

SCPHN programme development toolkit for school nursing

Your guide to developing the skills and competencies required for the Specialist Community Public Health Nursing programme.



How completion of the Specialist Community Public Health Nurse (SCPHN) training programme can lead to a fulfilling career in school nursing

A fulfilling career in school nursing awaits

This toolkit has been created by a range of 0-19 workforce specialists across the South East. It is designed to support employers and aspiring Specialist Community Public Health Nurses (SCPHN) who are currently employed at Band 5. The aim is to provide a framework for development to prepare for, and successfully complete the Level 7 SCPHN training programme with the goal of becoming a qualified school nurse.

This toolkit supports a consistent approach to Community Public Health Nurse development across the South East.

The toolkit can provide structure, guidance and tools, however, completion of the toolkit does not guarantee a place on a SCPHN training programme.

This toolkit is to be utilised in conjunction with your employer. For further details of how to implement this toolkit, please contact your 0-19 service employer.



For more information on:

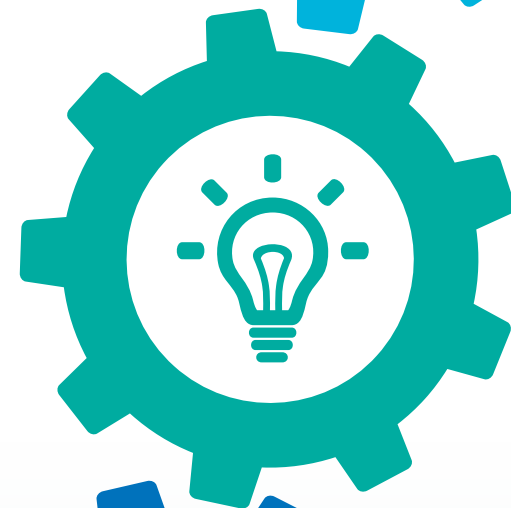
School Nursing please visit: www.southeastclinicalnetworks.nhs.uk/school-nursing-south-east

SCPHN Training programmes in the South East: www.southeastclinicalnetworks.nhs.uk/become-a-scpnh

NHS employment opportunities: www.jobs.nhs.uk/candidate/search

Contents

STEPS TO SUCCESS AND GOAL SETTING	4
CAREER CONVERSATIONS	5
LEVEL 6/7 MODULES TO PREPARE FOR THE SCPHN PROGRAMME	6
COMPETENCY FRAMEWORK	8
FEEDBACK AND REFLECTION	15
APPLICATION AND INTERVIEW SKILLS	17
BEING SCPHN PROGRAMME READY	20
ACKNOWLEDGEMENTS	20



Steps to Success and Goal Setting

Steps to success:

1 Employers and aspiring SCPHNs should review this toolkit together

2 Review the Career Journey template on page 14 and tailor to your needs

3 Review and tailor the Competency Framework with your employer and identify opportunities to meet each of the competencies

4 With your employer, discuss and source development opportunities such as e-learning, shadowing and Quality Improvement activities and audits as part of your continuous professional development

5 If applicable, select a Level 6 or 7 module to supplement your learning and prepare you for study at Level 7

6 Review the application and interview skills section in preparation for applying for the SCPHN Programme. Focus on areas that you are passionate about and convey these in your application and interview

7 Remember to proactively seek, reflect and act upon feedback to enhance your progress toward becoming a qualified SCPHN

8 View case studies of people who have been become SCPHN qualified via a development role:
www.southeastclinicalnetworks.nhs.uk/development-roles

9 Consider your work-life balance and how you will manage the SCPHN course

10 Build a personal development plan with your line manager. Include SMART goals and timeframes to help you to review and track your progress

Career conversations

Career conversations are beneficial to both employees and employers and help to align employees aims and ambitions with organisational need. A supportive career conversation helps employees to think about their future goal and how to meet them, and help employers to plan and develop their workforce. They encourage the retention of staff and increase job satisfaction. Career conversations are important to maintain motivation, commitment and build relationships.

An effective career conversation will be well timed, meaningful, supportive and honest.

These tips help both managers and aspiring SCPHNs to have productive career conversations:

- Make sure the meeting is being held at a convenient time, in a quiet private location
- Allow enough time to fully explore the conversation
- Use a template to record the conversation and any actions [leadershipacademy.nhs.uk/toolkit/identifying-managing-and-retaining-talent/review-and-career-conversations/](https://www.leadershipacademy.nhs.uk/toolkit/identifying-managing-and-retaining-talent/review-and-career-conversations/)
- Complete any paperwork and preparation in advance to help shape the conversation
- Be open and honest
- The conversation should measure their existing competencies as well as draw out their ambitions
- The employee should consider additional experience they have gained or would like to gain to broaden their skills; have they worked along another team or completed a quality improvement project?
- Think creatively about how to develop skills and experience. This could be formal training, conferences, shadowing, team working, taking on additional responsibilities, training or mentoring others or research
- Look to the future: where do you want to be in 2, 5 or 10 years?





Level 6 & 7 modules to prepare for the SCPHN Programme

During your preparation for the SCPHN programme, you may wish to undertake some academic study. This can help to:

- Improve/refresh your study skills
- Prepare you to study at Level 7 (Masters level)
- Support your application to the SCPHN programme by demonstrating your academic abilities and continuous professional development

You may wish to complete a SCPHN stand-alone module that can be used as credit towards your SCPHN programme (confirm this with the SCPHN course provider before commencing a module) or you may wish to complete a complementary module outside of the SCPHN programme to demonstrate a breadth of learning. Always select a topic that you enjoy and are passionate about, this will help you to achieve success and also that dedication will show in any SCPHN programme application. It is advised that only one module is completed during your preparation for SCPHN to allow you to complete other elements of the development process and meet all required competencies.

Your module choice should be in collaboration with your employer to support the role that you are currently in as well as develop you for your future practice. There may be funding available from your employer to pay for the tuition for your course or they may agree to provide time out to complete your studies. This will not be available in all areas. If your employer is able to provide funding, they may need to complete a business case identifying the benefits of the module. To support in this business case, your employer may wish to highlight the following benefits:

- Funding modules help to develop a highly skilled Children's Public Health Nursing workforce able to deliver the Healthy Child Programme under the guidance of school nurses
- The module may support the member of staff to deliver school nursing services with appropriate knowledge and understanding of public health agendas
- The module may develop an understanding of risk factors and when to escalate to a school nurse
- Funding modules supports a 'grow your own' model within the workforce and promotes a sustainable, engaged workforce
- Highlight any previous successes others who have undertaken the module have had in their professional role or when applying for the SCPHN programme
- The employer may be able to procure the module at a preferential rate if several people undertake the course
- Your employer may be able to request central funding for number of places

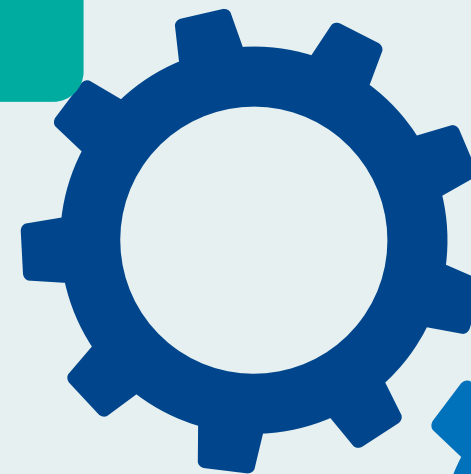
For details of higher education institutions across the South East that offer stand alone modules that may support your SCPHN journey, please visit:

<https://www.southeastclinicalnetworks.nhs.uk/scphn-level-6-and-7-modules>

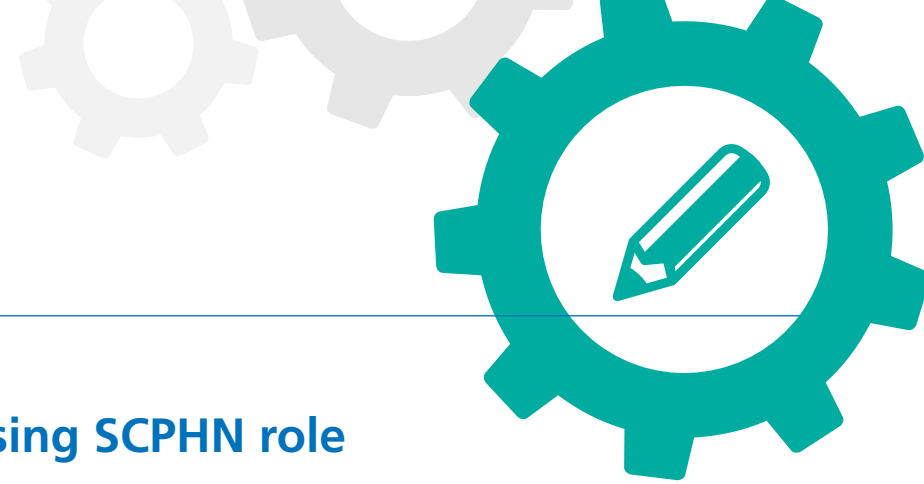
There are also numerous resources and free e-learning resources to broaden your knowledge in preparation for commencing the SCPHN course. Some suggestions are listed below:

- leadershipacademy.nhs.uk/programmes/coaching-and-mentoring
- agesandstages.com/free-resources/resources
- NHSE elfh Hub
- Healthy child programme schedule of interventions - GOV.UK
- unicef.org.uk/babyfriendly

Some universities can support you to demonstrate your academic ability if you do not have the usual BSc Hons 2:2 academic entry requirements for the SCPHN course. For example, the University of Surrey run 'Advanced Standing' for candidates with a Level 5 higher diploma and above. This include a University module as well as Research Workbook. Applicants will need to demonstrate that they can complete a module at Level 7, undertake research either as part of the workbook or within their professional role, and hold a BSc 3rd (at least). Please contact your chosen SCPHN provider for information and entry requirements.



Competency framework



Band 5 development in preparation for school nursing SCPHN role

Please review the competencies detailed below. They are designed to be a broad overview of competencies within the school nursing SCPHN role and may need to be tailored to meet your needs and that of your employer.

Core Staff Nurse roles	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Communication Skills			
Record keeping and documentation			
Trained in Safeguarding both adults and children including children in care (CIC)			
Adolescent mental health, emotional health and wellbeing			
Childhood ailments/prevention of Hospital admission			
Sexual health			
Accident Prevention			



Core Staff Nurse roles	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Awareness of public health issues affecting the school aged population and surrounding community			
Knowledge and understanding of the Duty Nurse role			
Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • Anaphylaxis • Seizures • Sickle Cell • Asthma • Continence • Sleep • Puberty • Healthy lifestyles including diet and exercise • Self harm • Eating Disorders 			
Knowledge of key documents: <ul style="list-style-type: none"> • Managing medicines in schools • Emergency Inhalers in schools • Emergency Adrenaline Auto injectors for schools 			
Demonstrate knowledge and understanding of School Nursing referral criteria			



Basic Competencies	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Knowledge and understanding of Child Development and the adolescent brain			
Ability to safely and accurately undertake height and weight measurements including recording on growth & BMI charts			
Ability to support schools in managing medical conditions and demonstrate knowledge of appropriate multidisciplinary team for support and liaison			
Statutory and Mandatory training			
Knowledge of specialist services and when/how to refer on			
Demonstrate safeguarding skills and knowledge for targeted and specialist families.			

Enhanced Competencies	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Management of a disclosure of abuse			
Managing disclosure of suicidal ideation/ self harm			
Gillick competency/Fraser Guidelines			



Enhanced preparation for the School Nurse SCPHN course – all under the supervision/joint working with a qualified School Nurse

Core Staff Nurse roles	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Observation of and follow up of:			
Demonstrate knowledge and understanding of high impact areas			
Observe strategy meetings/ Initial case conferences			
Lead on Core group meetings			
SEND – multi agency working/EHCP			
Understanding of case conference report writing			
Shadow family assessment at conference			
Champion roles			
Face to face consultations			



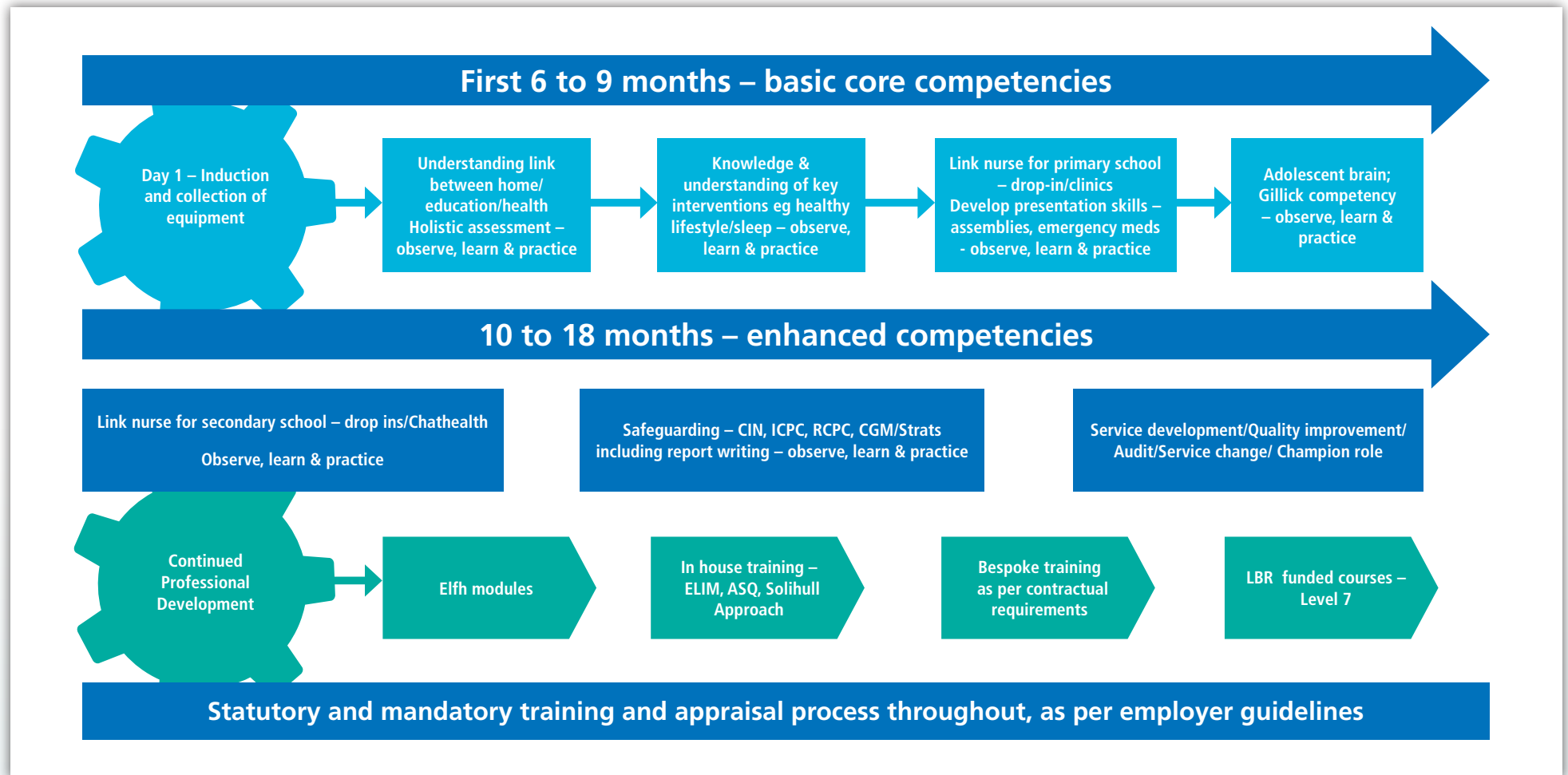
Core Staff Nurse roles	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Family Health Needs Assessment – completing and analysis of information gathered			
Management of notifications of Accident and Emergency attendances			
Act as link nurse - primary and secondary school			
School Nurse drop in – primary and secondary schools			
Delivering PSHE primary & secondary			
Condom-Card demonstrations			
Health promotion sessions			
Lead on contact with schools			
Children We Care For annual review health assessments			
Enuresis support			



Core Staff Nurse roles	Date/s Completed	Notes and Reflections	Sign off from Manager/SN
Have an understanding of child exploitation			
Strengths and Needs assessment			
Grade Care Profile 2 assessments			
Postvention support			
Service Development/QI project involvement			
Participate in an audit			
Staff development of peers and induction of new staff/preceptorship/Supervisor and Assessor to undergrad students			
Supervisor of clinical groups			
Bespoke training as per employer requirements e.g. ACES, Solihull, Making Every Contact Count, Graded Care Profile, Welcomm and ELIM, HCP			
Has knowledge and understanding of contraceptive advice available locally for young people and how to refer			

Your career journey with the 0 – 19 (up to 24 years for SEND) SCPHN (School Nursing) service

Please review the career journey below. This is designed to be a broad overview with suggested timescales and may need to be tailored to meet your needs and that of your employer.



Feedback and Reflection

- Feedback is vital to continuously develop and improve in a professional role.
- All feedback is valuable, not just positive praise, but also suggestions for improvement.
- Gaining a place on a SCPHN programme can be hard; successful applicants must demonstrate all the skills and knowledge needed in both their application form and in interview.
- To prepare for this it can be useful to seek feedback from a range of colleagues so that any areas for improvement can be identified, acknowledged and worked upon. Feedback could be sought from supervisors, line managers, peers, colleagues, and service users. You will get feedback from your SCPHN application and interview. If any areas for improvement are identified, work with your employer to create a plan to address these. This shows a positive, professional attitude towards developing which is a fundamental skill.
- Self-reflection is also an important part of continuous professional development. On the next page is a template to aid professional reflection.



Reflective Practice



Description of event:

What happened/who was involved?

Evaluation:

What was good from the experience? What went well/What did not go so well?

Conclusion:

What could be done differently? What have you learnt from the experience?

Feelings:

How did it make you feel?

Analysis:

Explore deeper/be curious/consider professional knowledge and literature.

Action Plan:

What would you do next time? /How has this changed your practice?

Application and interview skills



SCPHN Programme application forms and interviews are the gateway to the SCPHN programme. They are essential to assess:

Readiness for the programme

Academic ability

Passion for the role

Qualifications and professional development

Attitude to learning and the role

Written and verbal communication skills

Breadth of knowledge and experience

Reactions to feedback

Ability to prepare

Organisation skills

Application and interview skills



To be successful in your application and interview consider these Top Tips from SCPHN course leaders:

What are the most common issues/mistakes you see on SCPHN application forms?

- Spelling mistakes
- Not demonstrating their community experience
- Not showing knowledge of the current public health agenda
- Not showing a current insight into the SCPHN profession
- Not reading the guidance notes
- Not making the application personal to the organisation that they are applying for - generic applications should be avoided
- Not saying how they meet the person specification on the job description

What are your top tips to avoid these?

- Please follow the guidance notes!
- Allow yourself lots of time to complete the application
- Make reference to the Trust you are applying for in the personal statement
- Show that you understand the role by linking it to contemporary themes in SCPHN practice in your application
- Avoid giving details about your own involvement with the SCPHN service as a parent – focus on your role as a professional
- Show you have really considered this career in your personal statement and what measures you have taken to plan for this change, such as making contact with services, placement days, requesting time with SCPHN practitioners in your undergraduate programme, or undertaking modules in preparation

What are the most common issues you find in interviews?

- Not really understanding the role
- Not having an insight into the Trust that they are applying for
- Not truly understanding the impact of the course and planning for this
- Giving personal information about their experiences as a parent instead of using an evidence base
- Not preparing if they have secured sponsorship for the training because they are already in a role – don't forget this is competitive process and preparation is still key!

Application and interview skills



What are your top tips to avoid these?

- Be yourself
- Be prepared
- Answer the questions you are asked not the ones you prepared for
- Take a moment to gather your thoughts
- Demonstrate your credible registrant practice
- Make contact with the service you are applying for, spend a day with a professional to ask questions and understand the service offer
- Think about your transferable skills and be prepared to demonstrate them
- Think about the Trusts values how you may uphold them
- Have some questions to ask the panel, we like to be challenged!
- Contact the course leader via the university website to understand more about the course requirements
- Consider your own values and attributes - you will be asked to share examples of your care and experiences in the interview to give insight into your values, attitudes and beliefs alongside professional conduct
- Have an understanding of the evidence base that underpins the SCPHN field of practice you are applying for - what are the current themes / priorities in care provision? Read relevant policies.

Contributors:

Felicity Jones

Director of Studies – University of Surrey

Jennifer Kirman

Principal Lecturer – Oxford Brookes University

Karen Rees

Principal Academic SCPHN Programme Lead – Bournemouth University

Laura Tucker

Course leader SCPHN – University of Brighton

Additionally, please visit with: southeastclinicalnetworks.nhs.uk/top-tips to view three short films from Jennifer Kirman detailing how to be successful in your application forms and interviews.

- Ensure all academic certificates are available to view and are in the correct name (or with clear name change documentation)
- Be clear if you have applied for/commenced a SCPHN course previously

Being SCPHN Programme Ready



- Consider how you will manage work/life/study balance.
- Child care/family commitments - prepare now to ensure you have support from carers, family and friends with additional contingency plans in place for when things go awry.
- Prepare for study - where can you find quiet space for learning? Do you have access to a laptop or computer to complete assignments?
- Keep the year as free as possible - annual leave is finite and holidays cannot be taken outside of annual leave.
- Keep up to date with current public health issues through news and publications.
- Keep the end goal in mind!
- We encourage inclusive recruitment across the South East. Your employer will be keen to support you with any additional requirements you may wish to discuss.



Find out more at: southeastclinicalnetworks.nhs.uk/become-a-scpnh

Acknowledgements:

This toolkit has been designed by 0-19 Workforce colleagues across the South East in collaboration with OHID South East and NHSE Workforce Training & Education Directorate South East.

Special thanks to:

Julie Davidson, Sussex Community NHS Foundation Trust

Jenny Chapman, Buckinghamshire Healthcare NHS Trust

Sue Sharman, Kent Community Health NHS Foundation Trust

Sandy D'Amon, Oxford Health NHS Foundation Trust

Claire Webster, Oxford Health NHS Foundation Trust

Magaret Fallon, Oxford Health NHS Foundation Trust

Fiona McKenna, Medway Community Healthcare

Karen Vallis, Sussex Community NHS Foundation Trust

Kate King, Office of Health Improvement and Disparities South East

Liz Burchett, Office of Health Improvement and Disparities South East