

## SCOTTISH COUNCILS' JOB EVALUATION SCHEME

### SECTION 3 - FACTOR FRAMEWORK

- 1 **WORKING ENVIRONMENT** - considers the physical environment in which the job is carried out.
- 2 **PHYSICAL CO-ORDINATION** - considers the physical co-ordination required to do the job.
- 3 **PHYSICAL EFFORT** - considers the strength and stamina required to do the job.
- 4 **MENTAL SKILLS** - considers the thinking requirement in the job.
- 5 **CONCENTRATION** - considers the concentration required to do the job.
- 6 **COMMUNICATION SKILLS** - considers the predominant requirement for spoken and written communication in the course of normal working.
- 7 **DEALING WITH RELATIONSHIPS** - considers the demands on the jobholder arising from the circumstances and/or behaviour of those he/she comes into contact with as an integral part of normal working.
- 8 **RESPONSIBILITY FOR EMPLOYEES** - considers the responsibility of the jobholder for the supervision, co-ordination or management of employees, or equivalent others.
- 9 **RESPONSIBILITY FOR SERVICES TO OTHERS** - considers the jobholder's responsibility to others in terms of the quality and delivery of service provision.
- 10 **RESPONSIBILITY FOR FINANCIAL RESOURCES** - considers the jobholder's responsibility for financial resources.
- 11 **RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES** - considers the jobholder's primary and secondary responsibilities for the Council's physical and information resources.
- 12 **INITIATIVE AND INDEPENDENCE** - considers the jobholder's scope to exercise initiative and the extent to which they have freedom to act.
- 13 **KNOWLEDGE** - considers what the jobholder needs to know to do the job.

## FACTOR 1 - WORKING ENVIRONMENT

### Scope of Factor

All aspects of the **physical** environmental working conditions in which the job is undertaken are considered, including dirt, smells and noise resulting from both the physical environment and contact or work with people.

The factor has five levels, from "unpleasant" to "very hazardous". The emphasis is on the **degree of unpleasantness or discomfort** encountered, which is affected by the frequency, intensity and duration of exposure to particular conditions. Health and Safety regulations and requirements assumed to be met by both the employer and the employee.

"UNPLEASANT" conditions would include adverse temperature, noise or uncomfortable clothing.

"UNPLEASANT AND MILDLY DISAGREEABLE" conditions would include working with unpleasant substances and/or mildly disagreeable odours e.g. assisting people to use the toilet or the need to wear light protective clothing such as latex gloves.

"DISAGREEABLE OR MILDLY HAZARDOUS" conditions would include being exposed to disagreeable or mildly hazardous substances / odours such as fumes, dust, chemicals, e.g. while cleaning a toilet, or being required to wear protective clothing such as a hard hat or face mask.

"VERY DISAGREEABLE OR HAZARDOUS" conditions would include being exposed to waste, dirt, traffic, etc., e.g. cleaning incontinent clients/changing colostomy bags, digging road trenches or being required to wear heavy protective clothing such as breathing apparatus or an asbestos suit.

"EXTREMELY DISAGREEABLE OR VERY HAZARDOUS" conditions would include working in an abattoir (e.g. for inspection/visits), in a refuse tip, in a quarry, etc.

Any matters covered by Control of Substances Hazardous to Health (CoSHH) are deemed to be hazardous to a certain extent, ranging from mildly disagreeable to very hazardous.

**Personal Comfort Levels** - the degree and nature of the unpleasantness, and the frequency and duration with which it is encountered should be assessed, rather than individual responses to these, which vary. For example, some people are better at withstanding cold, or prefer heat. Responses may also vary with the familiarity with the condition; for example, some people become accustomed to an odious human or environmental smell.

**Proportion of Working Time** - consideration is also given to the normal cycle of work of the job to identify an appropriate period of time from which to determine the "proportion" during which the jobholder is exposed, for example, part of: a shift, a day, a week, a month, quarterly, annually etc. For example, an average of one day per week would equate to 20% of working time, two weeks a month would equate to 50% of working time etc.

### Indoor/Outdoor Work

Outdoor work generally involves more exposure to disagreeable conditions than indoor work, but consideration must be given to all other features, for example:

- The extent to which the work can be organised **by the jobholder** to lessen the exposure to unpleasant conditions, and the level of control over the conditions
- Whether or not the outdoor work can be organised to minimise exposure to unpleasant conditions, e.g. the nature and availability of shelter
- Other unpleasant aspects e.g. fumes, smells, noise
- Whether or not the indoor work involves exposure to heat or cold.

Where a job is split between indoor and outdoor work, the frequency of each, and any other relevant features, e.g. travel/transport facilities, should be taken into account.

"CAN TAKE SHELTER" means the jobholder can undertake alternative duties in an indoor or sheltered environment to avoid adverse weather, for example, a gardener can continue working in the nursery when it is too wet to work outside.

"EXPOSED TO ALL WEATHERS" means the jobholder CANNOT stop work due to adverse conditions, for example, school crossing patroller.

### Hazards / Risk of Injury

The Scheme *takes account of hazards / risks arising directly from the demands of the job, and assumes that all appropriate precautions and safeguards are taken under Health & Safety regulations in relation to the Employer's duty of care*, for example, special training, protective measures and clothing, and being accompanied by another responsible person where feasible. *Therefore, for example, passive smoking should not be taken into account, as it is not a demand of the job but a health & safety issue.*

Any matters covered by Control of Substances Hazardous to Health (CoSHH) are deemed to be hazardous.

Hazards and risk of injury takes into account the likelihood of such incidents occurring. This may vary between similar jobs, depending on their precise nature, location and degree of isolation.



### **Application of the level definitions**

When assessing a job using the paper based Scheme consideration should be given:

- *Firstly, to whether the jobholder works predominantly indoors or outdoors – read the introductory sentences under the level definitions before the dot points to determine the starting point for the assessment of demands – if the jobholder works predominantly indoors start at A.*
- *Secondly, to the extent of exposure to weather conditions if the jobholder is predominantly working outdoors in the course of normal working – read the introductory sentences under the level definitions before the dot points to determine the starting point for the assessment of demands – if the jobholder works predominantly outdoors, but can take shelter from adverse weather, start at B. If the jobholder works predominantly outdoors exposed to all weathers, start at C.*
- *Thirdly, to the extent to which the jobholder is typically exposed to other unpleasant, disagreeable or hazardous conditions – illustrative examples are set out in the guidance.*
- *Finally, to the proportion of working time the jobholder is actually exposed to these unpleasant, disagreeable or hazardous conditions in the course of normal working.*

<b>FACTOR 1 - WORKING ENVIRONMENT</b>
<p><b>This factor considers the physical environment in which the job is carried out.</b></p> <p>It covers exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions such as dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes and smells, human or animal waste, steam, smoke, grease or oil, inclement weather; and discomfort arising from the requirement to wear protective clothing.</p> <p>The factor also considers hazardous aspects of the working environment which are unavoidable and integral to the job, such as the risk of illness or injury arising from exposure to diseases, toxic substances, machinery, lone working or work locations. Health and safety regulations and requirements assumed to be met by both the employer and the employee.</p> <p>The factor takes into account the nature and degree of unpleasantness or discomfort, the frequency and duration of exposure to particular conditions in the course of normal working, and the effect of variations or combinations of disagreeable conditions.</p>

<b>FACTOR 1 - WORKING ENVIRONMENT</b>	
<b>Level</b>	<b>Definition</b>
1	<p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <ul style="list-style-type: none"> <li>• <b>Unpleasant</b> working conditions <b>up to 60%</b> of working time</li> </ul>
10	<p><b>Or</b></p> <ul style="list-style-type: none"> <li>• Unpleasant and <b>mildly</b> disagreeable conditions <b>up to 40%</b> of working time</li> <li><b>Or</b></li> <li>• <b>Disagreeable or mildly</b> hazardous conditions <b>up to 20%</b> of working time</li> </ul> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and</b> normally involves exposure to:</p> <ul style="list-style-type: none"> <li>• <b>Unpleasant or mildly</b> disagreeable conditions <b>up to 40%</b> of working time</li> <li><b>Or</b></li> <li>• <b>Disagreeable or mildly</b> hazardous conditions <b>up to 20%</b> of working time</li> </ul>

## FACTOR 1 - WORKING ENVIRONMENT

Level	Definition
2	<p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and normally involves</b> exposure to:</p> <ul style="list-style-type: none"> <li>• <b>Unpleasant</b> conditions <b>more than 60%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• Unpleasant <b>and mildly</b> disagreeable conditions <b>more than 40% and up to 80%</b> of working time</li> </ul> <p>Or</p>
20	<ul style="list-style-type: none"> <li>• <b>Disagreeable or mildly</b> hazardous conditions <b>more than 20% and up to 60%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• <b>Very</b> disagreeable or <b>hazardous up to 40%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>• <b>Extremely</b> disagreeable or <b>very</b> hazardous <b>up to 20%</b> of working time</li> </ul> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and</b> normally involves exposure to:</p> <ul style="list-style-type: none"> <li>• <b>Unpleasant or mildly</b> disagreeable conditions <b>more than 40% and up to 80%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ <b>Disagreeable or mildly</b> hazardous conditions <b>more than 20% and up to 60%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ <b>Very disagreeable or hazardous up to 40%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ <b>Extremely</b> disagreeable or <b>very</b> hazardous <b>up to 20%</b> of working time</li> </ul> <p><b>OR</b></p> <p><b>C.</b> <i>The job involves working predominantly outdoors exposed to all weather conditions, and normally involves expose to:</i></p> <ul style="list-style-type: none"> <li>▪ <b>Unpleasant or mildly</b> disagreeable conditions <b>up to 40%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ <b>Disagreeable or mildly</b> hazardous conditions <b>up to 40%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ <b>Very disagreeable or hazardous</b> conditions <b>up to 20%</b> of working time</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ <b>Extremely</b> disagreeable or <b>very</b> hazardous conditions <b>up to 20%</b> of working time</li> </ul>

## FACTOR 1 - WORKING ENVIRONMENT

Level	Definition
30	<p data-bbox="277 286 1353 353"><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and normally involves</b> exposure to:</p> <ul style="list-style-type: none"> <li data-bbox="338 398 1353 465">• <b>Unpleasant and mildly</b> disagreeable conditions <b>more than 80%</b> of working time</li> </ul> <p data-bbox="277 474 331 510"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 515 1398 582">• <b>Disagreeable or mildly</b> hazardous conditions <b>more than 60% and up to 80%</b> of working time</li> </ul> <p data-bbox="277 591 331 622"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 627 1404 694">• <b>Very</b> disagreeable or <b>hazardous</b> conditions <b>more than 40% and up to 60%</b> of working time</li> </ul> <p data-bbox="277 703 331 734"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 739 1401 806">• <b>Extremely</b> disagreeable or <b>very</b> hazardous conditions <b>more than 20% and up to 40%</b> of working time</li> </ul> <p data-bbox="277 846 341 878"><b>OR</b></p> <p data-bbox="277 918 1343 985"><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and normally involves</b> exposure to:</p> <ul style="list-style-type: none"> <li data-bbox="338 1030 1331 1097">• <b>Unpleasant or mildly</b> disagreeable conditions <b>more than 80%</b> of working time</li> </ul> <p data-bbox="277 1106 331 1137"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 1142 1398 1209">• <b>Disagreeable or mildly</b> hazardous conditions <b>more than 60% and up to 80%</b> of working time</li> </ul> <p data-bbox="277 1218 331 1249"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 1254 1366 1321">• <b>Very</b> disagreeable or <b>hazardous more than 40% and up to 60%</b> of working time</li> </ul> <p data-bbox="277 1330 331 1361"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 1366 1401 1433">• <b>Extremely</b> disagreeable or <b>very</b> hazardous <b>more than 20% and up to 40%</b> of working time</li> </ul> <p data-bbox="277 1473 341 1505"><b>OR</b></p> <p data-bbox="277 1545 1273 1612"><b>C.</b> The job involves working predominantly <b>outdoors exposed to all weather conditions and normally involves</b> exposure to:</p> <ul style="list-style-type: none"> <li data-bbox="338 1657 1404 1724">▪ <b>Unpleasant or mildly</b> disagreeable conditions for <b>more than 40% and up to 60%</b> of working time</li> </ul> <p data-bbox="277 1733 331 1765"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 1769 1398 1836">▪ <b>Disagreeable or mildly</b> hazardous conditions <b>more than 40% and up to 60%</b> of working time</li> </ul> <p data-bbox="277 1877 331 1908"><b>Or</b></p> <ul style="list-style-type: none"> <li data-bbox="338 1912 1404 1980">▪ <b>Very</b> disagreeable or <b>hazardous</b> conditions <b>more than 20% and up to 40%</b> of working time</li> </ul>



## FACTOR 1 - WORKING ENVIRONMENT

Level	Definition
	<p><b>Or</b> †</p> <ul style="list-style-type: none"><li>▪ <b>Extremely disagreeable or very hazardous conditions more than 20% and up to 40% of working time</b></li></ul>
<p style="text-align: center;">4</p>       <p style="text-align: center;">40</p>	<p><b>A. The job involves working predominantly <i>indoors or travelling</i> between locations, <b>and</b> normally involves exposure to:</b></p> <ul style="list-style-type: none"><li>▪ <b>Disagreeable or mildly hazardous conditions more than 80% of working time</b></li></ul> <p><b>Or</b></p> <ul style="list-style-type: none"><li>▪ <b>Very disagreeable or hazardous conditions more than 60% of working time</b></li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>▪ <b>Extremely disagreeable or very hazardous conditions more than 40% and up to 80% of working time</b></li></ul> <p><b>OR</b></p> <p><b>B. The job involves working predominantly <i>outdoors, but sheltered,</i> and normally involves exposure to:</b></p> <ul style="list-style-type: none"><li>▪ <b>Disagreeable or mildly hazardous conditions more than 80% of working time</b></li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>▪ <b>Very disagreeable or hazardous more than 60% of working time</b></li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>▪ <b>Extremely disagreeable or very hazardous more than 40% and up to 80% of working time</b></li></ul> <p><b>OR</b></p> <p><b>C. The job involves working predominantly <i>outdoors exposed to all weather conditions</i> and normally involves exposure to:</b></p> <ul style="list-style-type: none"><li>▪ <b>Unpleasant or mildly disagreeable for more than 60% of working time</b></li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>▪ <b>Disagreeable or mildly hazardous conditions more than 60% of working time</b></li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>▪ <b>Very disagreeable or hazardous conditions more than 40% and up to 80% of working time</b></li></ul> <p><b>or</b></p> <ul style="list-style-type: none"><li>▪ <b>Extremely disagreeable or very hazardous conditions more than 40% and up to 80% of working time</b></li></ul> <ul style="list-style-type: none"><li>▪</li></ul>

## FACTOR 1 - WORKING ENVIRONMENT

Level	Definition
5	<p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <ul style="list-style-type: none"> <li>▪ <b>Extremely</b> disagreeable or <b>very</b> hazardous conditions <b>more than 80%</b> of working time</li> </ul> <p style="text-align: center;"><b>OR</b></p>
50	<p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and</b> normally involves exposure to:</p> <ul style="list-style-type: none"> <li>▪ <b>Extremely</b> disagreeable or <b>very</b> hazardous <b>more than 80%</b> of working time</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p><b>C.</b> The job involves working predominantly <b>outdoors exposed to all</b> weather conditions and normally involves exposure to:</p> <ul style="list-style-type: none"> <li>▪ <b>Very</b> disagreeable or <b>hazardous</b> conditions <b>more than 80%</b> of working time</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <b>Extremely</b> disagreeable or <b>very</b> hazardous conditions <b>more than 80%</b> of working time</li> </ul>

## FACTOR 2 - PHYSICAL CO-ORDINATION

### Scope of Factor

This factor considers the *predominant demand* for physical skills and co-ordination required to do the job, in the course of normal working, for example, in the operation of hand tools and other equipment. *This factor* takes account the skills *required* and *the* demands arising from the need to achieve specified standards of speed and precision. *The final level score under this heading depends on a number of elements within the level definition in relation to the step changes in demand.*

"**Manual or finger dexterity**" for example, to use any tools or equipment or to use a keyboard.

"**Hand-eye co-ordination**" for example, to use a microfiche, for pruning, to monitor CCTV screens or while copy typing.

"**Co-ordination of limbs**" for example, for driving, digging or operating cleaning equipment.

"**Use of the senses**" for example, for audio typing, cooking or inspecting work.

### Previous Requirements

The level of skill required should be that needed for the job, and **not** any other level required for a previous career position. Thus, a supervisor of drivers only needs driving skills if still required to drive, or to train others. The same applies to word processing skills for an office manager.

Activities involving **limited** dexterity or co-ordination, with no requirement for developed physical skills, for example, standing, sitting, walking, using a pen, pencil or ruler, using a telephone, are covered by **Level 1**.

### Driving Skills

*The extent to which driving skills are **required** for carrying out the duties of the job is considered. Where it is an occupational requirement because driving is a predominant duty of the job the jobholder would be unable to continue to undertake the **full range** of duties of their job, if for any reason, they were no longer able to drive, e.g. Refuse Wagon Driver, Courier, Chauffeur, Care Attendant/Driver required to drive clients to school/day centre using the establishment mini-bus etc.*

*Consideration is also given where driving is a recruitment criteria or a means of managing a workload, e.g. Social Worker or Housing Officer driving to make client visits, Clerk of Works travelling between construction sites, Area Supervisor travelling to schools within designated area of responsibility etc.*

The level of driving skills may be higher when account is taken of the size and complexity of the vehicle, any ancillary equipment attached, or the need to tow or manoeuvre vehicles. Any of these aspects may increase the demand for precision particularly, in the extent of physical co-ordination required. It should be borne in mind that the overall assessment of the physical co-ordination required by a job may include a combination of driving and other work requiring precision and/or speed.

The driving skills required for an ordinary car, van or similar vehicle are covered by **Level 2**. The skills required to tow or manoeuvre *while using these vehicles, or to operate* more complex vehicles such as a tractor or dumper *including attachments* will typically be covered by **Level 3**. The skills required to *tow or manoeuvre articulated vehicles will typically be covered by Level 4*, while the skills required to *drive and fully operate* equipment such as a JCB will typically be covered by **Level 5**. These driving skills **must** be required as part of the normal routine of the job.

### **Keyboard Skills**

These skills are considered where they are **required** for carrying out the job duties. The level of skill required may vary with the context, nature and purpose of the keyboard activities, and any time constraints.

- **Level 1** covers use of a keyboard with a limited number of digits (e.g. 2-finger operation i.e. not involving substantial keyboarding, for example, using the cursor to interrogate an information system.), and with the opportunity to amend significantly.
- **Level 2** requires some precision in the use of the keyboard, for example, administrative or research jobs involving use of computers for some aspects of the work. This covers *general data input and “basic keyboarding” for general clerical or administrative tasks*, i.e. self-taught *but NOT audio or touch typing*, for example, to produce standard word processed documents, simple graphics or *desktop publishing etc. for self and colleagues*.
- **Level 3** involves elements of both precision and speed, where the keyboard skills are integral to the main duties, for example, computer programming, systems analysis or the use of computerised financial management systems, *operation of CAD or GIS systems etc.*

- **Level 4** covers the precision and speed required by specialist keyboard operators, such as *bulk* data input, e.g. *batch processing* or word processing operators applying precision and speed in order to complete tasks to the required standards and timescales. This includes "typing" i.e. touch typing or *audio-typing generally* to produce complex word processed documents, complex graphics etc. *on behalf of others*.

*“KEYSTROKING TO PRE-DETERMINED STANDARDS” refers to the requirement to work at set levels of speed and accuracy, e.g. typing at more than 50 words per minute. Jobholders may be required to demonstrate proficiency, for example, through achievement of a recognised secretarial certificate or by undertaking a keyboard skills test to demonstrate the required level of speed and accuracy. This does NOT refer to software or keyboard familiarity tests that do not involve keystroking to pre-determined standards.*

### **Other Activities**

Consideration is given to the **speed** with which the physical skills are exercised, **not** to the speed of the outcome. For example, pressing a button to release a rocket set to fly faster than the speed of sound requires only limited precision and speed. Consideration should be given to whether there is anything inherent in the task that requires its completion at speed, *for example, a bricklayer using mortar before it solidifies*; or at a pre-determined rate of work *which is outwith the jobholder’s control, for example, completing a repetitive task or part of an automated process within a defined time interval, e.g. in order to fasten a nut to a bolt on an assembly line every 10 seconds the job holder requires to work at the pre-determined speed of “six times per minute”.*

*This relates to the standard level required for competent performance of the job duties. Any higher rates achieved, for example, in order to meet performance targets, should **not** be taken into account, particularly if achievement of standards or targets is remunerated separately, for example, through the payment of a performance bonus. Similarly, work carried out at speed to meet a deadline should not be considered under this factor heading but under the work related pressure aspects of the “Concentration” factor heading.*

## GUIDANCE

## PHYSICAL CO-ORDINATION

Consideration is also given to the need for **precise** action, irrespective of job context, in relation to the nature of the physical movements (e.g. of hands, fingers, limbs or senses), **not** to the accuracy of the end result. For example, the precise movement required to strike a nail with a hammer not the accuracy with which the nail is positioned.

*"LIMITED or MINIMAL"* precision, for example, controlling a pencil or pen, or using push button controls on a machine, power tools or a piece of equipment.

*"MODERATE"* precision of hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, using a spanner, hammer or screwdriver, for controlling a brush, mop, vacuum cleaner, trolley or similar tools or equipment, or to load a dishwasher.

*"CONSIDERABLE"* precision of fingers, hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, use of a strimmer, use of a chisel or fine paintbrush, use of a knife to peel or chop vegetables, exact control of tools or equipment, for example, to work on delicate plant, machinery or equipment; or where there is restricted access.

*"HIGH"* precision where exact positioning of fingers, hands, arms, possibly feet and eyes is important in undertaking the relevant tasks, for example, in the use of tools or equipment for intricate or detailed work such as calibration, setting or measuring other tools or equipment.

*"VERY HIGH"* precision where exact positioning of fingers, hands, arms, possibly feet and eyes is crucial in undertaking the relevant tasks, e.g. using laser equipment.

### **Consequences of Error**

The outcome of the physical skills and co-ordination, including the consequences of error, **should not be taken into account here**, but under the appropriate Responsibility factor. If the same degree of precision and speed is required to produce items worth £100 and £100,000, the jobs should be assessed at the same level under the "Physical Co-ordination" factor heading.

**FACTOR 2 - PHYSICAL CO-ORDINATION**

**This factor considers the *predominant demands for physical co-ordination* required to do the job.**

It covers manual and finger dexterity, hand-eye co-ordination, and co-ordination of limbs and/or senses required in the course of normal working.

The factor takes into account the nature and degree of co-ordination required, and any need for speed or precision in undertaking the specified task.

**FACTOR 2 - PHYSICAL CO-ORDINATION**

Level	Definition
1  13	There are <b>limited</b> or <i>minimal</i> requirements for developed physical skills or co-ordination in the course of normal working.
2  26	The work <i>mainly</i> requires: <ul style="list-style-type: none"> <li>▪ <i>Minimal precision and speed</i> in the use of dexterity, co-ordination and/or senses.</li> </ul> or <ul style="list-style-type: none"> <li>▪ Moderate <b>precision</b> in the use of these skills.</li> </ul>
3  39	The work <i>mainly</i> requires: <ul style="list-style-type: none"> <li>• Moderate precision <b>and speed</b> in the use of dexterity, co-ordination and/or senses</li> </ul> or <ul style="list-style-type: none"> <li>• <b>Considerable</b> precision in the use of these skills.</li> </ul>
4  52	The work <i>mainly</i> requires: <ul style="list-style-type: none"> <li>• <b>Considerable</b> demands for precision <b>and</b> speed in the use of dexterity, co-ordination and/or sense</li> </ul> or <ul style="list-style-type: none"> <li>▪ <b>High</b> demands for <b>precision</b> in the use of these skills.</li> </ul>

## FACTOR 2 - PHYSICAL CO-ORDINATION

Level	Definition
5	The work <i>mainly</i> requires: <ul style="list-style-type: none"><li>▪ <b>High</b> demands for precision <b>and</b> speed in the use of dexterity, co-ordination and/or senses</li></ul> <b>or</b>
65	

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### FACTOR 3 - PHYSICAL EFFORT

#### Scope of Factor

This factor considers the type, amount, continuity and frequency of the physical effort required to do the job. It covers stamina as well as strength.

It takes into account all forms of bodily effort, for example, that required for standing and walking, lifting and carrying, pulling and pushing. It also includes the physical demands involved in working in awkward positions, for example, bending, crouching, stretching; for sitting, standing or working in a constrained position; and for maintaining the required pace of work.

Tasks or activities which are undertaken mainly in a SEDENTARY position and allow for considerable flexibility of movement (i.e. not constrained) involve a basic degree of physical effort, as does a limited requirement for standing, walking, bending or stretching, or an occasional need to lift or carry items.

#### **Application of the Level Definitions**

The factor takes account of the fact that many jobs require a *combination* of different types of physical effort in the course of normal working. The *overall demands of the job* are assessed:

- Firstly, according to the **greatest** demand for physical effort involved as part of the normal routine in terms of the nature and degree of demand, i.e. the heaviest physical demand of the job. This demand will generally be required less frequently or for a shorter duration than other demands. This provides the 'X' score.
- Secondly, according to any other demands for physical effort involved as part of the normal routine, i.e. the MAIN physical demands of the job which will generally be less heavy but required more frequently or for a longer duration than the greatest demand of the job. This provides the 'Y' score.

Jobs will be scored according to a matrix, which balances the 'X' and 'Y' scores. However, some jobs require the **same** level of physical effort in terms of **both** the greatest demands and any other demands, and in these cases the **overall** level of demand is considered to be equivalent to the **next** level, above Level 3. For example, the overall level of demands for a job primarily involving effort at a Level 4, where the other demands are also at Level 4, would be equivalent to a Level 5.

### Frequency and Continuity

The level definitions incorporate a scale of frequency and continuity intended to reflect the overall average demand in the job, even if it does not arise every day, as follows:-

- **Occasional** - infrequently and/or for a short period of time i.e. occurring on average less than 0.5 days or 0.5 shifts in 10 over the year as a whole. This would generally result in the job being assessed at Level 1 or 2, depending on the nature of the effort, unless the job also involves other forms of physical effort.
- **Periodic** - more frequent than occasional, but less frequent than regular; effort not necessarily associated with normal job duties. As a proportion of working time this equates to between 5 - 20% on average.
- **Regular** - in the dictionary sense of repeated; would usually be associated with normal job duties. As a proportion of working time this equates to between 21 - 40% on average.
- **Frequent**; in the dictionary sense; certainly associated with normal, every day job duties. As a proportion of working time this equates to between 41 - 60% on average.
- **Ongoing** - continuous or almost continuous; associated with the job duties undertaken for most of the working shift. As a proportion of working time this equates to between 61 – 80% on average.
- **Continuous** – or almost continuous; associated with the job duties undertaken for majority of the working shift. As a proportion of working time this equates to **more** than 80% on average.

*NOTE: Care should be taken to ensure that when added together the lower ranges of both the greatest and the other physical demands do NOT exceed 100%.*

Consideration should be given to the **normal** cycle of work of the job to identify an appropriate period of time from which to determine the "proportion" during which the jobholder experiences the demand, for example, part of: a shift, a day, a week, a month, quarterly, annually etc. Demands over particular periods relate to the nature of the work, and **not** to the contractual hours of the jobholder.

It is assumed that all relevant Health and Safety Regulations are complied with. However, in considering the continuity of effort, breaks required by Health and Safety Regulations (for example, for VDU work or driving), or other recognised breaks, should **not** be treated as breaks in the period of effort.

### **Lifting / Carrying**

The level of lifting or carrying effort should be a *TYPICAL* feature of the job, not just undertaken occasionally.

"*LIMITED*" lifting or carrying involves effort *SLIGHTLY* above normal. For example, lifting or carrying packs of paper, an empty bucket or a light piece of equipment (e.g. kitchen tools, empty pans or containers).

"*CONSIDERABLE*" lifting or carrying involves effort *SIGNIFICANTLY* above normal. For example, lifting or carrying a box of files, a bucket of water, a full pan or similar container or a piece of training or similar equipment.

"*HIGH*" lifting or carrying involves effort *SUBSTANTIALLY* above normal. For example, lifting or carrying large containers of food or similar, half full dustbins, bags of compost, children with physical disabilities or equivalent.

"*VERY HIGH*" lifting or carrying involves effort *GREATLY* above normal. For example, lifting or carrying full dustbins, sacks of potatoes or soil, teenagers or adults with physical disabilities or equivalent.

### **Pushing / Pulling**

The level of pushing or pulling effort should be a *TYPICAL* feature of the job, not just undertaken occasionally.

"*LIMITED*" pushing or pulling involves effort *SLIGHTLY* above normal. For example, sweeping or raking leaves, pulling empty wheelie bins, pushing or pulling an empty trolley or wheelchair, or some other piece of equipment where there is little resistance.

"*CONSIDERABLE*" pushing or pulling involves effort *SIGNIFICANTLY* above normal. For example pushing or pulling a laden trolley, pulling full domestic wheelie bins, a wheelchair with a child or adult occupant, a piece of equipment where there is resistance.

"*HIGH*" pushing or pulling involves effort *SUBSTANTIALLY* above normal. For example, pushing or pulling a well laden trolley, a wheelchair with a heavy adult occupant, a piece of equipment where there is strong resistance (e.g. sweeping mud or ice).

"*VERY HIGH*" pushing or pulling involves effort *GREATLY* above normal. For example, pushing or pulling a very heavily laden trolley, a bed with a heavy adult occupant, a piece of equipment which in itself is very heavy or where there is very strong resistance (e.g. pulling full, commercial sized wheelie bins).

## Applied Physical Effort

This relates to those situations where physical force has to be applied, such as scrubbing, sawing, digging, etc. The level of applied physical effort should be a *TYPICAL* feature of the job, not just undertaken occasionally.

"LIMITED" applied physical effort is only *SLIGHTLY* above normal. For example, wiping tables or similar surfaces with a damp cloth, dusting hand-high shelves etc.

"CONSIDERABLE" applied physical effort is *SIGNIFICANTLY* above normal. For example, rubbing or scrubbing tables or similar surfaces, painting walls or doors with brush or roller, raking tilled soil, etc.

"HIGH" applied physical effort is *SUBSTANTIALLY* above normal. For example, scrubbing floors, sawing wood, digging light soil, laying small paving stones, etc.

"VERY HIGH" applied physical effort is *GREATLY* above normal. For example, digging heavy soil or soil below ground level, sawing trees with chainsaw, laying full-sized paving stones, etc.

## Weights

*The weight being lifted/carried, pushed/pulled etc. should be considered* regardless of the physical characteristics of the jobholder and whether the duties are normally carried out by women or by men; or by small people or large people; or by fit or unfit people. So, *the physical effort required to lift a sack of cement or a sack of potatoes is the same*, even if it is lifted and carried without obvious exertion by a tall, fit, young person.

Where mechanical aids or assistance are available, these should be taken into account when assessing the *degree* of demand. For instance, other things being equal, moving sacks of potatoes with the aid of a trolley involves less demand than lifting and carrying the sacks over the same distance.

## Awkward Positions

Working in awkward positions should be a *TYPICAL* feature of the job, not just adopted occasionally.

"AWKWARD POSITIONS" include those which require unusual bending, crouching or stretching, as well as the more obvious situations such as working while leaning over, round or under an obstruction or while lying on one's back, etc.

“SLIGHTLY” awkward positions are those which differ from normal walking, standing or sitting, but to a LIMITED degree. For example, leaning forwards, backwards or sideways, stretching arms forward or upwards.

“DISTINCTLY” awkward positions are those which differ from normal walking, standing or sitting, but to a CONSIDERABLE degree. For example, bending forwards, backwards, or sideways, crouching, stretching upwards using arms and/or legs.

“VERY” awkward positions are those which differ from normal walking, standing or sitting, but to a HIGH degree, for example, kneeling, crouching under an object or in a confined space, lying on back or front.

### **Standing/Walking and Working in Constrained Positions**

“CONSTRAINED POSITIONS” are those where the jobholder HAS TO remain in a fixed and/or tensed position, *for a prolonged period of time, such as sitting at a switchboard attached to the console by an earpiece or mouthpiece, sitting in a vehicle driving seat constrained by steering wheel and other controls, standing in a rigid position to operate equipment, working up a ladder, etc.*

Standing/walking and working in constrained positions are considered as requiring a LIMITED degree of physical effort. However, consideration should be given to the length of time over which the jobholder is required to sustain this degree of physical effort to establish the overall level of demand.



### FACTOR 3 - PHYSICAL EFFORT

**This factor considers the strength and stamina required to do the job.**

It covers all forms of physical effort required in the course of normal working, for example, standing, walking, lifting, carrying, pulling, pushing, working in awkward positions such as bending, crouching, stretching; for sitting, standing or working in a constrained position.

The factor takes account of the **greatest** demands on the jobholder *in terms of the nature and degree of physical effort required*, and the other **main** demands in terms of the frequency and duration of the physical effort required to do the job.

### FACTOR 3 - PHYSICAL EFFORT

Level	Definition
<p>1</p> <p>10</p>	<p>Tasks or activities are undertaken mainly in a <b>sedentary</b> position, and allow for considerable flexibility of movement. The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <ul style="list-style-type: none"> <li>▪ <b>Limited</b> physical effort on an <b>occasional or periodic</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ <b>Considerable</b> physical effort on an <b>occasional</b> basis</li> </ul>
<p>2</p> <p>20</p>	<p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <ul style="list-style-type: none"> <li>▪ <b>Limited</b> physical effort on a <b>regular</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ <b>Considerable</b> physical effort on a <b>periodic</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ A <b>high</b> degree of physical effort on an <b>occasional</b> basis</li> </ul>
<p>3</p> <p>30</p>	<p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <ul style="list-style-type: none"> <li>▪ <b>Limited</b> physical effort on a <b>frequent</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ <b>Considerable</b> physical effort on a <b>regular</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ A <b>high</b> degree of physical effort on a <b>periodic</b> basis</li> </ul> <p>or</p>

### FACTOR 3 - PHYSICAL EFFORT

Level	Definition
4	<ul style="list-style-type: none"> <li>▪ A <b>very</b> high degree of physical effort on an <b>occasional</b> basis</li> <li>▪</li> </ul>
40	<p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <ul style="list-style-type: none"> <li>▪ <b>Limited</b> physical effort on an <b>on-going or continuous</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ <b>Considerable</b> physical effort on a <b>frequent</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ A <b>high</b> degree of physical effort on a <b>regular or frequent</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ A <b>very</b> high degree of physical effort on a <b>periodic or regular</b> basis</li> </ul> <p><b>OR</b></p> <p><b>Both</b> the jobholder's <b>greatest</b> and <b>other</b> requirements for strength and stamina are as described by the demands identified at <b>Level 3</b>.</p>
50	<p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <ul style="list-style-type: none"> <li>▪ A <b>considerable</b> degree of physical effort on an <i>on-going or continuous</i> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ A <b>high</b> degree of physical effort on an <b>on-going or continuous</b> basis</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ A <b>very</b> high degree of physical effort on a <b>frequent, ongoing or continuous</b> basis</li> </ul> <p><b>OR</b></p> <p><b>Both</b> the jobholder's <b>greatest</b> and <b>other</b> requirements for strength and stamina are as described by the demands identified at <b>Level 4</b>.</p>



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## FACTOR 4 – MENTAL SKILLS

### Scope of Factor

This factor considers the range of thinking activities and mental skills required for the job, from choosing between options, through planning or scheduling to exercising judgement or creativity.

This factor evaluates the Mental Skills required by the job irrespective of the level of initiative and independence, or its level of responsibility, which are measured under other factor headings in the Scheme. For example, a computer programmer requires mental skills to design a suitable program for a specified purpose, but may not have made the decision for the program to be designed. The same may apply to an architect designing a building. In both cases, the level of Mental Skills may be high relative to the level of Initiative and Independence.

Under this factor heading, the importance or value to the organisation of the end result, e.g. the computer program or building, is **irrelevant** to the assessment of the Mental Skills required for the particular job.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

### Problem Solving

In the context of this factor, "**analytical**" has its normal dictionary meaning of:

"examining and identifying the components of the whole".

"ANALYTICAL" skills are those required for dissecting information, a problem or a situation into its component parts, in order to examine its essential elements as the basis for making a judgement or resolving a problem. For example, use of problem solving techniques such as *lateral thinking*, diagnostics, process mapping, critical examinations, fishbone analysis etc.

"RESOLVE PROBLEMS" covers a range from applying existing procedures or rules, through the use of precedents, assessing options, to developing innovative solutions to one-off problems.

"MAKING CHOICES" - i.e. the jobholder can choose a course of action from a number of predetermined options.

"DIFFICULT" refers to non routine problems or those which the jobholder considers not to be straightforward.

"SIMILAR" - i.e. the jobholder is required to interpret information and use judgement or creativity to decide which course of action to follow to find a solution for similar types of problems.

*"VARIED" – means the jobholder is required to interpret and assess a range of different but straightforward problems to develop solutions.*

"COMPLEX" means there is more than one way of interpreting the information. The information may also require assessment. *For example, a range of operational/technical information within a discipline/function such as building control regulations.*

"DIVERSE AND COMPLEX" information has several aspects, not all of which may be immediately apparent, so may require investigation of a number of sources and may be interpreted in more than one way. *For example, information of a multi-disciplinary or multi-functional nature such as problems involving a range of strategic, financial, policy, legal, personnel and technical aspects.*

*"NOVEL" – covers original, unique, unusual or creative applications of tried and tested techniques, i.e. a non-textbook application.*

*"SOURCE" – refers to the people, places or systems from which the jobholder seeks information relevant to the problem.*

*"A NUMBER OF SIMILAR SOURCES" could be: several officers in the Council OR a number of different clients with similar circumstances OR various different reference books or manuals.*

*"A VARIETY OF DIFFERENT SOURCES" might be: a client seeking help AND another officer in the Council AND a reference manual of some sort; OR a verbal report of the situation AND a personal inspection of the site AND legal advice.*

NOTE: Some problems or situations may require other skills for example, decision making which should be considered under the factor heading "Initiative and Independence", or interpersonal skills which should be considered under the factor heading "Communication Skills".

## Scheduling

The planning process must not be confused with forward scheduling such as allocation of staffing rotas, setting dates for meetings, etc.

"FORWARD SCHEDULING" means putting dates or times against activities which are pre-set and which are not affected by the date chosen, for example:

- the allocating of staff to established rotas or arranging/confirming annual leave dates
- deciding the dates for a series of visits to clients or to sites
- setting dates for meetings or for papers to be presented.

"OWN WORKLOAD" includes scheduling activities for clients.

"SCHEDULING" refers to the activities of the jobholder and/or their team e.g. *forward* planning or scheduling routine work/rotas, developing a process flow chart etc.

## Planning

In the context of this factor, "**PLANNING**" has its normal dictionary definition of:

"the establishment of goals, policies and procedures for a social or economic unit",

rather than any specific meaning in the local authority context, for example, Town and Country Planning or Economic Development *or the development of individual client 'care plans' which should be considered under the factor heading "Responsibility for Services to Others"*.

It must be the jobholder's personal responsibility to create the overall plan, but he/she does not need to have the authority to approve the plan's implementation. Plans need not be formally presented nor documented.

"UPDATING" includes amending a cyclical plan where many factors must be considered e.g. grounds maintenance plan, planned service maintenance programme.

"DEVELOP" in relation to strategies or plans refers to the need for the jobholder to look ahead and to determine the necessary series of activities or actions which would eventually ensure that the required outcomes are achieved *within the required timescale, standard, budget etc.*

*“RELATIVELY COMPLEX” – incorporating a greater number of variables about which there is less certainty, including factors outwith the Council’s control.*

*“VERY COMPLEX” – requiring research, innovation and radical thinking.*

*“EXTREMELY COMPLEX” – requires the ability to conceptualise, to envisage unknown variables, influencing factors and areas of uncertainty.*

NOTE: The preparation of annual budgets is **not** planning in this context but should be taken into account under the factor heading “Responsibility for Financial Resources”.

### **Planning Timescales**

References to the timescale for solutions and planning relate to the period over which the plans are made, **not** to the durability of what is planned. Designing a particular structure, intended to stand for a hundred years, might take a matter of weeks to plan. However, the jobholder must think ahead in terms of the purpose or use of the structure. Planning to win and deliver a 5 year education catering contract might take months to plan, but the emphasis is on **how far ahead** the jobholder must think in terms of planning resources and activities, and the extent to which the jobholder must take account of variables with differing degrees of certainty.

*In general, the following guidelines apply to planning timescales, unless otherwise specified:*

*“SHORT TERM” – generally over a period of up to 3 months.*

*“MEDIUM TERM” – generally over a period of up to 1 year.*

*“LONG TERM” – generally over a period of up to 3 years.*

## FACTOR 4 - MENTAL SKILLS

**This factor considers the thinking requirement in the job.**

It includes problem solving, options appraisal, creativity and design, innovation, imaginative and developmental skills, analytical and strategic thinking, research, planning, and the ability to conceptualise.

The factor takes into account the **predominant** nature and complexity of the mental tasks undertaken.

## FACTOR 4 - MENTAL SKILLS

Level	Definition
<p><b>1</b></p> <p><b>11</b></p>	<p><i>Problems may be referred upwards.</i> However, the job <b>predominantly</b> requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> <li>• <b>choose</b> between a <b>limited</b> number of clearly <b>defined</b> options</li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>• schedule activities in relation to the job holder's <b>immediate workload</b>.</li> </ul>
<p><b>2</b></p> <p><b>22</b></p>	<p>The job <b>predominantly</b> requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> <li>• <b>interpret</b> information or situations, and to solve <b>generally similar</b> problems.</li> </ul> <p><b>and/or</b></p> <ul style="list-style-type: none"> <li>• schedule work and activities (for themselves and/or others) <b>for more than a week</b> in advance.</li> </ul>

## FACTOR 4 - MENTAL SKILLS

Level	Definition
<p>3</p>        <p>33</p>	<p>The job <b>predominantly</b> requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> <li>• <b>assess</b> information or <b>appraise</b> situations and to solve <b>varied</b> problems or develop solutions or plan <b>new</b> or ‘<b>one-off</b>’ tasks for <b>up to 3 months</b> in advance.</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• <b>update</b> existing or ‘rolling’ plans and schedule <b>cyclical</b> activities for <b>up to a year</b> in advance.</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>▪ <b>analyse complex</b> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for <b>implementation up to 3 years ahead</b>.</li> </ul>
<p>4</p>        <p>45</p>	<p>The job <b>predominantly</b> requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> <li>• <b>create and maintain</b> a plan for activities <b>up to a year</b> in advance</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• <i>analyse complex</i> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for implementation <b>3 years or more ahead</b></li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>▪ <i>analyse complex</i> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>relatively</b> complex planning activity</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>▪ <i>analyse diverse and complex</i> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for implementation <b>up to 3 years ahead</b>.</li> </ul>
<p>5</p>     <p>56</p>	<p>The job <b>predominantly</b> requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> <li>• <i>analyse complex</i> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>very</b> complex planning activity</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• <i>analyse diverse and complex</i> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for implementation <b>3 years or more ahead</b></li> </ul>

## FACTOR 4 - MENTAL SKILLS

Level	Definition
	<p><b>or</b></p> <ul style="list-style-type: none"> <li>• analyse <b>diverse and complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>relatively</b> complex planning activity.</li> </ul>
6	<p>The job <b>predominantly</b> requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> <li>• analyse <b>complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>extremely</b> complex planning activity</li> </ul>
67	<p><b>or</b></p> <ul style="list-style-type: none"> <li>• analyse <b>diverse and complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>very</b> complex planning activity.</li> </ul>
7	<p>The job <b>predominantly</b> requires <i>mental skills</i> to:</p>
78	<ul style="list-style-type: none"> <li>▪ analyse <b>diverse and complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>extremely</b> complex planning activity.</li> </ul>



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## FACTOR 5 - CONCENTRATION

### Scope of Factor

This factor considers the *nature*, degree and *duration* of the concentration, mental alertness and attention required to do the job *on a day to day basis*.

It considers the *nature of day to day work for which concentration must be sustained, the work related pressures* which may make concentration more difficult, and also the responsiveness required of the jobholder.

*'DAY TO DAY' i.e. required on a daily basis or on alternate days. As a minimum requirement at least twice per week.*

### Attention

"MENTAL" – i.e. attention of the mind, as in thinking, calculating etc.

"SENSORY" – i.e. seeing, hearing, touching, smelling.

- "GENERAL" mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder has to apply; such as when reading work instructions, completing work-recording documents, hoeing, digging, painting walls etc.
- "ENHANCED" mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), undertaking inspections, *preparing standards reports*, carrying out arithmetic calculations (i.e. addition, subtraction, multiplication, division, fractions, percentages), making electrical connections, pruning, painting window frames etc.
- "FOCUSED" mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, to traffic or the actions of children, concentrating on visual or aural activities such as audio-typing OR that required when undertaking tasks such as complex calculations involving mathematical formulae (*i.e. algebra, trigonometry, geometry or calculus*), ordering facts, *findings, conclusions and recommendations* in report writing or in the preparation of a presentation, electrical diagnostics, propagating, using chainsaws etc.

## Work Related Pressure

This arises from features **outside the control of the jobholder**. The **degree** of pressure relates to the extent of control exercised by the jobholder, in respect of aspects of work such as interruptions, repetitive tasks, the need to work to deadlines, the need to switch between tasks, or the need to deal with conflicting or simultaneous demands.

*Work related pressures do not just relate to the main tasks of the job requiring concentration, and should not be considered in isolation from the nature of the day to day work. These pressures should be considered in relation to the whole job in conjunction with the concentration required. For example, if the job requires focused concentration for prolonged periods it is unlikely that the main source of work related pressures would be unavoidable interruptions, as these two aspects would appear contradictory when the job is considered as a whole.*

“LIMITED” – for example, the jobholder is able to *determine* their **own priorities**; OR the jobholder is unaffected by interruptions; OR the jobholder is able to concentrate on the task in hand etc.

“CONSIDERABLE” – for example, deadlines primarily determined by the requirements of the *workload or the service* over which the jobholder has **less** control, for example, preparation timetable relating to service of school meals; OR the jobholder is able to deal with interruptions later; OR the jobholder is required to switch between a *number* of tasks etc.

“HIGH” – for example, imposed deadlines over which the jobholder has **no** control, for example, final mail collection time or preparation of reports for committee cycle; *OR the jobholder requires to concentrate on repetitive work; OR interruptions which are unavoidable*; OR the jobholder needs to deal immediately with simultaneous or conflicting demands OR the jobholder is required to switch between a range of activities etc.

The degree of work related pressure imposed on the jobholder by any one of the possible sources (i.e. interruptions, repetitive work, conflicting demands, deadlines etc.) may be increased or decreased according to the intensity of the concentration required and the length of time that it must be sustained.

“TASKS” – *are the individual elements within a job or activity, for example, typing and filing are tasks within clerical activity; digging and pruning are tasks within the activity of gardening; ordering and invoicing are tasks within the activity of purchasing; washing and dressing are elements of a caring activity.*

*“ACTIVITIES” – the range of tasks required to complete a process such as purchasing, cooking etc.*

*“WORKLOAD OR SERVICE DELIVERY RELATED” – i.e. deadlines primarily determined by the requirements of the workload or service over which the jobholder has less control, for example, preparation timetable relating to service of school meals.*

*“EXTERNAL / OUTSIDE THE JOBHOLDER’S CONTROL” – i.e. imposed deadlines over which the jobholder has no control, for example, final mail collection or preparation of reports for Committee cycle.*

### **Timespan**

The extent of these demands is affected by the period for which the *jobholder’s* attention is typically sustained without interruption:

- **Short** - i.e. generally periods of up to 1 hour at a time.
- **Lengthy** - i.e. generally periods of 1 to 2 hours at a time.
- **Prolonged** - i.e. generally periods of more than 2 hours at a time.

*“INTERRUPTIONS” constitute any occurrence which diverts the jobholder’s attention from the immediate task in hand, e.g. answering a telephone call, dealing with a personal caller, completing one task and starting another.*

Breaks required by Health and Safety Regulations (for example, for VDU work or driving), or other recognised breaks, should **not** be treated as breaks in the period of attention.

Demands over particular periods relate to the nature of the work, and **not** to the contractual hours of the jobholder.

**Volume of work** - should **not** be taken into account. Otherwise decreasing volumes of work, through additional staff being appointed, could result in down-scoring of jobs; or increasing volumes of work could result in the up-grading of jobs at the cost of desirable work practices.

Second Edition

G5/3

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## FACTOR 5 - CONCENTRATION

**This factor considers the concentration required to do the job.**

It covers the need for mental or sensory attention, awareness and alertness, and anything which may make concentration more difficult, such as repetitive work, interruptions or the need to switch between varied tasks or activities; and other forms of work related pressure, for example, arising from simultaneous/conflicting work demands or deadlines.

The factor takes into account the nature and degree of the highest level of concentration required in the course of normal working, and the frequency and duration of the requirement.

## FACTOR 5 - CONCENTRATION

Level	Definition
<p>1</p> <p>8</p>	<p>The <b>highest</b> concentration required by the job, on a <b>day to day</b> basis, is either:</p> <ul style="list-style-type: none"> <li>▪ <b>general</b> mental and sensory attention with a <b>limited or considerable</b> degree of work related pressure</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>short</b> periods of <b>enhanced</b> mental or sensory attention with a <b>limited</b> degree of work related pressure</li> </ul>
<p>2</p> <p>17</p>	<p>The <b>highest</b> concentration required by the job, on a <b>day to day</b> basis, is either:</p> <ul style="list-style-type: none"> <li>▪ <b>general</b> mental and sensory attention with a <b>high</b> degree of work related pressure</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <b>short</b> periods of <b>enhanced</b> mental or sensory attention and a <b>considerable</b> degree of work related pressure</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <b>short</b> periods of <b>focused</b> mental or sensory attention and a <b>limited</b> degree of work related pressure</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <b>lengthy</b> periods of <b>enhanced</b> mental or sensory attention and a <b>limited</b> degree of work related pressure.</li> </ul>
<p>3</p> <p>25</p>	<p>The <b>highest</b> concentration required by the job, on a <b>day to day</b> basis, is either:</p> <ul style="list-style-type: none"> <li>• <b>short</b> periods of <b>enhanced</b> mental or sensory attention and a <b>high</b> degree of</li> </ul>

**FACTOR 5 - CONCENTRATION**

<b>Level</b>	<b>Definition</b>
	<p>work related pressure  <b>or</b></p> <ul style="list-style-type: none"> <li>• <b>lengthy</b> periods of <b>enhanced</b> mental or sensory attention and a <b>considerable</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>prolonged</b> periods of <b>enhanced</b> mental or sensory attention and a <b>limited</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>short</b> periods of <b>focused</b> mental or sensory attention and a <b>considerable</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <b>lengthy</b> periods of <b>focused</b> mental or sensory attention and a <b>limited</b> degree of work related pressure.</li> </ul>
<p align="center"><b>4</b></p> <p align="center"><b>33</b></p>	<p>The <b>highest</b> concentration required by the job, on a <b>day to day</b> basis, is either:</p> <ul style="list-style-type: none"> <li>• <b>lengthy</b> periods of <b>enhanced</b> mental or sensory attention, and a <b>high</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>prolonged</b> periods of <b>enhanced</b> mental or sensory attention, and a <b>considerable</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>short</b> periods of <b>focused</b> mental or sensory attention and a <b>high</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>lengthy</b> periods of <b>focused</b> mental or sensory attention and a <b>considerable</b> degree of work related pressure</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <b>prolonged</b> periods of <b>focused</b> mental or sensory attention and a <b>limited</b> degree of work related pressure.</li> </ul>

**FACTOR 5 - CONCENTRATION**

<b>Level</b>	<b>Definition</b>
<p align="center"><b>5</b></p> <p align="center"><b>42</b></p>	<p>The <b>highest</b> concentration required by the job, on a <b>day to day</b> basis, is either:</p> <ul style="list-style-type: none"> <li>• <b>prolonged</b> periods of <b>enhanced</b> mental or sensory attention and a <b>high</b> degree of work related pressure</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>lengthy</b> periods of <b>focused</b> mental or sensory attention and a <b>high</b> degree of work related pressure</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>prolonged</b> periods of <b>focused</b> mental or sensory attention and a <b>considerable</b> degree of work related pressure.</li> </ul>
<p align="center"><b>6</b></p> <p align="center"><b>50</b></p>	<p>The <b>highest</b> concentration required by the job, on a <b>day to day</b> basis, is <b>prolonged</b> periods of <b>focused</b> mental or sensory attention and a <b>high</b> degree of work related pressure.</p>



## FACTOR 6 - COMMUNICATION SKILLS

### Scope of Factor

The factor covers the purpose of the communication required, the complexity of the information involved, and the nature of the intended audience.

The job should be evaluated according to the **most demanding** form of communication required in the course of normal working. This refers to the level of communication **skill** required, **not** to the difficulty the jobholder might experience in undertaking these communications, **nor** to the ability or effectiveness of the individual.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

### The Purpose of the Communication

The emphasis of the factor is on the purpose to which the communication skills are put, for example, promoting, obtaining information from others, gaining the co-operation of others, team working, meeting the needs of others.

"EXCHANGING INFORMATION" i.e. *communicating* with colleagues in other departments or others contacts, such as clients, customers or suppliers *or members of the public*, to pass on or receive information. For example, support staff dealing with routine telephone enquiries etc.

"SEEKING/PROVIDING INFORMATION" i.e. to obtain/give facts or information to help jobholder/other contacts to complete tasks through discussion, enquiries and/or interpretation. For example, IT Helpdesk staff assisting Users, Librarians assisting borrowers, Nursery Nurse's interventions with children etc.

"ELICITING/EXPLAINING INFORMATION" i.e. includes research, interview, investigation or the need to provide explanations of outcomes, policies. For example, Auditor conducting a review, Housing Officer explaining policy to tenants etc.

"ADVISING/GUIDING/PERSUADING" i.e. providing specialist/ technical/ professional advice on the best course of action to be taken. For example,

Solicitor advising on legal implications of options, Personnel staff advising departments on best practice etc.

*N.B. this may include the provision of informal/formal counselling in a caring/welfare context rather than in a disciplinary context.*

"TRAINING" i.e. refers to functional, specialist or technical training activity, and includes development of training materials, delivery of training sessions, facilitation training workshops, assessment of training outputs, provision of feedback and/or individual coaching. Formal training includes, for example, provision of corporate induction, IT or customer service courses or delivery of Health and Safety update training by specialist/designated training officers for Council employees; informal training includes, for example, policy officers providing briefings to colleagues in other departments on revised regulations.

"PRESENTING" refers to formal preparation and delivery of information, which requires inherent understanding of the material by the presenter to ensure the correct message is delivered. Both the content and format of the information will need to be tailored to the intended audience.

"PUBLIC RELATIONS/PROMOTING" i.e. in a formal rather than an informal role refers to the preparation and/or delivery of specific activities/events/materials intended to convey the Council's message in particular circumstances. For example, to promote and safeguard the Council's interests and public image, including 'damage limitation' exercises, and the requirement to convey this to external agents such as the media.

"USING ANOTHER LANGUAGE" i.e. including Braille, sign language, Gaelic in a Gaelic speaking area, or a relevant ethnic minority language in an area with significant numbers of ethnic minority residents etc. This refers to the demand for communication in one or more languages, generally other than English, where this is required for performance of the job duties.

Counselling is considered in a caring/welfare context rather than in a disciplinary context:

"SUPPORTIVE/INFORMAL COUNSELLING" includes dealing with issues of drugs, alcohol, welfare etc. For example, persuading *colleagues (excluding immediate work colleagues and sub-ordinates)* or others, *for example, service users, clients, members of the public*, to agree to a course of action in their best interests but which they have previously rejected.

"FORMAL/IN-DEPTH COUNSELLING" includes holding face-to-face meetings with *colleagues (excluding immediate work colleagues and subordinates) or others, for example, service users, clients, members of the*

*public*, in order to help them come to terms with or resolve personal problems. Examples would be trauma or harassment counselling. This role **MUST** be a clearly specified part of the job duties and occur on a regular basis.

Advocacy skills relate to pleading skills used in formal situations such as Courts, Formal Appeals or Inquiries:

"INFORMAL ADVOCACY" for example, dealing with an external agency on a CLIENT'S behalf such as Benefits Agency or Children's Panel hearings; or representing the Council's position at an INTERNAL hearing such as a disciplinary appeal, *or giving factual evidence on the Council's behalf in an EXTERNAL hearing such as an Employment Tribunal.*

"FORMAL ADVOCACY" for example, representing the COUNCIL'S position in a formal external environment, such as *Inquiries or legal proceedings.* *This will typically involve preparation of the Council's case, researching precedents, giving expert opinion, preparing summations etc.* This role **MUST** be an integral or specified part of the job, although the individual jobholder may not undertake these duties on a regular basis, they may be expected to undertake them at any time.

### **The Nature of the Information Communicated**

The factor covers the complexity or contentiousness of the subject matter to be conveyed, and any requirements to exercise confidentiality or sensitivity.

"ROUTINE" i.e. information related to tasks and activities as part of the normal course of working, although the individual circumstances may vary on a day to day basis.

"NON-ROUTINE" i.e. information relating to unusual tasks or activities not typically required.

"COMPLICATED" i.e. information made up of a number of separate parts, where it is essential for the recipient to understand every part in order to gain a sufficiently clear picture or to accept what is being said.

"SENSITIVE" i.e. information which could reasonably be regarded as personal, private or confidential, which could cause embarrassment if disclosed unnecessarily.

"CONTENTIOUS" i.e. information likely to cause public outcry or lead to confrontational circumstances or disputes.

"COMPLEX" i.e. information which has more than one aspect and may not be readily understood without additional knowledge.

"WIDE RANGING" i.e. information where implications may extend throughout or beyond the Council and its boundaries.

### **The Nature of the Intended Audience**

The level of communication skills takes into account the nature of the intended audiences or recipients of information and their familiarity with the subject matter. Certain individuals or groups may require more developed skills because of their circumstances, positions, attitudes or ability to understand the information being conveyed. Communications with immediate work colleagues are **excluded**.

"IMMEDIATE WORK COLLEAGUES" - i.e. the jobholder's subordinates, peers and superiors within the defined work unit or section, NOT their counterparts or equivalents in other sections or departments.

"CLIENTS" - in this context, are people who are dependent upon the services of the local authority, for the provision of a service, either directly or through a contractor/partner. Clients **exclude internal** authority customers such as client departments, who should be considered as customers.

**NOTE 1:** Providing instruction, professional development guidance, or on-the-job training to EMPLOYEES or equivalent others is taken into account under the "Responsibility for Employees" factor heading.

**NOTE 2:** Care should be taken to ensure demands under this factor are not double counted in relation to demands under the 'Responsibility for Services to Others' factor heading.

## FACTOR 6 - COMMUNICATION SKILLS

**This factor considers the predominant requirement for spoken and written communication in the course of normal working.**

It covers the nature of oral, sign, linguistic and written communication skills such as informing, exchanging information, listening, interviewing, persuading, advising, presenting, training, facilitating, conciliating, counselling, negotiating, and advocacy.

The factor takes into account the purpose of the communication, the sensitivity, complexity or contentiousness of the subject matter, and the nature and diversity of the intended audience. This factor considers communication with others, **not** with the job holder's own colleagues or team.

## FACTOR 6 - COMMUNICATION SKILLS

Level	Definition
1       13	<p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <ul style="list-style-type: none"> <li>• communication with immediate work colleagues only</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>exchanging</b> information of a <b>routine</b> nature, usually orally, with <b>colleagues</b> in other departments and/or other <i>contacts</i> such as suppliers, clients or <i>members of the public</i>.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ <b>seeking and/or providing</b> information, orally or in writing, with colleagues in other departments or other <i>contacts</i> including members of the public, who are <b>familiar</b> with the subject matter.</li> </ul>
2       26	<p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <ul style="list-style-type: none"> <li>• <b>exchanging</b> information of a <b>non-routine</b> nature with <i>contacts</i> who are <b>familiar</b> with the subject matter</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>seeking and/or providing</b> information, orally or in writing, with contacts who are <b>unfamiliar</b> with the subject matter</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>▪ <b>eliciting and/or explaining</b> information, orally or in writing, with contacts likely to be <b>familiar</b> with the subject matter.</li> </ul>

## FACTOR 6 - COMMUNICATION SKILLS

Level	Definition
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>39</b></p>	<p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <ul style="list-style-type: none"> <li>• <b>eliciting and/or explaining</b> information, orally or in writing, with <i>contacts</i> likely to be <b>unfamiliar</b> with the subject matter</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• exercising <i>communication skills in</i> advising, guiding, persuading in order to <b>inform</b> others</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <i>delivering <b>informal</b> training or presentations to colleagues or others who are familiar with the subject matter</i></li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• using <b>another language</b> to exchange greetings and <b>straightforward</b> information.</li> </ul>
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>52</b></p>	<p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <ul style="list-style-type: none"> <li>• <i>eliciting and/or explaining</i> <b>complicated or sensitive</b> information, including interviewing and/or substantiating a case, with a <b>range of audiences</b> including non-specialists</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• exercising <b>developed</b> <i>communication skills in</i> advising, guiding, <i>counselling</i>, persuading or negotiating in order to <b>encourage</b> others to adopt a particular course of action</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ <i>delivering <b>formal</b> training or presentations to a range of audiences</i></li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• using other languages to exchange <b>complicated</b> information and provide <b>explanations</b> to others.</li> </ul>
<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>65</b></p>	<p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <ul style="list-style-type: none"> <li>• <i>eliciting and/or exchanging</i> <b>complex and contentious</b> information with a range of audiences, including non-specialists</li> </ul>

## FACTOR 6 - COMMUNICATION SKILLS

Level	Definition
	<p><b>or</b></p> <ul style="list-style-type: none"><li>• exercising <b>highly</b> developed communications skills in advising, counselling, negotiating, persuading, or informal <b>advocacy</b>, in order to <b>convince</b> others to adopt courses of <b>action</b> they might not otherwise wish to take.</li></ul>
<b>6</b>	<p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <ul style="list-style-type: none"><li>• <i>eliciting and/or explaining</i> <b>wide ranging</b> complex and <b>contentious</b> information with a range of audiences, including non-specialists and liaison with the <b>media</b> in a public relations or corporate context</li></ul>
<b>78</b>	<p><b>or</b></p> <ul style="list-style-type: none"><li>▪ exercising <b>very</b> highly developed communication skills in <b>influencing</b>, counselling, negotiating, persuading or <b>formal</b> advocacy, in order to convince others to <b>adopt policies</b> and courses of action they might not otherwise wish to take.</li></ul>

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## FACTOR 7 - DEALING WITH RELATIONSHIPS

### Scope of Factor

This factor covers demands arising from people-related features of the job (in contrast to the Concentration factor which covers demands arising from work-related features). It considers the demands on the jobholder as a result of coming into contact with, having to deal or work with, people who are upset, unwell, difficult, angry, have special needs, are at risk, are disadvantaged, or are otherwise demanding in some way.

Demands arising from the need to work with **immediate colleagues are excluded**, because changes in personnel could otherwise result in changes to the evaluation.

It is assumed that all relevant precautions are taken, that the jobholder is trained to deal with the relevant people and complies with appropriate Health and Safety procedures.

### The Nature of Demand

The '**people**' who impose demands may include the public, clients, customers, users of services provided by the jobholder, elected members, other employees of the local authority or other organisations (internal and external). Those who the jobholder comes into contact with may be abusive, threatening, disadvantaged or otherwise demanding, i.e. in terms of either their physical condition or mental state.

"INCIDENTAL" contact is generally occasional, *i.e. less than 20% of working time, and does **not** require a specific response or action on the part of the jobholder as it is **outwith their remit**. The jobholder will generally not be required to take action on another's behalf beyond passing on information, referring enquiries to the appropriate person etc. For example, Refuse Collectors subjected to verbal abuse by members of the public regarding the level of Council Tax may pass on the Council phone number; a School Cook taking a sick or distressed child to the School Nurse.*

"INTEGRAL" contact requires a direct response from, or action by, the jobholder *in order to deal with people in the course of doing their job. The jobholder will be required to progress issues or formulate a response to matters arising as part of the normal routine of the job. For example, a School Nurse attending to a sick or distressed child; a Care Assistant travelling with clients to and from a day care centre – whereas the driver of the mini-bus would have 'incidental' contact with the same clients.*

*“DEALING DIRECTLY WITH” – is not restricted to face to face contact. It includes making any arrangements which involve dealing directly with the demanding person(s).*

*“MORE THAN NORMAL COURTESY” is required to deal with incidental enquiries/requests from people whose circumstances have made them distressed, confused etc. For example, a gravedigger dealing with the bereaved.*

### **The Degree of Demand**

Account is taken of the nature of the behaviour or circumstances of the people encountered which additional demands on the jobholder, and the **extent** to which these people are demanding:

"SLIGHTLY" for example, those who are physically and mentally sound but who *are otherwise demanding*, OR mainstream children over 5, OR those who subject the jobholder to casual abuse, such as swearing.

"SIGNIFICANTLY" for example, those who are unwell OR confused OR pre-five children OR those who subject the jobholder to specific verbal abuse.

"SUBSTANTIALLY" for example, those who are ill OR are in some distress OR have learning difficulties OR are at risk OR are in conflict with the jobholder.

"SEVERELY" for example, those who are long term sick OR are acutely distressed OR have special *physical/educational/social* needs OR are victims of abuse OR who subject the jobholder to aggression OR from whom there is a potential risk of violence.

"EXTREMELY" for example, those who are terminally ill OR are profoundly physically and/or mentally *disabled* OR are traumatised OR from whom the jobholder is at a **CONSTANT** risk of violence.

### **Frequency and Duration of Demand**

Account of also taken of the proportion of working time which the jobholder comes into contact with demanding people.

Consideration should be given to the **normal** cycle of work of the job to identify an appropriate period of time from which to determine the "percentage" during which the jobholder requires to deal with those who are abusive, threatening, disadvantaged or otherwise demanding, for example, part of: a shift, a day, a week, a month, quarterly, annually etc.

## FACTOR 7 - DEALING WITH RELATIONSHIPS

**This factor considers the demands on the jobholder arising from the circumstances and/or behaviour of those he/she comes into contact with as an integral part of normal working.**

It covers the interpersonal skills needed to deal with and/or care for other people (excluding the job holder's immediate work colleagues) who are upset, unwell, difficult, angry, frail, confused, have special needs, are at risk of abuse, are terminally ill, or are disadvantaged in some way. It also considers the need to cope with abuse, aggression, the threat of violence, and/or to deal with conflict.

The factor takes account of the extent of dealing with such contacts in the course of normal working, and the frequency and duration of the contact.

## FACTOR 7 - DEALING WITH RELATIONSHIPS

Level	Definition
1	The job places additional demands on the jobholder resulting from the circumstances or behaviour of people with whom he/she has <b>incidental</b> contact.
	<b>OR</b>
8	The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with people who make <b>slight</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>up to 20%</b> of working time.
2	<i>The job places additional demands on the jobholder resulting from <b>incidental</b> contact with people whose circumstances or behaviour require that they are treated with more than normal courtesy.</i>
	<b>OR</b>
17	The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with: <ul style="list-style-type: none"> <li>• people who make <b>slight</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for more than 20%</b> of working time</li> <li><b>or</b></li> <li>▪ people who make <b>significant</b> additional demands on the job holder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for up to 20%</b> of working time</li> </ul>

## FACTOR 7 - DEALING WITH RELATIONSHIPS

Level	Definition
<p><b>3</b></p> <p><b>25</b></p>	<p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with:</p> <ul style="list-style-type: none"> <li>• people who make <b>significant</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for more than 20%</b> of working time</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• people who make <b>substantial</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for up to 20%</b> of working time.</li> </ul>
<p><b>4</b></p> <p><b>33</b></p>	<p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with:</p> <ul style="list-style-type: none"> <li>• people who make <b>substantial</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for more than 20%</b> of working time</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• people who make <b>severe</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for up to 20%</b> of working time.</li> </ul>
<p><b>5</b></p> <p><b>42</b></p>	<p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with:</p> <ul style="list-style-type: none"> <li>• people who make <b>severe</b> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>more than 20%</b> of working time</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• people who make <b>extreme</b> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>up to 20%</b> of working time.</li> </ul>
<p><b>6</b></p> <p><b>50</b></p>	<p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with people who make <b>extreme</b> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>more than 20%</b> of working time.</p>

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

### Scope of Factor

Consideration is given to **nature** of the jobholder's responsibility for employees rather than to the number of employees supervised. The level definitions reflect this and the **scope and degree** of responsibility exercised. Consideration is also given to the **frequency** with which this demand is required.

**Others in an Equivalent Situation** - account should be taken of all employees or others whose supervision, management, or co-ordination is the **direct** responsibility of the jobholder, including:

- contractors' or suppliers' employees;
- volunteers and the employees / workers of voluntary organisations;
- work experience students or trainees;
- students on placement for practical experience;
- others in a similar situation.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

### Nature of Responsibility

Consideration is given to the **nature** of the jobholder's responsibility for employees or others:

*"ALLOCATING" refers to responsibility for the determination of appropriately skilled and experienced members of a work team/unit to undertake broad elements of an overall workplan to ensure overall achievement of an on-going programme of work, rather than the day to day distribution of specific tasks to individual members of a team/unit or others.*

*"PERFORMANCE APPRAISAL" refers to both informal and formal assessment of subordinate's work against expected standards.*

"DIRECTING" means managing rather than first line supervision.

"MONITOR" performance of work undertaken in respect of a predetermined programme.

"PRIORITISE" includes evaluating/auditing activities and re-prioritising work undertaken as a result, within previously established parameters.

"REVIEW" includes examining and assessing activities and methods to establish their *continued* appropriateness to objectives.

"DETERMINE" includes establishing service priorities and objectives, setting targets, and resource requirements.

### **Degree of Responsibility**

Consideration is given to the **extent** to which the jobholder is responsible for employees:

"INVOLVED IN" i.e. carry out (and be subject to decisions) in relation to the application and implementation of personnel practices, *e.g. undertake first line absence/performance monitoring and disciplinary/grievance investigations including formal interviews, participate in selection process by attending recruitment interviews etc.*

"DIRECTLY" i.e. implementing/carrying out procedures.

"RESPONSIBLE FOR" i.e. taking appropriate decisions to implement personnel practice *and procedure, e.g. operational line manager convening and chairing a hearing/panel and determining an appropriate outcome.*

"ENSURE" i.e. *making sure that implementation of service / departmental policy, procedure and practice is properly applied in line with Council policy.*

"MANAGE" i.e. the jobholder *is responsible for the operational application / interpretation of the personnel framework, and monitors the implementation of service/departmental procedure/practice in line with that policy.*

"ACCOUNTABLE" i.e. the jobholder *is responsible for determining how the Council's personnel framework is to be applied in the service/department/function concerned.*

## **Scope**

Consideration is given to the **scope** of the jobholder's responsibility for employees and others:

"ACTIVITY" for example, gardening, payroll, respite care, reception, refuse collection.

"SERVICE" for example, audit, consumer protection, revenues, libraries, waste management, residential care, estates.

"DEPARTMENT/FUNCTION" for example, social work, roads, environmental health.

"MULTI-FUNCTIONAL" equates to two or more of the above.

"CORPORATE" i.e. across all departments.

## **Frequency**

Account is taken of the responsibility carried by those who do not supervise employees or others on a full-time or permanent basis.

"OCCASIONAL" i.e. required to supervise in exceptional circumstances unlikely to occur more than half a dozen times a year.

"REGULAR" i.e. shift supervisor or supervisor of seasonal or temporary employees.

## **Performance Appraisal**

Within this factor reference is made to work carried out under a performance appraisal system. This applies to either formal or informal appraisal of the work or performance of employees or others against expected standards, by the jobholder in the role of supervisor or line manager. However, this does not include appraisal of the performance of consultants in a project management role.





## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

**This factor considers the responsibility of the jobholder for the supervision, co-ordination or management of employees, or equivalent others.**

It includes responsibilities for work allocation and planning, checking, evaluating and supervising the work of others; providing guidance, training and development of own team/employees, motivation and leadership; and involvement in personnel practices such as recruitment, appraisal and discipline.

The factor takes account of the nature of the responsibility, rather than the precise numbers of employees supervised, co-ordinated or managed; and the extent to which the jobholder contributes to the overall responsibility for employees.

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

Level	Definition
<p><b>1</b></p> <p><b>11</b></p>	<p>The job involves <b>limited</b> responsibility for the supervision of others, such as:</p> <ul style="list-style-type: none"> <li>• <b>demonstration</b> of duties, or provision of advice and guidance, to new employees, trainees, students or others</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• co-ordination of work or on-the-job training of employees or others on an <b>occasional</b> basis</li> </ul>
<p><b>2</b></p> <p><b>22</b></p>	<p>The job involves responsibility for:</p> <ul style="list-style-type: none"> <li>• instructing, guiding, allocating and checking the work of others <b>assisting</b> the jobholder <b>and</b> providing advice and guidance on <b>regular but not daily</b> basis.</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• co-ordination, supervision and/or <b>on-the-job training</b> of employees or others on a <b>regular, but not daily basis</b>. This may include co-ordination of their training and/or (formal or informal) performance appraisal.</li> </ul>
<p><b>3</b></p> <p><b>33</b></p>	<p>The job involves <b>day to day</b> responsibility for the supervision, co-ordination and/or training of a team of employees or others. This includes instructing, allocating and checking work, advising and guiding, and/or providing on-the-job training or co-ordinating training <b>and/or</b> (formal or informal) performance appraisal.</p> <p><b>And</b></p> <p>The job holder will also be involved in the <b>implementation</b> of the Authority's personnel <b>practice and procedure</b>.</p>

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

Level	Definition
<p style="text-align: center;">4</p> <p style="text-align: center;">45</p>	<p>The job involves responsibility for the <b>management, direction</b>, co-ordination, training and development of employees or others. This includes <b>monitoring</b> the performance of the group or team; <b>evaluation of the work</b> carried out; and prioritising areas of work.</p> <p><b>And</b></p> <p>The job holder will also be <b>responsible</b> for the implementation of the Authority's personnel practice and procedure in respect of their team.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">56</p>	<p>The job involves a <b>service level</b> responsibility for the management, direction, co-ordination and development of employees or others. This includes <b>prioritising service</b> activities and the evaluation of <b>activities</b> and working <b>methods</b>.</p> <p><b>And</b></p> <p>The job holder will also be responsible for <b>ensuring</b> the implementation of the Authority's personnel <b>policy</b>, procedure and practice.</p>
<p style="text-align: center;">6</p> <p style="text-align: center;">67</p>	<p>The job involves <b>departmental or functional</b> responsibility for the management, direction, co-ordination, development and <b>effective deployment</b> of employees or others. This includes <b>determining departmental/functional</b> priorities and targets and <b>reviewing</b> activities and working methods.</p> <p><b>And</b></p> <p>The job holder will also be responsible for <b>managing and monitoring</b> the implementation of the Authority's personnel <b>framework</b>.</p>
<p style="text-align: center;">7</p> <p style="text-align: center;">78</p>	<p>The job involves <b>overall</b> responsibility for the efficient and effective deployment of employees and other human resources at a <b>multi-departmental/ multi-functional / corporate</b> level. This includes determining <b>resource requirements, and</b> setting departmental/functional/organisational <b>objectives</b>.</p> <p><b>And</b></p> <p>The job holder will also be <b>accountable</b> for the implementation of the Authority's personnel framework.</p>

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## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

### Scope of the Factor

This factor considers the nature and degree of responsibility which the jobholder has for individuals, or groups of people (members of the public, internal/external service users and recipients, clients, customers), other than employees supervised or managed by the jobholder.

**People** - in this context are the recipients of services provided by the local authority, or the **direct** beneficiaries of its activities. Those who are "beneficiaries" or recipients will not necessarily be happy with the relevant activities, for example, abused children removed from their families, restaurant owners being inspected for compliance with hygiene regulations. This relates to ALL services provided by the Council whether statutory or non-statutory, internal and external. Recipients of statutory services include, for example:

- residents of Council homes and clients of social workers or home carers
- residents of privately-run homes, and the clients of childminders (who benefit from Council inspection and registration activities)
- school pupils
- recipients of benefits or other payments, for which the Council is the originator or paying agent
- users of cafes and restaurants (who benefit from Council inspection and enforcement activities)
- members of the public (who benefit from the design and quality of roads, planning, street lighting etc).

**Equivalent Client or Customer Relationship** - this factor generally measures responsibilities which have a direct impact on people **other than** Council employees. However, some jobs with responsibilities for other groups of people, who are not defined above, nor employees supervised by the jobholder, should also be assessed.

Those in an equivalent client or customer relationship include other employees of the local authority, for example, customers of internal staff catering facilities, or clients of personnel, training, equalities or welfare officers; or the employees or volunteers of a voluntary organisation, to whom the jobholder is providing a direct service - but supervisory or co-ordinating responsibilities should be measured under the 'Responsibility for Employees' factor heading.

Account should be taken under this factor of specific job responsibilities for the health and safety of other employees, for example, those of a Safety Officer or Occupational Health Nurse.

The responsibilities of health and safety representatives are **not** normally part of the duties of the job: they generally attach to the individual and should **not** be assessed.

### **Nature of the Demand**

Account is taken of the **nature** of the jobholder's responsibility for services to others:

"SUPPORT" *i.e. provision of services to mainly internal contacts*, for example, filing, word processing, secretarial support, vehicle or plant maintenance, internal mail, IT help desk.

"FRONT LINE" *i.e. provision of services to mainly external contacts*, for example, nursery care, catering, cleaning, rent or Council tax collection, housing repairs, parks and recreation, refuse collection, etc. *In this context "DELIVER" refers to the personal delivery of the service to individual clients/customers/service users/members of the public etc., for example, in the role of Home Help, Gardener, Refuse Collector, Receptionist, Cash Teller etc.*

"APPLYING REGULATIONS OR POLICY" for example, environmental health, building control, licensing, residential care inspection, school attendance Inspectorate, trading standards, health and safety. This includes the provision of specialist/professional advice upon the application of regulations or policy.

"ASSESSING NEEDS OR SERVICE REQUIREMENTS" *in relation to the Council's provision of a service*, for example, housing, education, finance, *grounds/roads maintenance, refuse collection*, IT, planning, engineering service requirements *etc.*

## Scope

Account is also taken of the **extent** of the jobholder's responsibility for services to others:

"PROCESSES" - refers to the completion of tasks required to deliver a service.

"PROGRAMMES" - refers to a plan of services necessary to meet client needs or fulfil customers requirements.

Educational psychology is a "SERVICE" within the Education "FUNCTION"; the provision of home helps is generally a service within the Community/Social Work function; refuse collection is generally a service within the Cleansing/Environmental function.

"Two or more functions" includes e.g. housing AND social work, roads AND property, environmental health AND consumer protection, personnel AND information technology.

**Implementation and Enforcement of Regulations** - refers to **Statutory** Regulations for which local authorities are the implementation or enforcement agents. For example, planning and building control, registration of private homes for the elderly and childminders, enforcement of trading standards and environmental health regulations.

"CONTRACTED" refers to external and/or in-house provision.

"ENSURE / MONITOR" i.e. that others correctly apply/implement the regulations/policy.

"ENFORCE" i.e. to instigate/authorise formal enforcement action such as trading standards, environmental health, planning/building control, child protection, school attendance Inspectorate etc.

"ENFORCEMENT ACTION" includes legislation, statutory regulations and Council by-laws for which the Council is the implementation or enforcement agency - e.g. planning and building control, registration of private homes and childminders, licensing, trading standards and environmental health regulations.

**Assessment** - refers to the automatic or mechanical process of delivering or processing the needs of people or the requirements of service users, for example, taking details of income and circumstances, is not sufficient for a job to be scored at Level 3 or above, unless the deliverer or processor also

makes the initial assessment of needs/requirements. At Level 3 the assessment could be informal, for example, whether or how to carry out a prescribed programme of care in the light of the condition of the client on a particular day.

At **Level 4** and above, assessment of needs or service requirements is normally a **formal** process.

"BASIC" - service requirements i.e. provision of routine/information to facilitate service delivery, e.g. IT support *helpdesk*.

"COMPLEX" - service requirements i.e. review of resource requirements, working methods and associated processes, e.g. to establish a new area of service or improve service delivery/provision, *Analyst/Programmer designing and testing a new IT system to meet a client department's specified requirements*.

Examples of such needs in the **caring** field are:-

"BASIC" - needs for food, cleanliness, comfort, conversation, interaction and minor modifications to accommodation.

"COMPLEX" - needs for specialist accommodation, protection from others, stimulation for those with substantial impairment.

## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

**This factor considers the jobholder's responsibility to others in terms of the quality and delivery of service provision.**

It covers responsibilities for the provision of physical, mental, social, economic, business and environmental services, including health and safety. This includes services to individuals or groups such as internal or external clients, service users and recipients, customers, contractors, and members of the public.

The factor takes account of the nature of the responsibility and the extent of the jobholder's impact on individuals or groups. For example, providing personal services, advice and guidance, or other forms of assistance; applying, implementing or enforcing regulations; or designing, developing, implementing and/or improving services or processes.

## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

Level	Definition
1  10	The job <b>predominantly</b> involves undertaking tasks or processes to provide <b>support</b> directly to colleagues or <b>internal/external</b> customers.
2  20	The job <b>predominantly</b> involves either: <ul style="list-style-type: none"> <li>• <b>delivering front-line services</b> to individuals, groups of people, or internal/external customers by undertaking tasks or processes,</li> <li><b>or</b></li> <li>• <b>applying</b> regulations or Council policy.</li> </ul>
3  29	The job <b>predominantly</b> involves responsibility for services to individuals, or groups of people, through either: <ul style="list-style-type: none"> <li>• an <b>assessment</b> of their <b>basic</b> needs or service requirements and <b>implementation</b> of appropriate <b>processes</b> for service provision/ delivery</li> <li><b>or</b></li> <li>• ensuring <b>implementation and/or monitoring</b> of regulations or Council policy.</li> </ul>



## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

Level	Definition
<p style="text-align: center;">4</p> <p style="text-align: center;">39</p>	<p>The job <b>predominantly</b> involves responsibility for services to individuals or groups of people, through either:</p> <ul style="list-style-type: none"> <li>• an assessment of their basic needs or service requirements and implementation of <b>programmes</b> of service activities or processes</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <b>enforcing</b> regulations or Council policy</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <b>ensuring compliance</b> to standards/specifications in the quality and delivery of <b>contracted</b> services</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <b>contributing</b> to the assessment of complex needs or service requirements and <b>monitoring</b> the quality and delivery of service.</li> </ul>
<p style="text-align: center;">5</p> <p style="text-align: center;">49</p>	<p>The job <b>predominantly</b> involves responsibility for services to individuals or groups of people through:</p> <ul style="list-style-type: none"> <li>• <b>assessment</b> of <b>complex</b> needs or service requirements and <b>managing</b> the quality and provision/delivery of programmes of activities or services</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <b>managing compliance</b> in the quality and delivery of <b>contracted</b> services to standards/specifications</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• <b>contributing</b> to the assessment of the service user needs, and to the <b>design, development</b> and improvement of programmes of activities or services.</li> </ul>
<p style="text-align: center;">6</p> <p style="text-align: center;">59</p>	<p>The job <b>predominantly</b> involves responsibility for services through either:</p> <ul style="list-style-type: none"> <li>• <b>leading</b> the assessment of complex service user needs, and the <b>design, development</b> and improvement of programmes of activities or services</li> </ul> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> <li>• being <b>accountable</b> to Head of Service/Director/Committee for the <b>long term</b> nature, quality and level of a <b>single</b> service, and for determining the <b>future</b></li> </ul>

**FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS**

<b>Level</b>	<b>Definition</b>
	provision of service.
<b>7 68</b>	The job <b>predominantly</b> involves <b>accountability</b> to Director/Committee or to the Council for fulfilling its <b>statutory obligations</b> regarding the outcomes required of, and achieved by, a <b>range</b> of services or an <b>entire function</b> .
<b>8 78</b>	The job <b>predominantly</b> involves <b>accountability</b> to Committee or the Council for fulfilling its statutory obligations regarding the outcomes required of, and achieved by, <b>two or more functions</b> .

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## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

### Scope of Factor

This factor considers the range of both direct and indirect responsibilities for financial resources, from handling cash and cheques, through processing invoices and other financial transactions, to accounting for financial resources and budgetary activities.

"DIRECT" refers to the actual physical handling and/or security of "monies" or actual undertaking of financial transactions, for example, reconciling cash takings, posting journal/ledger entries.

"INDIRECT" refers to checking or certifying transactions/activities undertaken by others, for example, checking balances are correct, approving invoices/expenses for payment.

Both the nature of the responsibility and the degree or extent of responsibility are taken into account.

### Nature of Responsibility

The full range of different types of responsibility are considered:

"HANDLING" i.e. receipt *or issuing*, counting or checking, recording and reconciliation of amounts, preparation of bank deposits, cash floats, petty cash etc. This includes handling vouchers, stamps, phone and fuel cards, tokens, postal orders, credit and debit cards, giros and bankers drafts etc. NOTE: This does NOT include personal responsibility for employee lottery/Christmas/ tea funds etc. *or the use of fuel cards, bridge tickets, parking/taxi vouchers/swipe cards etc.*

"PROCESSING" i.e. data checking including approval for payment, data input and resolution of queries/anomalies. Financial documentation might include any of the following:- invoices, goods received/delivery notes, claims forms, requisitions, timesheets, payroll information, job lines, cost centre data etc.

"TRANSACTIONS" i.e. BACS transfers, payments, receipts, refunds, ledger and journal entries etc.

*"SECURITY" refers to the safe storage and/or transport of cash or equivalent, for example, to make bank deposits or collection from remote cash/vending/toll machines/meters etc.*

*"BUDGETARY" covers all aspects of budgetary activity including compiling, estimating, monitoring, income generation, expenditure, assessment of*

*risk/investments etc. – for all types of budgets – income, expenditure, projects etc.*

"ACCOUNTING FOR" i.e. to give a reckoning of, to explain, to monitor, to audit, to authorise payment of expenses or refunds, to authorise payment of committed expenditure etc. This does **not** include the ability to commit/vire expenditure.

"MANAGING" means being responsible for organising these activities undertaken by others.

**NOTE:** The level of managing the audit/accounting process relates to the jobholder's functional/operational responsibility rather than the scope of their work, while the jobholder may work across a number of departments/services their responsibility relates to their own specialism/discipline.

The **degree** or extent of responsibility is also taken into account:

"OCCASIONAL" for example, on an infrequent, one-off, or ad hoc basis.

"REGULAR" for example, as part of the pattern of normal working, on a quarterly, monthly, fortnightly or weekly basis.

"SERVICE" generally equates to, for example, educational psychology, home help, committee administration, refuse collection. Whereas "FUNCTION" generally equates to, for example, social work, roads, environmental health.

"CORPORATE" means across all functions.

For the purposes of evaluation **at 1999 values:- \*(see note)**

*"SMALL" refers to amounts of less than £500,000 per year.*

*"CONSIDERABLE" refers to amounts of £500k – £5m per year.*

*"LARGE" refers to amounts of £5m - £10m per year.*

*"VERY LARGE" refers to amounts of more than £10m per year.*

### **Security**

Account is taken of the responsibility for the safe storage and/or transport of cash or equivalent, for example, to make bank deposits or collection from remote cash/vending/toll machines/meters.

For the purposes of evaluation **at 1999 values:- \*(see note)**

“CONSIDERABLE” generally refers to the security of thousands of pounds per week, up to £500,000 per year in total. Those responsible for lesser amounts would generally be considered to be handling cash rather than responsible for its security, unless they are responsible for collection or banking of monies.

“LARGE” generally refers to amounts of more than £10,000 per week up to £2.5m per year in total.

“VERY LARGE” generally refers to amounts of more than £50,000 per week, up to £5m or more per year in total.

### **Budgetary Responsibility**

Covers **all** aspects of budgetary activity including compiling, estimating, monitoring, income generation, expenditure assessment of *risk/investment* etc. - for **all** types of budgets - income, expenditure, project etc.:

- A “CONTRIBUTING” role would include the preparation, provision, analysis, etc. of any information which is to be used by those who actually prepare or set the budget(s) concerned.
- A “MONITORING” role would include any significant validating activity which, in whole or in part, DIRECTLY influences the outcome of the budget setting process.
- The “LEADING” role means being the officer leading the budget setting process.
- The “CONTROLLING” role is the officer accountable to the director for the budget as a whole.

This refers to the total budget for which the jobholder is wholly or partly responsible. For the purposes of evaluation **AT 1999 VALUES: \*(see note)**

"Small" i.e. up to £100,000

"Considerable" i.e. over £100,000 and up to £500,000

"Large" i.e. over £500,000 and up to £2.5m

"Very large" i.e. over £2.5m and up to £10million

"Extremely large" i.e. over £10 million.

**Income Collection and Generation** - should also be taken into account, for example:-

- "bidding" for grants from Government, the European Commission and other grant giving bodies;
- developing financial partnership arrangements with the private sector;
- collection of Council Tax and other revenues.

Income generation and expenditure sums should **not be counted twice**, but the **nature of the combined** responsibility should be taken into account.

**Equivalent Levels of Responsibility** - it is impossible to specify all forms of financial responsibility, as many jobs in many departments may contribute to the overall accounting or accountability responsibility, for example, finance officers in corporate finance, departmental finance officers, service budget holders, cashiers, invoice checkers etc. In determining equivalence's, it is important to look at the nature of the responsibility, the frequency with which it is exercised, the scale of the responsibility and so on of each job.

### **Application of the level definitions**

Factor definitions include a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one or two aspects of the range of demands described at a particular level, it will generally be assessed at a lower level. However, when using the paper based Scheme it is possible, in exceptional cases, to assess the demands of the job at the higher level where one element of the criteria of a level demand is a very significant feature of the job.

**Staff costs** - should be included in total budgetary figures; the level of the responsibility may be affected by the degree of discretion which the jobholder has over such costs.

\* **NOTE:** Values have been set at 1999 levels to cover the range of financial responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, alternative ranges must be developed for application to the whole job population, by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.

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## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

**This factor considers the jobholder's responsibility for financial resources.**

It covers responsibility for cash, vouchers, cheques, debits and credits, invoices, and responsibility for the range of budgetary activities - including project, expenditure and income budgets, income generation and the generation of savings, assessments of risk/grants, loans/investments.

It takes into account the nature of the responsibility, for example, accuracy, processing, checking, safekeeping, security, authorising, monitoring, accounting, auditing, budgeting, estimating, business and financial planning, control and long term development of financial resources. It also takes into account the need to ensure economy, efficiency and effectiveness in the use of financial resources, and the need to ensure financial probity.

The factor takes into account the extent to which the jobholder contributes to the overall responsibility, rather than just the value of the financial resources.

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

Level	Definition
1	The job <b>predominantly</b> involves responsibility for <i>either</i> : <ul style="list-style-type: none"> <li>▪ <i>the proper <b>use and safekeeping</b> of vouchers or equivalent required to undertake specific tasks of the job</i></li> </ul>
11	<p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>▪ handling cash, processing cheques, invoices or equivalent on an <b>occasional</b> basis</li> </ul>
22	The job <b>predominantly</b> involves responsibility for either: <ul style="list-style-type: none"> <li>• handling cash or processing cheques, invoices or equivalent on a <b>regular or daily</b> basis</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>accounting for auditing, or security of, small to considerable</b> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</li> </ul> <p style="text-align: center;"><b>or</b></p> <ul style="list-style-type: none"> <li>• being <b>accountable</b> for, or <b>monitoring, small to considerable expenditures</b> from an agreed budget or equivalent income.</li> </ul>

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

Level	Definition
<p>3</p> <p>33</p>	<p>The job <b><i>predominantly</i></b> involves responsibility for either:</p> <ul style="list-style-type: none"><li>• accounting for, auditing, or security of, <b>large</b> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• being accountable for, or monitoring, <b>large to very large</b> expenditures from an agreed budget(s) or equivalent income</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• <b>contributing to setting</b> and monitoring <b>small to considerable</b> budget(s), and ensuring <b>value-for-money</b> and/or <b>effective utilisation</b> of financial resources.</li></ul>
<p>4</p> <p>45</p>	<p>The job <b><i>predominantly</i></b> involves responsibility for either:</p> <ul style="list-style-type: none"><li>• accounting for, auditing, or security of <b>very</b> large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• being accountable for, or monitoring, <b>extremely</b> large expenditures from an agreed budget(s) or equivalent income</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• contributing to setting and monitoring <b>large to very large</b> budget(s), and ensuring value-for-money and/or effective utilisation of financial resources</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• <b>leading the budget setting process, controlling small to considerable budget(s), and ensuring value-for-money and effective utilisation of financial resources</b></li><li>• <b>determining small</b> budget(s) and long-term <b>financial planning</b> to meet service/departmental/functional or other requirements.</li></ul>
<p>5</p> <p>56</p>	<p>The job <b><i>predominantly</i></b> involves responsibility for either:</p> <ul style="list-style-type: none"><li>• <b>managing</b> the accounting / audit process, and ensuring financial <b>probity</b> in the use of financial resources at <b>service/ departmental</b> level</li></ul> <p>or</p> <ul style="list-style-type: none"><li>• contributing to setting and monitoring <b>extremely</b> large budget(s), and ensuring value-for-money and/or effective utilisation of financial resources</li></ul>

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

Level	Definition
	<p>or</p> <ul style="list-style-type: none"> <li>• <b>leading</b> the budget setting process, <b>controlling large to very large</b> budget(s), and ensuring value-for-money and effective utilisation of financial resources</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>determining considerable or large</b> budget(s) and long-term <b>financial planning</b> to meet service/departmental/functional or other requirements</li> </ul>
6	<p>The job <b><i>predominantly</i></b> involves responsibility for either:</p> <ul style="list-style-type: none"> <li>• <b>managing</b> the accounting/audit process at functional/multi-departmental level, and ensuring probity in the use of financial resources at functional/multi-departmental level</li> </ul>
67	<p>or</p> <ul style="list-style-type: none"> <li>• <b>leading</b> the budget setting process, controlling <b>extremely</b> large budget(s), and ensuring value-for-money and effective utilisation of financial resources</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• determining <b>very or extremely</b> large budget(s) and long-term <b>financial planning</b> to meet service/departmental/functional or other requirements.</li> </ul>
7	<p>The job <b><i>predominantly</i></b> involves responsibility for either:</p> <ul style="list-style-type: none"> <li>• <b>controlling</b> the <b>corporate</b> accounting/audit function, and ensuring probity in the use of financial resources at corporate level</li> </ul>
78	<p>or</p> <ul style="list-style-type: none"> <li>• determining budget(s) and long-term financial planning to meet <b>multi-functional or corporate</b> requirements.</li> </ul>

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## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

### Scope of Factor

This factor takes account of the fact that jobs often have different levels of responsibility for different types of resources – *excluding all human resources which should be considered under the factor heading 'Responsibility for Employees'*. The job should be evaluated according to the **highest level** of either primary **or** secondary Responsibility for Physical and Information Resources. For example, a job having a primary responsibility for the proper use and safekeeping of very expensive equipment and secondary responsibility for ordering and/or stock control of a limited range of supplies should be assessed at Level 3 in line with the first of these features.

Where a job has an equivalent level of responsibility for **both** primary and secondary resources, the level of responsibility is considered to be equivalent to the next level, above Level 3. For example, a job have both a primary and secondary responsibility at Level 4, is considered equivalent to a job having a primary responsibility at Level 5 with a secondary responsibility at a lower level.

"PRIMARY" refers to the **main** types of resources for which the jobholder is responsible in the course of normal working, i.e. in terms of the FREQUENCY AND/OR DURATION with which the jobholder uses/ deploys/ utilises/ maintains/ repairs/ secures/ manages/ adapts/ designs/ develops/ purchases etc., these resources. This need **not** relate to the overall value of specific resources.

"SECONDARY" refers to any other resources for which the jobholder has **less** responsibility in terms of the frequency and duration with which the jobholder is required to exercise responsibility, **not** to resources which are of lesser value.

### Nature of Responsibility

Consideration is given to the **nature** of the responsibility for **physical** resources *such as plant, equipment, premises etc.*

"USE AND SAFEKEEPING" i.e. proper use of equipment, tools, plant and machinery in accordance with manufacturers instructions and any relevant training. This includes reporting of faults as appropriate. Proper shut-down and storage of equipment, tools, plant and machinery when not in use including securing items if necessary, for example, closing down a PC at the end of the working day, returning mobile plant to depot, securing chemicals in locked cupboard, handing in keys to security etc.

"MAINTAIN" *includes undertaking daily checks, routine maintenance and full maintenance such as servicing and repairs as part of a programme of planned/preventative maintenance.*

"DAILY CHECKS" includes cleaning of equipment, and the checking of oil, water and tyres, checking temperature levels of fridges/freezers, changing toner cartridge on a printer, greasing plant, replacing bag on vacuum cleaner, etc.

"ROUTINE MAINTENANCE" includes conducting operational inspections AND undertaking minor repairs required as a result, such as changing fuses/lighting fitments, changing a car tyre/batteries or other tasks involving the application of specialist knowledge/skills.

"FULL MAINTENANCE" refers to servicing and repairs as part of a programme of planned/preventative maintenance.

"SUPERVISE PROPER USE" generally refers to on site supervision of specified tasks.

"MANAGE" includes, for example, deployment of equipment and resources, and scheduling their use, maintenance and repair, replacement etc.

"ENSURE" generally refers to responsibility for specified activities which is exercised remotely, and may include checks on supervision.

"KEYHOLDING" i.e. jobholders who hold keys for access and egress to/from buildings, including out of office hours.

"NOMINATED KEYHOLDER" i.e. individuals who are nominated points of contact for protective services/security firms etc. in emergency situations or when alarms sound etc.

*"SECURITY" generally refers to responsibility for safeguarding the security of physical resources such as buildings, premises and other locations such as depots, and their contents.*

*Consideration is also given to the nature of responsibility for manual or computerised **information** systems as a resource, for example, database, filing system, records, reference materials/library. The jobholder's responsibility covers activities such as data input, filing, maintenance and creation or development of information resources, rather than simply referring to the information to carry out day to day tasks.*

*"PERSONAL" i.e. information pertaining to specific individuals.*

*"CONFIDENTIAL OR COMMERCIALY SENSITIVE" i.e. information pertaining to organisational matters or the business context.*

"HANDLING/PROCESSING" refers to data input, transfer, collation and filing, which may not require the jobholder to have a full working knowledge and appreciation of the information.

"ACCESSING" refers to the interrogation, analysis and verification of information, which requires the jobholder to have a full working knowledge of the subject matter.

"DATA INPUT" refers to data entry, transfer and collation, which may not require the jobholder to have a full working knowledge and appreciation of the information.

"CREATING AND/OR UPDATING" refers to determining the need for new/additional files to be opened, compiling information and determining its relevance, which requires the jobholder to have a full working knowledge and appreciation of the information.

"KEEPING RECORDS" refers to the responsibility for maintaining records kept by the Authority for statutory purposes.

"ORGANISING/MAINTAINING" refers to the operational determination/ design of the detailed structure of the information SYSTEM, ensuring the integrity and relevance of the data, establishing links to related information systems and ensuring appropriate security, access and housekeeping arrangements are in place. The jobholder will generally require a full working knowledge and appreciation of the purpose, functionality and content of the information SYSTEM.

"DEVELOPING/MANAGING" refers to identification and assessment of options against available resources, project management of quality and time scale, ensuring system objectives are fulfilled, and reviewing performance on an on-going basis.

"PLANNING" refers to identifying and anticipating strategic information requirements in both the short and long term, and determining the related resource implications.

Consideration is also given to the **degree** or extent of responsibility for physical or information resources:

"SERVICE" in this context generally means equivalent to, for example, audit, consumer protection, revenues, libraries, waste, residential care, estates.

"DEPARTMENT / FUNCTION" in this context generally equates to, for example, social work, roads, environmental health.

"CONSORTIUM" in this context generally equates to partnership arrangements between the Council and external organisations such as other local authorities, joint boards and voluntary organisations.

### Value

In considering the value of physical resources the following equivalencies should be used:

- Equipment of **moderate value** (at Level 1) will include a computer terminal/PC, printer, vacuum cleaner, food mixer, pedestrian lawn mower, scanner, chainsaw, cement mixer, slicing machine etc.
- **Expensive** equipment (at Level 2) will include a car (used for Local Authority purposes), a minibus or transit van (used for transporting passengers or goods), industrial dishwasher, ride-on mower, equivalent value workshop equipment etc.
- **Very expensive** equipment (at Level 3) will include heavy plant, a refuse lorry of similarly adapted large vehicle, a mainframe computer system (where the jobholder has active responsibility for its operation), responsibility for a dedicated in-house printing system or operation.

### Supplies and/or stocks

Consideration is given to the **nature** of the responsibility for supplies and/or stocks:

"REQUISITIONING" generally refers to an internal request for items from *existing* stores or stock, which may not need countersignature.

"ORDERING" generally refers to a request for items which may have to be specifically purchased from an external supplier, and which will generally require countersignature. *This does NOT include responsibility for processing purchase orders which should be considered under either:*

- *This factor heading – as processing of information*

Or



- *The 'Responsibility for Financial Resources' factor heading – as indirect responsibility for processing financial documentation.*

**NOTE:** *Care must be taken to avoid double-counting of the same job demand under two or more factor headings.*

"PURCHASING" generally refers to the authorisation/countersignature of externally supplied orders up to a predetermined limit/value.

"PROCUREMENT" generally refers to the strategic function of "buying" on behalf of the authority, and includes tendering.

"STOCK CONTROL" generally refers to ensuring an appropriate supply of items in store, and anticipating likely demand.

Consideration is also given to the **degree** or extent of the responsibility:

"LIMITED" for example, office stationery or food supplies for a school kitchen or vehicle parts for a workshop, etc.

"RANGE" for example, food supplies AND equipment for a school kitchen; office stationery AND furniture; or highways maintenance equipment AND planning.

## **Security**

*Consideration is given to the nature and degree of responsibility for the safeguarding of physical resources, including buildings, premises, and other locations such as depots and their contents.*

Examples of "limited responsibilities" (at Level 2) include:

- Keyholder responsibility for all of a building, external location or construction site
- Responsibility for opening/closing one or more buildings with keys
- Checking windows, switching on alarm systems where there is no caretaker
- *Daily monitoring of individuals and/or physical resources entering and leaving premises.*

Examples of *greater* security responsibilities (at Level 3) include acting as security guard, *caretaker* or attendance where this is a major job feature.

*Responsibility for “MANAGING” the security of physical resources includes ensuring appropriate security measures are in place and monitor their effectiveness. This includes responsibility for overseeing security systems and arrangements provided either internally or externally. Examples of managing security include:*

- *“A RANGE OF RESOURCES” – generally within a single location such as a central store, transport depot, museum, leisure centre etc.*
- *“A WIDE RANGE” – generally across multiple sites or locations.*

## **Buildings**

“BUILDINGS” refers to **all** responsibilities in respect of the full range of buildings, premises, construction sites and other locations, for example:

- Cleaning of premises (at Level 1)
- Ensure proper cleaning, repair and maintenance (at Level 2)
- Manage, repair/maintain a range of premises (at Level 3)
- Supervise the design adaptation or development process of a range of premises with a considerable value (at Level 4)
- *Utilisation/acquisition/disposal* of a range of high value premises (at Level 5)
- Design and planning of a range of premises over the long term (at Level 6).

For evaluation purposes **AT 1999 VALUES: \*see note**

"Considerable" value would be up to £250,000

"High" value would be more than £250,000

\* **NOTE:** Values have been set at 1999 levels to cover the range of responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, alternative ranges must be developed for application to the whole job population, by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.



**FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES**

**This factor considers the jobholder’s primary and secondary responsibilities for the Council’s physical and information resources.**

It covers tools, equipment, instruments, vehicles, plant and machinery, materials, goods, produce, stocks and supplies, manual or computerised information used in the course of normal working. It also covers responsibility for offices, buildings, fixtures and fittings; Council databases, information systems and records; land and construction works.

It takes into account the nature of the jobholder’s primary responsibility for resources and any secondary responsibility, for example, safekeeping, confidentiality and security; deployment and control; maintenance and repair; requisition and purchasing; planning, organising, or design and long term development of physical or information resources.

The factor takes into account the degree to which the jobholder contributes to the overall responsibility, and the value of the resource.

**FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES**

Level	Definition
1	<p>The job involves a <b>primary</b> responsibility for either:</p> <ul style="list-style-type: none"> <li>• the proper use and safekeeping of physical resources such as equipment of <b>moderate value</b>. This may include daily checks such as oil/water levels etc and/or <b>reporting</b> of faults/breakdowns</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• handling or processing of <b>routine</b> manual or computerised information such as <b>data input or filing</b></li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>cleaning</b> of buildings, <i>premises, external locations or equivalent etc.</i></li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>requisitioning</b> supplies for immediate use.</li> </ul>
11	

<p>2</p> <p>22</p>	<p>The job involves a <b>primary</b> responsibility for either:</p> <ul style="list-style-type: none"> <li>• ‡proper use and safekeeping of <b>expensive</b> equipment, including daily checks and reporting of faults/breakdowns etc</li> </ul> <p>or</p> <p>handling and processing of <b>confidential, personal, commercially or otherwise sensitive</b> manual or computerised information, for example, <b>creating and/or updating files or keeping records</b></p> <p>or</p> <ul style="list-style-type: none"> <li>• <b>ensuring / supervising</b> the proper use, safekeeping, cleaning and/or maintenance of buildings, <i>premises</i>, external locations or equivalent</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• undertaking <b>routine maintenance</b> of <i>moderately expensive plant or equipment</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>ordering</b> and/or stock control of a <b>limited</b> range of supplies for use by jobholder and team/colleagues</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>limited</b> responsibility for <b>security</b> of plant, tools and equipment or buildings, external locations or equivalent, <i>this may</i> include setting alarms and keeping keys for access/egress</li> </ul>
<p>3</p> <p>33</p>	<p>The job involves a <b>primary</b> responsibility for either:</p> <ul style="list-style-type: none"> <li>• proper use and safekeeping / <i>routine maintenance</i> of <b>very</b> expensive plant, equipment or equivalent resources</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>organising, maintaining, designing or developing</b> manual or computerised filing and/or record systems for use at <b>departmental/functional</b> level</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>manage the deployment of a range of</b> <i>plant, tools, equipment and other physical</i> resources</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• undertaking <b>full repairs and maintenance</b> of plant, equipment and premises, including preventative or planned maintenance</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>identifying the need for and ordering</b>, and/or stock control of, a <b>range</b> of equipment and supplies</li> </ul>

	<p>or</p> <ul style="list-style-type: none"> <li>• <b>security</b> of plant, tools, equipment or buildings, external locations or equivalent, as a <i>caretaker</i> or nominated <b>keyholder</b> for emergencies</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• involved in the <b>adaptation, design or development</b> of a <b>limited</b> range of equipment, land, buildings, other construction works or equivalent <i>or contributing to the utilisation, adaptation, design, development, acquisition and disposal of such</i></li> </ul>
45	<p>4 The job involves a <b>primary</b> responsibility for either:</p> <ul style="list-style-type: none"> <li>• <b>adapting</b>, designing, developing or <b>managing</b> of <b>multi-departmental/functional</b> information systems, this may include responsibility for <b>ensuring</b> the proper completion and safekeeping of statutory records</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <i>involvement in the adaptation, design or development</i> of a wider <b>range</b> of equipment, land, buildings, other construction works or equivalent or <b>involved</b> in the <i>utilisation, adaptation, design, development acquisition and disposal of</i> such of a <b>considerable</b> value</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <i>managing the deployment of a wide range of plant, tools, equipment and other physical resources</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <i>managing the security of a range of physical resources</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>tendering</b> <i>and/or procurement and/or deployment of a wide and high value range of equipment and supplies at a sectional/service level or contributing to the tendering or procurement process at a wider level</i></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>determining</b> the need for additional resources or supplies at a sectional or service level, <i>and/or authorising</i> their <b>purchase and deployment</b></li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• <b>both</b> a primary and secondary responsibility for resources as described by the demands identified at Level 3.</li> </ul>

**FACTOR 11 – RESPONSIBILITY FOR PHYSICAL AND  
INFORMATION RESOURCES**

Level	Definition
5	<p>The job involves a <b>primary</b> responsibility for either:</p> <ul style="list-style-type: none"> <li>• adapting, designing, developing or managing <b>Council wide</b> information systems, databases or archives, for example, Financial Management System, Personnel Information System, Electoral Register</li> </ul>
56	<p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>utilisation</i>, adaptation, design or development, <i>acquisition or disposal</i> of a wide and <b>high value</b> range of equipment, land, buildings, other construction works or equivalent</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <i>managing the</i> security of a <b>wide</b> range of physical resources</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>tendering</b> and/or procurement and/or deployment of a range of <i>resources or</i> supplies at a departmental/functional level</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>involved in</b> long-term planning of the Council's physical or information resources to meet service or other requirements</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>both</b> a primary and secondary responsibility for resources as described by the demands identified at Level 4.</li> </ul>
6	<p>The job involves a <b>primary</b> responsibility for either:</p> <ul style="list-style-type: none"> <li>• tendering, procurement and deployment of resources on a functional, <b>Council wide</b> or Consortium basis</li> </ul>
67	<p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>long-term planning</b> of the Council's physical or information resources to meet service or other requirements</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• <b>both</b> a primary and secondary responsibility for resources as described by the demands identified at Level 5.</li> </ul>

**FACTOR 11 – RESPONSIBILITY FOR PHYSICAL AND  
INFORMATION RESOURCES**

Level	Definition
7  76	The job involves <b>both</b> a primary and secondary responsibility for resources as described by the demands identified at Level 6.



## FACTOR 12 - INITIATIVE AND INDEPENDENCE

### Scope of Factor

This factor takes account of the problems which the jobholder must deal with in the course of normal working, the decisions which the jobholder is able to take, and the extent to which advice and guidance is available.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

Consideration is given to the nature and degree of **discretion** which the jobholder has in the course of normal working:

"WORKING TO INSTRUCTIONS" i.e. the jobholder's duties are described in detail either in writing or verbally e.g. the jobholder may be given a route to follow or a specified list of tasks.

Following routine "WORKING PRACTICE" i.e. in the absence of written instructions the jobholder works to established practices which indicate *the routine tasks and* how the job is to be done.

Following "ESTABLISHED PROCEDURES" i.e. the jobholder may determine the appropriate steps to take in specific circumstances, although the actual tasks undertaken may not be documented. This includes procedures established by statutory regulations and legislation.

Working within "POLICY GUIDELINES" i.e. the jobholder operates within clearly defined service/departmental/functional policy guidelines which may be referred to where there is little or no established procedure or practice.

Working within the broad "FRAMEWORK OF COUNCIL POLICY" i.e. the jobholder has autonomy to operate within the boundaries or parameters of Committee/Council decisions which may not have been translated into formal guidelines or procedures.

**NOTE:** All work is undertaken within **Council policies**, including their development. Absence of reference to Council policies at any given level in this factor does not mean that these levels are not within Council policies, but that they are also subject to more detailed procedures, which themselves are within Council policies.

### Nature of Demand

Consideration is given to the **nature** of the problems which the jobholder is required to **deal with** in the course of **day to day** working:

“ROUTINE” for example, problems which are generally similar and are covered by established practice.

“PREDICTABLE” for example, problems *that may occur intermittently* but are generally covered by recognised policy, procedures or practice, although the particular circumstances may vary.

“UNANTICIPATED” for example, problems which have not occurred before, could not reasonably have been foreseen, and / **or** may have implications for policy, procedure or practice.

"UNUSUAL" for example, out with the range of normal problems, but to which policy or procedure may provide guidance.

"DIFFICULT" for example, the solution is not readily apparent, but relevant precedents may apply.

"SERIOUS" for example, may have wider implications in a policy or functional context.

### Degree of Demand

Consideration is also given to the **extent** to which the jobholder may take decisions / action, or must seek advice and guidance, to resolve problems:

“EXERCISE DISCRETION” refers to the authority to take decisions without referral upwards.

“PROBLEMS ARE REFERRED TO A SUPERVISOR” i.e. the jobholder is not expected to deal with the problem but to refer it for someone else's attention.

“GUIDANCE IS AVAILABLE AS REQUIRED” i.e. the jobholder is expected to attempt to deal with problems, but would be assisted if the problem turns out to be out with their experience or remit.

"READILY ACCESSIBLE" i.e. jobholder and line manager generally work closely together, advice and guidance is provided through regular discussion.

"AS AND WHEN REQUIRED" i.e. the jobholder generally works autonomously and will decide when to seek advice or guidance.

"NOT READILY ACCESSIBLE" i.e. advice and guidance may need to be sought from a variety of sources (internal and/or external) rather than primarily from line management.

NOTE: This does **not** refer to the **physical** location or availability of the jobholder's immediate line manager, but to the working relationship.

"WITHOUT RECOURSE" i.e. the jobholder works autonomously on high level issues and may seek the views of others rather than 'advice'. 'Guidance' is provided by strategic direction.

**Joint Decision Making** - the nature and extent of the jobholder's contribution to joint decision making by different people, departments or committees should be taken into account in assessing the level of initiative. The sharing of decision making and action taking may reduce the level of initiative.

### Scope of Demand

Consideration is also given to the **extent** of the jobholder's discretion:

- "Over a limited range of activities" for example, activities found within a single team/unit
- "A range of activities" for example, activities across a number of teams/units
- "A broad range of activities" for example, activities across a service
- "A very broad range" for example, activities across a department/function/the authority.

### Managerial Direction

The amount, level and degree of managerial direction which the jobholder is subject to, is also considered:

"SUBJECT TO" i.e. the jobholder's overall activities and workload are directed by line management.

"CONSULTS" i.e. the jobholder decides when managerial direction is required.

"GENERAL" i.e. the jobholder works semi-autonomously under broad direction.

"MINIMAL" i.e. the jobholder is generally working autonomously.

"OPERATIONAL" refers to day to day advice on matters outwith the scope of the job, for example, from line manager.

"MANAGERIAL" refers to the broad parameters/objectives of the job.

"PROFESSIONAL" refers to advice from senior or more experienced colleagues on specialist matters.

### **Policy / Strategy**

Consideration is given to the **nature** of the jobholder's role in the development of policy/strategy where this is the **predominant** nature of the job, and to involvement in ad-hoc or one-off projects or secondments. Policy/strategy development does **not** refer to strategic planning or implementation.

"CONTRIBUTE" i.e. on a regular basis as a member of a project team/working party/departmental management etc.

"LEAD" i.e. the jobholder plays a leading role, for example, as Chair of a working party.

"RECOMMENDATIONS" i.e. jobholders may **contribute** to the decisions of others by making recommendations. The initiative involved in making such recommendations should be taken into account. The level of initiative in making recommendations will depend on how close to or far from the relevant decision making they are, their degree of influence, the breadth of activity to which they relate, and the degree of direction provided.

Approval/ratification of policy and/or strategy developed by the jobholder refers to the jobholder's **INDIVIDUAL** responsibility or authority in relation to the development of policy and/or strategy, rather than the jobholder's contribution to a working party or management team. For example, as designated/lead officer or working party chairperson.

Consideration is also given to the **extent** of the jobholder's involvement in the development of policy/strategy:

"ON-GOING" i.e. development of policy and/or strategy is an integral aspect of the jobholders responsibility.

"OCCASIONAL INPUT" i.e. contributions to working parties etc. where development of policy and/or strategy is an ad-hoc feature of the job, rather than the jobholder's primary responsibility.

The **scope** of the jobholder's involvement is also considered:

“SERVICE” in this context generally means equivalent to, for example, audit, consumer protection, revenues, libraries, waste, residential care, estates.

“DEPARTMENT / FUNCTION” in this context generally equates to, for example, social work, roads, environmental health.

“CORPORATE” in this context generally equates to, for example, multi-functional or Council wide initiatives.



## FACTOR 12 - INITIATIVE AND INDEPENDENCE

**This factor considers the job holder's scope to exercise initiative and the extent to which they have freedom to act.**

It takes into account the nature and degree of supervision and guidance of the jobholder provided by instructions, procedures, practices, checks, policy, precedent, regulation, strategy and statute.

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

Level	Definition
<p style="text-align: center;"><b>1</b></p> <p style="text-align: center;"><b>13</b></p>	<p>The job predominantly involves following <b>instructions</b> or established working <b>practices</b> which define the tasks in detail, but <b>some</b> initiative is needed on a day to day basis to complete the tasks required.</p> <p style="text-align: center;"><b>AND</b></p> <p>The work is subject to routine inspection, supervisory or customer checks, or <b>close supervision</b>.</p>
<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>26</b></p>	<p>The job predominantly involves working from instructions or established practice, but requires initiative to make <b>routine decisions</b>.</p> <p style="text-align: center;"><b>AND</b></p> <p>Problems are referred to a supervisor/ manager. <b>Supervision</b> and/or guidance are <b>readily available</b> as and when required.</p>
<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;"><b>39</b></p>	<p>The job predominantly involves working within established <b>procedures/ policy</b> guidelines. The jobholder requires initiative to organise own workload and <b>decide how and when</b> duties are to be carried out.</p> <p style="text-align: center;"><b>AND</b></p> <p>The work may involve responding independently to routine or <b>predictable</b> problems and situations. The jobholder generally has <b>access</b> to a supervisor/manager for advice and guidance on <b>unusual or difficult</b> problems.</p>

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

Level	Definition
4	<p>The job predominantly involves working within established procedures/ <b>policy</b> guidelines to progress a <b>limited range</b> of activities.</p> <p><b>AND</b></p>
52	<p>The work may involve responding independently to <b>unanticipated</b> problems/situations and making <b>decisions</b>/exercising initiative <b>with ready access</b> to manager/more senior officers for advice and guidance on <b>serious</b> problems.</p> <p><b>AND</b></p> <p>The work is subject overall to <b>professional advice and managerial direction</b>. The jobholder may have an occasional input to the development of strategy and policy.</p>
5	<p>The job predominantly involves working within the Council's policy <b>framework</b>, and involves using discretion and initiative over a <b>range</b> of activities, with little access to more senior officers. The jobholder <b>consults</b> his/her manager for <b>specific</b> advice and direction <b>as and when required</b>.</p> <p><b>AND</b></p>
65	<p>The jobholder will contribute on an on-going basis to the <b>development of strategy</b> and policy, and will also contribute to the <b>implementation and monitoring of</b> legislation, and regulation.</p>
6	<p>The job predominantly involves working within the Council's policy <b>framework</b>, and involves using <b>wide</b> discretion and initiative over a <b>broad</b> range of activities, advice is not readily accessible.</p> <p><b>AND</b></p>
78	<p>The work is subject to <b>general</b> managerial direction. The jobholder will be required to <b>lead</b> the development of strategy and policy and the <b>implementation and monitoring of</b> legislation, and regulation.</p> <p><b>OR</b></p> <p><b>The job</b> predominantly involves working within the Council's policy <b>framework</b>,</p>



## FACTOR 12 - INITIATIVE AND INDEPENDENCE

Level	Definition
	<p><b>and involves exercising very</b> wide discretion and initiative over a <b>very</b> broad range of activities.</p> <p><b>AND</b> §</p> <p>The jobholder will contribute on an on-going basis to the <b>development of strategy</b> and policy, and to the <b>implementation and monitoring of</b> legislation, and regulation.</p> <p><b>OR</b></p> <p>The jobholder may make <b>recommendations</b> on strategic and policy matters at a service or departmental/functional level.</p>
7	<p>The job predominantly involves working within the overall policy and <b>strategy</b> of the Council, and involves using <b>very</b> wide discretion and initiative over a <b>very</b> broad range of activities, <b>without</b> recourse to others for advice.</p>
91	<p><b>AND</b></p> <p>The work is subject to <b>minimal</b> managerial direction. The jobholder will be required to make <b>recommendations</b> on strategic and policy matters at committee or equivalent level.</p>
8	<p>The job predominantly involves working within the strategic framework of the Council, and <b>statute or legislation</b>.</p>
104	<p><b>AND</b></p> <p>The jobholder will be required to <b>advise, challenge</b> and recommend changes to broad areas of <b>Council</b> strategy and policy at a <b>multi-functional or corporate</b> level.</p>

## FACTOR 13 – KNOWLEDGE

### Scope of Factor

Consideration is given to the knowledge required to do the job, whether it has been acquired through further education, vocational training, on-the-job or previous experience. This does **not** refer to all of the knowledge which the individual jobholder may have, but only to the knowledge **needed** to do the specific job.

### Application of the Level Definitions

The factor level definitions incorporate a number of **separate** elements of demand, which **must all** be regular features of the job in order for it to be assessed at that level. Where a definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one or two aspects of the range of demands at a particular level, it will generally be assessed at a lower level. However, when using the paper based Scheme, in exceptional cases, assessment of the demands of the job at the higher level may be justified where one element of the criteria of a level demand is a very significant feature of the job.

Some factor level definitions include **alternative** criteria for meeting the demand at each level. This is indicated by use of the word 'or' between the various elements of demand. These alternatives have been provided in recognition of the variety of job demands which can be considered 'the same but different'. While the nature of the work or the tasks relevant to that factor heading may be quite different, the Scheme recognises that they are of **equivalent demand**.

The overall assessment of the level of knowledge required results from a combination of demands identified in terms of the type of knowledge, relevant qualifications and/or experience.

### Nature of Knowledge

Consideration is given to the **type or nature** of the knowledge required:

"PRACTICAL" i.e. knowledge associated with actions rather than theory, for example, driving, swimming, cooking, etc.

"TECHNICAL" i.e. knowledge associated with the operation, maintenance, design and development of plant, equipment and technical infrastructure.

"SPECIALIST" i.e. knowledge of the concepts and principles of a particular discipline.

"PROCEDURAL" i.e. knowledge required to apply and/or interpret procedures in varying circumstances.

"ORGANISATIONAL" i.e. knowledge of departmental/functional/corporate strategy and/or objectives.

"CLERICAL" i.e. knowledge associated with clerical procedure and practice.

"ADMINISTRATIVE" i.e. knowledge associated with administrative policy, procedure and practice.

**Literacy and numeracy** should be considered in a broad sense e.g. to include map reading:

"BASIC LITERACY" refers to the ability to read text, write straightforward sentences, *to sign name and complete requisitions/request slips.*

"BASIC NUMERACY" refers to the ability to add, subtract, multiply and divide *and to calculate fractions and percentages.*

"INTERPRETATION / PREPARATION" refers to documents requiring original composition NOT *the use of standard phraseology*, and/or calculations *involving mathematical formulae such as algebra, geometry, trigonometry and calculus.*

**NOTE:** "Technical maps" does not refer to standard road maps.

### **Extent of Knowledge**

Consideration is also given to the **breadth and depth** of knowledge required to do the job:

"SIMILAR" tasks, for example, various activities and methods of cooking or cleaning; typing letters, setting out tables, formatting presentations.

"DIFFERENT" tasks, for example, a *number* of different tasks such as driving, digging AND cable-laying; or cleaning, tidying, toileting AND running errands; or reception work, typing, filing AND switchboard operation.

A "RANGE" of related tasks, for example, combining of tasks such as drafting correspondence, checking work AND attending meetings; OR purchasing, costing AND banking; or litter-picking, minor repairs, boiler duties AND security.

“**TASKS**” are the individual elements within a job or activity, for example:

- typing and filing are tasks within clerical activities
- digging and pruning are tasks within the activity of gardening
- ordering and invoicing are tasks within the activity of purchasing
- conveyancing and litigation are elements of legal activity
- washing and dressing are elements of a caring activity.

“**ASSOCIATED JOBS**” refers to separate jobs whose duties and responsibilities relate to those undertaken by the jobholder. For example, a Clerk of Works needs knowledge of **HOW** a painter, joiner or labourer should undertake their job in order to fulfil the responsibility/remit required as a Clerk of Works. Whereas a Secretary needs an appreciation of **WHAT** colleagues in other departments do, but not how those jobs are undertaken.

“**ASSOCIATED ACTIVITIES**” - an activity relates to the range of tasks required to complete a process such as, purchasing, cooking, gardening, recruitment, audit, maintenance etc. Associated activities relates to the jobholders understanding of the overall process rather than the particular tasks involved.

### **Complexity**

Consideration is also given to the **complexity** of the tasks involved in the job:

“**RELATIVELY COMPLEX**” i.e. tasks which require a number of different factors to be taken into consideration:

- cooking meals (different dishes, timing, ingredients, equipment);
- assessing claims for housing benefit (circumstances of claimant, sources of income, benefit regulations, local procedures).

### **Acquisition of Knowledge**

Consideration is given to how the **necessary** knowledge is **acquired**:

This refers to how jobholders typically acquire the knowledge needed to do the job, which may differ from how an individual jobholder has acquired the necessary knowledge. Jobs should be assessed from the point of view of a **TYPICAL** jobholder, rather than on the basis of the personal achievements/background/circumstances of a particular individual.

"**DEMONSTRATION**" this includes to attending "in-house" courses.

“**ON OR OFF THE JOB**” refers to vocational/further education or training. This includes both in-house and externally provided training such as, training by

manufacturers or suppliers, for example, fork-lift truck certificate of competence, use of proprietary software applications, etc.

"VOCATIONAL" refers to job specific *training* rather than general education/learning, for example, *in order to attain certificates such as City & Guilds, SVQ's, National Certificates, HNC or equivalent, achievement of skills such as LGV/HGV/PSV licence, or completion of apprenticeships etc.*

"PROFESSIONAL QUALIFICATIONS" **generally** refers to *job specific* qualifications/*learning* such as diplomas, **degrees, SVQ's or equivalents**, for example, *Diploma in Social Work, CIPD (Chartered Institute of Personnel and Development) etc.*

"POST-GRADUATE QUALIFICATIONS" **generally** refers to qualifications required *IN ADDITION TO* a relevant degree *and includes the attainment of 'chartered status' or equivalent* i.e. qualifications *or experience WITHOUT* which certain *statutory or regulatory* aspects of the job could *NOT* be undertaken.

**NOTE:** *Qualifications attained as part of a programme of continuous professional development or for the purposes of progression through a career grading scheme demonstrate the individual's capabilities or eligibility for promotion but may not be essential to undertake the current job.*

**NOTE:** Clarification may need to be sought from Personnel or the jobholder's Department regarding current job specification and minimum requirements to do the job, which may differ from current recruitment criteria.

### **Technical or Specialist Knowledge:**

Refers to knowledge of all the available practices and procedures for the particular area. Specialist or technical knowledge includes understanding of the operation of associated equipment and tools, where relevant.

"THEORY" refers to *knowledge of* the principles of a discipline/specialism *generally associated with academic study*, for example, engineering, accounting, law etc.

"APPRECIATION" is that knowledge required to carry out a specific area of work and refers to a broad theoretical understanding, generally associated with practical knowledge.

"IN-DEPTH KNOWLEDGE" refers to theoretical knowledge of the concepts and principles, generally associated with the application of a specific discipline, for example, knowledge required to cover ALL of a given Department's practices, procedures and policies.

Where a job covers a narrow specialist area (e.g. child protection compared with social work generally; or bridge maintenance compared to civil engineering generally), but requires knowledge across the whole specialist area as essential background or context to the work, then this should be taken into account in assessing the level of knowledge required.

A "SPECIALISM" i.e. Child Care within Social Work OR Pre-Five's within Education OR Bridges within Civil Engineering.

A "DISCIPLINE" i.e. Housing OR Social Work OR Education OR Engineering OR Finance etc.

"MULTI-DISCIPLINARY" - i.e. Housing AND Social Work OR Personnel AND Finance etc.

### Qualifications

This refers to the types of knowledge actually needed for the job. Where qualification levels are specified for as a job requirement care should be taken to ascertain that the qualification level is a **fundamental job requirement** and that the job could not be done by a person without the qualification.

Specified qualifications may overstate the level of knowledge required, for instance, if they are used to restrict the number of applicants for a post. Qualifications as a measure of knowledge required for a job may also disadvantage (and indirectly discriminate against) those groups in the workforce which have had less opportunity to acquire the relevant qualifications.

Relevant qualifications and training may, however, provide an **indicator** only of the type and level of knowledge needed to perform the job duties properly. Jobholders need not necessarily hold such qualifications - they may have acquired an equivalent level of knowledge through some combination of relevant experience (work-related, or acquired through voluntary activities or general life experience) and on- or off-the-job training, for example, through full time study, day or block release. Consider also what qualifications would currently be required of new jobholders and stipulated in the job advertisement.

The following equivalencies are provided for **indicative** purposes only:

"WORKING" i.e. a sufficient knowledge to undertake the different tasks of the job and operate associated powered tools and equipment, which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 1, Standard Grades, O Grades OR equivalent, for example, fork lift truck certificate etc.

"COMPREHENSIVE" i.e. a full knowledge of all aspects of the job, including an understanding of the work of others, which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 2, National Certificate, Higher OR equivalent, for example, LGV/HGV/PSV licence etc.

"ADVANCED" i.e. technical/specialist knowledge which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 3, HNC, Apprenticeships or equivalent.

"FURTHER" i.e. theoretical knowledge which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 4, HND, general degree OR equivalent, for example, a professional qualification which may be acquired without a degree etc.

"EXTENSIVE" i.e. both breadth and depth of knowledge which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 5, Honours degree or equivalent.

**NOTE:** This will not necessarily be the PREFERRED qualifications for the job, NOR the qualifications held by the individual jobholder. The "MINIMUM LEVEL" is that equivalent level of knowledge (gained through qualification OR training OR experience) without which the job could not be competently undertaken.

**NOTE:** *Qualifications attained as part of a programme of continuous professional development or for the purposes of progression through a career grading scheme demonstrate the individual's capabilities or eligibility for promotion but may not be essential to undertake the current job.*

**First Aid** - this knowledge should only be taken into account when it is a specific job requirement.

## **Experience**

The amount of time needed to become fully competent and familiar with all aspects of the job need **not** be continuous, for example, periods of experience may be accumulated on either side of a career break. *Periods of relevant experience may be gained in current job or a previous related job.* Account may need to be taken of the need to experience all seasons or cycles within a job.

Examples of the amount of experience required will vary according to the different routes taken to acquire the necessary knowledge, and according to the type of work undertaken:

"MINIMAL" i.e. generally (but not always) **approximately 6 months** – in practice this might vary from 1 month to 1 year.

"SOME" i.e. generally (but not always) **approximately 1 year** – in practice this might vary from 6 months to 2 years.

"MODERATE" i.e. generally (but not always) **approximately 2 years** – in practice this might vary from 1 to 3 years.

"EXTENDED" i.e. generally (but not always) **approximately 3 years** – in practice this might vary from 2 to 4 years.

"SIGNIFICANT" i.e. generally (but not always) **approximately 4 years** – in practice this might vary from 3 to 5 years.

"CONSIDERABLE" i.e. generally (but not always) **approximately 5 years**- in practice this might vary from 4 to 6 years.

"SUBSTANTIAL" i.e. generally (but not always) **more than 5 years** – in practice this might be as much as 7 years.

"EXTENSIVE" i.e. generally (but not always) **more than 7 years** – in practice this might be as much as 10 years.

The words used above are used to define the ranges of knowledge on each of the different routes, and their exact definition may vary accordingly.

### **Formal Working Groups**

Contribution to working groups will be considered where these groups are **formally recognised** at Council level or established by an external body to consider a functional/professional response to change in the external environment. This refers to forthcoming or proposed initiatives/developments/legislation affecting the Council's operation, **not** developments within the jobholder's functional/professional area.

"INTERNAL" i.e. within the Council, for example, groups established by departments, functions or on a multi-disciplinary/corporate basis.

"EXTERNAL" i.e. outwith the Council, for example, groups established by professional bodies, external agencies, CoSLA, Scottish *Executive* etc.

"CONTRIBUTING TO DEVELOPMENT" i.e. considering change from a particular perspective as a member of a team or working party, or providing comments or expert opinion on proposals, under the direction or leadership of others and without having overall responsibility for the outcome.



## GUIDANCE

## KNOWLEDGE

"OPERATIONAL" refers to jobs concerned with implementation of strategy, including strategic planning.

"ASSESSING OPERATIONAL IMPLICATIONS" i.e. considering proposed changes from an expert perspective to identify implementation issues.

"CO-ORDINATING AND REPORTING" i.e. co-ordinating the consideration of issues by others and reporting findings and conclusions, for example, as a lead officer or working party chair.

"STRATEGIC" refers to jobs concerned with development and prioritisation of strategic objectives.

"INITIATING AND DIRECTING" i.e. identification of potential problems/issues and overall responsibility for ensuring these are addressed.

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## FACTOR 13 - KNOWLEDGE

**This factor considers what the job holder needs to know to do the job.**

It covers all practical, procedural, technical, specialist, policy and organisational knowledge required for the job, including knowledge of equipment and machinery, numeracy and literacy, culture and techniques, ideas, theories and concepts necessary to do the job.

It takes into account the breadth, and complexity of knowledge required, and the depth of understanding needed. It considers the **minimum** qualifications or experience which will **typically be needed** to do the job, but does not take into account qualifications specified as a recruitment criteria to fill the post. These minimum qualifications and experience will therefore **not necessarily** be those held by any individual jobholder.

## FACTOR 13 - KNOWLEDGE

Level	Definition
1	The job requires predominantly <b>practical</b> knowledge of a <b>number of similar</b> tasks and operation of <b>basic</b> powered tools and/or equipment associated with those tasks.
18	<b>Minimal</b> previous or job related experience will be required, but jobholders will require induction, and a demonstration of duties and on-the-job experience will be needed to become familiar with the job.
2	The job requires knowledge of a <b>number of different</b> tasks and operation of powered tools and/or equipment associated with those tasks. Jobholders will require <b>basic</b> literacy, numeracy and/or PC skills.
36	The predominantly <b>working knowledge needed may be</b> acquired through either education, vocational qualification, on or off-the-job training, or job related experience. Jobholders will require minimal induction, and <b>some</b> working experience to become fully competent and familiar with all aspects of the job.
3	The job predominantly requires <b>comprehensive</b> knowledge of a <b>range of related</b> tasks some of which, singly or in combination, are <b>relatively complex</b> ; and of the operation of tools and/or equipment associated with those tasks. <b>Greater</b> literacy and numeracy are required, and may include the ability to interpret <b>technical maps and/or drawings</b> .
54	<b>And/or</b>

**FACTOR 13 - KNOWLEDGE**

<b>Level</b>	<b>Definition</b>
	<p>The jobholder also requires <b>procedural</b> knowledge of their own job, and an <b>understanding of the work of others</b>, acquired through either education, vocational qualification, on or off-the-job training, or job related experience. Job holders will require a <b>moderate</b> amount of relevant working experience to become fully competent and familiar with all aspects of the job.</p>
<p><b>4</b></p> <p><b>72</b></p>	<p>The job requires predominantly <b>technical or specialist</b> knowledge, including an <b>appreciation of theory</b>. The jobholder needs <b>advanced</b> knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.</p> <p><b>And/or</b></p> <p>The jobholder also requires knowledge of a <b>wide range</b> of jobs and <b>associated</b> activities. Jobholders will generally need an <b>extended</b> period of relevant working experience to become fully competent and familiar with all aspects of the job.</p>
<p><b>5</b></p> <p><b>91</b></p>	<p>The job requires predominantly technical, specialist and <b><i>in-depth</i> theoretical</b> knowledge. The jobholder needs <i>further</i> knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.</p> <p><b>And/or</b></p> <p>The job also requires knowledge of a <b>broad</b> range of jobs and <b>organisational</b> activities. Jobholders will generally need a <b>significant</b> period of relevant working experience to become fully competent and familiar with all aspects of the job.</p>
<p><b>6</b></p> <p><b>109</b></p>	<p>The job requires <b>extensive</b> technical, specialist and theoretical knowledge. The jobholder needs <b>both breadth and depth of</b> knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.</p> <p><b>And/or</b></p> <p>The jobholder will generally need a <b>considerable</b> period of relevant working experience to become fully competent and familiar with all aspects of the job. The jobholder may <b>contribute to internal</b> working parties considering the <b>operational</b> implications of initiatives, developments or changes in legislation.</p>

## FACTOR 13 - KNOWLEDGE

Level	Definition
7	<p><b>In addition</b> to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires a <b>substantial</b> period of relevant working experience in order to acquire:</p> <ul style="list-style-type: none"> <li>• the <b>expertise</b> to assess the operational implications of proposed changes</li> </ul> <p><b>or</b></p>
127	<ul style="list-style-type: none"> <li>• an <b>in-depth</b> understanding of initiatives, developments or legislation in the <b>external environment</b> in which the Council operates to <b>contribute</b> to formal/external working groups considering a functional/ professional response to the implementation of change</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• to be able to provide specialist advice in a functional, professional, industry or national capacity, for example, to <b>represent</b> the Authority on an <b>ad hoc</b> basis on <b>external</b> bodies considering a functional/ professional response to change.</li> </ul>
8	<p><b>In addition</b> to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an <b>extensive</b> period of relevant working experience <b>and</b> an <b>in-depth</b> understanding of proposed initiatives, developments or legislation in the <b>external environment</b> in which the Council operates, in order to:</p> <ul style="list-style-type: none"> <li>• deal with more <b>complex</b> operational or functional issues across a <b>range</b> of disciplines</li> </ul> <p><b>or</b></p>
145	<ul style="list-style-type: none"> <li>• provide specialist advice in a functional, professional, industry or national capacity, for example, to <b>represent</b> the Authority on a <b>regular</b> basis on <b>external</b> bodies considering a functional/ professional response to change</li> </ul> <p><b>or</b></p> <ul style="list-style-type: none"> <li>• be <b>involved</b> in the assessment of the potential impact/implications of proposed change at a functional or corporate level, and <b>contribute</b> to the co-ordination and development of the Authority's <b>strategic</b> response, and to ensuring its preparedness for implementation of change.</li> </ul>

**FACTOR 13 - KNOWLEDGE**

<b>Level</b>	<b>Definition</b>
<b>9</b>	<p><b>In addition</b> to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an <b>extensive</b> period of relevant working experience <b>and</b> an <b>in-depth</b> understanding of <b>anticipated</b> or proposed initiatives, developments or legislation in the <b>external environment</b> in which the Council operates.</p> <p><b>And</b></p>
<b>163</b>	<p>Jobholders will be required to <b>assess</b> the potential impact/implications at a <b>functional or corporate</b> level, and to <b>initiate and direct</b> the development of the Authority's strategic response, and <b>ensure</b> its preparedness for implementation of change.</p>

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