

# **Job Role & Overview – Business Support 5 (Business Support Officer 1)**

## **Business Support Group**

The predominant focus for jobs in this group is the provision of business support, typically administrative, clerical and financial support to colleagues, supervisors and managers. This business support is likely to be delivered predominantly to colleagues and managers in the parent Service but may also be delivered to colleagues and managers in other Services. It may involve contact with external parties such as the general public, private organisations, and public bodies.

## **Knowledge & Experience**

The knowledge and experience typically needed to do the job can be acquired in a variety of ways for example through on the job training, relevant experience, or qualification generally equivalent to SVQ 3/HNC and working experience generally of 3 years for full competence and familiarity with all aspects of the job.

## **Decision Making**

Jobholders will work to existing procedures and policy and schedule their own workload with access to a supervisor. Appraisal skills will be required with involvement in business planning.

## **Typical Tasks & Responsibilities** (The following description is not exhaustive)

- Assessing situations to solve more challenging problems
- Contributing to section planning
- Implementation of processes/regulations/policy
- Organising and managing record systems for use in the Service
- Communication skills sufficient to inform or explain information to people unfamiliar with the subject matter
- Processing of financial documents such as cheques, invoices and cash receipting.
- Supervise employees on a daily basis.
- Application of personnel procedures such as appraisal, induction, selection
- Explain policies/procedures, including provision of informal training
- Accuracy in use of equipment e.g. to produce complex reports

## **Duties**

The attached overview sets out the typical demands for a Business Support 5 post. There are a broad range of jobs at this level. In order for jobholders to be fully effective, it may mean that training and development is required. The overview does not set out specific duties for each jobholder. It sets out broad requirements which are used for grading using the Scottish Councils' Job evaluation scheme.

Jobholders will have specific duties and responsibilities, set out in job descriptions, and which will change as service needs develop and change.

## Requirements

The information for each factor sets out the typical requirements of jobs in the Business Support group at this level. The language comes from the Job Evaluation Scheme.

The factor levels show the predominant level for all jobs covered by the overview.

<i>Working Environment</i>	<b>Level 1</b>
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The job predominantly involves working indoors. It could involve exposure to unpleasant, disagreeable or hazardous conditions for some of the working time.

<i>Physical Co-ordination</i>	<b>Level 3</b>
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Physical co-ordination is needed predominantly to use a keyboard and/or a "mouse" when undertaking computing activities, for example, the use of computerised financial management systems, operation of CAD or GIS systems etc. This requires a considerable level of precision. Driving may be required to enable the jobholder to manage the workload.

<i>Physical Effort</i>	<b>Level 1</b>
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The job is mainly in a sedentary position and requires no more than a basic level of physical effort.

<i>Mental Skills</i>	<b>Level 3</b>
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In the course of normal working, the jobholder is required to resolve problems or situations, applying existing rules, procedures or instructions to the more difficult or challenging problems that arise. The jobholder will require mental skills of analysis of information. Problems may be resolved by applying recognised analytical techniques. Information to resolve problems can come from a variety of different sources. The information is sometimes conflicting, requiring judgement by the job holder. The problems or situations are complex or difficult. This means that there is more than one way of interpreting information which may require assessment. The jobholder may plan or schedule.

<i>Concentration</i>	<b>Level 3</b>
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Enhanced mental or sensory attention is required for the day to day tasks and duties of the job, e.g. checking documents are complete/correct, undertaking inspections, preparing standard reports, arithmetic calculation. Short periods of enhanced attention of up to 1 hour at a time, are typically required to be sustained by the jobholder on a day to day basis, and typically deadlines create the most pressure for the jobholder day to day. These deadlines are externally imposed or outside the jobholder's control. This means imposed deadlines over which the jobholder has no

control, for example, final mail collection time or preparation of reports for committee cycle.

<i>Communication Skills</i>	<b>Level 3</b>
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The jobholder's communications in the course of normal working can be spoken or written and the most demanding type is either eliciting information from, or explaining information to, other people who are unfamiliar with the subject matter or advising, guiding or persuading in order to inform others.

<i>Dealing with Relationships</i>	<b>Level 1</b>
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The jobholder does not generally come into contact with people who are disadvantaged, abusive, threatening or otherwise demanding in the course of normal working.

<i>Responsibility for employees</i>	<b>Level 3</b>
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The jobholder has a responsibility for the work of employees or other people in an equivalent position, through allocating work and checking results. This is an ongoing, daily responsibility. The jobholder is also involved in the application and implementation of personnel practice.

<i>Responsibility for Services to Others</i>	<b>Level 3</b>
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The jobholder undertakes tasks or processes which contribute to the internal/external services provided by the Council to individuals, groups or the public at large. This is predominantly through applying regulations or Council policy. He/she ensures or monitors the implementation of regulations or Council policy.

<i>Responsibility for Financial Resources</i>	<b>Level 2</b>
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The jobholder has responsibility for financial resources which is predominantly for processing financial documents or transactions on a daily basis.

<i>Responsibility for Physical &amp; Information Resources</i>	<b>Level 3</b>
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The jobholder's primary responsibility for physical resources can vary, but typically can include manual and/or computerised data or information. His/her main role in organising and maintaining filing and/or record systems for service use.

The jobholder may also have responsibility for other resources such as for supplies and/or stocks, specifically the ordering (i.e. requesting items which may have to be specifically purchased from an external supplier, and will generally require countersignature, rather than processing purchase orders) and stock control of a limited range of supplies. This could include, for example, office stationery or food supplies for a school kitchen or vehicle parts for a workshop, etc.

<i>Initiative &amp; Independence</i>
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<b>Level 3</b>
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The jobholder is required to exercise initiative in the course of normal working. He/she normally works by 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) and is expected to deal with predictable problems. Access to a supervisor/manager is generally available for unusual or difficult problems.

<i>Knowledge</i>
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<b>Level 4</b>
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The jobholder requires predominantly administrative or organisational knowledge to do the job. This knowledge is normally acquired through vocational training or further education and experience. Advanced knowledge would typically be the minimum required to do the job, for example, SVQ3, HNC, Apprenticeships or equivalent. The jobholder also needs knowledge of a wide range of jobs and an understanding of relevant theory generally underpinned by an extended period of relevant working experience, in practice this might vary from 2 to 4 years to become fully competent and familiar with all aspects of the job.