

Job Role & Overview – Professional /Specialist 6

Professional/ Specialist

The predominant focus of jobs in this group is the application of knowledge, experience and expertise within a discipline. There may be contact with other professionals/specialists. There may be resource and staffing responsibilities, although staff management is not the main demand. Jobs may involve policy/strategy development, as well as project management.

Knowledge & Experience

The knowledge and experience typically required to do the job can be acquired in a variety of ways, for example through on the job training, relevant experience, or typically a professional qualification in an appropriate discipline or equivalent such as SVQ level 5 or an honours degree, and experience of generally 5 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)

- Analytical skills will be used to deal with problems in their own specialism/discipline.
- The application of practical and theoretical knowledge
- The provision of technical/specialist/professional advice to various parties e.g. at external hearings
- Financial responsibilities, such as being accountable for extremely large expenditure from agreed budgets.
- Involvement in business planning e.g. section, Service, and scheduling of work.
- Supervision of a team of employees
- Responsibility for activities within team or unit
- Ongoing contribution to strategy and policy development.
- Responsibility for physical or information resources or procurement stock or security of premises
- Relationships with substantially demanding parties
- Service need assessment development and delivery.

Duties

The attached overview sets out the typical demands for a Professional/Specialist 6 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 Professional/Specialist 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.

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| <i>Working Environment</i> | Level 1 |
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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.

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| <i>Physical Co-ordination</i> | Level 2 |
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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 job holder to manage the workload.

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| <i>Physical Effort</i> | Level 1 |
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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.

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| <i>Mental Skills</i> | Level 5 |
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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 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.

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| <i>Concentration</i> | Level 4 |
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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 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 the most pressure for the jobholder day to day. These interruptions are unavoidable.

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| <i>Communication Skills</i> | Level 5 |
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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, guiding or persuading i.e. giving specialist, technical, or professional advice. This is to convince others to adopt courses of action they might not otherwise wish to take The jobholder requires informal advocacy skills.

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| <i>Dealing with Relationships</i> | Level 3 |
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As an integral part of the work, 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.

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| <i>Responsibility for Employees</i> | Level 3 |
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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.

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| <i>Responsibility for Services to Others</i> | Level 5 |
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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, to establish a new area of service or improve service delivery/provision. The jobholder may manage the activities/services, monitoring service quality and delivery, ensuring compliance to standards.

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| <i>Responsibility for Financial Resources</i> | Level 4 |
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The jobholder has responsibility for financial resources which is predominantly budgetary, including authorising and monitoring, extremely large expenditure from agreed budgets, contributing to the budget setting/estimating process. This would include provision, and analysis of information which is to be used by those who actually prepare to set the budget(s) concerned.

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| <i>Responsibility for Physical and Information Resources</i> | Level 4 |
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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, 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.

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| <i>Initiative and Independence</i> | Level 5 |
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The jobholder is required to exercise initiative in the course of normal working. He/she normally works within the broad framework of Council policy, and has scope to exercise discretion over a range of activities, for example, activities across a number of teams/units. Advice and guidance is generally accessible as and when required. The jobholder consults his/her manager for specific advice. The jobholder contributes to the development of strategy on an on-going basis.

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| <i>Knowledge</i> | Level 6 |
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The jobholder requires predominantly specialist knowledge to do the job. This knowledge is normally acquired through a professional qualification and experience. In addition to a degree or equivalent qualification a postgraduate qualification is typically required and considerable relevant work experience would also be needed to supplement these qualifications, from 4 to 6 years to become fully competent and familiar with all aspects of the job.