Scottish Joint Council for Local Government Employees

JOB EVALUATION SCHEME
3rd Edition

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FOREWORD

This Job Evaluation Scheme was originally developed to reflect the range of jobs found in Scottish Unitary Authorities and support the implementation of the 1999 SJC ‘Single Status’ Agreement. The 1st Edition of the JE Scheme was based on work carried out in the National Joint Council for Local Government Services (NJC) prior to devolution. The 2nd Edition was endorsed by the Scottish Joint Council for Local Government Employees in October 2002; and this 3rd Edition of the JE Scheme was endorsed by the SJC in November 2015.

Job evaluation continues to be the most robust method of providing a foundation for grading structures which satisfy the principle of ‘equal pay for work of equal value’; and which are both fair and transparent.

This Practice Manual is designed to assist individual Scottish Unitary Councils apply, implement and maintain the use of the JE Scheme at local level. Whilst the Scheme itself will be made available to all employees to whom it is applied, this Manual is most likely to be used by those directly involved in application of the Scheme at a local level: HR staff, Trades Union representatives, line managers, and other members of staff undertaking the roles of Job Analysts, JE Appeal Panel members and/or Steering Group members.

The Practice Manual provides information on:

- the principles of job evaluation which must be maintained throughout the process to ensure the integrity of the Scheme
- the recommended process of job evaluation to be applied in Scottish Unitary Authorities,
- practical considerations relating to the application of the Scheme – initially and on an on-going basis.

The Development of the JE Scheme

In March 1999 the Scottish Councils decided to test and modify the ‘Single Status’ Job Evaluation Scheme developed by the National Joint Council (NJC), to ensure its suitability for implementation in Scotland, specifically:

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

The development of the Scottish Scheme was overseen by a Joint Steering Group involving Trades Union and Employers’ representatives. Members of the Steering Group were drawn from Aberdeen City, Aberdeenshire, Angus, City of Edinburgh, East Lothian, Fife, Glasgow and South Lanarkshire Councils.

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

• complied with the Equal Pay Act

• adopted the good practice guidance of the Equal Opportunities Commission and ACAS

• utilised recognised statistical techniques.

Testing the Scheme

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

• the structure and definitions of each of the 13 factors making up the evaluation framework - to ensure that it captures the full range of demands likely to be found in the Scottish job population, and to ensure there is no double-counting, omission or elision of demands

• the relevance of the level definitions - to ensure these reflect the nature of work as it is undertaken in the Scottish Authorities

• the step changes in demand between the levels defined under each of the 13 factor headings - to ensure that these reflect the full hierarchy of job demands

• the clarity of language of the factor and level definitions - to ensure that these reflect the culture and values of the Scottish Unitary Authorities.

Testing the Software

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

- the relevance of the question and answer streams

- the clarity of the language and terminology used

- that appropriate guidance is available in the help screens

- its ‘user-friendliness’ from the perspective of both jobholders and job evaluation practitioners.

User trials of both the final draft of the 1st Edition of the Scottish Councils’ Scheme and the COSLA Gauge ‘Evaluator’ software were conducted by North Ayrshire Council and the Highland Council. Feedback from the jobholders and practitioners participating in these trials was used to make further amendments and refinements to the software and supporting documentation.

Many thanks to Fife Council for their assistance in revising the Gauge ‘Evaluator’ software to match the 3rd Edition of the Scheme; and in the introduction of the web-based version of COSLA Gauge.

Agreement

The First Edition of the Scheme was endorsed by both Sides of the Scottish Joint Council on 20th April 2000. A User Group was established to ensure that the Scheme and its supporting software were properly maintained and to address issues raised by User Councils. An extensive update was undertaken to improve the Scheme in the light of experience gained by Users in applying the Scheme. Changes to the supporting software were tested by the Teams at Aberdeenshire, Dumfries & Galloway, Dundee City, Highland, Scottish Borders and Orkney Islands Councils. The Second Edition of the JE Scheme was endorsed by both Sides of the Scottish Joint Council on 20th October 2002.

Review of the Scheme

In 2009 the SJC agreed to review the 2nd Edition of the Scheme following concerns raised by the Equalities & Human Rights Commission in their ‘Valuable Assets’ Report. The General Factor Guidance Notes in Section 2 were revised at that time to highlight those concerns for Job Analysts and draw attention to best practice in the assessment of the demands of caring jobs; and that revised Guidance is included in this 3rd Edition of the JE Scheme.

In order to ensure that the Scheme meets the requirements of the 2010 Equality Act and the Public Sector Gender Equality Duty a comprehensive was undertaken of all factor definitions, guidance, the Practice Manual and the supporting COSLA Gauge software.

Members of the Joint Technical Working Group were drawn from Aberdeen City, Falkirk, Fife, Renfrewshire, and Stirling Councils; and from GMB, UNISON and UNITE.
They were supported by members of the SPDS Executive, an Independent Technical Adviser and an Employment Law Adviser.

The initial revisions to the factor definitions and guidance were tested by Job Analysts from Dumfries & Galloway, Falkirk, Fife, Inverclyde and Moray Councils; and all Councils were offered the opportunity to pilot the revised Scheme. The Members of the Joint Technical Working Group very much appreciate the support and assistance of all those who participated in these vital stages of the Review.

We are confident that the JE Scheme remains ‘fit for purpose’ and that the revisions will help ensure greater consistency of application; and hope that the revised Practice Manual will help ensure local adherence to the principles and best practice approach agreed by the SJC.

SJC Joint Technical Working Group
December 2015
SECTION 1 - PRACTICE MANUAL

THE PRINCIPLES OF JOB EVALUATION

The Scottish Employers and Trades Unions agreed the following principles as the basis for the development and implementation of the Scottish Joint Council’s Job Evaluation Scheme:

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

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

- **evaluate jobs not people** - evaluation is of the content of job and not of the abilities or performance of the individual jobholder

- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to competent standard by a fully trained and experienced individual

- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.

- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.
Inclusive, open and transparent

Job evaluation gains maximum acceptance and credibility when it is inclusive, open and transparent. The approach adopted and the definitions and guidance of the Scheme have been endorsed by the Scottish Joint Council for Local Government Employees.

The work undertaken at national level has benefited from the involvement of Trades Union representatives; and it is expected that individual Councils will find a similarly inclusive or participative approach beneficial in applying and implementing the Scheme locally.

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

- why the Scheme has been devised
- the principles of equal value and fairness on which it is based
- the factor framework against which jobs will be evaluated
- how the Scheme will be applied locally, and their possible role within that
- the arrangements for appealing against the outcome of evaluation.

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

Equality

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

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

• monitoring the outputs of the evaluation process.

Equality training is essential for all members of the local Job Evaluation Team, particularly members of the Job Analyst Team and the Appeals Panel. Training for all those involved in the various stages of the evaluation process must include the principles of equality, the concept of ‘equal pay for work of equal value’ and practical steps to avoid bias.

Monitoring mechanisms should be in place to ensure that the results of evaluations and appeals do not suggest any evidence of bias within the Scheme, or the way in which it is implemented. Initial monitoring should be undertaken after the evaluation of the benchmark jobs and before any development work is done using the benchmark results, to ensure any issues are addressed at the earliest opportunity. Further monitoring should take place after any pilot exercise and before full implementation of job evaluation results. Monitoring should be undertaken on an on-going basis when the Scheme has been fully implemented as part of the audit process to ensure continued consistency and fairness; and in particular, compliance with the Public Sector Gender Equality Duty.
THE EVALUATION PROCESS

1. Identify and Categorise Discrete Jobs
   - Benchmarks
   - Generic
   - Unique

2. Gather Information from Job Holders
   - Questionnaire
   - Job Overview Document

3. Verify Information with Line Manager
   - Questionnaire
   - Job Overview Document

4. Agreement of Job Facts
   - Job holder
   - Line Manager
   - Head of Dept

5. Evaluation of Jobs
   - Job Analysts
   - Consensus
   - Panel
   - TU involvement

6. Rank Order of Jobs
   - Curve of Best Fit
   - Agreed by Steering Group

7. Grading & Pay Structures
   - Scottish spinal column
   - Authority based grades
   - Scales or spot salaries
   - Market pay comparisons

8. Individual Outcomes
   - Individual evaluation result
   - Job Overview Document
   - Factor levels
   - Assimilation to local grading and pay structures

9. Appeals
   - Admissible grounds
   - Management /TU involvement
   - Written submission/Hearings

The diagram above illustrates the key steps in the evaluation process. The details of how each step is carried out in practice will vary according to local circumstances, and should be the subject of discussion and local agreement with the Trades Unions. The role of Trades Union representatives in providing jobholders with assistance and support throughout the process should be recognised.
The main steps in the evaluation process are set out below, all steps in the process should be the subject of consultation with the Trades Unions.

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

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

By categorising every individual employee in this way, the JE Team will be able to estimate how many individual evaluations will be required as either benchmark or unique jobs; how many jobholders can potentially be 'matched-in' to benchmark or generic jobs; and how many jobholders will require partial evaluation against a benchmark or other job. This will enable the workload for the Job Analyst Team to be scoped in terms of information gathering and evaluation of jobs.

**Identify a Representative or ‘Benchmark’ Sample of Jobs** - to apply the Scottish Joint Council’s Scheme at local level, and allow the development of grading and pay structures based on the results of the job evaluation exercise, a representative sample of jobs will need to be identified, these are often referred to as ‘benchmark’ jobs. (Criteria for selecting these jobs are set out below).

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

- completion of a standard JE questionnaire – either the full version or a reduced – see Section 5
- choosing the most appropriate answer from a computerised question stream
- discussion with a Job Analyst
- verification of a Job Overview Document output from the COSLA Gauge ‘Evaluator’ software.
In practice therefore, benchmark job holders may be asked to complete a questionnaire and subsequently answer a computerised question stream with the support of a Job Analyst. Non-benchmark jobholders may be asked to do one or the other. All jobholders will be asked to verify the outputs of the evaluation process in conjunction with their line manager. Jobholders should be advised that Trades Union assistance will be available should they wish it. Job Analysts should encourage jobholders to be relaxed in their approach and acknowledge that Trades Union assistance may help to achieve this.

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

**Questionnaire** - completion of a standard JE questionnaire may be used as a means of helping both individual jobholders and Job Analysts prepared for a job evaluation interview; and its inclusion in the process helps ensure a consistent approach is taken across the variety of jobs being evaluated. However, completed questionnaires should not be considered as part of the audit trail of evaluation facts and decisions. At the benchmark stage it provides a useful means of preparing the jobholder for the type of question they will be asked and information they will need to provide. At later stages, the use of questionnaires allows a number of jobholders to have an input into the process, and enables evaluation outputs to be checked against a number of inputs. The source of any inconsistencies can then be identified and resolved to ensure that evaluation decisions are based on factually accurate information. Questionnaires also provide a straightforward means of gathering information (for subsequent evaluation) regarding similarities and differences in job content from jobholders whose jobs are a partial match to either a benchmark or generic job.

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

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

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

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

The evaluation output from the Gauge software – the Job Overview Document (JOD) - should be forwarded to both the jobholder and their line manager for comment and verification. This document shows job purpose, key tasks, and job demands under the factor headings of the job evaluation scheme, it should not include any scoring information.

**Verify Information with Line Manager** - the Job Overview Document is based on the information input in response to the questions asked in the questionnaire or the computerised question stream and also contains illustrative examples of job demands under the various factor headings, these should help place the demands of the job in context within the overall demands of the job population. It is the responsibility of the line manager to ensure that the information provided by the jobholder is factually accurate, and neither over-plays nor under-plays the content of the job.

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

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

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

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

Consideration will need to be given to how best to:

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

**Appeals** - ACAS advises that every employee to whom job evaluation is applied has an individual right of appeal. A model JE appeals procedure is set out at Section 6.

**APPLYING THE JOB EVALUATION SCHEME**

**The Role of the Steering Group**

The role of the local Steering Group is to manage and control the direction of the job evaluation process at individual Council level, without becoming involved in the day-to-day work. It should include senior management representatives from as broad a range of functions as possible, to demonstrate ownership and commitment. To facilitate the smooth implementation of the Job Evaluation Scheme, it is advised that Trades Union representatives should be involved in the Steering Group; and it should be supported by a JE Manager and Job Analyst Team from HR, and its main tasks include agreeing:

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

the final weighted rank order of jobs

the assimilation process to move all affected employees to the new grading and pay structures

the effective date(s) of implementation of evaluation results to individual employees

the mechanism and timescale of the JE appeals process.

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

Selecting the Job Analyst Team

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

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

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

- can work effectively as a member of a team
- demonstrate effective interpersonal and communication skills, and will be able to articulate their point of view in a team situation
- will be comfortable interviewing colleagues at different levels in the Council, as required
- are capable of absorbing a large volume of detailed information over a short period of time
- have some years experience of working in Local Government, and have perhaps worked in a range of functions or departments
- are generally respected throughout the Council and will be acceptable to the wider job population.

Individuals who are currently in dispute with the Authority on a matter of grading or pay might not be viewed as objective by their peers. However, this should not preclude anyone who is pursuing a dispute which is not material to either pay or grading.
It is essential that all Job Analysts undergo the recommended training to equip them with the knowledge and skills required to carry out their role effectively. This training must include the issues of equality, equal pay and the concept of ‘equal pay for work of equal value’ in accordance with the guidance published by the Equalities & Human Rights Commission.

Gathering Job Facts

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

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

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

The three components to the information gathering process can be used together or separately at different stages in the job evaluation exercise. However, all jobholders should receive a Job Overview Document regardless of whether they have completed a questionnaire or answered the computerised question stream in discussion with a Job Analyst. If the COSLA Gauge software is not being used then jobholders should receive a summary of the assessment of their job indicating the factor level applicable and the sub-paragraph definition from the relevant dot point.

1. Job Evaluation Questionnaire

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

Use of a questionnaire ensures that standard information is collected in a consistent manner across all jobs being evaluated. The questionnaire serves a number of purposes:

- it provides an indication of how the job evaluation scheme will assess jobs, and helps job holders prepare for the discussion, where required
- the completed questionnaire helps Job Analyst(s) prepare for the discussion (if this is part of the agreed process) by identifying any gaps in the information provided, or any clarification required
- the completed document can form part of the audit trail of the evaluation process.
Assistance to complete the JE questionnaire can be provided by Job Analyst(s) and/or Trades Union representatives. The questionnaire should be returned to the Job Analyst(s) in advance of the job evaluation discussion, described below, if appropriate. The questionnaire can also be used as a standard proforma for capturing information during the discussion where jobholders would rather not complete the document beforehand.

2. Job Evaluation Discussion

If it is part of the agreed process, jobholders meet their assigned Job Analyst(s) to discuss their job in detail, and may or may not have completed a questionnaire beforehand.

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

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

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

The objective of the discussion is to provide as full and detailed a picture of the job as possible, which can then be analysed and evaluated under the factor headings of the job evaluation Scheme. Information can be input into the computerised system directly during the discussion, as the Job Analyst guides the jobholder through the question and answer options generated by the computer, or it can be input by the Job Analyst from the questionnaire answers. The role of the Job Analyst is to ensure that the jobholder understands the terms used, to draw attention to the available guidance, and to help identify the most appropriate response to questions and ensure the jobholder selects answers which best describe the demands of the job.

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

Discussions typically last at least an hour and a half, but may take up to half a day for more complex jobs. Discussions should take place at or near the job holder’s normal place of work, and they should be arranged, as far as possible, at a time suitable to the job holder’s patterns of working. It is important that the discussion is conducted in private and without interruptions. If the job holder’s normal place of work does not allow this, arrangements should be made to have the discussion elsewhere, with a visit to the work place either before or after, or during a break in the interview. Jobholders may be accompanied during the discussion by a colleague or Trades Union representative, if they wish.
The Job Analyst will base information gathering on the discussion with the jobholder and any questionnaire completed, if appropriate; and should ensure that the job holder is not being coerced, or influenced in any way by any person accompanying them during the discussion.

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

3. The Job Overview Document

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

- identify the purpose of the job, and its position in the Council
- briefly describe the main tasks and responsibilities involved
- contain analytical information about the nature, degree, frequency and duration of job demands set out under the factor headings of the job evaluation scheme. This will include illustrative examples of the type of demand envisaged.

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

The Construction of the JOD

Within the Gauge ‘Evaluator’ software there is a question and answer ‘tree’ relating to each of the 13 factors. An illustration of a question and answer ‘tree’ is set out below. The ‘trees’ provide a stream of questions which structure the discussion between the Job Analyst and the Jobholder; and are intended to elicit the information necessary to assess the demands of the job in relation to each specific factor heading. In accordance with the principles of job evaluation, the questions therefore seek to establish:

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

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

The Jobholder and Job Analyst consider the various options available, and discuss the examples in the helpscreens, in order to identify the available answer which best characterises the demands of the job in relation to the specific factor heading. The software only allows one answer to be chosen, and the Jobholder and Job Analyst need to consider carefully the demand of the job – as specified in the factor definitions - in order to identify the most appropriate answer. The examples in the helpscreens may or may not be relevant to the particular job, but they will help the Jobholder and Job Analyst draw an equivalence between the demands of the job and the definitions of the Scheme. Where the information in the helpscreens is not particularly relevant the Jobholder can provide further information or an example from their own job by using the comments box which is available for every question.

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

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

The Job Evaluation Scheme and the supporting software are designed to encapsulate the full range of job content within Councils and reflect the diversity of the nature of the work undertaken; and therefore the language of the Scheme and of the question and answers has to be fairly broad and generic.

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

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

Given this automated process of construction of the Job Overview, the document cannot therefore be amended without going back into the questions and answers to

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select a different answer option and/or answer questions on a different branch of the factor tree. The formatting of the JOD indicates that it is output directly from the COSLA Gauge software without alteration.
Agreement of the Job Overview Document

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

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

The line manager’s role is to ensure the accuracy of the information contained in the job overview, to consider the applicability of the illustrative examples in terms of the type of demand found in the job, and to ensure the job is set in its proper context in relation to the roles and responsibilities of peers, subordinates and superiors. If the jobholder and line manager are unable to reach agreement on the job facts by consensus, the assistance of the Lead Job Analyst should be sought. If they are still unable to reach agreement, the matter should be referred to the Head of Service/Department for clarification as to what is required from the jobholder.

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

Evaluating Jobs

Having completed the information gathering stage, members of the Job Analyst Team meet to evaluate the jobs under the factor headings by working together to discuss job demands and reach consensus on evaluation decisions. Consistency and objectivity are central to effective evaluation and the Team should adopt a best practice approach, specifically:

- restrict their discussion to the facts as presented in the questionnaire or during the discussion with the jobholder, and avoid making assumptions about the job. If necessary, decisions should be deferred to allow facts to be checked with the jobholder and verified by the line manager
- ensure all job demands are fully considered
- ensure there is no double counting of job demands under more than one factor heading
- be wary of the ‘halo effect’ and ‘reverse halo effect’ - where the demands of a job are associated with the reputation of a particular individual either positively or negatively
- be aware that jobs with high status in the Council need not necessarily score high on all factors, and that jobs need not score higher than subordinates or lower than superiors on all factors
• not allow prior knowledge of the job title, position, status, or pay attributed to a particular job affect the evaluation process

• ensure that they comply with the requirements of equality legislation in relation to protected characteristics.

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

• individual perceptions and prejudices do not affect the objective and consistent evaluation of jobs

• there is no bias in terms of sex, race, religion or ethnicity in terms of the demands of particular jobs

• each job is given sufficient consideration by the Team, while ensuring that progress is made

• an accurate record of scores and the reasons behind the Team’s assessment decisions is kept, particularly where the COSLA Gauge software is not being used

• decisions are reached by consensus, and that where there is significant disagreement, efforts are made to gain clarifying information from the jobholder and/or their line manager.

Reviewing Results

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

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

On-going Use of Job Evaluation

Set out below is:

• guidance on the use of generic jobs
• a sample procedure for matching jobs to benchmark or existing evaluations
• a sample procedure for the evaluation of new jobs
• a sample procedure for the re-evaluation of changed jobs
GENERIC JOBS

The term ‘generic’ is applied to both jobs and evaluation outcomes and in order to understand what is meant by a ‘generic job’, a ‘generic evaluation’, a ‘generic evaluation outcome’ e.g. a Job Overview Document (JOD), it is necessary to understand the following terminology:

- ‘Benchmark’ jobs are those chosen in the initial part of a job evaluation exercise to form part of a representative sample of the whole job population, and are generally jobs undertaken by large numbers of jobholders, for example, Refuse Collector, Domestic Auxiliary. Individuals considered as a potential ‘match’ to a benchmark job will generally be doing the same job as the benchmark jobholder.

- ‘Unique’ jobs, also referred to as ‘singleton’ posts, are those generally undertaken by only one single individual within the organisation as a whole, for example, Bio-chemist, Piano Tuner. It is therefore unlikely that any other individual jobholders can be ‘matched’ to these jobs.

- ‘Generic’ jobs are similar to benchmark jobs in that they are undertaken by more than one individual jobholder doing broadly similar work, but they did not form part of the benchmark sample of jobs. In such cases, this group of jobs may be referred to as a ‘secondary’ benchmark, because they are undertaken by smaller groups of jobholders doing exactly the same job and it is therefore possible to ‘match’ other individuals to the job undertaken by the jobholder who goes through the evaluation process, for example, Switchboard Operator, Dog Warden.

Matching to a benchmark job

Either a previous job description or job outline, or the Job Overview Document resulting from the benchmark jobholder interview might be used as a basis for ‘matching’ other jobholders to a benchmark job. The JOD might be the product of an interview with a single jobholder, but it is likely that where a very large number of jobholders do the same job a generic evaluation outcome will be used for matching purposes. Where two or more jobholders have been interviewed in order to evaluate a benchmark job the individual evaluation outcomes may indicate a level higher or lower on factors such as Working Environment, Physical Effort or Concentration. It is likely that these differences reflect the circumstances of specific work locations or individual patterns of work rather than significant differences in the nature of the work undertaken. A generic JOD can therefore be produced based on all of the evaluations conducted for the particular benchmark job, this document should be neither a highest nor a lowest common denominator but reflect the ‘typical’ job undertaken across the range of individual jobholders. This approach avoids the need to undertake a large volume of evaluation interviews to assess slight variations in demand in respect of a each individual jobholder doing the same job in their own way.

Taking a ‘generic’ approach to job evaluation

The term ‘generic’ also applies to jobs that are broadly similar in terms of the nature of the work undertaken by a group of jobholders, but which vary in terms of the day to day detail of the tasks carried out by individual jobholders, for example, Clerical Assistant, Administrative Officer. In these cases it is possible to produce a ‘generic evaluation’ covering a range of similar jobs because the job evaluation scheme assesses the
predominant demand under various factor headings and this is likely to be the same even though the tasks involved in specific jobs may vary.

This was the approach adopted by the 1987 Manual Workers’ Review and the Job Outlines produced at that time were ‘generic evaluations’ based on the range of tasks and the nature of the work and activities that might typically be undertaken by an individual jobholder in that particular role. In practice, some of the range of tasks specified might not be performed day to day but they could reasonably be required of someone in that job at any time. In the current ‘single status’ job evaluation exercise the same approach can be used to evaluate a ‘generic’ job as done by a range of individual jobholders undertaking broadly similar work and activities. A combination of current job descriptions/job outlines and information collected from jobholder interviews can be used to produce a generic JOD reflecting the nature of the work and the core role performed rather than the variations in day to day tasks.

There is a risk that using a generic approach will result in the evaluation of the highest common denominator across the range of individual jobholders rather than the evaluation of the typical job. Accordingly, care must be taken to identify any of the range of jobs involving potentially higher level activities that may require to be evaluated separately. The generic evaluation should reflect the demands of the full range of activities that can reasonably be required in the day to day course of the typical job. A further generic evaluation can be undertaken to cover any sub-group of individuals undertaking the higher level activities identified as part of their normal routine.

As a matter of best practice, line or service managers should always be involved in agreeing the content of documentation being used as a basis for the evaluation of jobs. When ‘generic’ documentation is being used, or where jobholders are being treated ‘generically’ for evaluation purposes, care must be taken to ensure that both jobholders and line managers are aware of this fact and also to provide additional guidance explaining the process and what involvement is required of them.

**SAMPLE PROCEDURE FOR MATCHING JOBS TO EVALUATIONS**

The assimilation of each individual jobholder to the Council’s LGE Grading and Pay structure requires an evaluation outcome for their job. However, it will not be necessary for every individual jobholder to go through the whole evaluation process.

The evaluation process started with the ‘Benchmark’ jobs which are a representative sample of jobs chosen to:

- be broadly representative of the entire range of work across the ‘single status’ job population
- include jobs from every functional area of the Council
- include jobs in each of the grades used in the current structure
- include jobs which are undertaken by large groups of employees
- include jobs which are undertaken by employees of predominantly one sex.
A full list of the Council’s Benchmark job titles should be made available on the JE intranet site; and be kept up to date.

A number of jobholders have already gone through the evaluation process in respect of each of the Benchmark jobs and the information gathered from them has been used to develop ‘generic’ job information for each of the Benchmark jobs. The ‘generic’ job represents the normal routine of the job as undertaken by typical jobholders, rather than reflecting the job as undertaken by specific individuals or as it might be undertaken by under-performers or over-achievers.

The Job Overview Document

The computerised job evaluation system produces a Job Overview Document (JOD) as a summary of the information input during the discussion between jobholders and the Job Analyst or gathered by other methods. This is the key document in the evaluation process, and its purpose is to ensure that evaluation decisions are based on accurate and agreed job facts. The overview document will:

- identify the purpose of the job, and its position in the Council
- describe the main tasks and responsibilities involved
- contain analytical information about the nature, degree, frequency and duration of job demands set out under the factor headings of the job evaluation scheme. This will include illustrative examples of the type of demand envisaged.

The analytical part of the JOD is designed to support the job evaluation process and is therefore quite different in style and content from the other documentation which the Council current uses for recruitment and grading purposes. However, for the generic jobs information from current job descriptions, outlines, and role profiles has been incorporated under Job Purpose and Key Objectives to assist those reading the Overview document to gain a broad picture of the nature and content of the job.

It is anticipated that the majority of individuals who undertake one of the Benchmark jobs can be ‘matched’ to the evaluation outcome of the ‘generic’ job. However, across a large group of employees undertaking the same job it cannot be assumed that every one will be doing exactly the same job. In most organisations events over a period of time can result in changes to the job as done by some individuals, of both a minor and more significant nature. Accordingly, it has been agreed that a mechanism should be provided to assess any differences between the benchmark job and the job as it is done by individual jobholders, and where appropriate, to develop a specific job evaluation outcome for that individual jobholder.

The Job Evaluation Team will categorise each individual employee as:

- a benchmark jobholder
- a potential match to a benchmark job
- a ‘generic’ or ‘secondary’ benchmark job – whereby a small group of individuals undertaking the same job – but not included in the original benchmark sample – will go through the evaluation process as a group
• a ‘unique’ jobholder requiring individual evaluation

The main Benchmark jobholders have already been involved in the process, and unique jobholders will shortly be informed about how their jobs will be evaluated.

Where individuals have been identified as potential matches to a Benchmark job the first step in the process has been to seek confirmation from Service/Departmental Managers that these individuals are undertaking the relevant Benchmark job.

The Matching Pack

Following confirmation that there is a potential match, individual jobholders and their line managers will be issued with a ‘Matching Pack’ for consideration and agreement. The documentation in the pack will include:

• a covering letter explaining the steps in the process and how the individual jobholder and line manager is involved

• a ‘generic’ Job Overview Document for the relevant Benchmark job incorporating the current MW Job Outline/Job Description/Role Profile – providing it is agreed as being up to date

• guidance on considering whether or not the post, as done by the individual jobholder, is in fact a match to the generic Benchmark job

• the Factor Framework for the Job Evaluation Scheme, i.e. the main definitions of each of the 13 factor headings

• an ‘agreement’ proforma for both jobholder and line manager to sign – if the proposed potential match is considered to be appropriate

• a proforma for completion by both the jobholder and line manager – if they are agreed that the potential match is not appropriate – to identify differences between the individual’s job and the relevant benchmark job.

Agreement of the Match

If both the jobholder and the line manager agree that the potential match is appropriate then they will both sign and date the Agreement Proforma, and return it to the JE Team. The evaluation outcome for the generic Benchmark job will be applied to the individual’s job. The individual will receive details of the assessment of their job under each of the 13 factor headings of the JE Scheme, i.e. the Job Overview Document when they are notified of the grading of their job and its position within the LGE grading structure.

Potential Match Not Appropriate

If both the jobholder and the line manager agree that the potential match is not appropriate then the appropriate proforma should be completed detailing:

• Aspects of the generic Benchmark job that are not undertaken by the jobholder
• Aspects of the job undertaken by the jobholder that are additional to the generic Benchmark job

• Aspects of the job undertaken by the jobholder that are of significantly greater demand than that of the generic Benchmark job under one or more of the factors of the JE Scheme

• Aspects of the job undertaken by the jobholder that are of significantly lesser demand than that of the generic Benchmark job under one or more of the factors of the JE Scheme

• Any other information considered to be relevant to an assessment of the difference between the generic Benchmark job and the job as undertaken by the individual jobholder.

The information on the proforma must be agreed by the jobholder and their line manager.

The completed, and agreed, proforma will be considered by members of the Job Analyst Team and the identified differences between the generic Benchmark job and the job as undertaken by the individual jobholder will be assessed in terms of the factors and guidance of the JE Scheme. If the differences are considered to be significant under one or more of the factor headings an individual Job Overview Document (with reference to the original BM) will be prepared for consideration, and agreement, by the jobholder and their line manager.

If the differences are considered to be significant under six or more of the factor headings then clearly the proposed match is not appropriate and the job will require to be evaluated separately. In such cases the jobholder will be asked to complete the job evaluation Questionnaire and participate in a job evaluation discussion with a member of the Job Analyst Team supported by the Gauge ’Evaluator’ software.

The evaluation outcome will be applied to the individual's job. The individual will receive details of the assessment of their job under each of the 13 factor headings of the JE Scheme when they are notified of the grading of their job and its position within the LGE grading structure.

Unable to Agree

In the event that the jobholder and their line manager are unable to reach agreement that:

• the job is a match to the generic Benchmark job suggested
Or
• the proposed match to the generic Benchmark job is not appropriate

they may find it helpful to discuss their views on the proposed match with a member of the Job Analyst Team.
If they are still unable to reach agreement after a discussion with a Job Analyst the matter will be referred to the next most appropriate level of service management for a decision on the appropriateness of the proposed match.

A flowchart illustrating the steps of the Matching Process is set out below.
MATCHING - GUIDANCE FOR JOBHOLDERS AND LINE MANAGERS

Introduction

To determine whether or not your job does match to the proposed generic Benchmark job you will need to consider the Job Overview Document (JOD), as follows

- **Firstly**, the descriptive information set out under the headings ‘Purpose of Job’ and ‘Key Objectives’

And

- **Secondly**, the analytical information set out under the 13 headings of the Job Evaluation Scheme

The evaluation and matching processes used by the Council’s Job Analyst Team are based on the accepted principles of good job evaluation practice, specifically:

- **evaluate the job not the person** - evaluation is of the content of job and not of the abilities or performance of the individual jobholder

- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to a competent standard by a fully trained and experienced individual

- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.

- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

When you are considering the matching documentation relevant to your job with your line manager we ask that you bear these principles in mind.

The Descriptive Information

This part of the generic JOD – *set out under the headings ‘Purpose of Job’ and ‘Key Objectives’* - should reflect the content of the current job description, MW Outline or Role Profile relevant to your job. You should consider carefully whether this information is:

- up-to-date
- already agreed with your line manager
- comprehensive, i.e. nothing significant has been omitted
- accurate, i.e. does not refer to tasks or activities that are not part of your job.

If the information meets these criteria you should now consider the analytical information. However, if it does not, you and your line manager should discuss and agree:

- what additional information needs to be included in the evaluation of your job
• what information in the first part of the JOD needs to be excluded from the evaluation.

The information should be recorded in the appropriate boxes of the ‘non-match’ proforma.

The Analytical Information

This part of the JOD – set out under the 13 factor headings of the JE Scheme starting with ‘Working Environment’ – provides information about the demands of the generic Benchmark job. JODs were produced for each of the Benchmark jobs summarising the discussion between each jobholder and the Job Analyst Team. The information enables an assessment of the demands of the job in accordance with the principles of job evaluation, by establishing:

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

The software provides ‘helpscreens’ with definitions of the language used and illustrative examples of tasks and activities, and some of these are included in the factor paragraphs. You will notice that there is a ‘health warning’ at the top of each factor paragraph explaining that some of the illustrative examples may not seem particularly relevant to the job.

In considering the analytical information set out under the 13 factor headings you will need to refer to the definition of each factor as set out in the Factor Framework document enclosed. The factor definition sets out what aspect of the job is being assessed and provides examples of the nature of the work where this type of demand is most likely to be found. The definition will also indicate whether it is the ‘predominant’ demand of the job which is being assessed, i.e. the normal routine of the job, or whether some other aspect of demand is being considered, for example, the heaviest demand etc. The factor definition also indicates whether the frequency and duration of demand need to be considered as they are not relevant to every factor, for example, it is not relevant to consider how often someone knows something only whether they need to know it or not.

Once you have read the factor definition and the factor paragraph in the JOD you will need to consider if the information set out in the JOD is appropriate to the demands of your job in terms of its nature, degree, frequency and duration. The Job Evaluation Scheme provides a framework for assessing the relative demands of jobs as greater than, less than, or equal to each other in terms of their nature, degree, frequency and duration. Significant differences in nature, degree, frequency and duration are known as ‘step changes’ in demand. For example, the nature and degree of demand under a particular factor might be the same in two different jobs but the frequency and duration might be significantly different, i.e. a step change in demand. Such a difference would result in the assessment of one job as being of greater demand than the other under
that particular factor heading. You will find some examples of step changes in demand for each of the factors set out in the Appendix below. You should read these over to help consider whether any difference you identify between your job and the generic Benchmark represents a step change in demand.

If you consider that the nature or degree of demand in your job under any of the 13 factors is significantly greater than or less than that of the generic Benchmark job you should complete the relevant box in the ‘Non-Match’ proforma. Similarly, if you consider that the frequency or duration of demand in your job is significantly greater than or less than that of the generic Benchmark job, under the 4 factor headings where this is relevant, you should complete the relevant box in the ‘Non-Match’ proforma. Please provide an example from your job that illustrates the extent of any such significant difference you and your line manager identify.

**STEP CHANGES IN DEMAND**

APPENDIX

Examples of significant differences or step changes in demand under each of the factor headings in the Job Evaluation Scheme are set out below:

1. **Working Environment** – for example, the difference between working in an office environment all the time, and being required to work outside on a regular basis exposed to dirt or dust.

2. **Physical Co-ordination** – for example, the difference between driving a car or manoeuvring an articulated vehicle; or, the difference between 2 finger typing and audio or touch typing.

3. **Physical Demands** – for example, the difference between spending the majority of working time seated and being required to stand or walk continuously throughout the day; or, the difference between lifting and carrying light items occasionally and having to lift and carry heavy items on a frequent basis.

4. **Mental Skills** – for example, the difference between planning your own work and having to organize the work of others, or, the difference between contributing a part of a short-term plan and overseeing the development of a long-term plan.

5. **Concentration** – for example, the difference between working to deadlines you set for yourself and working to deadlines over which you have no control; or, the difference between having to concentrate on repetitive work and having to switch from one task to another throughout the day.

6. **Communication Skills** – for example, the difference between completing standard letters and drafting original correspondence; or, the difference between providing routine information to an enquirer and having to justify Council policy to a service recipient.

7. **Dealing with Relationships** – for example, the difference between dealing with clients who are verbally abusive and having to deal with clients from whom there is a threat of violence.
8. **Responsibility for Employees** – for example, the difference between allocating work to your team on a daily basis and being responsible for deploying employees across a service or department; or, the difference between being involved in the recruitment interview process and having responsibility for approving the appointment of staff.

9. **Responsibility for Services to Others** – for example, the difference between undertaking care tasks for individual clients and the responsibility for ensuring that a care service is delivered across a geographical area.

10. **Responsibility for Financial Resources** – for example, the difference between handling petty cash and managing a financial process; or, the difference between monitoring expenditure against an allocated budget and having the responsibility for drawing up the budget.

11. **Responsibility for Physical and Information Resources** – for example, the difference between using resources on a daily basis and determining the need for those resources across a section; or, the difference between using information for daily tasks and determining the structure of departmental information systems; or, the difference between carrying out daily vehicle checks and the management of a fleet of vehicles.

12. **Initiative and Independence** – for example, the difference between resolving predictable problems which may vary in circumstances and having to deal with problems that have implications for service delivery; or, the difference between following an established procedure and the responsibility for ensuring procedures are in place.

13. **Knowledge** – for example, the difference between requiring knowledge which can be acquired through work experience and knowledge which can only be acquired through formal training or education; or, the difference between requiring knowledge to make operational day-to-day decisions and requiring knowledge to participate in strategic decision making.
MATCHING PROCEDURE

SAMPLE AGREEMENT PROFORMA

We, the undersigned, have considered the documentation provided in the Matching Pack for the following job:

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<td>Line Manager’s</td>
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We are agreed that the information provided in the generic Job Overview Document is up to date, agreed, comprehensive and accurate. Accordingly, we are agreed that the job is a match to generic Benchmark Job Ref:…………………………………………… and that the evaluation outcome for the generic Benchmark job should be applied.

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Thank you for taking the time to participate in the Job Evaluation Matching Procedure
please return your completed form to the JE Team
MATCHING PROCEDURE

SAMPLE NON-MATCH AGREEMENT PROFORMA

We, the undersigned, have considered the documentation provided in the Matching Pack for the following job:

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We are agreed that the proposed match is NOT appropriate and have provided information for the separate assessment of this job on the following page(s).

We understand that further information or clarification may be sought by the Job Analyst Team in undertaking the assessment of the job, and that the assessment will be subject to the Council's quality assurance and consistency checking processes before it is finalised.

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Thank you for taking the time to participate in the Job Evaluation Matching Procedure please return your completed form to the JE Team.
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<tr>
<th>PART 1</th>
<th>Aspects of the generic Benchmark job that are <strong>not undertaken</strong> by the jobholder:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aspects of the job undertaken by the jobholder that are <strong>additional to</strong> the generic Benchmark job:</td>
</tr>
<tr>
<td>PART 2</td>
<td>Aspects of the job that are of significantly <strong>greater</strong> demand than the generic Benchmark job under one or more of the factors of the JE Scheme:</td>
</tr>
<tr>
<td></td>
<td>Aspects of the job that are of significantly <strong>lesser</strong> demand than the generic Benchmark job under one or more of the factors of the JE Scheme:</td>
</tr>
<tr>
<td></td>
<td>Other information relevant to an assessment of the difference between the job and the generic Benchmark job:</td>
</tr>
</tbody>
</table>

*If using additional pages please ensure the BM Ref is included*
SAMPLE PROCEDURE FOR EVALUATION OF NEW JOBS

General Principles

In order to maintain the integrity of the Council grading structure the placing of new jobs will be determined using the SJC Job Evaluation Scheme as applied by the Council.

The definitions and guidance of all 13 factors of the SJC JE Scheme will be applied to every job in accordance with the ground rules established by the Council Job Analyst Team prior to implementation of the initial evaluation outcomes.

Where possible, members of the original Job Analyst Team will be involved on an ongoing basis to ensure consistency. They, and any other members of the Personnel Team undertaking evaluation activity, will ensure consistency by:

- undertaking quality assurance of evaluations carried out by other members of the Team to ensure correlation between the descriptive and analytical elements of the documentation
- comparing provisional evaluation outcomes to the results of the evaluation of the Benchmark sample of jobs
- comparing provisional evaluation outcomes to the results of the evaluation of the subordinate, equivalent, and superior jobs within the relevant job families to ensure appropriate relativities in factor level scores.

Documentation

The documentation required to provide the factual basis of the evaluation process shall be prepared within the employing Department by appropriate Senior Officer(s) and/or Line Manager(s), in consultation with the Personnel/HR Team, and shall include:

- **Job Outline** - a job outline will be created for each new post detailing:
  - the main purpose of the job
  - the key tasks, duties and responsibilities involved
  - key job demands in relation to the 13 factor headings of the SC JE Scheme including relevant information on the nature, degree, frequency and duration of demand as appropriate – as per the Council Grading Guidance Note

  When a post falls vacant, the job outline shall be reviewed and revised if necessary. In the creation or revision of a job outline, no wording shall be used, or duties specified, that unnecessarily exclude any person from applying. A copy of the job outline will be sent to job applicants for information and to assist them in making their application.

- **Employee Specification** - a person specification will be created for each new post detailing:
Requirements must not be included that unnecessarily exclude persons or limit their chances of employment.

The employee specification will be enclosed with the application form, which is sent to applicants to assist them in making their application. The employee specification shall be used as a tool when the selection panel are making their decisions at both shortlisting and interview stages.

- **Organisation Chart** – a revised structure chart for the relevant service job family showing the position of the new job and its reporting relationship.

**Evaluation**

Completed, and agreed, documentation will be referred to the Job Analyst Team for provisional evaluation. The evaluation will be undertaken using the COSLA Gauge ‘Evaluator’ software and a Job Overview Document (JOD) – produced for quality assurance and consistency checking. A documented audit trail of the evaluation process shall be retained for record purposes.

When the Job Analysts are satisfied with the JOD it shall be referred to the relevant Service Manager(s) and/or Line Manager(s) and the Personnel/HR Manager, for agreement as to its factual accuracy. The agreed JOD, and its provisional grading, shall then be referred for approval.

**Approval**

The documentation and grading of the new job will be referred to:

- The Head of Personnel/HR, under the Council’s Scheme of Delegation, for approval in relation to the proposed grade, the recruitment process and any implications for policy
- The relevant Trades Union for consultation and comment
- The relevant Head of Service for consultation and comment on the outcome of the evaluation
- The Head of Finance, under the Council’s Scheme of Delegation, for approval of the necessary budget provision.

Once these steps have been completed the Head of Personnel/HR will confirm the grade of the job in writing to the Head of Service, and to Personnel and Payroll.
Administration. After which full details of the new post and its grading will be lodged in the Members’ Library.

Appendices

(i) Grading Guidance – *local version to be prepared*
(ii) Job Outline Proforma – *local template to be prepared*
(iii) Employee Specification Proforma – *local template to be prepared*
(iv) Job Overview Document – *local example to be included*
SAMPLE PROCEDURE FOR RE-EVALUATION OF CHANGED JOBS

General Principles

In order to maintain the integrity of the Council grading structure the re-evaluation of changed jobs, and any subsequent revision in grading, will be determined using the Scottish Joint Council’s Job Evaluation Scheme as applied by the Council.

The definitions and guidance of all 13 factors of the SJC JE Scheme will be applied to every job in accordance with the ground rules established by the Council Job Analyst Team prior to implementation of the initial evaluation outcomes.

Where possible, members of the original Job Analyst Team will be involved on an ongoing basis to ensure consistency. They, and any other members of the Personnel/HR Team undertaking evaluation activity, will ensure consistency by:

- undertaking quality assurance of evaluations carried out by other members of the Team to ensure correlation between the descriptive and analytical elements of the documentation
- comparing provisional evaluation outcomes to the results of the evaluation of the Benchmark sample of jobs
- comparing provisional evaluation outcomes to the results of the evaluation of the subordinate, equivalent, and superior jobs within the relevant job families to ensure appropriate relativities in factor level scores.

Criteria

The following criteria require to be met before an application for re-evaluation of an existing job can progress:

- at least a year has passed since the effective date of implementation of the original job evaluation outcome, its initial appeal, or a subsequent re-evaluation;
- the change in job content is substantial and does not just reflect an increased volume of work, i.e. it cannot be addressed by employing more people;
- the change is a necessary part of the job remit;
- the change arises directly from a change in service requirements;
- the change is considered to be permanent;
- the change is significant in terms of one or more of the 13 factors of the job evaluation scheme;
• clear evidence of the change can be provided in support of the application for re-evaluation, including the impact of new duties on existing duties, i.e. what is no longer being done or done to a lesser degree/frequency;

• the Line Manager agrees that the change in job meets all of the above criteria.

If the Line Manager agrees that the criteria are met in full they should seek approval from the appropriate Head of Service who will authorise the review of the job.

If the Line Manager does not agree that the change in the job fully meets all of the criteria, the jobholder may ask for the matter to be referred to the relevant Head of Service for a determination. In the event that the Head of Service determines that the request for re-evaluation does not meet all of the criteria there will be no right of appeal.

Documentation

Individuals who believe that changes in their job content and responsibility fully meet the criteria specified at paragraph 3 above should complete the 'Request for Re-evaluation' proforma – which will be available from the Personnel/HR Team and on the Council intranet.

The completed proforma should then be passed to the Line Manager for comment. The Line Manager should then complete the relevant part of the proforma for submission to the Personnel/HR Team – with appropriate accompanying documentation including a revised Organisation Structure Chart, if appropriate.

The jobholder and their Line Manager should complete the proforma in accordance with the advice provided in the ‘Re-evaluation Guidance Note’ – and with reference to the original Factor Level Scores Breakdown Report – a copy of which was provided at implementation. A further copy can be provided on request.

Submission

Requests for re-evaluation of jobs to take account of changes will be processed, for example, twice each year as follows:

a. Submissions made before 31\textsuperscript{st} March will be evaluated for approval, if necessary, by the Head of Personnel/HR and the Head of Finance, under the Council’s Scheme of Delegation, in the following July

b. Submissions made before 30\textsuperscript{th} September will be evaluated for approval, if necessary, by the Head of Personnel/HR and the Head of Finance, under the Council’s Scheme of Delegation, in the following January.

The relevant dates for the first requests for re-evaluation will be 30\textsuperscript{th} September \textsc{YEAR} for submission and January \textsc{YEAR} for approval or otherwise.

Written acknowledgement of the submission of a completed proforma in support of a request for re-evaluation will be provided to the jobholder within 10 working days.
Evaluation

The information provided in the proforma, and any subsequent clarification or further information provided, will be assessed by the Job Analyst Team under the relevant factor heading(s) in comparison with the original evaluation, or previous re-evaluation, to determine:

- if the level of demand has increased or decreased as a result of the changes described in the content and responsibility of the job

- if the degree of change in either the nature, degree, frequency or duration of demand is sufficient to justify a higher or lower factor level score

- if the change in demand meets all of the elements of the relevant factor level definition and associated guidance as applied by the Council

- if the potential revision in factor level score is consistent with the application of that factor across the ‘Single Status’ job population.

If necessary the Job Analyst Team will contact the jobholder and their line manager for clarification or further information required. This must be provided on the ‘Re-evaluation Information’ proforma, and agreed by both the jobholder and their line manager.

If there is a change in any of the factor level scores a revised Job Overview Document and Factor Level Scores Breakdown Report will be produced. A documented audit trail of the evaluation process shall be retained for record purposes.

If there is a resultant change in the grading of the job the documentation shall be referred to the appropriate Head of Service for endorsement; with any queries raised should be referred back to the Job Analyst Team.

Approval

If the re-evaluation results in a change of grade then the documentation and grading of the changed job will be referred to:

- The Head of Personnel/HR for approval, under the Council’s Scheme of Delegation, in relation to the grade and any implications for policy

- The relevant Trades Union for consultation and comment

- The Head of Finance for approval, under the Council’s Scheme of Delegation, of the necessary budget provision

- The relevant Head of Service for consultation and comment on the outcome of the evaluation.

Once these steps have been completed the Head of Personnel/HR will confirm the grade of the job in writing to the Head of Service, and to Personnel and Payroll
Administration. After which full details of the reviewed post and its revised grading will be lodged in the Members’ Library.

Details of the revised evaluation outcome, and any revision to grading and salary if appropriate, will be notified to the individual in writing by the Head of Personnel/HR within 10 working days of its approval.

If the outcome of the re-evaluation process is no change to the factor level scores, or grade, of the job, the jobholder will be informed in writing within 10 working days of the meeting at which the decision was taken.

If the outcome of the re-evaluation process is a change to factor level score(s), but not to the grade of the job, the jobholder will be informed in writing within 10 working days of the decision and provided with a revised Job Overview Document (JOD) and Factor Level Scores Breakdown Report.

**Effective Date**

The effective date of application of the revised grade will be the date of receipt of the submission of the completed proforma by the Job Analyst Team in support of the request for re-evaluation.

**Right of Appeal**

Any locally agreed JE appeal procedure applying to re-evaluations must be in accordance with the principles and best practice approach set out in the Model JE Appeal Procedure endorsed by the SJC.

**Appendices**

(i) ‘Request for Re-evaluation’ proforma – local version to be prepared
(ii) ‘Re-evaluation Guidance Note’ – local version to be prepared
(iii) Example of a ‘Factor Level Scores Breakdown Report’ – local version to be prepared
(iv) ‘Re-evaluation Information’ proforma – local version to be prepared
(v) Notification Letter – local version to be prepared
SECTION 2 - GENERAL FACTOR GUIDANCE NOTES

Introduction

The definitions and guidance of the Scottish Joint Council’s Job Evaluation Scheme should be applied in accordance with the principles and best practice advice set out below, and those set out in the Scheme’s Practice Manual.

The guidance set out in this Section of the SJC JE Scheme has the same status as the guidance set out in Section 3 of the SJC JE Scheme under each of the factor headings, and should therefore be referred to in the same manner when queries of interpretation occur during the assessment of each job and be given the same weight by Job Analysts during the assessment of job demands.

FACTOR DEFINITIONS

The factor framework was designed to capture the range of job demand found across the entire job population of the Scottish Unitary Authorities, with the exception of the post of Chief Executive. Each of the 13 factor definitions is set out in the same manner:

1. an introductory statement indicating the specific aspect of job demand being considered under the factor heading

2. one or two paragraphs indicating the type of job demand or activity that is covered by the factor

3. a final statement indicating how the job demands will be assessed, i.e. which of the 4 elements of nature, degree, frequency and duration are relevant under the factor heading.

Either the introductory or final statement in each of the factor definitions states clearly whether it is the ‘predominant’ demand of the job that is being assessed, or another type of demand, specifically:

- a combination of the ‘greatest’ and ‘main’ demands under the Physical Effort factor in terms of the nature and degree of demand and the proportion of working time involved respectively
- the ‘highest’ degree of demand under the Concentration factor heading
- the ‘primary’ and ‘secondary’ demands also referred to as the ‘main’ and ‘other’ demands under the Responsibility for Physical and Information Resources factor heading

For all but 4 of the factors (i.e. excepting Physical Effort, Concentration, Communication Skills, and Responsibility for Physical and Information Resources) it is the ‘predominant’ or main job demand relevant to the factor definition which is being assessed, and this should be identified during the initial consideration of the job. The ‘predominant’ demand is the aspect of the job related most closely to its main purpose or to the majority of working time. Job Analysts must ensure that their assessment
under each factor heading is based on the appropriate type of demand – bearing in mind that these may relate to specific job tasks or activities. However, there may be jobs with a number of significant demand areas which appear equally important or nearly so, for example, roles involving supervising groups undertaking activities, dealing with a number of service recipients, preparing equipment and materials in advance of delivering a service. In such circumstances, it is necessary to consider each significant demand area in relation to each factor in order to determine which demand is the most appropriate element to take into account under the various factors. For example, taking account of the demands required in preparing equipment and materials under the physical factors, and the attention needed under the Concentration factor.

If at first sight the predominant demand(s) of a particular job appear(s) not to be covered by the definition of any of the factors, the Job Analysts should identify the broad category of job demand or activity and use that to draw an equivalence with an element of the definition of a specific factor, as follows:

<table>
<thead>
<tr>
<th>Broad Category</th>
<th>Factor Headings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, skills and experience:</td>
<td>13 Knowledge</td>
</tr>
<tr>
<td>Responsibility:</td>
<td>8 Responsibility for Employees</td>
</tr>
<tr>
<td></td>
<td>9 Responsibility for Services to Others</td>
</tr>
<tr>
<td></td>
<td>10 Responsibility for Financial Resources</td>
</tr>
<tr>
<td></td>
<td>11 Responsibility for Physical &amp; Information Resources</td>
</tr>
<tr>
<td></td>
<td>12 Initiative &amp; Independence</td>
</tr>
<tr>
<td>Mental demands:</td>
<td>4 Mental Skills</td>
</tr>
<tr>
<td></td>
<td>5 Concentration</td>
</tr>
<tr>
<td>Social demands:</td>
<td>6 Communication Skills</td>
</tr>
<tr>
<td></td>
<td>7 Dealing with Relationships</td>
</tr>
<tr>
<td>Physical demands:</td>
<td>2 Physical Co-ordination</td>
</tr>
<tr>
<td></td>
<td>3 Physical Effort</td>
</tr>
<tr>
<td>Working conditions:</td>
<td>1 Working Environment</td>
</tr>
</tbody>
</table>

An example might be where the predominant demand of a job is considered to be the range of ‘emotional demands’ placed on the jobholder. The premise of the Scheme is that while the individual jobholder may feel sympathetic to another person encountered in the course of their work, the requirement of the job could not be ‘to be sympathetic’ as an employer cannot require an employee to experience a specific emotion; rather the jobholder could be required ‘to demonstrate empathy’ and could reasonably be expected to do so while exercising appropriate professional detachment. The need to exercise patience, empathy, tact, insight, and compassion are all examples of the interpersonal skills required to deal with people and as such should be considered under the Dealing with Relationships factor.
Ensuring Job Demands are Taken into Account Appropriately

Care should be taken in determining where it is most appropriate to take account of particular job demands, and to avoid double-counting of the same demand under different factor headings. Jobholders should take the time to read through all factor definitions carefully before answering any questions relating to that aspect of the job.

Job Analysts need to consider how best to take account of the full extent of job demands under the various factor headings. This will require consideration of different discrete aspects of the work under different headings. For example, in assessing the range of demands required by a jobholder it will be necessary to:

- consider the various physical aspects of the job under both the Physical Coordination and Physical Effort factor headings
- consider the range of interpersonal skills required under both the Communication Skills and Dealing with Relationships factor headings
- consider the range of mental activities required, including aspects such as spatial awareness, creativity, and sensory attention, under both the Mental Skills and Concentration factor headings
- consider the range of knowledge, experience, competencies and qualifications required under the Knowledge factor heading.

When assessing overall job demands it is necessary to differentiate between the demands on the person and the demands of the job. To do so requires a clear understanding of the requirements of the job, without which significant aspects of job demand may be overlooked, particularly if they are not described in the language of the SJC JE Scheme. For example, the requirement to lift an item feels heavier/more difficult for one individual than another, but the objective assessment of the demand of the job takes account of the weight of the item regardless of the strength of the individual lifting it. As indicated above, Job Analysts may need to draw an equivalence between the requirements of the job and the elements of the factor definitions.

There are a number of areas in the Scheme where the apparent potential for double-counting has been identified in the Guidance pages. Nearly all job evaluation systems involve potential double counting which can be avoided by ensuring that discrete aspects of job demand required to undertake a particular activity are assessed under the appropriate factor headings, for example, the responsibility associated with the activity should be assessed under an appropriate Responsibility factor heading and the effort involved in the same activity under an appropriate Physical factor heading. This is not double counting.

Double counting occurs where the same aspect of job demand is measured under more than one factor, for example, where responsibilities for ordering supplies are measured under both the Responsibility for Financial Resources factor and the Responsibility for Physical & Information Resources. Where more than one factor heading is potentially applicable to a specific aspect of work care should be taken to ensure that each aspect of the job is assessed under only one factor heading; and that decisions on which factor heading is most applicable to that aspect of work are consistently applied across all jobs being assessed.
Consider the following examples:

- **Mental Skills and Responsibility for Services to Others in relation to care plans** - it is **not** double counting to measure the analytical skills required to undertake a caring role under the Mental Skills factor and then separately to consider the responsibility for drawing up a care plan under the Responsibility for Services to Others factor, as long as the job involves both of these demands.

- **Communication Skills and Dealing with Relationships in relation to contacts that are an integral part of the job** – it may be double counting to measure the need to communicate with a range of contacts under both of these factors, but it is **not** double counting to measure the empathic skills required under the Dealing with Relationships factor and the skills required for exchanging information under the Communication Skills factor.

- **Communication Skills and Responsibility for Employees in relation to providing instruction, professional development or training** – again it is **not** double counting to measure the skills required for providing instruction under the Communication Skills factor and the responsibility for providing instruction under the Responsibility for Employees factor, as long as the job genuinely involves both of these (demonstrating own duties on the other hand may not require any specific training skills).

- **Communication Skills and Responsibility for Services to Others in relation to the assessment of care needs and the provision of care** - it is **not** double counting to measure the skills required to elicit information from a client under the Communications Skills factor and to measure the responsibility for assessing care needs and determining care provision under Responsibility for Services to Others.

- **On the other hand**, as noted earlier in the document, it **is** double counting to measure the same demands associated with processing purchasing orders under both the Responsibility for Financial Resources and Responsibility for Physical & Information Resources factor headings.

**FACTOR LEVEL DEFINITIONS**

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

These elements of demand are also referred to as the ‘step changes’ in demand as they indicate the increase in demand that would be required to allow a job to ‘step’ up to a higher level definition. The key terms in the level definitions which indicate the step changes of demand are **emboldened**.

Where a factor definition includes a **range** of criteria (such as in the Initiative & Independence and Knowledge factors) equating to the level of demand, the **majority** of the elements must be predominant or regular features of the job to justify scoring at that...
level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will be assessed at a lower level. However, in exceptional cases, where one of the criteria of a level demand is a very significant feature of the job, assessment of the demands of the job at the higher level may be justified, for example, if an essential qualification such as a driving licence were the only one of the criteria in a level definition under the Knowledge heading present in a job it would be appropriate to assess the job at that level even if the other defined criteria such as knowledge of other jobs or the period of relevant working experience were not fully met. 

N.B. Such an ‘atypical’ assessment is only possible when using the paper-based Scheme as the COSLA Gauge ‘Evaluator’ software applies the factor level definitions consistently.

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

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

1. the nature and/or degree of demand

2. the frequency and/or duration of demand.

The nature of demand assesses the predominant demand of the job in terms of the aspects included in the factor definition; and the degree of demand describes the extent to which it is required of the jobholder.

The frequency of demand assesses how often the predominant demand of the job is required; and the duration assesses for how long the demand requires to be sustained.

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

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

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

Some factor level definitions (Responsibility for Financial Resources, Responsibility for Physical & Information Resources) include **values** which have been set at 1999 levels to cover the range of responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. Guidance is provided to help Councils ensure that the ranges of values in these factors can continue to be applied consistently on an on-going basis with the initial application of the JE Scheme at the implementation of the SJC ‘Single Status’ Agreement. However, depending on their individual structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, and with local agreement, alternative ranges must be developed for application to the Authority’s whole job population by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.

**FACTOR GUIDANCE**

Key words and phrases in the factor level definitions indicating the step changes in demand are emboldened in the text and have their normal meanings, **unless** they are used in a specific context, which is explained in these Guidance Notes or the Guidance accompanying each factor heading.

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

Examples of tasks or activities are used in the guidance to help illustrate the scale or step changes in demand across factor levels. For example, in the guidance for the Concentration factor heading definitions are provided for the step changes in terms of the degree of mental or sensory attention required, and a series of tasks from the same type of job are used to illustrate the increasing degrees of demand defined, as follows:

- **“GENERAL”** mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder
has to apply; such as when reading work instructions, completing work-recording documents, counting money or checking change, undertaking daily checks on equipment being used, hoeing, digging, painting walls etc.

- "ENHANCED" mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), matching or inputting data between different sources, undertaking inspections, taking measurements, preparing standard reports, carrying out arithmetic calculations (i.e. addition, subtraction, multiplication, division, fractions, percentages), completing detailed documentation, making electrical connections, pruning, painting window frames etc.

- "FOCUSED" mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, when driving or working in traffic or supervising the actions of children/pool-users, concentrating on visual or aural activities such as audio-typing/operating CAD or GIS OR that required when undertaking tasks such as complex calculations involving mathematical formulae (i.e. algebra, trigonometry, geometry or calculus), ordering facts, findings, conclusions and recommendations in report writing or in the preparation of a presentation, undertaking research, reviewing case files for compliance purposes or to investigate complaints, designing complex spreadsheets, electrical diagnostics, propagating, using chainsaws etc.

As with the level definitions key words used in the guidance need to be considered within the context of the whole sentence or guidance paragraph. Care should be taken to read all of the relevant guidance when assessing what best characterises the demand of a particular job, and to avoid interpreting any single part of the guidance out of the broader context of the factor definition. For example, the Dealing with Relationships factor guidance provides a series of examples to illustrate the degree of demand, as follows:

- "SLIGHTLY" for example, those who are non disabled but who are otherwise demanding to work with, OR mainstream children over 5, OR those who subject the jobholder to casual abuse, such as swearing.

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

- "SUBSTANTIALLY" for example, those who are ill OR are in some distress OR have learning difficulties OR are at risk OR are in conflict with the authority which the jobholder requires to resolve.

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

- "EXTREMELY" for example, those who are in need of palliative or end of life care OR are profoundly physically and/or mentally less able OR are traumatised OR from whom the jobholder is at a CONSTANT risk of violence.

If a job is being assessed and the jobholder is required to deal with people who have special physical/educational/social needs then the demands need to be considered
within the context of the factor definition, i.e. as arising from the circumstances and/or behaviour of those the jobholder comes into contact with as an integral part of normal working, rather than their age or location. Accordingly, the demand is best characterised by the definition of ‘severely’, and it would be inappropriate to assess these demands at ‘slightly’ as the relevant circumstances of the people relate to their physical/educational/social needs. rather than their age. Similarly, in assessing a role where the jobholder is employed to work with children with learning difficulties the job demands would be best characterised by the definition of ‘substantially’ and it would be inappropriate to assess these demands at either ‘slightly’ or ‘severely’. In circumstances where more than one of the terms defined could apply the predominant aspect of the job should be identified to determine how the demand should be assessed.

Use of Examples in the Guidance

Specific guidance and examples are provided for the definitions in each factor, and Job Analysts will be available to assist jobholders in determining the relevance of aspects of their job to particular factor headings.

Where examples of tasks or activities are provided these are generally as part of a list of alternatives; and examples will relate to different parts of the job population including manual, craft, clerical, administrative, technical, professional and management job demands.

Similarly, where Benchmark Job assessments have been included in local guidance being used by Job Analyst Teams care needs to be taken to ensure that poor practice does not develop whereby these are considered as prescriptive rather than merely an illustration of the demands defined at particular factor levels

Avoidance of Gender Bias and Bias Against Other Protected Groups

Care needs to be taken to avoid bias in the application of the definitions and guidance of the Scheme, and Job Analysts need to be alert to the dangers of implicit rather than explicit bias in their use of language and interpretation of key words. Potential bias should be considered as part of the consistency checking process.

For example, in the level definitions of the Communications Skills factor the words ‘inform’, ‘encourage’ and ‘convince’ are emboldened to indicate that they represent key step changes in demand between Level 3, 4 and 5. If the jobs that have been assessed as ‘encouraging’ are undertaken by predominantly female employees, whilst those assessed at the higher level as needing to ‘convince’ are undertaken by predominantly male employees, this might indicate an implicit gender bias in the application of factor levels where these words are not specifically defined in the guidance but are defined by the context of the level definition itself.

Similarly, it is important to identify potential bias for age and disability levels. Analysts need to identify if a role would typically require an employee to drive to appointments. The requirement should be appropriately reflected in physical co-ordination, regardless of any allowances made for disabled jobholders to utilise taxis as a reasonable adjustment. For some roles such as those who undertake lifesaving duties, the need to react instantly to situations should be considered and any allowances considered if an older person was unable to react as quickly as necessary in ordinary circumstances.
Job Analysts should not necessarily take at face value the terms used by individual job holders. For example, a Social Worker may refer to ‘encouraging’ a client when what they really mean is ‘convincing’ the client to take a particular course of action. Similarly, a Building Control Officer may use the term ‘convincing’ when in fact they have the authority to require action to be undertaken.

Care needs to be taken to avoid gender bias in the application of such guidance to traditionally male and female occupations, for example, by considering the interpersonal skills to engage with children as a natural attribute of predominantly female Classroom Assistants and thereby under-valuing the communication skills required; or by assuming that all information in technical jobs, typically undertaken by men, is complex and potentially over-valuing the communication skills required.

**Best Practice**

As a matter of best practice Job Analysts should ensure that when applying both the level definitions and guidance of the Scottish Joint Council’s Job Evaluation Scheme they take care to:

- read the whole of the definition or guidance paragraph, rather than just picking out a word or phrase which seems to fit the demands of the job being assessed; and,

- consider the demands characterised at the various levels of the definitions and guidance paragraphs in the context of the factor definition.

If in doubt it is advisable to work upwards from the lowest factor level definition until what seems to be an appropriate level is reached. This helps prevent picking on a few words which seem to match. The next higher level should then represent a higher level than that portrayed by the job information and the lower level should represent a lower level of demand than that in the job information.

On many occasions there will not be an obvious fit between the demands of the job and the definitions and guidance of the Scheme. In these cases it is particularly important that Job Analysts examine the full range of definitions and guidance provided under the factor heading to identify those which best characterise the demands of the job, and meet the relevant criteria for the assessment of demands under that factor. For example, under the heading Responsibility for Physical & Information Resources separate guidance is provided for “DATA INPUT” and “CREATING AND/OR UPDATING” which differentiates between these demands in terms of the degree of understanding that is required of the information being handled or processed. This is a key step change in the level of demand, and it is therefore important that Job Analysts read the whole of the relevant guidance paragraph rather than just apply their own interpretation of ‘creating’ files or a common usage of ‘data input’.
THE KNOWLEDGE AND SKILLS FACTORS - GENERAL GUIDANCE

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

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

- where a language other than English is required for communication purposes as part of the job, this should be assessed under the Communication Skills factor, but the level of knowledge required, for example, knowledge of the structure, syntax and alphabet of a language for translation or drafting purposes, should be assessed under the Knowledge factor.

- knowledge of how to operate a keyboard and of associated lay-out techniques or software packages should be assessed under the Knowledge factor, but the dexterity and co-ordination needed to achieve required standards of accuracy and speed should be assessed under the Physical Co-ordination factor.

- knowledge of how to drive or operate a particular type of vehicle or plant should be assessed under the Knowledge factor, but the co-ordination needed to achieve required standards of accuracy and safety should be assessed under the Physical Co-ordination factor.

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

Qualifications

Where qualifications are specified as a job requirement care should be taken to ascertain that the qualification level is a fundamental job requirement and that the job could not be done by a person without the qualification. In job evaluation terms an assessment that ‘the job could not be done without the qualification’ means exactly that, not that in practice the employer chooses to only recruit those with the relevant qualification. However, a qualification which is not a fundamental job requirement but which has been provided and/or funded by the employer may nevertheless be a useful indicator of the level of knowledge required for the job.

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

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

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

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

Contributions to a Shared/Joint Responsibility

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

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

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

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

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

Development of Local Guidance

Much of the language of the SJC JE Scheme is generic and will therefore require to be interpreted by the Job Analyst Team to reflect local circumstances; and in such cases local guidance to supplement the factor guidance should be developed to ensure consistency.

The SJC Joint Technical Working Group have drawn attention to the need to determine how the terminology of the guidance maps to organisational structure; and the need to equate local levels of hierarchy with the generic definitions of “ACTIVITY”, “SERVICE”, “FUNCTION”, “DEPARTMENT” and “CORPORATE” as they are used in a number of factors.

In addition, the SJC Joint Technical Working Group considers that in the interests of consistency local Job Analyst Teams may find it helpful to establish local guidance in relation to:

- The definition of “DAY TO DAY” under the Concentration heading
- The terms ‘immediate work colleagues’ and ‘regular under the Communication Skills heading; and under that same heading the terms “FAMILIAR” and “UNFAMILIAR” in relation to the intended audience for communication
- The term “MORE THAN NORMAL COURTESY” under the Dealing with Relationships heading
- The terms ‘supervisor’ and ‘manager’ under the Responsibility for Employees heading

SCOTTISH JOINT COUNCIL’S JOB EVALUATION SCHEME

SECTION 3 - FACTOR FRAMEWORK

1 WORKING ENVIRONMENT - considers the predominant physical environment in which the job is normally carried out.
2 PHYSICAL CO-ORDINATION - considers the physical co-ordination predominantly required to do the job.

3 PHYSICAL EFFORT - considers the greatest and other requirements for strength and stamina required to do the job.

4 MENTAL SKILLS - considers the predominant thinking requirement of the job.

5 CONCENTRATION - considers the highest concentration typically required to do the job.

6 COMMUNICATION SKILLS - considers the most demanding spoken and written communication required in the course of normal working.

7 DEALING WITH RELATIONSHIPS - considers the predominant demands on the jobholder arising from the circumstances and/or behaviour of those he/she comes into contact with as an integral part of normal working.

8 RESPONSIBILITY FOR EMPLOYEES - considers the predominant responsibility of the jobholder for the supervision, co-ordination or management of employees or equivalent others.

9 RESPONSIBILITY FOR SERVICES TO OTHERS - considers the jobholder's predominant responsibility to others in terms of the quality and delivery of service provision.

10 RESPONSIBILITY FOR FINANCIAL RESOURCES - considers the jobholder's predominant responsibility for financial resources.

11 RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES - considers the jobholder's primary and secondary responsibilities for the Council's physical and information resources.

12 INITIATIVE AND INDEPENDENCE - considers the jobholder's scope to exercise initiative and the extent to which they have the freedom to act.

13 KNOWLEDGE - considers what the jobholder needs to know to do the job.
FACTOR 1 - WORKING ENVIRONMENT

Scope of Factor

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

Application of the Level Definitions

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

- firstly, to whether the jobholder works predominantly indoors or outdoors - read the introductory sentences under the level definitions before the dot points to determine the starting point for the assessment of demands – if the jobholder works predominantly indoors start at A

- secondly, to the extent of exposure to weather conditions if the jobholder is predominantly working outdoors in the course of normal working – read the introductory sentences under the level definitions before the dot points to determine the starting point for the assessment of demands – if the jobholder works predominantly outdoors, but can take shelter from adverse weather, start at B. If the jobholder works predominantly outdoors exposed to all weathers, start at C

- thirdly, to the extent to which the jobholder is typically exposed to other unpleasant, disagreeable or hazardous conditions – illustrative examples are set out in the guidance

- finally, to the proportion of working time the jobholder is actually exposed to these unpleasant, disagreeable or hazardous conditions in the course of normal working.

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

"UNPLEASANT" conditions would include adverse temperature, adverse noise or uncomfortable clothing required to perform duties.

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

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

"VERY DISAGREEABLE OR HAZARDOUS" conditions would include being exposed to waste, dirt, working in live traffic, etc, e.g. cleaning incontinent clients/changing colostomy bags, digging road trenches or being required to wear heavy protective clothing such as breathing apparatus or fire retardant clothing.
"EXTREMELY DISAGREEABLE OR VERY HAZARDOUS" conditions would include working in an abattoir (e.g. for inspection/visits) or in a refuse tip etc.

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

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

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

**Indoor/Outdoor Work**

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

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

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

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

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

The Scheme takes account of hazards / risks arising directly from the demands of the job, which normally have been identified by risk assessment. It assumes that all appropriate precautions and safeguards are taken under Health & Safety regulations in relation to the Employer’s duty of care, for example, provision of special training, protective measures and clothing, personal safety devices and safety systems and procedures for situations such as lone working or working in confined spaces. It also assumes that the employee fulfils their responsibility to apply their training in practice, utilise personal protective equipment/clothing, follow defined procedures, and ensure they implement safe working systems and practices. Therefore, for example, passive smoking should not be taken into account as it is not a demand of the job but a health & safety issue.

N.B. 'Lone working' does not mean working alone but refers to undertaking work which requires safe working systems to be in place such as being accompanied by another person or an hourly 'call-in' to a control operator when on site or visiting non-Council premises. A 'confined space' is not necessarily a small space but may be one defined as 'confined' in terms of Health & Safety regulations, e.g. a space in which gas could build up.

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

The assessment of hazards and risk of injury should take into account the likelihood of such incidents occurring. This may vary between similar jobs, depending on their precise nature, location and degree of isolation.
FACTOR 1 - WORKING ENVIRONMENT

This factor considers the predominant physical environment in which the job is normally carried out.

It covers exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions such as dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes and smells, human or animal waste, steam, smoke, grease or oil, inclement weather; and discomfort arising from the requirement to wear protective clothing.

The factor also considers hazardous aspects of the working environment which are unavoidable and integral to the job, such as the risk of illness or injury arising from exposure to diseases, toxic substances, machinery, lone working or work locations. Health and safety regulations and requirements are assumed to be met by both the employer and the employee.

The factor takes into account the nature and degree of unpleasantness or discomfort, the frequency and duration of exposure to particular conditions in the course of normal working; and the effect of variations or combinations of disagreeable conditions.

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>A.</strong> The job involves working predominantly <em>indoors or travelling</em> between locations, and normally involves exposure to:</td>
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<tr>
<td></td>
<td>1. Unpleasant working conditions up to 60% of working time</td>
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<td></td>
<td>2. Unpleasant and mildly disagreeable conditions up to 40% of working time</td>
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<td>3. Disagreeable or mildly hazardous conditions up to 20% of working time</td>
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<td>OR</td>
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<td><strong>B.</strong> The job involves working predominantly <em>outdoors, but sheltered, and</em> normally involves exposure to:</td>
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<td>Level</td>
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<tr>
<td>2 A.</td>
<td>The job involves working predominantly <strong>indoors or travelling</strong> between locations, and normally involves exposure to:</td>
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<tr>
<td>1.</td>
<td><strong>Unpleasant</strong> conditions more than 60% of working time</td>
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<td>or 2.</td>
<td>Unpleasant <strong>and mildly</strong> disagreeable conditions more than 40% and up to 80% of working time</td>
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<td>or 3.</td>
<td><strong>Disagreeable or mildly</strong> hazardous conditions more than 20% and up to 60% of working time</td>
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<td>or 4.</td>
<td><em>Very</em> disagreeable or <strong>hazardous up to 40%</strong> of working time</td>
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<td>or 5.</td>
<td><em>Extremely</em> disagreeable or <strong>very hazardous up to 20%</strong> of working time</td>
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<td>B.</td>
<td>The job involves working predominantly <strong>outdoors, but sheltered, and</strong> normally involves exposure to:</td>
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<td>6.</td>
<td>Unpleasant <strong>or mildly</strong> disagreeable conditions more than 40% and up to 80% of working time</td>
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<td>or 7.</td>
<td><strong>Disagreeable or mildly</strong> hazardous conditions more than 20% and up to 60% of working time</td>
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<td>or 8.</td>
<td><em>Very</em> disagreeable or <strong>hazardous up to 40%</strong> of working time</td>
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<td>or 9.</td>
<td><em>Extremely</em> disagreeable or <strong>very hazardous up to 20%</strong> of working time</td>
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<td>OR</td>
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<td>C.</td>
<td>The job involves working predominantly <strong>outdoors exposed to all</strong> weather conditions, and normally involves exposure to:</td>
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<td>10.</td>
<td>Unpleasant <strong>or mildly</strong> disagreeable conditions <strong>up to 40%</strong> of working time</td>
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<td><strong>Disagreeable or mildly</strong> hazardous conditions <strong>up to 40%</strong> of working time</td>
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## FACTOR 1 - WORKING ENVIRONMENT

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<thead>
<tr>
<th>Level</th>
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<tr>
<td>3 A.</td>
<td>The job involves working predominantly indoors or travelling between locations, and normally involves exposure to:</td>
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<td>1.</td>
<td>Unpleasant and mildly disagreeable conditions more than 80% of working time</td>
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<td>or</td>
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<tr>
<td>or</td>
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<td>B. The job involves working predominantly outdoors, but sheltered, and normally involves exposure to:</td>
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<td>Unpleasant or mildly disagreeable conditions more than 80% of working time</td>
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<td>or</td>
<td>Very disagreeable or hazardous more than 40% and up to 60% of working time</td>
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<td>or</td>
<td>Extremely disagreeable or very hazardous more than 20% and up to 40% of working time</td>
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<td>OR</td>
<td>C. The job involves working predominantly outdoors exposed to all weather conditions and normally involves exposure to:</td>
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<td>9.</td>
<td>Unpleasant or mildly disagreeable conditions for more than 40% and up to 60% of working time</td>
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<td>or</td>
<td>Disagreeable or mildly hazardous conditions more than 40% and up to 60% of working time</td>
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<td>or</td>
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<td>A. The job involves working predominantly <strong>indoors or travelling</strong> between locations, and normally involves exposure to:</td>
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<td>1. <strong>Disagreeable or mildly</strong> hazardous conditions more than 80% of working time</td>
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## FACTOR 1 - WORKING ENVIRONMENT

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<td>5</td>
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FACTOR 2 – PHYSICAL CO-ORDINATION

Scope of Factor

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

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

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

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

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

Application of Level Definitions

The factor takes account of the fact that many jobs require a combination of different types of physical co-ordination in the course of normal working. The overall demands of the job are assessed in 3 steps:

1. According to the predominant demand for physical co-ordination required as part of the normal routine, i.e. driving as an occupational requirement, keyboarding or other activities - this provides the ‘X’ score for the matrix assessment of the overall demands under this factor heading.

2. Consideration should also be given to any other demands for physical co-ordination required as part of the normal routine, i.e. driving in addition to keyboarding or other activities because it is not an occupational requirement - this provides the ‘Y’ score for the matrix assessment of the overall demands under this factor heading.

3. The overall assessment of the physical effort demands of the job will be scored according to the matrix which balances the ‘X’ and ‘Y’ scores - whichever of the level assessments is the higher as these demands are considered separately not cumulatively.

Previous Requirements

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

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

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

Consideration is also given where driving is typically a recruitment criteria or a means of managing a workload, e.g. driving to make client visits, travelling between designated areas of responsibility etc.

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

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

Keyboard Skills

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

- **Level 1** covers use of a keyboard/touchscreen with a limited number of digits, e.g. 2-finger operation i.e. not involving substantial keyboarding, for example, using the cursor to interrogate an information system, without any time constraints, and with the opportunity to amend significantly.

- **Level 2** requires some precision in the use of the keyboard/touchscreen, for example, administrative or research jobs involving use of computers for some aspects of the work. This covers general data input and "basic keyboarding" for general clerical or administrative tasks, i.e. self-taught but NOT audio or touch typing, for example, to produce standard word processed documents, simple graphics or desktop publishing etc for self and colleagues.

- **Level 3** involves elements of both precision and speed, where the keyboard skills are integral to the main duties as opposed to using the system for clerical or administrative tasks, for example, to undertake computer programming, systems analysis or, operate CAD or GIS systems for their designated purpose rather than for reference purposes.

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

**N.B.** ‘PRECISION’ in relation to keyboarding activities refers to the accuracy of keystroking.

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

**Other Activities**

**N.B.** Excluding driving and keyboarding

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

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

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

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

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

"CONSIDERABLE" precision of fingers, hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, use of a strimmer, use of a chisel or fine paintbrush, use of a knife to peel or chop vegetables, exact control of tools or equipment, for example, to work on delicate plant, machinery or equipment; or where there is restricted access.
"HIGH" precision where exact positioning of fingers, hands, arms, possibly feet and eyes is important in undertaking the relevant tasks, for example, in the use of tools or equipment for intricate or detailed work such as calibration, setting or measuring other tools or equipment.

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

**Consequences of Error**

The outcome of the physical skills and co-ordination, including the consequences of error, **should not be taken into account here**, but under the appropriate Responsibility factor. If the same degree of precision and speed is required to produce items worth £100 and £100,000, the jobs should be assessed at the same level under the ‘Physical Co-ordination’ factor heading.
**FACTOR 2 - PHYSICAL CO-ORDINATION**

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>There are <strong>limited</strong> or minimal requirements for developed physical skills or co-ordination in the course of normal working, for example, the dexterity for 2 finger typing</td>
</tr>
</tbody>
</table>
| 2     | The work mainly requires:  
1. the physical co-ordination required to drive an ordinary car, van or similar vehicle  
or 2. the dexterity for basic keyboarding  
or 3. minimal precision and speed in the use of dexterity, co-ordination and/or senses when undertaking **other** activities.  
or 4. moderate **precision** in the use of these skills when undertaking **other** activities.  
or 5. a combination of demands relating to one element of either keyboarding driving or **other** activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level. |
| 3     | The work mainly requires:  
1. the physical co-ordination to tow or manoeuvre while driving an ordinary car, van or similar vehicle  
or 2. the physical co-ordination to operate more complex vehicles such as a tractor or dumper including attachments |
## FACTOR 2 – PHYSICAL CO-ORDINATION

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>or 3.</td>
<td>the dexterity and co-ordination for keyboarding requiring precision</td>
</tr>
<tr>
<td>or 4.</td>
<td>moderate precision <strong>and speed</strong> in the use of dexterity, co-ordination and/or senses when undertaking <em>other</em> activities</td>
</tr>
<tr>
<td>or 5.</td>
<td><strong>considerable</strong> precision in the use of these skills when undertaking <em>other</em> activities.</td>
</tr>
<tr>
<td>or 6.</td>
<td>a combination of demands relating to one element of either keyboarding, driving, or <em>other</em> activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level.</td>
</tr>
</tbody>
</table>

### 4

The work mainly requires:

1. the physical co-ordination to tow or manoeuvre articulated vehicles |
| or 2. | the dexterity for keyboarding requiring both precision and speed |
| or 3. | **considerable** demands for precision **and speed** in the use of dexterity, co-ordination and/or senses when undertaking *other* activities |
| or 4. | **high** demands for **precision** in the use of these skills when undertaking *other* activities. |
| or 5. | a combination of demands relating to one element of either keyboarding, driving or *other* activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level. |

### 5

The work mainly requires:

1. the physical co-ordination to drive and fully operate equipment such as a JCB |
| or 2. | **high** demands for precision **and speed** in the use of dexterity, co-ordination and/or senses when undertaking *other* activities |
| or 3. | **very high** demands for precision in the use of these skills when undertaking *other* activities. |
## FACTOR 2 – PHYSICAL CO-ORDINATION

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>or 4.</td>
<td>a combination of demands relating to one element of either keyboarding, driving or other activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level.</td>
</tr>
</tbody>
</table>
FACTOR 3 - PHYSICAL EFFORT

Scope of Factor

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

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

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

Application of the Level Definitions

The factor takes account of the fact that many jobs require a combination of different types of physical effort in the course of normal working. The overall demands of the job are assessed in the 3 steps:

1. According to the greatest demand for physical effort involved as part of the normal routine in terms of the nature and degree of demand, i.e. the heaviest physical demand of the job. This demand will generally be required less frequently or for a shorter duration than other demands. The guidance on the following pages is set out in descending order of the activities requiring greatest to least effort – with ‘lifting/carrying’ being of greatest demand and ‘standing/walking’ being of least demand. Accordingly, when determining the nature of the greatest demand a process of elimination is required, starting at the top of the guidance, consideration should be given to whether:

   • ‘lifting/carrying’ is part of the usual routine of the job; and if it is not, then:
   • whether ‘pushing/pulling’ is part of the usual routine of the job; and if it is not, then:
   • whether a need to ‘apply physical effort’ is part of the usual routine of the job; and if it is not, then:
   • whether working in ‘awkward positions’ is part of the usual routine of the job; and if it is not, then:
   • whether ‘working in constrained positions’ is part of the usual routine of the job.

   **N.B.** Typically, ‘standing/walking’ will not be the heaviest part of the job.

   Having determined the nature of the greatest demand consideration should be given to the degree of demand, i.e. limited, considerable, high and very high. **N.B.** each of these terms is defined specifically in relation to the nature of the greatest demand

   Consideration should be given to the proportion of working time for which the greatest demand required as part of the usual routine of the job is typically required, i.e. occasionally, periodically, regularly, frequently, or on an on-going or continuous basis. **N.B.** Typically the heaviest physical demands of the job will not be required on either an on-going or continuous basis.
The combination of the nature and degree of the greatest or heaviest physical effort required and the typical proportion of working time for which it is required can then be identified in one of statements in the level definitions - this provides the ‘X’ score for the matrix assessment of the overall demands under this factor heading.

2. Consideration should be given to the other demands for physical effort involved as part of the normal routine, i.e. these are likely to be the MAIN physical demands of the job which will generally require less effort but will generally be required more frequently or for a longer duration than the greatest demand of the job.

As the guidance is set out in descending order of the activities requiring greatest to least effort, when determining the nature of the main demands the same process of elimination is required but in reverse order, starting at the bottom of the guidance, consideration should be given to whether:

- ‘standing/walking’ is the main physical demand of the job; and if it is not, then:
- whether ‘working in constrained positions’ is the main physical demand of the job; and if it is not, then:
- whether a need to ‘apply physical effort’ is the main physical demand of the job; and if it is not, then:
- whether ‘pushing/pulling’ is the main physical demand of the job; and if it is not, then:
- whether ‘lifting/carrying’ is the main physical part of the job.

N.B. The same nature of demand should NOT be identified for both the greatest and the main demand; and the main demand should not appear above the greatest demand in the order of the guidance.

Consideration should be given to the proportion of working time for which the main physical demand of the job is required, i.e. occasionally, periodically, regularly, frequently, or on an on-going or continuous basis.

N.B. Typically the main physical demands of the job will not be required on either an occasional or periodic basis.

The combination of the nature and degree of the main physical effort required and the typical proportion of working time for which it is required can then be identified in one of statements in the level definitions - this provides the ‘Y’ score for the matrix assessment of the overall demands under this factor heading.

3. The overall assessment of the physical effort demands of the job will be scored according to the matrix which balances the ‘X’ and ‘Y’ scores. For most jobs this will be whichever of the level assessments is the higher – either the X or Y score. However, some jobs require the same level of physical effort in terms of both the greatest demands and any other demands, often these are cumulative demands, for example, lifting/carrying while standing/walking, and in these cases the overall level of demand is considered to be equivalent to the next level, above Level 3. For example, the overall level of demands for a job primarily involving greatest effort at a Level 4, where the other demands are also at Level 4, would be considered as equivalent to the demands at Level 5.
Frequency and Continuity

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

- **Occasional** - infrequently and/or for a short period of time i.e. occurring on average less than 0.5 days or 0.5 shifts in 10 over the year as a whole. This would generally result in the job being assessed at Level 1 or 2, depending on the nature of the effort, unless the job also involves other forms of physical effort.

- **Periodic** - more frequent than occasional, but less frequent than regular; effort not necessarily associated with normal job duties. As a proportion of working time this equates to between 5 - 20% on average.

- **Regular** - in the dictionary sense of repeated; would usually be associated with normal job duties. As a proportion of working time this equates to between 21 - 40% on average.

- **Frequent** - in the dictionary sense; certainly associated with normal, every day job duties. As a proportion of working time this equates to between 41 - 60% on average.

- **Ongoing** - associated with the job duties undertaken for most of the working shift. As a proportion of working time this equates to between 61 - 80% on average.

- **Continuous** – or almost continuous; associated with the job duties undertaken for majority of the working shift. As a proportion of working time this equates to more than 80% on average.

**NOTE:** Care should be taken to ensure that when added together the lower ranges of both the ‘greatest’ and the ‘other’ physical demands do NOT exceed 100%. When considering the relative proportion of working time that the jobholder spends undertaking the heaviest and main physical demands of the job care should be taken to consider what proportion of time, if any, is left unaccounted for, and whether this is appropriate in relation to the variety of physically demanding and other tasks/activities that make up the normal routine of the job. This is particularly relevant when jobholders drive or are otherwise sedentary as time spent driving or undertaking sedentary activities should be taken into consideration when calculating the proportions of working time that apply to the ‘greatest’ and ‘other’ physical demands under this factor heading.

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

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

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

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

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

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

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

Pushing / Pulling

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

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

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

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

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

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

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

Applied Physical Effort

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

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

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

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

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

Awkward Positions

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

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

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

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

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

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

Standing/walking and working in constrained positions are considered as requiring a LIMITED degree of physical effort. However, consideration should be given to the length of time over which the jobholder is required to sustain this degree of physical effort to establish the overall level of demand.
FACTOR 3 - PHYSICAL EFFORT

This factor considers the strength and stamina required to do the job.

It covers all forms of physical effort required in the course of normal working, for example, standing, walking, lifting, carrying, pulling, pushing, working in awkward positions such as bending, crouching, stretching; for sitting, standing or working in a constrained position.

The factor takes account of the greatest demands on the jobholder in terms of the nature and degree of physical effort required, and the other main demands in terms of the frequency and duration of the physical effort required to do the job.

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
</table>
| 1     | Tasks or activities are undertaken mainly in a sedentary position, and allow for considerable flexibility of movement. The greatest demand required as part of the usual routine of the job, involves primarily:  
  1 Limited physical effort on an occasional or periodic basis  
  or  
  2 Considerable physical effort on an occasional basis |
| 2     | The greatest demand required as part of the usual routine of the job, involves primarily:  
  1 Limited physical effort on a regular basis  
  or  
  2 Considerable physical effort on a periodic basis  
  or  
  3 A high degree of physical effort on an occasional basis |
| 3     | The greatest demand required as part of the usual routine of the job, involves primarily:  
  1 Limited physical effort on a frequent basis  
  or  
  2 Considerable physical effort on a regular basis  
  or  
  3 A high degree of physical effort on a periodic basis |
## FACTOR 3 - PHYSICAL EFFORT

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>or 4</td>
<td>A very high degree of physical effort on an occasional basis</td>
</tr>
</tbody>
</table>

4. The greatest demand required as part of the usual routine of the job, involves primarily:

1. Limited physical effort on an on-going or continuous basis

or

2. Considerable physical effort on a frequent basis

or

3. A high degree of physical effort on a regular or frequent basis

or

4. A very high degree of physical effort on a periodic or regular basis

OR

Both the jobholder’s greatest and other requirements for strength and stamina are as described by the demands identified at Level 3.

5. The greatest demand required as part of the usual routine of the job, involves primarily:

1. A considerable degree of physical effort on an on-going or continuous basis

or

2. A high degree of physical effort on an on-going or continuous basis

or

3. A very high degree of physical effort on a frequent, on-going or continuous basis

OR

Both the jobholder’s greatest and other requirements for strength and stamina are as described by the demands identified at Level 4.
FACTOR 4 - MENTAL SKILLS

Scope of Factor

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

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

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

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

Problem Solving

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

"examining and identifying the components of the whole".

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

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

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

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

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

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

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

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

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

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

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

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

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

Scheduling

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

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

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

"OWN WORKLOAD" includes scheduling activities for clients.

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

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

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

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

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

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

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

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

“VERY COMPLEX” – requiring research, innovation and radical thinking

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

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

Planning Timescales

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

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

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

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

“LONG TERM” – generally over a period of up to 3 years.
FACTOR 4 - MENTAL SKILLS

This factor considers the predominant thinking requirement in the job.

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Problems may be referred upwards. However, the job predominantly requires mental skills to:</td>
</tr>
<tr>
<td></td>
<td>1 choose between a limited number of clearly defined options</td>
</tr>
<tr>
<td></td>
<td>and/or</td>
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<tr>
<td></td>
<td>2 schedule activities in relation to the job holder’s immediate workload.</td>
</tr>
<tr>
<td>2</td>
<td>The job predominantly requires mental skills to:</td>
</tr>
<tr>
<td></td>
<td>1 interpret information or situations, and to solve generally similar problems.</td>
</tr>
<tr>
<td></td>
<td>and/or</td>
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<tr>
<td></td>
<td>2 schedule work and activities (for themselves and/or others) weeks in advance.</td>
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</tbody>
</table>
### FACTOR 4 - MENTAL SKILLS

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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</thead>
</table>
| 3     | The job predominantly requires mental skills to:  
  1. **assess** information or **appraise** situations and to solve **varied** problems or develop solutions or plan **new or 'one-off'** tasks **months** in advance.  
     or  
  2. **update** existing or ‘rolling’ plans and schedule **cyclical** activities for **up to a year** in advance  
     or  
  3. **analyse complex** information, problems or situations, and to **contribute** to the development of strategies or plans for **implementation up to 3 years ahead** |
| 4     | The job predominantly requires mental skills to:  
  1. **create** and maintain a plan for activities up to a year in advance  
     or  
  2. **analyse complex** information, problems or situations, and to **contribute** to the development of strategies or plans for implementation **3 years or more** ahead  
     or  
  3. **analyse complex** information, problems or situations, and to **develop** strategies or plans requiring **relatively** complex planning activity  
     or  
  4. **analyse diverse and complex** information, problems or situations, and to **contribute** to the development of strategies or plans for implementation **up to 3 years ahead** |
<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>5</strong></td>
<td>The job predominantly requires mental skills to:</td>
</tr>
<tr>
<td></td>
<td>1 analyse <strong>complex</strong> information, problems or situations, and to <strong>develop</strong> strategies or plans requiring <strong>very</strong> complex planning activity</td>
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<tr>
<td></td>
<td><em>or</em></td>
</tr>
<tr>
<td></td>
<td>2 analyse <strong>diverse and complex</strong> information, problems or situations, and to <strong>contribute</strong> to the development of strategies or plans for implementation <strong>3 years or more</strong> ahead</td>
</tr>
<tr>
<td></td>
<td><em>or</em></td>
</tr>
<tr>
<td></td>
<td>3 analyse <strong>diverse and complex</strong> information, problems or situations, and to <strong>develop</strong> strategies or plans requiring <strong>relatively</strong> complex planning activity</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>The job predominantly requires mental skills to:</td>
</tr>
<tr>
<td></td>
<td>1 analyse <strong>complex</strong> information, problems or situations, and to <strong>develop</strong> strategies or plans requiring <strong>extremely</strong> complex planning activity</td>
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<tr>
<td></td>
<td><em>or</em></td>
</tr>
<tr>
<td></td>
<td>2 analyse <strong>diverse and complex</strong> information, problems or situations, and to <strong>develop</strong> strategies or plans requiring <strong>very</strong> complex planning activity</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>The job predominantly requires mental skills to:</td>
</tr>
<tr>
<td></td>
<td>1 analyse <strong>diverse and complex</strong> information, problems or situations, and to <strong>develop</strong> strategies or plans requiring <strong>extremely</strong> complex planning activity</td>
</tr>
</tbody>
</table>
FACTOR 5 – CONCENTRATION

Scope of Factor

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

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

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

Attention

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

“SENSORY” – i.e. seeing, hearing, touching, smelling or tasting.

- “GENERAL” mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder has to apply; such as when reading work instructions, completing work-recording documents, counting money or checking change, undertaking daily checks on equipment being used, hoeing, digging, painting walls etc.

- “ENHANCED” mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), matching or inputting data between different sources, undertaking inspections, taking measurements, preparing standard reports carrying out arithmetic calculations (i.e. multiplication, division, fractions, percentages), completing detailed documentation, making electrical connections, pruning, painting window frames etc.

- “FOCUSED” mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, when driving or working in traffic or supervising the actions of children/pool-users, concentrating on visual or aural activities such as audio-typing/operating CAD or GIS systems rather than using them for reference purposes OR that required for tasks such as designing complex spreadsheets/undertaking complex calculations involving mathematical formulae (i.e. algebra, trigonometry, geometry or calculus), ordering facts, findings, conclusions and recommendations in report writing or in the preparation of a presentation, undertaking research, reviewing case files for compliance purposes or to investigate complaints electrical diagnostics, propagating, using chainsaws etc.
Work Related Pressure

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Volume of work** - should **not** be taken into account. Otherwise decreasing volumes of work, through additional staff being appointed, could result in down-grading of jobs; or increasing volumes of work could result in the up-grading of jobs at the cost of desirable work practices.
FACTOR 5 - CONCENTRATION

This factor considers the concentration required to do the job.

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

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

**FACTOR 5 - CONCENTRATION**

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
<td>The highest concentration required by the job, on a day to day basis, is either:</td>
</tr>
<tr>
<td></td>
<td>1 general mental and sensory attention with a limited or considerable degree of work related pressure</td>
</tr>
<tr>
<td>or</td>
<td>2 short periods of enhanced mental or sensory attention with a limited degree of work related pressure.</td>
</tr>
<tr>
<td>2</td>
<td>The highest concentration required by the job, on a day to day basis, is either:</td>
</tr>
<tr>
<td></td>
<td>1 general mental and sensory attention with a high degree of work related pressure</td>
</tr>
<tr>
<td>or</td>
<td>2 short periods of enhanced mental or sensory attention and a considerable degree of work related pressure</td>
</tr>
<tr>
<td>or</td>
<td>3 short periods of focused mental or sensory attention and a limited degree of work related pressure</td>
</tr>
<tr>
<td>or</td>
<td>4 lengthy periods of enhanced mental or sensory attention and a limited degree of work related pressure.</td>
</tr>
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<td>3</td>
<td>The highest concentration required by the job, on a day to day basis, is either:</td>
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<td></td>
<td>1 short periods of enhanced mental or sensory attention and a high degree of work related pressure</td>
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<tr>
<td>or</td>
<td>2 lengthy periods of enhanced mental or sensory attention and a considerable degree of work related pressure</td>
</tr>
<tr>
<td>or</td>
<td>3 prolonged periods of enhanced mental or sensory attention and a limited degree of work related pressure.</td>
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</table>
### FACTOR 5 - CONCENTRATION

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<tr>
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<tbody>
<tr>
<td>or 4</td>
<td>short periods of <strong>focused</strong> mental or sensory attention and a <strong>considerable</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 5</td>
<td>lengthy periods of <strong>focused</strong> mental or sensory attention and a <strong>limited</strong> degree of work related pressure.</td>
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</tbody>
</table>

**4** The **highest** concentration required by the job, on a **day to day** basis, is either:

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>lengthy periods of <strong>enhanced</strong> mental or sensory attention, and a <strong>high</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 2</td>
<td><strong>prolonged</strong> periods of <strong>enhanced</strong> mental or sensory attention, and a <strong>considerable</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 3</td>
<td><strong>short</strong> periods of <strong>focused</strong> mental or sensory attention and a <strong>high</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 4</td>
<td><strong>lengthy</strong> periods of <strong>focused</strong> mental or sensory attention and a <strong>considerable</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 5</td>
<td><strong>prolonged</strong> periods of <strong>focused</strong> mental or sensory attention and a <strong>limited</strong> degree of work related pressure.</td>
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</tbody>
</table>

**5** The **highest** concentration required by the job, on a **day to day** basis, is either:

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>prolonged</strong> periods of <strong>enhanced</strong> mental or sensory attention and a <strong>high</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 2</td>
<td><strong>lengthy</strong> periods of <strong>focused</strong> mental or sensory attention and a <strong>high</strong> degree of work related pressure</td>
</tr>
<tr>
<td>or 3</td>
<td><strong>prolonged</strong> periods of <strong>focused</strong> mental or sensory attention and a <strong>considerable</strong> degree of work related pressure.</td>
</tr>
</tbody>
</table>

**6** The **highest** concentration required by the job, on a **day to day** basis, is **prolonged** periods of **focused** mental or sensory attention and a **high** degree of work related pressure.
FACTOR 6 - COMMUNICATION SKILLS

Scope of Factor

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

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

N.B. Where a level definition includes a range of criteria for meeting the level of demand, the majority of the elements must be regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will generally be assessed at a lower level. Particularly when using the paper JE Scheme rather than the COSLA Gauge ‘Evaluator’ software Job Analysts must ensure that there is evidence of all or the majority of the step changes in demand (i.e. the words in bold in the level definitions) in the job before assessing the job in relation to the specific statement identified within the level definition.

The Purpose of the Communication

The emphasis of the factor is on the means, rather than the mechanisms, of written or verbal communications to which the jobholder’s skills are put, for example, promoting, obtaining information from others, gaining the co-operation of others, meeting the needs of others. Communications may be face to face, in writing, or via technological media.

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

"SEEKING/PROVIDING INFORMATION" i.e. to obtain/give facts or information to help jobholder/other contacts to complete tasks through discussion, enquiries and/or interpretation. For example, staff assisting service users/recipient to access information, or select from a number of available options.

"ELICITING/EXPLAINING INFORMATION" i.e. includes research, interview, investigation or the need to provide explanations of outcomes, policies. For example, in conducting a service review, explaining how policy applies in practice to service users/recipient.

"ADVISING/GUIDING/PERSUADING" i.e. providing specialist/technical/ professional advice on the best course of action to be taken. For example, professional staff advising internal or external contacts on a best practice approach or the legal/financial/technical implications of a range of potential options under consideration. N.B. this may include the provision of informal/formal counselling in a caring/welfare context rather than in a disciplinary context.

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

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

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

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

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

"SUPPORTIVE/INFORMAL COUNSELLING" includes dealing with issues of drugs, alcohol, welfare etc. For example, persuading service users/clients/employees/others to agree to a course of action in their best interests but which they have previously rejected.

"FORMAL/IN-DEPTH COUNSELLING" includes holding face-to-face meetings with colleagues (other than own subordinates) in order to help them come to terms with or resolve personal problems. Examples would be trauma or harassment counselling. This role MUST be a clearly specified part of the job duties and occur on a regular basis.

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

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

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

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

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

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

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

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

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

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

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

The Nature of the Intended Audience

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

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

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

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

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

NOTE 3: Care should be taken to ensure demands under this factor are not double counted in relation to demands under the ‘Dealing with Relationships’ factor heading.
FACTOR 6 - COMMUNICATION SKILLS

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

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

The factor takes into account the purpose of the communication, the sensitivity, complexity or contentiousness of the subject matter, and the nature and diversity of the intended audience.

<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
<td>The most demanding type of communication <strong>routinely</strong> involved in the job is either:</td>
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<tr>
<td></td>
<td>1 communication with immediate work colleagues only</td>
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<tr>
<td>or</td>
<td>2 <strong>exchanging</strong> information of a <strong>routine</strong> nature, usually orally, with <strong>colleagues</strong> in other departments and/or other contacts such as suppliers, clients or members of the public.</td>
</tr>
<tr>
<td>or</td>
<td>3 <strong>seeking and/or providing</strong> information, orally or in writing, with colleagues in other departments or other contacts including members of the public, who are <strong>familiar</strong> with the subject matter</td>
</tr>
<tr>
<td>2</td>
<td>The most demanding type of communication <strong>routinely</strong> involved in the job is either:</td>
</tr>
<tr>
<td>1</td>
<td><strong>exchanging</strong> information of a <strong>non-routine</strong> nature with contacts who are <strong>familiar</strong> with the subject matter</td>
</tr>
<tr>
<td>or</td>
<td>2 <strong>seeking and/or providing</strong> information, orally or in writing, with contacts who are <strong>unfamiliar</strong> with the subject matter</td>
</tr>
<tr>
<td>or</td>
<td>3 <strong>eliciting and/or explaining</strong> information, orally or in writing, with contacts likely to be <strong>familiar</strong> with the subject matter</td>
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</tbody>
</table>
FACTOR 6 - COMMUNICATION SKILLS

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<tr>
<td>1</td>
<td>eliciting and/or explaining information, orally or in writing, with contacts likely to be <strong>unfamiliar</strong> with the subject matter</td>
</tr>
<tr>
<td>or</td>
<td>2 exercising communication skills in advising, guiding, persuading in order to <strong>inform</strong> others</td>
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<tr>
<td>or</td>
<td>3 delivering <strong>informal</strong> training or presentations to colleagues or others who are familiar with the subject matter</td>
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<tr>
<td>or</td>
<td>4 using another language to exchange greetings and <strong>straightforward</strong> information.</td>
</tr>
<tr>
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<td>The <strong>most</strong> demanding type of communication <strong>routinely</strong> involved in the job is either:</td>
</tr>
<tr>
<td>1</td>
<td>eliciting and/or explaining <strong>complicated or sensitive</strong> information, including interviewing and/or substantiating a case, with a range of audiences including non-specialists</td>
</tr>
<tr>
<td>or</td>
<td>2 exercising <strong>developed</strong> communication skills in advising, guiding, counselling, persuading or negotiating in order to <strong>encourage</strong> others to adopt a particular course of action</td>
</tr>
<tr>
<td>or</td>
<td>3 delivering <strong>formal</strong> training or presentations to a range of audiences</td>
</tr>
<tr>
<td>or</td>
<td>4 using other languages to exchange <strong>complicated</strong> information and provide <strong>explanations</strong> to others.</td>
</tr>
<tr>
<td>5</td>
<td>The <strong>most</strong> demanding type of communication <strong>routinely</strong> involved in the job is either:</td>
</tr>
<tr>
<td>1</td>
<td>eliciting and/or explaining <strong>complex and contentious</strong> information with a range of audiences, including non-specialists</td>
</tr>
<tr>
<td>or</td>
<td>2 exercising <strong>highly</strong> developed communications skills in advising, counselling, negotiating, persuading, or informal <strong>advocacy</strong>, in order to <strong>convince</strong> others to adopt courses of <strong>action</strong> they might not otherwise wish to take.</td>
</tr>
</tbody>
</table>
### FACTOR 6 - COMMUNICATION SKILLS

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>The <strong>most</strong> demanding type of communication <strong>routinely</strong> involved in the job is either:</td>
</tr>
<tr>
<td>1</td>
<td>elicitng and/or explaining <strong>wide ranging</strong> complex and <strong>contentious</strong> information with a range of audiences, including non-specialists and liaison with the <strong>media</strong> in a public relations or corporate context</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>exercising <strong>very</strong> highly developed communication skills in <strong>influencing</strong>, counselling, negotiating, persuading or <strong>formal</strong> advocacy, in order to convince others to <strong>adopt policies</strong> and courses of action they might not otherwise wish to take.</td>
</tr>
</tbody>
</table>
FACTOR 7 - DEALING WITH RELATIONSHIPS

Scope of Factor

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

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

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

The Nature of Demand

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

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

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

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

"MORE THAN NORMAL COURTESY" is required to deal with incidental enquiries/requests from people whose circumstances have made them distressed, confused etc.
The Degree of Demand

Account is taken of the nature of the behaviour or circumstances of the people encountered in the course of normal working which places additional demands on the jobholder in terms of service delivery, and the extent to which these people are demanding:

"SLIGHTLY" for example, those who are non-disabled but who are otherwise demanding, OR mainstream children over 5, OR those who subject the jobholder to casual abuse, such as swearing.

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

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

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

"EXTREMELY" for example, those who are in need of palliative or end of life care OR are profoundly physically and/or mentally less able OR are traumatised OR from whom the jobholder is at a CONSTANT risk of violence.

N.B. It should not be assumed that the same degree of demand applies to all staff dealing with a particular contact as staff at various levels in the organisational hierarchy may be dealing with the same contact for different purposes.

Frequency and Duration of Demand

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

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

NOTE: Care should be taken to ensure demands under this factor are not double counted in relation to demands under the ‘Communications Skills’ factor heading.
FACTOR 7 - DEALING WITH RELATIONSHIPS

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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</table>
| 1     | There are additional demands on the jobholder in terms of service delivery resulting from the circumstances or behaviour of people with whom he/she has **incidental** contact.  
OR  
The job involves a requirement to work with, deal with, or come into contact as an **integral** part of the job with people who make **slight** additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for **up to 20%** of working time |
| 2     | There are additional demands on the jobholder in terms of service delivery resulting from **incidental** contact with people whose circumstances or behaviour require that they are treated with more than normal courtesy.  
OR  
The job involves a requirement to work with, deal with, or come into contact as an **integral** part of the job with:  
1. people who make **slight** additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for **more than 20%** of working time  
or  
2. people who make **significant** additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for **up to 20%** of working time. |
### FACTOR 7 - DEALING WITH RELATIONSHIPS

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>3</strong></td>
<td>The job involves a requirement to work with, deal with, or come into contact as an <em>integral</em> part of the job with:</td>
</tr>
<tr>
<td>1.</td>
<td>people who make <strong>significant</strong> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>more than 20%</strong> of working time</td>
</tr>
<tr>
<td>or</td>
<td>people who make <strong>substantial</strong> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>up to 20%</strong> of working time</td>
</tr>
<tr>
<td><strong>4</strong></td>
<td>The job involves a requirement to work with, deal with, or come into contact as an <em>integral</em> part of the job with:</td>
</tr>
<tr>
<td>1.</td>
<td>people who make <strong>substantial</strong> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>more than 20%</strong> of working time</td>
</tr>
<tr>
<td>or</td>
<td>people who make <strong>severe</strong> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>up to 20%</strong> of working time</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>The job involves a requirement to work with, deal with, or come into contact as an <em>integral</em> part of the job with:</td>
</tr>
<tr>
<td>1.</td>
<td>people who make <strong>severe</strong> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>more than 20%</strong> of working time</td>
</tr>
<tr>
<td>or</td>
<td>people who make <strong>extreme</strong> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>up to 20%</strong> of working time</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>The job involves a requirement to work with, deal with, or come into contact as an <em>integral</em> part of the job with:</td>
</tr>
<tr>
<td>1.</td>
<td>people who make <strong>extreme</strong> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <strong>more than 20%</strong> of working time</td>
</tr>
</tbody>
</table>
FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

Scope of Factor

Consideration is given to the predominant nature of the jobholder’s responsibility for employees rather than to the number of employees supervised. The level definitions reflect this and the scope and degree of responsibility exercised. Consideration is also given to the frequency with which this demand is required. Job Analysts should take care to set the jobholder’s responsibility in context and ensure they understand its place in the organisational hierarchy; and can therefore assess the job’s responsibilities in relation to those of the immediate line manager, senior management, Head of Service etc but also in relation to the responsibilities of colleagues and subordinates.

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

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

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

Nature of Responsibility

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

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

“PERFORMANCE APPRAISAL” refers to both informal and formal assessment of subordinate’s work against expected standards.

"DIRECTING" means managing rather than first line supervision.

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

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

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

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

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

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

"DIRECTLY" i.e. implementing/carrying out personnel practice and procedures.

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

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

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

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

Scope

Consideration is given to the scope of the jobholder’s responsibility for employees and others in terms of activities, services, departments, functions and/or corporately:

The definitions of 'service', 'function' and 'department' will need to be considered in the context of the organisational hierarchy and the descriptors used at its various levels, for example, a range of activities might be delivered within a single service, a number of services might make up the function, and that function might be one of a number within a department.

“ACTIVITY” in this context generally equates to the work of a single team or section delivering one of a range of activities within a service

“SERVICE” in this context generally equates to a number of teams or sections delivering a range of related activities, for example, treasury management and budget preparation might be activities within the accounting service

“FUNCTION” in this context generally equates to a number of services relating to a professional discipline for example, accounting and audit might be services within the finance function

“DEPARTMENT" in this context generally equates to a range of functions managed together at a strategic level within the organisation, for example, both Finance and the Legal, Regulatory & Governance Division might be among a number of functions within the Corporate Support Department
“CORPORATE” in this context generally equates to, for example, multi-functional, multi-departmental or Council wide initiatives.

**Frequency**

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

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

“REGULAR” i.e. shift supervisor or supervisor of seasonal or temporary employees.

**Performance Appraisal**

Within this factor reference is made to work carried out under a performance appraisal system. This applies to either formal or informal appraisal of the work or performance of employees or others against expected standards, by the jobholder in the role of supervisor or line manager. However, this does not include appraisal of the performance of consultants in a project management role.
FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>The job predominantly involves limited responsibility for the supervision of others, such as:</td>
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<tr>
<td></td>
<td>1 demonstration of duties, or provision of advice and guidance, to new employees, trainees, students or others</td>
</tr>
<tr>
<td>or</td>
<td>2 co-ordination of work or on-the-job training of employees or others on an occasional basis</td>
</tr>
<tr>
<td></td>
<td>The job predominantly involves responsibility for:</td>
</tr>
<tr>
<td>2</td>
<td>1 instructing, guiding, allocating and checking the work of others assisting the jobholder and providing advice and guidance on regular but not daily basis.</td>
</tr>
<tr>
<td>or</td>
<td>2 co-ordination, supervision and/or on-the-job training of employees or others on a regular, but not daily basis. This may include co-ordination of their training and/or (formal or informal) performance appraisal.</td>
</tr>
<tr>
<td>or</td>
<td>3 The job involves predominantly day to day responsibility for the supervision, co-ordination and/or training of a team of employees or others. This includes instructing, allocating and checking work, advising and guiding, and/or providing on-the-job training or co-ordinating training and/or (formal or informal) performance appraisal; but the jobholder will not be involved in the implementation of the Authority’s personnel practice and procedure.</td>
</tr>
<tr>
<td>Level</td>
<td>Definition</td>
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</tbody>
</table>
| 3     | The job involves predominantly **day to day** responsibility for the supervision, co-ordination and/or training of a team of employees or others. This includes instructing, allocating and checking work, advising and guiding, and/or providing on-the-job training or co-ordinating training and/or (formal or informal) performance appraisal.  
**OR**  
The job predominantly involves responsibility for the management, direction, co-ordination, training and development of employees or others. This includes monitoring the performance of the group or team; **evaluation of the work** carried out and prioritising areas of work  
And  
The jobholder will also be involved in the implementation of the Authority’s personnel practice and procedure across one activity. |
| 4     | The job predominantly involves responsibility for the management, direction, co-ordination, training and development of employees or others. This includes monitoring the performance of the group or team; **evaluation of the work** carried out; and prioritising areas of work.  
And  
The jobholder will also be **responsible** for the implementation of the Authority’s personnel practice and procedure in respect of their team.  
**OR**  
The job predominantly involves a **service level** responsibility for the management, direction, co-ordination and development of employees or others. This includes prioritising service activities and the evaluation of activities and working methods  
And  
The jobholder will also be involved in the implementation of the Authority’s personnel practice and procedure across more than one activity |
| 5     | The job predominantly involves a **service level** responsibility for the management, direction, co-ordination and development of employees or others. This includes prioritising service activities and the evaluation of activities and working methods.  
**OR**  
The job predominantly involves **departmental or functional** responsibility for the |
### FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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</table>
|       | management, direction, co-ordination, development and **effective deployment** of employees or others. This includes **determining departmental/functional** priorities and targets and **reviewing** activities and working methods.  
**And**  
The jobholder will also be responsible for **ensuring** the implementation of the Authority's personnel **policy**, procedure and practice. |
| 6     | The job predominantly involves **departmental or functional** responsibility for the management, direction, co-ordination, development and **effective deployment** of employees or others. This includes **determining departmental/functional** priorities and targets and **reviewing** activities and working methods.  
**And**  
The jobholder will also be responsible for **managing and monitoring** the implementation of the Authority's personnel **framework at a departmental or functional level**. |
| 7     | The job predominantly involves **overall** responsibility for the efficient and effective deployment of employees and other human resources at a **multi-departmental/multi-functional/corporate** level. This includes determining **resource requirements, and** setting departmental/functional/organisational **objectives**.  
**And/Or**  
The jobholder will be **accountable** for the implementation of the Authority's personnel framework. |
FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

Scope of the Factor

This factor considers the nature and degree of responsibility which the jobholder has for individuals, or groups of people (members of the public, internal/external service users and recipients, clients, customers), other than employees supervised or managed by the jobholder. Job Analysts should take care to set the jobholder’s responsibility in context and ensure they understand its place in the organisational hierarchy; and can therefore assess the job’s responsibilities in relation to those of the immediate line manager, senior management, Head of Service etc but also in relation to the responsibilities of colleagues and subordinates.

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

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 such as contractors, suppliers, volunteers, students etc, who are not service recipients nor employees supervised by the jobholder, should also be assessed.

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

Health and Safety

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

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

Nature of the Demand

Account is taken of the nature of the jobholder’s responsibility for the quality and delivery of services to others:

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

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

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

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

**Scope**

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

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

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

The definitions of 'service', 'function' and 'department' will need to be considered in the context of the organisational hierarchy and the descriptors used at its various levels, for example, a range of activities might be delivered within a single service, a number of services might make up the function, and that function might be one of a number within a department.

“ACTIVITY” in this context generally equates to the work of a single team or section delivering one of a range of activities within a service

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“DEPARTMENT” in this context generally equates to a range of functions managed together at a strategic level within the organisation, for example, both Finance and the Legal, Regulatory & Governance Division might be among a number of functions within the Corporate Support Department

“CORPORATE” in this context generally equates to, for example, multi-functional, multi-departmental or Council wide initiatives.
Implementation and Enforcement of Regulations

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

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

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

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

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

Assessment

This refers to the automatic or mechanical process of delivering or processing the needs of people or the requirements of service users, for example, taking details of income and circumstances, is not sufficient for a job to be scored at Level 3 or above, unless the deliverer or processor also makes the initial assessment of needs/requirements. At Level 3 the assessment could be informal such as those that staff delivering front line services make in the course of their normal routine, for example, whether or how to carry out a prescribed programme of care in the light of the condition of the client on a particular day.

At Level 4 and above, assessment of needs or service requirements is normally formal and undertaken through a prescribed assessment process by staff whose duties include responsibility for making such assessments rather than only for front line service delivery.

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

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

Examples of such needs in the caring field are:

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

“COMPLEX” - needs for specialist accommodation, protection from others, stimulation for those with substantial impairment, e.g. as part of the development of an individual care plan.
FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>The job <strong>predominantly</strong> involves undertaking tasks or processes to provide <strong>support</strong> directly to colleagues or <strong>internal/external</strong> customers.</td>
</tr>
<tr>
<td>2</td>
<td>The job <strong>predominantly</strong> involves either:</td>
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<tr>
<td></td>
<td>1 <strong>delivering front-line services</strong> to individuals, groups of people, or internal/external customers by undertaking tasks or processes,</td>
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<td></td>
<td>or</td>
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<td></td>
<td>2 <strong>applying</strong> regulations or Council policy.</td>
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<tr>
<td>3</td>
<td>The job <strong>predominantly</strong> involves responsibility for services to individuals, or groups of people, through either:</td>
</tr>
<tr>
<td></td>
<td>1 an <strong>assessment</strong> of their <strong>basic</strong> needs or service requirements and <strong>implementation</strong> of appropriate <strong>processes</strong> for service provision/delivery</td>
</tr>
<tr>
<td></td>
<td>or</td>
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<td></td>
<td>2 ensuring <strong>implementation and/or monitoring</strong> of regulations or Council policy.</td>
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## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>4</td>
<td>The job <strong>predominantly</strong> involves responsibility for services to individuals or groups of people, through either:</td>
</tr>
<tr>
<td></td>
<td>1 an assessment of their basic needs or service requirements and implementation of <strong>programmes</strong> of service activities or processes</td>
</tr>
<tr>
<td></td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>2 <strong>enforcing</strong> regulations or Council policy</td>
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<td>or</td>
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<td></td>
<td>3 <strong>ensuring compliance</strong> to standards/specifications in the quality and delivery of <strong>contracted</strong> services</td>
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<td>or</td>
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<tr>
<td></td>
<td>4 <strong>contributing</strong> to the assessment of complex needs or service requirements and <strong>monitoring</strong> the quality and delivery of service.</td>
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<tr>
<td>5</td>
<td>The job <strong>predominantly</strong> involves responsibility for services to individuals or groups of people through:</td>
</tr>
<tr>
<td></td>
<td>1 <strong>assessment</strong> of <strong>complex</strong> needs or service requirements and <strong>managing</strong> the quality and provision/delivery of programmes of activities or services</td>
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<td></td>
<td>or</td>
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<tr>
<td></td>
<td>2 <strong>managing compliance</strong> in the quality and delivery of <strong>contracted</strong> services to standards/specifications</td>
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<td>or</td>
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<td></td>
<td>3 <strong>contributing</strong> to the assessment of the service user needs, and to the <strong>design, development</strong> and improvement of programmes of activities or services.</td>
</tr>
<tr>
<td>Level</td>
<td>Definition</td>
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<td><strong>6</strong></td>
<td>The job <em>predominantly</em> involves responsibility for services through either:</td>
</tr>
<tr>
<td>1</td>
<td>leading the assessment of complex service user needs, and the <em>design</em>, <em>development</em> and improvement of programmes of activities or services</td>
</tr>
<tr>
<td>or</td>
<td>2 being <em>accountable</em> to Head of Service/Director/Committee for the <em>long term</em> nature, quality and level of a <em>single</em> service, and for determining the <em>future</em> provision of service.</td>
</tr>
<tr>
<td><strong>7</strong></td>
<td>The job <em>predominantly</em> involves <em>accountability</em> to Director/Committee or to the Council for fulfilling its <em>statutory obligations</em> regarding the outcomes required of, and achieved by, a <em>range</em> of services or an <em>entire function</em>.</td>
</tr>
<tr>
<td><strong>8</strong></td>
<td>The job <em>predominantly</em> involves <em>accountability</em> to Committee or the Council for fulfilling its statutory obligations regarding the outcomes required of, and achieved by, <em>two or more functions</em>.</td>
</tr>
</tbody>
</table>
FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

Scope of Factor

This factor considers the range of both direct and indirect responsibilities for financial resources, from handling cash and cheques, through processing invoices and other financial transactions, to accounting for financial resources and budgetary activities. Job Analysts should take care to set the jobholder's responsibility in context and ensure they understand its place in the organisational hierarchy; and can therefore assess the job's responsibilities in relation to those of the immediate line manager, senior management, Head of Service etc but also in relation to the responsibilities of colleagues and subordinates.

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

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

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

Application of the Level Definitions

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

Nature of Responsibility

The full range of different types of responsibility for financial resources are considered:

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

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

"TRANSACTIONS" i.e. BACS transfers, payments, receipts, refunds, ledger and journal entries etc.
“SECURITY” refers to the safe storage and/or transport of cash or equivalent, for example, to make bank deposits or collection from remote cash/vending/toll machines/meters etc.

“BUDGETARY” covers all aspects of budgetary activity including compiling, estimating, monitoring, income generation, expenditure, assessment of risk/investments etc – for all types of budgets – income, expenditure, projects etc.

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

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

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

Degree of Demand

The degree or extent of responsibility for the various types of financial resources is also taken into account:

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

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

The definitions of 'service', 'function' and 'department' will need to be considered in the context of the organisational hierarchy and the descriptors used at its various levels, for example, a range of activities might be delivered within a single service, a number of services might make up the function, and that function might be one of a number within a department.

“ACTIVITY” in this context generally equates to the work of a single team or section delivering one of a range of activities within a service

“SERVICE” in this context generally equates to a number of teams or sections delivering a range of related activities, for example, treasury management and budget preparation might be activities within the accounting service

“FUNCTION” in this context generally equates to a number of services relating to a professional discipline for example, accounting and audit might be services within the finance function

“DEPARTMENT” in this context generally equates to a range of functions managed together at a strategic level within the organisation, for example, both Finance and the Legal, Regulatory & Governance Division might be among a number of functions within the Corporate Support Department

“CORPORATE” in this context generally equates to, for example, multi-functional, multi-departmental or Council wide initiatives.
N.B. Ensuring consistency of application of the value ranges used in the level definitions

The values ranges were set in 1999 during the development of the Scheme; and as such were initially applied during the benchmarking stage as part of the local implementation of the SJC ‘Single Status’ Agreement. In order to ensure consistency of application on an on-going basis authorities will need to consider whether it is necessary develop a ‘ready reckoner’ as part of their local guidance to maintain a clear link between the 1999 value ranges and the equivalent range in their current scheme of financial delegation. Applying a percentage uplift to reflect the rate of inflation since 1999 may not be appropriate as Council budgets have not increased in this way; and changes in organisation structure may have resulted in a variety of changes to the size of financial resources as responsibilities are combined or altered.

To develop a local ‘ready reckoner’ local Job Analyst teams should review the evaluation of benchmark jobs in order to identify:

1. Groups of jobs for which the size of financial resources has been assessed within each of the ranges specified for:
   - Accounting for, auditing of, financial resources
   - Security of financial resources
   - Budgetary responsibilities

2. What the actual size of financial resources was at the time of the benchmark evaluations for each job – and thereby the range of actual resources assessed across each of the identified groups of assessments

3. Which of the jobs are unchanged since the initial evaluation and which have changed; and what effect the change has had in terms of responsibility for financial resources

4. The size of current resources/budgets for which the unchanged jobs now have responsibility; and thereby the range of resources now covered within each category

Once the new ranges have been identified for budgetary responsibilities consideration should be given to how the new ranges relate to the scheme of financial delegation to ensure that degree of responsibility remains the primary basis on which the job is assessed.

If a ‘ready reckoner’ needs to be developed it should be:

- agreed as part of local guidance
- made available to staff, managers and trades union representatives along with the guidance on Factor 10 – in both paper schemes and on the intranet
- incorporated into the evaluation process

In order to reflect the updated ranges in Job Overview Documents – bearing in mind that this exercise may have to be repeated in another 10 or so years – consideration should be given to:

- adding the relevant information from the ‘ready reckoner’ into the comments box of appropriate questions when assessing jobs – and providing full JODs which include comments
• a local alteration to the COSLA Gauge software as per the facility provided in the Note at the end of the Factor Guidance

**Accounting for / Auditing of Financial Resources**

For the purposes of evaluation at **1999 values**, subject to application of local ‘ready reckoner’ to ensure consistency:

“SMALL” refers to amounts of less than £500,000 per year

“CONSIDERABLE” refers to amounts of £500k - £5m per year.

“LARGE” refers to amounts of £5m - £10m per year.

“VERY LARGE” refers to amounts of more than £10m per year.

**Security**

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

For the purposes of evaluation at **1999 values** subject to application of local ‘ready reckoner’ to ensure consistency:

“CONSIDERABLE” generally refers to the security of thousands of pounds per week, up to £500,000 per year in total. Those responsible for lesser amounts would generally be considered to be handling cash rather than responsible for its security, unless they are responsible for collection or banking of monies.

“LARGE” generally refers to amounts of more than £10,000 per week up to £2.5m per year in total.

“VERY LARGE” generally refers to amounts of more than £50,000 per week, up to £5m or more per year in total.

**Budgetary Responsibility**

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

- A “CONTRIBUTING” role would include the preparation, provision, analysis, etc. of any information which is to be used by those who actually prepare or set the budget(s) concerned.

- A “MONITORING” role would include any significant validating activity which, in whole or in part, DIRECTLY influences the outcome of the budget setting process.

- The “LEADING” role means being the officer leading the budget setting process.

- The “CONTROLLING” role is the officer accountable to the director for the budget as a whole.
This refers to the total budget for which the jobholder is wholly or partly responsible. For the purposes of evaluation at **1999 values** subject to application of local ‘ready reckoner’ to ensure consistency:

"Small" i.e. up to £100,000

"Considerable" i.e. over £100,000 and up to £500,000

"Large" i.e. over £500,000 and up to £2.5m

"Very large" i.e. over £2.5m and up to £10 million

"Extremely large" i.e. over £10 million.

**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.

### Income Collection and Generation

Responsibilities for income collection and generation should also 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.

### Equivalent Levels of Responsibility

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

* **NOTE:** Values have been set at 1999 levels to cover the range of financial responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, and subject to local agreement, alternative ranges must be developed for application to the whole job population by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.
FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

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

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

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

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

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FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

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<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>The job <em>predominantly</em> involves responsibility for either:</td>
</tr>
<tr>
<td></td>
<td>1 the proper <strong>use and safekeeping</strong> of vouchers or equivalent required to undertake specific tasks of the job</td>
</tr>
<tr>
<td></td>
<td>or 2 handling cash, processing cheques, invoices or equivalent on an <strong>occasional</strong> basis</td>
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<tr>
<td></td>
<td>or 3 the job has no responsibility for financial resources.</td>
</tr>
<tr>
<td>2</td>
<td>The job <em>predominantly</em> involves responsibility for either:</td>
</tr>
<tr>
<td></td>
<td>1 handling cash or processing cheques, invoices or equivalent on a <strong>regular or daily</strong> basis</td>
</tr>
<tr>
<td></td>
<td>or 2 <strong>accounting</strong> for, or <strong>auditing</strong> of, <strong>small to considerable</strong> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</td>
</tr>
<tr>
<td></td>
<td>or 3 <strong>security</strong> of <strong>small to considerable</strong> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</td>
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</table>

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<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>4</td>
<td>being <strong>accountable</strong> for, or <strong>monitoring</strong>, <strong>small to considerable expenditures</strong> from an agreed budget or equivalent income.</td>
</tr>
</tbody>
</table>

3 The job **predominantly** involves responsibility for either:

1. accounting for, or auditing of **large** sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent

or

2. security of **large** sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent

or

3. being accountable for, or monitoring, **large to very large** expenditures from an agreed budget(s) or equivalent income

or

4. **contributing to setting** and monitoring **small to considerable** budget(s), and ensuring value-for-money and/or effective utilisation of financial resources.

4 The job **predominantly** involves responsibility for either:

1. accounting for or auditing of **very** large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent

or

2. security of **very** large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent

or

3. being accountable for, or monitoring, **extremely** large expenditures from an agreed budget(s) or equivalent income

or

4. **contributing to setting** and monitoring **large to very large** budget(s), and ensuring value-for-money and/or effective utilisation of financial resources

or

5. **leading** the budget setting process, **controlling small to considerable** budget(s), and ensuring value-for-money and effective utilisation of financial resources

or

6. **determining small** budget(s) and long-term **financial planning** to meet service/functional/departmental or other requirements.

5 The job **predominantly** involves responsibility for either:
<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>managing the accounting / audit process, and ensuring financial probity in the use of financial resources at service/functional/departmental level</td>
</tr>
<tr>
<td>or 2</td>
<td>contributing to setting and monitoring extremely large budget(s), and ensuring value-for-money and/or effective utilisation of financial resources</td>
</tr>
<tr>
<td>or 3</td>
<td>leading the budget setting process, controlling large to very large budget(s), and ensuring value-for-money and effective utilisation of financial resources</td>
</tr>
<tr>
<td>or 4</td>
<td>determining considerable or large budget(s) and long-term financial planning to meet service/functional/departmental or other requirements</td>
</tr>
</tbody>
</table>

6 The job predominantly involves responsibility for either:

1 managing the accounting/audit process at multi-functional/multi-departmental level, and ensuring probity in the use of financial resources at functional/multi-departmental level

or 2 leading the budget setting process, controlling extremely large budget(s), and ensuring value-for-money and effective utilisation of financial resources

or 3 determining very or extremely large budget(s) and long-term financial planning to meet service/departmental/functional or other requirements.

7 The job predominantly involves responsibility for either:

1 controlling the corporate accounting/audit function, and ensuring probity in the use of financial resources at corporate level

or 2 determining budget(s) and long-term financial planning to meet multi-functional or corporate requirements.
FACTOR 11 - RESPONSIBILITY FOR PHYSICAL & INFORMATION RESOURCES

Scope of Factor

This factor takes account of the fact that jobs often have different levels of responsibility for different types of resources – excluding all human resources which should be considered under the factor heading ‘Responsibility for Employees’. The job should be evaluated according to the highest level of either primary or secondary responsibility for physical or information resources. For example, a job having a primary responsibility for the proper use and safekeeping of very expensive equipment and secondary responsibility for ordering and/or stock control of a limited range of supplies should be assessed at Level 3 in line with the first of these features. Job Analysts should take care to set the jobholder’s responsibility in context and ensure they understand its place in the organisational hierarchy; and can therefore assess the job’s responsibilities in relation to those of the immediate line manager, senior management, Head of Service etc but also in relation to the responsibilities of colleagues and subordinates.

Application of the Level Definitions

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

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

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

N.B. – The evaluation of a job need not include assessment of demands in respect of both a physical resource and an information resource; in some cases it may be more appropriate to assess the demands in respect of two different physical resources, for example, security of premises and proper use and safekeeping of vehicles/equipment.

Nature of Responsibility

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

"USE AND SAFEKEEPING" i.e. proper use of equipment, tools, plant and machinery in accordance with manufacturers’ instructions and any relevant training. This includes reporting of faults as appropriate. Proper shut-down and storage of equipment, tools, plant and machinery when not in use including securing items if necessary, for example, closing down a PC at the end of the working day, returning mobile plant to depot, securing chemicals in locked cupboard, handing in keys to security etc.
"MAINTAIN" includes undertaking daily checks, routine maintenance and full maintenance such as servicing and repairs as part of a programme of planned/preventative maintenance.

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

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

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

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

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

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

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

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

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

Information

Consideration is also given to the nature of responsibility for paper based or electronic information systems as a resource, for example, database, filing system, records, reference materials/library. The jobholder's responsibility covers activities such as data input, filing, maintenance and creation or development of information resources; and those relating to the Council's obligations in respect of Data Protection regulations and Freedom of Information requests, rather than simply referring to the information to carry out day to day tasks.

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

“CONFIDENTIAL OR COMMERCIAL SENSITIVE” i.e. information pertaining to organisational matters or the business context

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

"ACCESSING" refers to the interrogation, analysis and verification of information, which requires the jobholder to have a full working knowledge of the subject matter.
"DATA INPUT" refers to data entry, transfer and collation, which may not require the jobholder to have a full working knowledge and appreciation of the information.

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

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

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

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

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

Degree of Responsibility

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

The definitions of 'service', 'function' and 'department' will need to be considered in the context of the organisational hierarchy and the descriptors used at its various levels, for example, a range of activities might be delivered within a single service, a number of services might make up the function, and that function might be one of a number within a department.

“ACTIVITY” in this context generally equates to the work of a single team or section delivering one of a range of activities within a service.

“SERVICE” in this context generally equates to a number of teams or sections delivering a range of related activities, for example, treasury management and budget preparation might be activities within the accounting service.

“FUNCTION” in this context generally equates to a number of services relating to a professional discipline for example, accounting and audit might be services within the finance function.

“DEPARTMENT” in this context generally equates to a range of functions managed together at a strategic level within the organisation, for example, both Finance and the Legal, Regulatory & Governance Division might be among a number of functions within the Corporate Support Department.

“CORPORATE” in this context generally equates to, for example, multi-functional, multi-departmental or Council wide initiatives.
"CONSORTIUM" in this context generally equates to partnership arrangements between the Council and external organisations such as other local authorities, joint boards and voluntary organisations.

**Value**

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

- **Equipment of moderate value** (at Level 1) will include electronic equipment such as laptop/docking station, tablet, printer, vacuum cleaner, food mixer, pedestrian lawn mower, scanner, chainsaw, cement mixer, slicing machine etc.

- **Expensive** equipment (at Level 2) will include a car (used for Local Authority purposes), a minibus or transit van (used for transporting passengers or goods), industrial dishwasher, ride-on mower, equivalent value workshop equipment etc.

- **Very expensive** equipment (at Level 3) will include heavy plant, a refuse lorry or similarly adapted large vehicle, an ICT system/bank of servers (where the jobholder has active responsibility for its operation), responsibility for a dedicated in-house printing system or operation.

**Supplies and/or Stocks**

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

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

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

- This factor heading – as processing of information
- Or
- The ‘Responsibility for Financial Resources’ factor heading – as indirect responsibility for processing financial documentation

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

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

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

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

Consideration is also given to the **degree** or extent of the responsibility for supplies and/or stocks:
"LIMITED" for example, office stationery or food supplies for a school kitchen or vehicle parts for a workshop, etc.

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

Security

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

Examples of “limited responsibilities” (at Level 2) include:

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

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

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

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

Buildings

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

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

For evaluation purposes at 1999 values subject to application of local ‘ready reckoner’ to ensure consistency:

"Considerable" value would be up to £250,000

"High" value would be more than £250,000

3rd Edition 124 Endorsed by SJC November 2015
N.B. Ensuring consistency of application of the values used in the level definitions

The values were set in 1999 during the development of the Scheme; and as such were initially applied during the benchmarking stage as part of the local implementation of the SJC ‘Single Status’ Agreement. In order to ensure consistency of application on an on-going basis authorities will need to consider whether it is necessary develop a ‘ready reckoner’ as part of their local guidance to maintain a clear link between the 1999 values and the equivalent range in their current scheme of financial delegation. Applying a percentage uplift to reflect the rate of inflation since 1999 may not be appropriate as Council budgets have not increased in this way; and changes in organisation structure may have resulted in a variety of changes to the value of resources as responsibilities are combined or altered.

* NOTE: Values have been set at 1999 levels to cover the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in applying these values to their jobs. In these circumstances, and subject to local agreement, alternative values must be developed for application to the whole job population by arrangement with CoSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.
# FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

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

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

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

The factor takes into account the degree to which the jobholder contributes to the overall responsibility, and the value of the resource.
## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

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<tr>
<th>Level</th>
<th>Definition</th>
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<tr>
<td>1</td>
<td>The job involves a <strong>primary</strong> responsibility for either:</td>
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<tr>
<td></td>
<td>1. the proper use and safekeeping of physical resources such as equipment of <strong>moderate value</strong>. This may include daily checks such as oil/water levels etc and/or <strong>reporting</strong> of faults/breakdowns</td>
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<td>2. handling or processing of <strong>routine</strong> information such as <strong>data input or filing</strong></td>
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<td>3. <strong>cleaning</strong> of buildings, premises, external locations or equivalent etc</td>
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<td>4. <strong>requisitioning</strong> supplies for immediate use.</td>
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<td>2</td>
<td>The job involves a <strong>primary</strong> responsibility for either:</td>
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<tr>
<td></td>
<td>1. proper use and safekeeping of <strong>expensive</strong> equipment, including daily checks and reporting of faults/breakdowns etc</td>
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<td></td>
<td>2. handling and processing of <strong>confidential, personal, commercially or otherwise sensitive</strong> information, for example, <strong>creating</strong> and/or updating files or <strong>keeping records</strong></td>
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<td></td>
<td>3. organising, maintaining, <strong>designing or developing</strong> filing and/or record systems for use by <strong>team/colleagues</strong></td>
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<td></td>
<td>4. <strong>ensuring / supervising</strong> the proper use, safekeeping, cleaning and/or maintenance of buildings, premises, external locations or equivalent</td>
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<td></td>
<td>5. undertaking <strong>routine maintenance</strong> of moderately expensive plant or equipment</td>
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<td></td>
<td>6. <strong>ordering</strong> and/or stock control of a <strong>limited</strong> range of supplies for use by jobholder and team/colleagues</td>
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<td></td>
<td>7. <strong>limited</strong> responsibility for <strong>security</strong> of plant, tools and equipment or buildings, external locations or equivalent, this may include setting alarms and keeping keys for access/egress</td>
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## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

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<tr>
<td><strong>3</strong></td>
<td>The job involves a <strong>primary</strong> responsibility for either:</td>
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<tr>
<td>1.</td>
<td>proper use and safekeeping/routine maintenance of <strong>very</strong> expensive plant, equipment or equivalent resources</td>
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<tr>
<td>or</td>
<td>2. organising, maintaining, <strong>designing or developing</strong> filing and/or record systems for use at <strong>departmental/functional</strong> level</td>
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<tr>
<td>or</td>
<td>3. <strong>managing the deployment of a range</strong> of plant, tools, equipment and other physical resources</td>
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<tr>
<td>or</td>
<td>4. undertaking <strong>full repairs and maintenance</strong> of plant, equipment and premises, including preventative or planned maintenance</td>
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<tr>
<td>or</td>
<td>5. <strong>identifying the need for and ordering</strong>, and/or stock control of, a <strong>range</strong> of equipment and supplies</td>
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<tr>
<td>or</td>
<td>6. <strong>security</strong> of plant, tools, equipment or buildings, external locations or equivalent, as a caretaker or nominated <strong>keyholder</strong> for emergencies</td>
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<tr>
<td>or</td>
<td>7. <strong>contributing</strong> to the <strong>adaptation, design or development</strong> of a <strong>limited</strong> range of equipment, land, buildings, other construction works or equivalent</td>
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<tr>
<td>or</td>
<td>8. <strong>contributing</strong> to the utilisation, acquisition and disposal of a <strong>limited</strong> range of equipment, land, buildings or equivalent</td>
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<tr>
<td><strong>4</strong></td>
<td>The job involves a <strong>primary</strong> responsibility for either:</td>
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<tr>
<td>1.</td>
<td>adapting, designing, developing or <strong>managing</strong> of departmental/functional information systems, this may include responsibility for <strong>ensuring</strong> the proper completion and safekeeping of statutory records</td>
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<tr>
<td>or</td>
<td>2. contributing to the adaptation, design or development of a <strong>wider</strong> range of equipment, land, buildings, other construction works or equivalent of <strong>considerable</strong> value</td>
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<tr>
<td>or</td>
<td>3. contributing to the utilisation, acquisition and disposal of a <strong>wider</strong> range of equipment, land, buildings or equivalent of a <strong>considerable</strong> value</td>
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<td>Level</td>
<td>Definition</td>
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<tr>
<td>or 4.</td>
<td>managing the deployment of a <strong>wide</strong> range of plant, tools, equipment and other physical resources</td>
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<td>or 5.</td>
<td>managing the security of a <strong>range</strong> of physical resources</td>
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<tr>
<td>or 6.</td>
<td><strong>tendering and/or procurement</strong> and/or deployment of a wide and high value range of equipment and supplies at a sectional/service level or <strong>contributing</strong> to the tendering or procurement process at a wider level</td>
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<tr>
<td>or 7.</td>
<td><strong>determining</strong> the need for additional resources or supplies at a sectional or service level, and/or <strong>authorising</strong> their purchase and deployment</td>
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<tr>
<td>or 8.</td>
<td><strong>both</strong> a primary and secondary responsibility for resources as described by the demands identified at Level 3.</td>
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<tr>
<td>5</td>
<td>The job involves a <strong>primary</strong> responsibility for either:</td>
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<tr>
<td>1.</td>
<td>adapting, designing, developing or managing multi-departmental/multi-functional/ <strong>Council wide</strong> information systems, databases or archives – including those for external use, for example, Financial Management System, HR System, Electoral Register</td>
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<tr>
<td>or 2.</td>
<td>adaptation, design, development, of a wide and <strong>high value</strong> range of equipment, land, buildings, other construction works or equivalent</td>
</tr>
<tr>
<td>or 3.</td>
<td>utilisation, acquisition or disposal of a wide and <strong>high value</strong> range of equipment, land, buildings, or equivalent</td>
</tr>
<tr>
<td>or 4.</td>
<td>managing the security of a <strong>wide</strong> range of physical resources</td>
</tr>
<tr>
<td>or 5.</td>
<td><strong>tendering</strong> and/or procurement and/or deployment of a range of resources or supplies at a <strong>departmental/functional</strong> level</td>
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<tr>
<td>or 6.</td>
<td><strong>contributing to</strong> long-term planning of the Council's physical or information resources to meet <strong>service/departmental/functional</strong> or other requirements</td>
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<td>or</td>
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<tr>
<td>Level</td>
<td>Definition</td>
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<tr>
<td>7.</td>
<td><strong>both</strong> a primary and secondary responsibility for resources as described by the demands identified at Level 4.</td>
</tr>
<tr>
<td>6</td>
<td>The job involves a <strong>primary</strong> responsibility for either:</td>
</tr>
<tr>
<td></td>
<td>1. <strong>long-term planning</strong> of the Council’s physical or information resources to meet <strong>multi-functional</strong>, <strong>multi-departmental</strong>, <strong>corporate</strong> or other requirements</td>
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<tr>
<td></td>
<td>or 2. tendering, procurement and deployment of resources on a <strong>multi-functional</strong>, <strong>multi-departmental</strong>, <strong>corporate</strong>, <strong>Council wide</strong> or <strong>Consortium</strong> basis</td>
</tr>
<tr>
<td></td>
<td>or 3. <strong>both</strong> a primary and secondary responsibility for resources as described by the demands identified at Level 5.</td>
</tr>
<tr>
<td>7</td>
<td>The job involves <strong>both</strong> a primary and secondary responsibility for resources as described by the demands identified at Level 6.</td>
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</table>
FACTOR 12 - INITIATIVE AND INDEPENDENCE

Scope of Factor

This factor takes account of the problems which the jobholder must deal with in the course of normal working, the decisions which the jobholder is able to take, and the extent to which advice and guidance is available. Job Analysts should take care to set the jobholder's responsibility in context and ensure they understand its place in the organisational hierarchy; and can therefore assess the job’s responsibilities in relation to those of the immediate line manager, senior management, Head of Service etc but also in relation to the responsibilities of colleagues and subordinates.

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

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

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

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

Following “ESTABLISHED PROCEDURES” i.e. the jobholder may determine the appropriate steps to take in specific circumstances, although the actual tasks undertaken may not be documented. This includes procedures established by statutory regulations and legislation.

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

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

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

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

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

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

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

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

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

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

Degree of Demand

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

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

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

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

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

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

"GUIDANCE IS NOT READILY ACCESSIBLE“ i.e. advice and guidance may need to be sought from a variety of sources (internal and/or external) rather than primarily from line management. NOTE: This does not refer to the physical location or availability of the jobholder's immediate line manager, but to the working relationship.
"WITHOUT RECOUSE" i.e. the jobholder works autonomously on high level issues and may seek the views of others rather than 'advice'. 'Guidance' is provided by strategic direction.

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

**Scope of Demand**

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

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

**Managerial Direction**

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

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

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

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

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

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

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

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

**Policy / Strategy**

Consideration is given to the **nature** of the jobholder's role in the development of policy/strategy where this is the **predominant** nature of the job, and to involvement in ad-hoc or one-off projects or secondments. Policy/strategy development does **not** refer to strategic planning or implementation.
"CONTRIBUTE" i.e. on a regular basis as a member of a project team/working party/departmental management etc.

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

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

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

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

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

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

Scope to Exercise Discretion

The scope of the jobholder's discretion is also considered:

The definitions of 'service', 'function' and 'department' will need to be considered in the context of the organisational hierarchy and the descriptors used at its various levels, for example, a range of activities might be delivered within a single service, a number of services might make up the function, and that function might be one of a number within a department.

“ACTIVITY” in this context generally equates to the work of a single team or section delivering one of a range of activities within a service

“SERVICE” in this context generally equates to a number of teams or sections delivering a range of related activities, for example, treasury management and budget preparation might be activities within the accounting service.

“FUNCTION” in this context generally equates to a number of services relating to a professional discipline for example, accounting and audit might be services within the finance function.

“DEPARTMENT” in this context generally equates to a range of functions managed together at a strategic level within the organisation, for example, both Finance and the Legal, Regulatory & Governance Division might be among a number of functions within the Corporate Support Department.
“CORPORATE” in this context generally equates to, for example, multi-functional, multi-departmental or Council wide initiatives.
### FACTOR 12 - INITIATIVE AND INDEPENDENCE

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

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

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| 1     | The job predominantly involves following **instructions** or established working **practices** which define the tasks in detail, but **some** initiative is needed on a day to day basis to complete the tasks required.  

   and;  

   The work is subject to routine inspection, supervisory or customer checks, or **close supervision**. |
| 2     | The job **predominantly** involves working from instructions or established practice, but requires initiative to make **routine decisions**.  

   and;  

   Problems are referred to a supervisor/ manager. **Supervision** and/or guidance are **readily available**. |
| 3     | The job **predominantly** involves working within established **procedures/policy guidelines**. The jobholder requires initiative to organise own workload and **decide** how and when duties are to be carried out.  

   and;  

   The work may involve responding independently to routine or **predictable** problems and situations. The jobholder generally has ready **access** to a supervisor/ manager for advice and guidance on **unusual or difficult** problems. |
### FACTOR 12 - INITIATIVE AND INDEPENDENCE

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| 4     | The job *predominantly* involves working within established procedures/policy guidelines to progress a **limited range** of activities.  

and;  

The work may involve responding independently to **unanticipated** problems/situations and making **decisions**/exercising initiative with **ready access** to manager/more senior officers for advice and guidance on **serious** problems.  

or  

The work is subject overall to **professional advice and managerial direction**. The jobholder may have an occasional input to the development of strategy and policy. |

| 5     | The job *predominantly* involves working within the Council’s policy **framework**, and involves using discretion and initiative over a **range** of activities, with little access to more senior officers. The jobholder **consults** his/her manager for **specific** advice and direction as and when required.  

and;  

The jobholder will contribute on an on-going basis to the **development of strategy** and policy, and will also contribute to the **implementation and monitoring of legislation**, and regulation. |

| 6     | The job *predominantly* involves either:  

1. working within the Council’s policy **framework**, and involves using **wide** discretion and initiative over a **broad** range of activities, advice is not readily accessible.  

and;  

the work is subject to **general** managerial direction. The job holder will be required to **lead** the development of strategy and policy and the **implementation and monitoring of legislation**, and regulation.  

OR  

2. working within the Council’s policy **framework, and involves exercising very wide** discretion and initiative over a **very broad** range of activities.  

and;  

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| 7     | The job **predominantly** involves working within the overall policy and **strategy** of the Council, and involves using **very** wide discretion and initiative over a **very** broad range of activities, **without** recourse to others for advice.  
**and;**  
The work is subject to **minimal** managerial direction. The jobholder will be required to make **recommendations** on strategic and policy matters at Committee or equivalent level. |
| 8     | The job **predominantly** involves working within the strategic framework of the Council, and statute or legislation.  
**and;**  
The jobholder will be required to **advise, challenge** and recommend changes to broad areas of Council strategy and policy at a **multi-functional, multi-departmental or corporate** level. |
FACTOR 13 – KNOWLEDGE

Scope of Factor

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

Application of the Level Definitions

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

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

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

Nature of Knowledge

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

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

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

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

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

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

"CLERICAL" i.e. knowledge associated with clerical procedure and practice.
“ADMINISTRATIVE” i.e. knowledge associated with administrative policy, procedure and practice.

**Literacy and Numeracy**

The degree of literacy and numeracy required to do the job should be considered in a broad sense e.g. to include map reading:

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

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

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

**NOTE:** “Technical maps” does not refer to standard road maps

**Extent of Knowledge**

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

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

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

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

“TASKS” are the individual elements within a job or activity, for example:
- typing and filing are tasks within clerical activities
- digging and pruning are tasks within the activity of gardening
- ordering and invoicing are tasks within the activity of purchasing
- conveyancing and litigation are elements of legal activity
- washing and dressing are elements of a caring activity.

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

“ACTIVITIES” - an activity relates to the range of tasks required to complete a process such as, purchasing, cooking, gardening, recruitment, audit, maintenance etc. This relates to the jobholders understanding of the overall process rather than of the particular tasks involved.
“WIDE RANGE” refers to knowledge of related jobs within a single field or discipline

“BROAD RANGE” refers to knowledge of related jobs across a number of fields or different disciplines

Complexity

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

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

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

Acquisition of Knowledge

Consideration is given to how the necessary knowledge is acquired:

This refers to how jobholders typically acquire the knowledge needed to do the job, which may differ from how an individual jobholder has acquired the necessary knowledge. Jobs should be assessed from the point of view of a TYPICAL jobholder, rather than on the basis of the personal achievements/background/circumstances of a particular individual to determine the minimum that would considered essential, rather than desirable, if filling a vacant post.

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

"ON OR OFF-THE-JOB" refers to vocational/further education or training. This includes both in-house and externally provided training such as, training by manufacturers or suppliers, for example, fork-lift truck certificate of competence, use of proprietary software applications, etc.

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

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

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

NOTE: Qualifications attained as part of a programme of continuous professional development or for the purposes of progression through a career grading scheme demonstrate the individual’s capabilities or eligibility for promotion but may not be essential to undertake the current job.
NOTE: Clarification may need to be sought from HR or the jobholder's Service/Department regarding current job specification and minimum requirements to do the job, which may differ from current recruitment criteria.

Technical or Specialist Knowledge

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

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

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

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

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

A “SPECIALISM” i.e. Child Care within Social Work OR Pre-Five’s within Education OR Bridges within Civil Engineering

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

“MULTI-DISCIPLINARY” - i.e. Housing AND Social Work OR HR/OD AND Finance etc.

Qualifications

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

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

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

The qualifications cited in the following definitions are provided for indicative purposes only; and any other recognised qualifications will need to be considered in terms of their equivalencies to these examples:

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

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

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

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

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

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

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

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

Experience

The amount of time needed to become fully competent and familiar with all aspects of the job need not be continuous, for example, periods of experience may be accumulated on either side of a career break. Periods of relevant experience may be gained in current job or a previous related job. Account may need to be taken of the need to experience all seasons or cycles within a job.
Examples of the amount of experience required will vary according to the different routes taken to acquire the necessary knowledge, and according to the type of work undertaken:

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

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

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

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

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

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

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

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

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

**Formal Working Groups**

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

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

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

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

“PROVISION OF SPECIALIST EXPERTISE” i.e. expressing views of a Council service(s) or function(s) in relation to that Council’s local circumstances or experience on a particular issue.
“REPRESENTING THE COUNCIL’S POSITION OR INTERESTS” i.e. having delegated authority to act on the expressed views of the full Council or the relevant service Committee.

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

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

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

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

"INITIATING AND DIRECTING" i.e. identification of potential problems/issues and overall responsibility for ensuring these are addressed.
FACTOR 13 - KNOWLEDGE

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

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

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Definition</th>
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<tbody>
<tr>
<td>1</td>
<td>The job requires predominantly practical knowledge of a number of similar tasks and operation of basic powered tools and/or equipment associated with those tasks. And/or Minimal previous or job related experience will be required, but jobholders will require induction, and a demonstration of duties and on-the-job experience will be needed to become familiar with the job.</td>
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<tr>
<td>2</td>
<td>The job requires knowledge of a number of different tasks and operation of powered tools and/or equipment associated with those tasks. Jobholders will require basic literacy, numeracy and/or PC skills. And/or The predominantly working knowledge needed may be acquired through either education, vocational qualification, on or off-the-job training, or job related experience. Jobholders will generally require minimal induction, and some working experience to become fully competent and familiar with all aspects of the job.</td>
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<tr>
<td>3</td>
<td>The job predominantly requires comprehensive knowledge of a range of related tasks some of which, singly or in combination, are relatively complex; and of the operation of tools and/or equipment associated with those tasks. Greater literacy and numeracy are required, and may include the ability to interpret technical maps and/or drawings. And/or</td>
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# FACTOR 13 - KNOWLEDGE

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<th>Level</th>
<th>Definition</th>
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| **4** | The job requires predominantly **technical or specialist** knowledge, including an **appreciation of theory**. The jobholder needs **advanced** knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.  
**And/or**  
The jobholder requires knowledge of a **wide range** of jobs and **associated** activities. Jobholders will generally need an **extended** period of relevant working experience to become fully competent and familiar with all aspects of the job. |
| **5** | The job requires predominantly technical, specialist and **in-depth theoretical** knowledge. The job holder needs **further** knowledge acquired through education, vocational qualification, on or off the job training or job related experience.  
**And/or**  
The job requires knowledge of a **broad** range of jobs and **organisational** activities. Jobholders will generally need a **significant** period of relevant working experience to become fully competent and familiar with all aspects of the job. |
| **6** | The job requires **extensive** technical, specialist and/or theoretical knowledge. The jobholder needs **both breadth and depth of** knowledge acquired through either education, vocational qualification, on or off-the-job training, or job related experience.  
**And/or**  
The jobholder will generally need a **considerable** period of relevant working experience to become fully competent and familiar with all aspects of the job. The jobholder may **contribute** to **internal** working parties considering the **operational** implications of initiatives, developments or changes in legislation. |
| **7** | In addition to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires a **substantial** period of relevant working experience in order to acquire, **either**:  
1. the **expertise** to assess the operational implications of proposed changes |
### FACTOR 13 - KNOWLEDGE

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<th>Definition</th>
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<td>or 2.</td>
<td>an in-depth understanding of initiatives, developments or legislation in the <em>external environment</em> in which the Council operates to <em>contribute</em> to formal/external working groups considering a functional/professional response to the implementation of change.</td>
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<tr>
<td>or 3.</td>
<td>to be able to provide specialist advice in a functional, professional, industry or national capacity, for example, to <em>represent</em> the stated position of their Authority on an <em>ad hoc</em> basis on <em>external</em> bodies considering a functional/professional response to change.</td>
</tr>
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</table>

8 **In addition** to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an *extensive* period of relevant working experience and an in-depth understanding of proposed initiatives, developments or legislation in the *external environment* in which the Council operates, in order to either:

1. deal with more *complex* operational or functional issues across a *range* of disciplines

or

2. provide specialist advice in a functional, professional, industry or national capacity, for example, to *represent* the stated position of their Authority on a *regular* basis on *external* bodies considering a functional/professional response to change

or

3. be *involved* in the assessment of the potential impact/implications of proposed change at a functional or corporate level, and *contribute* to the co-ordination and development of the Authority's *strategic* response, and to ensuring its preparedness for implementation of change.

9 **In addition** to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an *extensive* period of relevant working experience and an in-depth understanding of *anticipated* or proposed initiatives, developments or legislation in the *external environment* in which the Council operates.

And;

Jobholders will be required to *assess* the potential impact/implications at a *functional, departmental or corporate* level, and to *initiate and direct* the development of the Authority’s strategic response, and *ensure* its preparedness for implementation of change.