

# **EPPING FOREST DISTRICT COUNCIL**

## **NATIONAL JOB EVALUATION SCHEME**

**AND**

## **LOCAL CONVENTIONS**

## FACTOR GUIDANCE NOTES

### General Guidance

1. Words and phrases in the factor and factor level definitions have their normal meaning, unless they are used in a specific context, which is explained in these Guidance Notes.
2. Some factor level definitions include alternative criteria for meeting that demand level. Where a job meets more than one of the alternatives, then the job should still be assessed at that level, unless the combination of the relevant job features means that it meets the criteria for the next higher level.
3. Some factor level definitions incorporate introductory sentences with terms "some", "considerable", "high", "major", "very major". These represent a scale of demand; the individual phrases should be interpreted accordingly.

### The Knowledge and Skills Factors - General Guidance

1. 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 factors. 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 be evaluated under different factors, for example:

**Language Knowledge and Skills:** where a language other than English is required for communication purposes as part of the job, this should be assessed under the Communication and Interpersonal Skills factor, but:

where sufficient knowledge of the structure, syntax and alphabet of a language other than English is required, for example, for translation or drafting purposes, then the level of knowledge required should be assessed under the Knowledge factor.

**Word Processing/Typing Knowledge and Skills:** knowledge of how to operate a typewriter or computer keyboard and of associated layout techniques or software packages should be assessed under the Knowledge factor; and

the dexterity and co-ordination skills needed to achieve required standards of accuracy and speed should be assessed under the Physical Skills factor.

**Driving or Operating Skills:** knowledge of how to drive or operate a particular type of vehicle or plant should be assessed under the Knowledge factor, and

the co-ordination and sensory skills needed to achieve required standards of accuracy and safety should be assessed under the Physical Skills factor.

2. 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.

## KNOWLEDGE

### Introduction

This factor measures the Knowledge required for the job, it does not measure the attainments of the postholder. It covers all technical, specialist, procedural and organisational knowledge required for the job, including numeracy and literacy; knowledge of equipment and machinery; and knowledge of concepts, ideas, other cultures or languages, theories, techniques, policies, procedures and practices.

It takes into account the breadth, diversity and range of knowledge and the depth and complexity of the understanding required.

This factor does not take into account physical, mental and interpersonal/communications skills required, as these are covered by separate factors.

**Level 1:** The job requires knowledge of the procedures for a **limited number of tasks** and the operation of associated **basic tools and equipment**. The jobholder needs to be able to follow **straightforward** oral and written instructions and keep **basic work records**.

'**Limited number of tasks**' means no more than 5 simple related tasks, for example photocopying, filing, sweeping and cleaning.

'**Basic tools and equipment**' includes the operation of photocopiers, faxes, telephones, brooms or cleaning materials.

'**Straightforward**' means 'simple' and 'clear cut'.

'**Basic work records**' would include a daily cleaning schedule or fault log.

No formal education or relevant experience would be required to carry out tasks.

**Level 2:** The job requires knowledge of the procedures for a **range of tasks** and the operation of associated **tools and equipment**. The jobholder needs **basic literacy and numeracy skills**.

'**Range of tasks**' means 6 tasks or more, which may not be linked to each other. Examples include basic knowledge of use of e-mail, word processing and data entering, understanding how to operate gym equipment, and knowledge of using a switchboard.

'**Tools and equipment**' - this would be equipment related to a specific operation for example a swimming pool tester, electric screwdriver or a switchboard.

'**Basic literacy and numeracy skills**' - the jobholder needs the ability to read text, write straightforward sentences and carry out straightforward arithmetic sums. Examples include writing a request for cleaning materials, a memo/letter requesting straightforward information (where a standard format is available or appropriate) or taking bookings for a council facility

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such as room bookings. Examples of arithmetic functions include adding up car mileage totals and timesheet/bonus sheets, counting money, giving change and reconciling floats/tills.

Postholder requires a good level education, i.e. NVQ1 or demonstrable equivalent experience.

**Level 3:** The job requires knowledge of the procedures for a range of tasks, some of which, singly or in combination, are **relatively complex**, and of the operation of associated **equipment** and tools. **Literacy and numeracy** skills are required.

'**Relatively complex**' means a degree of sophistication or complexity is involved. An example is a post holder who needs to be able to apply specific job-related regulations/legislation to carry out their job. Alternatively, this could be a post holder who needs a broad knowledge of a range of issues relating to the operation of the service. An example would be a post holder providing relatively complex information to the public on a regular basis about Council Services.

'**Equipment**' - the post holder may operate relatively complex equipment such as pool plant, electrical testing equipment, or have an in-depth knowledge of specific sophisticated software packages related to the job. Knowledge of the health issues relating to the use of gym equipment would also be included at this level.

'**Literacy skills**' include spelling, grammar and punctuation in situations where there is unlikely to be a standard letter/memo format in use. Examples include producing leaflets for the public and writing memos/letters where it is necessary to explain non-complex matters.

'**Numeracy skills**' required would include an understanding of percentages and decimals. Examples include compiling information on staff turnover and monitoring information on usage of facilities/services.

At this level, on appointment post holders are required to have a grade C GCSE (or equivalent) level of education or relevant previous training or demonstrable equivalent experience.

#### Introduction to levels 4 - 8

To provide clarity in levels 4-8, '**organisational, procedural and policy knowledge**' shall mean a corporate/policy area. The level of knowledge required in each case is determined by reference to the earlier part of the definition.

At levels 5 - 8 reference is made to professional/graduate qualification requirements. These references provide an indication only of the type and level of knowledge needed to perform the job duties properly. Jobholders need not necessarily hold such qualifications.

**Level 4:** The job requires predominantly **practical and procedural** knowledge across a **technical or specialist** area,  
OR  
an equivalent level of **organisational, procedural and policy** knowledge.

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**'Practical and procedural knowledge'** means the post holder is able to apply and act upon regulations/legislation/Council policy involving a range of issues across a technical or specialist area. An example is a postholder who inspects or assesses work to be done, preparing if necessary a schedule of works to be carried out. Another example is a postholder who assists with the management of a Council facility by working within the framework of a range of service level and corporate procedures and policies.

**'Technical'** means 'skilled'.

**'Specialist'** means 'expert'.

**'Across'** means requiring background or contextual knowledge of the whole of the technical/specialist area. The postholder may be providing a supportive/administrative role above a basic level, across a technical or specialist area.

On appointment, post holders are expected to require only a short induction period (one month) and they will already possess relevant experience or relevant training in their area of work, including City & Guilds, or a grade C GCSE (or equivalent) level education with relevant experience or an A level standard with experience. The level of experience must demonstrate a commensurate breadth and depth of competence.

**Level 5:** The job requires **theoretical** plus practical and procedural knowledge in a **specialist area**,  
OR  
an equivalent level of organisational, procedural and policy knowledge.

**'Theoretical knowledge'** is an understanding of the background and underpinning concepts and principles in a specific area of work.

**'In'** indicates a depth of knowledge in a narrow specialist area. e.g. bridge maintenance compared to civil engineering generally.

An example is a postholder who has acquired a body of specialist knowledge through extensive experience and/or off the job training, and is required to advise staff on that knowledge. Another example would be a manager of a Council facility who develops service specific policies/procedures within the overall Council framework.

On appointment, the post holder is expected to have a professional qualification and a range of competency and experience to practice the professional qualification in the early stages of the appointment. Some of the experience would be at a senior level. Some posts may require a managerial qualification if the specialism relied upon relates to management.

**Level 6:** The job requires **advanced** theoretical, practical and procedural knowledge across a specialist area  
OR  
an equivalent level of organisational, procedural and policy knowledge.

**'Advanced'** means 'more highly developed', and implies that a considerable depth of knowledge is required. The subject matter will be more complex than that covered by level 5.

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'**Across**' means requiring background or contextual knowledge of the whole of the technical/specialist area. The postholder is likely to be the expert or one of a small number of experts in the specialist area. Advice given at this level can flow upwards to managers within their own service as well as to colleagues and non-specialists.

The knowledge requirement at this level can be gained through extended previous formal training to relevant degree or professional qualification level. The postholder must demonstrate the practice and experience at this level of qualification competently. Or be able to demonstrate an extended period of on the job experience and training including competence at a senior level in the application of the knowledge to the specific requirements of the job especially where there are no or limited recognised professional qualifications.

**Level 7:** The job requires advanced theoretical, practical and procedural knowledge across a specialist area **plus detailed knowledge of the associated organisational policies, practices and procedures,**  
OR  
an equivalent level of organisational, procedural and policy knowledge.

Orders, Financial Regulations, the Council's Constitution etc is required.

The postholder is likely to be engaged in assessing the implications for the Council of new legislation, consultation papers, technological developments and government directives. They are also likely to prepare, on a regular basis, non-routine reports for committee agendas or have a significant role in advising other managers/specialists or members on these matters.

The knowledge requirement at this level can be gained through extended previous formal training to relevant degree or professional qualification level. The postholder must demonstrate practice and experience at this level of qualification competently. Or be able to demonstrate an extended period of on the job experience and training including competence at a senior level, in the application of the knowledge to the specific requirements of the job especially where there are no or limited recognised professional qualifications.

At this level post holders need to be able to apply fully their advanced knowledge across their specialist area.

**Level 8:** The job requires advanced theoretical, practical and procedural knowledge across a specialist area plus detailed knowledge of the associated organisational policies, practices and procedures **for that and other related specialist areas,**  
OR  
an equivalent level of organisational, procedural and policy knowledge.

'**for that and other related specialist areas**' - the postholder must have and utilise a detailed knowledge of the organisational policies, practices and procedures not only in their own specialist area, but in at least two other related specialist areas. This will be clearly demonstrated when the other areas of specialism are outside the postholder's own Service Area but certainly must be outside the postholder's own divisional responsibilities. (A division is defined as a function headed up by an Assistant Head of Service).

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The knowledge requirement at this level can be gained through extended previous formal training to relevant degree or professional qualification level. The postholder must demonstrate the practice and experience at this level of qualification competently. Or be able to demonstrate an extended period of on the job experience and training including competence at a senior level, in the application of the knowledge to the specific requirements of the job especially where there are no or limited recognised professional qualifications. In addition, the post holder would be expected to have extensive knowledge and experience of working at a corporate level.

This level has been judged appropriate for those Assistant Heads who would be the Council's expert with little recourse to others.

## MENTAL SKILLS

### Introduction

This factor measures the Mental Skills required for the job. It includes analytical, problem solving and judgemental skills. It also includes creative and developmental skills, whether related to design, handling of people or development of policies and procedures; and planning and strategic skills.

It takes into account requirements to gather, collate and analyse the facts needed to solve problems; and also requirements for imaginative thinking.

Under this factor, it is not possible to score a higher level for 'mental skills' than the jobholder scores for 'knowledge'. A subordinate may score the same, but no more than their manager.

In this context, '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.

Similarly, 'analytical' has its normal dictionary meaning of:

“examining and identifying the components of the whole”.

**Planning Timescales:** reference 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. For example, planning to win and deliver a 5-year contract might take months to plan. It is the months of planning, rather than the 5 years of the contract which should be assessed. Likewise, designing a particular structure, intended to stand for a hundred years, might take a matter of weeks.

**Relationship to other factors:** the 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 factors in the scheme. For example, a computer programmer requires mental skills to design a suitable programme for a specified purpose, but may not have made the decision for the programme 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.

The importance or value to the organisation of the computer programme or building is irrelevant to the assessment of the mental skills required (although it may be taken into account under the relevant responsibility heading).

The complexity of the information to be analysed/interpreted is more important than the length of the planning period, but timescales are considered.



**Level 1:** The job requires **judgemental skills**, in order to identify **straightforward** solutions to **simple problems**.

'**judgemental skills**' at this level are defined as 'discretion', or 'common sense'.

'**straightforward**' means 'generally free from difficulties'.

'**simple**' means 'not complex'.

'**problem**' is an issue or matter that needs to be solved.

An example would be investigating incorrect financial codes and correcting them, putting a misdirected telephone call through to the correct extension, or taking a message and making sure it gets to the right person. Another example would be a person who deals with calls from the public, in circumstances where callers are not familiar with the services available, or a postholder dealing with a double booking of a council facility.

**Level 2:** The job requires judgemental or **creative skills**, where there is **some need** to **interpret information or situations** and to **solve** straightforward problems.

'**creative skills**' means 'original thinking', looking for solutions that may not be readily apparent.

'**some need**' means occasional rather than frequent.

'**interpret information or situations**' means 'to understand and make an assessment of information or situations'.

'**to solve**' means to explain, clear up or answer an issue or problem.

A further example would be a postholder dealing with arrears or service provision queries from members of the public by telephone, where the matters and options for action are relatively straightforward.

**Level 3:** The job requires **analytical** and judgemental or creative and **developmental skills**, where there is a need to interpret information or situations and to solve **varied** problems or **develop solutions** or **plans** over the **short term**.

'**analytical**' means 'investigative', 'questioning' and 'searching', 'examining and identifying the components of the whole'.

'**development**' means 'improvement', 'change' 'progress' and 'doing things better'.

'**varied**' means 'differing from one another', 'of different sorts or kinds', 'a number of discrete issues to address'.

'**develop**' means to 'work out'.

'**solution**' means 'a way forward or course of action to be taken'.

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'plans' means 'a scheme of action, a project, or design', 'the way it is proposed to carry out some thing'.

'short term' is defined as up to one month.

An example is a postholder who will carry out some investigative work/research to solve problems by means of questioning, searching for or examining information with a view to solving problems in the short term. Posts at this level will deal with and resolve public queries that are not complex but are likely to be about specific matters e.g. council tax, housing repairs etc.

**Level 4:** The job requires analytical and judgemental or creative and developmental skills, to **analyse** and interpret **complex** information or situations and to solve **difficult** problems or develop solutions or plans over the **medium term**.

'analyse' means to separate, distinguish or ascertain the elements of anything complex, to investigate, question or search.

'complex' means 'multifaceted' or 'complicated'.

'difficult' means hard to understand and deal with, challenging.

'medium term' is defined as over one month and up to six months.

An example is a postholder who will carry out investigative work, to solve more challenging problems, by means of questioning, searching for or examining complicated information. Then an analysis of this information is carried out, with the findings ordered into a structure, which leads to the development of solutions/options, designed to improve or make progress. This process is carried out over the medium term and is applied within an existing framework or strategy.

Posts at this level could supervise a team and/or have a responsibility for a specific function.

**Level 5:** The job requires analytical and judgemental or creative and developmental skills to analyse and interpret **varied** and complex information or situations and to **produce solutions** or **strategies** over the **long term**.

'varied' means the information sources are 'differing from one another', 'of different sorts or kinds', 'a number of discrete sources'.

'produce solutions' means identifying options which may not have previously been identified.

'strategies' means 'plans or policies'.

'long term' means six months or more.

An example is a postholder who is required to develop solutions, strategies or direction from a number of different and complex information sources, determining the relevance and importance of each to the overall direction of the project.

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Posts at this level could have a significant responsibility for managing staff and/or having a significant responsibility for a specific function, or writing and developing strategy and service policies.

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| <p><b>Level 6:</b> The job requires analytical and judgemental or creative and developmental skills to analyse and interpret <b>very varied</b> and <b>highly complex</b> information or situations and to produce solutions or strategies over the long term.</p> |
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'**very varied**' means that the information and issues dealt with have a wider range or breadth than at Level 5.

'**highly complex**' means that the information or situations faced by the postholder are more complicated, sophisticated or multifaceted than at Level 5.

An example is a postholder who is required to develop solutions, strategies or direction from a number of different and complex information sources, determining the relevance and importance of each to the overall direction of the project. At this level creative or original thinking is required, due to the nature and pace of change in the work.

## INTERPERSONAL AND COMMUNICATION SKILLS

### Introduction

This factor measures the Interpersonal and Communications Skills required for the job. It includes oral, linguistic, sign and written communication skills. This factor does not measure the amount of public contact but the nature of the communication.

The emphasis of the factor is on the purpose to which the interpersonal and communication skills are put (for example, training, promoting, obtaining information from others, interviewing, gaining the co-operation of others, team working, advising, motivating, persuading, counselling, conciliating, negotiating, meeting the needs of others).

The factor covers the complexity or contentiousness of the subject matter to be conveyed, and any requirements to exercise confidentiality or sensitivity. It takes into account the nature, diversity, cultural background and size of the intended audiences.

Scope of Factor – the job should be evaluated according to the most demanding form of interpersonal or communication skill (so, for example, a job requiring highly developed interpersonal caring skills should be assessed at Level 5, even if the written communication skills needed are Level 2 or 3 only).

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| <p><b>Level 1:</b> The job involves exchanging <b>straightforward</b> information, usually orally, and with work colleagues, but could include other people.</p> |
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**'straightforward'** means 'simple or clear cut'.

At this level a postholder's main communication will involve reporting progress on work tasks to their supervisor or communicating with colleagues on routine or straightforward matters.

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| <p><b>Level 2:</b> The job involves exchanging orally or in writing information to inform other staff or members of the public. Some <b>tact</b> may be required.</p> |
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**'tact'** means 'discretion, diplomacy and exercising a degree of judgement'.

An example of oral communications at this level would be speaking to members of the public about straightforward matters such as routine procedures. An example of written communication would be sending letters or memo's, usually where a template or standard exists. The information conveyed would be readily accessible, and there would be little scope for getting it wrong, for example giving details of opening times to the public. Politeness and tact are important but the instructions will not be difficult.

Posts at this level would not have an advisory role.

**Level 3:** the job involves

- (a) exercising **interpersonal caring skills**, in order to meet the **basic welfare needs** of **clients**, or
- (b) exercising **training or motivational skills** in relation to other members of staff, or
- (c) exchanging orally or in writing **varied** information with a **range of audiences**, or
- (d) exercising **advisory, guiding, negotiating or persuasive skills**, or
- (e) using a language other than English, where there is a need to exchange greetings and straightforward information in that language.

'**interpersonal caring skills**' means addressing the concern of an individual for their comfort, well-being and safety.

'**basic welfare needs**' means ensuring individuals are able to access personal services and facilities needed for their day-to-day lives.

'**clients**' are individuals for whom the Council has some responsibility.

'**training**' means providing 'on the job' support and training for others within a work based context, for example training staff in their day to day jobs. This does not include training the postholder's own staff.

'**motivational skills**' means to encourage and inspire other staff rather than the postholder's own staff.

'**varied**' means different sorts or kinds.

'**a range of audiences**' means different individuals or groups, each of which may have their own perspective/understanding or needs.

'**advisory**', '**guiding**' means suggesting courses of action or solutions to issues. This does not include giving information regarding such matters as course or room availability, opening times, dates etc.

'**negotiating**' means discussing with interested parties in order to reach an agreement or reconcile differences.

'**persuasive skills**' means finding ways to influence a person by reasoning and discussion.

Posts at this level could be the Council's witness at Court, tribunals, hearings etc, not as an expert witness but as to matters fact. Postholders would be required to advise others on general specialist information, deal with and resolve non-complex complaints and queries.

Note: Paragraphs (a) and (e) are unlikely to apply to any posts in the Council.

**Level 4:** The job involves either:

- (a) exercising **developed** interpersonal caring or training skills, in order to meet the **more demanding needs** of clients, or
- (b) exercising developed training, **developmental, leadership** or motivational skills in relation to other staff, or
- (c) exercising developed advisory, guiding, negotiating or persuasive skills in order to **encourage** others to adopt a particular course of action, or
- (d) exchanging orally and in writing **complicated** or **sensitive** information with a range of audiences, or
- (e) using **one or more languages other than English** where there is a need to exchange complicated information with individuals, or to identify and respond to the needs of clients, in that language.

'**developed**' means more advanced and sophisticated, with a greater degree of complexity.

'**more demanding needs**' would be needs of a personal nature such as ensuring an individual's washing and toileting needs are met.

'**developmental**' means having responsibility for not just an individual's basic and immediate training needs, but also their longer term requirements and aspirations.

'**leadership**' means exercising the direction of other staff, possibly as an expert or role model.

'**encourage**' means persuading someone to choose from a range of acceptable options.

'**complicated**' means complex and difficult.

'**sensitive**' means the information may be confidential or have significant implications for the individual or the Council if disclosed inappropriately.

Note: Paras (a) and (e) are unlikely to apply to any posts in the Council.

Generally this level will apply to staff responsible for training others (not their own staff), technical and professional specialists who will explain complex matters either in writing or orally. Would act as an expert witness at Court, Tribunals and Panels etc.

**Level 5:** The job involves either:

- (a) exercising **highly** developed interpersonal caring or training skills, in order to meet the very demanding needs of clients, or
- (b) exercising **highly** developed advisory, **counselling**, negotiating or persuasive skills, or **advocacy**, in order to **convince others** to adopt courses of action **they might not otherwise wish to take**, or
- (c) exchanging orally and in writing **complex** and **contentious information** with a range of audiences, including **non-specialists**, or
- (d) using one of more languages other than English where there is a need to exchange orally **and** in writing complicated information with groups and individuals, or to identify and respond to the **demanding** needs of clients, in that language.

'**highly**' means to a greater degree than at Level 4.

'**advocacy**' means having the responsibility of regularly presenting litigation at court, it is more than being the Council's expert witness. There would need to be a variety and complexity to the matters being advocated.

'**counselling**' means giving guidance to a person rather than a job to help them resolve personal issues. This would not include a manager giving guidance to a member of their staff

'**convince**' - at this level the subject matter about which the postholder is trying to convince someone is more critical than at Level 4.

'**others**' is likely to include, members, and external agencies/businesses

'**complex**' means multifaceted or complicated.

'**contentious**' means 'disputed'.

'**non specialists**' means individuals or groups who may be lay persons in respect of the matters being discussed.

Note - Paras (a) and (d) are unlikely to apply to any posts in the Council.

This level would include posts where it was necessary to regularly write complex reports and present them to committees, external bodies or people from different specialisms. It would include posts who would regularly be required to attend court to present prosecutions. Also at this level would include posts who would be required to train staff on a daily basis.

**Level 6:** The job involves either:

- (a) exercising **very** highly developed caring or training skills in order to meet the exceptionally demanding needs of clients; or
- (b) exercising **very** highly developed influencing, counselling, negotiating and persuasive skills, or advocacy, in order to convince others to adopt **policies** and course of action they might not otherwise wish to take; or
- (c) exchanging orally and in writing **wide ranging** complex and contentious information with a range of audiences, including non-specialists.

Note - Para (a) is unlikely to apply in the Council.

'**very**' means to a greater degree than at Level 5.

'**influencing**' means the power to bring pressure to bear.

'**policies**' refers to principal matters for the Council which are set down in writing and provide guidance on how matters are to be conducted.

'**wide-ranging**' means comprehensive.

This level is unlikely to apply to posts below Assistant Head of Service. It involves a need for the postholder to use sophisticated and persuasive communication skills, given the requirement to regularly attend internal or external meetings as a representative of the authority in order to promote, argue or challenge issues/defend a position, the outcome of which has a significant impact on the Council.

Posts at this level are likely to be required to persuade Management Board/members to change current practices and procedures and to adopt new policies etc.



## PHYSICAL SKILLS

### Introduction

This factor measures the Physical Skills required for the job i.e. the 'doing' part of the job. It covers manual and finger dexterity, hand-eye co-ordination, co-ordination of limbs, and sensory co-ordination.

It takes into account the purpose to which the skills are put and demands arising from the need to achieve specified standards of speed and precision.

It covers all applications of physical skills, for example, in operation of hand tools and other equipment.

The definitions relate 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.

'**Speed**' relates to the speed with which the physical skills are exercised and 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.

**Consequences of error** – the outcome of the physical skills 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 £100 and £100,000, the jobs should be assessed at the same level on the Physical Skills factor.

**Previous requirements for Physical Skills** – 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.

Filing is not to be measured under this factor as the accuracy is picked up under mental demands. An individual's advanced WP skill will not be measured if the post does not demand it.

**Level 1:** There are no particular requirements for **developed** physical skills.

'**developed**' means more advanced and sophisticated, with a degree of greater complexity.

This level covers activities involving limited dexterity, with no requirement for developed physical skills, for example, standing, sitting, walking, using a pen, pencil or ruler, using a telephone. Use of a keyboard with a limited number of digits (e.g. 2 finger operation) without any time constraints and the opportunity to amend significantly is covered here.

**Level 2:** The work requires **dexterity, co-ordination** or **sensory** skills, where there is **some demand for precision** in the use of these skills.

'**dexterity**' means physically or manually skilful.

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'co-ordination' means use more than one part of the body at the same time to achieve an outcome, ie eye-hand co-ordination

'sensory' means using one of the five senses i.e. hearing, seeing, touching, smelling, taste.

'some' means a general level of skill is required which is greater than at Level 1.

'precision' means any correct or accurate action.

This level is appropriate for posts which require driving skills for an ordinary car, van or similar vehicle. (However, a higher level will be awarded where the driving, size and complexity of the vehicle or plant, and the nature of the passengers or load carried, is greater). Essential car users are likely to operate at this level.

This level will be awarded for posts where some precision in the use of a keyboard is required, for example, administrative or research jobs involving use of computers for some aspects of the work.

**Level 3:** The work requires dexterity, co-ordination or sensory skills, where there is either:

- (a) Some demand for **both** precision and **speed**
- (b) or **considerable** demand for precision,  
in the use of these skills.

'speed' means the requirement to exercise physical skills quickly i.e. within defined timescales which are critical to the success of the work.

'considerable' means significant and important.

In terms of keyboard skills, this level 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. The work will need to be done accurately and with speed, for example, to meet deadlines. Alternatively, there will be a high need for accuracy. An example would be a post where keyboard skills need to be exercised with precision and speed in order to accurately build and interrogate budgets.

Would include those who are required to drive specialist machinery or equipment, e.g. tractors, ride-on-mowers or 3.5 tonne lorries.

**Level 4:** The work requires dexterity, co-ordination or sensory skills, where there are either:

- (a) **considerable demands** for both precision and speed, or
- (b) **high demands for precision,**  
in the use of these skills.

**'Considerable demands'** - means a demand for both precision and speed is integral to the main duties of the overall work.

**'High demand for precision'** means the occasions when precision is demanded is more than at Level 3. There is a limited facility to correct mistakes.

In terms of keyboard skills, this level covers the precision and speed required by specialist keyboard operators, such as data input or word processing operators, applying considerable precision and speed, in order to complete tasks to the required standards and timescales.

This level would be appropriate to those who are HGV II drivers.

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| <p><b>Level 5:</b> The work requires dexterity, co-ordination or sensory skills, where there are very high demands for precision in the use of these skills.</p> |
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It is unlikely that any posts in the Council would reach this level. For example, HGV I drivers.

## INITIATIVE AND INDEPENDENCE

### Introduction

This factor measures the scope allowed to the jobholder to exercise initiative and take independent actions.

It takes into account the nature and level of supervision of the jobholder; the level and degree of direction and guidance provided by policies, precedents, procedures and regulations; and any requirements to organise or quality check own work.

Initiative and Independence is considered as a hierarchical factor and therefore a supervisor/line manager is likely to be assessed at least 1 level higher than those they supervise/manage.

**Council policies** - all work is undertaken within Council policies, including their development. Absence of reference to Council policies at levels below levels 7 and 8 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.

**Recommendations** - 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.

**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 same way as with recommendations. The sharing of decision making and action taking may reduce the level of initiative.

**Managerial direction** - the extent ranges from managerial direction through general to minimal. Account should be taken of the amount, level and degree of the direction.

**Level 1:** The job involves following **instructions** which define the tasks in detail. **Minimal** personal **initiative** is required. The job is subject to **supervisory or customer checks** or **close supervision**.

'instructions' means oral or written directions.

'minimal' means limited.

'initiative' means making a decision and acting upon it without reference to a higher authority.

'supervisory or customer checks' are regular checks made by someone else on the quality and progress of work.

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'**close supervision**' is where the work is regularly checked, and clear directions are given, if required, through the day.

An example is a school leaver trainee post where frequent and specific instructions are given. Or a post that is required to adhere to a work schedule that allows only minor decisions to be made.

It is unlikely that any posts fall into this category in the Council.

**Level 2:** The job involves **working from** instructions, but making **minor** decisions involving the use of initiative. Problems are referred to a supervisor/ manager. **Little close supervision** is necessary beyond that provided by **working arrangements and methods**.

'**working from**' means following less detailed and prescriptive instructions than at Level 1.

'**minor**' means not very important decisions as to how the instructions are to be actioned.

'**little close supervision**' means supervision provided in the normal course of work.

'**working arrangements and methods**' - are the systems and procedures in operation to ensure the work is completed to agreed standards.

An example is a postholder who is required to work from instructions and procedures but will have some degree of discretion as to how and when these are carried out. Posts at this level are unlikely to have any supervisory responsibility. The work at this level is likely to be fairly routine and therefore subject to little close supervision.

**Level 3:** The job involves **working with recognised procedures**, which leave **some room for initiative**. The work may involve **responding independently to unexpected problems and situations**. The jobholder generally has **access to a supervisor/manager** for advice and guidance on **unusual or difficult problems**.

Working with '**recognised procedures**' means undertaking an action or series of actions based on guidance, as opposed to detailed, prescriptive or step-by-step instructions.

'**some room for**' means that the procedures will leave some scope for the postholder to exercise some discretion.

'**responding independently**' means deciding without reference to a supervisor/manager a course of action.

'**unexpected problems and situations**' means difficulties which are unforeseen but will be covered by recognised procedures.

'**access to a supervisor/manager**' means being in a position where there is a need to pass a problem to a supervisor/manager to be advised how to solve it.

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'unusual or difficult' means in respect of frequency or complexity outside the normal expectations.

Post progresses work within a framework and in accordance with regular deadlines. A post at this level is allocated work but can organise when and how it is done on a regular basis. Posts at this level are likely to work within a more specialist function e.g. payroll, planning, and council tax.

**Level 4:** The job involves working within recognised procedures, within which the jobholder is required to **organise own workload**. The work involves **making decisions as to when and how duties are to be carried out**, and responding independently to **unanticipated** problems and situations. The jobholder generally has access to a supervisor/manager for advice and guidance on **serious** problems.

**'organise own workload'** means the work is prioritised by the postholder without reference to the supervisor/manager, other than at regular supervisory meetings. This would include meeting the needs and demands of others either internal or external.

**'making decisions as to when and how duties are to be carried out'** means the postholder has discretion about how to organise and prioritise their workload, without the need for reference to their supervisor/line manager.

**'unanticipated'** means unexpected and means in this sense that there are no recognised procedures to follow. It would normally include dealing with unusual or difficult problems referred up by a junior colleague or a subordinate.

**'serious'** means relatively complex or important.

Postholders at this level would decide how/when work is to be done and would only seek the advice/guidance of the manager as to how to deal with serious or significant problems.

An example of an unexpected problem is a failure of an important piece of equipment, which would involve the postholder in making an initial diagnosis or carrying out a problem solving exercise, and then contacting a contractor or maintenance operative. Most decisions are made autonomously within the confines of the procedures, but serious or significant matters are referred to the manager.

Team Leaders and Supervisors are likely to be given this level, as they would make decisions on how and when work is carried out in their teams. Other posts at this level would include those who manage a caseload, regularly making key decisions/recommendations on cases who may not have responsibilities for managing staff.

**Level 5:** The job involves progressing a **series of activities** within **recognised guidelines**. The work involves making **frequent** decisions and exercising initiative **without** ready access to more senior officers. The postholder consults a supervisor/manager for **advice** on **policy** or **resource issues**.

'**a series of activities**' means a number of discrete projects or pieces of work, which may not be related to each other.

'**recognised guidelines**' are less prescriptive than those at levels 3 and 4 allowing for a degree of discretion and responsiveness to changing situations.

'**frequent**' means 'happening often', probably on a daily basis.

'**without ready access**' means the postholder would only be expected to need to discuss decisions with their manager once or twice a week, because they would be operating at a level where they would be expected to make the majority of decisions by themselves.

'**advice**' means a direction or opinion given about what should be done, or what course of action should be taken.

'**policy**' means the agreed overall or specific direction of the Service or Council.

'**resource issues**' means the financial, physical or human resources required.

At this level a postholder could independently take forward and make decisions on a range of matters within the framework of the job description, without the need for step-by-step guidance and advice from management. However, permission would be required to alter the resources or policies they are responsible for.

**Level 6:** The job involves working **within broad practice or guidelines**. The work involves using **discretion** and **initiative over a broad area of activity**, with **little access** to more senior officers. The job is subject to **managerial direction**

'**within broad practice or guidelines**' may be either internal to the Council or external, such as central government directives, where broad principles are laid down, requiring local interpretation and flexibility.

'**discretion**' means the freedom to decide something.

'**initiative**' means taking action to begin something.

'**a broad area of activity**' means exercising discretion or initiative over an extensive range of different, possibly unrelated tasks which makes up the overall activity.

'**little access**' means the same direction as at Level 5, but the need to consult is less frequent.

'**managerial direction**' means that the postholder is subject to specific parameters/direction set by the manager, and is responsible for determining the priorities/detail within this framework.

Posts at this level are likely to be Spending Control Officers as they will have the authority to allocate resources as necessary whereas at level 5 the postholder will not have this authority. Posts are likely to have responsibility for the day-to-day management of a team/function.

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**Level 7:** The job involves working within **Council policies**. The work involves using **wide** discretion and initiative over a **very broad area of activity**, with little access to others. The job is subject to **general managerial direction**.

'**Council policies**' means the broad framework of policies, rather than the more detailed policies and procedures referred to Level 6 and below. It is likely that those postholders who are required to consult a manager on policy matters will consult a manager at Level 7 or above.

'**wide**' means 'far reaching'.

'**a very broad area of activity**' means exercising discretion or initiative over a considerable range of different, possible unrelated tasks which makes up the overall activity (in excess of that defined at Level 6).

'**general**' means that the postholder receives broad direction from their manager, and therefore operates to a largely autonomous degree.

It is likely that this level is allocated to Assistant Heads.

**Level 8:** The job involves working within the **overall policy** of the Council. The work involves using **very wide** discretion and initiative over a very broad area of activity, **without recourse to others**. The job is subject to minimal managerial direction.

'**overall policy**' means the general policy framework of the Council, rather than specific policies. The postholder will have a role in the development of policies, either for their service or across services.

'**very wide discretion and initiative**' means the postholder has a major specialist accountability and discrete professional independence.

'**without recourse**' means the postholder is expected to be able to act autonomously in setting direction across a wide area.

'**minimal**' means 'the least possible'.

This level will only apply to posts at Assistant Heads of Service level, but will not be the automatic level the other criteria in the level must be relevant.



## PHYSICAL DEMANDS

### Introduction

This factor measures the type, amount continuity and frequency of the physical effort required by 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.

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 by other recognised breaks, should not be treated as breaks in the period of effort.

Where mechanical aids are available, these should be taken into account when assessing the level 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 sacks over the same distance.

**Level 1:** Tasks or activities are undertaken mainly in a **sedentary** position, and allow for **considerable flexibility of movement**. There may be **limited** requirements for standing, walking, bending or stretching; or an **occasional need to lift or carry items**.

'**sedentary**' means 'seated'.

'**considerable**' means 'great in amount'.

'**flexibility of movement**' means the opportunity to move the body in all normal positions with ease.

'**limited**' means 'not many'.

'**occasional need to lift or carry items**' means either the postholder is lifting or carrying items in the normal office sense (e.g. using a reference book or box file) or the postholder lifts or carries something more than this, but only on an occasional basis (i.e. once/twice a month).

This level generally covers standard office duties with no real physical demands. There may be some keyboard work, but the postholder is not tied to a constrained sitting position for any appreciable period of time without the opportunity to exercise flexibility of movement.

**Level 2:** The job involves either

- (a) some **ongoing** physical effort (for example, **regular** sitting in a **constrained** position, or standing, or walking at a normal pace, for **long periods**); or:
- (b) normally limited physical demand, but with **periodic** requirements for **considerable** physical effort (for example, lifting or carrying, pushing or pulling items of light to moderate weight, rubbing or scrubbing, or working in an awkward position).

'**regular**' means repeated, usually associated with the normal duties of the job, and encountered at least once a day.

'**constrained**' means a restricted, fixed and tensed position in order to carry out the job efficiently.

'**long periods**' means periods of an hour or more at any one time.

'**periodic**' means more frequent than occasionally i.e. at least once a week.

'**considerable**' means some substantial effort is required

'**light to moderate weight**' - examples of light weights include a chair, a spade or a broom. Examples of moderate weights includes a bucket of water, a projector screen or sports equipment.

This level is appropriate for;

- Constrained seating for Word Processor Operators and those attending committee meetings/hearings/panels as a regular duty e.g. committee and legal staff
- Postal duties for messengers and post room staff
- Those required to carryout site inspections where walking is involved, climbing ladders, etc
- Those standing at reception desks or court for long periods.

**Level 3:** The job involves either

- (a) ongoing considerable physical effort (for example, regular lifting or carrying, pushing or pulling items of moderate weight, rubbing or scrubbing, or working in awkward positions): or:
- (b) normally limited or some physical demand, but with periodic requirements for **high** physical effort (for example, lifting or carrying, pushing or pulling items of **heavy weight**, or working in very awkward positions).

'**high**' means great exertion.

'**heavy weight**' - examples include sacks of cement, paving stones, kerbing.

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This level has been allocated to posts where it is a main feature of the job to push/pull set up equipment, carry out cleaning duties and carrying items.

**Level 4:** The job involves either:

- (a) ongoing high physical effort (for example, **frequent** lifting or carrying, pushing or pulling items of moderate or heavy weight, rubbing or scrubbing, or working in very awkward positions): or:
- (b) normally considerable physical demand, but with periodic requirements for **very high** physical effort (for example, lifting or carrying, pushing or pulling items of **very heavy weight**, or manual digging).

'**frequent**' means usually happening continuous or almost continuous, likely to be undertaken for most of the working shift.

'**very high**' means greater exertion than at Level 3.

'**very heavy weight**' means greater in weight than at Level 3.

This level has been used for manual posts e.g. grounds maintenance, nursery staff, tractor drivers.

**Level 5:** The job involves ongoing very high physical effort (for example, frequent lifting and carrying, or pushing and pulling, items of (**heavy or**) very heavy weight, or manual digging).

'(**heavy or**)' for the purposes of sensible interpretation these words are deleted from the Council's definition.

This level has been allocated to the most physically demanding jobs in local government e.g. grave diggers, refuse collectors, main drainage/sewer operatives etc, who are not employed by EFDC.

## MENTAL DEMANDS

### Introduction

This factor measures the degree and frequency of the mental concentration, alertness and attention required by the job.

It takes into account features which may make concentration more difficult, for example, repetitive work, interruptions or the need to switch between varied tasks or activities; and other forms of work related pressure, for instance, arising from conflicting work demands. It also takes into account the responsiveness required of the jobholder.

1. **Mental Attention** is defined as attention of the mind, as in thinking, calculating.
2. **Time spans:** demands are affected by the period for which the attention is needed:

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.

3. **Work related Pressures:** arise from features outside the control of the jobholder. Possible sources include interruptions, conflicting demands (more than one person requiring assistance simultaneously), constraining deadlines (for example, post or bank deadlines; administrative or service delivery deadlines; financial deadlines) or other time pressures.

Volume of work, as such, should not be taken into account and is better dealt with in other ways. 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).

Under this factor it is possible for a subordinate to score the same level as their manager.

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| <b>Level 1:</b> The job requires <b>general awareness and sensory attention</b> . |
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**General awareness and sensory attention** is the level required for day-to-day activities, such as moving from one place to another. Sensory attention means attention of senses (eyes, ears, smell) as in watching, looking, listening, touching, smelling.

An example is a postholder who carries out a range of cleaning tasks and is required to switch between them, but will have limited interruptions.

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| <b>Level 2:</b> The job requires general awareness and sensory attention, with <b>short periods of concentrated sensory attention</b> . |
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**Short periods** - means periods of minutes, up to one hour.

**Concentrated sensory attention** occurs when the jobholder needs to be particularly alert, for example, to traffic or the actions of children; concentrating on visual or aural activities, for example, typing, word processing, data input.

An example is a postholder who carries out a range of duties such as filing and office duties, where there are likely to be some interruptions or switching between tasks.

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| <p><b>Level 3:</b> The job requires general awareness and sensory attention, with either</p> <p>(a) <b>lengthy periods</b> of concentrated sensory attention; or</p> <p>(b) short periods of <b>concentrated mental attention</b>; or</p> <p><b>considerable</b> work-related pressure, for example, from deadlines, interruptions or conflicting demands on the jobholder.</p> |
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'**lengthy periods**' means period of one hour to two hours.

'**concentrated mental attention**' means for example, when undertaking repeated manual calculations or other work with figures; or ordering of facts, as for instance, in report writing or preparation of a presentation.

'**considerable**' means 'great in amount'.

An example is a postholder who manages or assists with the management of a Council facility in which a range of different activities take place. There will be conflicting deadlines and demands throughout the day.

A further example is a postholder who is required to be alert to the actions of members of the public who are using a swimming pool.

Another example is a postholder whose duties require the regular carrying out of inspections, where the work requires periods of up to one hour of concentrated mental attention.

Where the post is subject to significant interruptions they have generally been allocated a level 3 rather than 4.

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| <p><b>Level 4:</b> The job requires general awareness and sensory attention, with either</p> <p>(a) <b>prolonged</b> periods of concentrated sensory attention; or</p> <p>(b) lengthy periods of concentrated mental attention; or</p> <p>(c) <b>high levels</b> of work-related pressure, for example, from deadlines, interruptions or conflicting demands on the jobholder.</p> |
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**'prolonged periods'** - periods of more than two hours, for example, most of the morning or afternoon.

**'high levels'** means 'almost continuous'.

An example is a postholder who delivers training to staff lasting most of a morning or afternoon.

A further example is a postholder who is required to carry out word processing duties for the majority or all of the day, where concentrated sensory attention is required for continuous periods of up to two hours.

Another example is a postholder required to carry out figure work or preparation of a presentation or a report, where these activities extend up to two hours.

- Level 5:** The job requires general awareness and sensory attention, with either;
- (a) prolonged periods of concentrated mental attention; or
  - (b) lengthy periods of concentrated mental attention **over a range of different activities**; or
  - (c) **very high levels** of work-related pressure, for example, from deadlines, interruptions or conflicting demands on the jobholder.

**'very high levels'** means 'continuous'.

**'over a range of different activities'** means a number of different work areas which may not be closely related to each other.

An example is a postholder who is subject to very high levels of work related pressure from conflicting demands and deadlines which arise across the area of responsibility or others which they come into contact with, or advise.

A further example is a postholder who writes complex and detailed reports or presentations, where these activities extend over two hours.

## EMOTIONAL DEMANDS

### Introduction

This factor measures the nature and frequency of the Emotional Demands on the jobholder arising from contacts or work with other people. It does not measure the frequency of the contact.

It takes into account the situation in which the contacts or work with other people occur, for example, whether they are angry, difficult, upset or unwell; or whether their circumstances are such as to cause stress to the jobholder, for example, if the people concerned are terminally ill, very frail, at risk of abuse, homeless or disadvantaged in some other way.

1. **Sources of Emotional Demands** cover demands arising from **people-related** features of the job (in contrast to the Mental Demands factor which covers demands arising from work-related features). Emotional demands are those which cause emotional pressure and may result in the jobholder feeling upset, or grieved, or angry.

Job features must be looked at objectively. Account should still be taken of the source of the emotional demand, where individual jobholders, who deal frequently with it, may learn to "cope" and not to demonstrate the emotional pressure on them.

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

2. The **people** who impose emotional demands may include the public, local authority members, other employees of the local authority or other organisations (internal and external clients; customers; users of services provided by the jobholder). They exclude immediate work colleagues, because changes in personnel could otherwise result in changes to the evaluation.
3. **Verbal abuse** experienced by the jobholder, whatever the source, is **not** measured under this factor heading, but is treated as a form of people-related unpleasant condition under the Working Conditions factor heading.
4. This factor considers the postholder's reaction to the public/clients behaviour ie anger, frustration

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| <p><b>Level 1:</b> The job involves <b>limited</b> contact with, or work for, other people, which through their circumstances or behaviour place <b>minimal</b> emotional demands on the jobholder.</p> |
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'**limited**' means 'not very much'.

'**minimal**' means 'very little'.

An example is a postholder who has contact with other Council staff, or employees of other organisations or the public, dealing with issues which are unlikely cause emotional demands.

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There could be a significant amount of public contact, however due to the nature of the contact, no or limited emotional demands are placed on the postholder.

**Level 2:** The job involves contacts with, or work for, people, which through their circumstances or behaviour **occasionally** place emotional demands on the jobholder.

'**occasional**' - means infrequently and/or for a short period of time (i.e. less than one hour).

An example is an office based postholder who has constant contact with the public in the course of their normal duties either by telephone or in person, who could be demanding, upset or angry, and will deal with such customers on a daily basis. Or a postholder who has regular contact with members who from time to time will place pressure on them.

### Introduction to levels 3 – 5

To score a level 3 and above under this factor the post must have a one-to-one client relationship with the individual.

**Level 3:** The job involves contacts with, or work for, people which through their circumstances or behaviour either:

- (a) **regularly** place emotional demands on the jobholder,
- or
- (b) occasionally place **significant** emotional demands on the jobholder.

'**regularly**' means repeated within the normal cycle of activity (every day).

'**significant**' emotional demands include those arising from dealing with those who are frail or have physical or mental impairments, or are seriously disadvantaged through homelessness.

An example is a postholder who works on a daily basis with vulnerable clients in a face-to-face residential setting. The postholder is exposed to considerable emotional demands everyday due to the circumstances/behaviour of the clients.

**Level 4:** The job involves contacts with, or work for, people, which through their circumstances or behaviour either:

- (a) regularly place significant emotional demands on the jobholder,
- or
- (b) occasionally place **intense** emotional demands on the jobholder

'**intense**' emotional demands include those arising from dealing with terminally ill clients, cases of child abuse or where the necessary actions of the jobholder may cause genuine



distress to, or be in conflict with the wishes of, the client (for example) transfer from own home to residential care, removal of child to foster care).

It is unlikely that there would be any posts in the Council, which would attain this level e.g. Social Workers, Home Carers and Care Staff.

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| <p><b>Level 5:</b> The job involves contacts with, or work for, people, which through their circumstances or behaviour regularly place intense emotional demands on the jobholder.</p> |
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It is extremely unlikely that there would be any posts in the Council which would attain this level, e.g. Children and Family Social Workers and Approved Mental Health Social Workers.

## THE RESPONSIBILITY FACTORS - GENERAL GUIDANCE

1. The scheme distinguishes four types of responsibility:

- Responsibility for People;
- Responsibility for Supervision/Direction and Co-ordination of Employees;
- Responsibility for Financial resources;
- Responsibility for Physical Resources

to ensure that the diverse responsibilities of the wide range of local authority jobs are considered.

A job may have any combination, and to any extent, of direct responsibilities, 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 People), direction and co-ordination of staff (Responsibility for Supervision), budgetary responsibility (Responsibility for Financial Resources) and responsibility for residents' records (Responsibility for Physical Resources).

2. **Contributions to 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 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; or residents, for security of residential premises). The nature and degree of the jobholder's responsibility for resources is more important in assessing demand than who owns them.

2. **Direct responsibilities and Impact.** The Responsibility factors are concerned with the **direct** impact of the job. An accounts job in a charity has a direct Responsibility for Financial Resources, but no Responsibility for People. A job involving home visits to the charity's clients has a direct Responsibility for People, but possibly no

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Responsibility Financial Resources. The job of the charity's shop worker involves some Responsibility for People (those who visit the shop) and some Responsibility for Financial Resources (the shop receipts).

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 useful indicator of the **level** of responsibility.

## RESPONSIBILITY FOR PEOPLE

### Introduction

This factor measures the responsibility of the jobholder for individual, or groups of, people (members of the public, service users and recipients, clients), **other than** employees supervised or managed by the jobholder.

The emphasis of the factor is on the nature and extent of the direct impact on the **well-being** of individuals or groups.

The factor covers responsibilities, including any confidentiality requirements, for the physical, mental, social, economic and environmental well-being of people, including their health and safety.

These responsibilities could be exercised through, for example, providing personal services, advice and guidance, or other forms of assistance; implementing or enforcing regulations; or developing and implementing services.

1. **People:** in this context are the recipients of services provided by the local authority, or the **direct** beneficiaries of its activities, for example:
  - residents of local authority homes;
  - clients of, for example, social workers and home carers;
  - users of libraries and leisure facilities;
  - recipients of benefits or other payments, for which local authorities are the originators or paying agents;
  - residents of privately-run homes, and the clients of childminders, who benefit from local authority inspection and registration activities;
  - users of cafes and restaurants, who benefit from local authority inspection and enforcement 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.

2. **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 Supervision etc. factor).

3. The implementation and enforcement of **Health and Safety Regulations** are to be taken into account under levels 3(b) and 4(b), where the job responsibilities actually involve implementation and enforcement of those regulations on behalf of the local authority as the statutory enforcement agency. The general health and safety responsibilities of all employees should not be taken into account under this factor but account should be taken 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.

Under this factor a postholder is unlikely to score the same level as their supervisor, only in exceptional circumstances. They will not score higher.

**Level 1:** The job involves **limited**, or no direct **impact** on the **well-being** of individuals, or groups of people. The work may require common courtesy or consideration when encountering members of the public incidentally in the course of normal duties.

'**limited**' means 'not very much'.

'**impact**': direct impact on people does not necessarily require direct contact, for example, environmental health, trading standards and similar officers may have a direct impact on people, through the implementation or enforcement of regulations, without necessarily having direct contact with those who benefit.

'**well-being**' in this context refers to the Services provided by the Council to individuals or groups, who are direct beneficiaries of these Services. It covers their physical, mental, social, economic and environmental well-being.

An example is a postholder who works mainly in an office environment and has little or no contact with external service users or customers in terms of providing or determining the level of service they get.

**Level 2:** The job involves **some** direct impact on the well-being of individual, or groups of people through undertaking **tasks or duties which are to their direct benefit**, or impact directly on their health and safety.

'**some**' means the impact of the tasks is not considerable on clients and customers.

'**tasks or duties which are to their direct benefit**' means actions which will provide a service to clients and customers.

An example is a postholder who provides general information, advice and guidance to members of the public on progress with applications or enquiries for/about Council Services or internal procedures in relation to their well-being as a regular feature of their job.

**Level 3:** The job involves **considerable** direct impact on the well-being of individual, or groups of, people, through either:

- (a) and **assessment** of needs and implementation of appropriate care or welfare for those who are **reliant** on the jobholder for their basic needs,  
or
- (b) **implementing regulations** which have a direct impact on the health, safety or well-being of people.

'**considerable**' means important.

'**reliant**' means that the people concerned are personally dependent on the provision of service, assessment of needs or decisions made by the jobholder.

'**assessment**' the automatic or mechanical process of delivering or processing the requirements of people (for example, the taking of 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 makes the initial assessment of needs. At this level 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.

'**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 or trading standards and environmental health regulations.

An example is a postholder who is responsible for carrying out external inspections, which will have a direct impact on the actions a client or customer may be able to carry out.

Another example is a postholder who is required to collect personal information in order to make an assessment of the financial position of members of the public in order to determine entitlement to state support.

A further example is a postholder who manages a Council facility which is used by a large number of external customers, where health and safety matters are an important consideration.

At this level posts would have a responsibility for implementing regulations including initiating or recommending prosecution.

**Level 4:** The job involves **high** direct impact on the well-being of individual, or groups of people, through either:

- (a) an assessment of the needs and implementation of appropriate programmes of care or welfare for those who are reliant on the jobholder,  
or
- (b) **enforcing** regulations which have a high direct impact on the health, safety or well-being of people.

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'enforcing' at this level the job must involve formal responsibility for initiating prosecution against those failing to comply with relevant statutory regulations.

An example is a postholder who prosecutes an individual or body using regulations designed to protect the public.

Also posts that have a significant responsibility for developing policies/strategies which have an impact on the people of the District.

**Level 5:** The job involves a **major** direct impact on the well-being of individual, or groups of people, who are reliant on the jobholder and involves assessment of their complex needs and arranging for delivery of appropriate programmes of care or welfare. The jobholder has responsibility for taking decisions which may affect the future well-being and circumstances of individual cases.

'major' means greater to importance than at Level 4.

It is unlikely that there would be any posts in the Council that would be allocated this level. This would be allocated to social services managers who have a responsibility for developing care policies/strategies.

**Level 6:** The job involves a **very major** direct impact on the well-being of **substantial** numbers of people, who are reliant on Council Services for their care or welfare, and involves assessment of the needs of the **relevant group of people** and **determining how** appropriate programmes of care or welfare should be delivered. The jobholder has responsibility for taking decisions which may affect the future well-being of individual, and groups of clients.

'very major' means greater in importance than at Level 5.

'substantial' means 'of a considerable amount'.

'relevant group of people' means the wider client or customer group who are eligible to access the service rather than individuals.

'determining how' in this context means devising and implementing policy or procedure which will affect the delivery of services to clients.

An example is a postholder who is responsible for determining policy on a district wide basis, where that policy will affect the health and well being of members of the public, for example Environmental Health, Emergency Planning issues etc.

## RESPONSIBILITY FOR SUPERVISION/DIRECTION/CO-ORDINATION OF EMPLOYEES

### Introduction

This factor measures the direct responsibility of the jobholder for the supervision, co-ordination or management of employees, or others in an equivalent position.

It includes work planning and allocation; checking and evaluating the work of others; and training, development and guidance. It also includes responsibility for personnel functions for those for whom the jobholder has a formal supervisory responsibility, such as recruitment, discipline, and appraisal; and planning, organising and long-term development of human resources.

The emphasis of the factor is on the nature of the responsibility, rather than the precise numbers of employees supervised, co-ordinated or managed. It takes into account the extent to which other employees contribute to the overall responsibility.

1. **Scope of Factor:** consideration should be given to **all aspects** of the definition, not just to the size of the group supervised. The aim is to find the level definition which **best fits** the job.

There are deliberately no indications of the **size of groups**; numbers may vary with the circumstances of the job. Size of local authority is **not** relevant.

2. **Co-ordination and Management** where a jobholder co-ordinates or manages the work of staff through others' direct supervision, account should be taken of the actual contribution to the overall directing and co-ordinating responsibility for all those concerned.

3. **Others in an Equivalent Situation:** account should be taken of all employees or others who are supervised, managed, or co-ordinated 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 they are a direct responsibility of the job.

|   |
|---|
| <p><b>Level 1:</b> The job involves <b>limited</b>, or no direct responsibility for the supervision, direction or co-ordination of other employees. The work may involve <b>demonstration of own duties</b> or <b>advice and guidance</b>, to new employees, or others.</p> |
|---|

'limited' means 'very little'

'demonstration of own duties' in this context means showing others how parts of one's job are done

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'**advice and guidance**' means giving a suggestion or opinion about how something should be done

An example is a postholder who has no one directly reporting to them, but is likely to show other staff how their work is done, or make suggestions/ advise on how other work should be carried out.

**Level 2:** The job involves **some direct responsibility** for the supervision, co-ordination or **training** or other employees. The work **regularly** involves advising, instructing, checking work, or training other employees.

'**some direct responsibility**' means that the postholder may be in a direct supervisory position or may instead have an advice/guidance role with staff

'**training**' at this level does not mean off the job training courses, but usually means training a postholder to do their job.

'**regularly**' means part of the normal duties of the job.

An example is a postholder who has direct supervisory responsibility being the first line of supervision in the management structure. This person will be responsible for the direction and day-to-day instruction of staff. At this level the post would have a regular responsibility for allocating and checking work of contractors.

The postholder could provide general advice and guidance on established internal procedures in relation to human resources or health and safety.

**Level 3:** The job involves **considerable** direct responsibility for the supervision, **direction**, co-ordination or **training/development** of other employees. The work involves the **allocation of work** to a small group or team, **checking of work**, and the direction of staff, including, where appropriate, on-the-job training.

'**considerable**' means 'great in amount'

'**training/development**' includes analysing an individual or the team's training needs. This would include carrying out SDRs.

'**direction**' means 'setting out how things should be done'

'**allocation of work**' means distributing work tasks amongst those supervised

'**checking of work**' means ensuring accuracy of work against performance standards and timescales.

An example is a postholder who is responsible for the day-to-day management of a team of staff. In addition to setting workload priorities the postholder will identify staff training needs, ensure these needs are met, allocate and check work. There is some responsibility for on the job training, but this may be delegated to others in the team.

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The postholder could provide advice and guidance on the operation of established internal policies and procedures in relation to human resources or health and safety. This may involve interpretation of policies and procedures to meet specific circumstances or problems.

**Level 4:** The job involves **high** direct responsibility for the supervision or **management**, direction, co-ordination or training/development of other employees. The work involves supervising, directing and co-ordinating the work of a group of staff **covering more than one area of activity** or **in more than one workplace**, including allocation of work, and **evaluation and appraisal** of the work carried out.

'**high**' in this context means greater in amount or importance than at Level 3.

'**management**' means the act of controlling and setting the overall direction for a group of staff and monitoring progress

'**covering more than one area of activity**' - 'areas of activity' includes cooking, gardening, housing benefits, highways inspection, recruitment and selection, payroll. Closely associated support activities (for example, clerical, secretarial) should be treated as part of the same area of activity.

'**more than one workplace**' means two work places, which will not be adjacent to each other (i.e. adjoining or nearby offices) but may be in separate parts of the Civic Offices. A Council facility such as a Leisure Centre would be considered as one workplace.

'**evaluation**' means 'to make an assessment of'.

'**appraisal**' means 'determining the value/quality of'.

An example is a postholder who is responsible for setting the overall direction of a team of staff working in more than one area of activity. The postholder may carry out less direct supervision than at Level 3, and will be responsible for setting the overall direction and priorities of the team. Lower levels of management will usually be responsible for day-to-day supervision of staff, and are unlikely to be at Level 4.

Another example is a postholder who is responsible for training staff across the Council in the use of new ICT systems and facilities. The training will not only be formal 'off the job' activity, but guiding and assisting individuals and groups in the application of the new facility.

A further example is a postholder who manages a Council facility. This person will set the overall management direction and framework for the facility, but will have subordinates who carry out the day-to-day detailed supervision of staff.

The postholder could interpret and advise others on the operation and implementation of external regulations and statutory requirements in relation to human resources or health and safety. This may require adaptation of internal policies and procedures to meet demands placed on the Council.

**Level 5:** The job involves a **major** direct responsibility for the management, direction, co-ordination and **development** of **significant** numbers of other employees, covering **several different areas of activity** or in **several geographically dispersed workplaces**. The work involves the **organisation**, allocation and **re-allocation**, as appropriate, of areas of work and the evaluation of activities and working methods.

'major' in this context means greater in amount or importance than at Level 4.

'development' in this context means identifying the required skills, knowledge and attitudes needed to carry out the work effectively, and how these might be achieved through a mixture of on and off the job activities.

'significant' means 'a substantial number'.

'several different areas of activity' means that the employees supervised will work in three different functions and specialisms.

'several geographically dispersed workplaces' means that there will be three or four work places which are supervised by the individual.

'organisation' means 'systematic arrangement and prioritisation'.

're-allocation' means in this context the need to reconsider previous decisions about how work should be divided up in the light of operational changes and the need to reprioritise.

An example is a person who has direct responsibility for a large number of operatives, spread across a range of locations. They would be responsible for disciplinary, grievance, absence monitoring and recruitment matters.

Postholder could have a major responsibility for the development of policies and procedures which meet the social, economic, legal or technical demands on a service/department in relation to human resources or health and safety. The development of such should be seen to have a significant impact on the Council.

**Level 6:** The job involves a **very major** direct responsibility for the management, direction, co-ordination and development of **substantial** numbers of other employees, covering **many different areas of activity** or in **many geographically dispersed workplaces**. The work involves **overall responsibility** for the organisation, allocation and re-allocation, as appropriate, or areas of work and the evaluation of activities and working methods.

'very major' in this context means greater in amount or importance than at Level 5.

'substantial' in this context means greater in number than at Level 5.

'many different areas of activity' means four or more.

'many geographically dispersed workplaces' in this context means five or more.

'overall responsibility' in this context means the person having direct responsibility for the service under the general direction of a more senior manager.

An example is a postholder who has overall responsibility for four or more of discrete and quite different functions within one division. The postholder will have managers in each function who are responsible for setting the direction for their individual part of the Service, but the overall responsibility rests with the postholder.

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The postholder could have a very major responsibility for the development of policies which meet the social, economic, legal or technical demands on the organisation in relation to human resources or health and safety and which can be seen to have a major impact on the operation of, or strategy across, services or departments.

## RESPONSIBILITY FOR FINANCIAL RESOURCES

### Introduction

This factor measures the direct responsibility of the jobholder for financial resources, including cash, vouchers, cheques, debits and credits, invoices, budgets and income.

It takes into account the nature of the responsibility, for example, correctness and accuracy; safekeeping, confidentiality and security; deployment and degree of direct control; budgetary and business planning responsibilities; planning, organising and long term development of the financial resources.

It also takes into account the degree to which other employees contribute to the overall responsibility, the frequency with which the responsibility is exercised and the value of the financial resources.

1. **Monetary Values:** the job should be evaluated according to the **nature and extent** of the responsibility, rather than to the exact monetary value.
2. **Accounting for** - means 'give reckoning of; explain; monitor; audit; authorise;' payment of invoices from committed expenditures - covers receipts as well as expenditures.

When measuring the value a person is accounting for, it is important to consider whether responsibility is shared with others. If for instance a team of 10 people are accounting for total income of £10 million, then the value each person is responsible for is £1 million. If that team of people has a team leader, potentially the team leader is responsible for accounting for the whole £10 million, although consideration will need to be given to any dilution of responsibility.

3. **Being accountable for** - means 'bound to give account for; commit expenditure'.

Normally the accountable person will be the nominated spending control officer for a budget. That person will accept accountability for their budget and the level of service to be delivered as a result of spending their budget. Spending control officers are only responsible for income and expenditure that they can influence and therefore when measuring the size of this accountability, elements recharged into budgets such as support service costs, asset rentals etc. should be ignored. Also see comment under staff costs below.

4. **Handling/processing** - must be an active responsibility, for example, checking invoices and cheques against other documentation to identify errors; but excluding the mechanical printing of cheques, without any checking process (the responsibility for printing equipment and materials should be considered under Responsibility for Physical Resources).
5. **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

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responsibility, the frequency with which it is exercised, the scale of the responsibility and so on of each job.

Similarly, responsibility for controlling a petty cash box, or taking care of clients' monies may normally be Level 1, but, if the sums involved are relatively large and the responsibility is exercised on a daily basis, this may be Level 2 (or, exceptionally, Level 3).

To achieve a certain level an individual will usually have to satisfy both the responsibility and the monetary requirements. Reasons for any exceptions to this will have to be recorded with a full explanation for decision taken.

6. **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.

Normally the Head of Service has discretion over staff costs, and therefore only exceptionally should staff costs be included within the responsibility for financial resources. Managing staff will be accounted for under the responsibility for supervision/direction and co-ordination of employees. Exceptions would include the regular employment of casual staff (as distinct from employing temporary staff to cover vacancies).

7. **Income Collection and Generation** should be taken into account, for example:

- "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.

8. A review of the budgetary limits will be reviewed every 3 years.

**Level 1:** The job involves **limited**, or no, direct responsibility for financial resources. The work may involve **occasionally** handling **small amounts of cash**, processing cheques, invoices or equivalent.

'limited' means 'very little'.

'occasionally' means 'not regular, only a small part of the job'.

'small amounts of cash' means up to £100 on a daily basis.

**Level 2:** The job involves **some direct responsibility** for financial resources. The work regularly involves either:

- (a) handling of cash, or processing of cheques, invoices or equivalent or:
- (b) **accounting for considerable sums of money** where care and accuracy are important, or:
- (c) **being accountable for small expenditures** from an agreed budget or equivalent income.

**accounting for** - means 'give reckoning of; explain; monitor; audit; authorise;' payment of invoices from committed expenditures - covers receipts as well as expenditures.

**being accountable for** - means 'bound to give account for; commit expenditure'.

**'direct responsibility'** in this context means that financial resources is a regular part of the job. It means that the individuals can cause an action (good or bad) which will have an effect on the payment or receipt of the sums of money involved in terms of determining timeliness, accuracy and appropriateness.

**'some'** in this context means that financial resources is a regular part of the job.

**'considerable sums of money'** means between £50K and £1 million per annum.

**'small expenditures'** means between £20K and £100K per annum.

A Spending Control Officer with a budget of under £20K would be allocated this level.

- Level 3:** The job involves **considerable direct responsibility** for financial resources. The work involves either:
- (a) accounting for **large sums of money** in the form of cash, cheques, direct debits, invoices, or equivalent, where care, accuracy and security are important, or
  - (b) being accountable for **considerable expenditures** from an agreed budget or equivalent income. The responsibility may include contributing to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums.

**'considerable'** means that in terms of reporting lines it is unlikely that the individual will have more than 3 people between he/she and the relevant Head of Service.

**'large sums of money'** means between £1 million and £5 million per annum.

**'considerable expenditure'** means between £100K and £1 million per annum.

At this level the postholder must be a Spending Control Officer of a budget over £20k.

- Level 4:** The job involves **high direct responsibility** for financial resources. The work involves either:
- (a) accounting for **very large sums of money**, in the form of cash, cheques, direct debits, invoices, or equivalent, where care, accuracy and security are important; or
  - (b) being accountable for **large expenditures** from an agreed budget or equivalent income. The responsibility may include contributing to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums.

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'high' means that in terms of reporting lines it is unlikely that the individual will have more than 2 people between he/she and the relevant Head of Service.

'very large sums of money' means sums of over £5 million per annum.

'large expenditures' means between £1 million and £5 million per annum.

Posts, which have a responsibility for providing advice and guidance to managers and others on more complex financial matters, have been allocated this level.

**Level 5:** The job involves a **major direct responsibility** for financial resources. The work involves being accountable for **very large expenditures** from an agreed budget or equivalent income. The responsibility includes contributing to the setting and monitoring of the relevant budget(s) and ensuring effective spend of budgeted sums.

'major' means that in terms of reporting lines it is unlikely that the individual will have more than 1 person between he/she and the relevant Head of Service.

'very large expenditures' means £5 million to £50 million per annum.

Posts who provide advice and guidance on financial matters to management board, members or committee are appropriate to this level.

**Level 6:** The job involves a **very major direct responsibility** for financial resources. The work involves being accountable for **extremely large expenditures** from an agreed budget or equivalent income. The responsibility includes contributing to the setting and monitoring of the relevant budget(s), **long term financial planning** and changing the nature, level and composition of expenditure to meet service or other requirements.

'a very major' means that in terms of reporting lines it is likely that the individual will report direct to the relevant Head of Services.

'extremely large expenditures' means over £50 million per annum.

'long term financial planning' means having a key contribution to the financial requirements of the Council over a three-year period.

Posts who have a responsibility for the long terms planning of the Council's financial resources and provide specialist advice to management board, members or committee are appropriate to this level.



## RESPONSIBILITY FOR PHYSICAL RESOURCES

### Introduction

This factor measures the direct responsibility of the jobholder for physical resources, including manual or computerised information; data and records; office and other equipment; tools and instruments; vehicles; plant and machinery; land, construction works, buildings and fittings and fixtures; personal possessions; and goods, produce, stocks and supplies.

It takes into account the nature of the responsibility, for example, safekeeping, confidentiality and security; deployment and degree of direct control; maintenance and repair; ordering, purchasing and replacement authority; planning, organising and long term development of the physical resources.

It also takes into account the degree to which other employees contribute to the overall responsibility, the frequency with which the responsibility is exercised and the value of the physical resources.

The job should be evaluated according to the highest level of Responsibility for Physical Resources. For example, a job involving regular use of very expensive equipment and care of the personal possessions of clients should be assessed at Level 3, in line with the first of these features.

**Level 1:** The job involves **limited**, or no, direct responsibility for physical resources. The work may involve limited **handling or processing of information** or careful use of **low value equipment** or care of the **limited personal possessions** of others.

'limited' means 'very little'.

'handling or processing of information' means using either manual or electronic data, for example, to compile throughput figures.

'low value equipment' means general office equipment, simple tools and instruments.

'limited personal possessions' means up to five items of personal possessions.

A computer terminal or PC is included at this level because the active responsibility for its careful use is very limited.

An example is a postholder who operates a switchboard, and will be required to handle information relating to telephone numbers and the location of individuals.

- Level 2:** The job involves **some direct responsibility** for physical resources. The work regularly involves either:
- (a) handling and processing of manual or computerised information, where care, accuracy, confidentiality and security are important, or
  - (b) careful use of **expensive** equipment, or
  - (c) cleaning of buildings, external locations or equivalent, or
  - (d) **some responsibility for security of buildings**, external locations or equivalent, or
  - (e) day-to-day maintenance of equipment or premises; or
  - (f) care of the personal possessions of others, or
  - (g) ordering, or stock control of, a limited range of supplies.

'**some direct responsibility**' means the postholder has a degree of accountability.

'**expensive**' items of equipment at this level include a car, used only for local authority purposes; and a minibus or transit van used for transporting passengers or goods.

'**some responsibility for security of buildings**' means the postholder has a role in the security aspect of the building, but this is not pre-eminent in the overall context of the job. Examples include:

- Key holder responsibility for part or all of a building, external location or construction site;
- responsibility for opening or closing (with keys) one or more buildings;
- responsibility for checking windows, switching on alarm systems or similar, where there is no caretaker.

An example is a postholder in a management position in a Council facility who has some direct responsibility for use of expensive equipment needed for the operation of the facility.

### **Introduction to Levels 3 – 6**

Posts at level 3 and above are required to have obvious resource responsibilities either as a primary function, e.g. housing maintenance, highways, information systems or as a separate secondary job i.e. finance position with distinct responsibility for a financial information system.

**Level 3:** The job involves **considerable direct responsibility** for physical resources. The work involves either:

- (a) handling and processing of **considerable amounts** of manual or computerised information, where care, accuracy, confidentiality and security are important, or
- (b) cleaning, maintenance and repair of a range of equipment, buildings, external locations or equivalent, or
- (c) **regular** careful use of **very expensive** equipment, or
- (d) **security** of buildings, external locations or equivalent, or
- (e) ordering, or stock control of, a range of equipment and supplies.

'**considerable direct responsibility**' means the responsibility is a major feature of the postholder's job.

'**considerable amounts**' means the postholder will handle substantial amounts of information, for example, processing electoral register data or benefit contribution forms/records.

'**regular**' means with a short cycle i.e. daily to weekly.

'**very expensive**' items of equipment include heavy plant, a refuse lorry or similarly adapted large vehicle; a mainframe computer system where the jobholder has active responsibility for its operation; dedicated in-house printing system or operation.

'**security**' responsibilities include acting as security guard or attendant, where this is a major job feature.

An example is a person involved in the management of the Council's Committee/Cabinet process, who is required to handle considerable amounts of information, ensuring accuracy, confidentiality and security at all times. Also this level has been allocated to posts where they are responsible for a caseload.

**Level 4:** The job involves **high direct responsibility** for physical resources. The work involves either:

- (a) adaptation, development or design of **significant information systems**, or
- (b) adaptation, development or design of a **wide range** of equipment, land, buildings, other construction works or equivalent, or
- (c) security of a range of **high value** physical resources, or
- (d) ordering of a wide range of equipment and supplies, or
- (e) making a **significant contribution** to the adaptation, design or development of either large-scale information systems for use by others, or of a range of equipment, land, buildings, other construction works or equivalent.

'**significant information systems**' means a system which will be used across a Division of a service.

'**wide range**' means a number of physical resources which are different/discrete from each other.

'**high value**' physical resources at this level are likely to be property or land sites, or major contracts.

'**significant contribution**' in this context means personal involvement in design, briefing and project management.

An example is a postholder who has a high direct responsibility for the design and adaptation of buildings. Another example is a postholder who is responsible for the development of corporate or important service level ICT systems.

- Level 5:** The job involves a **major direct responsibility** for physical resources. The work involves either;
- (a) adaptation, development or design, of **large-scale information systems** for use by others or
  - (b) adaptation, development or design of a **wide and high value** range of equipment, land, buildings, other construction works or equivalent, or
  - (c) security of a **wide and very high value range** of physical resources or
  - (d) ordering of a wide and high value range of equipment and supplies.

'**major direct responsibility**' means the responsibility for physical resources is a core requirement of, and integral to the job.

'**large scale information systems**' means systems applying across the Council.

'**wide and high value**' (b) & (d) means at this level the resources will be both different/discrete from each other and likely to be property, land sites or major contracts.

'**wide and very high value**' (c) means at this level the resources will be both different/discrete from each other and likely to be significant property e.g. depots or office complex.

An example is a postholder who is responsible for the development of a major road maintenance/repair programme. Also posts that have a responsibility for the procurement of large ICT systems or other long term contracts e.g. Housing Maintenance.

- Level 6:** The job involves a **very major direct responsibility** for physical resources. The work involves overall responsibility for the **procurement** and deployment of substantial physical resources. The responsibility includes long-term planning of the procurement and deployment of physical resources and changing the source, nature, level and composition of such resources to meet service of other requirements.

**'very major direct responsibility'** means the postholder has either overall responsibility for physical resources (within their specialist areas) or is responsible for provision of overall advice about their use or procurement (leading as the lead specialist).

**'procurement'** means the overall policy and procedural framework within which the Council obtains goods and services.

An example is a postholder who has overall responsibility for specifying, procuring and managing/monitoring a number of significant and long term Council contracts, e.g. highways, waste and recycling or various housing maintenance contracts.

## WORKING CONDITIONS

The factor measures exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions arising from the environment or from work with people.

It covers the frequency, duration and nature of 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, lack of privacy or isolation, and the risk of illness or injury arising from exposure to diseases, toxic substances, machinery or work locations. It also covers abuse, aggression and risk of injury from people.

It does not consider the likely reaction of the postholder to a client's behaviour, this is considered under emotional demands.

The factor measures those aspects of the working environment which are unavoidable and integral to the job. Health and safety regulations and requirements are assumed to be met, but the requirement to wear protective clothing may create disagreeable or uncomfortable conditions. No account is taken of poor office environments.

The emphasis of this factor is on the degree of unpleasantness or discomfort caused. This takes into account the frequency, intensity and duration of exposure to particular conditions; and the additional effect of variations or combinations of conditions.

1. **Scope of Factor:** covers all **people related behaviour** including any form of verbal abuse and aggression from people other than immediate work colleagues; and **environmental working conditions** including dirt, smell and noise resulting from both the physical environment and contact or work with people.

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.

2. **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:

- Whether or not the outdoor work can be organised to minimise exposure to cold and wet and maximise exposure to sun and warmth;
- Other unpleasant aspects e.g. fumes, smells, noise, abuse;
- Whether or not the indoor work involves exposure to heat, cold or abuse from people. It does not include temperature variations in office conditions, but covers exposure to conditions from refrigeration or furnace work.
- 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.

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

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3. **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; some are better at withstanding abuse. Responses may also vary with the familiarity with the condition, for example, some people become accustomed to an odious human or environmental smell.
4. **Hazards/Risk of Injury** – are included, because it is recognised that some jobs are inherently more hazardous than others. The scheme assumes that all appropriate precautions and safeguards are taken, for example, special training, protective measures and clothing, being accompanied by another responsible person where feasible.

The extent of 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.

**Level 1:** The job involves **minimal** exposure to disagreeable, unpleasant or hazardous:

- (a) environmental working conditions; or
- (b) people related behaviour.

'**minimal**' means 'very little' and includes either occasional exposure to disagreeable conditions (environmental or people related) or more frequent exposure to marginally unpleasant conditions.

An example is an office worker who is 100% office based and does not generally deal with disagreeable people on the telephone or face-to-face.

**Level 2:** The job involves **some** exposure to disagreeable, unpleasant or hazardous:

- (a) environmental working conditions; or
- (b) people related behaviour

'**some**' means occasional (exposure), at least once a day, but not judged as considerable.

An example is a postholder who undertakes visits to clients' homes where occasionally a degree of cleanliness is lacking or there is a potential for occasional anger/abuse from the person visited. Or those who undertake inspections of building sites, unsafe structures, dirty kitchens etc.

**Level 3:** The job involves **considerable** exposure to disagreeable, unpleasant or hazardous:

- (a) environmental working conditions;  
or
- (b) people related behaviour

**'considerable'** includes regular exposure to disagreeable conditions.

An example is a postholder who is regularly exposed to odorous effluents in watercourses. Or subject to serious verbal abuse at least daily.

Posts at this level are likely to be required to work outside for more than 50% of their time. Also posts that would use power tools and machinery, including the cleaning of printing machines and the guillotine would be considered at this level.

**Level 4:** The job involves **high** exposure to disagreeable, unpleasant or hazardous;

- (a) environmental working conditions,  
or
- (b) people related behaviour.

**'high'** means almost continuous exposure to disagreeable working conditions.

An example is a postholder who has almost continuous exposure to either disagreeable weather, or site conditions, or machinery, or noise, or hazardous/toxic substances or confined spaces. Or a postholder who is subject to serious verbal abuse at least 3 times a day.

**Level 5:** The job involves **very high** exposure to disagreeable, unpleasant or hazardous:

- (a) environmental working conditions,  
or
- (b) people related behaviour.

**'very high'** means continuous exposure to very disagreeable conditions.

An example is a postholder who has continuous exposure to either disagreeable weather, or site conditions, or machinery, or noise, or hazardous/toxic substances, or confined spaces, or sewage/effluents. Or a postholder who is subject to serious threatening behaviour at least once a day.

This level is unlikely to be used as they are not employed by the Council e.g. gravediggers, refuse collectors, sewage operatives and it is unlikely that staff at EFDC face daily serious threats.