

# **Job Role & Overview - Personal Care 3**

## **Personal Care**

The predominant focus of jobs in this group is the provision of services to primarily external clients. Jobs are designed to respond to client needs. There may well be face to face contact. Jobs may have a significant physical care element. The job will demand people skills

## **Knowledge & Experience**

The knowledge and experience typically required to do the job will be primarily practical and can be acquired in a variety of ways for example through on the job training, relevant experience, or qualification generally equivalent to SVQ 2/National certificate/Higher, and relevant working experience of generally 2 years 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

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

- Communication needed to complete tasks
- The provision of practical skills and support to clients
- Significant physical effort e.g. standing for lengthy periods
- Scheduling of work
- Routine decision making
- Face to face contact with clients
- Substantial contact with demanding clients e.g. in distress, abusive, aggressive
- Accuracy in the use of equipment
- Manipulation of records
- Handling of cash or processing vouchers, etc.

## **Duties**

The attached overview sets out the typical demands for a Personal Care 3 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 Personal Care 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 in the course of normal duties with exposure to unpleasant and mildly disagreeable conditions, substances and/or odours. Exposure to these conditions occurs for over 20% and up to 40% of working time.

<i>Physical Co-ordination</i>	<b>Level 2</b>
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Physical co-ordination is needed predominantly to use tools or equipment with a moderate level of precision for the main tasks in the job. 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 considerable physical effort such as lifting or carrying on a periodic basis. Standing or walking are frequently required.

<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 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 switching from one thing to another typically creating the most pressure for the jobholder day to day.

<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 3</b>
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The jobholder has to deal with people who are significantly disadvantaged, abusive, threatening or otherwise demanding. Dealing with these people takes more than 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. For example, being required to demonstrate duties and provide advice and guidance to new employees, trainees or 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.

<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 handling cash, cheques or equivalent such as vouchers, stamps, phone and fuel cards, tokens on a regular basis.

<i>Responsibility for Physical and 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 manual and/or computerised data or information. His/her main role in this is accessing (i.e. interrogation, analysis and verification of information) personal files or records. This primarily involves keeping records.

The jobholder may also have responsibility for other resources such as plant, vehicles, equipment and/or tools which he/she has to use to do the job and keep safe. Individual resource items can be expensive.

<i>Initiative and Independence</i>	<b>Level 2</b>
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The jobholder is required to exercise initiative in the course of normal working. He/she normally works to instructions and his/her workload is arranged by someone else. Problems are referred to a supervisor.

<i>Knowledge</i>	<b>Level 3</b>
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The jobholder requires predominantly practical knowledge to do the job. This knowledge is normally acquired through either on or off-the-job training and experience. This is to enable the jobholder to undertake a range of related tasks, some of which are relatively complex, either singly or in combination. The jobholder needs additional knowledge which would generally be acquired through further education or vocational/off-the-job training, is typically of a comprehensive nature including an understanding of the work of others, for example, highers, SVQ level 2 or equivalent qualifications including in-house and specialist external provision.

Relevant work experience, which might vary from 1 to 3 years, is required to be fully competent and familiar with all aspects of the job.