



# Job Description and Person Specification



## Job Description

|                                 |                                                                                                                                                                                        |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Job Title</b>                | Healthcare Science Assistant                                                                                                                                                           |
| <b>Band</b>                     | AfC Band 2                                                                                                                                                                             |
| <b>Hours</b>                    | 37.5 hours per week                                                                                                                                                                    |
| <b>Department</b>               | Cardiac Investigations                                                                                                                                                                 |
| <b>Division</b>                 | Specialist                                                                                                                                                                             |
| <b>Location / Hospital Site</b> | St.Richard's Hospital, Chichester                                                                                                                                                      |
| <b>Responsible to</b>           | Students, Apprentices and colleagues                                                                                                                                                   |
| <b>Accountable to</b>           | Head of Cardiac Investigations, Lead Cardiac Physiologists, Chief Cardiac Physiologists, Senior Cardiac Physiologists, Associate Practitioner and Senior Healthcare Science Assistants |
| <b>DBS Level</b>                | Enhanced DBS check + Children's & Adults' Barred Lists                                                                                                                                 |
| <b>DBS Barring</b>              |                                                                                                                                                                                        |
| <b>DBS Workforce</b>            |                                                                                                                                                                                        |

## Role Summary

To assist in the provision of a comprehensive Cardiac Investigations Service. To:-

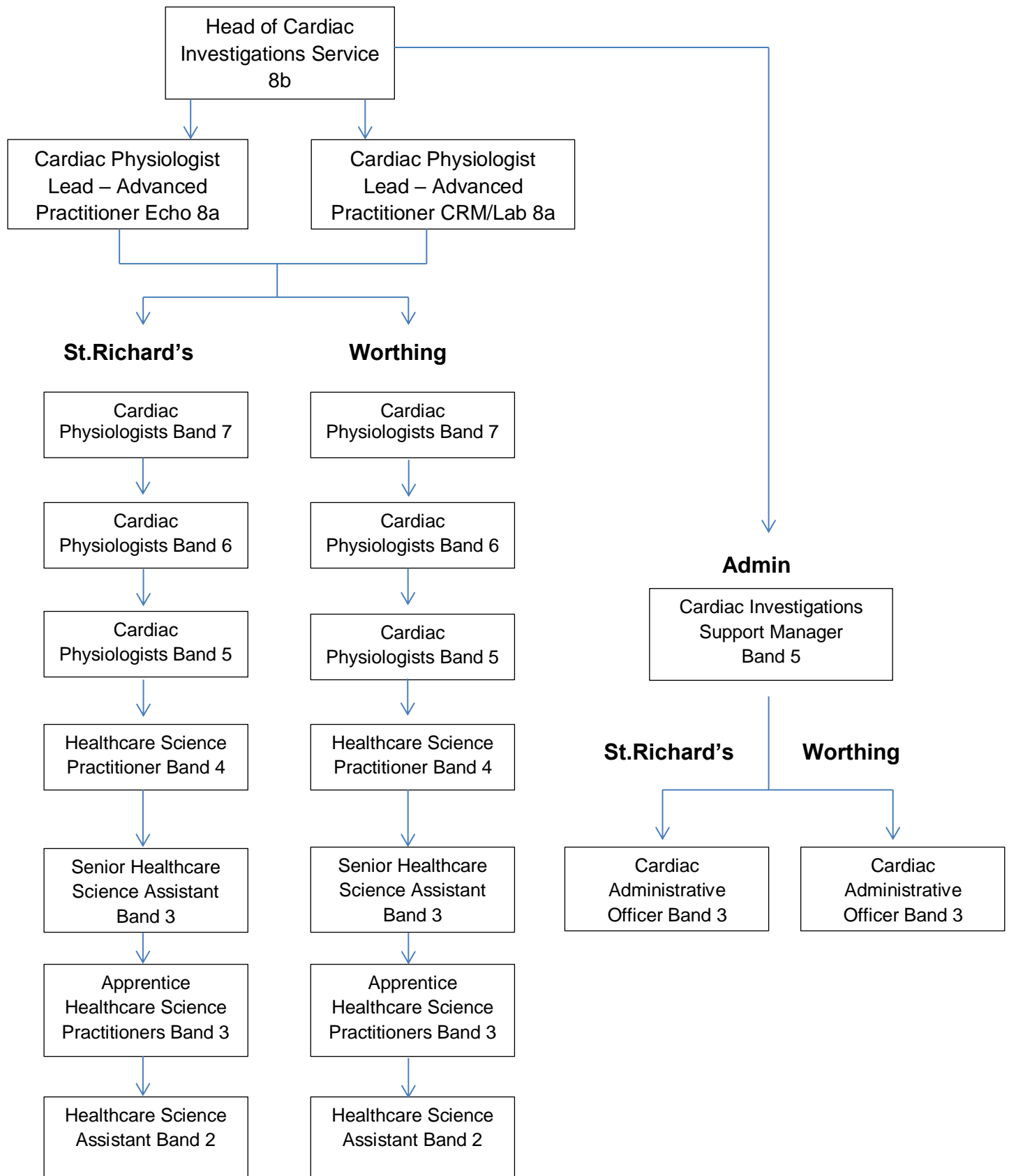
- Assist in providing an inpatient and outpatient ECG service
- Assist in providing an outpatient ambulatory monitoring service
- Communicate complex information to staff, patients and relatives regarding investigations
- Be empathic and understanding to all patients, taking into account their individual needs and emotional state
- Analyse patient well-being, comfort and safety during tests and alert senior staff if necessary
- Recognise needs of any vulnerable patients and discuss with clinical staff as appropriate prior to investigation
- To articulately describe the use of equipment to patients and ensure they are fully conversant with its application
- Ensure and manage maintenance on all ambulatory monitoring equipment
- Be aware of Cardiac Arrest and undertake Basic Life Support
- Be able to prioritise and manage own workload
- Make suggestions to Cardiac Manager regarding any service improvement
- Support, advise and train other members of staff in investigations performed
- Deal with queries from patients, staff and other departments and direct them to the appropriate person/department where necessary

## Key Working Relationships

To develop and maintain productive working relationships with all staff necessary for the smooth running of the department, including and not limited to colleagues, nursing staff, medical staff, admin, porters and housekeeping staff.



## Structure Chart



## **Main Duties and Responsibilities**

### **Communication**

- Form constructive and effective working relationships with patients, consultants, medical secretaries, bed manager, transport, GP surgeries, ward staff, porters, rehabilitation nurses, heart failure nurses and arrhythmia nurses.
- Communicate complex information to staff, patients and relatives regarding tests.
- Instruct patients regarding tests and equipment in order to obtain best results.
- Reassure, empathise and tactfully persuade patients, some of whom may have barriers to understanding.
- Deal with angry or aggressive patients.
- Train other staff in tests undertaken.
- Deal with telephone queries from patients, staff and other departments and direct them to the appropriate person/department where necessary.
- Promote a pleasant and efficient image with internal and external organisations.

### **Service Delivery and Improvement**

- Make suggestions to the service manager regarding opportunities for service improvement or enhanced patient care
- Be aware of and work in accordance with the policies, procedures and philosophy of the department.

### **People Management and Development**

- To provide training and support for new staff and students
- To provide expert knowledge and training for other healthcare professionals as and when required
- To contribute positively to the effectiveness and efficiency of the team
- Implement change when required and provide support for junior staff when changes are made
- 

### **Patient Care Delivery**

- To provide a high level of patient centred care
- Ensure the privacy and dignity of patients is maintained whilst investigations are carried out
- To ensure you recognise the needs of any vulnerable patients and discuss with senior staff as appropriate
- To be empathetic and understanding of patients and any anxieties or distress they may be under

### **Learning and Development**

- Attend mandatory training updates as required.



- Undertake training as necessary in line with the development of the post and as agreed with the line manager as part of the personal development process.
- Achieve and demonstrate agreed standards of personal and professional development within agreed timescales.
- Identify own learning needs and jointly plan training requirements with your line manager
- Participate in the Trust's appraisal process to discuss how your role will help deliver the best possible care to our patients and help to deliver any changes in service.

This job description is an outline of the role and responsibilities. From time to time due to the needs of the service, we may ask you to flexibly undertake other duties that are consistent with your role and banding, including project work, internal job rotation and absence cover.

The job description and person specification may be reviewed on an ongoing basis in accordance with the changing needs of the department and the organisation.

## Mission and values

The mission of University Hospitals Sussex – what we are striving to achieve – is to provide:

***‘excellent care every time’***

All our efforts to do this put the interests of our patients first and foremost, and are underpinned by our values:

- Compassion
- Communication
- Teamwork
- Respect
- Professionalism
- Inclusion

These values were selected by our staff, patients and public when we were talking about the merger and the sort of organisation we want University Hospitals Sussex to be.

Our mission and values are extremely important to us and we expect everyone who works at University Hospitals Sussex in any capacity to share and uphold them.

## Patient First

- Patient First is our Trust-wide approach to improving the quality of care for patients and to build and embed a culture where staff can be confident that their views matter and will be heard.
- The aim is to empower all staff to lead change, raise issues, concerns, identify and implement areas for improvement within the workplace and find solutions collectively as part of a team.



- Staff will be equipped with skills to identify improvement opportunities and supported to see those through
- It encourages all staff to be innovative and drive forward quality improvement and positive changes in their areas.
- The philosophy behind this is centred on:
  - Standardisation, system redesign and the improvement of patient pathways to eliminate error and waste and improve quality
  - The patient being at the heart of every element of change
  - Embedding cultural change across the organisation, where everyone is passionate about delivering exceptional quality every time and “where better never stops”.
  - Continuous improvement of our services through small steps of change
  - Constantly testing the patient pathway to see how we can develop
  - Encouraging frontline staff to lead the redesign processes
  - Equal voices for all
  - Engagement of staff is a big factor in job performance.
  - Good engagement leads to improved quality, mortality and safety measures

## **Safeguarding Children and vulnerable adults**

UHSussex is committed to safeguarding and promoting the welfare of children and adults and to protecting them from the risks of harm. The Trust recognises its responsibility to ensure that safe working conditions and systems are in place for staff working with children, adults, and families in their care. Staff are required to comply with Trust policies on Safeguarding and to undertake the appropriate level of mandatory in-service training in this area.

## **Equality, Diversity and Inclusion**

Inclusion and respect are core values at UHSussex, and we are committed to diversity and equality. This means treating colleagues and patients with professionalism, ensuring everyone feels welcome and included, valuing different backgrounds and experiences, and challenging inequalities.

Having all our staff feel safe, supported, included and valued will lead to better care and outcomes for our patients – our True North Objective.

All staff have a duty to report any behaviours which contravene this to their managers.



## Workplace and Environmental Factors

|                           |         |
|---------------------------|---------|
| <b>Physical</b>           | Level 2 |
| <b>Emotional</b>          | Level 1 |
| <b>Mental</b>             | Level 2 |
| <b>Working Conditions</b> | Level 2 |

## Person Specification

| Requirements                     | Level required                                              | How assessed                                                       | Level required                                | How assessed                                                       |
|----------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------|
|                                  | Essential                                                   |                                                                    | Desirable                                     |                                                                    |
| <b>Professional Registration</b> |                                                             | Application form (AF)<br>Selection interview (I)<br>Assessment (A) |                                               | Application form (AF)<br>Selection interview (I)<br>Assessment (A) |
| <b>Experience/Qualifications</b> | Maths and English GCSE Grade C or above                     | AF                                                                 |                                               |                                                                    |
| <b>Skills</b>                    | Basic IT skills                                             | AF, I                                                              | Experience of working in a healthcare setting | AF, I                                                              |
|                                  | Excellent communication skills and telephone manner         | AF, I                                                              | Knowledge of basic Anatomy and Physiology     | AF, I                                                              |
|                                  | Team worker                                                 | AF, I                                                              |                                               |                                                                    |
|                                  | Flexible approach to working                                | AF, I                                                              |                                               |                                                                    |
|                                  | Work to a high level of accuracy                            | AF, I                                                              |                                               |                                                                    |
|                                  | Understanding of when to escalate to senior member of staff | AF, I                                                              |                                               |                                                                    |
|                                  | Ability to work unsupervised                                | AF, I                                                              |                                               |                                                                    |
|                                  | Ability to maintain                                         | AF, I                                                              |                                               |                                                                    |



|                                           |                                                                                             |       |  |  |
|-------------------------------------------|---------------------------------------------------------------------------------------------|-------|--|--|
|                                           | concentration and accuracy for periods of time when performing routine tasks                |       |  |  |
|                                           | Ability to judge individual patient needs relating to investigations and act accordingly    | AF, I |  |  |
|                                           | Ability to work efficiently and effectively in routine tasks                                | AF, I |  |  |
|                                           | Understand the importance of policy and procedure in the department                         | AF, I |  |  |
|                                           | Evidence of having undertaken own development to improve understanding of equalities issues | I     |  |  |
| <b>People Management and Development</b>  | Ability to maintain own professional development, identifying training needs                | AF, I |  |  |
| <b>Equality, Diversity, and Inclusion</b> | Evidence of having championed diversity in previous roles (as appropriate to role).         | I     |  |  |
| <b>Specific Requirements</b>              | Ability to develop and maintain excellent knowledge of all hospital computer systems        | AF, I |  |  |
|                                           | To have an awareness of the importance of correct booking procedures                        | AF, I |  |  |
|                                           | Ability to record statistics in relation to diagnostic test activity                        | AF, I |  |  |



|                   |  |  |  |  |
|-------------------|--|--|--|--|
| Freedom to<br>Act |  |  |  |  |
|-------------------|--|--|--|--|

