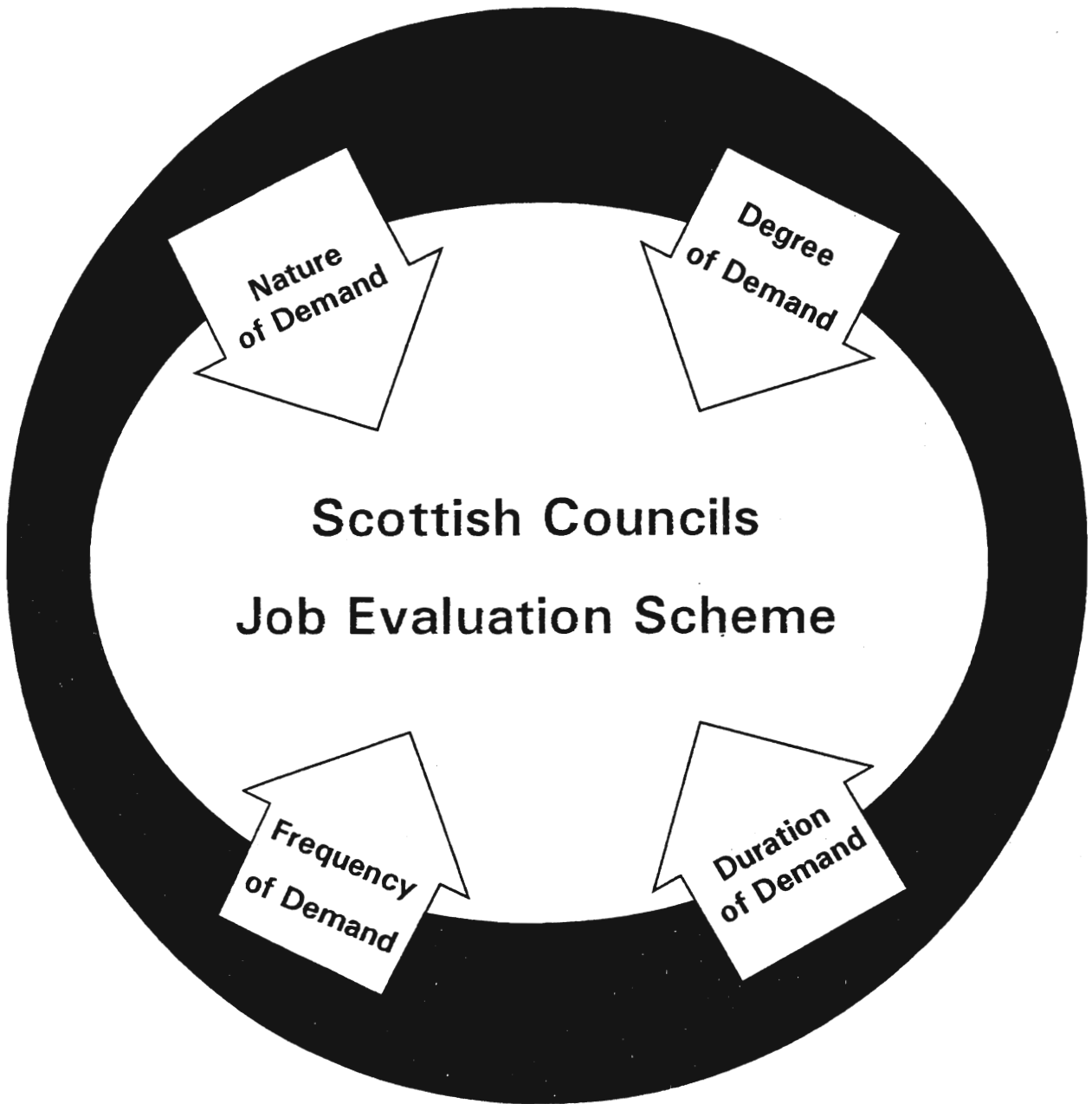


CoSLA JOB EVALUATION CONSORTIUM



Second Edition

Endorsed by the Scottish Joint Council

24th October 2002

NORTH LANARSHIRE COUNCIL
DIRECTOR OF ADMINISTRATION

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SCOTTISH COUNCILS' JOB EVALUATION SCHEME

Second Edition – Endorsed by the SJC October 2002

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SCOTTISH COUNCILS' JOB EVALUATION SCHEME

FOREWORD

The CoSLA Job Evaluation Consortium has developed a job evaluation scheme which reflects the range of jobs found in Scottish Unitary Authorities and which will support the move to a Single Status grading structure. The new Scottish Councils' Job Evaluation Scheme is based on the work carried out in England and Wales by the National Joint Council for Local Government Services (NJC).

Job evaluation is recognised to be the most robust method of achieving grading structures which satisfy the principle of 'equal pay for work of equal value', and which are both fair and transparent.

This manual is designed to assist individual Scottish Unitary Councils implement the new Scheme. Whilst the Scheme itself will be made available to all employees affected, this manual is most likely to be used by those directly involved in implementation of the Scheme at a local level: training and personnel officers, trade union officials, managers, and other members of staff acting as job analysts or steering group members.

The manual provides information on:

- the principles of job evaluation which must be maintained throughout the process to ensure the integrity, robustness and acceptability of the Scheme
- the recommended process of job evaluation to be applied in Scottish Unitary Authorities, from project set up, through information gathering to evaluation
- practical considerations relating to the implementation of the Scheme.

Guidance on the development of pay and grading structures is not contained in this manual, as these processes should be separate from any job evaluation exercise. Best practice guidance and model structures, for use by the employing authorities, will be made available from the CoSLA Consortium.

THE DEVELOPMENT OF THE SCOTTISH SCHEME

On 30th March 1999 the Scottish Councils' decided to test and modify the single status job evaluation scheme developed by the National Joint Council (NJC), to ensure its suitability for implementation in Scotland, specifically:

- to accommodate the additional grades within the current Scottish grading structures for APT&C Staffs and Manual Workers
- to ensure the full range of job demands likely to be found in the job population is captured by the Scheme, in particular, those jobs which are unique to Scotland
- to reflect the culture, values and new ways of working adopted by the Scottish Unitary Authorities

The development of the Scottish Scheme was overseen by a Project Steering Group which had a joint membership, involving Trades Union and Employers' representatives. Members of the Steering Group were drawn from Aberdeen City, Aberdeenshire, Angus, City of Edinburgh, East Lothian, Fife, Glasgow and South Lanarkshire Councils. On behalf of the Consortium, I would extend our appreciation of the commitment shown by the Steering Group members over the course of a long project, and our thanks for their insight and experience in determining the best way forward in this important aspect of the Single Status agreement.

The development work was undertaken by a team of 9 Job Analysts drawn from Aberdeen City, Aberdeenshire, Dundee City, East Ayrshire, Falkirk, Fife, South Ayrshire, West Dunbartonshire Councils and Tayside Contracts, under the guidance and supervision of Consultants from Eglinton Management Centre whose responsibility it was to ensure that the Scottish Councils' Job Evaluation Scheme:

- complies with the Equal Pay Act
- adopts the good practice guidance published by the Equal Opportunities Commission, i.e. "Job Evaluation Schemes Free from Sex Bias"
- follows the ACAS Code of Practice on Job Evaluation
- adopts accepted best practice
- is based on recognised statistical techniques.

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The Job Analyst Team undertook a much more highly complex and technical piece of work than had originally been envisaged, and did so with unfailing patience and good humour. Their skills and experience made a significant contribution to the successful development of the Scheme, and I am confident that their hard work will stand local government in Scotland in good stead over the coming years.

Testing the Scheme

In testing the NJC Scheme the Job Analyst Team used a representative sample of jobs, gathering information from jobholders in every Scottish Authority. Using the content of these jobs, the Team tested the suitability of the NJC Scheme in respect of:

- the structure and definitions of each of the 13 factors making up the evaluation framework - to ensure that it captures the full range of demands likely to be found in the Scottish job population, and to ensure there is no double-counting, omission or elision of demands
- the relevance of the level definitions - to ensure these reflect the nature of work as it is undertaken in the Scottish Authorities
- the step changes in demand between the levels defined under each of the 13 factor headings - to ensure that these reflect the full hierarchy of job demands
- the clarity of language of the factor and level definitions - to ensure that these reflect the culture and values of the Scottish Unitary Authorities.

Testing the Software

Having determined what modifications were required to the NJC Scheme to develop the Scottish Councils' Scheme, the Job Analyst Team then adapted and modified the computerised version of the NJC Scheme which had been developed by Pilat (UK) Limited. The Team tested the software to ensure:

- that it reflected the modifications made to develop the Scottish Councils' Scheme
- the relevance of the question and answer streams
- the clarity of the language and terminology used

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- that appropriate guidance is available in the help screens
- its 'user-friendliness' from the perspective of both jobholders and job evaluation practitioners.

User trials of both the final draft of the Scottish Councils' Scheme and the software were conducted by North Ayrshire Council and the Highland Council. Feedback from the jobholders and practitioners participating in these trials was used to make further amendments and refinements to the software and supporting documentation.

Agreement

In February 2000 the draft Scheme was presented to the Scottish Joint Council, and issued to the Consortium's member Councils for Consultation. At the same time the views of the Equal Opportunities Commission (EOC) were sought. Feedback from Councils and the EOC was both positive and constructive, and a number of further amendments to the language and guidance of the Scheme were made as a result.

The final draft of the Scheme was endorsed by both Sides of the Scottish Joint Council on 20th April 2000. The Scottish Councils' Job Evaluation Scheme is a robust and cost effective means of evaluating jobs, and provides Authorities with a sound platform to develop grading and pay structures in support of the Single Status agreement which will last for many years.

On-going Maintenance of the Scheme

A Consortium User Group has been established to ensure that the Scheme and its supporting software are properly maintained and to address issues raised by User Councils as they work on its implementation. These issues are considered by the Scottish Job Analyst Team who make recommendations for action if appropriate.

The Scheme was first updated in April 2001 to provide clarification in particular areas and to correct a number of errors in the software. A further and more extensive update was undertaken in 2002 to improve the Scheme and the software in the light of experience gained by Users in applying the Scheme. The Trades Unions were consulted on the detailed changes recommended by the Scottish Job Analyst Team, and these were discussed and agreed for consideration and endorsement by the Scottish Joint Council. The changes to the software were tested by the Teams at Aberdeenshire, Dumfries & Galloway, Dundee City, Highland, Scottish Borders and Orkney Islands Councils prior to the updated software being

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issued to Users. No further updates will be undertaken to either the Scheme or the software until after the implementation date of April 2004.

Finally, I would like to extend thanks to those Councils who continue to second key members of staff to support the work of the Pay and Grading Task Group, the Scottish Job Analyst Team, and the Joint Working Party.

PETER HAY
Pay and Grading Task Group Chair
October 2002

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SCOTTISH COUNCILS' JOB EVALUATION SCHEME

SECTION 1 - PRACTICE MANUAL

THE PRINCIPLES OF JOB EVALUATION

The Scottish Employers and Trades Unions agreed the following principles as the basis for the development and implementation of the Scottish Councils' Job Evaluation Scheme:

1. applicability to all existing manual worker and APT&C job types
2. applicability to all future job types developed as a consequence of the Single Status Agreement
3. equal opportunities in the context of equal assessment of pay for work of equal value
4. analytical assessment, i.e. assessment of the job by means of a number of aspects (factors) and measure each of these separately through the award of points to levels within each factors
5. acceptability to both Sides of the Scottish Councils
6. availability within a jointly agreed timescale
7. transparency in its application
8. cost effectiveness in terms of its cost, design, implementation and maintenance; and
9. integrity and ease of use.

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Throughout the development stages of the Project, the Job Analyst Team worked to the accepted principles of good job evaluation practice, specifically:

- **evaluate jobs not people** - evaluation is of the content of job and not of the abilities or performance of the individual jobholder
- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to competent standard by a fully trained and experienced individual

- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.
- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

Inclusive, open and transparent

Job evaluation gains maximum acceptance and credibility when it is inclusive, open and transparent. The NJC Scheme was developed jointly. The development of the Scottish Councils' Scheme was undertaken by a Consortium of the employing Authorities. However, the approach adopted and the final Scheme have been endorsed by the Scottish Joint Councils.

The Project benefited from the involvement of Trades Union representatives on the Steering Group and it is expected that individual Councils will find a similarly inclusive or participative approach beneficial in implementing the Scheme locally.

Information on the Scheme and the processes being adopted locally should be made readily available to all employees affected by job evaluation to ensure that they understand:

- why the Scheme has been devised
- the principles of equal value and fairness on which it is based
- the factor framework against which jobs will be evaluated
- how the Scheme will be applied locally, and their possible role within that
- the arrangements for appealing against the outcome of evaluation
- the provisions agreed for protection of those adversely affected
- any provisions which the Authority may make for phasing implementation and/or the results of the evaluation exercise.

Individual Councils are advised to establish mechanisms and procedures to ensure successful implementation, including a local Project Steering Group, a Job Evaluation Project Team and Manager, and a Team of trained Job Analysts. (The roles and remits of each of these is explained in detail below).

Equality

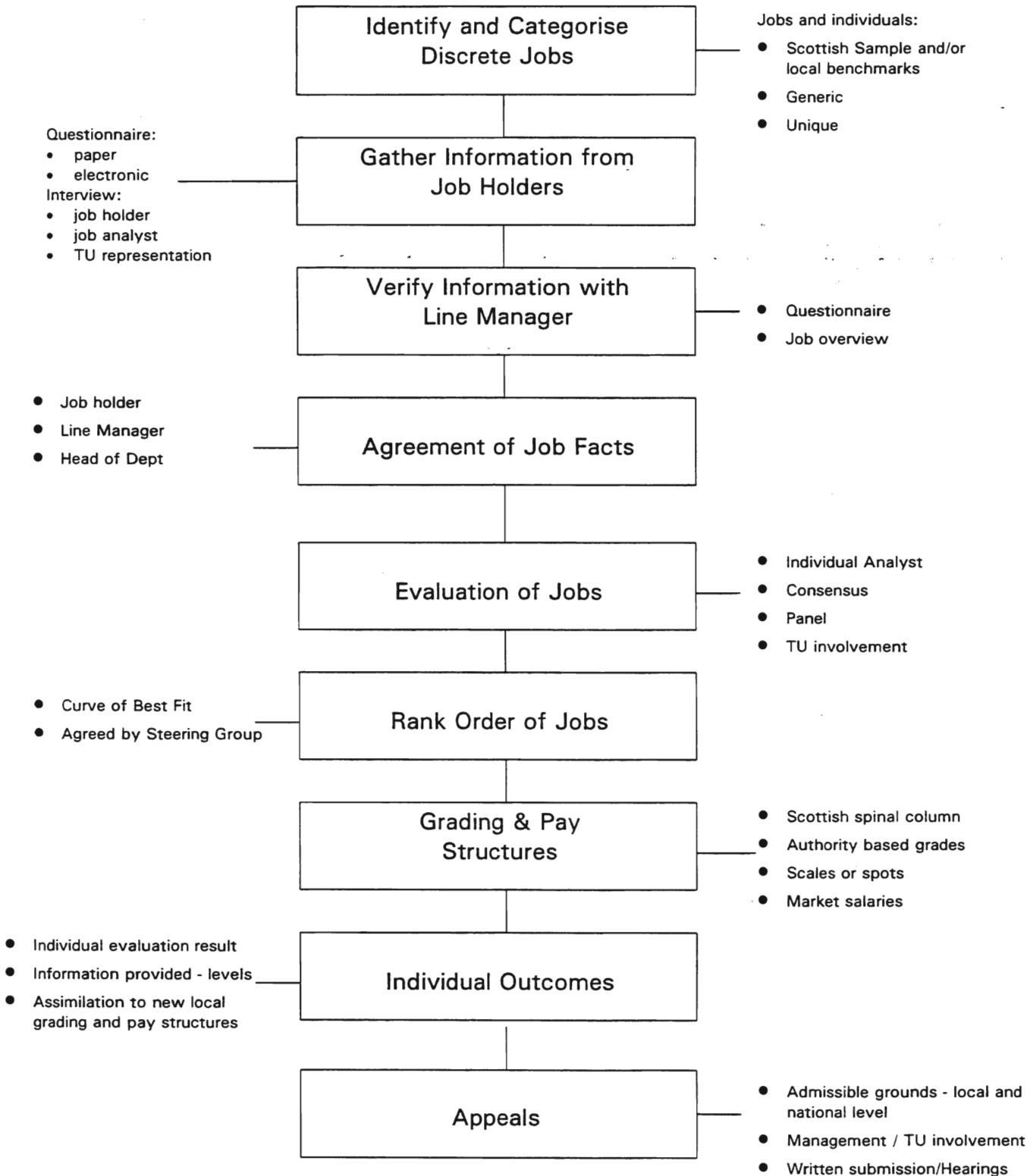
Throughout the process, job evaluation has to be, and be seen to be, free of bias and discrimination on the grounds of race, gender, sexuality, religious belief, age and disability. This is one of the responsibilities of the Job Evaluation Project Manager, who will make regular reports to the local Project Steering Group who have overall responsibility for the implementation of the Scheme. Particular attention should be paid to:

- the make-up of the local Steering Group, the Job Analyst Team and the Appeals Panel
- the selection of the benchmark sample of jobs
- the way in which information is gathered
- how information about the Scheme is communicated
- access to and the conduct of appeals
- training those who will be applying the Scheme at local level
- monitoring the outputs of the evaluation process.

Equality training is essential for all members of the local implementation Project Team, particularly members of the Job Analyst Team and the Appeals Panel. The CoSLA Consortium has agreed that training will be provided by Eglinton Management Centre for Project Managers and Job Analysts, and this will include the concept of 'equal pay for work of equal value' and practical steps to avoid bias.

Monitoring mechanisms should be in place to ensure that the results of evaluations and appeals do not suggest any evidence of bias within the Scheme, or the way in which it is implemented. Initial monitoring should be undertaken after the evaluation of the benchmark jobs and before any development work is done using the benchmark results, to ensure any issues are addressed at the earliest opportunity. Further monitoring should take place after any pilot exercise and before full implementation of job evaluation results. Monitoring should be undertaken on an ongoing basis when the Scheme has been fully implemented as part of the audit process to ensure continued consistency and fairness. Guidance from the Equal Opportunities Commission "Notes on Monitoring the Results of a Job Evaluation Scheme" will be made available to all Councils.

THE EVALUATION PROCESS



The diagram above illustrates the key steps in the evaluation process. The details of how each step is carried out in practice will vary according to local circumstances,

and should be the subject of discussion and local agreement with the Trades Unions. The role of Trades Union representatives in providing jobholders with assistance and support throughout the process should be recognised.

The main steps in the evaluation process are as follows:

Identify and Categorise Discrete Jobs - the Job Evaluation Project Team will need to ascertain how many 'discrete' jobs will require to be evaluated in their Council. In order to implement job evaluation for every individual employee affected, an individual job evaluation result will be needed to assimilate individuals to the new grading and pay structures. The Project Team will therefore need to identify, provisionally, which of the following categories applies to each individual:

- a 'benchmark' job - one of the representative sample of jobs used for evaluation purposes to develop the new structures to be applied to all jobs - 'benchmarks' are jobs to which a number of jobholders can be matched at a later stage
- a 'generic' job - where a number of jobholders do broadly similar work and can be covered by a single evaluation; or where the core activities are the same and any differences can be evaluated by factor comparison or partial evaluation. Benchmark jobs may provide a starting point for some generic jobs, others may have to be evaluated from scratch.
- a 'unique' job, probably done by only one individual - which will need to be evaluated separately. It is unlikely that evaluations for such job will be useful in the evaluation of jobs other than immediate superiors or sub-ordinates of the original unique job holder.

By categorising every individual employee in this way, the Project Team will be able to estimate how many individual evaluations will be required as either benchmark or unique jobs; how many jobholders can be 'matched-in' to benchmark or generic jobs; and how many jobholders will require partial evaluation against a benchmark or other job. This will enable the Project Team to scope the workload for the Job Analyst Team in terms of information gathering and evaluation of jobs. Assimilation proposals should be the subject of consultation with Trades Union representatives.

Identify a Representative or 'Benchmark' Sample of Jobs - to apply the Scottish Councils' Scheme at local level, and allow the development of grading and pay structures based on the results of the job evaluation exercise, a representative sample of jobs will need to be identified, these are often referred to as 'benchmark' jobs. Again, the proposed sample should be the subject of consultation with Trades Union representatives. (Criteria for selecting these jobs are set out below).

Reference materials from the sample of jobs used in the development of the Scottish Councils' Single Status Job Evaluation Scheme will be available, and these job facts may be utilised at local level providing there is agreement between jobholders and

line managers that the job content accurately reflects the local job. However, the sample will need to include local jobs to ensure that it properly reflects the relativities between jobs within the individual Council. Neighbouring Councils may wish to consider sharing information on benchmark jobs, where there is sufficient commonality of job content to allow jobholders and line managers in each Authority to agree the job facts.

Gather Information from Job Holders - the quality of information gathered about jobs is central to the success and credibility of the job evaluation process. Different methods may be appropriate depending on the stage in the project, generally a 'belt and braces' approach is considered safest in terms of the benchmark jobs. The process may include some or all of the following:

- completion of a standard questionnaire
- answering a computerised question stream
- discussion with a Job Analyst
- verification of a job overview document.

In practice therefore, benchmark job holders may be asked to complete a questionnaire and subsequently answer a computerised question stream with the support of a Job Analyst. Non-benchmark jobholders may be asked to do one or the other. All jobholders will be asked to verify the outputs of the evaluation process in conjunction with their line manager. Jobholders should be advised that Trades Union assistance will be available should they wish it. Job Analysts should encourage jobholders to be relaxed in their approach and acknowledge that Trades Union assistance may help to achieve this.

The Steering Group will need to determine the most appropriate means of information gathering depending on local circumstances, balancing the need for jobholder involvement and project credibility against the project timescale and resources available. Using different methods to gather information about the same job from a number of jobholders increases confidence in results and enables cross-checking of any inconsistencies, which ensures that it is job demands which are being assessed rather than individual experiences or preferences. However, it must be stressed that there are 'no short cuts' in gathering information for job evaluation purposes, as with many other processes the quality of the information gathered is reflected in the quality of the outputs.

Questionnaire - completion of a standard questionnaire provides part of the 'audit trail' of evaluation facts and decisions, and ensures a consistent approach is taken across the variety of jobs being evaluated. At the benchmark stage it provides a useful means of preparing the jobholder for the type of question they will be asked and information they will need to provide. At later stages, the use of questionnaires allows a number of jobholders to have an input into the process, and enables evaluation outputs to be checked against a number of inputs. The source of any inconsistencies can then be identified and resolved to ensure that evaluation

decisions are based on factually accurate information. Questionnaires also provide a straightforward means of gathering information (for subsequent evaluation) regarding similarities and differences in job content from jobholders whose jobs are a partial match to either a benchmark or generic job.

Discussion with Job Analysts - trained Job Analyst(s) should assist jobholders in completing the standard questionnaire, if necessary, and in answering the computerised question stream, to ensure consistency of approach. (Generally two at the benchmark stage, and either one or two at later stages, depending on the resources available). Discussions should generally take place with the job holder alone, or with a colleague or trades union representative present, if the jobholder wishes. Line managers will be involved in the process at a later stage, and it is therefore not appropriate for them to be involved in information gathering.

Evaluation of Jobs - where information has been gathered by the jobholder completing a standard questionnaire, it should be entered into the computerised job evaluation system by a trained Job Analyst. Information may be entered directly into the computerised job evaluation system during the discussion between the jobholder and the Job Analyst

The evaluation of jobs should be conducted by a minimum of two Job Analysts, including those involved in gathering information from the jobholder. The functionality of the software allows a number of evaluations to be done of the same job, in particular where a number of different methods have been used to gather information, which can then be finalised as the agreed evaluation of that job. Where there are inconsistencies in the evaluation of the same job based on different methods of gathering information, these must be checked and resolved before the factual basis of the evaluation is finalised.

Evaluation may also be undertaken by a Panel of job Analysts, particularly in respect of the benchmark sample of jobs. All members of a local Job Analyst Team must receive appropriate training before conducting evaluations, including any members of the Team nominated by the Trades Unions as part of a local implementation agreement. However, subsequent evaluations may be undertaken by teams of two. It is not considered best practice to have evaluation decisions taken by one individual without scope for discussion. Evaluation decisions should always be reached by consensus, with a Chairperson appointed to ensure consistency, objectivity and fairness.

The evaluation output should be forwarded to both the jobholder and their line manager for comment and verification. This output is the job overview document showing job purpose, key tasks, and job demands under the factor headings of the job evaluation scheme, it will not include any scoring information until the information used for evaluation purposes has been verified by the jobholder, their line manager, and Head of Department, if appropriate.

Verify Information with Line Manager - the computerised job evaluation system produces a 'job overview' document based on the information input in response to the questions asked in the questionnaire or the computerised question stream. The document will also contain illustrative examples of job demands under the various factor headings, these should help place the demands of the job in context within the overall demands of the job population. It is the responsibility of the line manager to ensure that the information provided by the jobholder is factually accurate, and neither over-plays nor under-plays the content of the job.

Agreement of Job Facts - the content of the job overview document should be discussed, agreed and signed-off between the jobholder and their line manager. The Head of Department may wish to take an overview of the facts of a range of jobs, and be involved in agreeing key jobs, if appropriate. Any amendments to the document should be discussed and agreed by consensus, if the jobholder wishes to involve a Trades Union representative this should be accommodated.

If jobholders and their line managers are unable to agree the content of the document they should seek the assistance of the relevant Job Analyst in the first instance, to ensure that both parties to the discussion understand the various factor headings and how they are to be applied. If they are still unable to reach a consensus regarding the facts of the job, the matter should be referred to the Head of Department for clarification of the job content through discussion with the relevant Job Analyst.

Rank Order of Jobs - the result of the evaluation of the representative sample of jobs is a weighted rank order of jobs, from highest scoring or most demanding, to the lowest scoring or least demanding. The rank order is based on the internal relativities between the jobs according to the factor headings of the new job evaluation Scheme, it does not take account of current grading, salary or status. These results will be used to develop new grading and pay structures for the individual Council. The need should be reviewed by the Job Analyst Team and the Job Evaluation Project Team to ensure any inconsistencies in terms of the application of the Scheme or factual inaccuracies of the benchmark jobs have been addressed, before the results are used for grade modelling.

Assimilation - the local Project Steering Group will need to consider and agree on a process of assimilation by which an individual evaluation outcome can be determined for every employee within the job population. Individual job evaluation outcomes are required in order to determine each employee's placing on the new single status grading and pay structures.

Consideration will need to be given to how best to:

- utilise and deploy resources
- ensure evaluation decisions are based on information of sufficient quality
- ensure employees have an appropriate opportunity to participate in the process
- complete the process within a reasonable timescale.

Guidance on the principles and practice of developing grading and pay structures, and on modelling associated costs, will be made available separately.

Appeals - under the ACAS Code of Practice every employee to whom job evaluation is applied has an individual right of appeal. A model appeals procedure is included in this manual, including admissible grounds of appeal. Consideration will need to be given by the local Steering Group to the timescale and mechanisms of the appeals process.

APPLYING THE JOB EVALUATION SCHEME

The Role of the Project Steering Group

The role of the local Project Steering Group is to manage and control the direction of the job evaluation project at individual Council level, without becoming involved in the day-to-day work. It should include senior management representatives from as broad a range of functions as possible, to demonstrate ownership and commitment. To facilitate the smooth implementation of the Job Evaluation Scheme, it is advised that Trades Union representatives should be involved in the Project Steering Group. The exact detail of this involvement is a matter for local determination. Its work will generally be supported by a Project Manager and Project Team from personnel, and its main tasks include agreeing:

- project roles and responsibilities, resources, milestones and timescales
- the membership of the Job Analyst Team
- the make-up of the representative or 'benchmark' sample of jobs
- the evaluation process to be adopted according to local circumstances
- the involvement of the Trades Unions
- a programme of communications with employees
- the categorisation of individual jobholders as benchmark, matched, generic or unique, and the mechanisms to be used to apply the Scheme across the employees covered by the job population
- the timetable and programme of work required to be undertaken by the Job Analyst Team in respect of information gathering and evaluation
- the final weighted rank order of jobs

- the assimilation process to move all affected employees to the new grading and pay structures
- the effective date(s) of implementation of evaluation results to individual employees
- the mechanism and timescale of the appeals process.

Members of the local Steering Group will also be involved in planning the Council's implementation strategy from the outset, in recommending changes arising from Equality Monitoring reports from the Project Manager, and may participate in discussions to reach agreement with the Trades Unions in relation to local circumstances.

Selecting the Job Analyst Team

As the public face of the job evaluation process, members of the Job Analyst Team will have a significant impact on the credibility and acceptability of the new Scheme.

The local Steering Group should adopt the following points of best practice in selecting members of the Team, who should:

- reflect the make-up of the evaluation job population in terms of gender and ethnic minority balance
- include a spread of people from different functions and levels in the Council
- include members of the Personnel Team, particularly if there are de-centralised personnel resources.

The Job Analyst Team may also include Trades Union nominees, subject to local agreement, and needs to be of a workable size relative to the number of discrete jobs identified and the estimated workload. A larger Team allows individual members to undertake project work on a part-time rather than full-time basis and is therefore less disruptive. A larger Team also provides the benefit of a greater collective breadth and depth of experience, and a larger pool of resources to be drawn from in the longer term.

Ideally, the Job Analyst Team should be made up of individuals who:

- can work effectively as a member of a team
- demonstrate effective interpersonal and communication skills, and will be able to articulate their point of view in a team situation

- will be comfortable interviewing colleagues at different levels in the Council
- are capable of absorbing a large volume of detailed information over a short period of time
- have some years experience of working in Local Government, and have perhaps worked in a range of functions or departments
- are generally respected throughout the Council and will be acceptable to the wider job population.

Individuals who are currently in dispute with the Authority on a matter of grading or pay might not be viewed as objective by their peers. However, this should not preclude anyone who is pursuing a dispute which is not material to either pay or grading.

It is essential that all Analysts (and substitutes, if required) undergo extensive training to equip them with the knowledge and skills required to carry out their role effectively. This training must include the issues of equality, equal pay and the concept of 'equal pay for work of equal value' in accordance with the guidance published by the Equal Opportunities Commission.

Selecting the Sample of Jobs

A representative sample of jobs, or 'benchmark', will need to be used by the Job Analyst Team to implement the Scottish Council Single Status Scheme. These jobs provide a basis against which all other jobs in the Council can be evaluated, and the results of their evaluation will be used to develop the grading and pay structures.

The jobs chosen to make up the benchmark sample should:

- be broadly representative of the entire range of work across the job population
- include jobs from every functional area of the Council
- include jobs in each of the grades used in the current structure
- include jobs which are undertaken by large groups of employees
- include jobs which are undertaken by employees of predominantly one sex
- include widely accepted 'touchstone' jobs, i.e. jobs which most employees understand the content of, and could compare that of their own job to .

Again, jobs which are currently the subject of a grading or pay dispute should be avoided, if the matter under dispute is material to the facts or content of the job. Again, this should not preclude any job under dispute, but only those where it would be difficult to establish and agree accurate job facts.

Selecting Individual Benchmark Job Holders

In selecting individual benchmark job holders to provide the required job information, it is best to identify individuals who:

- have at least 2 years experience in the job
- are reasonably articulate
- have sufficient communication skills to complete a questionnaire or review a job overview document
- will be comfortable discussing their job with a trained job analyst
- are broadly representative of the people doing that job - in other words are neither high fliers nor under-performers.

Gathering Job Facts

Depending on local resources and access to technology, information on job facts and content for job evaluation purposes can be gathered from jobholders in both, or either, of the following two ways:

- directly input into the computerised version of the Scheme in the course of a discussion between the jobholder and a trained Job Analyst(s)
- or
- input from a standard job evaluation questionnaire completed earlier by the jobholder, and with reference to existing job descriptions or job outlines where these are accurate and up-to-date.

For benchmark and unique jobholders a 'belt and braces' approach of both questionnaire and discussion with a Job Analyst is advisable to ensure full information is captured. For comparative evaluations either the questionnaire or a discussion with a Job Analyst should provide enough information.

The three components to the information gathering process can be used together or separately at different stages in the job evaluation exercise. However, all jobholders should receive a job overview document regardless of whether they have completed a questionnaire or answered the computerised question stream in discussion with a Job Analyst.

1. Job evaluation questionnaire

The questionnaire will be available in both paper and electronic form, and can be used as a briefing document to help jobholders familiarise themselves with the job evaluation factors and the type of questions they will be required to answer in the evaluation process.

Use of a questionnaire ensures that standard information is collected in a consistent manner across the benchmark. The questionnaire serves a number of purposes:

- it provides an indication of how the job evaluation scheme will assess jobs, and helps job holders prepare for the discussion
- the completed questionnaire helps Job Analysts prepare for the discussion (if this is part of the agreed process) by identifying any gaps in the information provided, or any clarification required
- the completed document forms part of the audit trail of the evaluation process.

The questionnaire should be returned to the Job Analyst in advance of the job evaluation discussion, described below, if appropriate. The questionnaire can also be used as a standard proforma for capturing information during the discussion where jobholders would rather not complete the document beforehand.

2. Job evaluation discussion

If it is part of the agreed process, jobholders meet their assigned Job Analyst(s) to discuss their job in detail, and may or may not have completed a questionnaire beforehand. Jobholders may seek the assistance of their Job Analyst to complete the questionnaire, which then forms part of the audit trail for their job.

A discussion is generally necessary as part of the information gathering process for benchmark, unique and more complex jobs, and is less necessary for less complex jobs, or jobs being evaluated in comparison to a benchmark or other generic job.

The purpose of the discussion between jobholder and Job Analyst is twofold:

- to ensure appropriate information is collected on which to base the evaluation of the job
- to ensure job holders have an opportunity to fully explain how their job is done in practice.

The objective of the discussion is to provide as full and detailed a picture of the job as possible, which can then be analysed and evaluated under the factor headings of the job evaluation Scheme. Information can be input into the computerised system

directly during the discussion, as the Job Analyst guides the jobholder through the question and answer options generated by the computer, or it can be input by the Job Analyst from the questionnaire answers. The role of the Job Analyst is to ensure that the jobholder understands the terms used, to draw attention to the available guidance, and to help identify the most appropriate response to questions and ensure the jobholder selects answers which best describe the demands of the job.

It is generally the case that two Job Analysts work together to gather information on benchmark jobs. Typically, the Lead Analyst would ask most of the questions and lead the discussion. The Supporting Analyst would mainly act as note taker, but would also ensure that sufficient information is collected about all aspects of the job under the headings of the factor framework.

Discussions typically last around an hour, but may take up to half a day for more complex jobs. Discussions should take place at or near the job holder's normal place of work, and they should be arranged, as far as possible, at a time suitable to the job holder's patterns of working. It is important that the discussion is conducted in private and without interruptions. If the job holder's normal place of work does not allow this, arrangements should be made to have the discussion elsewhere, with a visit to the work place either before or after, or during a break in the interview. Jobholders may be accompanied during the discussion by a colleague or Trade Union representative, if they wish.

The Job Analyst will base information gathering on the discussion with the jobholder and any questionnaire completed, if appropriate; and should ensure that the job holder is not being coerced, or influenced in any way by any person accompanying them during the discussion.

The information gathered during the discussion can either be input directly into the computerised version of the Job Evaluation Scheme, in response to the question stream generated by the software; or the information can be noted for later (or possibly remote) input by the Job Analyst depending on the information gathering methods and resources being deployed.

3. The job overview document

The computerised job evaluation system produces an job overview document as a summary of the information input during the discussion or from the questionnaire. This is the key document in the evaluation process, and its purpose is to ensure that evaluation decisions are based on accurate and agreed job facts. The overview document will:

- identify the purpose of the job, and its position in the Council
- briefly describe the main tasks and responsibilities involved

- contain analytical information about the nature, degree, frequency and duration of job demands set out under the factor headings of the job evaluation scheme. This will include illustrative examples of the type of demand envisaged.

The Job Overview document is designed to support the job evaluation process and is therefore quite different in style and content from the job descriptions, job outline and role specifications which the Council current uses for recruitment and grading purposes. The information provided under Job Purpose and Key Objectives is descriptive and included to assist those reading the Overview document to gain a broad picture of the nature and content of the job. The information provided under the factor headings is more analytical and relates directly to the definitions of demand contained in the Scheme.

The Construction of the Job Overview

Within the CoSLA Gauge software there is a question and answer 'tree' relating to each of the 13 factors. An illustration of a 'tree' is set out at page P20. The questions provide a structure for the discussion between the Job Analyst and the Benchmark Jobholder, and are intended to elicit the information necessary to assess the demands of the job in relation to the specific factor heading. In accordance with the principles of job evaluation, the questions therefore seek to establish:

- *The nature of the demand on the Jobholder in terms of the definition of the factor*
- *The degree of demand or the extent to which the demand is required*
- *The frequency of the demand or how often it is required*
- *The duration of the demand or for how long it has to be sustained.*

A range of possible answers is provided for each question – sometimes this is a simple choice between 'yes' and 'no'; sometimes there is a series of ranges, for example, 'up to 20%' or '20% to 40%' etc; and sometimes there is a selection of descriptive sentences to choose from, such as 'working at own pace' or 'working at a pre-determined rate'. Where there are descriptive sentences to choose from the software provides 'helpscreens' with definitions of the language used and examples of tasks, activities or jobs which illustrate that answer option.

The Jobholder and Job Analyst consider the various options available, and discuss the examples in the helpscreens, in order to identify the available answer which best characterises the demands of the job in relation to the specific factor heading. The software only allows one answer to be chosen, and the Jobholder and Job Analyst need to consider carefully the predominant demand of the job as it is normally undertaken in order to identify the most appropriate answer. The examples in the helpscreens may or may not be relevant to the particular job, but they will help the

Jobholder and Job Analyst draw an equivalence between the demands of the job and the definitions of the Scheme. Where the information in the helpscreens is not particularly relevant the Jobholder can provide further information or an example from their own job by using the comments box which is available for every question.

The CoSLA Gauge software summarises the information provided under each factor heading by replicating key elements from:

- *The questions asked*
- *The answers selected*
- *The examples provided in the helpscreen which relate to the answer chosen.*

The Job Evaluation Scheme and the supporting software are designed to evaluate the demands of all jobs across what were previously separate APT&C and Manual Workers job populations. To encapsulate and the full range of job content and reflect the diversity of the nature of the work undertaken the language of the Scheme and of the question and answer trees has to be fairly broad and generic.

The paragraphs generated by the software may not be particularly elegant or grammatically correct in their construction, but they are a faithful summary of the route through the available branches of the question and answer tree chosen by the Jobholder with the help of the Job Analyst. Under each factor heading, before the summarised information, there is a health warning, as follows:

“The information provided under each factor heading includes illustrative examples drawn from the help screens of the computerised job evaluation scheme. Accordingly, these examples may not relate particularly well to this specific job as they were designed to reflect the whole job population. Jobholders and line managers are therefore asked to consider these examples in the context of being equivalent to the nature and type of demand in the job under evaluation.”

Given this automated process of construction of the Job Overview, the document cannot therefore be amended without going back into the question and answer tree to select a different answer option and/or answer questions on a different branch of the factor tree.

Agreement of the Job Overview Document

Copies of the draft job overview document should be sent to the jobholder and their line manager for review and comment, before the evaluation is finalised. This provides an opportunity to check that nothing important has been missed out, and to ensure that the information provided is accurate.

Amendments or additions to the document should be agreed between the jobholder and their line manager, and if necessary discussed with the lead Job Analyst. Agreement should be reached by consensus to ensure that the amended job overview document presents an agreed set of job facts for the Team to work with when applying the Scheme. It is important that neither the jobholder's nor the line manager's view alone is presented in the document as each will view the job from a slightly different perspective.

The line manager's role is to ensure the accuracy of the information contained in the job overview, to consider the applicability of the illustrative examples in terms of the type of demand found in the job, and to ensure the job is set in its proper context in relation to the roles and responsibilities of peers, sub-ordinates and superiors. If the jobholder and line manager are unable to reach agreement on the job facts by consensus, the assistance of the relevant Job Analyst should be sought. If they are still unable to reach agreement, the matter should be referred to the Head of department for clarification.

The information in the overview document must be agreed and validated before the evaluation of the job can be finalised. The role of Trades Union representatives in providing the jobholder with assistance and support throughout this process should be recognised.

Evaluating Jobs

Having completed the information gathering stage, members of the Job Analyst Team meet to evaluate the jobs under the factor headings. For the benchmark jobs this should be done by all members of the Team working together to discuss job demands and reach consensus on evaluation decisions. Where information on benchmark jobs has been gathered directly into the computerised system during discussion with jobholders, the factor levels must be reviewed and discussed by the Job Analyst Team as a whole to ensure consistency of approach.

Consistency and objectivity are central to effective evaluation and the Team should follow best practice, specifically:

- restrict their discussion to the facts of the job as presented in the questionnaire or during the discussion with the jobholder, and avoid making assumptions about the job. If necessary, decisions should be deferred to allow facts to be checked with the jobholder and verified by the line manager
- ensure all job demands are fully considered
- ensure there is no double counting of job demands under more than one factor heading

- be wary of the 'halo effect' and 'reverse halo effect' - where the demands of a job are associated with the reputation of a particular individual either positively or negatively
- be aware that jobs with high status in the Council need not necessarily score high on all factors, and that jobs need not score higher than sub-ordinates or lower than superiors on all factors
- not allow prior knowledge of the job title, position, status, or pay attributed to a particular job affect the evaluation process

The Job Analyst Team should be guided in their deliberations by a Chairperson to ensure that:

- individual perceptions and prejudices do not affect the objective and consistent evaluation of jobs
- there is no bias in terms of sex, race, religion or ethnicity in terms of the demands of particular jobs
- each job is given sufficient consideration by the Team, while ensuring that the discussion continues to flow
- an accurate record of scores and the reasons behind the Team's decisions is kept
- decisions are reached by consensus, and that where there is significant disagreement, efforts are made to gain clarifying information from the jobholder and/or their line manager.

Reviewing Results

The Job Analyst Team should have the opportunity to review the results of the evaluation of the benchmark jobs to ensure that they have applied the Scheme consistently. The Team may have to interpret aspects of the Scheme in the context of local circumstances, and it is important to check that the same interpretation or assumptions have been applied to all jobs.

The local Steering Group may refer jobs back to the Job Analyst Team for clarification or further assessment, if they consider that a particular result appears inconsistent. The job Analyst Team, via the Project Manager, should provide the Steering Group with information on the job facts and how they have been assessed under the factor headings of the Scheme. Where apparent inconsistencies arise, the facts of all jobs concerned should be examined, and all evaluations reviewed. If the facts of a benchmark job cannot be satisfactorily established it should be deleted from the benchmark sample for investigation, until the matter is resolved.

Communication Issues

Communication is vital to the credibility and acceptability of the job evaluation scheme. Typically, a communications plan for the implementation of the Job Evaluation Scheme might include:

- a letter or memo from the Chief Executive to all staff explaining what is happening and why the scheme is being introduced
- a letter from the Chief Executive to benchmark jobholders and their managers outlining why job evaluation is happening, why they have been selected, and their respective roles in the process
- face to face briefing sessions with benchmark job holders and line managers
- guidance notes for benchmark job holders regarding completion of the questionnaire
- briefing trades union colleagues on the process.
- a central point of contact, or help desk for queries regarding job evaluation.

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SCOTTISH COUNCILS' SINGLE STATUS JOB EVALUATION SCHEME

SECTION 2 - GENERAL FACTOR GUIDANCE NOTES

Introduction

Care should be taken in determining where it is most appropriate to take account of particular job demands, and to avoid double-counting of the same demand under different factor headings. Jobholders should take the time to read through all factor definitions carefully before answering any questions relating to that aspect of the job. Specific guidance and examples are provided on the pages opposite the factor definitions, and Job Analysts will be available to assist jobholders in determining the relevance of aspects of their job to particular factor headings.

Factor Level Definitions

Some factor level definitions (Mental Skills, Responsibility for Employees, Initiative and Independence, Knowledge) incorporate a number of **separate** elements of demand, which **must all** be regular features of the job in order for it to be assessed at that level. This is indicated by use of the words 'and' or 'also' linking the various elements of demand.

Where a factor definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level. However, in exceptional cases, where that one element of the criteria of a level demand is a very significant feature of the job, assessment of the demands of the job at that higher level may be justified.

Some factor level definitions (Working Environment, Physical Co-ordination, Physical Effort, Mental Skills, Concentration, Communication Skills, Dealing with Relationships, Responsibility for Services to Others, Responsibility for Financial Resources, Responsibility for Physical and Information Resources) include **alternative** criteria for meeting the demand at each level. This is indicated by use of the word 'or' between the various elements of demand. These alternatives have been provided in recognition of the variety of job demands which can be considered 'the same but different'. While the nature of the work or the tasks relevant to that factor heading may be quite different, the Scheme recognises that they are of **equivalent demand**. With the exception of the factor heading "Responsibility for Physical and Information Resources" only one of the criteria is used to assess the demand of a particular job.

Some factor level definitions (Working Environment, Physical Effort, Concentration, Dealing with Relationships, Responsibility for Financial Resources) appear to **accommodate different** demands within the same level definition. These factors have been designed to assess the demands of job in two separate ways:

1. the **nature** and/or **degree** of demand
2. the **frequency** and/or **duration** of demand.

This enables the Scheme to take account of all aspects of demand under these factor headings across a variety of jobs, including those jobs where aspects of demand might be very significant or relatively insignificant. For example, where a demand could be viewed extreme or pronounced in nature although of relatively short duration, or the degree of demand is relatively minor but occurs with high frequency. The scoring matrix allows the demands of these less typical jobs to be assessed alongside the more usual patterns of demand where neither the nature and/or degree, nor the frequency and/or duration are significantly high or low.

Some factor level definitions (Responsibility for Physical and Information Resources) allow two **distinct** demands to be assessed within the factor. The scoring matrix enables account to be taken of both primary and secondary responsibilities which the jobholder has in respect of two distinct types of resource. Job demands are assessed at the **highest** level of either the primary or secondary responsibility. For example, a job having a primary responsibility for the proper use and safekeeping of very expensive equipment and secondary responsibility for ordering and/or stock control of a limited range of supplies should be assessed at Level 3 in line with the first and highest demand.

Where a job has an equivalent level of responsibility for **both** primary and secondary resources, the level of responsibility is considered to be equivalent to the next level, above Level 3. For example, a job having both a primary and secondary responsibility at Level 4, is considered equivalent to a job having a primary responsibility at Level 5 with a secondary responsibility at a lower level.

Some factor level definitions (Responsibility for Financial Resources, Responsibility for Physical and Information Resources) include **values** which have been set at 1999 levels to cover the range of responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their individual structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, alternative ranges must be developed for application to the Authority's whole job population, by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.

Factor Guidance

Words and phrases in the factor and factor level definitions have their normal meanings, unless they are used in a specific context, which is explained in these Guidance Notes or the Guidance accompanying each factor heading.

Some factor level definitions incorporate a range of terms, for example, "some", "considerable", "large", "very large", "extremely large". These represent a scale of demand across the levels of that factor. Definitions of these terms, and illustrative examples, are provided in the relevant factor guidance, and in the help screens of the computerised version of the Scheme. The same terms may be used in describing levels of demand under a variety of factor headings. However, the individual phrases should be interpreted according to the relevant guidance for each factor heading, as the definitions of these terms may vary from factor to factor.

THE KNOWLEDGE AND SKILLS FACTORS - GENERAL GUIDANCE

In order to facilitate evaluation, and avoid omission or under-valuation of any individual job feature, the broad Knowledge and Skills area has been divided into a number of discrete factor headings.

As a general rule, a **specific type of knowledge and skill** should be evaluated under **only one** of these factors, but distinct aspects of a skill may be evaluated under different factors, for example:

- where a **language** other than English is required for communication purposes as part of the job, this should be assessed under the Communication Skills factor, **but the level** of knowledge required, for example, knowledge of the structure, syntax and alphabet of a language for translation or drafting purposes, should be assessed under the Knowledge factor.
- knowledge of **how** to operate a typewriter or computer keyboard and of associated lay-out techniques or software packages should be assessed under the Knowledge factor, **but the dexterity and co-ordination** needed to achieve required standards of accuracy and speed should be assessed under the Physical Co-ordination factor.
- knowledge of **how to drive or operate** a particular type of vehicle or plant should be assessed under the Knowledge factor, **but the co-ordination** needed to achieve required standards of accuracy and safety should be assessed under the Physical Co-ordination factor.

If a specific type of knowledge or skill is **required** to carry out the job duties, then it should be **assessed**, even if it is only used **occasionally**.

Qualifications

Where qualifications are specified for as a job requirement care should be taken to ascertain that the qualification level is a **fundamental job requirement** and that the job could not be done by a person without the qualification.

Care must be taken to ensure jobs are neither over-valued nor under-valued under the Knowledge factor heading as specified qualifications may overstate the level of knowledge required, for instance, if they are used to restrict the number of applicants for a post. Qualifications as a measure of knowledge required for a job may also disadvantage (and indirectly discriminate against) those groups in the workforce which have had less opportunity to acquire the relevant qualifications.

THE RESPONSIBILITY FACTORS - GENERAL GUIDANCE

To ensure that the diverse responsibilities of the wide range of local authority jobs are considered. the Scheme distinguishes four types of responsibility:

- Responsibility for Employees
- Responsibility for Services to Others
- Responsibility for Financial Resources
- Responsibility for Physical and Information Resources

A job may have any combination of direct responsibilities, to any extent, and each should be considered separately. For example, management of a nursing home includes responsibility for the health and well-being of the residents (Responsibility for Services to Others), direction and co-ordination of staff (Responsibility for Employees), budgetary responsibility (Responsibility for Financial Resources) and responsibility for residents' records (Responsibility for Physical and Information Resources).

Contributions to a Shared/Joint Responsibility:

Each job should be assessed according to its **actual** contribution to an overall responsibility, as different people, departments or committees may have a direct responsibility. For example, an Accountant in Financial Services may directly contribute to the setting and monitoring of the budget and longer term financial planning of a nursing home's maintenance programme (Responsibility for Financial Resources), whilst the home's Manager has budgetary control responsibility for the programme (Responsibility for Financial Resources), which is managed by a maintenance manager (Responsibility for Physical and Information Resources). The same principles apply in client/contractor situations.

The **actual** responsibility of a jobholder who **shares**, or contributes to, the **same** responsibility as others should be assessed. For example, there is no dilution of responsibility where a jobholder is responsible for the careful use of a piece of equipment for the whole shift, even when other jobholders have responsibility for the same equipment on other shifts. On the other hand, there is considerable **dilution** of responsibility for a piece of equipment, which is **shared** by a team of employees on the same shift, but which the jobholder uses only occasionally.

Sharing of responsibility is normally with other employees, but could equally be with others (for example, with clients, for pensions, when collected by the jobholder). The nature and degree of the jobholder's responsibility for resources is more important in assessing demand than who owns them.

Responsibility and Impact

The responsibility factors are generally concerned with the **direct** impact of the job. Care should be taken to consider the nature of the jobholder's responsibility under each of the four factor headings. For example, an accounts job may have a direct responsibility for financial resources, but no direct responsibility for delivering services to others. A job involving home visits to clients may have a direct responsibility for services to others, and a responsibility for information, but may have no responsibility for financial resources or employees.

The Scheme does not include a factor considering consequences of error, rather, it considers the positive responsibilities which jobholders carry. However, the **impact** of a failure to carry out the responsibilities properly (for instance, delays, inconvenience or discomfort to others, financial loss, lower quality service) may be a useful indicator of the **level** of responsibility when trying to assess the demands of a job.

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SCOTTISH COUNCILS' JOB EVALUATION SCHEME

SECTION 3 - FACTOR FRAMEWORK

- 1 **WORKING ENVIRONMENT** - considers the physical environment in which the job is carried out.
- 2 **PHYSICAL CO-ORDINATION** - considers the physical co-ordination required to do the job.
- 3 **PHYSICAL EFFORT** - considers the strength and stamina required to do the job.
- 4 **MENTAL SKILLS** - considers the thinking requirement in the job.
- 5 **CONCENTRATION** - considers the concentration required to do the job.
- 6 **COMMUNICATION SKILLS** - considers the predominant requirement for spoken and written communication in the course of normal working.
- 7 **DEALING WITH RELATIONSHIPS** - considers the demands on the jobholder arising from the circumstances and/or behaviour of those he/she comes into contact with as an integral part of normal working.
- 8 **RESPONSIBILITY FOR EMPLOYEES** - considers the responsibility of the jobholder for the supervision, co-ordination or management of employees, or equivalent others.
- 9 **RESPONSIBILITY FOR SERVICES TO OTHERS** - considers the jobholder's responsibility to others in terms of the quality and delivery of service provision.
- 10 **RESPONSIBILITY FOR FINANCIAL RESOURCES** - considers the jobholder's responsibility for financial resources.
- 11 **RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES** - considers the jobholder's primary and secondary responsibilities for the Council's physical and information resources.
- 12 **INITIATIVE AND INDEPENDENCE** - considers the jobholder's scope to exercise initiative and the extent to which they have freedom to act.
- 13 **KNOWLEDGE** - considers what the jobholder needs to know to do the job.

FACTOR 1 - WORKING ENVIRONMENT

Scope of Factor

All aspects of the **physical** environmental working conditions in which the job is undertaken are considered, including dirt, smells and noise resulting from both the physical environment and contact or work with people.

The factor has five levels, from "unpleasant" to "very hazardous". The emphasis is on the **degree of unpleasantness or discomfort** encountered, which is affected by the frequency, intensity and duration of exposure to particular conditions. Health and Safety regulations and requirements are assumed to be met by both the employer and the employee.

"UNPLEASANT" conditions would include adverse temperature, noise or uncomfortable clothing.

"UNPLEASANT AND MILDLY DISAGREEABLE" conditions would include working with unpleasant substances and/or *mildly* disagreeable odours e.g. *assisting people to use the toilet* or the need to wear *light protective* clothing such as *latex gloves*.

"DISAGREEABLE OR MILDLY HAZARDOUS" conditions would include being exposed to *disagreeable or mildly hazardous substances / odours such as fumes, dust, chemicals, e.g. while cleaning a toilet*, or being required to wear protective clothing such as *a hard hat or face mask*.

"VERY DISAGREEABLE OR HAZARDOUS" conditions would include being exposed to waste, dirt, traffic, etc, *e.g. cleaning incontinent clients/changing colostomy bags, digging road trenches or being required to wear heavy protective clothing such as breathing apparatus or an asbestos suit*.

"EXTREMELY DISAGREEABLE OR VERY HAZARDOUS" conditions would include working in an abattoir (e.g. for inspection/visits), in a refuse tip, in a quarry, etc.

Any matters covered by Control of Substances Hazardous to Health (CoSHH) are deemed to be hazardous to a certain extent, ranging from mildly disagreeable to very hazardous.

Personal Comfort Levels - the degree and nature of the unpleasantness, and the frequency and duration with which it is encountered should be assessed, rather than individual responses to these, which vary. For example, some people are better at withstanding cold, or prefer heat. Responses may also vary with the familiarity with the condition, for example, some people become accustomed to an odious human or environmental smell.

Proportion of Working Time - consideration is also given to the normal cycle of work of the job to identify an appropriate period of time from which to determine the "proportion" during which the jobholder is exposed, for example, part of: a shift, a day, a week, a month, quarterly, annually etc. For example, an average of one day per week would equate to 20% of working time, two weeks a month would equate to 50% of working time etc.

FACTOR 1 - WORKING ENVIRONMENT	
<p>This factor considers the physical environment in which the job is carried out.</p> <p>It covers exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions such as dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes and smells, human or animal waste, steam, smoke, grease or oil, inclement weather; and discomfort arising from the requirement to wear protective clothing.</p> <p>The factor also considers hazardous aspects of the working environment which are unavoidable and integral to the job, such as the risk of illness or injury arising from exposure to diseases, toxic substances, machinery, lone working or work locations. Health and safety regulations and requirements are assumed to be met by both the employer and the employee.</p> <p>The factor takes into account the nature and degree of unpleasantness or discomfort, the frequency and duration of exposure to particular conditions in the course of normal working; and the effect of variations or combinations of disagreeable conditions.</p>	

FACTOR 1 - WORKING ENVIRONMENT	
Level	Definition
1	<p>A. The job involves working predominantly <i>indoors</i> or travelling between locations, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant working conditions up to 60% of working time <p>or</p> <ul style="list-style-type: none"> • Unpleasant and mildly disagreeable conditions up to 40% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions up to 20% of working time <p>OR</p> <p>B. The job involves working predominantly <i>outdoors, but sheltered</i>, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant or mildly disagreeable conditions up to 40% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions up to 20% of working time

Indoor/Outdoor Work

Outdoor work generally involves more exposure to disagreeable conditions than indoor work, but consideration must be given to all other features, for example:

- the extent to which the work can be organised **by the jobholder** to lessen the exposure to unpleasant conditions, and the level of control over the conditions;
- whether or not the outdoor work can be organised to minimise exposure to unpleasant conditions, e.g. the nature and availability of shelter;
- other unpleasant aspects e.g. fumes, smells, noise;
- whether or not the indoor work involves exposure to heat or cold.

Where a job is split between indoor and outdoor work, the frequency of each, and any other relevant features, e.g. travel/transport facilities, should be taken into account.

"CAN TAKE SHELTER" means the jobholder can undertake alternative duties in an indoor or sheltered environment to avoid adverse weather, for example, a gardener can continue working in the nursery when it is too wet to work outside.

"EXPOSED TO ALL WEATHERS" means the jobholder CANNOT stop work due to adverse conditions, for example, school crossing patroller.

Hazards / Risk of Injury

The Scheme *takes account of hazards / risks arising directly from the demands of the job, and* assumes that all appropriate precautions and safeguards are taken *under Health & Safety regulations in relation to the Employer's duty of care*, for example, special training, protective measures and clothing, and being accompanied by another responsible person where feasible. *Therefore, for example, passive smoking should not be taken into account as it is not a demand of the job but a health & safety issue.*

Any matters covered by CoSHH are deemed to be hazardous.

Hazards and risk of injury takes into account the likelihood of such incidents occurring. This may vary between similar jobs, depending on their precise nature, location and degree of isolation.

FACTOR 1 - WORKING ENVIRONMENT	
Level	Definition
2	<p>A. The job involves working predominantly indoors or travelling between locations, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant conditions more than 60% of working time <p>or</p> <ul style="list-style-type: none"> • Unpleasant and mildly disagreeable conditions more than 40% and up to 80% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 20% and up to 60% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous up to 40% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous up to 20% of working time <p>OR</p> <p>B. The job involves working predominantly outdoors, but sheltered, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant or mildly disagreeable conditions more than 40% and up to 80% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 20% and up to 60% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous up to 40% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous up to 20% of working time <p>OR</p> <p>C. The job involves working predominantly outdoors exposed to all weather conditions, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant or mildly disagreeable conditions up to 40% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions up to 40% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous conditions up to 20% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous conditions up to 20% of working time

Application of the level definitions

When assessing a job using the paper based Scheme consideration should be given:

- firstly, *to whether the jobholder works predominantly indoors or outdoors - read the introductory sentences under the level definitions before the dot points to determine the starting point for the assessment of demands – if the jobholder works predominantly indoors start at A*
- secondly, *to the extent of exposure to weather conditions if the jobholder is predominantly working outdoors in the course of normal working – read the introductory sentences under the level definitions before the dot points to determine the starting point for the assessment of demands – if the jobholder works predominantly outdoors, but can take shelter from adverse weather, start at B. If the jobholder works predominantly outdoors exposed to all weathers, start at C*
- thirdly, *to the extent to which the jobholder is typically exposed to other unpleasant, disagreeable or hazardous conditions – illustrative examples are set out in the guidance*
- finally, *to the proportion of working time the jobholder is actually exposed to these unpleasant, disagreeable or hazardous conditions in the course of normal working.*

FACTOR 1 - WORKING ENVIRONMENT	
Level	Definition
3	<p>A. The job involves working predominantly indoors or travelling between locations, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant and mildly disagreeable conditions more than 80% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 60% and up to 80% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous conditions more than 40% and up to 60% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous conditions more than 20% and up to 40% of working time <p>OR</p> <p>B. The job involves working predominantly outdoors, but sheltered, and normally involves exposure to:</p> <ul style="list-style-type: none"> • <i>Unpleasant or mildly disagreeable</i> conditions <i>more than 80%</i> of working time <p>or</p> <ul style="list-style-type: none"> • <i>Disagreeable or mildly hazardous</i> conditions <i>more than 60% and up to 80%</i> of working time <p>or</p> <ul style="list-style-type: none"> • <i>Very disagreeable or hazardous</i> <i>more than 40% and up to 60%</i> of working time <p>or</p> <ul style="list-style-type: none"> • <i>Extremely disagreeable or very hazardous</i> <i>more than 20% and up to 40%</i> of working time <p>OR</p> <p>C. The job involves working predominantly outdoors exposed to all weather conditions and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant or mildly disagreeable conditions for more than 40% and up to 60% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 40% and up to 60% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous conditions more than 20% and up to 40% of working time <p>or</p>

FACTOR 1 - WORKING ENVIRONMENT	
Level	Definition
	<ul style="list-style-type: none"> • Extremely disagreeable or very hazardous conditions more than 20% and up to 40% of working time
4	<p>A. The job involves working predominantly indoors or travelling between locations, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 80% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous conditions more than 60% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous conditions more than 40% and up to 80% of working time <p>OR</p> <p>B. The job involves working predominantly outdoors, but sheltered, and normally involves exposure to:</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 80% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous more than 60% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous more than 40% and up to 80% of working time <p>OR</p> <p>C. The job involves working predominantly outdoors exposed to all weather conditions and normally involves exposure to:</p> <ul style="list-style-type: none"> • Unpleasant or mildly disagreeable for more than 60% of working time <p>or</p> <ul style="list-style-type: none"> • Disagreeable or mildly hazardous conditions more than 60% of working time <p>or</p> <ul style="list-style-type: none"> • Very disagreeable or hazardous conditions more than 40% and up to 80% of working time <p>or</p> <ul style="list-style-type: none"> • Extremely disagreeable or very hazardous conditions more than 40% and up to 80% of working time

FACTOR 1 - WORKING ENVIRONMENT	
Level	Definition
5	<p><i>A. The job involves working predominantly indoors or travelling between locations, and normally involves exposure to:</i></p> <ul style="list-style-type: none"> • <i>Extremely disagreeable or very hazardous conditions more than 80% of working time</i> <p><i>OR</i></p> <p><i>B. The job involves working predominantly outdoors, but sheltered, and normally involves exposure to:</i></p> <ul style="list-style-type: none"> • <i>Extremely disagreeable or very hazardous more than 80% of working time</i> <p><i>OR</i></p> <p><i>C. The job involves working predominantly outdoors exposed to all weather conditions and normally involves exposure to:</i></p> <ul style="list-style-type: none"> • <i>Very disagreeable or hazardous conditions more than 80% of working time</i> <p><i>or</i></p> <ul style="list-style-type: none"> • <i>Extremely disagreeable or very hazardous conditions more than 80% of working time</i>

FACTOR 2 – PHYSICAL CO-ORDINATION

Scope of Factor

This factor considers the *predominant demand for physical skills and co-ordination required to do the job in the course of normal working*, for example, in the operation of hand tools and other equipment. *This factor takes into account the skills required and the demands arising from the need to achieve specified standards of speed and precision. The final level score under this heading depends on a number of elements within the level definition in relation to the step changes in demand.*

"**Manual or finger dexterity**" for example, to use any tools or equipment or to use a keyboard.

"**Hand-eye co-ordination**" for example, to use a microfiche, for pruning, to monitor CCTV screens or while copy typing.

"**Co-ordination of limbs**" for example, for driving, digging or operating cleaning equipment.

"**Use of the senses**" for example, for audio typing, cooking or inspecting work.

Previous Requirements

The level of skill required should be that needed for the job, and **not** any other level required for a previous career position. Thus, a supervisor of drivers only needs driving skills if still required to drive, or to train others. The same applies to word processing skills for an office manager.

Activities involving *limited dexterity or co-ordination*, with no requirement for developed physical skills, for example, standing, sitting, walking, using a pen, pencil or ruler, using a telephone, are covered by **Level 1**.

Driving Skills

The extent to which driving skills are required for carrying out the duties of the job is considered. Where it is an occupational requirement because driving is a predominant duty of the job the jobholder would be unable to continue to undertake the full range of duties of their job, if for any reason, they were no longer able to drive, e.g. Refuse Wagon Driver, Courier, Chauffeur, Care Attendant/Driver required to drive clients to school/day centre using the establishment mini-bus etc

Consideration is also given where driving is a recruitment criteria or a means of managing a workload, e.g. Social Worker or Housing Officer driving to make client visits, Clerk of Works travelling between construction sites, Area Supervisor travelling to schools within designated area of responsibility etc.

The level of driving skills may be higher when account is taken of the size and complexity of the vehicle, any ancillary equipment attached, or the need to tow or manoeuvre vehicles. Any of these aspects may increase the demand for precision particularly, in the extent of physical co-ordination required. It should be borne in mind that the overall assessment of the physical co-ordination required by a job may include a combination of driving and other work requiring precision and/or speed.

The driving skills required for an ordinary car, van or similar vehicle are covered by **Level 2**. The skills required to tow or manoeuvre *while using these vehicles, or to operate* more complex vehicles such as a tractor or dumper *including attachments* will typically be covered by **Level 3**. The skills required to *tow or manoeuvre articulated vehicles will typically be covered by Level 4, while the skills required to drive and fully operate* equipment such as a JCB will typically be covered by **Level 5**. These driving skills **must** be required as part of the normal routine of the job.

Keyboard Skills

These skills are considered where they are **required** for carrying out the job duties. The level of skill required may vary with the context, nature and purpose of the keyboard activities, and any time constraints.

- **Level 1** covers use of a keyboard with a limited number of digits, e.g. 2-finger operation i.e. not involving substantial keyboarding, for example, using the cursor to interrogate an information system with the opportunity to amend significantly.
- **Level 2** requires some precision in the use of the keyboard, for example, administrative or research jobs involving use of computers for some aspects of the work. This covers *general data input and "basic keyboarding" for general clerical or administrative tasks*, i.e. self-taught *but NOT audio or touch typing*, for example, to produce standard word processed documents, simple graphics or *desktop publishing etc for self and colleagues*.
- **Level 3** involves elements of both precision and speed, where the keyboard skills are integral to the main duties, for example, computer programming, systems analysis or the use of computerised financial management systems, *operation of CAD or GIS systems etc*.

- **Level 4** covers the precision and speed required by specialist keyboard operators, such as *bulk* data input, e.g. *batch processing* or word processing operators applying precision and speed in order to complete tasks to the required standards and timescales. This includes "typing", i.e. touch or *audio*-typing, *generally* to produce complex word processed documents, complex graphics etc *on behalf of others*.

"KEYSTROKING TO PRE-DETERMINED STANDARDS" refers to the requirement to work at set levels of speed and accuracy, e.g. typing at more than 50 words per minute. Jobholders may be required to demonstrate proficiency, for example, through achievement of a recognised secretarial certificate or by undertaking a keyboard skills test to demonstrate the required level of speed and accuracy. This does NOT refer to software or keyboard familiarity tests that do not involve keystroking to pre-determined standards.

Other Activities

Consideration is given to the **speed** with which the physical skills are exercised, **not** to the speed of the outcome. For example, pressing a button to release a rocket set to fly faster than the speed of sound requires only limited precision and speed. Consideration should be given to whether there is anything inherent in the task that requires its completion at speed, *for example, a bricklayer using mortar before it solidifies*; or at a pre-determined rate of work *which is outwith the jobholder's control, for example, completing a repetitive task or part of an automated process within a defined time interval, e.g. in order to fasten a nut to a bolt on an assembly line every 10 seconds the jobholder requires to work at the pre-determined speed of 'six times per minute'.*

This relates to the standard level required for competent performance of the job duties. Any higher rates achieved, for example, in order to meet performance targets, should not be taken into account, particularly if achievement of standards or targets is remunerated separately, for example, through the payment of a performance bonus. Similarly, work carried out at speed to meet a deadline should not be considered under this factor heading but under the work related pressure aspects of the 'Concentration' factor heading.

FACTOR 2 - PHYSICAL CO-ORDINATION

This factor considers the *predominant demands for physical co-ordination required to do the job.*

It covers manual and finger dexterity, hand-eye co-ordination, and co-ordination of limbs and/or senses required in the course of normal working.

The factor takes into account the nature and degree of co-ordination required, and any need for speed or precision in undertaking the specified task.

FACTOR 2 - PHYSICAL CO-ORDINATION

Level	Definition
1	There are limited or minimal requirements for developed physical skills or co-ordination in the course of normal working.
2	The work <i>mainly</i> requires: <ul style="list-style-type: none"> • <i>minimal precision and speed</i> in the use of dexterity, co-ordination and/or senses. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • moderate precision in the use of these skills.
3	The work <i>mainly</i> requires: <ul style="list-style-type: none"> • moderate precision and speed in the use of dexterity, co-ordination and/or senses <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • considerable precision in the use of these skills.

Consideration is also given to the need for **precise** action, irrespective of job context, in relation to the nature of the physical movements (e.g. of hands, fingers, limbs or senses), **not** to the accuracy of the end result. For example, the precise movement required to strike a nail with a hammer not the accuracy with which the nail is positioned.

"*LIMITED or MINIMAL*" precision, for example, controlling a pencil or pen, or using push button controls on a machine, power tools or a piece of equipment.

"MODERATE" precision of hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, using a spanner, hammer or screwdriver, for controlling a brush, mop, vacuum cleaner, trolley or similar tools or equipment, or to load a dishwasher.

"CONSIDERABLE" precision of fingers, hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, use of a strimmer, use of a chisel or fine paintbrush, use of a knife to peel or chop vegetables, exact control of tools or equipment, for example, to work on delicate plant, machinery or equipment; or where there is restricted access.

"HIGH" precision where exact positioning of fingers, hands, arms, possibly feet and eyes is important in undertaking the relevant tasks, for example, in the use of tools or equipment for intricate or detailed work such as calibration, setting or measuring other tools or equipment.

"VERY HIGH" precision where exact positioning of fingers, hands, arms, possibly feet and eyes is crucial in undertaking the relevant tasks, e.g. using laser equipment.

Consequences of Error

The outcome of the physical skills and co-ordination, including the consequences of error, **should not be taken into account here**, but under the appropriate Responsibility factor. If the same degree of precision and speed is required to produce items worth L100 and L100,000, the jobs should be assessed at the same level under the 'Physical Co-ordination' factor heading.

FACTOR 2 - PHYSICAL CO-ORDINATION	
Level	Definition
4	<p>The work <i>mainly</i> requires:</p> <ul style="list-style-type: none">• considerable demands for precision and speed in the use of dexterity, co-ordination and/or senses <p>or</p> <ul style="list-style-type: none">• high demands for precision in the use of these skills.
5	<p>The work <i>mainly</i> requires:</p> <ul style="list-style-type: none">• high demands for precision and speed in the use of dexterity, co-ordination and/or senses <p>or</p> <ul style="list-style-type: none">• very high demands for precision in the use of these skills.

FACTOR 3 - PHYSICAL EFFORT

Scope of Factor

This factor considers the type, amount, continuity and frequency of the physical effort required to do the job. It covers stamina as well as strength.

It takes into account all forms of bodily effort, for example, that required for standing and walking, lifting and carrying, pulling and pushing. It also includes the physical demands involved in working in awkward positions, for example, bending, crouching, stretching; for sitting, standing or working in a constrained position; and for maintaining the required pace of work.

Tasks or activities which are undertaken mainly in a **SEDENTARY** position and allow for considerable flexibility of movement (i.e. not constrained) involve a basic degree of physical effort, as does a limited requirement for standing, walking, bending or stretching, or an occasional need to lift or carry items.

Application of the Level Definitions

The factor takes account of the fact that many jobs require *a combination of* different types of physical effort in the course of normal working. The *overall demands of the job* are assessed:

- Firstly, according to the **greatest demand for physical effort** involved as part of the *normal routine in terms of the nature and degree of demand, i.e. the heaviest physical demand of the job. This demand will generally be required less frequently or for a shorter duration than other demands. This provides the 'X' score.*
- Secondly, according to any other demands for physical effort involved as part of the *normal routine, i.e. the MAIN physical demands of the job which will generally be less heavy but required more frequently or for a longer duration than the greatest demand of the job. This provides the 'Y' score.*

Jobs will be scored according to a matrix which balances the 'X' and 'Y' scores. However, some jobs require the **same** level of physical effort in terms of **both** the greatest demands and any other demands, and in these cases the **overall** level of demand is considered to be equivalent to the **next** level, above Level 3. For example, the overall level of demands for a job primarily involving effort at a Level 4, where the other demands are also at Level 4, would be equivalent to a Level 5.

Frequency and Continuity

The level definitions incorporate a scale of frequency and continuity intended to reflect the overall average demand in the job, even if it does not arise every day, as follows:

- **Occasional** - infrequently and/or for a short period of time i.e. occurring on average less than 0.5 days or 0.5 shifts in 10 over the year as a whole. This would generally result in the job being assessed at Level 1 or 2, depending on the nature of the effort, unless the job also involves other forms of physical effort.
- **Periodic** - more frequent than occasional, but less frequent than regular; effort not necessarily associated with normal job duties. As a proportion of working time this equates to between 5 - 20% on average.
- **Regular** - in the dictionary sense of repeated; would usually be associated with normal job duties. As a proportion of working time this equates to between 21 - 40% on average.
- **Frequent** - in the dictionary sense; certainly associated with normal, every day job duties. As a proportion of working time this equates to between 41 - 60% on average.
- **Ongoing** - associated with the job duties undertaken for most of the working shift. As a proportion of working time this equates to between 61 - 80% on average.
- **Continuous** - or almost continuous; associated with the job duties undertaken for majority of the working shift. As a proportion of working time this equates to more than 80% on average.

NOTE: Care should be taken to ensure that when added together the lower ranges of both the greatest and the other physical demands do NOT exceed 100%.

Consideration should be given to the **normal** cycle of work of the job to identify an appropriate period of time from which to determine the "proportion" during which the jobholder experiences the demand, for example, part of: a shift, a day, a week, a month, quarterly, annually etc. Demands over particular periods relate to the nature of the work, and **not** to the contractual hours of the jobholder.

It is assumed that all relevant Health and Safety Regulations are complied with. However, in considering the continuity of effort, breaks required by Health and Safety Regulations (for example, for VDU work or driving), or other recognised breaks, should **not** be treated as breaks in the period of effort.

Lifting / Carrying

The level of lifting or carrying effort should be a *TYPICAL* feature of the job, not just undertaken occasionally.

"*LIMITED*" lifting or carrying involves effort *SLIGHTLY* above normal. For example, lifting or carrying packs of paper, an empty bucket or a light piece of equipment (e.g. kitchen tools, empty pans or containers).

"*CONSIDERABLE*" lifting or carrying involves effort *SIGNIFICANTLY* above normal. For example, lifting or carrying a box of files, a bucket of water, a full pan or similar container or a piece of training or similar equipment.

"*HIGH*" lifting or carrying involves effort *SUBSTANTIALLY* above normal. For example, lifting or carrying large containers of food or similar, half full dustbins, bags of compost, children with physical disabilities or equivalent.

"*VERY HIGH*" lifting or carrying involves effort *GREATLY* above normal. For example, lifting or carrying full dustbins, sacks of potatoes or soil, teenagers or adults with physical disabilities or equivalent.

Pushing / Pulling

The level of pushing or pulling effort should be a *TYPICAL* feature of the job, not just undertaken occasionally.

"*LIMITED*" pushing or pulling involves effort *SLIGHTLY* above normal. For example, sweeping or raking leaves, pulling empty wheelie bins, pushing or pulling an empty trolley or wheelchair, or some other piece of equipment where there is little resistance.

"*CONSIDERABLE*" pushing or pulling involves effort *SIGNIFICANTLY* above normal. For example pushing or pulling a laden trolley, pulling full domestic wheelie bins, a wheelchair with a child or adult occupant, a piece of equipment where there is resistance.

"*HIGH*" pushing or pulling involves effort *SUBSTANTIALLY* above normal. For example, pushing or pulling a well laden trolley, a wheelchair with a heavy adult occupant, a piece of equipment where there is strong resistance (e.g. sweeping mud or ice).

"*VERY HIGH*" pushing or pulling involves effort *GREATLY* above normal. For example, pushing or pulling a very heavily laden trolley, a bed with a heavy adult occupant, a piece of equipment which in itself is very heavy or where there is very strong resistance (e.g. pulling full, commercial sized wheelie bins).

Applied Physical Effort

This relates to those situations where physical force has to be applied, such as scrubbing, sawing, digging, etc. The level of applied physical effort should be a *TYPICAL* feature of the job, not just undertaken occasionally.

"LIMITED" applied physical effort is only *SLIGHTLY* above normal. For example, wiping tables or similar surfaces with a damp cloth, dusting hand-high shelves etc.

"CONSIDERABLE" applied physical effort is *SIGNIFICANTLY* above normal. For example, rubbing or scrubbing tables or similar surfaces, painting walls or doors with brush or roller, raking tilled soil, etc.

"HIGH" applied physical effort is *SUBSTANTIALLY* above normal. For example, scrubbing floors, sawing wood, digging light soil, laying small paving stones, etc.

"VERY HIGH" applied physical effort is *GREATLY* above normal. For example, digging heavy soil or soil below ground level, sawing trees with chainsaw, laying full-sized paving stones, etc.

Weights

The weight being lifted/carried, pushed/pulled etc should be considered regardless of the physical characteristics of the jobholder and whether the duties are normally carried out by women or by men; or by small people or large people; or by fit or unfit people. So, *the physical effort required to lift a sack of cement or a sack of potatoes is the same*, even if it is lifted and carried without obvious exertion by a tall, fit, young person.

Where mechanical aids *or assistance* are available, these should be taken into account when assessing the *degree* of demand. For instance, other things being equal, moving sacks of potatoes with the aid of a trolley involves less demand than lifting and carrying the sacks over the same distance.

Awkward Positions

Working in awkward positions should be a *TYPICAL* feature of the job, not just adopted occasionally.

"AWKWARD POSITIONS" include those which require unusual bending, crouching or stretching, as well as the more obvious situations such as working while leaning over, round or under an obstruction or while lying on one's back, etc.

"SLIGHTLY" awkward positions are those which differ from normal walking, standing or sitting, but to a LIMITED degree. For example, leaning forwards, backwards or sideways, stretching arms forwards or upwards.

"DISTINCTLY" awkward positions are those which differ from normal walking, standing or sitting, but to a CONSIDERABLE degree. For example, bending forwards, backwards, or sideways, crouching, stretching upwards using arms and/or legs.

"VERY" awkward positions are those which differ from normal walking, standing or sitting, but to a HIGH degree, for example, kneeling, crouching under an object or in a confined space, lying on back or front.

Standing/Walking and Working in Constrained Positions

"CONSTRAINED POSITIONS" are those where the jobholder HAS TO remain in a fixed and/or tensed position, *for a prolonged period of time, such as sitting at a switchboard attached to the console by an earpiece or mouthpiece, sitting in a vehicle driving seat constrained by steering wheel and other controls, standing in a rigid position to operate equipment, working up a ladder, etc.*

Standing/walking and working in constrained positions are considered as requiring a LIMITED degree of physical effort. However, consideration should be given to the length of time over which the jobholder is required to sustain this degree of physical effort to establish the overall level of demand.

FACTOR 3 - PHYSICAL EFFORT
<p>This factor considers the strength and stamina required to do the job.</p> <p>It covers all forms of physical effort required in the course of normal working, for example, standing, walking, lifting, carrying, pulling, pushing, working in awkward positions such as bending, crouching, stretching; for sitting, standing or working in a constrained position.</p> <p>The factor takes account of the greatest demands on the jobholder <i>in terms of the nature and degree of physical effort required</i>, and the other main demands in terms of the frequency and duration of the physical effort required to do the job.</p>

FACTOR 3 - PHYSICAL EFFORT	
Level	Definition
1	<p>Tasks or activities are undertaken mainly in a sedentary position, and allow for considerable flexibility of movement. The greatest demand required as part of the usual routine of the job, involves primarily:</p> <ul style="list-style-type: none"> • Limited physical effort on an occasional or periodic basis <p>or</p> <ul style="list-style-type: none"> • Considerable physical effort on an occasional basis
2	<p>The greatest demand required as part of the usual routine of the job, involves primarily:</p> <ul style="list-style-type: none"> • Limited physical effort on a regular basis <p>or</p> <ul style="list-style-type: none"> • Considerable physical effort on a periodic basis <p>or</p> <ul style="list-style-type: none"> • A high degree of physical effort on an occasional basis
3	<p>The greatest demand required as part of the usual routine of the job, involves primarily:</p> <ul style="list-style-type: none"> • Limited physical effort on a frequent basis <p>or</p> <ul style="list-style-type: none"> • Considerable physical effort on a regular basis <p>or</p> <ul style="list-style-type: none"> • A high degree of physical effort on a periodic basis <p>or</p> <ul style="list-style-type: none"> • A very high degree of physical effort on an occasional basis

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FACTOR 3 - PHYSICAL EFFORT	
Level	Definition
4	<p>The greatest demand required as part of the usual routine of the job, involves primarily:</p> <ul style="list-style-type: none"> • Limited physical effort on an on-going or continuous basis <p>or</p> <ul style="list-style-type: none"> • Considerable physical effort on a frequent basis <p>or</p> <ul style="list-style-type: none"> • A high degree of physical effort on a regular or frequent basis <p>or</p> <ul style="list-style-type: none"> • A very high degree of physical effort on a periodic or regular basis <p>OR</p> <p>Both the jobholder's greatest and other requirements for strength and stamina are as described by the demands identified at Level 3.</p>
5	<p>The greatest demand required as part of the usual routine of the job, involves primarily:</p> <ul style="list-style-type: none"> • A considerable degree of physical effort on an <i>on-going or continuous</i> basis <p>or</p> <ul style="list-style-type: none"> • A high degree of physical effort on an on-going or continuous basis <p>or</p> <ul style="list-style-type: none"> • A very high degree of physical effort on a frequent, on-going or continuous basis <p>OR</p> <p>Both the jobholder's greatest and other requirements for strength and stamina are as described by the demands identified at Level 4.</p>

FACTOR 4 - MENTAL SKILLS

Scope of Factor

This factor considers the range of thinking activities and mental skills required for the job, from choosing between options, through planning or scheduling to exercising judgement or creativity.

This factor evaluates the mental skills required by the job irrespective of the level of initiative and independence, or its level of responsibility, which are measured under other factor headings in the Scheme. For example, a computer programmer requires mental skills to design a suitable program for a specified purpose, but may not have made the decision for the program to be designed. The same may apply to an architect designing a building. In both cases, the level of mental skills may be high relative to the level of Initiative and Independence.

Under this factor heading, the importance or value to the organisation of the end result, e.g. the computer program or building, is **irrelevant** to the assessment of the mental skills required for the particular job.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

Problem Solving

In the context of this factor, "**analytical**" has its normal dictionary meaning of:

"examining and identifying the components of the whole".

"ANALYTICAL" skills are those required for dissecting information, a problem or a situation into its component parts, in order to examine its essential elements as the basis for making a judgement or resolving a problem. For example, use of problem solving techniques such as *lateral thinking*, diagnostics, process mapping, critical examinations, fishbone analysis etc.

"RESOLVE PROBLEMS" covers a range from applying existing procedures or rules, through the use of precedents, assessing options, to developing innovative solutions to one-off problems.

"MAKING CHOICES" - i.e. the jobholder can choose a course of action from a number of predetermined options.

"DIFFICULT" refers to non-routine problems or those which the jobholder considers not to be straightforward.

"SIMILAR" - i.e. the jobholder is required to interpret information and use judgement or creativity to decide which course of action to follow to find a solution for similar types of problems.

"VARIED" – means the jobholder is required to interpret and assess a range of different but straightforward problems to develop solutions.

"COMPLEX" means there is more than one way of interpreting the information. The information may also require assessment. *For example, a range of operational/technical information within a discipline/function such as building control regulations.*

"DIVERSE AND COMPLEX" information has several aspects, not all of which may be immediately apparent, so may require investigation of a number of sources and may be interpreted in more than one way. *For example, information of a multi-disciplinary or multi-functional nature, such as problems involving a range of strategic, financial, policy, legal, personnel and technical aspects.*

"NOVEL" – covers original, unique, unusual or creative applications of tried and tested techniques, i.e. a non-textbook application

"SOURCE" – refers to the people, places or systems from which the jobholder seeks information relevant to the problem

"A NUMBER OF SIMILAR SOURCES" could be: several officers in the Council OR a number of different clients with similar circumstances OR various different reference books or manuals

"A VARIETY OF DIFFERENT SOURCES" might be: a client seeking help AND another officer in the Council AND a reference manual of some sort; OR a verbal report of the situation AND a personal inspection of the site AND legal advice

NOTE: Some problems or situations may require other skills for example, decision making which should be considered under the factor heading "Initiative and Independence", or interpersonal skills which should be considered under the factor heading "Communication Skills".

Scheduling

The planning process must not be confused with forward scheduling such as allocation of staffing rotas, setting dates for meetings, etc.

"FORWARD SCHEDULING" means putting dates or times against activities which are pre-set and which are not affected by the date chosen, for example:

- the allocating of staff to established rotas or arranging/confirming annual leave dates;
- deciding the dates for a series of visits to clients or to sites;
- setting dates for meetings or for papers to be presented.

"OWN WORKLOAD" includes scheduling activities for clients.

"SCHEDULING" refers to the activities of the jobholder and/or their team e.g. *forward* planning or scheduling routine work/rotas, developing a process flow chart etc.

Planning

In the context of this factor, "**PLANNING**" has its normal dictionary definition of:

"the establishment of goals, policies and procedures for a social or economic unit",

rather than any specific meaning in the local authority context, for example, Town and Country Planning or Economic Development *or the development of individual client 'care plans' which should be considered under the factor heading 'Responsibility for Services to Others'.*

It must be the jobholder's personal responsibility to create the overall plan, but he/she does not need to have the authority to approve the plan's implementation. Plans need not be formally presented nor documented.

"UPDATING" includes amending a cyclical plan where many factors must be considered e.g. grounds maintenance plan, planned service maintenance programme.

"DEVELOP" in relation to strategies or plans refers to the need for the jobholder to look ahead and to determine the necessary series of activities or actions which would eventually ensure that the required outcomes are achieved *within the required timescale, standard, budget etc*

FACTOR 4 - MENTAL SKILLS

This factor considers the thinking requirement in the job.

It includes problem solving, options appraisal, creativity and design, innovation, imaginative and developmental skills, analytical and strategic thinking, research, planning, and the ability to conceptualise.

The factor takes into account the **predominant** nature and complexity of the mental tasks undertaken.

FACTOR 4 - MENTAL SKILLS

Level	Definition
1	<p><i>Problems may be referred upwards.</i> However, the job predominantly requires <i>mental skills to:</i></p> <ul style="list-style-type: none"> • choose between a limited number of clearly defined options <p>and/or</p> <ul style="list-style-type: none"> • schedule activities in relation to the job holder's immediate workload.
2	<p>The job predominantly requires <i>mental skills to:</i></p> <ul style="list-style-type: none"> • interpret information or situations, and to solve generally similar problems. <p>and/or</p> <ul style="list-style-type: none"> • schedule work and activities (for themselves and/or others) for more than a week in advance.

"RELATIVELY COMPLEX" - incorporating a greater number of variables about which there is less certainty, including factors outwith the Council's control.

"VERY COMPLEX" – requiring research, innovation and radical thinking

"EXTREMELY COMPLEX" – requires the ability to conceptualise, to envisage unknown variables, influencing factors and areas of uncertainty

NOTE: The preparation of annual budgets is **not** planning in this context but should be taken into account under the factor heading "Responsibility for Financial Resources".

Planning Timescales

References to the timescale for solutions and planning relate to the period over which the plans are made, **not** to the durability of what is planned. Designing a particular structure, intended to stand for a hundred years, might take a matter of weeks to plan. However, the jobholder must think ahead in terms of the purpose or use of the structure. Planning to win and deliver a 5 year education catering contract might take months to plan, but the emphasis is on **how far ahead** the jobholder must think in terms of planning resources and activities, and the extent to which the jobholder must take account of variables with differing degrees of certainty.

In general, the following guidelines apply to planning timescales, unless otherwise specified:

"SHORT TERM" – generally over a period of up to 3 months

"MEDIUM TERM" – generally over a period of up to 1 year

"LONG TERM" – generally over a period of up to 3 years.

FACTOR 4 - MENTAL SKILLS	
Level	Definition
3	<p>The job predominantly requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> • assess information or <i>appraise</i> situations and to solve varied problems or develop solutions or plan new or 'one-off' tasks for up to 3 months in advance. <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • update existing or 'rolling' plans and schedule cyclical activities for up to a year in advance <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse complex information, problems or situations, and to contribute to the development of strategies or plans for implementation up to 3 years ahead
4	<p>The job predominantly requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> • create and maintain a plan for activities up to a year in advance <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse complex information, problems or situations, and to contribute to the development of strategies or plans for implementation 3 years or more ahead <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse complex information, problems or situations, and to develop strategies or plans requiring relatively complex planning activity <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse diverse and complex information, problems or situations, and to contribute to the development of strategies or plans for implementation up to 3 years ahead

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FACTOR 4 - MENTAL SKILLS	
Level	Definition
5	<p>The job predominantly requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> • analyse complex information, problems or situations, and to develop strategies or plans requiring very complex planning activity <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse diverse and complex information, problems or situations, and to contribute to the development of strategies or plans for implementation 3 years or more ahead <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse diverse and complex information, problems or situations, and to develop strategies or plans requiring relatively complex planning activity
6	<p>The job predominantly requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> • analyse complex information, problems or situations, and to develop strategies or plans requiring extremely complex planning activity <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • analyse diverse and complex information, problems or situations, and to develop strategies or plans requiring very complex planning activity
7	<p>The job predominantly requires <i>mental skills</i> to:</p> <ul style="list-style-type: none"> • analyse diverse and complex information, problems or situations, and to develop strategies or plans requiring extremely complex planning activity

FACTOR 5 – CONCENTRATION**Scope of Factor**

This factor considers the *nature*, degree and *duration* of the concentration, mental alertness and attention required to do the job *on a day to day basis*.

It *considers the nature of day to day work for which concentration must be sustained, the work related pressures* which may make concentration more difficult, and also the responsiveness required of the jobholder.

'DAY TO DAY' i.e. required on a daily basis or on alternate days. As a minimum requirement at least twice per week.

Attention

"MENTAL" – i.e. attention of the mind, as in thinking, calculating etc

"SENSORY" – i.e. seeing, hearing, touching, smelling.

- "GENERAL" mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder has to apply; such as when reading work instructions, completing work-recording documents, hoeing, digging, painting walls etc.
- "ENHANCED" mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), undertaking inspections, *preparing standard reports*, carrying out arithmetic calculations (i.e. addition, subtraction, multiplication, division, fractions, percentages), making electrical connections, pruning, painting window frames etc.
- "FOCUSED" mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, to traffic or the actions of children, concentrating on visual or *aural* activities such as audio-typing OR that required when undertaking tasks such as complex calculations involving mathematical formulae (*i.e. algebra, trigonometry, geometry or calculus*), ordering facts, *findings, conclusions and recommendations* in report writing or in the preparation of a presentation, electrical diagnostics, propagating, using chainsaws etc.

Work Related Pressure

This arises from features **outside the control of the jobholder**. The **degree** of pressure relates to the extent of control exercised by the jobholder, in respect of aspects of work such as interruptions, repetitive tasks, the need to work to deadlines, the need to switch between tasks, or the need to deal with conflicting or simultaneous demands.

Work related pressures do not just relate to the main tasks of the job requiring concentration, and should not be considered in isolation from the nature of the day to day work. These pressures should be considered in relation to the whole job in conjunction with the concentration required. For example, if the job requires focused concentration for prolonged periods it is unlikely that the main source of work related pressures would be unavoidable interruptions, as these two aspects would appear contradictory when the job is considered as a whole.

"LIMITED" - for example, the jobholder is able to *determine* their **own priorities**; OR the jobholder is unaffected by interruptions; OR the jobholder is able to concentrate on the task in hand etc

"CONSIDERABLE" - for example, deadlines primarily determined by the requirements of the *workload or the service* over which the jobholder has less control, for example, preparation timetable relating to service of school meals; OR the jobholder is able to deal with interruptions later; OR the jobholder is required to switch between a *number* of tasks etc

"HIGH" - for example, imposed deadlines over which the jobholder has **no** control, for example, final mail collection time or preparation of reports for committee cycle; *OR the jobholder requires to concentrate on repetitive work*; OR interruptions which are unavoidable; OR the jobholder needs to deal immediately with simultaneous or conflicting demands OR the jobholder is required to switch between a range of activities etc

The degree of work related pressure imposed on the jobholder by any one of the possible sources (i.e. interruptions, repetitive work, conflicting demands, deadlines etc) may be increased or decreased according to the intensity of the concentration required and the length of time that it must be sustained.

"TASKS" – are the individual elements within a job or activity, for example, typing and filing are tasks within clerical activity; digging and pruning are tasks within the activity of gardening; ordering and invoicing are tasks within the activity of purchasing; washing and dressing are elements of a caring activity.

"ACTIVITIES" – the range of tasks required to complete a process such as purchasing, cooking etc

"WORKLOAD OR SERVICE DELIVERY RELATED" – i.e. deadlines primarily determined by the requirements of the workload or service over which the jobholder has less control, for example, preparation timetable relating to service of school meals.

"EXTERNAL/ OUTSIDE THE JOBHOLDER'S CONTROL" – i.e. imposed deadlines over which the jobholder has no control, for example, final mail collection or preparation of reports for Committee cycle.

Timespan

The extent of these demands is affected by the period for which the jobholder's attention is typically sustained *without interruption*:

- **Short** - i.e. generally periods of up to 1 hour at a time.
- **Lengthy** - i.e. generally periods of 1 to 2 hours at a time.
- **Prolonged** - i.e. generally periods of more than 2 hours at a time.

"INTERRUPTIONS" constitute any occurrence which diverts the jobholder's attention from the immediate task in hand, e.g. answering a telephone call, dealing with a personal caller, completing one task and starting another etc

Breaks required by Health and Safety Regulations (for example, for VDU work or driving), or other recognised breaks, should **not** be treated as breaks in the period of attention.

Demands over particular periods relate to the nature of the work, and **not** to the contractual hours of the jobholder.

Volume of work - should **not** be taken into account. Otherwise decreasing volumes of work, through additional staff being appointed, could result in down-scoring of jobs; or increasing volumes of work could result in the up-grading of jobs at the cost of desirable work practices.

FACTOR 5 - CONCENTRATION

This factor considers the concentration required to do the job.

It covers the need for mental or sensory attention, awareness and alertness, and anything which may make concentration more difficult, such as repetitive work, interruptions or the need to switch between varied tasks or activities; and other forms of work related pressure, for example, arising from simultaneous/conflicting work demands or deadlines.

The factor takes into account the nature and degree of the highest level of concentration required in the course of normal working, and the duration of the requirement.

FACTOR 5 - CONCENTRATION

Level	Definition
1	<p>The highest concentration required by the job, on a day to day basis, is either:</p> <ul style="list-style-type: none"> • general mental and sensory attention with a limited or considerable degree of work related pressure or • short periods of enhanced mental or sensory attention with a limited degree of work related pressure.
2	<p>The highest concentration required by the job, on a day to day basis, is either:</p> <ul style="list-style-type: none"> • general mental and sensory attention with a high degree of work related pressure or • short periods of enhanced mental or sensory attention and a considerable degree of work related pressure or • short periods of focused mental or sensory attention and a limited degree of work related pressure or • lengthy periods of enhanced mental or sensory attention and a limited degree of work related pressure.
3	<p>The highest concentration required by the job, on a day to day basis, is either:</p> <ul style="list-style-type: none"> • short periods of enhanced mental or sensory attention and a high degree of work related pressure or

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FACTOR 5 - CONCENTRATION	
Level	Definition
	<ul style="list-style-type: none"> • lengthy periods of enhanced mental or sensory attention and a considerable degree of work related pressure or • prolonged periods of enhanced mental or sensory attention and a limited degree of work related pressure or • short periods of focused mental or sensory attention and a considerable degree of work related pressure or • lengthy periods of focused mental or sensory attention and a limited degree of work related pressure.
4	<p>The highest concentration required by the job, on a day to day basis, is either:</p> <ul style="list-style-type: none"> • lengthy periods of enhanced mental or sensory attention, and a high degree of work related pressure or • prolonged periods of enhanced mental or sensory attention, and a considerable degree of work related pressure or • short periods of focused mental or sensory attention and a high degree of work related pressure or • lengthy periods of focused mental or sensory attention and a considerable degree of work related pressure or • prolonged periods of focused mental or sensory attention and a limited degree of work related pressure.
5	<p>The highest concentration required by the job, on a day to day basis, is either:</p> <ul style="list-style-type: none"> • prolonged periods of enhanced mental or sensory attention and a high degree of work related pressure or • lengthy periods of focused mental or sensory attention and a high degree of work related pressure or • prolonged periods of focused mental or sensory attention and a considerable degree of work related pressure.
6	<p>The highest concentration required by the job, on a day to day basis, is prolonged periods of focused mental or sensory attention and a high degree of work related pressure.</p>

FACTOR 6 - COMMUNICATION SKILLS**Scope of Factor**

The factor covers the purpose of the communication required, the complexity of the information involved, and the nature of the intended audience.

The job should be evaluated according to the **most demanding** form of communication required in the course of normal working. This refers to the level of communication **skill** required, **not** to the difficulty the jobholder might experience in undertaking these communications, **nor** to the ability or effectiveness of the individual.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

The Purpose of the Communication

The emphasis of the factor is on the means of written or verbal communications to which the jobholders skills are put, for example, promoting, obtaining information from others, gaining the co-operation of others, team working, meeting the needs of others.

"EXCHANGING INFORMATION" i.e. *communicating* with colleagues in other departments or other *contacts*, such as clients, customers, suppliers or members of the public, to pass on or receive information. For example, support staff dealing with routine telephone enquiries etc

"SEEKING/PROVIDING INFORMATION" i.e. to obtain/give facts or information to help jobholder/other *contacts* to complete tasks through discussion, enquiries and/or interpretation. For example, IT Helpdesk staff assisting Users, Librarians assisting borrowers, Nursery Nurse's interventions with children etc

"ELICITING/EXPLAINING INFORMATION" i.e. includes research, interview, investigation or the need to provide explanations of outcomes, policies. For example, Auditor conducting a review, Housing Officer explaining policy to tenants etc

"ADVISING/GUIDING/PERSUADING" i.e. providing specialist/ technical/ professional advice on the best course of action to be taken. For example,

Solicitor advising on legal implications of options, Personnel staff advising departments on best practice etc. *N.B. this may include the provision of informal/formal counselling in a caring/welfare context rather than in a disciplinary context.*

"TRAINING" i.e. refers to functional, specialist or technical training activity, and includes development of training materials, delivery of training sessions, facilitating training workshops, assessment of training outputs, provision of feedback and/or individual coaching. Formal training includes, for example, provision of corporate induction, IT or customer service courses or delivery of Health and Safety update training by specialist/designated training officers for Council employees; informal training includes, for example, policy officers providing briefings to colleagues in other departments on revised regulations.

"PRESENTING" refers to formal preparation and delivery of information, which requires inherent understanding of the material by the presenter to ensure the correct message is delivered. Both the content and format of the information will need to be tailored to the intended audience.

"PUBLIC RELATIONS/PROMOTING" i.e. in a formal rather than an informal role refers to the preparation and/or delivery of specific activities/events/materials intended to convey the Council's message in particular circumstances. For example, to promote and safeguard the Council's interests and public image, including 'damage limitation' exercises, and the requirement to convey this to external agents such as the media.

"USING ANOTHER LANGUAGE" i.e. including Braille, sign language, Gaelic in a Gaelic speaking area, or a relevant ethnic minority language in an area with significant numbers of ethnic minority residents etc. This refers to the demand for communication in one or more languages, generally other than English, where this is required for performance of the job duties.

Counselling is considered in a caring/welfare context rather than in a disciplinary context:

"SUPPORTIVE/INFORMAL COUNSELLING" includes dealing with issues of drugs, alcohol, welfare etc. For example, persuading *colleagues (excluding immediate work colleagues and sub-ordinates)* or others, for example, *service users, clients, members of the public*, to agree to a course of action in their best interests but which they have previously rejected.

"FORMAL/IN-DEPTH COUNSELLING" includes holding face-to-face meetings with colleagues (*excluding immediate work colleagues and sub-ordinates*) or others, for example, *service users, clients, members of the*

public, in order to help them come to terms with or resolve personal problems. Examples would be trauma or harassment counselling. This role MUST be a clearly specified part of the job duties and occur on a regular basis.

Advocacy skills relate to pleading skills used in situations such as Courts, Formal Appeals or Inquiries:

"INFORMAL ADVOCACY" for example, dealing with an external agency on a CLIENT'S behalf such as Benefits Agency or Children's Panel hearings; or representing the Council's position at an INTERNAL hearing such as a disciplinary appeal, *or giving factual evidence on the Council's behalf in an EXTERNAL hearing such as an Employment Tribunal.*

"FORMAL ADVOCACY" for example, representing the COUNCIL'S position in a formal external environment, such as *Inquiries or legal proceedings. This will typically involve preparation of the Council's case, researching precedents, giving expert opinion, preparing summations etc* This role MUST be an integral or specified part of the job, although the individual jobholder may not undertake these duties on a regular basis, they may be expected to undertake them at any time.

The Nature of the Information Communicated

The factor covers the complexity or contentiousness of the subject matter to be conveyed, and any requirements to exercise confidentiality or sensitivity.

"ROUTINE" i.e. information related to tasks and activities as part of the normal course of working, although the individual circumstances may vary on a day to day basis.

"NON-ROUTINE" i.e. information relating to unusual tasks or activities not typically required.

"COMPLICATED" i.e. information made up of a number of separate parts, where it is essential for the recipient to understand every part in order to gain a sufficiently clear picture or to accept what is being said.

"SENSITIVE" i.e. information which could reasonably be regarded as personal, private or confidential, which could cause embarrassment if disclosed unnecessarily.

"CONTENTIOUS" i.e. information likely to cause public outcry or lead to confrontational circumstances or disputes.

FACTOR 6 - COMMUNICATION SKILLS

This factor considers the requirement for spoken and written communication in the course of normal working.

It covers the nature of oral, sign, linguistic and written communication skills such as informing, exchanging information, listening, interviewing, persuading, advising, presenting, training, facilitating, conciliating, counselling, negotiating, and advocacy.

The factor takes into account the purpose of the communication, the sensitivity, complexity or contentiousness of the subject matter, and the nature and diversity of the intended audience. This factor considers communication with others, **not** with the job holder's own colleagues or team.

FACTOR 6 - COMMUNICATION SKILLS

Level	Definition
1	<p>The most demanding type of communication routinely involved in the job is either:</p> <ul style="list-style-type: none"> • communication with immediate work colleagues only <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • exchanging information of a routine nature, usually orally, with colleagues in other departments and/or other <i>contacts</i> such as suppliers, clients or <i>members of the public</i>. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • seeking and/or providing information, orally or in writing, with <i>colleagues in other departments or other contacts including members of the public, who are familiar with the subject matter</i>
2	<p>The most demanding type of communication routinely involved in the job is either:</p> <ul style="list-style-type: none"> • exchanging information of a non-routine nature with <i>contacts</i> who are familiar with the subject matter <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • seeking and/or providing information, orally or in writing, with contacts <i>who are unfamiliar with the subject matter</i>

"COMPLEX" i.e. information which has more than one aspect and may not be readily understood without additional knowledge.

"WIDE RANGING" i.e. information where implications may extend throughout or beyond the Council and its boundaries.

The Nature of the Intended Audience

The level of communication skills takes into account the nature of the intended audiences or recipients of information and their familiarity with the subject matter. Certain individuals or groups may require more developed skills because of their circumstances, positions, attitudes or ability to understand the information being conveyed. Communications with immediate work colleagues are **excluded**.

"IMMEDIATE WORK COLLEAGUES" - i.e. the jobholder's subordinates, peers and superiors within the defined work unit or section, NOT their counterparts or equivalents in other sections or departments

"CLIENTS" - in this context, are people who are dependent upon the services of the local authority, for the provision of a service, either directly or through a contractor/partner. Clients **exclude internal** authority customers such as client departments, who should be considered as customers.

NOTE 1: Providing instruction, professional development guidance, or on-the-job training to EMPLOYEES or equivalent others is taken into account under the 'Responsibility for Employees' factor heading.

NOTE 2: Care should be taken to ensure demands under this factor are not double counted in relation to demands under the 'Responsibility for Services to Others' factor heading.

FACTOR 6 - COMMUNICATION SKILLS	
Level	Definition
	<p><i>or</i></p> <ul style="list-style-type: none"> • <i>eliciting and/or explaining information, orally or in writing, with contacts likely to be familiar with the subject matter</i>
3	<p>The most demanding type of communication routinely involved in the job is either:</p> <ul style="list-style-type: none"> • eliciting and/or explaining information, orally or in writing, with <i>contacts</i> likely to be unfamiliar with the subject matter <p><i>or</i></p> <ul style="list-style-type: none"> • exercising <i>communication skills</i> in advising, guiding, persuading in order to inform others <p><i>or</i></p> <ul style="list-style-type: none"> • <i>delivering informal training or presentations to colleagues or others who are familiar with the subject matter</i> <p><i>or</i></p> <ul style="list-style-type: none"> • using another language to exchange greetings and straightforward information.
4	<p>The most demanding type of communication routinely involved in the job is either:</p> <ul style="list-style-type: none"> • <i>eliciting and/or explaining complicated or sensitive</i> information, including interviewing and/or substantiating a case, with a range of audiences including non-specialists <p><i>or</i></p> <ul style="list-style-type: none"> • exercising developed communication skills in advising, guiding, <i>counselling</i>, persuading or negotiating in order to encourage others to adopt a particular course of action <p><i>or</i></p> <ul style="list-style-type: none"> • <i>delivering formal training or presentations to a range of audiences</i> <p><i>or</i></p>

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FACTOR 6 - COMMUNICATION SKILLS	
Level	Definition
	<ul style="list-style-type: none"> • using other languages to exchange complicated information and provide explanations to others.
5	<p>The most demanding type of communication routinely involved in the job is either:</p> <ul style="list-style-type: none"> • <i>eliciting and/or explaining complex and contentious</i> information with a range of audiences, including non-specialists <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • exercising highly developed <i>communications skills in</i> advising, counselling, negotiating, persuading, or informal advocacy, in order to convince others to adopt courses of action they might not otherwise wish to take.
6	<p>The most demanding type of communication routinely involved in the job is either:</p> <ul style="list-style-type: none"> • <i>eliciting and/or explaining wide ranging complex and contentious</i> information with a range of audiences, including non-specialists and liaison with the media in a public relations or corporate context <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • exercising very highly developed <i>communication skills in influencing</i>, counselling, negotiating, persuading or formal advocacy, in order to convince others to adopt policies and courses of action they might not otherwise wish to take.

FACTOR 7 - DEALING WITH RELATIONSHIPS

Scope of Factor

This factor covers demands arising from people-related features of the job (in contrast to the Concentration factor which covers demands arising from work-related features). It considers the demands on the jobholder as a result of coming into contact with, having to deal or work with, people who are upset, unwell, difficult, angry, have special needs, are at risk, are disadvantaged, or are otherwise demanding in some way.

Demands arising from the need to work with **immediate colleagues are excluded**, because changes in personnel could otherwise result in changes to the evaluation.

It is assumed that all relevant precautions are taken, that the jobholder is trained to deal with the relevant people and complies with appropriate Health and Safety procedures.

The Nature of Demand

The 'people' who impose demands may include the public, clients, customers, users of services provided by the jobholder, elected members, other employees of the local authority or other organisations (internal and external). Those who the jobholder comes into contact with may be abusive, threatening, disadvantaged or otherwise demanding, i.e. in terms of either their physical condition or mental state.

"INCIDENTAL" contact is generally occasional, *i.e. less than 20% of working time*, and does **not** require a *specific* response or action on the part of the jobholder as it is **outwith their remit**. *The jobholder will generally not be required to take action on another's behalf beyond passing on information, referring enquiries to the appropriate person etc. For example, Refuse Collectors subjected to verbal abuse by members of the public regarding the level of Council Tax may pass on the Council phone number; a School Cook taking a sick or distressed child to the School Nurse.*

"INTEGRAL" contact requires a *direct* response from, or action by, the jobholder *in order to* deal with people *in the course of doing their job*. *The jobholder will be required to progress issues or formulate a response to matters arising as part of the normal routine of the job. For example, a School Nurse attending to a sick or distressed child; a Care Assistant travelling with clients to and from a day care centre - whereas the driver of the mini-bus would have 'incidental' contact with the same clients.*

FACTOR 7 - DEALING WITH RELATIONSHIPS

This factor considers the demands on the jobholder arising from the circumstances and/or behaviour of those he/she comes into contact with as an integral part of normal working.

It covers the interpersonal skills needed to deal with and/or care for other people (excluding the job holder's immediate work colleagues) who are upset, unwell, difficult, angry, frail, confused, have special needs, are at risk of abuse, are terminally ill, or are disadvantaged in some way. It also considers the need to cope with abuse, aggression, the threat of violence, and/or to deal with conflict.

The factor takes account of the extent of dealing with such contacts in the course of normal working, and the frequency and duration of the contact.

FACTOR 7 - DEALING WITH RELATIONSHIPS

Level	Definition
1	<p>The job places additional demands on the jobholder resulting from the circumstances or behaviour of people with whom he/she has incidental contact.</p> <p>OR</p> <p>The job involves a requirement to work with, deal with, or come into contact as an integral part of the job with people who make slight additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for up to 20% of working time</p>
2	<p><i>The job places additional demands on the jobholder resulting from incidental contact with people whose circumstances or behaviour require that they are treated with more than normal courtesy.</i></p> <p>OR</p> <p>The job involves a requirement to work with, deal with, or come into contact as an integral part of the job with:</p> <ul style="list-style-type: none"> • people who make slight additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for more than 20% of working time <p>or</p> <ul style="list-style-type: none"> • people who make significant additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for up to 20% of working time.

"DEALING DIRECTLY WITH" is not restricted to face to face contact. It includes making any arrangements which involve dealing directly with the demanding person(s).

"MORE THAN NORMAL COURTESY" is required to deal with incidental enquiries/requests from people whose circumstances have made them distressed, confused etc. For example, a gravedigger dealing with the bereaved.

The Degree of Demand

Account is taken of the nature of the behaviour or circumstances of the people encountered which additional demands on the jobholder, and the extent to which these people are demanding:

"SLIGHTLY" for example, those who are physically and mentally sound but who *are otherwise demanding*, OR mainstream children over 5, OR those who subject the jobholder to casual abuse, such as swearing.

"SIGNIFICANTLY" for example, those who are unwell OR confused OR pre-five children OR those who subject the jobholder to specific verbal abuse.

"SUBSTANTIALLY" for example, those who are ill OR are in some distress OR have learning difficulties OR are at risk OR are in conflict with the jobholder.

"SEVERELY" for example, those who are long term sick OR are acutely distressed OR have special *physical/educational/social* needs OR are victims of abuse OR who subject the jobholder to aggression OR from whom there is a potential risk of violence.

"EXTREMELY" for example, those who are terminally ill OR are profoundly physically and/or mentally *disabled* OR are traumatised OR from whom the jobholder is at a CONSTANT risk of violence.

Frequency and Duration of Demand

Account of also taken of the proportion of working time which the jobholder comes into contact with demanding people.

Consideration should be given to the **normal** cycle of work of the job to identify an appropriate period of time from which to determine the "percentage" during which the jobholder requires to deal with those who are abusive, threatening, disadvantaged or otherwise demanding, for example, part of: a shift, a day, a week, a month, quarterly, annually etc.

FACTOR 7 - DEALING WITH RELATIONSHIPS	
Level	Definition
3	<p>The job involves a requirement to work with, deal with, or come into contact as an integral part of the job with:</p> <ul style="list-style-type: none"> • people who make significant additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for more than 20% of working time <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • people who make substantial additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for up to 20% of working time
4	<p>The job involves a requirement to work with, deal with, or come into contact as an integral part of the job with:</p> <ul style="list-style-type: none"> • people who make substantial additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for more than 20% of working time <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • people who make severe additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for up to 20% of working time
5	<p>The job involves a requirement to work with, deal with, or come into contact as an integral part of the job with:</p> <ul style="list-style-type: none"> • people who make severe demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for more than 20% of working time <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • people who make extreme demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for up to 20% of working time
6	<p>The job involves a requirement to work with, deal with, or come into contact as an integral part of the job with:</p> <ul style="list-style-type: none"> • people who make extreme demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for more than 20% of working time

FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

Scope of Factor

Consideration is given to **nature** of the jobholder's responsibility for employees rather than to the number of employees supervised. The level definitions reflect this and the **scope and degree** of responsibility exercised. Consideration is also given to the **frequency** with which this demand is required.

Others in an Equivalent Situation - account should be taken of all employees or others whose supervision, management, or co-ordination is the **direct** responsibility of the jobholder, including:

- contractors' or suppliers' employees;
- volunteers and the employees / workers of voluntary organisations;
- work experience students or trainees;
- students on placement for practical experience;
- others in a similar situation.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

Nature of Responsibility

Consideration is given to the **nature** of the jobholder's responsibility for employees or others:

"ALLOCATING" refers to responsibility for the determination of appropriately skilled and experienced members of a work team/unit to undertake broad elements of an overall workplan to ensure overall achievement of an on-going programme of work, rather than the day to day distribution of specific tasks to individual members of a team/unit or others.

"PERFORMANCE APPRAISAL" refers to both informal and formal assessment of sub-ordinate's work against expected standards.

"DIRECTING" means managing rather than first line supervision.

"MONITOR" performance of work undertaken in respect of a predetermined programme.

"PRIORITISE" includes evaluating/auditing activities and re-prioritising work undertaken as a result, within previously established parameters.

"REVIEW" includes examining and assessing activities and methods to establish their *continued* appropriateness to objectives.

"DETERMINE" includes establishing priorities and objectives, setting targets, and resource requirements.

Degree of Responsibility

Consideration is given to the **extent** to which the jobholder is responsible for employees:

"INVOLVED IN" i.e. carry out (and be subject to decisions) in relation to the application and implementation of personnel practices, *e.g. undertake first line absence/performance monitoring and disciplinary/grievance investigations including formal interviews, participate in selection process by attending recruitment interviews etc.*

"DIRECTLY" i.e. implementing/carrying out procedures.

"RESPONSIBLE FOR" i.e. taking appropriate decisions to implement personnel practice *and procedure, e.g. operational line manager convening and chairing a hearing/panel and determining an appropriate outcome.*

"ENSURE" i.e. *making sure that implementation of service / departmental policy, procedure and practice is properly applied in line with Council policy.*

"MANAGE" i.e. the jobholder *is responsible for the operational application / interpretation of the personnel framework, and monitors the implementation of service/departmental procedure/practice in line with that policy.*

"ACCOUNTABLE" i.e. the jobholder *is responsible for determining how the Council's personnel framework is to be applied in the service/department/function concerned.*

Scope

Consideration is given to the **scope** of the jobholder's responsibility for employees and others:

"ACTIVITY" for example, gardening, payroll, respite care, reception, refuse collection.

"SERVICE" for example, audit, consumer protection, revenues, libraries, waste management, residential care, estates.

"DEPARTMENT/FUNCTION" for example, social work, roads, environmental health.

"MULTI-FUNCTIONAL" equates to two or more of the above.

"CORPORATE" i.e. across all departments.

Frequency

Account is taken of the responsibility carried by those who do not supervise employees or others on a full-time or permanent basis.

"OCCASIONAL" i.e. required to supervise in exceptional circumstances unlikely to occur more than half a dozen times a year.

"REGULAR" i.e. shift supervisor or supervisor of seasonal or temporary employees.

Performance Appraisal

Within this factor reference is made to work carried out under a performance appraisal system. This applies to either formal or informal appraisal of the work or performance of employees or others against expected standards, by the jobholder in the role of supervisor or line manager. However, this does not include appraisal of the performance of consultants in a project management role.

FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

This factor considers the responsibility of the jobholder for the supervision, co-ordination or management of employees, or equivalent others.

It includes responsibilities for work allocation and planning, checking, evaluating and supervising the work of others; providing guidance, training and development of own team/employees, motivation and leadership; and involvement in personnel practices such as recruitment, appraisal and discipline.

The factor takes account of the nature of the responsibility, rather than the precise numbers of employees supervised, co-ordinated or managed; and the extent to which the jobholder contributes to the overall responsibility for employees.

FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

Level	Definition
1	<p>The job involves limited responsibility for the supervision of others, such as:</p> <ul style="list-style-type: none"> • demonstration of duties, or provision of advice and guidance, to new employees, trainees, students or others <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • co-ordination of work or on-the-job training of employees or others on an occasional basis
2	<p>The job involves responsibility for:</p> <ul style="list-style-type: none"> • instructing, guiding, allocating and checking the work of others assisting the jobholder and providing advice and guidance on regular but not daily basis. <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • co-ordination, supervision and/or on-the-job training of employees or others on a regular, but not daily basis. This may include co-ordination of their training and/or (formal or informal) performance appraisal.
3	<p>The job involves day to day responsibility for the supervision, co-ordination and/or training of a team of employees or others. This includes instructing, allocating and checking work, advising and guiding, and/or providing on-the-job training or co-ordinating training and/or (formal or informal) performance appraisal.</p>

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FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES	
Level	Definition
	<p>And</p> <p>The jobholder will also be involved in the implementation of the Authority's personnel practice and procedure.</p>
4	<p>The job involves responsibility for the management, direction, co-ordination, training and development of employees or others. This includes monitoring the performance of the group or team; evaluation of the work carried out; and prioritising areas of work.</p> <p>And</p> <p>The jobholder will also be responsible for the implementation of the Authority's personnel practice and procedure in respect of their team.</p>
5	<p>The job involves a service level responsibility for the management, direction, co-ordination and development of employees or others. This includes prioritising service activities and the evaluation of activities and working methods.</p> <p>And</p> <p>The jobholder will also be responsible for ensuring the implementation of the Authority's personnel policy, procedure and practice.</p>
6	<p>The job involves departmental or functional responsibility for the management, direction, co-ordination, development and effective deployment of employees or others. This includes determining departmental/functional priorities and targets and reviewing activities and working methods.</p> <p>And</p> <p>The jobholder will also be responsible for managing and monitoring the implementation of the Authority's personnel framework.</p>
7	<p>The job involves overall responsibility for the efficient and effective deployment of employees and other human resources at a multi-departmental/ multi-functional / corporate level. This includes determining resource requirements, and setting departmental/functional/organisational objectives.</p> <p>And</p> <p>The jobholder will also be accountable for the implementation of the Authority's personnel framework.</p>

FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS**Scope of the Factor**

This factor considers the nature and degree of responsibility which the jobholder has for individuals, or groups of people (members of the public, internal/external service users and recipients, clients, customers), other than employees supervised or managed by the jobholder.

People - in this context are the recipients of services provided by the local authority, or the **direct** beneficiaries of its activities. Those who are "beneficiaries" or recipients will not necessarily be happy with the relevant activities, for example, abused children removed from their families, restaurant owners being inspected for compliance with hygiene regulations. This relates to ALL services provided by the Council whether statutory or non-statutory, internal and external. Recipients of statutory services include, for example:

- residents of Council homes and clients of social workers or home carers
- residents of privately-run homes, and the clients of childminders (who benefit from Council inspection and registration activities)
- school pupils
- recipients of benefits or other payments, for which the Council is the originator or paying agent
- users of cafes and restaurants (who benefit from Council inspection and enforcement activities)
- members of the public (who benefit from the design and quality of roads, planning, street lighting etc).

Equivalent Client or Customer Relationship - this factor generally measures responsibilities which have a direct impact on people **other than** Council employees. However, some jobs with responsibilities for other groups of people, who are not defined above, nor employees supervised by the jobholder, should also be assessed.

Those in an equivalent client or customer relationship include other employees of the local authority, for example, customers of internal staff catering facilities, or clients of personnel, training, equalities or welfare officers; or the employees or volunteers of a voluntary organisation, to whom the jobholder is providing a direct service - but supervisory or co-ordinating responsibilities should be measured under the 'Responsibility for Employees' factor heading.

Account should be taken under this factor of specific job responsibilities for the health and safety of other employees, for example, those of a Safety Officer or Occupational Health Nurse.

The responsibilities of health and safety representatives are **not** normally part of the duties of the job: they generally attach to the individual and should **not** be assessed.

Nature of the Demand

Account is taken of the **nature** of the jobholder's responsibility for services to others:

"SUPPORT" *i.e. provision of services to mainly internal contacts*, for example, filing, word processing, secretarial support, vehicle or plant maintenance, internal mail, IT help desk.

"FRONT LINE" *i.e. provision of services to mainly external contacts*, for example, nursery care, catering, cleaning, rent or Council tax collection, housing repairs, parks and recreation, refuse collection, etc. *In this context "DELIVER" refers to the personal delivery of the service to individual clients/customers/service users/members of the public etc, for example, in the role of Home Help, Gardener, Refuse Collector, Receptionist, Cash Teller etc*

"APPLYING REGULATIONS OR POLICY" for example, environmental health, building control, licensing, residential care inspection, school attendance Inspectorate, trading standards, health and safety. This includes the provision of specialist/professional advice upon the application of regulations or policy.

"ASSESSING NEEDS OR SERVICE REQUIREMENTS" *in relation to the Council's provision of a service*, for example, housing, education, finance, grounds/roads maintenance, refuse collection, IT, planning, engineering service requirements etc

Scope

Account is also taken of the **extent** of the jobholder's responsibility for services to others:

"PROCESSES" - refers to the completion of tasks required to deliver a service.

"PROGRAMMES" - refers to a plan of services necessary to meet client needs or fulfil customer requirements.

Educational psychology is a "SERVICE" within the Education "FUNCTION"; the provision of home helps is generally a service within the Community/Social Work function; refuse collection is generally a service within the Cleansing/Environmental function.

"Two or more functions" includes e.g. housing AND social work, roads AND property, environmental health AND consumer protection, personnel AND information technology.

Implementation and Enforcement of Regulations - refers to **Statutory Regulations** for which local authorities are the implementation or enforcement agents. For example, planning and building control, registration of private homes for the elderly and childminders, enforcement of trading standards and environmental health regulations.

"CONTRACTED" refers to external and/or in-house provision.

"ENSURE / MONITOR" i.e. that others correctly apply/implement the regulations/policy.

"ENFORCE" i.e. to instigate/authorise formal enforcement action such as trading standards, environmental health, planning/building control, child protection, school attendance Inspectorate etc.

"ENFORCEMENT ACTION" includes legislation, statutory regulations and Council by-laws for which the Council is the implementation or enforcement agency - e.g. planning and building control, registration of private homes and childminders, licensing, trading standards and environmental health regulations.

Assessment - refers to the automatic or mechanical process of delivering or processing the needs of people or the requirements of service users, for example, taking details of income and circumstances, is not sufficient for a job to be scored at Level 3 or above, unless the deliverer or processor also

FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

This factor considers the jobholder's responsibility to others in terms of the quality and delivery of service provision.

It covers responsibilities for the provision of physical, mental, social, economic, business and environmental services, including health and safety. This includes services to individuals or groups such as internal or external clients, service users and recipients, customers, contractors, and members of the public.

The factor takes account of the nature of the responsibility and the extent of the jobholder's impact on individuals or groups. For example, providing personal services, advice and guidance, or other forms of assistance; applying, implementing or enforcing regulations; or designing, developing, implementing and/or improving services or processes.

FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

Level	Definition
1	The job predominantly involves undertaking tasks or processes to provide support directly to colleagues or internal/external customers.
2	The job predominantly involves either: <ul style="list-style-type: none"> • delivering front-line services to individuals, groups of people, or internal/external customers by undertaking tasks or processes, or • applying regulations or Council policy.
3	The job predominantly involves responsibility for services to individuals, or groups of people, through either: <ul style="list-style-type: none"> • an assessment of their basic needs or service requirements and implementation of appropriate processes for service provision/delivery or • ensuring implementation and/or monitoring of regulations or Council policy.

makes the initial assessment of needs/requirements. At Level 3 the assessment could be informal, for example, whether or how to carry out a prescribed programme of care in the light of the condition of the client on a particular day.

At **Level 4** and above, assessment of needs or service requirements is normally a **formal** process.

"BASIC" - service requirements i.e. provision of routine/information to facilitate service delivery, e.g. IT support *helpdesk*.

"COMPLEX" - service requirements i.e. review of resource requirements, working methods and associated processes, e.g. to establish a new area of service or improve service delivery/provision, *Analyst/Programmer designing and testing a new IT system to meet a client department's specified requirements*.

Examples of such needs in the **caring** field are:

"BASIC" - needs for food, cleanliness, comfort, conversation, interaction and minor modifications to accommodation.

"COMPLEX" - needs for specialist accommodation, protection from others, stimulation for those with substantial impairment.

FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS	
Level	Definition
4	<p>The job predominantly involves responsibility for services to individuals or groups of people, through either:</p> <ul style="list-style-type: none"> • an assessment of their basic needs or service requirements and implementation of programmes of service activities or processes <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • enforcing regulations or Council policy <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • ensuring compliance to standards/specifications in the quality and delivery of contracted services <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • contributing to the assessment of complex needs or service requirements and monitoring the quality and delivery of service.
5	<p>The job predominantly involves responsibility for services to individuals or groups of people through:</p> <ul style="list-style-type: none"> • assessment of complex needs or service requirements and managing the quality and provision/delivery of programmes of activities or services <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • managing compliance in the quality and delivery of contracted services to standards/specifications <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • contributing to the assessment of the service user needs, and to the design, development and improvement of programmes of activities or services.
6	<p>The job predominantly involves responsibility for services through either:</p> <ul style="list-style-type: none"> • leading the assessment of complex service user needs, and the design, development and improvement of programmes of activities or services

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FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS	
Level	Definition
	<p>or</p> <ul style="list-style-type: none"> • being accountable to Head of Service/Director/Committee for the long term nature, quality and level of a single service, and for determining the future provision of service.
7	The job predominantly involves accountability to Director/Committee or to the Council for fulfilling its statutory obligations regarding the outcomes required of, and achieved by, a range of services or an entire function .
8	The job predominantly involves accountability to Committee or the Council for fulfilling its statutory obligations regarding the outcomes required of, and achieved by, two or more functions .

FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES**Scope of Factor**

This factor considers the range of both direct and indirect responsibilities for financial resources, from handling cash and cheques, through processing invoices and other financial transactions, to accounting for financial resources and budgetary activities.

"DIRECT" refers to the actual physical handling and/or security of "monies" or actual undertaking of financial transactions, for example, reconciling cash takings, posting journal/ledger entries.

"INDIRECT" refers to checking or certifying transactions/activities undertaken by others, for example, checking balances are correct, approving invoices/expenses for payment.

Both the nature of the responsibility and the degree or extent of responsibility are taken into account.

Nature of Responsibility

The full range of different types of responsibility are considered:

"HANDLING" i.e. receipt *or issuing*, counting or checking, recording and reconciliation of amounts, preparation of bank deposits, cash floats, petty cash etc. This includes handling vouchers, stamps, phone and fuel cards, tokens, postal orders, credit and debit cards, giros and bankers drafts etc. NOTE: This does NOT include personal responsibility for employee lottery/Christmas/tea funds etc *or the use of fuel cards, bridge tickets, parking/taxi vouchers/swipe cards etc.*

"PROCESSING" i.e. data checking including approval for payment, data input and resolution of queries/anomalies. Financial documentation might include any of the following:- invoices, goods received/delivery notes, claims forms, requisitions, timesheets, payroll information, job lines, cost centre data etc.

"TRANSACTIONS" i.e. BACS transfers, payments, receipts, refunds, ledger and journal entries etc.

"SECURITY" *refers to the safe storage and/or transport of cash or equivalent, for example, to make bank deposits or collection from remote cash/vending/toll machines/meters etc.*

"BUDGETARY" *covers all aspects of budgetary activity including compiling, estimating, monitoring, income generation, expenditure, assessment of*

risk/investments etc – for all types of budgets – income, expenditure, projects etc.

"ACCOUNTING FOR" i.e. to give a reckoning of, to explain, to monitor, to audit, to authorise payment of expenses or refunds, to authorise payment of committed expenditure etc. This does **not** include the ability to commit/vire expenditure.

"MANAGING" means being responsible for organising those activities undertaken by others.

NOTE: The level of managing the audit/accounting process relates to the jobholder's functional/operational responsibility rather than the scope of their work, while the jobholder may work across a number of departments/services their responsibility relates to their own specialism/discipline.

The **degree** or extent of responsibility is also taken into account:

"OCCASIONAL" for example, on an infrequent, one-off, or ad hoc basis.

"REGULAR" for example, as part of the pattern of normal working, on a quarterly, monthly, fortnightly or weekly basis.

"SERVICE" generally equates to, for example, educational psychology, home help, committee administration, refuse collection. Whereas "FUNCTION" generally equates to, for example, social work, roads, environmental health.

"CORPORATE" means across all functions.

For the purposes of evaluation at **1999 values**:- ***(see note)**

"SMALL" refers to amounts of less than L500,000 per year

"CONSIDERABLE" refers to amounts of L500k - L5m per year.

"LARGE" refers to amounts of L5m - L10m per year.

"VERY LARGE" refers to amounts of more than L10m per year.

Security

Account is taken of the responsibility for the safe storage and/or transport of cash or equivalent, for example, to make bank deposits or collection from remote cash/vending/toll machines/meters.

For the purposes of evaluation at **1999 values**: ***(see note)**

"CONSIDERABLE" generally refers to the security of thousands of pounds per week, up to L500,000 per year in total. Those responsible for lesser amounts would generally be considered to be handling cash rather than responsible for its security, unless they are responsible for collection or banking of monies.

"LARGE" generally refers to amounts of more than L10,000 per week up to L2.5m per year in total.

"VERY LARGE" generally refers to amounts of more than L50,000 per week, up to L5m or more per year in total.

Budgetary Responsibility

Covers all aspects of budgetary activity including compiling, estimating, monitoring, income generation, expenditure, *assessment of risk/investment* etc. - for all types of budgets - income, expenditure, project etc.:

- A "CONTRIBUTING" role would include the preparation, provision, analysis, etc. of any information which is to be used by those who actually prepare or set the budget(s) concerned.
- A "MONITORING" role would include any significant validating activity which, in whole or in part, DIRECTLY influences the outcome of the budget setting process.
- The "LEADING" role means being the officer leading the budget setting process.
- The "CONTROLLING" role is the officer accountable to the director for the budget as a whole.

This refers to the total budget for which the jobholder is wholly or partly responsible. For the purposes of evaluation **AT 1999 VALUES: *(see note)**

"Small" i.e. up to L100,000

"Considerable" i.e. over L100,000 and up to L500,000

"Large" i.e. over L500,000 and up to L2.5m

"Very large" i.e. over L2.5m and up to L10million

"Extremely large" i.e. over L10 million.

Income Collection and Generation - should also be taken into account, for example:-

FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

This factor considers the jobholder's responsibility for financial resources.

It covers responsibility for cash, vouchers, cheques, debits and credits, invoices, and responsibility for the range of budgetary activities - including project, expenditure and income budgets, income generation and the generation of savings, assessments of risk/grants, loans/investments.

It takes into account the nature of the responsibility, for example, accuracy, processing, checking, safekeeping, security, authorising, monitoring, accounting, auditing, budgeting, estimating, business and financial planning, control and long term development of financial resources. It also takes into account the need to ensure economy, efficiency and effectiveness in the use of financial resources, and the need to ensure financial probity.

The factor takes into account the extent to which the jobholder contributes to the overall responsibility, rather than just the value of the financial resources.

FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

Level	Definition
1	<p>The job <i>predominantly</i> involves responsibility <i>for either</i>:</p> <ul style="list-style-type: none"> • <i>the proper use and safekeeping of vouchers or equivalent required to undertake specific tasks of the job</i> <p><i>or</i></p> <ul style="list-style-type: none"> • handling cash, processing cheques, invoices or equivalent on an occasional basis.
2	<p>The job <i>predominantly</i> involves responsibility for either:</p> <ul style="list-style-type: none"> • handling cash or processing cheques, invoices or equivalent on a regular or daily basis <p><i>or</i></p> <ul style="list-style-type: none"> • accounting for, auditing, or security of, <i>small to considerable</i> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent <p><i>or</i></p> <ul style="list-style-type: none"> • being accountable for, or monitoring, <i>small to considerable</i> expenditures from an agreed budget or equivalent income.

- "bidding" for grants from Government, the European Commission and other grant giving bodies;
- developing financial partnership arrangements with the private sector;
- collection of Council Tax and other revenues.

Income generation and expenditure sums should **not be counted twice**, but the **nature of the combined** responsibility should be taken into account.

Equivalent Levels of Responsibility - it is impossible to specify all forms of financial responsibility, as many jobs in many departments may contribute to the overall accounting or accountability responsibility, for example, finance officers in corporate finance, departmental finance officers, service budget holders, cashiers, invoice checkers etc. In determining equivalences, it is important to look at the nature of the responsibility, the frequency with which it is exercised, the scale of the responsibility and so on of each job.

Application of the level definitions

Factor definitions include a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one or two aspects of the range of demands described at a particular level, it will generally be assessed at a lower level. However, when using the paper based Scheme it is possible, in exceptional cases, to assess the demands of the job at the higher level where one element of the criteria of a level demand is a very significant feature of the job.

Staff costs - should be included in total budgetary figures; the level of the responsibility may be affected by the degree of discretion which the jobholder has over such costs.

* **NOTE:** Values have been set at 1999 levels to cover the range of financial responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, alternative ranges must be developed for application to the whole job population, by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.

FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES	
Level	Definition
3	<p>The job <i>predominantly</i> involves responsibility for either:</p> <ul style="list-style-type: none"> • accounting for, auditing, or security of, large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • being accountable for, or monitoring, large to very large expenditures from an agreed budget(s) or equivalent income <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • contributing to setting and monitoring small to considerable budget(s), and ensuring value-for-money and/or effective utilisation of financial resources.
4	<p>The job <i>predominantly</i> involves responsibility for either:</p> <ul style="list-style-type: none"> • accounting for, auditing, or security of very large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • being accountable for, or monitoring, extremely large expenditures from an agreed budget(s) or equivalent income <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • contributing to setting and monitoring large to very large budget(s), and ensuring value-for-money and/or effective utilisation of financial resources <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • <i>leading the budget setting process, controlling small to considerable budget(s), and ensuring value-for-money and effective utilisation of financial resources</i> <p style="text-align: center;"><i>or</i></p> <ul style="list-style-type: none"> • determining small budget(s) and long-term financial planning to meet service/departmental/functional or other requirements.
5	<p>The job <i>predominantly</i> involves responsibility for either:</p> <ul style="list-style-type: none"> • managing the accounting / audit process, and ensuring financial probity in the use of financial resources at service/ departmental level

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FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES	
Level	Definition
	<p>or</p> <ul style="list-style-type: none"> • contributing to setting and monitoring extremely large budget(s), and ensuring value-for-money and/or effective utilisation of financial resources <p>or</p> <ul style="list-style-type: none"> • leading the budget setting process, controlling large to very large budget(s), and ensuring value-for-money and effective utilisation of financial resources <p>or</p> <ul style="list-style-type: none"> • determining considerable or large budget(s) and long-term financial planning to meet service/departmental/functional or other requirements
6	<p>The job <i>predominantly</i> involves responsibility for either:</p> <ul style="list-style-type: none"> • managing the accounting/audit process at functional/multi-departmental level, and ensuring probity in the use of financial resources at functional/multi-departmental level <p>or</p> <ul style="list-style-type: none"> • leading the budget setting process, controlling extremely large budget(s), and ensuring value-for-money and effective utilisation of financial resources <p>or</p> <ul style="list-style-type: none"> • determining very or extremely large budget(s) and long-term financial planning to meet service/departmental/functional or other requirements.
7	<p>The job <i>predominantly</i> involves responsibility for either:</p> <ul style="list-style-type: none"> • controlling the corporate accounting/audit function, and ensuring probity in the use of financial resources at corporate level <p>or</p> <ul style="list-style-type: none"> • determining budget(s) and long-term financial planning to meet multi-functional or corporate requirements.

FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

Scope of Factor

This factor takes account of the fact that jobs often have different levels of responsibility for different types of resources – *excluding all human resources which should be considered under the factor heading 'Responsibility for Employees'*. The job should be evaluated according to the **highest level** of either primary or secondary Responsibility for Physical and Information Resources. For example, a job having a primary responsibility for the proper use and safekeeping of very expensive equipment and secondary responsibility for ordering and/or stock control of a limited range of supplies should be assessed at Level 3 in line with the first of these features.

Where a job has an equivalent level of responsibility for **both** primary and secondary resources, the level of responsibility is considered to be equivalent to the next level, above Level 3. For example, a job have both a primary and secondary responsibility at Level 4, is considered equivalent to a job having a primary responsibility at Level 5 with a secondary responsibility at a lower level.

"PRIMARY" refers to the **main** types of resources for which the jobholder is responsible in the course of normal working, i.e. in terms of the FREQUENCY AND/OR DURATION with which the jobholder uses/ deploys/ utilises/ maintains/ repairs/ secures/ manages/ adapts/ designs/ develops/ purchases etc., these resources. This need **not** relate to the overall value of specific resources.

"SECONDARY" refers to any other resources for which the jobholder has **less** responsibility in terms of the frequency and duration with which the jobholder is required to exercise responsibility, **not** to resources which are of lesser value.

Nature of Responsibility

Consideration is given to the **nature** of the responsibility for **physical** resources *such as plant, equipment, premises etc.*

"USE AND SAFEKEEPING" i.e. proper use of equipment, tools, plant and machinery in accordance with manufacturers instructions and any relevant training. This includes reporting of faults as appropriate. Proper shut-down and storage of equipment, tools, plant and machinery when not in use including securing items if necessary, for example, closing down a PC at the end of the working day, returning mobile plant to depot, securing chemicals in locked cupboard, handing in keys to security etc

"MAINTAIN" *includes undertaking daily checks, routine maintenance and full maintenance such as servicing and repairs as part of a programme of planned/preventative maintenance.*

"DAILY CHECKS" includes cleaning of equipment, and the checking of oil, water and tyres, checking temperature levels of fridges/freezers, changing toner cartridge on a printer, greasing plant, replacing bag on vacuum cleaner, etc.

"ROUTINE MAINTENANCE" includes conducting operational inspections AND undertaking minor repairs required as a result, such as changing fuses/lighting fittings, changing a car tyre/batteries or other tasks involving the application of specialist knowledge/skills.

"FULL MAINTENANCE" refers to servicing and repairs as part of a programme of planned/preventative maintenance.

"SUPERVISE PROPER USE" generally refers to on site supervision of specified tasks.

"MANAGE" includes, for example, deployment of equipment and resources, and scheduling their use, maintenance and repair, replacement etc.

"ENSURE" generally refers to responsibility for specified activities which is exercised remotely, and may include checks on supervision.

"KEYHOLDING" i.e. jobholders who hold keys for access and egress to/from buildings, including out of office hours.

"NOMINATED KEYHOLDER" i.e. individuals who are nominated points of contact for protective services/security firms etc in emergency situations or when alarms sound etc

"SECURITY" generally refers to responsibility for safeguarding the security of physical resources such as buildings, premises and other locations such as depots, and their contents.

Consideration is also given to the nature of responsibility for manual or computerised information systems as a resource, for example, database, filing system, records, reference materials/library. The jobholder's responsibility covers activities such as data input, filing, maintenance and creation or development of information resources, rather than simply referring to the information to carry out day to day tasks.

"PERSONAL" i.e. information pertaining to specific individuals

"CONFIDENTIAL OR COMMERCIALY SENSITIVE" i.e. information pertaining to organisational matters or the business context

"HANDLING/PROCESSING" refers to data input, transfer, collation and filing, which may not require the jobholder to have a full working knowledge and appreciation of the information.

"ACCESSING" refers to the interrogation, analysis and verification of information, which requires the jobholder to have a full working knowledge of the subject matter.

"DATA INPUT" refers to data entry, transfer and collation, which may not require the jobholder to have a full working knowledge and appreciation of the information.

"CREATING AND/OR UPDATING" refers to determining the need for new/additional files to be opened, compiling information and determining its relevance, which requires the jobholder to have a full working knowledge and appreciation of the information.

"KEEPING RECORDS" refers to the responsibility for maintaining records kept by the Authority for statutory purposes.

"ORGANISING/MAINTAINING" refers to the operational determination/ design of the detailed structure of the information SYSTEM, ensuring the integrity and relevance of the data, establishing links to related information systems and ensuring appropriate security, access and housekeeping arrangements are in place. The jobholder will generally require a full working knowledge and appreciation of the purpose, functionality and content of the information SYSTEM.

"DEVELOPING/MANAGING" refers to identification and assessment of options against available resources, project management of quality and time scale, ensuring system objectives are fulfilled, and reviewing performance on an on-going basis.

"PLANNING" refers to identifying and anticipating strategic information requirements in both the short and long term, and determining the related resource implications.

Consideration is also given to the **degree** or extent of responsibility for physical or information resources:

**FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND
INFORMATION RESOURCES**

This factor considers the jobholder's primary and secondary responsibilities for the Council's physical and information resources.

It covers tools, equipment, instruments, vehicles, plant and machinery, materials, goods, produce, stocks and supplies, manual or computerised information used in the course of normal working. It also covers responsibility for offices, buildings, fixtures and fittings; Council databases, information systems and records; land and construction works.

It takes into account the nature of the jobholder's primary responsibility for resources and any secondary responsibility, for example, safekeeping, confidentiality and security; deployment and control; maintenance and repair; requisition and purchasing; planning, organising, or design and long term development of physical or information resources.

The factor takes into account the degree to which the jobholder contributes to the overall responsibility, and the value of the resource.

**FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND
INFORMATION RESOURCES**

Level	Definition
1	<p>The job involves a primary responsibility for either:</p> <ul style="list-style-type: none"> • the proper use and safekeeping of physical resources such as equipment of moderate value. This may include daily checks such as oil/water levels etc and/or reporting of faults/breakdowns <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • handling or processing of routine manual or computerised information such as data input or filing <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • cleaning of buildings, <i>premises, external locations or equivalent etc</i> <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • requisitioning supplies for immediate use.

"SERVICE" in this context generally means equivalent to, for example, audit, consumer protection, revenues, libraries, waste, residential care, estates.

"DEPARTMENT / FUNCTION" in this context generally equates to, for example, social work, roads, environmental health.

"CONSORTIUM" in this context generally equates to partnership arrangements between the Council and external organisations such as other local authorities, joint boards and voluntary organisations.

Value

In considering the value of physical resources the following equivalencies should be used:

- Equipment of **moderate** value (at Level 1) will include a computer terminal/PC, printer, vacuum cleaner, food mixer, pedestrian lawn mower, scanner, chainsaw, cement mixer, slicing machine etc.
- **Expensive** equipment (at Level 2) will include a car (used for Local Authority purposes), a minibus or transit van (used for transporting passengers or goods), industrial dishwasher, ride-on mower, equivalent value workshop equipment etc.
- **Very expensive** equipment (at Level 3) will include heavy plant, a refuse lorry of similarly adapted large vehicle, a mainframe computer system (where the jobholder has active responsibility for its operation), responsibility for a dedicated in-house printing system or operation.

Supplies and/or stocks

Consideration is given to the **nature** of the responsibility for supplies and/or stocks:

"REQUISITIONING" generally refers to an internal request for items from *existing* stores or stock, which may not need countersignature.

"ORDERING" generally refers to a request for items which may have to be specifically purchased from an external supplier, and which will generally require countersignature. *This does NOT include responsibility for processing purchase orders which should be considered under either:*

- *This factor heading – as processing of information*
- Or

FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES	
Level	Definition
2	<p>The job involves a primary responsibility for either:</p> <ul style="list-style-type: none"> • proper use and safekeeping of expensive equipment, including daily checks and reporting of faults/breakdowns etc or • handling and processing of confidential, personal, commercially or otherwise sensitive manual or computerised information, for example, creating and/or updating files or keeping records or • ensuring / supervising the proper use, safekeeping, cleaning and/or maintenance of buildings, <i>premises</i>, external locations or equivalent or • undertaking routine maintenance of moderately expensive plant or equipment or • ordering and/or stock control of a limited range of supplies for use by jobholder and team/colleagues or • limited responsibility for security of plant, tools and equipment or buildings, external locations or equivalent, <i>this may</i> include setting alarms and keeping keys for access/egress
3	<p>The job involves a primary responsibility for either:</p> <ul style="list-style-type: none"> • proper use and safekeeping <i>/routine maintenance</i> of very expensive plant, equipment or equivalent resources or • organising, maintaining, designing or developing manual or computerised filing and/or record systems for use at departmental/functional level or • managing the deployment of a range of plant, tools, equipment and other physical resources or • undertaking full repairs and maintenance of plant, equipment and premises, including preventative or planned maintenance or • identifying the need for and ordering, and/or stock control of, a range of equipment and supplies

- *The 'Responsibility for Financial Resources' factor heading – as indirect responsibility for processing financial documentation*

NOTE: *Care must be taken to avoid double-counting of the same job demand under two or more factor headings.*

"PURCHASING" generally refers to the authorisation/countersignature of externally supplied orders up to a predetermined limit/value.

"PROCUREMENT" generally refers to the strategic function of "buying" on behalf of the authority, and includes tendering.

"STOCK CONTROL" generally refers to ensuring an appropriate supply of items in store, and anticipating likely demand.

Consideration is also given to the **degree** or extent of the responsibility:

"LIMITED" for example, office stationery or food supplies for a school kitchen or vehicle parts for a workshop, etc.

"RANGE" for example, food supplies AND equipment for a school kitchen; office stationery AND furniture; or highways maintenance equipment AND planning.

Security

Consideration is given to the nature and degree of responsibility for the safeguarding of physical resources, including buildings, premises, and other locations such as depots and their contents.

Examples of "limited responsibilities" (at Level 2) include:

- Keyholder responsibility for all of a building, external location or construction site
- Responsibility for opening/closing one or more buildings with keys
- Checking windows, switching on alarm systems where there is no caretaker
- *Daily monitoring of individuals and/or physical resources entering and leaving premises*

Examples of *greater* security responsibilities (at Level 3) include acting as security guard, *caretaker* or attendant where this is a major job feature.

FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES	
Level	Definition
	<p>or</p> <ul style="list-style-type: none"> • security of plant, tools, equipment or buildings, external locations or equivalent, as a <i>caretaker</i> or nominated keyholder for emergencies <p>or</p> <ul style="list-style-type: none"> • involvement in the adaptation, design or development of a limited range of equipment, land, buildings, other construction works or equivalent <i>or contributing to the utilisation, adaptation, design, development, acquisition and disposal</i> of such
4	<p>The job involves a primary responsibility for either:</p> <ul style="list-style-type: none"> • adapting, designing, developing or managing of multi-departmental/functional information systems, this may include responsibility for ensuring the proper completion and safekeeping of statutory records <p>or</p> <ul style="list-style-type: none"> • <i>involvement in the adaptation, design or development</i> of a wider range of equipment, land, buildings, other construction works or equivalent or involved in the <i>utilisation, adaptation, design, development, acquisition and disposal</i> of such of a considerable value <p>or</p> <ul style="list-style-type: none"> • <i>managing the deployment of a wide range of plant, tools, equipment and other physical resources</i> <p>or</p> <ul style="list-style-type: none"> • <i>managing the security of a range of physical resources</i> <p>or</p> <ul style="list-style-type: none"> • <i>tendering and/or procurement and/or deployment of a wide and high value range of equipment and supplies at a sectional/service level or contributing to the tendering or procurement process at a wider level</i> <p>or</p> <ul style="list-style-type: none"> • determining the need for additional resources or supplies at a sectional or service level, and/or <i>authorising</i> their purchase and deployment <p>or</p> <ul style="list-style-type: none"> • both a primary and secondary responsibility for resources as described by the demands identified at Level 3.

Responsibility for "MANAGING" the security of physical resources includes ensuring appropriate security measures are in place and monitoring their effectiveness. This includes responsibility for overseeing security systems and arrangements provided either internally or externally. Examples of managing security include:

- *"A RANGE OF RESOURCES" – generally within a single location such as a central store, transport depot, museum, leisure centre etc*
- *"A WIDE RANGE" – generally across multiple sites or locations.*

Buildings

"BUILDINGS" refers to all responsibilities in respect of the full range of buildings, premises, construction sites and other locations, for example:

- Cleaning of premises (at Level 1)
- Ensure proper cleaning, repair and maintenance (at Level 2)
- Manage, repair/maintain a range of premises (at Level 3)
- Supervise the design adaptation or development process of a range of premises with a considerable value (at Level 4)
- *Utilisation/acquisition/disposal* of a range of high value premises (at Level 5)
- Design and planning of a range of premises over the long term (at Level 6)

For evaluation purposes **AT 1999 VALUES: *see note**

"Considerable" value would be up to L250,000

"High" value would be more than L250,000

* **NOTE:** Values have been set at 1999 levels to cover the range of responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, alternative ranges must be developed for application to the whole job population, by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.

FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES	
Level	Definition
5	<p>The job involves a primary responsibility for either:</p> <ul style="list-style-type: none"> • adapting, designing, developing or managing Council wide information systems, databases or archives, for example, Financial Management System, Personnel Information System, Electoral Register <p>or</p> <ul style="list-style-type: none"> • <i>utilisation</i>, adaptation, design, development, <i>acquisition or disposal</i> of a wide and high value range of equipment, land, buildings, other construction works or equivalent <p>or</p> <ul style="list-style-type: none"> • <i>managing the security</i> of a wide range of physical resources <p>or</p> <ul style="list-style-type: none"> • tendering and/or procurement and/or deployment of a range of <i>resources or supplies</i> at a departmental/functional level <p>or</p> <ul style="list-style-type: none"> • involvement in long-term planning of the Council's physical or information resources to meet service or other requirements <p>or</p> <ul style="list-style-type: none"> • both a primary and secondary responsibility for resources as described by the demands identified at Level 4.
6	<p>The job involves a primary responsibility for either:</p> <ul style="list-style-type: none"> • tendering, procurement and deployment of resources on a functional, Council wide or Consortium basis <p>or</p> <ul style="list-style-type: none"> • long-term planning of the Council's physical or information resources to meet service or other requirements <p>or</p> <ul style="list-style-type: none"> • both a primary and secondary responsibility for resources as described by the demands identified at Level 5.
7	<p>The job involves both a primary and secondary responsibility for resources as described by the demands identified at Level 6.</p>

FACTOR 12 - INITIATIVE AND INDEPENDENCE

Scope of Factor

This factor takes account of the problems which the jobholder must deal with in the course of normal working, the decisions which the jobholder is able to take, and the extent to which advice and guidance is available.

*Where a level definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level.*

Consideration is given to the nature and degree of **discretion** which the jobholder has in the course of normal working:

"WORKING TO INSTRUCTIONS" i.e. the jobholder's duties are described in detail either in writing or verbally e.g. the jobholder may be given a route to follow or a specified list of tasks.

Following routine "WORKING PRACTICE" i.e. in the absence of written instructions the jobholder works to established practices which indicate *the routine tasks and* how the job is to be done.

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. This includes procedures established by statutory regulations and legislation.

Working within "POLICY GUIDELINES" i.e. the jobholder operates within clearly defined service/departmental/functional policy guidelines which may be referred to where there is little or no established procedure or practice.

Working within the broad "FRAMEWORK OF COUNCIL POLICY" i.e. the jobholder has autonomy to operate within the boundaries or parameters of Committee/Council decisions which may not have been translated into formal guidelines or procedures.

NOTE: All work is undertaken within **Council policies**, including their development. Absence of reference to Council policies at any given level in this factor does not mean that these levels are not within Council policies, but that they are also subject to more detailed procedures, which themselves are within Council policies.

Nature of Demand

Consideration is given to the **nature** of the problems which the jobholder is required to **deal with** in the course of **day to day** working:

"ROUTINE" for example, problems which are generally similar and are covered by established practice.

"PREDICTABLE" for example, problems *that may occur intermittently* but are generally covered by recognised policy, procedures or practice, although the particular circumstances may vary.

"UNANTICIPATED" for example, problems which have not occurred before, could not reasonably have been foreseen, and / *or* may have implications for policy, procedure or practice.

"UNUSUAL" for example, out with the range of normal problems, but to which policy or procedure may provide guidance.

"DIFFICULT" for example, the solution is not readily apparent, but relevant precedents may apply.

"SERIOUS" for example, may have wider implications in a policy or functional context.

Degree of Demand

Consideration is also given to the **extent** to which the jobholder may take decisions / action, or must seek advice and guidance, to resolve problems:

"EXERCISE DISCRETION" refers to the authority to take decisions without referral upwards.

"PROBLEMS ARE REFERRED TO A SUPERVISOR" i.e. the jobholder is not expected to deal with the problem but to refer it for someone else's attention.

"GUIDANCE IS AVAILABLE AS REQUIRED" i.e. the jobholder is expected to attempt to deal with problems, but would be assisted if the problem turns out to be out with their experience or remit.

"READILY ACCESSIBLE" i.e. jobholder and line manager generally work closely together, advice and guidance is provided through regular discussion.

"AS AND WHEN REQUIRED" i.e. the jobholder generally works autonomously and will decide when to seek advice or guidance.

"NOT READILY ACCESSIBLE" i.e. advice and guidance may need to be sought from a variety of sources (internal and/or external) rather than primarily from line management. NOTE: This does **not** refer to the **physical** location or availability of the jobholder's immediate line manager, but to the working relationship.

"WITHOUT RECOURSE" i.e. the jobholder works autonomously on high level issues and may seek the views of others rather than 'advice'. 'Guidance' is provided by strategic direction.

Joint Decision Making - the nature and extent of the jobholder's contribution to joint decision making by different people, departments or committees should be taken into account in assessing the level of initiative. The sharing of decision making and action taking may reduce the level of initiative.

Scope of Demand

Consideration is also given to the **extent** of the jobholder's discretion:

- "Over a limited range of activities" for example, activities found within a single team/unit.
- "A range of activities" for example, activities across a number of teams/units.
- "A broad range of activities" for example, activities across a service.
- "A very broad range" for example, activities across a department/function/the authority.

Managerial Direction

The amount, level and degree of managerial direction which the jobholder is subject to, is also considered:

"SUBJECT TO" i.e. the jobholder's overall activities and workload are directed by line management.

"CONSULTS" i.e. the jobholder decides when managerial direction is required.

"GENERAL" i.e. the jobholder works semi-autonomously under broad direction.

"MINIMAL" i.e. the jobholder is generally working autonomously.

"OPERATIONAL" refers to day to day advice on matters outwith the scope of the job, for example, from line manager.

FACTOR 12 - INITIATIVE AND INDEPENDENCE

This factor considers the jobholder's scope to exercise initiative and the extent to which they have freedom to act.

It takes into account the nature and degree of supervision and guidance of the jobholder provided by instructions, procedures, practices, checks, policy, precedent, regulation, strategy and statute.

FACTOR 12 - INITIATIVE AND INDEPENDENCE

Level	Definition
1	<p>The job predominantly involves following instructions or established working practices which define the tasks in detail, but some initiative is needed on a day to day basis to complete the tasks required.</p> <p>AND</p> <p>The work is subject to routine inspection, supervisory or customer checks, or close supervision.</p>
2	<p>The job predominantly involves working from instructions or established practice, but requires initiative to make routine decisions.</p> <p>AND</p> <p>Problems are referred to a supervisor/ manager. Supervision and/or guidance are readily available as and when required.</p>
3	<p>The job predominantly involves working within established procedures/policy guidelines. The job holder requires initiative to organise own workload and decide how and when duties are to be carried out.</p> <p>AND</p> <p>The work may involve responding independently to routine or predictable problems and situations. The jobholder generally has access to a supervisor/ manager for advice and guidance on unusual or difficult problems.</p>

"MANAGERIAL" refers to the broad parameters/objectives of the job.

"PROFESSIONAL" refers to advice from senior or more experienced colleagues on specialist matters.

Policy / Strategy

Consideration is given to the **nature** of the jobholder's role in the development of policy/strategy where this is the **predominant** nature of the job, and to involvement in ad-hoc or one-off projects or secondments. Policy/strategy development does **not** refer to strategic planning or implementation.

"CONTRIBUTE" i.e. on a regular basis as a member of a project team/working party/departmental management etc.

"LEAD" i.e. the jobholder plays a leading role, for example, as Chair of a working party.

"RECOMMENDATIONS" i.e. jobholders may **contribute** to the decisions of others by making recommendations. The initiative involved in making such recommendations should be taken into account. The level of initiative in making recommendations will depend on how close to or far from the relevant decision making they are, their degree of influence, the breadth of activity to which they relate, and the degree of direction provided.

Approval/ratification of policy and/or strategy developed by the jobholder refers to the jobholder's **INDIVIDUAL** responsibility or authority in relation to the development of policy and/or strategy, rather than the jobholder's contribution to a working party or management team. For example, as designated/lead officer or working party chairperson.

Consideration is also given to the **extent** of the jobholder's involvement in the development of policy/strategy:

"ON-GOING" i.e. development of policy and/or strategy is an integral aspect of the jobholders responsibility.

"OCCASIONAL INPUT" i.e. contributions to working parties etc. where development of policy and/or strategy is an ad-hoc feature of the job, rather than the jobholder's primary responsibility.

FACTOR 12 - INITIATIVE AND INDEPENDENCE	
Level	Definition
4	<p>The job predominantly involves working within established procedures/policy guidelines to progress a limited range of activities.</p> <p>AND</p> <p>The work may involve responding independently to unanticipated problems/situations and making decisions/exercising initiative with ready access to manager/more senior officers for advice and guidance on serious problems.</p> <p>AND</p> <p>The work is subject overall to professional advice and managerial direction. The jobholder may have an occasional input to the development of strategy and policy.</p>
5	<p>The job predominantly involves working within the Council's policy framework, and involves using discretion and initiative over a range of activities, with little access to more senior officers. The jobholder consults his/her manager for specific advice and direction as and when required.</p> <p>AND</p> <p>The jobholder will contribute on an on-going basis to the development of strategy and policy, and will also contribute to the implementation and monitoring of legislation, and regulation.</p>
6	<p>The job predominantly involves working within the Council's policy framework, and involves using wide discretion and initiative over a broad range of activities, advice is not readily accessible.</p> <p>AND</p> <p>The work is subject to general managerial direction. The job holder will be required to lead the development of strategy and policy and the implementation and monitoring of legislation, and regulation.</p> <p>OR</p> <p>The job predominantly involves working within the Council's policy framework, and involves exercising very wide discretion and initiative over a very broad range of activities.</p>

The **scope** of the jobholder's involvement is also considered:

"SERVICE" in this context generally means equivalent to, for example, audit, consumer protection, revenues, libraries, waste, residential care, estates.

"DEPARTMENT / FUNCTION" in this context generally equates to, for example, social work, roads, environmental health.

"CORPORATE" in this context generally equates to, for example, multi-functional or Council wide initiatives.

FACTOR 12 - INITIATIVE AND INDEPENDENCE	
Level	Definition
	<p>AND</p> <p>The jobholder will contribute on an on-going basis to the development of strategy and policy, and to the implementation and monitoring of legislation, and regulation.</p> <p>OR</p> <p>The jobholder may make recommendations on strategic and policy matters at a service or departmental/functional level.</p>
7	<p>The job predominantly involves working within the overall policy and strategy of the Council, and involves using very wide discretion and initiative over a very broad range of activities, without recourse to others for advice.</p> <p>AND</p> <p>The work is subject to minimal managerial direction. The jobholder will be required to make recommendations on strategic and policy matters at Committee or equivalent level.</p>
8	<p>The job predominantly involves working within the strategic framework of the Council, and statute or legislation.</p> <p>AND</p> <p>The jobholder will be required to advise, challenge and recommend changes to broad areas of Council strategy and policy at a multi-functional or corporate level.</p>

FACTOR 13 – KNOWLEDGE**Scope of Factor**

Consideration is given to the knowledge required to do the job, whether it has been acquired through further education, vocational training, on-the-job or previous experience. This does **not** refer to all of the knowledge which the individual jobholder may have, but only to the knowledge **needed** to do the specific job.

Application of the Level Definitions

The factor level definitions incorporate a number of **separate** elements of demand, which **must all** be regular features of the job in order for it to be assessed at that level. Where a definition includes a **range** of criteria for meeting the level of demand, the **majority** of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one or two aspects of the range of demands at a particular level, it will generally be assessed at a lower level. However, when using the paper based Scheme, in exceptional cases, assessment of the demands of the job at the higher level may be justified where one element of the criteria of a level demand is a very significant feature of the job.

Some factor level definitions include **alternative** criteria for meeting the demand at each level. This is indicated by use of the word 'or' between the various elements of demand. These alternatives have been provided in recognition of the variety of job demands which can be considered 'the same but different'. While the nature of the work or the tasks relevant to that factor heading may be quite different, the Scheme recognises that they are of **equivalent demand**.

The overall assessment of the level of knowledge required results from a combination of demands identified in terms of the type of knowledge, relevant qualifications and/or experience.

Nature of Knowledge

Consideration is given to the **type or nature** of the knowledge required:

"PRACTICAL" i.e. knowledge associated with actions rather than theory, for example, driving, swimming, cooking, etc.

"TECHNICAL" i.e. knowledge associated with the operation, maintenance, design and development of plant, equipment and technical infrastructure.

"SPECIALIST" i.e. knowledge of the concepts and principles of a particular discipline.

"PROCEDURAL" i.e. knowledge required to apply and/or interpret procedures in varying circumstances.

"ORGANISATIONAL" i.e. knowledge of departmental/functional/corporate strategy and/or objectives.

"CLERICAL" i.e. knowledge associated with clerical procedure and practice.

"ADMINISTRATIVE" i.e. knowledge associated with administrative policy, procedure and practice.

Literacy and numeracy should be considered in a broad sense e.g. to include map reading:

"BASIC LITERACY" refers to the ability to read text, write straightforward sentences, *to sign name and complete requisitions/request slips.*

"BASIC NUMERACY" refers to the ability to add, subtract, multiply and divide, *and to calculate fractions and percentages.*

"INTERPRETATION / PREPARATION" refers to documents requiring original composition NOT *the use of standard phraseology*, and/or calculations *involving mathematical formulae such as algebra, geometry, trigonometry and calculus.*

NOTE: "Technical maps" does not refer to standard road maps

Extent of Knowledge

Consideration is also given to the **breadth and depth** of knowledge required to do the job:

"SIMILAR" tasks, for example, various methods of cooking or cleaning; typing letters, setting out tables, formatting presentations.

"DIFFERENT" tasks, for example, a *number* of different tasks such as driving, digging AND cable-laying; or cleaning, tidying, toileting AND running errands; or reception work, typing, filing AND switchboard operation.

A "RANGE" of related tasks, for example, combinations of *tasks* such as drafting correspondence, checking work AND attending meetings; *OR* purchasing, costing AND banking; or litter-picking, minor repairs, boiler duties AND security.

"TASKS" are the individual elements within a job or activity, for example:

- typing and filing are tasks within clerical activities
- digging and pruning are tasks within the activity of gardening
- ordering and invoicing are tasks within the activity of purchasing
- conveyancing and litigation are elements of legal activity
- washing and dressing are elements of a caring activity.

"ASSOCIATED JOBS" refers to separate jobs whose duties and responsibilities relate to those undertaken by the jobholder. For example, a Clerk of Works needs knowledge of HOW a painter, joiner or labourer should undertake their job in order to fulfil the responsibility/remit required as a Clerk of Works. Whereas a Secretary needs an appreciation of WHAT colleagues in other departments do, but not how those jobs are undertaken.

"ASSOCIATED ACTIVITIES" - an activity relates to the range of tasks required to complete a process such as, purchasing, cooking, gardening, recruitment, audit, maintenance etc. Associated activities relates to the jobholders understanding of the overall process rather than the particular tasks involved.

Complexity

Consideration is also given to the **complexity** of the tasks involved in the job:

"RELATIVELY COMPLEX" i.e. tasks which require a number of different factors to be taken into consideration:

- cooking meals (different dishes, timing, ingredients, equipment);
- assessing claims for housing benefit (circumstances of claimant, sources of income, benefit regulations, local procedures).

Acquisition of Knowledge

Consideration is given to how the **necessary** knowledge is **acquired**:

This refers to how jobholders typically acquire the knowledge needed to do the job, which may differ from how an individual jobholder has acquired the necessary knowledge. Jobs should be assessed from the point of view of a **TYPICAL** jobholder, rather than on the basis of the personal achievements/background/circumstances of a particular individual.

"DEMONSTRATION" this includes attending "in-house" courses.

"ON OR OFF-THE-JOB" refers to vocational/further education or training. This includes both in-house and externally provided training such as, training by

manufacturers or suppliers, for example, fork-lift truck certificate of competence, use of proprietary software applications, etc.

"VOCATIONAL" refers to job specific *training* rather than general education/learning, for example, *in order to attain certificates such as City & Guilds, SVQ's, National Certificates, HNC or equivalent, achievement of skills such as LGV/HGV/PSV licence, or completion of apprenticeships etc*

"PROFESSIONAL QUALIFICATIONS" *generally* refers to *job specific* qualifications /learning such as diplomas, *degrees, SVQ's or equivalents*, for example, *Diploma in Social Work, CIPD (Chartered Institute of Personnel and Development), etc.*

"POST-GRADUATE QUALIFICATIONS" *generally* refers to qualifications required *IN ADDITION TO* a relevant degree *and includes the attainment of 'chartered status' or equivalent* i.e. qualifications *or experience WITHOUT* which certain *statutory or regulatory* aspects of the job could *NOT* be undertaken.

NOTE: *Qualifications attained as part of a programme of continuous professional development or for the purposes of progression through a career grading scheme demonstrate the individual's capabilities or eligibility for promotion but may not be essential to undertake the current job.*

NOTE: Clarification may need to be sought from Personnel or the jobholder's Department regarding current job specification and minimum requirements to do the job, which may differ from current recruitment criteria.

Technical or Specialist Knowledge

Refers to knowledge of all the available practices and procedures for the particular area. Specialist or technical knowledge includes understanding of the operation of associated equipment and tools, where relevant.

"THEORY" refers to *knowledge of* the principles of a discipline/specialism *generally associated with academic study*, for example, engineering, accounting, law etc.

"APPRECIATION" is that knowledge required to carry out a specific area of work and refers to a broad theoretical understanding, generally associated with practical knowledge.

"IN-DEPTH KNOWLEDGE" refers to theoretical knowledge of the concepts and principles, generally associated with the application of a specific discipline, for example, knowledge required to cover ALL of a given Department's practices, procedures and policies.

Where a job covers a narrow specialist area (e.g. child protection compared with social work generally; or bridge maintenance compared to civil engineering generally), but requires knowledge across the whole specialist area as essential background or context to the work, then this should be taken into account in assessing the level of knowledge required.

A "SPECIALISM" i.e. Child Care within Social Work OR Pre-Five's within Education OR Bridges within Civil Engineering

A "DISCIPLINE" i.e. Housing OR Social Work OR Education OR Engineering OR Finance etc.

"MULTI-DISCIPLINARY" - i.e. Housing AND Social Work OR Personnel AND Finance etc.

Qualifications

This refers to the types of knowledge actually needed for the job. Where qualification levels are specified for as a job requirement care should be taken to ascertain that the qualification level is a **fundamental job requirement** and that the job could not be done by a person without the qualification.

Specified qualifications may overstate the level of knowledge required, for instance, if they are used to restrict the number of applicants for a post. Qualifications as a measure of knowledge required for a job may also disadvantage (and indirectly discriminate against) those groups in the workforce which have had less opportunity to acquire the relevant qualifications.

Relevant qualifications and training may, however, provide an **indicator** only of the type and level of knowledge needed to perform the job duties properly. Jobholders need not necessarily hold such qualifications - they may have acquired an equivalent level of knowledge through some combination of relevant experience (work-related, or acquired through voluntary activities or general life experience) and on- or off-the-job training, for example, through full time study, day or block release. Consider also what qualifications would currently be required of new jobholders and stipulated in the job advertisement.

The following equivalencies are provided for **indicative** purposes only:

"WORKING" i.e. a sufficient knowledge to undertake the different tasks of the job and operate associated powered tools and equipment, which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 1, Standard Grades, O Grades OR equivalent, for example, fork lift truck certificate etc

FACTOR 13 - KNOWLEDGE

This factor considers what the jobholder needs to know to do the job.

It covers all practical, procedural, technical, specialist, policy and organisational knowledge required for the job, including knowledge of equipment and machinery, numeracy and literacy, culture and techniques, ideas, theories and concepts necessary to do the job.

It takes into account the breadth, and complexity of knowledge required, and the depth of understanding needed. It considers the **minimum** qualifications or experience which will **typically be needed** to do the job, but does not take into account qualifications specified as a recruitment criteria to fill the post. These minimum qualifications and experience will therefore **not necessarily** be those held by any individual job holder.

FACTOR 13 - KNOWLEDGE

Level	Definition
1	<p>The job requires predominantly practical knowledge of a number of similar tasks and operation of basic powered tools and/or equipment associated with those tasks.</p> <p>Minimal previous or job related experience will be required, but jobholders will require induction, and a demonstration of duties and on-the-job experience will be needed to become familiar with the job.</p>
2	<p>The job requires knowledge of a number of different tasks and operation of powered tools and/or equipment associated with those tasks. Jobholders will require basic literacy, numeracy and/or PC skills.</p> <p>The predominantly working knowledge needed may be acquired through either education, vocational qualification, on or off-the-job training, or job related experience. Jobholders will generally require minimal induction, and some working experience to become fully competent and familiar with all aspects of the job.</p>
3	<p>The job predominantly requires comprehensive knowledge of a range of related tasks some of which, singly or in combination, are relatively complex; and of the operation of tools and/or equipment associated with those tasks. Greater literacy and numeracy are required, and may include the ability to interpret technical maps and/or drawings.</p> <p>And/or</p>

"COMPREHENSIVE" i.e. a full knowledge of all aspects of the job, including an understanding of the work of others, which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 2, National Certificate, Higher OR equivalent, for example, LGV/HGV/PSV licence etc

"ADVANCED" i.e. technical/specialist knowledge which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 3, HNC, Apprenticeships or equivalent.

"FURTHER" i.e. theoretical knowledge which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 4, HND, general degree OR equivalent for example, a professional qualification which may be acquired without a degree etc

"EXTENSIVE" i.e. both breadth and depth of knowledge which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 5, Honours degree or equivalent.

NOTE: This will not necessarily be the PREFERRED qualifications for the job, NOR the qualifications held by the individual jobholder. The "MINIMUM LEVEL" is that equivalent level of knowledge (gained through qualification OR training OR experience) without which the job could not be competently undertaken.

NOTE: *Qualifications attained as part of a programme of continuous professional development or for the purposes of progression through a career grading scheme demonstrate the individual's capabilities or eligibility for promotion but may not be essential to undertake the current job.*

First Aid - this knowledge should only be taken into account when it is a specific job requirement.

Experience

The amount of time needed to become fully competent and familiar with all aspects of the job need **not** be continuous, for example, periods of experience may be accumulated on either side of a career break. *Periods of relevant experience may be gained in current job or a previous related job.* Account may need to be taken of the need to experience all seasons or cycles within a job.

Examples of the amount of experience required will vary according to the different routes taken to acquire the necessary knowledge, and according to the type of work undertaken:

FACTOR 13 - KNOWLEDGE	
Level	Definition
	<p>The jobholder requires procedural knowledge of their own job, and an understanding of the work of others, acquired through either education, vocational qualification, on or off-the-job training, or job related experience. Jobholders will generally require a moderate amount of relevant working experience to become fully competent and familiar with all aspects of the job.</p>
4	<p>The job requires predominantly technical or specialist knowledge, including an appreciation of theory. The jobholder needs advanced knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.</p> <p>And/or</p> <p>The jobholder requires knowledge of a wide range of jobs and associated activities. Jobholders will generally need an extended period of relevant working experience to become fully competent and familiar with all aspects of the job.</p>
5	<p>The job requires predominantly technical, specialist and in-depth theoretical knowledge. The jobholder needs <u>furthe</u>r knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.</p> <p>And/or</p> <p>The job requires knowledge of a broad range of jobs and organisational activities. Jobholders will generally need a significant period of relevant working experience to become fully competent and familiar with all aspects of the job.</p>
6	<p>The job requires extensive technical, specialist and theoretical knowledge. The jobholder needs both breadth and depth of knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.</p> <p>And/or</p> <p>The jobholder will generally need a considerable period of relevant working experience to become fully competent and familiar with all aspects of the job. The jobholder may contribute to internal working parties considering the operational implications of initiatives, developments or changes in legislation.</p>

"MINIMAL" i.e. generally (but not always) **approximately 6 months** – in practice this might vary from 1 month to 1 year

"SOME" i.e. generally (but not always) **approximately 1 year** – in practice this might vary from 6 months to 2 years

"MODERATE" i.e. generally (but not always) **approximately 2 years** – in practice this might vary from 1 to 3 years

"EXTENDED" i.e. generally (but not always) **approximately 3 years** – in practice this might vary from 2 to 4 years

"SIGNIFICANT" i.e. generally (but not always) **approximately 4 years** – in practice this might vary from 3 to 5 years

"CONSIDERABLE" i.e. generally (but not always) **approximately 5 years** – in practice this might vary from 4 to 6 years

"SUBSTANTIAL" i.e. generally (but not always) **more than 5 years** – in practice this might be as much as 7 years

"EXTENSIVE" i.e. generally (but not always) **more than 7 years** – in practice this might be as much as 10 years

The words used above are used to define the ranges of knowledge on each of the different routes, and their exact definition may vary accordingly.

Formal Working Groups

Contribution to working groups will be considered where these groups are **formally recognised** at Council level or established by an external body to consider a functional/professional response to change in the external environment. This refers to forthcoming or proposed initiatives/developments/legislation affecting the Council's operation, **not** developments within the jobholder's functional/professional area.

"INTERNAL" i.e. within the Council, for example, groups established by departments, functions or on a multi-disciplinary/corporate basis

"EXTERNAL" i.e. outwith the Council, for example, groups established by professional bodies, external agencies, CoSLA, Scottish *Executive* etc.

"CONTRIBUTING TO DEVELOPMENT" i.e. considering change from a particular perspective as a member of a team or working party, or providing comments or expert opinion on proposals, under the direction or leadership of others and without having overall responsibility for the outcome.

FACTOR 13 - KNOWLEDGE	
Level	Definition
7	<p>In addition to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires a substantial period of relevant working experience in order to acquire:</p> <ul style="list-style-type: none"> • the expertise to assess the operational implications of proposed changes <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • an in-depth understanding of initiatives, developments or legislation in the external environment in which the Council operates to contribute to formal/external working groups considering a functional/ professional response to the implementation of change <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • to be able to provide specialist advice in a functional, professional, industry or national capacity, for example, to represent the Authority on an ad hoc basis on external bodies considering a functional/ professional response to change.
8	<p>In addition to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an extensive period of relevant working experience and an in-depth understanding of proposed initiatives, developments or legislation in the external environment in which the Council operates, in order to:</p> <ul style="list-style-type: none"> • deal with more complex operational or functional issues across a range of disciplines <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • provide specialist advice in a functional, professional, industry or national capacity, for example, to represent the Authority on a regular basis on external bodies considering a functional/ professional response to change <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • be involved in the assessment of the potential impact/implications of proposed change at a functional or corporate level, and contribute to the co-ordination and development of the Authority's strategic response, and to ensuring its preparedness for implementation of change.

"OPERATIONAL" refers to jobs concerned with implementation of strategy, including strategic planning.

"ASSESSING OPERATIONAL IMPLICATIONS" i.e. considering proposed changes from an expert perspective to identify implementation issues.

"CO-ORDINATING AND REPORTING" i.e. co-ordinating the consideration of issues by others and reporting findings and conclusions, for example, as a lead officer or working party chair.

"STRATEGIC" refers to jobs concerned with development and prioritisation of strategic objectives.

"INITIATING AND DIRECTING" i.e. identification of potential problems/issues and overall responsibility for ensuring these are addressed.

FACTOR 13 - KNOWLEDGE	
Level	Definition
9	<p>In addition to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an extensive period of relevant working experience and an in-depth understanding of anticipated or proposed initiatives, developments or legislation in the external environment in which the Council operates.</p> <p>And</p> <p>Jobholders will be required to assess the potential impact/implications at a functional or corporate level, and to initiate and direct the development of the Authority's strategic response, and ensure its preparedness for implementation of change.</p>

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SCOTTISH COUNCILS' JOB EVALUATION SCHEME

SECTION 4 - FACTOR WEIGHTS & SCORING MATRIX

Factor Number:	FACTOR FRAMEWORK	% Weight
1	Working Environment	5.0
2	Physical Co-ordination	6.5
3	Physical Effort	5.0
4	Mental Skills	7.8
5	Concentration	5.0
6	Communication Skills	7.8
7	Dealing with Relationships	5.0
8	Responsibility for Employees	7.8
9	Responsibility for Services to Others	7.8
10	Responsibility for Financial Resources	7.8
11	Responsibility for Physical and Information Resources	7.8
12	Initiative and Independence	10.4
13	Knowledge	16.3
	TOTAL	100

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SCOTTISH COUNCILS' JOB EVALUATION SCHEME**SECTION 6 - MODEL APPEALS PROCEDURE****Introduction**

In accordance with the Advisory, Conciliation and Arbitration Service (ACAS) Code of Practice, employees will have an individual right of appeal against the outcome of the evaluation of their job under the Scottish Councils' Job Evaluation Scheme. The Code states that:

"a procedure should be established before publication of the initial results, and that appeals should be:

- received and heard within an agreed time-scale
- dealt with separately and not under the organisation's normal grievance procedure
- heard on the basis of the agreed job documentation
- based on the agreed job evaluation factor plan; and that
- appeals may be considered in the first instance by the original job evaluation committee."

This model procedure applies to appeals against the initial evaluation of jobs as a result of the local implementation of the Scottish Councils' Job Evaluation Scheme. A separate procedure will be established to deal with requests for re-evaluation or re-grading on an on-going basis.

This appeals procedure provides a **model** of best practice as a basis for local discussion and agreement on the technical details of a Job Evaluation Appeals Procedure within each individual Council.

Elected members will be responsible for maintaining a strategic oversight of the implementation of the Scheme in their Authority. It would not therefore be appropriate for them to be involved in the technical work of the job evaluation appeals process. All those involved in hearing appeals arising from the application of the job evaluation scheme must receive appropriate training.

The purpose of the initial appeal process is to:

- ensure the proper application of the factors of the Scheme to individual jobs; and
- to maintain the integrity of the Scheme, and its application, as a whole.

Each Authority will establish a local Appeals Panel specifically to address appeals arising out of the application of the Job Evaluation Scheme, which will be separate from all other grievance or appeal processes.

The same right applies to jobs evaluated using the paper-based or computerised versions of the Scheme.

Grounds of Appeal

Appeals will be **admissible** where based on the following grounds:

- factual inaccuracy in either the inputs or the outputs of the evaluation process
- failure to apply the agreed local job evaluation procedure
- misapplication of the factor definitions, levels and guidance of the Scottish Councils' Single Status Job Evaluation Scheme.

Appeals submitted under these grounds will be determined by the local Appeals Panel, with no right of appeal to the Scottish Council.

Appeals on the grounds of comparability with other jobs (either within the individual Council, other Councils or nationally), or appeals seeking to restore previous differentials will be **inadmissible**.

Appeals may be brought to the Scottish Council where an individual authority has failed to properly implement the new job evaluation scheme in accordance with the principles of the single status agreement.

For the duration of the job evaluation exercise Scottish Appeals Panel will be established comprising Employers and Trades Union representatives. Thereafter, there will be no general right of appeal to Scottish Council level, but it is agreed by both Sides that a mechanism will exist under the authority of the Scottish Joint Council where matters of dispute regarding an individual's rights under the Scheme, including the Job Evaluation Scheme, will be dealt with.

Constitution of the Appeals Panel

Each Authority shall establish an Appeals Panel of 3 or 5 members to determine appeals arising. All members of the Panel will be required to attend specific training on both the application of the Scheme and the operation of the computerised job evaluation system, before considering any cases.

Members of the Appeals Panel may be Management only or drawn from equal numbers of Management and Trades Union representatives and a Panel Chair, on a basis to be agreed locally. The Panel will be chaired by a nominated individual to be agreed locally, who will require to be objective, and should not therefore be

involved in either a Management or Trades Union capacity at any other stage of the evaluation process.

Elected members will be responsible for maintaining a strategic oversight of the implementation of the Scheme in their Authority. However, consideration of appeals relating to the principles of job evaluation for submission to the Scottish Joint Council may be undertaken by elected members.

The Appeals Process

A diagram providing an overview of the whole appeals process is attached at Appendix I.

Individual appeals should be submitted on a standard proforma (copy attached at Appendix II) which identifies:

- the grounds of appeal
- the factor levels being appealed against
- the appellant's case under each of the relevant factor headings
- the views of the relevant line manager, and/or the next line of management as appropriate, in relation to the **factual** content of the job and the **accuracy** of the appellant's case.

Appellants may attach supporting documentation in respect of their case. To assist in preparation of their case appellants should be provided with copies of:

- the agreed local appeal procedure
- their completed questionnaire, job overview, or other documentation which was used in the evaluation process;
- the factor levels assessed for their job under each of the factor headings; and
- appellants should have access to the definitions and guidance notes of the Scottish Councils' Single Status Job Evaluation Scheme.

Appellants should be informed that they may seek the assistance of their Trades Union representative in the preparation and presentation of their appeal case.

The Appeals Panel will be provided with any relevant background documents by the job evaluation Project Team.

Timescales

Appeals must be lodged within one calendar month of the date of written notification to the individual of their job evaluation outcome. Receipt of appeals will be acknowledged in writing within 10 working days.

Authorities will endeavour to determine the outcome of all appeals against initial assimilation to their new grading and pay structures within 4 calendar months. However, this will depend upon locally agreed implementation programmes.

The Operation of the Appeals Panel

Appeals may be determined solely on the basis of the written submission. However, appellants may make representations to the Appeals Panel in person, if they so choose.

All written appeal submissions will be given initial consideration by the Panel, without the presence of the appellant or their line manager, in order to:

- determine whether there are admissible grounds for the appeal
- identify any appeals requiring investigation or further information
- identify any non job evaluation issues outwith the remit of the Panel, for referral back to Personnel / Human Resources.

Individual appellants will be informed of the outcome of this process, and notified of the date set for their hearing, if appropriate. Appellants may be accompanied to the hearing by a colleague or their Trades Union representative, if they so choose. The appellant's immediate line manager, or next line of management, will also be required to attend the hearing, as appropriate.

The Conduct of the Panel

The hearing and the deliberations of the Panel will be chaired by the nominated Chairperson, and supported by a member of the job evaluation Project Team in an advisory capacity.

The Panel Chair will:

- introduce the members of the Panel to the appellant, their representative, and line manager
- ensure those attending understand the procedure which is to be followed during the hearing
- ensure time limits are adhered to

- close the hearing and ensure the appellant understands how and when they will be notified of the result
- refer any matters arising outwith the remit of the Panel to Personnel / Human Resources via the Panel Adviser.

The appellant, or their Trades Union representative, will have 10 minutes to present their case, after which they may be questioned by members of the Panel for no more than a further 10 minutes. The Panel Chair should remind appellants, and their representatives, that the Panel members will have read the written submission in advance, and advise appellants to use their allocated time to emphasise key points in their case.

The line manager may also be questioned by members of the Panel, and asked to confirm the accuracy of information provided by the appellant in response to the Panel's questions. The appellant, or their representative, will then be provided with an opportunity to briefly summarise the key points of their case, no new evidence should be brought forward at this time. The parties will then be asked to withdraw to allow the Panel to deliberate in private.

Having considered the written submission and heard the evidence of the appellant and the line manager, the Panel deliberate as to whether the appellant's case:

- was well founded in fact and supported by agreed evidence
- was not well founded.

Where the Panel consider there to be no admissible grounds of appeal, the appeal is rejected and the appellant will have no further opportunity to make representations to the Job Evaluation Appeals Panel.

Where the Panel consider the case to be well founded in fact, the agreed supporting evidence presented by the appellant may be entered into the computerised job evaluation system where appropriate, with the assistance of a member of the Job Analyst Team; **OR** referred to the Job Analyst Team for review in the context of the whole evaluation of the full job facts.

Where there is a disagreement between the appellant and the appropriate line manager in relation to a matter of accuracy, the facts will need to be verified with the line manager's manager, or the Head of Section/ Department, as appropriate, before the Panel can complete their deliberations. This responsibility will form part of the remit of the Panel Adviser.

Panels will operate on the basis of discussion and consensus agreement, and may seek additional information to assist them in reaching a decision. If necessary, the Panel will re-convene (without the attendance of the appellant, their

representative or line manager) to deliberate on cases once clarifying information has been provided by the job evaluation Project Team. There will be no voting. If the Panel 'fail to agree' the initial assessment of the job stands.

Notification of Results

The Appeals Panel may reject the appellant's case, or uphold their case in full or in part.

The job evaluation Project Team should review the outcomes of all appeal results to ensure that members of the Appeals Panel have applied the Scheme consistently and that there are no anomalous results. Inconsistent and anomalous results should be referred back to the Appeals Panel with an accompanying report by the job evaluation Project Team for re-consideration before **any** results are notified to individual jobholders.

Appellants will be notified of their individual result by standard letter, including details of any revisions to their factor levels, job overview, and where appropriate, any resultant change in grading and associated pay.

Notification timescales will be agreed locally to suit local implementation programmes, i.e. individuals notified within 10 working days, or all appellants being notified on a common date.

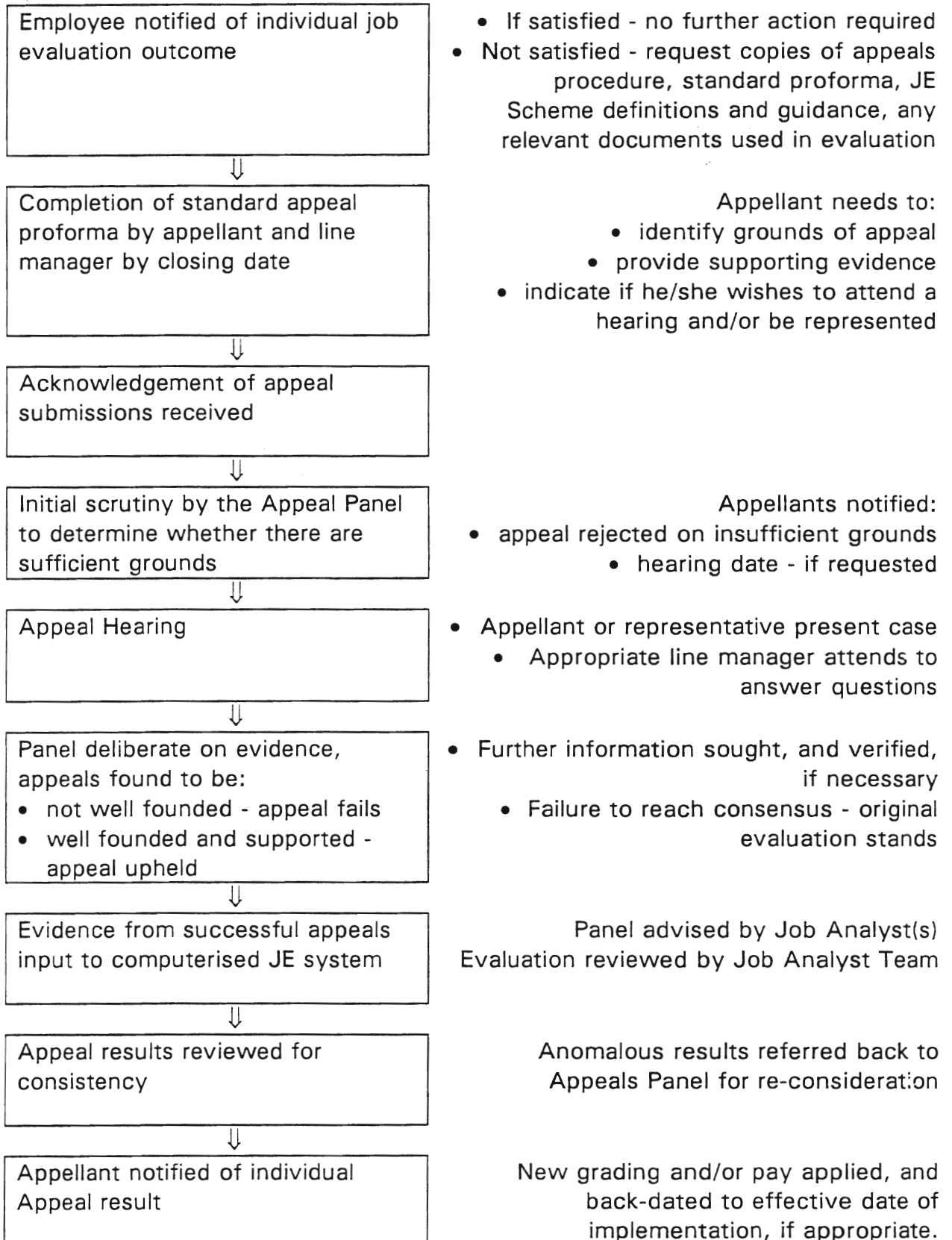
The effective date of any increase in grading and pay as a result of an appeal against the initial assimilation of a job to new structures will be the effective date of implementation for that job, in accordance with locally agreed implementation programmes.

SCOTTISH COUNCILS' JOB EVALUATION SCHEME

OVERVIEW OF THE MODEL APPEALS PROCESS

STEPS IN THE PROCESS

ACTION REQUIRED



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SCOTTISH COUNCILS' JOB EVALUATION SCHEME

APPEAL AGAINST INITIAL EVALUATION AND ASSIMILATION

MODEL PROFORMA

PART 1 - APPELLANT'S DETAILS

Individuals wishing to appeal against the evaluation of their job, must use this form to make their written submission. This standard form should be completed by both the appellant and their line manager, and returned to the Job Evaluation Project Team by the agreed closing date.

	CONTACT INFORMATION	
	APPELLANT	LINE MANAGER
NAME:		
JOB TITLE:		
WORK LOCATION:		
CONTACT TELEPHONE No:		
Reference No: (Official Use Only)		

Individual jobholders are advised to read the appeals procedure agreed within their own authority before completing this form. Appellants should familiarise themselves with the factor definitions and guidance of the Scottish Councils' Job Evaluation Scheme, and to review the documentation used to evaluate their job before setting out the details of their case. Copies of relevant documentation will be made available by the Council's Job Evaluation Project Team. Individuals may also seek the assistance of their Trades Union representative.

Please indicate on which of the following grounds you are basing your appeal (no other grounds are admissible):

		Please tick as appropriate:
i	Factual inaccuracy in the evaluation process (Complete Part 2 of the Form)	
ii	Failure to properly apply the agreed local procedure (Complete Part 2 of the Form)	
iii	Misapplication of the Job Evaluation Scheme (Complete Part 3 of the Form)	

Please use Parts 2 and/or 3 of the proforma to set out the details of your appeal submission. Please photocopy these pages if you need more space.

Appeal Reference No:
(Official Use Only)

Model Appeals Procedure
APPENDIX II

PART 2 - GROUNDS OF APPEAL (i) or (ii)

Please use this page to set out the details of your appeal, if you are appealing under the grounds of 'factual inaccuracy' and/or 'failure to properly apply procedure'.

APPELLANT'S COMMENTS:

LINE MANAGER'S COMMENTS:

Please copy this page if you need more space.

Appeal Reference No:
(Official Use Only)

Model Appeals Procedure
APPENDIX II

PART 3 - GROUNDS OF APPEAL (iii) - MISAPPLICATION OF THE FACTOR DEFINITIONS, LEVELS AND GUIDANCE OF THE SCHEME

Please use this table to indicate under which factor definition, level and/or guidance you are making your appeal, and use the boxes below to set out the details of your appeal under each factor heading.

FACTOR HEADING		LEVEL ASSESSED	LEVEL BEING SOUGHT
1	Working Environment		
2	Physical Co-ordination		
3	Physical Effort		
4	Mental Skills		
5	Concentration		
6	Communication Skills		
7	Dealing with Relationships		
8	Responsibility for Employees		
9	Responsibility for Services to Others		
10	Responsibility for Financial Resources		
11	Responsibility for Physical & Info Resources		
12	Initiative and Independence		
13	Knowledge		

Please ensure that comments are provided by both the appellant and the line manager in respect of each factor being appealed:

FACTOR HEADING:
APPELLANT'S COMMENTS:
LINE MANAGER'S COMMENTS:

Appeal Reference No:
(Official Use Only)

Model Appeals Procedure
APPENDIX II

Please ensure that comments are provided by both the appellant and the line manager in respect of each factor being appealed:

FACTOR HEADING:
APPELLANT'S COMMENTS:
LINE MANAGER'S COMMENTS:

FACTOR HEADING:
APPELLANT'S COMMENTS:
LINE MANAGER'S COMMENTS:

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