

# **Job Role & Overview – Management 2**

## **Management**

The predominant focus of jobs in this group is the direction and control of employees, in teams or at a Service level, with the management of significant financial, physical and information resources. Jobs in this group will have a significant business planning responsibility, for example the development of Service plans, as well as the identification of targets and the management of performance.

## **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 a qualification equivalent to SVQ level 4 or general degree, or professional qualification acquired without a degree and relevant working experience of generally 4 years for full competence and familiarity with all aspects of the job

## **Decision Making**

Job holders will be guided by established policy and procedures e.g. financial regulations, standing orders, codes of practice, and will work with minimal supervision.

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

- Direction of teams of employees
- Analysis of business problems and delivery of solutions
- A lead role in medium to long term business planning and scheduling of work of teams and team members
- Exercise of communication skills to convince other parties, e.g. senior managers, to particular courses of action
- The handling of challenging business relationships
- The management of service delivery
- Financial responsibilities, such as monitoring of budgets and ensuring value for money

## **Duties**

The attached overview sets out the typical demands for a Management 2 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 Management 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. 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 undertaken in a sedentary position and requires no more than a basic level of physical effort by the jobholder.

<i>Mental Skills</i>	<b>Level 5</b>
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The jobholder is required to resolve problems or situations, generally by applying analytical and problem solving skills to the more difficult or challenging problems that arise. The jobholder will require mental skills for analysis of information or strategic planning. Problems or situations are generally resolved by applying recognised analytical techniques. The problems or situations are diverse and complex. Information has several aspects, not all of which may be immediately apparent, and may require investigation and interpretation.

The jobholder also contributes to the development of strategies or plans for future implementation, or personally develops strategies or plans i.e. the need to look ahead to determine the series of activities/actions to ensure that required outcomes are achieved to timescale, standard, budget etc. more than 3 years ahead.

<i>Concentration</i>	<b>Level 4</b>
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Focused mental or sensory attention is required for day to day tasks and duties of the job e.g. presenting findings/conclusions/recommendations. 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. Typically interruptions create most pressure for the jobholder day to day. These interruptions are unavoidable.

<i>Communication Skills</i>	<b>Level 5</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 advising, negotiating or persuading. This is to convince others to adopt courses of action they might not otherwise wish to take. The jobholder requires informal advocacy skills.

<i>Dealing with Relationships</i>	<b>Level 3</b>
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The jobholder has to deal with people who are substantially 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 4</b>
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The jobholder has a responsibility for the work of employees or other people in an equivalent position, through directing activities. This means managing teams rather than first line supervision. He/she monitors team performance and evaluates work against a pre-determined programme and is responsible for the implementation of personnel practices.

<i>Responsibility for Services to Others</i>	<b>Level 5</b>
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The jobholder undertakes tasks or processes which contribute to the internal/external services provided by the Council. This is predominantly through assessing service requirements or client/customer needs. He/she assesses complex needs or service requirements (e.g. to establish a new area of service or improve service delivery/provision) and manages the quality and provision/delivery of programmes of activities or services.

<i>Responsibility for Financial Resources</i>	<b>Level 3</b>
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The jobholder has responsibility for financial resources which is predominantly budgetary, including compiling, estimating, authorising and monitoring, expenditure from agreed budgets. The budgets can be large to very large. The jobholder may have input to the budget setting process e.g. provision and analysis of information.

<i>Responsibility for Physical and Information Resources</i>	<b>Level 4</b>
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The jobholder's primary responsibility for physical resources may vary, but typically can include manual and/or computerised data or Information, organising and maintaining filing and/or record systems (i.e. operational determination of the structure; ensuring the integrity of the data, appropriate security, access and housekeeping;) for Service use.

The jobholder may also have responsibility for other resources such as managing the deployment of a range of plant, tools and equipment and other physical resources.

<i>Initiative and Independence</i>	<b>Level 4</b>
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The jobholder is required to exercise initiative in the course of normal working, working within Council policies and procedures and has scope to exercise discretion

over a limited range of activities, for example, activities found within a single team/unit.

Advice and guidance is generally accessible as and when required (i.e. the jobholder generally works autonomously and will decide when to seek advice or guidance) and the jobholder would be expected to consult his/her manager for advice. The jobholder can have an input to the development of strategy.

<i>Knowledge</i>	<b>Level 5</b>
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The jobholder requires predominantly organisational knowledge to do the job. This knowledge is normally acquired through vocational training or further education and experience. Further knowledge would typically be the minimum required to do the job, for example, SVQ4, HND, general degree or equivalent.

The jobholder needs knowledge of associated jobs and typically in-depth theoretical knowledge, for example, of concepts and principles associated with the application of a specific discipline. This would predominantly be acquired through formal education. Further education is generally required to gain the theoretical knowledge necessary to do the job, for example, to SVQ4, HND, general degree, professional qualification or equivalent level. Relevant working experience is required to underpin this theoretical knowledge, in practice this might vary from 3 to 5 years, to become fully competent and familiar with all aspects of the job.