

**JOB DESCRIPTION FOR A REGISTERED NURSE
WORKING IN A SCHOOL BASED HEALTH CENTRE**

Experience / Knowledge

1. Registered Nurse with current Practising Certificate and a First Aid Certificate (NZQA Unit Standards 6400, 6401 & 6402).
2. A willingness to undertake, experience in, or postgraduate study of related areas – Primary Health Care, Child/Adolescent Health.
3. Evidence of advanced level of clinical skills, competency and leadership as documented in Professional Portfolio.
4. Working knowledge of the Nursing Code of Conduct, Legislative requirements and Health Practitioners Competency Assurance Act. (2004)
5. Responsible and accountable for working within Registered Nurse Scope of Practice.
6. Previous experience at Senior Nurse level either in Clinical or Nursing Management role.
7. Has a desire to or shows evidence of an ability to work effectively as a member of a multidisciplinary team.
8. Understanding the importance of confidentiality and advocacy.
9. Practices in a culturally safe manner
10. Belongs to Professional Nursing Body with indemnity insurance
11. Competence in computer skills.

Personal Attributes

1. An interest and respect for working with young people in a positive and friendly manner.
2. Demonstrates a professional attitude at all times.
3. Strong organisational skills, including the ability to manage conflicting priorities.
4. Self-confidence when dealing with internal/external clients at all organisational levels.
5. High level of decision making ability and use of initiative.
6. Demonstrates effective communication and reporting skills, both written and verbal.
7. Honesty, integrity and reliability.
8. Non-judgmental and empathetic.
9. The ability to provide quality service with adaptability and flexibility, with a commitment to on going professional development
10. An autonomous practitioner with an ability to work well within a multidisciplinary team.
11. Dresses within schools dress code.

Functional Relationships with:	Supervised by:	Responsible to:
Guidance / Senior Management / Deans / External Agencies - Community Health / CfYH / CYF / PHO/ DHB	Registered Nurse with Supervision & Youth Training (DHB/PHO)	School Principal/BOT (DHB/PHO)

Domain 1 Professional Responsibility

This domain contains competencies that relate to professional, legal and ethical responsibilities and cultural safety. These include being able to demonstrate knowledge and judgement by being accountable for own actions and decisions, while promoting an environment that maximises clients' safety, independence, quality of life and health.

KPI'S	Performance Indicators/Outcomes	Achieved	Comments
<p>Accepts responsibility for ensuring that his/her nursing practice and conduct meet the standards of the professional, ethical and relevant legislated requirements.</p>	<ul style="list-style-type: none"> • Delivers nursing care within the scope of practice of the Registered Nurse to students and/or staff being accountable for own practice as a Registered Nurse. <hr/> • Accepts responsibility for actions and decision making within scope of practice. <hr/> • Demonstrates knowledge to access relevant policies and procedures and information and adheres to school and SBHC polices and procedures and reports to SMT if breaches occur. <hr/> • Working knowledge of relevant Acts, including Privacy Act, Health and Disability Act, Medicines Act and Regulations, Health Practitioners Competency Act 2004 and Contraception, Sterilisation and Abortion Act 1997. 		
<p>Demonstrates the ability to apply the principles of the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice.</p>	<ul style="list-style-type: none"> • Demonstrates a working knowledge of the Treaty of Waitangi and its relevance to health service delivery by acknowledging the differences in health and socioeconomic status of Maori and non Maori. <hr/> • Applies the Treaty of Waitangi/Te Tiriti o Waitangi to nursing practice. 		

<p>Demonstrates and understands accountability for directing, monitoring and evaluating nursing care that is provided by enrolled nurses and others in the SBHC.</p>	<ul style="list-style-type: none"> • Understands accountability for directing, monitoring and evaluating nursing care provided by enrolled nurses and other SBHC staff. • Takes into consideration the role and competence of staff when delegating work. • Ensures case management of students is undertaken by most appropriate pastoral care team member.
<p>Promotes an environment that enables student/client safety, independence, quality of life, and health.</p>	<ul style="list-style-type: none"> • Identifies self and designation to the student/client before providing care. • Establishes a positive nurse/client relationship to provide quality outcomes. • Follows Infection Control Policy – Universal Precautions, Isolation procedures. • Reports and documents on site accidents/incidents as per OSH & ACC requirements. • Exercises environmental control by monitoring and accessing maintaining of equipment. Maintenance of emergency response and EOTC school first aid kits. • Keep stock of supplies and keep inventory and order as appropriate following budget protocol.

Practises nursing in a manner that the client determines as being culturally safe.

- Practises in a way that respects each client's identity and right to hold personal beliefs, values and goals.
- Assists the client to gain appropriate support and representation from those who understand the client's culture, needs and preferences.
- Avoids imposing prejudice on others and provides advocacy when prejudice is apparent.
- Consults with members of cultural and other groups as requested and approved by the client.
- Avoids imposing prejudice on others and provides advocacy when prejudice is apparent.

Domain 2 Management of Nursing Care

This domain contains competencies related to student/client assessment and managing student/client care, which is responsive to students'/clients' needs, and which is supported by nursing knowledge and evidence based research.

KPI'S	Performance Indicators/Outcomes	Achieved	Comments
Provides planned nursing care to achieve identified outcomes.	<ul style="list-style-type: none"> • Contributes to care planning, involving students/clients and demonstrating an understanding of student/clients rights, to make informed decisions. 		
	<ul style="list-style-type: none"> • Demonstrates the ability to advance the delivery of reliable and relevant professional school health services to promote optimal health and learning outcomes of students/clients. 		
	<ul style="list-style-type: none"> • Identifies examples of the use of evidence in planned nursing care of students with chronic conditions. 		
	<ul style="list-style-type: none"> • Undertakes practice procedures and skills in a competent and safe way. 		
	<ul style="list-style-type: none"> • Administers interventions treatments and medications within legislation codes of practice according to BOT's & SBHC Standing Orders, Policies and Guidelines. 		

Undertakes a comprehensive and accurate nursing assessment of clients in the SBHC with an effective, professional, safe and holistic approach.

- Identify students with key clinical conditions and special needs at enrolment or as they arise and ensure appropriate information is available to relevant staff.
- The nurse will notify relevant staff in writing of the student/clients with significant health condition that might impact on their learning potential or safety of themselves or others.
- Undertakes nursing assessment in an organized and systematic way.
- An ability to provide primary care level assessment of mental health, sexual and reproductive health, drug and alcohol issues.
- Uses suitable assessment tools and methods to assist the collection of data
- Applies relevant research to underpin nursing assessment using evidence based school nursing or youth focused documents.

Ensures documentation is accurate and maintains confidentiality of information.

- Maintains clear, concise, timely accurate and current student/client records within a legal and ethical framework.
- Adheres to the SBHC documentation policy.
- Demonstrates literacy and computer skills necessary to record, enter, store, retrieve and organise data essential for care delivery.

Ensures the student/client has adequate explanation of the effects, consequences and alternatives of proposed treatment options.

- Provides appropriate information to students/clients to protect their rights and to allow informed decision making ensuring that student/client privacy, confidentiality and dignity is maintained throughout their care continuum.
- Assess the cognitive development of the student/client when providing health promotion information and education.
- Makes appropriate professional judgement regarding the extent to which the student/client is capable to participating in decisions related to his/her care.
- Discusses ethical issues related to health care/nursing practice, (for example: informed consent, privacy and refusal of treatment).
- Facilitates the student/client access to primary health agencies outside of the SBHC and respects their right to choose amongst providers.
- Takes the students/clients preferences into consideration when providing care, respecting the young person choice to make a decision without imposing personal moral values.

Acts appropriately to protect oneself and others when faced with unexpected student/client responses, confrontation, personal threat or other crisis situations.

- Aware of Fire & Evacuation and Crisis Management Procedure and Policy.
- Takes action in situations that compromise student/client safety and well-being.
- Ensure chaperone available where needed.

- Implement nursing responses, procedures and protocols for managing threats to safety within the practice environment.

Evaluates student's/ client's on going progress toward expected outcomes in partnership with students/clients.

- Evaluates the effectiveness of the clients response to prescribed treatments, interventions and health education in collaboration wit the s/c and other health care team members.

- Reflects on student/client feedback on the evaluation of nursing care and SBHC through student surveys as identified in the yearly strategic plan.

Provides health education appropriate to the needs of the student/client within a nursing framework.

- Participates in SBHC health promotion, eg, smoking cessation, nutrition, sexual health.

- Supports use of informal (individual education at consultation) and formal (assisting with curriculum) methods of teaching that are appropriate to the client's or group's abilities.

- Facilitates student/client learning opportunities as appropriate.

- Use every interaction as an opportunity to educate student/ client to maintain and promote health.

Reflects upon, and evaluates with peers and experienced nurses, the effectiveness of nursing care to meet peer support obligations under HPCA.

- Participates in a senior nurse and school senior management annual personal performance appraisal, this includes development and achievement of personal and professional objectives.
- Participates in peer supervision (clusters) to identify ones on level of competence and seek assistance and knowledge as necessary.
- Demonstrates an interest and commitment to furthering knowledge through self directed learning opportunities as required by the HPCA.
- Membership of a professional nursing organisation (access to indemnity insurance) and of the ASNG.

Maintains professional development.

- Maintains a minimum of competent level and develops further clinical practice to proficient and expert level by actively pursuing ongoing post enrolment training and education.
- Contributes to the support, direction and teaching of colleagues to enhance professional development both within the SBHC and the peer supervision groups.
- Participates in internal and/or external continuing education programmes.
- Takes responsibility for one's own professional development and for sharing knowledge with others.

Domain 3 Interpersonal Relationships

This domain contains competencies related to interpersonal and therapeutic communication with clients, other nursing staff and interprofessional communication and documentation.

To demonstrate appropriate verbal and written communication with students/clients, whanau, the wider school community and other health professionals.

KPI'S	Performance Indicators/Outcomes	Achieved	Comments
Establishes, maintains and concludes therapeutic interpersonal relationships with student/ client.	<ul style="list-style-type: none"> • Each nurse will relate in a professional manner and communicate effectively to support the student /client through the health care experience. Establishes a working rapport and trust with the client by demonstrating respect empathy and interest. <hr/> <ul style="list-style-type: none"> • Utilises effective interviewing and counselling skills in interactions with students/clients, and demonstrates a working knowledge or undertakes training in the use of the HEADSS assessment tool. 		
Practises nursing in a negotiated partnership with the client where and when possible.	<ul style="list-style-type: none"> • Undertakes nursing care that ensures clients receive and understand relevant and current information concerning their health care that contributes to informed choice. <hr/> <ul style="list-style-type: none"> • Inter-professional team members and students report satisfaction with the processes of communication used by the RN to inform, support and evaluate care. <hr/> <ul style="list-style-type: none"> • Demonstrates an approachable and helpful attitude when interacting with student and their family/whanau, multidisciplinary team members and the wider school community. 		

- Implements nursing care in a manner that facilitates the independence, self-esteem and safety of the student/client and an understanding of therapeutic and partnership principles.

- Acknowledges family/whanau perspectives and supports their participation in services.

- Acts as an advocate in conveying student needs and responses to treatment to the multidisciplinary team or other appropriate pastoral care staff.

- Recognises and supports the personal resourcefulness of people with mental and/or physical illness.

Communicates effectively with students/clients and members of the health care team.

- Uses a variety of effective communication techniques including printed or on line information resources.

- Employs appropriate language to context for young people.

- Demonstrates respect for the student/client by providing adequate time to discussion.

- Endeavours to establish alternative communication methods when clients are unable to verbalise.

- Accesses an interpreter when appropriate for ESOL students.

- Contributes as an active staff member of the SBHC team and the wider school community.

- Discussions concerning clients are restricted to settings, learning situations and or relevant members of the healthcare team.

Domain 4 Inter-Professional Health Care & Quality Improvement

This domain contains competencies to demonstrate that, as a member of the health care team, the nurse evaluates the effectiveness of care and promotes a nursing perspective within the inter-professional activities of the team.

To demonstrate that, as a member of the health care team, the nurse evaluates the effectiveness of care by interacting effectively with student/family/whanau/staff and team members to facilitate and enhance quality student/client care delivery.

KPI'S	Performance Indicators/Outcomes	Achieved	Comments
Collaborates and participates with colleagues and members of the health care team to facilitate and coordinate care.	<ul style="list-style-type: none"> Promotes a nursing perspective and contribution within the interprofessional activities of the Student Pastoral Care Team. 		
	<ul style="list-style-type: none"> Collaborates with health care team members and the student/client to develop and plan for their care. 		
	<ul style="list-style-type: none"> Maintains and documents information necessary for continuity of care and recovery to maximise health outcomes. 		
	<ul style="list-style-type: none"> Develops a plan for school leavers with on going health care needs in consultation with the client and other members of the health care team. 		
	<ul style="list-style-type: none"> Makes referrals for students/clients to Pastoral Care Team members and/or appropriate health professionals. 		
	<ul style="list-style-type: none"> Demonstrates support for student nurses and new graduates on placement. 		
	<ul style="list-style-type: none"> Demonstrates evidence of an orientation programme for newly appointed staff. 		

<p>Recognises and values the roles and skills of all members of the Health and Pastoral Care Team in the delivery of care.</p>	<ul style="list-style-type: none"> • Regular meetings with the Pastoral Care Team to maximise student/client health outcomes.
	<ul style="list-style-type: none"> • Demonstrates a comprehensive knowledge of community services and resources and actively supports students/clients to use them.
	<ul style="list-style-type: none"> • Collaborates, consults with and provides accurate information to the student/client, Pastoral Care Team and other health professionals about interventions or treatments.
<p>Participates in quality improvement activities to monitor and improve standards of nursing.</p>	<ul style="list-style-type: none"> • Participates in the implementation and ongoing maintenance and review of service policies/procedures/protocols/guidelines.
	<ul style="list-style-type: none"> • Actively contributes to school wide health strategic planning and policy development.
	<ul style="list-style-type: none"> • Develops an annual strategic plan for nursing services and the SBHC aligning with the four components of effective school health services as recommended in the Best Practice Review.
	<ul style="list-style-type: none"> • Actively contributes to the service quality improvement project and clinical audits.
	<ul style="list-style-type: none"> • Actively contributes to the process of accreditation.
	<ul style="list-style-type: none"> • Participates in monthly peer and individual supervision.

- Recognises and identifies researchable practice issues and contributes this information to the development of school wide policies.
- Disseminates amongst SBHC staff and peer cluster groups relevant articles and current research information.