg assessing risk and assessing for treatment interventions – arts therapies/psychotherapies or recommending other treatment interventions to Multi-Disciplinary Teams, following assessment etc.

ATP May require skills for analysis of service eg loneworker Arts Therapists/Psychotherapists in service areas – note this does not necessarily score at a higher level on this factor, but provides further evidence.

HAT Will require skills for analysis of service – note this does not necessarily score at a higher level on this factor, but provides further evidence.

CAT As stated with the **HAT** profile. Additionally emphasise the expert opinion and interpretation required through analysis of research findings.

This factor takes into consideration the requirement for analytical skills to diagnose problems and understand complex situations or information and judgemental skills to formulate arts therapy/psychotherapy treatment plans; as well as analytical skills and knowledge to make recommendations and decide on other treatment interventions for clients.

Factor 4 PLANNING & ORGANISATIONAL SKILLS

Job Summary, Key Result Area 1, Key Result Area 2, Key Result Area 3, Person Specification - (Knowledge and Sills)

Factor	ATEL	AT	ATP	HAT	CAT
Factor4 <i>Planning & Organising Skills</i>	2	2	3	4	3-4

ATEL & AT Specify autonomous caseload

ATP Must specify multi professional organisational activities eg may include clinician who is keyworking a client/s, in which case they will be responsible for calling together case conferences, discharge plan etc

HAT Must include input to strategic planning for the service

CAT Encompasses levels in the ATP and HAT profiles, where clinical specialists may not be required to undertake long term planning. This said, the clinician might have responsibility for the planning and co-ordination of long term research programmes and/or a specialist arts therapies/psychotherapies service in which case they should score 4 for this factor.

Factor 4 measures the planning and organisational skills required to fulfil the job responsibilities satisfactorily, such as planning or organising clinical or non-clinical services, eg departmental rotas; case conferences, organising strategic planning and meetings; dealing with other professional disciplines and providing an on-going professional arts therapy/psychotherapy service to clients, providing an ongoing supervision service for other professionals. It also takes into consideration the complexity and degree of uncertainty involved eg making adjustments to plans to facilitate case conferences, attendance to Mental Health Review Tribunals, Child Protection Meetings.

*For posts where Arts Therapists/Psychotherapists are sole Arts Therapist/Psychotherapist ie lone workers, Job Descriptions should reflect that lone workers provide an Arts Therapy/Psychotherapy **Service** rather than provide Arts Therapy/Psychotherapy sessions. The distinction needs to be clearly stated for this factor as a Service needs to be planned, co-ordinated and developed.*

Factor 5 PHYSICALSKILLS

Key Result Area1, Person Specification - (Training and Experience)

Factor	ATEL	AT	ATP	HAT	CAT
Factor5 Physical skills	3(a)	3a	3a	3a	3a

All Demonstrate skilled use of materials, instruments and tools or sensory skills eg the dexterity required to utilise your art medium through specialist training (eg Graduate training) and ongoing practice to keep skills – as recognised through Arts Therapy's Continuing Professional Development

The requirement for formal training in breakaway techniques should be specified in the person specification. There will be mandatory training that apply to this factor eg Breakaway training, art, dance and musicianship which require dexterity and continuing practice to maintain skills ...

Factor 6 RESPONSIBILITIES FOR PATIENT/CLIENT CARE

Job Summary, Key Result Area1

Factor	ATEL	AT	ATP	HAT	CAT
Factor6 Responsibility for Patient /Client care	5(a)	5(a)	6 (a)(c)	6(d)	6(a)(c)

ATEL & AT Detail assessment of needs and development of care/therapy programmes

ATP & CAT Either responsibility for development of a range of care/therapy programmes or provision of highly specialised advice to clients/patients/other bodies. Clinicians contributing to diagnosis of clients and advice to Multi-Disciplinary Teams will meet 6c eg Clinicians that undertake generic assessments for Service area; clinicians who give evidence at Mental Health Review Tribunals. Specialised will have to be defined as a particular field of practice e.g. acute mental health, forensic

HAT Has responsibility for delivery of Arts Therapy/Psychotherapy service within a geographic location or special division. If there is a requirement in the service to provide expert advice/ second opinions to professional bodies this should be included in the job description even if the responsibility for this may move across postholders.

Factor 7 RESPONSIBILITIES FOR POLICY & SERVICE DEVELOPMENT IMPLEMENTATION

Job Summary, Key Result Area 2

Factor	ATEL	AT	ATP	HAT	CAT
Factor7 <i>Responsibility for Policy /Service Development</i>	1	2	3	4	3-4

ATEL Would not be proactive in the following:

AT Has input to policy change within own area of work

ATP Input to policy change impacting on other professions/disciplines i.e input into services that impact on other therapies, nursing etc (proactive involvement in working parties).

HAT Prime responsibility for trust policy implementation in Arts Therapy/Psychotherapy service development

CAT Like Factor 4, this factor encompasses levels in the ATP & HAT profiles, as some clinical consultants may not have the responsibility for Policy & Service Development that is stated in the **HAT** profile, but will have active input into their specialist area that impacts upon other professions, particularly where research results influence Best Practices beyond Arts Therapies, eg a particular client group

Factor 7 measures the Responsibility of job development and implementation of policy and/or services. It takes into account the nature of the responsibility and the extent and level of the decision makers and account of whether the relevant policies and/or services relate to a function, department, division, directorate, the whole Trust or employing organisation or wider than this and the degree to which the responsibility is shared with others.

Factor 8 RESPONSIBILITIES FOR FINANCIAL & PHYSICAL RESOURCES

Job Summary, Key Result Area 3

Factor	ATEL	AT	ATP	HAT	CAT
Factor8 <i>Responsibility for Financial & Physical Resources</i>	2(b)(c)	2(b)(c)(d)	2(b)(c)(d)- 3(a)(b)(d)	4(a)	2(b)(c)(d)- 3(a)(b)(d)

ATEL & AT Care and maintenance of equipment used by others eg instruments/materials used by clients/stock control and stock order/ signatory for small financial sums eg client travel expenses

ATP & CAT Signatory for larger sums > £1000/ responsible for purchasing items/ delegated budget holder

HAT Will hold budget for service/department

The budgetary responsibilities under factor 8 should be read carefully, and levels of authorisation need to be spelled out in the job description in terms recognisable within the Job Evaluation system.

Factor 9 RESPONSIBILITIES FOR HUMAN RESOURCES

Job Summary - (Responsible to), Key Result Area 3

Factor	A TEL	AT	ATP	HAT	CAT
Factor9 Human Resources	1	1-2(a)(b)(c)	3(a)(c)	4(a)	3(a)(c)

A TEL May give workshops to demonstrate the work we do but does not teach or train

AT Teaching, training and supervision of students or other staff

ATP & CAT Either managing a small group of therapists or providing specialist teaching, training and supervision to other staff. Allocation of placement and supervision of trainees or staff.

HAT Line management responsibility for a service/department

Please note level 3b for this Factor “Responsible for the allocation or placement and subsequent supervision of qualified staff or students”. Although not highlighted in the profiles, this is work undertaken by many arts therapists. Even if this is not currently being done but is a reasonable expectation of the post it should be included.

Factor 9 measures the responsibilities of the job for management, supervision, co-ordination, teaching, training, consultation and development of employees, students/trainees and others in an equivalent position. This may also include recruitment, appraisal and career development.

Within the job description the emphasis should be on the nature of responsibility, rather than the precise numbers of those supervised, co-ordinated, trained or developed.

Factor 10 RESPONSIBILITIES FOR INFORMATION RESOURCES

Person Specification - (Training and Experience) - (Knowledge and Skills)

Factor	A TEL	AT	ATP	HAT	CAT
Factor10 Information Resources	1	1	1	1	1

All None of the national profiles score above level 1 on this factor, although we think some Arts Therapists/Psychotherapists might score at level 2 or above. The factor does not apply to Information Technology skills applied to Research & Development activities, but does apply to Information Technology skills used in a “business/ clinical” context.

Job descriptions need to be clear about what is involved in this Key Result Area to score above level 1

Factor 10 measures the responsibilities of the job for Information Resources and Information Systems. All Arts Therapists/Psychotherapists have a responsibility for securing, processing and generating information. Maintaining and updating information databases and securing confidential clinical notes that may also be shared with others.

Factor 11 RESPONSIBILITIES FOR RESEARCH & DEVELOPMENT

Job Summary

Factor	ATEL	AT	ATP	HAT	CAT
Factor11 R&D	1	1-2(a)	2(a)-3-4	2(a)-3-4	4-5

All Arts Psychotherapists must undertake formal CPD for maintenance of registration.
ATEL and AT Be specific about occasional or regular participation in clinical audit and clinical trials
ATP and HAT Must differentiate between carrying out research and development and has responsibility for research and development in a specific field.
CAT Initiation/Supervision/Management/Co-ordination of R&D activities/projects for department or specialist area of work or national projects. Level 5 requires that R&D is a significant part of the post, i.e there is a substantial amount of time dedicated to R&D. The time allocated should be specified in the Job Summary.

Arts Therapist Principal, Head of Arts Therapies/Psychotherapies and Consultant Arts Therapists - rated at level 3 or above, need to add a statement in the Job Summary section "Research & Development as a major job requirement" and then go into detail in this Key Result Area.

Factor 11 measures the responsibilities of the job for informal and formal clinical or non-clinical research. This factor takes into account the nature of the responsibility, oversight of research, initiation and implementation of research and/or other developmental activities. All Arts Therapists are expected to undertake survey, audits and relevant research/evidence based practice, and to keep up-to-date with relevant Research and Development, which is an integral part of the profession at all levels of the work and should therefore be stated.

Note this factor refers to Research & DEVELOPMENT. Development should not be overlooked in relation to research. Formal research projects are rare across all professions. Continued Professional DEVELOPMENT is essential in maintaining HPC registration & authority to practice for all Arts Therapists/Psychotherapists

Clinical audits using research methodology meet level 2a. Level 3 is ongoing Research and Development. Level 4 is research as a key component of the job and should be obvious in the job summary.

Factor 12 FREEDOM TO ACT

Job Summary, Key Result Area 1, Key Result Area 2, Person Specification - (Other)

Factor	ATEL	AT	ATP	HAT	CAT
Factor12 Freedom to Act	3	3	4	5	5

ATEL & AT Autonomous clinical practitioner referring only when necessary to management

ATP Autonomous practitioner leading in a particular field.

It is important to differentiate between a professional lead and a clinical specialist. An Arts Therapist/Psychotherapist with experience and expertise in a particular field or with a particular client group would qualify as a clinical specialist. This will need to be referred to in the person specification eg 2-3 years of previous work experience as an Arts Therapist/Psychotherapist working with Elderly in Mental Health etc. A clinical

specialist is not the same as a professional lead eg an Arts Therapist/Psychotherapist may not be the only Arts Therapist/Psychotherapist Specialist working in a particular area. The Professional Lead is more likely to refer to Managerial Leads but should not take away from other Arts Therapists/Psychotherapists who have dedicated their experience to a particular/specialist field/area of work – ie becoming clinical specialists who will have clinical authority in their field without managerial responsibility. This relates to other factors also.

This will be the initial differentiation for matching panels between **Arts Therapist** and **Arts Therapist Principal** as Job Evaluation Factor 2 same for both.

HAT & CAT Responsible for implementing and interpreting policies for AT Service and/or establishes/interprets policies for new/developing areas

Organisational charts have been shown to be detrimental in this process, as panels have been preoccupied with the hierarchy of postholders rather than recognising the authority of the postholder per se. ‘Professional Leads’ can give the impression that there is only one clinical expert, whereas more often we are distinctive clinicians working in differing specialised areas.

All qualified Arts Therapists are autonomous or independent practitioners, responsible for their own work and interventions and for the interpretation of agreed guidelines and policies.

Please note that the following 3 factors ie effort factors & Factor 16, not only evaluate the intensity of effort/conditions, but the time that this effort/ conditions needs to be sustained. Please look carefully at the definitions in the Job Evaluation Handbook.

Factor 13 PHYSICAL EFFORT

Key Result Area1, Person Specification - (Personal)

Factor	ATEL	AT	ATP	HAT	CAT
Factor13 Physical Effort	2(a)(d)–3(c)	2(a)(d)-3c	2(a)(d)-3c	1-2(a)	2(a)(d)

ATEL, AT & ATP Requirement to sit/stand for prolonged periods in therapy sessions. Manoeuvring equipment and patients/clients. Art and Music Therapists/Psychotherapists may be required to carry/transport heavy loads, ie carrying clay etc. or instruments to wards. Dance/Movement /Psychotherapists should score 3a because of the sustained physical effort that is required in clinical sessions. Arts therapists/psychotherapists may push wheelchair bound people to and from sessions, or support their patients physically to and from sessions. Consideration will also be given for setting up rooms that are not dedicated to Arts Therapies/Psychotherapies i.e. moving furniture

HAT & CAT – although the above will also be applicable, the reason why these profiles are marked down in relation to other Arts Therapy/Psychotherapy profiles is that it is quite usual that clinical sessions are less in number, allowing postholders to complete management/research commitments. Your circumstances may be different and you may work at a level of 3c, in which case you will have a variable to the profile in this factor

Note frequency and weight are measured for this factor. It is unusual that this detail would be in a Job Description, but it should be detailed for the sake of Matching Panels. It may be additional to Job Description, Person Specification and included in Contract of employment.

Factor 14 MENTAL EFFORT

Key Result Area 1, Person Specification - (Personal)

Factor	A TEL	A T	A TP	H AT	C AT
Factor14 <i>Mental Effort</i>	2(a)	2(a)-4(b)	3(a)-4(b)	3(a)-4(b)	3(a)-4(b)

A TEL & A T Requirement for prolonged in depth concentration for therapy sessions and assessments

A TP, H AT & C AT Prolonged in depth concentration and also interrupted patterns of mental concentration

Intense concentration is a central feature of clinical work for all Arts Therapists/Psychotherapists.

Factor 15 EMOTIONAL EFFORT

Key Result Area 1, Person Specification - (Personal)

Factor	A TEL	A T	A TP	H AT	C AT
Factor15 <i>Emotional Effort</i>	4(b)	4(b)	4(b)	3(b)-4(b)	3(b)-4(b)

All Be specific about patients/clients history and trauma and severely challenging behaviour.

Arts Therapists/Psychotherapists at all levels work in an emotionally demanding environment, continually exposed to traumatic experiences that are often coupled with severely challenging behaviours.

Factor 16 WORKING CONDITIONS

Key Result Areas 1, Person Specification - (Personal)

Factor	A TEL	A T	A TP	H AT	C AT
Factor16 <i>Working Conditions</i>	2(a)-3(a)	2(a)-3(a)-4(a)	2(a)-3(a)-4(a)	2(a)-3(a)	2(a)-3(a)-4(a)

All Detail the level of abuse/aggression experienced and the frequency encountered ie being exposed to aggression, often working face to face without other staff immediately nearby. These conditions need to be spelled out in the job description and through reference to the client group you work with. Again reduced for **Head of Arts Therapies/Psychotherapies** because of potentially reduced client contact time. Needing breakaway training is also an indicator. Acute Mental Health wards are sited under level 4a.

General Information

All Job Descriptions should be updated for Agenda for Change

Updated Job Descriptions must be agreed between the postholder and line manager and signed off by both the postholder and the line manager and dated prior to matching ***Your job description, requires your signed agreement.***

The job description should be free from any prejudicial information such as **CURRENT GRADE, HOURS OF WORK AND LOCATION.** This is a point of learning from early implementer sites. It is vital that any reference to existing Whitley Grades such as Senior, Head etc are removed from job descriptions.

Matching panels might not include Arts Therapists/Psychotherapists so it is important that the information provided is specific and concise

PERSON SPECIFICATION

Note: Factors 2 and 12 are the most important when matching Job Descriptions to profiles (or not). FACTOR 2 IS ONLY REFERRED TO IN THE PERSON SPECIFICATION.

Factor	ATEL	AT	ATP	HAT	CAT
Factor 2 Knowledge, Training and Experience	7	7	7	8(a)	8(a)

PERSON SPECIFICATION

Job Title: -

	ESSENTIAL	DESIRABLE (may be essential for some posts)	HOW TESTED
TRAINING & QUALIFICATIONS	<ul style="list-style-type: none"> • Good honours degree in Art/Music/Drama/Dance or equivalent performing/work experience. (all) • MA/MSc in (one of the) Arts Therapies /Psychotherapies (all) • Eligibility for State Registration (HPC State Registration) – in process for Dance/Movement Therapists/Psychotherapists • Relevant specialist training or qualifications (for ATP and above if not taken into account in experience sited below) • Breakaway training or equivalent (where required) and other mandatory trainings 	<ul style="list-style-type: none"> • Other related academic qualifications (all) • Clinical supervision training (ATs and above) • Advanced Keyboard skills (all) 	Certificates Interview Application/CV In house training
EXPERIENCE	<ul style="list-style-type: none"> • Minimum x years post qualification experience, including substantial experience with relevant client group (ATPs and above) • Experience of working with people with disturbed and challenging behaviour (ATP and above) • Experience of supervising arts therapists/psychotherapists and of liason with the university training courses, in own speciality and other specialist areas.(ATP and above) • Experience of personal therapy (all) 	<ul style="list-style-type: none"> • Experience of working with multi-disciplinary teams (all) • Experience of Key working clients and co-ordinating their care (ATP and above) • Experience of research and audit • Professional Lead, Management and budgetary skills as required (specify as appropriate) • Experience of 	Interview Application/CV

	ESSENTIAL	DESIRABLE (may be essential for some posts)	HOW TESTED
		teaching/lecturing and training in one of the Arts Therapies/Psychotherapies	
KNOWLEDGE AND SKILLS	<ul style="list-style-type: none"> ▪ <i>Specify in some detail the level of communication skills, analytical and judgemental skills, planning and organisational skills, physical skills, and IT skills required, each under separate headings, using the relevant profile and Job Evaluation Handbook as a guide.</i> ▪ Skills in planning, organising and prioritising own workload ▪ Knowledge of and skills in assessing clients for the Arts Therapies/Psychotherapies (all) ▪ Knowledge of and skills in assessing clients for Arts Therapies/Psychotherapies and/or other treatment interventions (ATP and above) ▪ Knowledge of and Skills in assessing risks and contributing to diagnosis (ATP and above) ▪ Knowledge of Evidenced Based Practice, Clinical Governance and related knowledge for research and audit (all) ▪ Knowledge of legislation and its implications for both clinical practice and professional management in relation to relevant field/s and the full range of client groups. (all) ▪ Evidence of continuing Professional Development as required by Arts Therapies Professional Bodies (all) ▪ Skills in applying psychodynamic formulations and theory to work with individuals, groups and organisation (all) ▪ Knowledge of other modalities (i.e. psychoanalytic, medical, systemic, behavioural etc) sufficient to engage appropriately with colleagues and their work with clients (all) ▪ Skills in clinical supervision of both arts therapists/psychotherapists and multi-disciplinary colleagues (ATP and above) ▪ Knowledge of and skill in considering differences and equalities both in therapy and professional relationships, including age, disability, culture and race, 	<ul style="list-style-type: none"> • Knowledge of and skills in facilitating staff undertaking research and audit (HAT/CAT) • Knowledge of research methodology 	Interview

	ESSENTIAL	DESIRABLE (may be essential for some posts)	HOW TESTED
	sexual orientation, gender, religion/belief system (all) <ul style="list-style-type: none"> ▪ Knowledge of and skill in using cameras, kilns, art tools, slide projectors, video equipment, recording equipment etc (all) ▪ Computer Literacy 		
PERSONAL	<ul style="list-style-type: none"> ▪ <i>Specify the qualities that will be needed for physical effort, mental effort, emotional effort and the working conditions, each under separate headings, with reference to the profiles and Job Evaluation Handbook.</i> ▪ Ability to work with trauma and contain emotional impact through clinical supervision and team support systems ▪ Ability to sustain concentration ▪ Ability to contain and work with organisational stress and ability to “hold” the stress of others. ▪ Ability to adapt to physical environment when dedicated therapy rooms are not available i.e transporting art materials /equipment /musical instruments etc and willingness to manipulate furniture to set up room (within Health and Safety perimeters and assessments) 	<ul style="list-style-type: none"> ▪ Able to provide services in a variety of environments as meets the needs of clients and contracted work. 	Interview
OTHER	<ul style="list-style-type: none"> ▪ Working to Professional Guidelines ▪ <i>Specification of the required level of Freedom to Act (Factor 12: “Must be capable of...”)</i> 	<ul style="list-style-type: none"> ▪ Record of having published in either peer reviewed or academic professional journals and/or books. ▪ Must demonstrate ability to support the development of the profession through participation in professional bodies and activities 	Application/CV Interview