

# **Job Role & Overview – Community Services 1**

## **Community Services**

The predominant focus of jobs in this group is the provision of front line services to external clients, with significant direct contact with clients. A number or range of tasks and processes may be delivered by jobholders.

## **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 level 1/standard grades, and relevant working experience of generally 1 year for full competence and familiarity with all aspects of the job.

## **Decision Making**

Jobholders will follow instructions or established practices with ready access to a supervisor. Situations will be interpreted and similar problems solved

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

- Significant physical effort e.g. standing for lengthy periods
- Communication with clients for example to gather information
- Scheduling of work.
- Cash handling or processing of financial documents e.g. invoices, delivery notes, orders
- Use of expensive equipment/ personal information/stock control
- Demonstration of tasks to new employees
- Precision in use of tools and equipment

## **Duties**

The attached overview sets out the typical demands for a Community Services 1 post. 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 Community Services 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 2</b>
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Physical co-ordination is needed predominantly to use a keyboard and/or a "mouse" and basic keyboarding skills are required to do this job, for example, to produce standard word processed documents, simple graphics or desktop publishing etc. Driving may be required to enable the jobholder to manage the workload.

<i>Physical Effort</i>	<b>Level 3</b>
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In the course of normal working, the jobholder is required to use limited physical effort on a frequent basis.

<i>Mental Skills</i>	<b>Level 2</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 judgement to resolve generally similar problems i.e. the jobholder is required to interpret information or situations. The jobholder may forward plan/schedule activities for him/herself and/or for others.

<i>Concentration</i>	<b>Level 3</b>
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Focused mental or sensory attention is required for day to day tasks and duties of the job. Short periods of focused attention of up to 1 hour at a time, are typically required to be sustained by the jobholder on a day to day basis, with deadlines typically creating the most pressure for the jobholder day to day. These deadlines are workload or service delivery related and primarily determined by the requirements of the workload or service over which the jobholder has some control.

<i>Communication Skills</i>	<b>Level 2</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 seeking information from, or providing information to, mainly external or internal contacts who are unfamiliar with the subject matter.

<i>Dealing with Relationships</i>	<b>Level 1</b>
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The jobholder has to deal with people who are slightly disadvantaged, abusive, threatening or otherwise demanding. Dealing directly with these people takes up to 20% of working time.

<i>Responsibility for employees</i>	<b>Level 1</b>
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In the course of normal working the jobholder has limited responsibility for the work of employees or others in an equivalent position. For example being required to demonstrate duties and provide advice and guidance to new employees, trainees and others.

<i>Responsibility for Services to Others</i>	<b>Level 2</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 the personal delivery of front line services to mainly external users.

<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 2</b>
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The jobholder's primary responsibility for physical resources can vary, but typically can include plant, vehicles, equipment and/or tools which he/she has to use to do the job and keep safe. This includes cleaning of equipment or daily checks etc. Individual resource items are typically expensive.

The jobholder may also have responsibility for buildings, premises, external locations or equivalent, their security specifically setting alarms and keyholding.

<i>Initiative &amp; Independence</i>	<b>Level 2</b>
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The jobholder is required to exercise initiative in the course of normal working to make routine decisions. He/she normally works by following instruction or working practices. Guidance is available in the course of normal working.

<i>Knowledge</i>	<b>Level 2</b>
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The jobholder requires predominantly procedural knowledge to do the job. This knowledge can be acquired through a variety of ways including on and off the job training. The jobholder has to undertake a number of different tasks. The job could only be done by someone who can read, write and count. Working experience, in practice this might vary from 6 months to 2 years, is required to become fully competent and familiar with all aspects of the job.