

+ Blended Roles Facilitator Profile



Blended Roles Facilitator Overview

A great facilitator is at the heart of making blended roles successful. Initially Tameside tried to implement blended roles within existing district nursing resources but learned this wasn't sustainable. District nurses were too stretched with their case loads to be able to give care workers the time and support needed. Investing in a dedicated facilitator was a game changer for Tameside.

It's an unusual role so take the time to understand what you need so that you can recruit the right person. This profile helps you to draw on the learning from Tameside.

What the Blended Roles Facilitator does

- A skilled facilitator, with exceptional interpersonal skills, who enables others to: engage with the project; work together to agree how best to progress and to address concerns or issues, and; build confidence and trust
- Developing positive relationships across the whole network of people involved in implementing blended roles - district nurses, care providers, care workers, senior managers, GPs, social workers
- A district nurse themselves, they will need the clinical/technical knowledge relating to the tasks that care workers will be trained to do and the ability to assess the competence of others
- Train, coach and provide ongoing support to care workers, finding creating, memorable ways of translating clinical/technical knowledge so that they can understand, connect with and ultimately feel confident to do
- Act as the eyes and ears of the project, providing assurance to governing organisations, being proactive in identifying, working through and learning from issues as they arise

Qualities to recruit to	How the qualities translate	What people said about the blended roles facilitator in Tameside
Knowledgeable and competent in the tasks to be delegated	Brings clinical/technical knowledge and skills required to oversee the delegation to care workers Able to assess the competence of care workers to administer delegated tasks	
Able to develop positive	Facilitator to be at the heart of the project	"Farrah is the key to why this is

<p>professional relationships with a range of other people working across professional and organisational boundaries</p>	<p>operating within a strong network</p> <p>Care providers feel engaged, listened to and supported</p> <p>Ability to broker joint working between care workers and district nurses</p> <p>Mutual trust and respect between facilitator and range of people involved in delivering blended roles</p> <p>Care workers feel valued, understood, listened to, able to influence, confident to deliver delegated tasks and assured they can draw on support</p> <p>Senior leaders/change leads trust the facilitator and are made aware of progress, issues and learning</p>	<p>so successful” - Care Provider</p> <p>“We are with you all they way” - Farrah to Care Provider</p> <p>“Farrah’s always said here’s my number, phone me if you need anything” - Care worker</p> <p>“Without her (Farrah) we wouldn’t have been able to do it. She’s just been brilliant. Absolutely wonderful. The advice she’s given us, the training” - Care Provider</p>
<p>Exceptional interpersonal skills</p>	<p>Kind</p> <p>Patient</p> <p>Caring</p> <p>Listens</p> <p>Builds confidence</p> <p>Empathetic</p> <p>Responsive</p> <p>Supportive</p> <p>Enthusiastic</p> <p>Non-judgemental</p>	<p>“She’s (Farrah) very enthusiastic with it. It gets the care staff excited to” Care Manager</p> <p>“Farrah’s such a nice person. She’s patient, enthusiastic, non-judgemental, passionate about the project, very approachable and able to communicate in simplistic terms. She has all the qualities you’d want in a carer.” Care Provider</p>
<p>A learning mindset</p>	<p>Keeps calm when things go wrong</p> <p>Recognises things that are not going to plan as an opportunity to learn</p> <p>Works collaboratively to work through challenges</p> <p>Encourages and enables others to influence thinking and action</p>	<p>“After an error occurred.....Farrah came and had a meeting. She said what went wrong and how can we fix it?”</p>
<p>A confident &</p>	<p>Able to translate and convey own</p>	<p>“Farrah is a really, really good</p>

<p>creative teacher/trainer/coach</p>	<p>clinical/technical knowledge in a way that others readily understand</p> <p>Recognises that people learn differently and incorporates within teaching methods</p> <p>Able to use everyday language to teach clinical skills and knowledge</p> <p>Uses creative methods to ensure learning is fun and memorable</p> <p>Breaks learning down and takes people through step by step</p> <p>Proactive in creating learning materials that people enjoy engaging with</p> <p>Patient and able to coach people through worries and concerns to build confidence</p>	<p>teacher.....she has the patience of a saint. She speaks the language of the staff” Care Provider</p> <p>“Even after the training, Farrah asked us if we were happy to do it (administer insulin) - she didn’t assume or tell us. She was reassuring, she said, the first time you do it you’re going to be shaking because you’ve got someone watching you”</p> <p>“We’ve never come across a trainer like Farrah. Her knowledge - very knowledgeable. She explains stuff so well. She gives up her time. How she treats people. She knows how hard our job is”</p>
<p>Acts as eyes and ears for blended roles approach</p>	<p>Maintains regular contact with providers and care workers to understand progress, issues, concerns and capture learning</p> <p>Proactive in sharing intelligence to provide assurance and enable wider learning</p> <p>Acts on concerns or issues arising</p> <p>Does what says will do</p>	<p>“Farrah pops in all the time. She’s a brilliant facilitator. She’s become like one of the team” Care Provider</p> <p>“Farrah is my assurance” District Nursing Matron</p>