Leading and collaborating: from investment to action and dissemination

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In this guide

- Sphere F: Outcomes
- Sphere F: Outcomes Health Visitor
- Sphere F: Outcomes School Nurse
- Sphere F: Outcomes Occupational Health Nurse

Health visitors take the leading role in providing, managing and coordinating care. They promote collaborative working, through leading and working within interdisciplinary and interagency teams and ensuring smooth transition between services, and also by working in partnership with families, communities and populations.

School nurses lead, manage and coordinate school nursing services and individual caseloads. They collaborate with interdisciplinary and interagency teams and services to ensure that public health programmes are embedded in schools and within the local community. School nurses lead safe and effective universal services, early help interventions and provide targeted interventions to school-aged children and young people when needed.

Occupational health nurses are leaders of services, with the ability to influence strategic planning and policy making. They bring their unique specialist nursing knowledge and skills, combining them with the business acumen required to plan the resources for occupational interventions that are tailored to the specific requirements of the employees and organisations they work with.

Sphere F: Outcomes

Back to top

At the point of registration, the registered SCPHN HV, SN, OHN and SCPHN PHN will be able to:

F.1lead public health services that promote and improve the health and wellbeing of people, communities and populations

F.2lead teams that are effective in delivering public health services, both on their own and in collaboration with others

F.3assess service requirements, influencing and leading on policy development and strategic planning to address population health needs incorporating approaches for prevention and risk management

F.4monitor and report on the outcomes of strategy and policy implementation and make recommendations for improvement including changes to commissioning

F.5evaluate the efficacy of service provision by triangulating information obtained from audit, continuous improvement activity, governance, risk management and performance monitoring

F.6compassionately lead and support a culture of critical reflection and continuous professional development that promotes team and interdisciplinary learning

F.7build alliances and partnerships that support equality, diversity and inclusion, collaboration and sharing of new ideas and innovations and be able to agree shared goals and priorities

F.8use a range of advanced communication skills with people, communities, peers and interdisciplinary and interagency colleagues, including use of digital and other modalities to support communication in virtual and remote environments

F.9communicate simple and complex public health information in a variety of formats, tailored for different community and population audiences

F.10use a range of techniques to influence, challenge, and persuade peers and senior stakeholders in relation to public health strategies and policies that affect people, communities and populations.

Sphere F: Outcomes Health Visitor

Back to top

At the point of registration, the SCPHN health visitor will be able to:

F.HV1lead creative, flexible approaches to engage parents and carers in child health promotion programmes, providing advice and support to enable co-design and collective decision-making

F.HV2lead discussions and collaborate on the development of services for children with high impact health and care needs and ensure workforce readiness for implementation

F.HV3involve, escalate, report and make decisions with interdisciplinary and interagency teams on the immediate and continuing risk of domestic violence, child maltreatment and other forms of abuse to the safety of infants, children and families and collaborate on all necessary actions

F.HV4lead interdisciplinary and interagency discussions and make decisions regarding the referral, transfer, support and management of children and families where there are complex mental or physical health needs and/or concerns

F.HV5work in partnership with midwives and other interdisciplinary and interagency teams and services during the antenatal period and first days of the infant's life to ensure consistency and continuity of care for infants, parents and carers, and a smooth transition between midwifery and health visiting services

F.HV6work in partnership with school nurses to ensure the transition of support for the child and family from the health visitor to the school nursing service is positive, seamless and effective.

Sphere F: Outcomes School Nurse

Back to top

At the point of registration, the SCPHN school nurse will be able to:

F.SN1synthesise data, information and intelligence related to home, school and community environments, and apply professional judgement to determine how this intelligence can be widely reported to positively influence policy and strategy to improve health and wellbeing

F.SN2evaluate existing services to identify gaps in available support for school-aged children and young people and develop strategies to maximise support and access to relevant services according to age and maturity

F.SN3advocate for school-aged children and young people in public health services, ensuring their voice is heard, supporting co-production, co-design and development at universal, targeted and specialist service levels

F.SN4design and lead the delivery and evaluation of evidence-based school nursing services, educational campaigns and co-produced interventions aligned to regional and national public health initiatives to protect and promote the health and wellbeing of school-aged children and young people

F.SN5use specialist public health knowledge, skills and evidence when influencing and advocating and making decisions for the safety and wellbeing of school-aged children and young people at interagency meetings and hearings

F.SN6capture the lived experience and lived existence of school-aged children and young people and evaluate how this and other sources of evidence influences and informs current and future specialist practice, policy decisions and school nursing service design

F.SN7lead and promote visibility of school nursing services and ensure accessibility through engagement with school-aged children and young people, parents, carers, families, school staff, other professionals and voluntary sector organisations

F.SN8use specialist skills and knowledge to design school nursing services which recognise and respect children and young people's privacy and dignity

F.SN9critically analyse the opportunities, benefits and risks for school nursing services when communicating with school-aged children and young people face to face and via social media and virtual platforms

F.SN10work in partnership with relevant professionals and services to ensure the transition of support for school-aged

children and young people to adult services mitigates risks and is positive, seamless and effective.

Sphere F: Outcomes Occupational Health Nurse

Back to top

At the point of registration, the SCPHN occupational health nurse will be able to:

F.OHN1triangulate and appraise organisational and workforce profiling data to secure resources for the development and delivery of occupational and employee health, safety and wellbeing

F.OHN2create systems to allow data collection, information retrieval and dissemination protocols for enhancing occupational health nursing practice

F.OHN3develop and manage a safe and effective occupational health nursing service, which promotes innovative, evidence-informed workplace protocols and strategies

F.OHN4influence organisational policy and strategy for employee health and wellbeing which embraces and reflects national and international public health agendas and strategies

F.OHN5critically apply business acumen to develop, promote and report on evidence-based occupational health and wellbeing initiatives that take account of economic and non-economic resources

F.OHN6evaluate, synthesise and communicate data and information to quantify and qualify the positive impact of occupational health interventions on workplace and business targets and outcomes.