

NHS Trust

The background of the slide features a stylized illustration of a modern NHS hospital building with a large white cross on its central facade. The building is blue and white, with multiple windows. In the foreground, there is a large, semi-transparent dark grey banner containing the title and other text. To the left of the banner, there is a graphic of a clipboard with a checklist and a magnifying glass over it. The sky is light blue with white clouds, and there are some green bushes and trees in the distance.

Component 1: Individual Presentation

Recruiting and Developing a Band 5 Staff Nurse (UK NHS Trust)

Module: Developing and Managing Individuals and Teams (LCLM5002)

Programme: BA (Hons) Leadership and Management Skills for the Workplace

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UK company overview: NHS Trust

Why an NHS Trust?

- Large, multi-disciplinary workforce delivering regulated, safety-critical services
- Recruitment must be fair, evidence-based, and aligned to organisational values (NHS England, 2020)
- Staff experience and development are strategic priorities (People Promise)



HR practitioner focus for this presentation

As an HR practitioner, the goal is to recruit the right team member and enable fast, safe capability build. This includes:

- Clear role definition (job analysis → JD/Person Spec)
- Values-based, inclusive selection (NHS Constitution, 2023)
- Robust pre-employment checks and onboarding
- Training needs analysis and a structured development plan (CIPD, 2023).

Selected job role: Band 5 Staff Nurse

Role purpose (summary)

- Provide safe, evidence-based nursing care for a defined patient group (Moorfields NHS Foundation Trust, 2025)
- Assess, plan, implement and evaluate care; contribute to discharge planning
- Communicate effectively within the multidisciplinary team (MDT)
- Support learners (students/new starters) and contribute to continuous improvement



Why this role is critical to “smooth running”

The Band 5 nurse is a core team member: staffing levels, competence and behaviours directly affect patient flow, safety, and staff workload. Recruiting for both competence and values reduces risk and improves team performance (CIPD, 2020).

Steps to recruit the right team member (end-to-end)

Workforce
need
& approval

Job
analysis

JD + Person
Spec

Advertise
(NHS
Jobs/TRAC)

Shortlist

Assess &
Interview
(VBR)

Conditional
offer

Checks

Induction &
probation

Key HR controls to ensure the “right fit”

- Define objective criteria (skills/qualifications/behaviours) before advertising (CIPD, 2020)
- Use structured, bias-reducing methods (inclusive language, consistent scoring)
- Combine competence assessment with values-based recruitment (VBR)
- Document decisions; provide feedback; maintain candidate experience
- Ensure compliance: equality law + NHS employment check standards (CIPD, 2023; Sussex Partnership NHS FT, 2025; NHS Employers, 2024)

Recruitment foundation: Job analysis

How we analyse the role

- 1) Review service needs (patient pathway, staffing model)
- 2) Consult SMEs: ward manager, Matron, senior nurses
- 3) Gather task data: observation, diaries, incident themes
- 4) Identify KSAs/competencies and working conditions
- 5) Validate with EDI lens (necessary requirements only)

Outputs used in recruitment

- Job description (duties, responsibilities, reporting lines)
- Person specification (essential/desirable criteria)
- Selection plan (methods + scoring rubric)
- Onboarding & training map (what good performance looks like)

Why this matters

Job analysis reduces ambiguity and strengthens fairness: it makes criteria demonstrable, supports reasonable adjustments, and improves alignment between recruitment, induction and performance management (Armstrong & Taylor, 2023).

Job description (extract – Band 5 Staff Nurse)

Role title / band

Staff Nurse (Band 5)

Key responsibilities (summary)

- Provide safe, evidence-based care; act as named nurse for a defined patient group
- Assess, plan, implement and evaluate programmes of care (including discharge planning)
- Respond appropriately to emergencies and escalate concerns
- Promote effective MDT communication and continuity of care
- Support student nurses and contribute to learning culture (Moorfields NHS Foundation Trust,2025)

Person specification + values alignment

Essential criteria (examples)

- Registered nurse qualification and professional registration
- Effective communication and teamwork
- Ability to prioritise workload and work under pressure
- Commitment to evidence-based practice and patient safety (Moorfields NHS Foundation Trust, 2025)
- Basic digital skills (records, communication systems)

Desirable criteria (examples)

- Experience in relevant specialty/clinic setting
- Teaching/mentoring experience
- Quality improvement participation
- Additional clinical skills/competencies aligned to service needs

Values alignment (NHS Constitution)

Recruit for behaviours that reflect NHS values: respect & dignity, commitment to quality of care, compassion, improving lives, working together for patients, and everyone counts (NHS Constitution, 2023).

Attraction, sourcing and equality (EDI)

Sourcing channels (UK NHS typical)

- NHS Jobs / TRAC e-recruitment
- Internal opportunities & staff bank
- University partnerships and placements
- Targeted outreach events and referral schemes
- Employer brand: clear benefits and development pathways (CIPD, 2023)

Making recruitment inclusive

- Use behaviour-based requirements (avoid “cultural fit”)
- Remove biased language; offer flexible working where possible
- Offer reasonable adjustments at every stage
- Monitor shortlists and outcomes to detect bias

Legal & ethical baseline

Employers must follow Equality Act 2010 requirements and avoid discrimination in advertising, shortlisting, interviewing and offers. Good practice is to use objective criteria and documented decision-making (Acas, 2024).

Selection and assessment (incl. values-based recruitment)

Structured selection (bias-reducing)

- Shortlist against essential criteria only
- Use structured interviews with scoring rubrics
- Add skill-based tasks (clinical scenario, numeracy, documentation)
- Panel calibration: decide in batches where possible (CIPD, 2024)

Values-Based Recruitment (VBR)

VBR helps select people whose behaviours align to the Trust's values. Methods include:

- Values-based interview questions
- Scenario role play / written responses
- Pre-screening assessments (NHS Employers, 2024)

Example VBR question prompts

- “Tell us about a time you challenged unsafe practice.” (quality & safety)
- “Describe how you adapted communication for a distressed patient/family.” (compassion)
- “Give an example of effective MDT working under pressure.” (teamwork)

Offer and pre-employment checks (NHS standards)

Conditional offer → required checks

Common NHS checks before start date include: identity, right to work, professional registration/qualifications, references/employment history, DBS (where applicable) and occupational health clearance. These support patient and staff safety and legal compliance (NHS Jobs, 2025).

- Right to work (Home Office compliant)
- DBS / safeguarding checks (role dependent)
- Occupational health & immunisations
- References (usually 3 years activity)
- Professional registration (e.g., NMC)

Onboarding + managing performance in the first 6 months

Onboarding essentials

- Local induction + role clarity (JD → objectives)
- Buddy/preceptor allocation
- Mandatory/statutory training plan (CSTF aligned)
- Access & systems: ESR, rota, policies, clinical systems (Skills for Health, 2024; NHS England, 2022)

Performance management methods

- Probation review points (e.g., 4/8/12 weeks)
- Competency sign-off and reflective supervision
- SMART objectives + feedback
- Incident learning (no-blame, just culture)
- Annual appraisal and Personal Development Plan (PDP)

Preceptorship support

For newly registered nurses, structured preceptorship strengthens confidence, safe practice and retention through supervised transition into the role.

Training needs analysis (TNA): identifying development priorities

Three-level TNA model

Training needs should be analysed at three levels:

- Organisational (strategy, safety priorities, workforce gaps)
- Task/role (competencies required by the JD)
- Individual (current capability vs required standard)

Organisational

E.g., patient safety themes, new pathways, digital change, staffing risks (Goldstein & Ford, 2002)

Task / Role

E.g., medicines management, safeguarding, documentation standards, escalation

Individual

E.g., confidence, prior experience, observed practice, feedback, supervision notes

Priority learning, training and development needs (Band 5 nurse)

Early-stage development priorities (0–6 months)

- Statutory/mandatory training (CSTF): infection prevention, safeguarding, resuscitation, IG, EDI
- Clinical skills & competencies (local): observations, escalation, medicines, documentation
- Digital competence: clinical systems, e-prescribing/EPR workflows (local)
- Communication & teamwork: SBAR handover, MDT coordination, patient-centred communication (Skills for Health, 2024; NHS England, 2022)
- Quality improvement & safety: incident learning, human factors basics, reflective practice

Using learning theories to design effective development

Behaviourist (reinforcement)

Use simulation and supervised practice with immediate feedback, checklists and reinforcement to shape safe behaviours (e.g., aseptic technique).

(Skinner, 1953)

Cognitivist (schema building)

Reduce cognitive load for novices: worked examples, chunking, decision aids and spaced practice for high-risk tasks (e.g., medication calculations).

(Sweller, 1988)

Humanist (whole-person learning)

Support autonomy and psychological safety via coaching, reflective supervision and goal setting to build confidence and professional identity.

(Rogers, 1969; Maslow, 1943)

Experiential learning

Plan rotations and debriefs using Kolb's cycle: concrete experience → reflection → concepts → experimentation (learn on the ward, then apply).

(Kolb, 1984)

Conclusion (what the Trust should do)

Key takeaways

- Recruitment quality starts with role clarity: job analysis → objective criteria
- Use inclusive, structured selection plus values-based recruitment to improve fit
- Complete pre-employment checks and a planned induction to reduce risk
- Identify training needs early and apply learning theory to accelerate competence
- Evaluate development and embed continuous improvement

Practical recommendations (next 30 days)

- 1) Refresh JD/person spec using SME input and current service needs
- 2) Use structured scoring and VBR scenarios for shortlist + interview
- 3) Build an onboarding “day 1 → month 6” checklist including CSTF training and preceptorship
- 4) Track competence with supervision, feedback and Kirkpatrick-style evaluation (Kirkpatrick, and Kirkpatrick, 2006)

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