



Royal College
of Nursing

KNOW YOUR WORTH

Re-banding the nursing
workforce within the NHS

Your pay should accurately reflect the work you do. Get to know how the NHS job evaluation process works and ensure your pay accurately reflects your job role.



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Foreword

Nurses are degree educated, highly skilled and a 24/7 presence for patients. We work with more responsibility and autonomy than ever before.

We know just how essential and safety critical our profession is. And it's time to make sure every employer recognises that.

You demonstrate in your work every day just how valuable you are to the NHS. However, compared to other professional groups nursing staff's skills, knowledge, training and experience are often overlooked or downplayed. That means you don't have access to the same opportunities for career progression or increased pay.

Too many of you are working beyond your role without the pay that reflects your responsibilities.

For years, we've called for updated and accurate nursing national job profiles that properly recognise your knowledge, skills and responsibility at each band. Now the new profiles are in place and supported by a renewed commitment to job evaluation in the NHS, and this should see you properly recognised for your skills.

Your pay should properly reflect the work you do.

We know that two thirds of nursing staff say their pay does not reflect their responsibilities. But this isn't just about salary, it's about recognition and value.

And that starts with each of you truly understanding your own value. This workbook has been designed to support you to understand:

- how valuable your skills, knowledge and experience are
- how employers in the NHS determine a nursing role band
- how to advocate for you and your colleagues.

Alongside the new profiles, we are launching new activity to support you to achieve the pay band that reflects the work you do.



Your employer should be reviewing all nursing roles against the new profiles. Processes will vary slightly between countries and employers but the journey at its core is the same. By articulating your worth, your employer can fairly evaluate your role. For band 5 members working in England, the Government has agreed this work will be prioritised, funded and taken forward by employers as part of NHS England's band 5 review from April 2026. Your employer should communicate with those currently in Band 5 roles about the employer process.

We will empower and support each of you to have your job recognised based on what you are required to do today.

Professor Nicola Ranger
RCN General Secretary and Chief Executive



**Find out more
about the new
role profiles**



**Find out more about
the review of band 5
roles in England**

Checklist

- Request your Matched Job Report from HR
- Speak to your colleagues about a possible group application
- Identify the lead person for your group
- Select your job level for staff responsibility AND clinical practice
- Using these levels identify possible profile from table
- Check that the profile job statement has a close alignment to your role
- Work through the step guide for that profile, comparing it to your Matched Job Report
- Start compiling your evidence for the identified areas
- Draft proposed changes to your job information
- Discuss the draft with your manager
- Make any agreed amendments
- Submit re-banding application using local procedure
- Share your outcome with the RCN

What is the aim?

Too many of you are working beyond your job descriptions for no extra pay. Agenda for Change was established over 20 years ago. The nursing profession has evolved since then, but job descriptions and pay haven't kept up.

Compared to other professional groups in the health service, nurses don't have the same opportunities for career progression or parity in their pay.

Using the job evaluation process the RCN will empower and support you to have your job recognised based on what you are required to do today and ensure this is rewarded through fair pay. If you (or a group of you) think that your job description doesn't accurately reflect your role **and responsibilities**, job evaluation could help change this. This guide will help you.

Job evaluation scheme overview

In the NHS, the job evaluation scheme (JES) determines the pay bands for all posts on Agenda for Change contracts, including new posts and those that have significantly changed since they were last updated. The process measures the skills, responsibilities and effort that is required for a job across 16 specific factors, each of which is broken down into levels. Based on the points measured against the 16 factors the job is allocated to an Agenda for Change pay band.

The *NHS Job Evaluation Handbook* (nhsemployers.org/publications/nhs-job-evaluation-handbook) gives detailed information on the available levels for each of the 16 factors, organised into 3 'families', knowledge and skills, responsibilities and effort and environment. The higher the level the more complex the skill, **knowledge**, responsibility or demand. See **factors of job evaluation on page 20**.

This is done by matching job descriptions to national profiles, but employers can also evaluate jobs locally using a Job Analysis Questionnaire (JAQ) where unique or highly individualised issues need to be considered. All job evaluation is done in partnership between employers and unions.

What is re-evaluation of your job?

The job evaluation scheme was designed to ensure that staff pay in the NHS accurately reflects the demands of changing roles and evolving clinical practice, rather than relying on single point assessments. Like with the NHS itself, job roles evolve to keep pace with changing technologies, treatment, procedures and approaches. When it is recognised that a job has changed, whether this be through natural evolution or planned organisational change, the role should be re-evaluated through the job evaluation scheme.

Group requests

Across the NHS staff working in the same setting often undertake the same or significantly similar duties. Because of this, you and your colleagues may be able to seek a job evaluation together. The way the job evaluation scheme is structured and scored, it allows for this with some flexibility and variation between people without creating a different outcome, which can often be the case when someone takes on an additional duty (such as link nurse). The process for a group is the same as for those who apply individually, as this is about the job not the person doing the job.

Where a grouped application is appropriate, the RCN recommends that you nominate a representative to lead on the application as a single point of contact, this should provide a smoother journey through the job evaluation process. No experience or skills are required to be this representative; you just need the drive to get the job done.

The RCN is here to offer guidance throughout this journey – see **further resources on page 19**.

STEP 1: Choose the national profile that best matches your role

What is a national profile?

National profiles are role profiles for the 'standard' posts in the NHS to support consistent and fair pay. These are created using information from evaluated roles across the UK, outlining the relevant duties and responsibilities that are common and expected features of a job.

Trained panels compare your job information against a national profile to see if it matches and allocate a band.

There are several hundred profiles available, and not all are relevant to the nursing workforce. Some nursing staff may have a job that is matched to a profile that sits outside the nursing workforce, for example practice educator.

What do they mean to me/us?

Understanding what national profiles are available helps you select the one that is most relevant to your role. That chosen profile creates a basis to work with, identifying the typical levels for each of the 16 factors and the type of job information that meets those levels.

To obtain your current pay banding, your post would have been matched against a national profile generating a Matched Job Report (MJR) which details how your post was originally assessed. Understanding the original assessment is an important piece of the jigsaw, it will help you understand what gaps in information there may be and help you focus on these areas to update the job information.

If you have not done so already, you should request your MJR, from the local job evaluation team or your Human Resources (HR) Department.

Which national profile is your best fit for your job?

To use this section, you will need to choose the level at which you practice, and the managerial or leadership responsibilities of your job using the definitions below.

Within the nursing workforce, there are roles at many levels and in many different settings. The balance between your clinical and managerial responsibilities may evolve and change in different roles throughout your career. There can be an assumption that nurses only work in a clinical setting providing direct patient care and this may not be you. Nurses also use their knowledge and skills in education, research, and leadership roles and the job evaluation process applies to all jobs on NHS (Agenda for Change) terms and conditions.



To help you identify which profile may be most relevant to your role, the following information has been created, as a guide ONLY. If a profile sounds like your role, you will need to look at the profile summary to check that it is appropriate.

Clinical practice

The RCN's professional framework descriptors (available at [rcn.org.uk/Professional-Development/Levels-of-nursing](https://www.rcn.org.uk/Professional-Development/Levels-of-nursing)) encompass the whole of the nursing workforce from nursing support worker through to consultant nurse. The framework can be applied in all settings. It is linked to the four pillars of nursing: clinical practice, leadership, education and research.

Managerial responsibilities

Within every area of practice there is an expectation that you as a registered nurse will have responsibility for others, for financial due diligence and for ensuring that there are sufficient resources; staff and equipment to maintain the safety of your patients or client group. You do not have to have the title of manager to be fulfilling these responsibilities.

CLINICAL PRACTICE

Level of practice	Brief description
Supportive	Works under the supervision of a registered nurse, delivering delegated task orientated care, recording their activity and escalating concerns promptly.
Assistive	Increased level of knowledge skill and training which enables the application of a broader range of skills with some autonomy; always remains under the supervision of the Registered Nurse. Standards are set for this role in each country, For Registered Nursing Associates, this includes the NMC standards.
Registered	The Nursing and Midwifery Council (NMC) sets the standards of proficiency for the registered nurse. Registered nurses use evidence-based knowledge, professional and clinical judgement to autonomously assess, plan, implement and evaluate high-quality person-centred nursing care.
Enhanced	Additional post-registration education or experiential learning in a specific area, specialty or client group. Manages discrete activities in complex, challenging and changing situations, seeking further guidance when needed.
Advanced	Highly developed theoretical and practical knowledge to complex, unpredictable, and sometimes unfamiliar situations. This involves use of critical thinking, high-level decision making, autonomy and exercising professional judgement.
Consultant	An expert practitioner with strategic responsibility for leadership, learning, developing and improving processes and systems. Leading and embedding research and innovation into the role to sustain and improve quality outcomes. Providing clinical expertise, leadership and consultancy.

MANAGERIAL RESPONSIBILITIES

Level of responsibility for staff	Brief description
None	There is no responsibility for staff, provides advice to less experienced staff in own work area
Supervisor	There is some responsibility for a defined group of staff. Typical duties include: <ul style="list-style-type: none"> • professional/clinical supervision • being a point of escalation for staff for ongoing issues • dealing with initial stages of absence, grievance, disciplinary or performance issues • approves Bank/agency timesheets
Team Leader	There is a formal managerial responsibility for a group of staff. Typical duties include: <ul style="list-style-type: none"> • having responsibility for issues within the group/department • develops short-medium term plans for the department including staff establishment/rosters and supports delivery of longer-term plans • review staff rosters to ensure adequate staffing and adjusting as necessary • may have authority to order equipment/supplies for the team or request additional staffing where needed.
Line Manager	There is a formal managerial responsibility for a service, which may have several groups/ departments. Typical duties include: <ul style="list-style-type: none"> • having responsibility for issues within the service • develops medium-long term plans for the service including development of service provision and staff establishment • is a delegated budget holder for the department • deals with all stages of recruitment, absence, grievance, and disciplinary or performance issues.
Service Manager	There is a formal managerial responsibility for a service, which may have several groups/ departments. Typical duties include: <ul style="list-style-type: none"> • having responsibility for issues within the service • develops medium-long term plans for the service including development of service provision and staff establishment • is a budget holder for the service • deals with all stages of recruitment, absence, grievance, and disciplinary or performance issues.
Operational Manager	There is a formal managerial responsibility for a directorate, which may have several services. Typical duties include: <ul style="list-style-type: none"> • having full responsibility for issues within the directorate • develops long term strategic plans for the directorate including development of service provision and staff establishment • is a budget holder for the directorate • deals with all stages of recruitment, absence, grievance, and disciplinary or performance issues.

The table may help you to select the profile that best fits your role (it is only a guide)

	Supportive	Assistive	Registered	Enhanced	Advanced	Consultant
None	<ul style="list-style-type: none"> Care Assistant Home Carer Nursing: Band 2 	<ul style="list-style-type: none"> Assistant Carer / Driver with Caring Duties Carer Home Care Organiser (Client Assessment) Home Carer Higher Level Midwifery Band 4 Nursing: Band 3 Nursing: Band 4i Nursing: Band 4ii 	<ul style="list-style-type: none"> Midwifery band 5 Theatre Nurse 	<ul style="list-style-type: none"> Midwifery band 6 Midwifery band 7ii 	<ul style="list-style-type: none"> Clinical Governance Practitioner 	<ul style="list-style-type: none"> None
Supervisor	None	<ul style="list-style-type: none"> Midwifery band 4 Nursing: Band 3 Nursing: Band 4i Nursing: Band 4ii 	<ul style="list-style-type: none"> Health Improvement Practitioner Midwifery band 5 Nursing: Band 5 Theatre Nurse 	<ul style="list-style-type: none"> Health Improvement Practitioner Specialist Midwifery band 6 Midwifery band 7i Nurse Specialist (NHS Direct) Nursing: Band 6i Practice Education Facilitator (Entry Level) Screening Practitioner Sexual Health Adviser Theatre Nurse Specialist Theatre Nurse/Practitioner Higher Level Clinical Practitioner 	<ul style="list-style-type: none"> Health Improvement Practitioner Advanced Health Visitor Specialist Nursing/Health Visitor Specialist (Community Practice Teacher) Nursing: Band 7i Practice Education Facilitator Screening Practitioner, Specialist Clinical Practitioner Advanced Band 7 	<ul style="list-style-type: none"> Nursing: Band 8abc
Team Leader	None	<ul style="list-style-type: none"> Home Care Team Leader (Staff Supervision and Client Assessment) 	<ul style="list-style-type: none"> Day Centre Carer (Higher Level/Team Leader) Nursing: Band 6ii 	<ul style="list-style-type: none"> Midwifery band 7iii Nursing: Band 7i 	<ul style="list-style-type: none"> Clinical Researcher Principal Health Improvement Practitioner Advanced Midwifery band 8a-b Nursing: Band 7i 	<ul style="list-style-type: none"> Clinical Researcher
Line Manager	None	None	<ul style="list-style-type: none"> Day Centre Deputy Residential Manager / Day Centre Manager 	<ul style="list-style-type: none"> Clinical Advice Team Manager Nurse Team Manager (NHS Direct) Nursing: Band 7ii Sexual Health Advisory Service Manager Theatre Practitioner Team Manager 	<ul style="list-style-type: none"> Clinical Governance Practitioner (Higher Level) Health Improvement Principal Midwifery band 8a-b Nursing: Band 8abc Screening Practitioner Service Manager 	<ul style="list-style-type: none"> Clinical Practitioner: band 8a/b
Service Manager	None	None	None	<ul style="list-style-type: none"> Professional Manager (Clinical, Clinical Technical Service) 8ab 	<ul style="list-style-type: none"> Principal Nursing: Band 8a Nursing: Band 8abc Professional Manager (Clinical, Clinical Technical Service) 8bc 	<ul style="list-style-type: none"> Midwifery band 8c-9 Nursing: Band 8c-9 Professional Manager (Clinical, Clinical Technical Service) 8c-9 Public Health Consultant
Operational Manager	None	None	None	None	<ul style="list-style-type: none"> Professional Manager (Clinical, Clinical Technical Service) 8bc 	<ul style="list-style-type: none"> Professional Manager (Clinical, Clinical Technical Service) 8c-9

STEP 2: Using your matched job report

What is a matched job report, and how to use it? (STEP GUIDE)

Now that you've found the national profile that you believe aligns to your role, you need to understand the level your current job has been evaluated at. You can do this with a matched job report (MJR) from your employer.

To use your MJR, you first need to understand what it contains. There are different systems used across the NHS, so depending on which system your employer uses the report may look different but should contain the same level of information. The image below is a sample of a matched job report, with labels explaining the key information.

In the sample, there is a summary of the job that has been evaluated and shows the information relating to the communication and relationship skills factor; reports usually span several pages. For this factor the job was assessed at level 4, with the relevant job information section providing the panel's rationale to support their decision. This information can indicate how future panels would view the existing information and creates a baseline to work from.

Matched Job Report

Job Title	Staff Nurse
Job ID	Sc03NHS-G-NBSR-046
Score	428
Band	6
Status	Profile Matched

National Profile: Nurse Specialist

Job Statement
Theatre nurse; predominantly scrub, (major and minor elective orthopaedics plus trauma). Cover Woodend Hospital + Aberdeen Royal Infirmary. Actively participate in the delivery of evidence/research based patient care as a qualified practitioner in the multi-disciplinary team within the service to provide high quality patient care. Work flexibly and professionally in order to be responsive to changing clinical scenarios providing care to meet individual patient needs. Contribute to the overall effectiveness of the department and take on responsibilities for the supervision of junior staff, development of standards and improvement of the service as required within the organisation

1. Communication and relationship skills

National Profile Level: 4a-5ac	Selected Level: 4
Factor Status: Matched	Score: 32

National Profile Factor Description
Provide and receive complex, sensitive information; barriers to understanding/ Provide and receive highly complex, sensitive or contentious information; barriers to understanding; Provide and receive complex, sensitive or contentious information; hostile, antagonistic or highly emotive atmosphere
Communicates sensitive/highly sensitive, confidential information concerning patients/clients requiring empathy, persuasion and reassurance. Some may have special needs; patients/clients may be hostile, antagonistic

Relevant Job Information
Historic - Level 4a
Company Representatives - Dealing with new developments in anaesthetic equipment and sundries.
Commodities Department- ordering, problem solving, tracking orders
Patients - allaying fears, answering questions, informing and involving patient in nursing care.
X-ray- Co-ordinating timing of x-ray procedures by phone request.
Trauma Theatres/Main Suite ARI - networking, co-ordinating loan of equipment between sites
Anaesthetist and Surgeons - Constant contact, informing of problems with staffing, equipment etc to facilitate Theatre List
Orthopaedic Ward Staff/Out-Patient Dept - Networking, sharing of supplies and staffing resources.
Attend departmental meetings.
Medical Physics- Arranging repairs and maintenance.

We've created step by step guides to help you use the profiles. These guides work through each factor systematically to help identify where there may be gaps in your current job information to match it to a new profile.

You will need to identify the level your job has reached for each of the **16 factors (see page 14)**. As profiles can have multiple options per factor, the guide will focus on the highest option.

Your employer may not be able to provide a MJR for your current job description, if the information has been lost, or the job description never went through a matching process. If that is the case, any revised job description would be treated as a 'new job with the jobholder in place'. You can still use the step guide for your chosen profile as it will guide you through the information for all of the factors.

STEP 3: Identifying the gaps in your job information

For the purposes of illustration, we are using the 6i Profile in this step guide. All other step guides will be made available in our online resources (see **resource section on page 19**).

Check that the job statement at the top of the profile does align to your job, it doesn't need to be exact just a good fit, with the statement for the 6i profile copied below.

1. **Assesses patients with complex needs/conditions.**
2. **Plans, implements and evaluates care. This may be carried out in a specialist area; use specialist nursing skills.**
3. **May develop specialist programmes for patients with complex needs/conditions.**
4. **Provides day-to-day supervision and/or clinical supervision to others.**
5. **May be responsible for a caseload e.g.in the community.**

As you answer the standard question for each factor you start to build a list of areas where your current job information would require strengthening to meet the national profile. Your application will be stronger when you have more examples of where your knowledge, responsibilities and skill meet the standard required in each factor. Every factor counts, and it is your responsibility to represent your role accurately.

Where you answer “yes” your job information **may** be sufficient to match the required level. You can, and should, strengthen this description if it does not accurately represent your role.

Where you answer “no” your job information likely requires strengthening in this area. The following step-by-step guide then provides prompts to think about how your job information could be improved.

Nursing 6i Profile – Step-by-step process EXAMPLE

Factor 1 – Communications and relationships skills

Does your Matched Job Report (MJR) score level 5 or above?

Think about: The type of communication which is highly sensitive and/or highly complex with patients/clients. Some examples are situations involving safeguarding; foetal abnormalities; sexually transmitted diseases; life limiting conditions; or multi-morbidities which interact in complex ways.

Factor 2 – Knowledge, training and experience

Does your MJR score level 6 or above?

Think about: How you would explain to a newly qualified nurse what additional training, qualifications, competencies or experience they need to become fully competent in the role. For example, this may be through competency pathways such as a structured preceptorship; attainment of a Qualification in Specialism (QIS); a programme of short course alongside practical experience to consolidate the knowledge; or placements at different units/sites to acquire knowledge of the clinical conditions and how to treat them.

Factor 3 – Analytical and judgemental skills

Does your MJR score level 4 or above?

Think about: The types of judgements you make when assessing/diagnosing conditions and the options for treatment available to you. Particularly where there are specialist clinical conditions or multi-morbidities which interact in complex ways.

Factor 4 – Planning and organisational skills

Does your MJR score level 2 or above?

Think about: The types of planning you undertake. Some examples at this level would be making short term adjustments to rosters; organising clinics; planning education/training sessions; or participation in discharge planning.

Factor 5 – Physical skills

Does your MJR score level 3 or above?

Think about: The skills required to perform your duties. Some examples at this level would be restraint of patients or clients; intravenous injections; syringe pumps and infusion; removal of sutures.

Factor 6 – Responsibility for patient/client care

Does your MJR score level 6 or above?

Think about: The type of care programme's you develop, particularly where these are in a specialist field. Some examples of specialist fields are critical care; spinal injuries; neonatal; trauma; diabetes; rheumatology; stroke rehabilitation; learning disabled children; and emergency care.

Factor 7 – Responsibility for policy/service development

Does your MJR score level 2 or above?

Think about: How you get involved in the development of local policies or protocols and whether you have any responsibility for putting into practice a new or revised policy, for example ensuring junior staff and students are aware of and adhere to them.

Factor 8 – Responsibility for financial and physical resources

Does your MJR score level 2 or above?

Think about: Whether you have any financial responsibility. Some examples at this level would be handling patient valuables; ordering stock/supplies; assembling equipment for use by others.

Factor 9 – Responsibility for human resources

Does your MJR score level 2 or above?

Think about: The responsibility you have for staff or students, for example supervision, or the provision of training to others.

Factor 10 – Responsibility for information resources

Does your MJR score level 1 or above?

Think about: The types of information you deal with and whether this is information you have gathered/generated, such as taking patient observations or documenting care provided.

Factor 11 – Responsibility for research and development

Does your MJR score level 1 or above?

Think about: How you get involved in formal research studies or complex audits.

Factor 12 – Freedom to act

Does your MJR score level 4 or above?

Think about: Whether you are seen as a lead specialist in your area or team, this could be fulfilling a role such as link nurse; or whether you have a defined caseload to manage with autonomy in the role.

Factor 13 – Physical effort

Does your MJR score level 3 or above?

Think about: The level of physical effort required for the role, for example whether you assist/manoeuvre patients, and how often this occurs.

Factor 14 – Mental effort

Does your MJR score level 3 or above?

Think about: The type and frequency of concentration required for the role, and whether you are exposed to any interruptions which require a change in task.

Factor 15 – Emotional effort

Does your MJR score level 3 or above?

Think about: The types of emotional situations you are exposed to, such as imparting unwelcome news to patients or providing care to those who are terminally ill, and the frequency this occurs.

Factor 16 – Working conditions

Does your MJR score level 4 or above?

Think about: Whether you are exposed to uncontained blood or bodily fluids, and the frequency this occurs.

STEP 4: Guidance on how to update your job description

Now that you have an appreciation of the job matching process it is time to update your job description.

The job description (JD) is a summary of the job not the person(s) doing the job. Words or phrases copied directly from the job evaluation handbook should NOT be used; a panel may reject the application on these grounds. Ask for your organisation’s JD Template before you start.

Job title	Clearly reflects the job and doesn’t determine the pay band
Organisational chart	This enables the panel to see how the job fits into the organisational structure
Job summary	The main reason for the job – this should be a short summary and use plain language.
Main duties and responsibilities	<p>The duties and responsibilities may be split into headings. The headings shouldn’t be written to follow the 16 factors, instead they should be naturally grouped into areas such as clinical, staff, education.</p> <p>Descriptions of duties should not be a long list of tasks but a couple of sentences and be outcome-based; containing an action, an object and a purpose; give examples.</p> <p>Avoid abbreviations or technical language that someone outside the role or service may not understand.</p>
Main duties and responsibilities, things to think about	<p>Do you use your knowledge, experience and skills to identify, evaluate and mitigate against risks to patient safety?</p> <p>Do you make judgements based on a range of outcomes. These might include underlying conditions, medical history, and socio-economic and cultural circumstances?</p> <p>Are you responsible for interpreting a whole-body assessment and test results to develop a nursing plan to improve health outcomes and is this in a specialist clinical field; you may be required to prescribe medication?</p> <p>Who do you communicate with and how? Do you have to adapt your communication for those with challenging behaviour, distressed or vulnerable? Describe the strategies you may have to use, for example, de-escalation strategies and techniques.</p> <p>Outline the autonomy needed for the job; are there examples of decisions you are free to make without approval from anyone else? Are all of your decisions guided by clear policies or procedures, or do you need to interpret broader/national guidelines?</p> <p>Do you regularly assign or have ongoing responsibility for care responsibilities and delegate tasks to other members of the multidisciplinary team? This may include discharge planning and the transition of people across different services and settings involving internal and external stakeholders.</p> <p>Do you have to plan, lead and manage the nursing care of a group of people or caseload safely and effectively?</p> <p>Do you have ongoing or regular responsibility for staff recruitment, wellbeing, compliance and performance? Do you plan staff rotas and skill-mix?</p> <p>Do you develop protocols for specialist areas which impact other disciplines?</p> <p>Do you lead or undertake research or clinical audits in your area?</p>

Person specification (PS) is used for recruitment purposes and should outline the level of knowledge and skill to do the job competently. The PS should not include requirements that are solely for shortlisting purposes or to influence the banding outcome. Likewise, you may hold a qualification that is not required to do the job and seek re-banding.

The person specification should set out the full requirements of the post. For example, a nursing role would require registration with the NMC and hold a degree in nursing (or equivalent level of knowledge). It should also include any additional training required for the job; this may be competencies, short courses or a formal qualification; managerial or supervisory knowledge and experience.

Essential and desirable criteria	If specialist knowledge or equivalent experience is stated in the person specification as desirable, is it because it is needed for the job and the employer is willing to provide training and should be reflected in the JD? Typically, when setting out essential requirements of the post these are the minimum standards what are needed to be appointed. The desirable requirements are aspects relevant to the job but can be acquired once in post. When a job evaluation panel considers this evidence, they should use both essential and desirable information to determine the level of knowledge, as this would be seen as the minimum level required to achieve competency.
Discriminatory words or phrases	Specifying years of experience could potentially indirectly discriminate on the grounds of age and gender, particularly if used to exclude newly qualified nurses from applying. Instead, it is the type, breadth and level of experience that is needed to do the job that should be included.
Effort and environmental factors	Organisations may have a separate form to capture the physical, mental and emotional effort required for the job and the environmental conditions you are exposed to. Capture this information in the application form or JD if not provided.



STEP 5: Meeting with your manager

Your manager will need to agree changes to your job information and may be unsure of their role in the process; the resources section of the website has a frequently asked questions and guidance for managers; they do not have to be an RCN member to access this. Remember, the review is about the job you are required to do and is not about the quantity of work or individual performance in the role.

If you experience any difficulties in obtaining the agreement of your manager to meet with you or around the content of your application, you can ask for RCN support (see **Resources and further support section on page 19**).

Submit the organisational re-banding request form

Organisations have a paper or electronic request that will need to be completed, agreed and signed by you and your manager; the effort factors are often included as part of this. For groups, only a single request is required as this relates to the job, not each person.

The form does not need to be approved by HR or the finance directorate.

STEP 6: Outcome and next steps

When the job evaluation process is complete all those covered by the match should be given the new MJR the profile the job was matched to and details of what to do in the event of disagreement.

Review process

If you are not happy with the banding outcome you can request a review within three months and need to submit evidence against the factors you disagree with. A new panel will be assigned to match the job in the same way and their decision is final; there is no right to appeal beyond this stage.

Appeal process

If you feel the process to assess your job was flawed and not conducted in accordance with the national framework, then you can lodge an appeal using your organisation's grievance and disputes process.

Glossary

Agenda for Change (AfC) - the pay and conditions structure introduced in 2004, to create a unified and modernised system for pay, terms, and human resources across the NHS.

Job evaluation scheme (JES) – the process by which jobs within the NHS are compared with each other, using agreed and consistent rules. Job roles are ‘scored’ against fixed criteria and matched with a specific pay band depending on how high that score is.

Job/national profiles - across the country, employers and trade unions have agreed a large number of job profiles for commonly occurring jobs. The profiles are scored and pay grades or ‘bands’ are determined. These are the role profiles for the ‘standard posts’ in the NHS to support consistent and fair pay.

Matched job report (MJR) - nearly all NHS jobs match a profile. This is called ‘job matching’ and it’s the process for deciding the banding of most jobs. A small number of unique, specialist jobs will not match a national profile automatically. The MJR is the panel’s report which summarises how they scored the role and their rationale.

Resources and further support

rcn.org.uk/jobevaluation

Find out more about the job evaluation process and download resources. This includes:

- joining links for various in person and online sessions to support members contemplating a re-banding process
- access to our dedicated webform if you have queries or issues and are looking for additional guidance
- access the step guides for other profiles.

Join the RCN

rcn.org.uk/membership

Become a member of the RCN to access our members only guidance.

NHS Employers

nhsemployers.org/topics/pay-pensions-and-reward/job-evaluation

NHS Employers have produced guidance; including advise for managers who may not have been involved in job evaluation before.

Appendix: The 16 factors of job evaluation

The *NHS Job Evaluation Handbook* gives detailed information on the available levels for each of the 16 factors, organised into three ‘families’, knowledge and skills, responsibilities and effort and environment. The higher the level, the more complex the skill, responsibility or demand.

KNOWLEDGE AND SKILLS	
Factor	Description
Communications and relationships skills	This factor measures the skills required to communicate, establish and maintain relationships and gain the cooperation of others. It takes account of the skills required to motivate, negotiate, persuade, make presentations, train others, empathise, communicate unpleasant news sensitively and provide counselling and reassurance. It also takes account of difficulties involved in exercising these skills. There are six levels of skill associated with this factor.
Knowledge, training and experience	This factor measures all the forms of knowledge, training and experience required to fulfil the job activities and responsibilities satisfactorily. The level of knowledge, training and experience required for the job should be determined by considering how this is applied in the role rather than how the knowledge was acquired and will include theoretical knowledge; practical knowledge; professional, specialist or technical knowledge; and knowledge of the policies, practices and procedures associated with the job. There are eight levels of skill associated with this factor.
Analytical and judgemental skills	This factor measures the analytical and judgemental skills required to fulfil the job responsibilities satisfactorily. It takes account of requirements for analytical skills to diagnose a problem or illness and understand complex situations or information; and judgemental skills to formulate solutions and recommend/decide on the best course of action/treatment. There are five levels of skill associated with this factor.
Planning and organisational skills	This factor measures the planning and organisational skills required to fulfil the job responsibilities satisfactorily. It takes account of the skills required for activities such as planning or organising clinical or non-clinical services, departments, rotas, meetings, conferences and for strategic planning. It also takes account of the complexity and degree of uncertainty involved in these activities. There are five levels of skill associated with this factor.
Physical skills	This factor measures the physical skills required to fulfil the job duties. It considers hand-eye co-ordination, sensory skills (sight, hearing, touch, taste, smell), dexterity, manipulation, requirements for speed and accuracy, keyboard and driving skills. There are five levels of skill associated with this factor.

RESPONSIBILITIES	
Factor	Description
Responsibility for patient/client care	This factor measures responsibilities for patient/client care, treatment and therapy. It takes account of the nature of the responsibility and the level of the jobholder's involvement in the provision of care or treatment to patients/clients, including the degree to which the responsibility is shared with others. It also takes account of the responsibility to maintain records of care/treatment/advice/tests. There are eight levels of responsibility associated with this factor.
Responsibility for policy/service development	This factor measures the responsibilities of the job for development and implementation of policy and/or services. It takes account of the nature of the responsibility and the extent and level of the jobholder's contribution to the relevant decision-making process, for instance, making recommendations to decision makers. It also takes account of whether the relevant policies or services relate to a function, department, division, directorate, the whole trust or employing organisation, or wider than this; and the degree to which the responsibility is shared with others. There are six levels of responsibility associated with this factor.
Responsibility for financial and physical resources	This factor measures the responsibilities of the job for financial resources (including cash, budgets, revenues, income generation); and physical assets (including clinical, office and other equipment; tools and instruments; personal possessions of patients/clients or others; goods, produce, stocks and supplies). It takes account of the nature of the responsibility (e.g. careful use, security, maintenance, budgetary and ordering responsibilities); the frequency with which it is exercised; the value of the resources; and the degree to which the responsibility is shared with others. There are six levels of responsibility associated with this factor.
Responsibility for human resources	This factor measures the responsibilities of the job for management, supervision, co-ordination, teaching, training and development of employees, students/trainees and others in an equivalent position. It includes work planning and allocation; checking and evaluating work; undertaking clinical supervision; identifying training needs; developing and/or implementing training programmes; teaching staff, students or trainees; and continuing professional development (CPD). The emphasis is on the nature of the responsibility, rather than the precise numbers of those supervised, co-ordinated, trained or developed. There are six levels of responsibility associated with this factor.
Responsibility for information resources	This factor measures specific responsibilities of the job for information resources (for example computerised; paper based) and information systems (both hardware and software for example medical records). It takes account of the nature of the responsibility (security, processing and generating information, creation, updating and maintenance of information databases or systems) and the degree to which it is shared with others. There are seven levels of responsibility associated with this factor.
Responsibility for research and development	This factor measures the responsibilities of the job for informal and formal clinical or non-clinical research and development (R&D) activities underpinned by appropriate methodology and documentation, including formal testing or evaluation of drugs, or clinical or non-clinical equipment. It takes into account the nature of the responsibility (initiation, implementation, oversight of research and development activities), whether it is an integral part of the work or research for personal development purposes, and the degree to which it is shared with others. There are six levels of responsibility associated with this factor.
Freedom to Act	This factor measures the extent to which the jobholder is required to be accountable for their own actions and those of others, to use own initiative and act independently; and the discretion given to the jobholder to take action. It takes account of any restrictions on the jobholder's freedom to act imposed by, for example, supervisory control; instructions, procedures, practices and policies; professional, technical or occupational codes of practice or other ethical guidelines; the nature or system in which the job operates; the position of the job within the organisation; and the existence of any statutory responsibility for service provision. There are six levels of responsibility associated with this factor.

EFFORT AND ENVIRONMENT	
Factor	Description
Physical effort	This factor measures the nature, level, frequency and duration of the physical effort (sustained effort at a similar level or sudden explosive effort) required for the job. It takes account of any circumstances that may affect the degree of effort required, such as working in an awkward position or confined space. There are five levels of demand associated with this factor
Mental effort	This factor measures the nature, level, frequency and duration of the mental effort required for the job (for example concentration, responding to unpredictable work patterns, interruptions and the need to meet deadlines). There are five levels of demand associated with this factor.
Emotional effort	This factor measures the nature, level, frequency and duration demands of the emotional effort required to undertake clinical or non-clinical duties that are generally considered to be distressing and/or emotionally demanding. There are four levels of demand associated with this factor.
Working conditions	This factor measures the nature, level, frequency and duration of demands arising from inevitably adverse environmental conditions (such as extreme heat/cold, smells, noise, fumes, and uncontained body fluids) and hazards, which are unavoidable (even with the strictest health and safety controls), such as road traffic accidents, spills of harmful chemicals, aggressive behaviour of patients, clients, relatives, carers. There are five levels of demand associated with this factor.



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