

WARWICKSHIRE COUNTY COUNCIL

JOB EVALUATION SCHEME

FACTOR GUIDANCE AND LOCAL CONVENTIONS

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LOCAL CONVENTIONS FOR KNOWLEDGE AND SKILLS FACTOR

This factor measures the Knowledge required for the job. It covers all technical, specialist, procedural and organisational knowledge required for the job, including numeracy and literacy; knowledge of equipment and machinery; and knowledge of concepts, ideas, other cultures or languages, theories, techniques, policies, procedures and practices. It takes into account the breadth, diversity and range of knowledge and depth and complexity.

Level 1	The job requires knowledge of the procedures for a limited number of tasks and the operation of associated basic tools and equipment . The jobholder needs to be able to follow straightforward oral and written instructions and keep basic work records .	
	PROCEDURES	Ways in which activities ought to be undertaken. These can be set out in writing <u>or</u> clearly understood working methods established by practice.
	LIMITED NUMBER OF TASKS	No more than 2 'primary' tasks within the role which are not complex, largely repetitive in nature. Evident is such jobs as car park attendant, laundry worker.
	BASIC TOOLS AND EQUIPMENT	Basic tools and equipment relates to the use of office equipment including PC's and the use of basic keyboard operation, photocopiers, fax machines. Basic tools would include hand tools, basic cleaning equipment.
	STRAIGHTFORWARD SIMPLE	A need for the jobholder to follow simple instructions.
	BASIC WORK RECORDS	e.g. manual timesheets.
Level 2	The job requires knowledge of the procedures for a range of tasks and the operation of associated tools and equipment . The jobholder needs basic literacy and numeracy skills .	
	RANGE OF TASKS	More than 2 and up to 5, those which are not too similar or connected. For example in a Grounds Maintenance post which includes driving, litter picking, mowing, loading, unloading, sweeping up, pruning and spraying.
	ASSOCIATED TOOLS AND EQUIPMENT	Different skills are required to operate or use the associated tool or equipment. At least 4 types of equipment. E.g. the postholder uses a range of different software packages which requires different knowledge to operate.

Level 3	BASIC LITERACY AND NUMERACY SKILLS	Ability to read text, write straightforward sentences and undertake straightforward arithmetic functions. Postholder uses templates to produce letters or written correspondence or to carry out arithmetical functions
	The job requires knowledge of the procedures for a range of tasks , some of which, singly or in combination, are relatively complex , and of the operation of associated equipment and tools. Literacy and numeracy skills are required.	
	RANGE OF TASKS	More than 5
	RELATIVELY COMPLEX	Tasks which are "singly or in combination relatively complex are those which require a number of different factors to be taken into consideration. For the job holder to answer 'Yes', in each example the jobholder gives, there is a need to provide 3 elements within the main task. Examples would include; assessing claims for a grant, allowance or benefit (circumstances of claimant, sources of income, relevant regulations, local procedures etc); planning and preparing meals on a large scale (different dishes, timing, ingredients, equipment); being individually responsible for processing of invoices or payments including resolution of any queries with third parties (undertaking necessary checks; inputting into relevant systems, liaising directly with suppliers etc to determine facts).
	LITERACY SKILLS ARE REQUIRED	Literacy includes using correct spelling, grammar and punctuation. The postholder produces letters and written correspondence from scratch without the help of templates. Literacy should be considered in a broad sense (e.g. to include map reading).
	NUMERACY SKILLS ARE REQUIRED	Numeracy skills include an understanding of percentages and decimals. The postholder will carry out calculations from scratch to produce answers/results which the postholder or someone else will then do something with. Does not simply include entering numbers on a pro-forma or spreadsheet or obtaining % by using a calculator.

Level 4	The job requires predominantly practical and procedural knowledge across a technical or specialist area or an equivalent level of organisational, procedural and policy knowledge.	
PRACTICAL KNOWLEDGE	Is that which requires an awareness and understanding of how to perform a task or a range of tasks, of a physical nature, which can be understood following (oral or written) work based instruction and guidance.	
PROCEDURAL KNOWLEDGE	<p>Organisational or job related processes which are required to be followed and adhered to in the completion of job tasks. Such tasks may be clerical or practical in nature but must demand an understanding of and compliance with a prescribed method and order of operation, which in most circumstances will be the subject of written instruction within procedural documentation. Examples are:</p> <ul style="list-style-type: none"> ○ The knowledge required to interpret and adapt established procedures (written or otherwise) in order to meet specific circumstances e.g. NVQ Assessor, Insurance Claims Handler applying the procedural framework to an individual case; a Highways Technician assessing work requirements and acting accordingly to effect remedial works within a particular location. ○ Back up procedures for data security within mainframe and network based security systems. ○ The knowledge that is detailed in nature and requires the postholder to interpret the appropriate response to a situation or set of circumstances, by reference to an established framework or solutions, alternatives or methods. Such knowledge may exist in a range of environments and may include the ability to follow and apply detailed instructions involving various elements of activity in the completion of a task. Examples will include: Fault finding within the operation of a software system or computer hardware ○ The application of complex regulations requiring analysis and interpretation. ○ The knowledge that is specifically relevant to the field in which the job operates and requires an awareness of the basis upon which the procedures and practices are established. This may include the concepts, principles and legislation that underpin the defined standards and modes of operation. ○ The post must require a NVQ level 3 or equivalent level in a subject matter which is specifically relevant to the job; 	
ORGANISATIONAL, PROCEDURAL AND POLICY KNOWLEDGE	A requirement for the jobholder to have an awareness and understanding of ALL the practices and procedures within the relevant Service Unit*, including detailed knowledge in specific areas as defined above.	

ACROSS A SPECIFIC
AREA / UNIT

* See definition at end of Knowledge and Skills

Level 5	The job requires theoretical plus practical and procedural knowledge in a specialist area or an equivalent level of organisational, procedural and policy knowledge	
	THEORETICAL KNOWLEDGE	The post must require either; a) previous education to a graduate level in a subject matter which is specifically relevant to then job; b) a formal qualification to NVQ level 4, HNC or equivalent or; c) a degree level Social worker (with consolidation module); or d) where there is no relevant qualification) the ability to demonstrate the full range of competences required for the post in order to start doing the job. For indicative purposes this is considered as representing a minimum of three years experience within the relevant specialist discipline in order to start doing the job.
Level 6	The job requires advanced theoretical , practical and procedural knowledge across a specialist area or an equivalent level of organisational, procedural and policy knowledge	
	ADVANCED THEORETICAL KNOWLEDGE OR AN EQUIVALENT LEVEL OF ORGANISATIONAL, PROCEDURAL AND	Includes theoretical knowledge and a full understanding of relevant concepts, principles and legislative frameworks such as could only be acquired through extended training and experience.

<p>POLICY KNOWLEDGE</p>	<p>The post must require an appropriate professional qualification (for example Graduate CIPD; CCAB; RICS; MRTPI; LLB; MICE; Social Worker (Higher Specialist award); NVQ5; or equivalent) OR where there is no relevant professional qualification in order to start doing the job the post holder must have at least 3 years at a 'senior' level in a multi-functional organisation.</p> <p>SENIOR is defined as a senior specialist (with individual responsibility for functions, activities and other specialists) OR the most senior specialist in that discipline within a relevant multi-functional employer or within different sectors.</p>
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<p>Level 7</p>	<p>The job requires advanced theoretical, practical and procedural knowledge across a specialist area plus detailed knowledge of the associated organisational policies, practices and procedures or an equivalent level of organisational, procedural and policy knowledge</p> <p>ADVANCED THEORETICAL KNOWLEDGE ACROSS A SPECIALIST AREA PLUS DETAILED KNOWLEDGE OF THE ASSOCIATED ORGANISATIONAL POLICIES, PRACTICES AND PROCEDURES</p> <p>The postholder must be required to have EITHER <u>advanced knowledge</u> (as defined above), including relevant concepts and principles <u>across a SSA</u></p> <p>OR a minimum of <u>three years post professional qualification experience</u> in a relevant post as a minimum to be able to start the job.</p> <p>OR <u>where there is no professional qualification in the function or discipline</u> the postholder must have at least 3 years at a 'senior' level in a multi functional organisation (in order to be able to start the job) and that experience would need to include:</p> <p>a/ Working in partnership with organisations outside of the Council in order to achieve relevant strategic objectives OR</p> <p>b/ Having led corporate wide projects or activities on behalf of a comparable multi-functional employer or within different sectors, OR</p> <p>c/ Substantial experience of diverse project AND programme management</p> <p>SENIOR is defined as per level 6 above.</p>
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Level 8	<p>The job requires advanced theoretical, practical and procedural knowledge across a specialist area plus detailed knowledge of the associated organisational policies, practices and procedures for that and other related specialist areas or an equivalent level of organisational, procedural and policy knowledge</p>
<p>ADVANCED THEORETICAL. PRACTICAL AND PROCEDURAL KNOWLEDGE ACROSS A SPECIALIST AREA PLUS DETAILED KNOWLEDGE OF ASSOCIATED ORGANISATIONAL POLICIES, PRACTICES AND PROCEDURES FOR THAT AND OTHER RELATED AREAS</p>	<p>In addition to the requirements at level 7 the postholder must report directly to a third tier manager or higher AND be either managing a Specific Specialist Area or be required to have knowledge across a Whole Specialist Area (as defined) .</p> <p>1st Tier – Strategic Director 2nd Tier – Head of Service 3rd Tier – Professional Lead (Hay)</p>

SUMMARY

LEVEL	MANAGE		BREADTH		DEPTH		REPORT TO	EQUIVALENT
8	SSA	OR	Advanced Knowledge Across WSA	+	3 Years PQE	+	3 rd Tier Officer	
7	_____		Advanced Knowledge Across SSA	+	3 Years PQE		_____	As per text
6	_____				PQ	OR		3 years at a senior level in a multi-function organisation
5	_____				Degree			As per text
4	_____		Practical & Procedural Knowledge		NVQ 3			As per text

DEFINITION OF A SERVICE UNIT		
A service unit is defined as a discrete unit (or units) which would normally be managed by someone reporting to at least a fourth tier officer and would satisfy at least two out of three of the following: -		
1	A discrete unit (or units) comprising at least 15 staff or a specialist area of more than 3 professionally qualified staff. The unit could be temporary in nature and be a group of employees from different areas, working on a discrete project and being managed on a 'matrix management' basis.	
2	A discrete unit (or units) which has an operational budget of more than £250k (excluding staff costs). The operational budget refers to the cost of running/delivering the service (and does not necessarily require cost centre management by the manager).	
3	A discrete unit (or units) that has a significant impact across the Council/Partner agencies or across wider communities. This would normally be illustrated by one of the following;	
	a	Has a direct effect upon the development of policy impacting across the organisation and/or significant partner agencies or
	b	Its services result in a significant benefit or disadvantage to the users of the service across a discrete sector (as measured in significant financial/resource/well-being/efficiency terms) of the community or
	c	Its service would result in a direct and significant positive impact upon achieving the key priorities and objectives of the Directorate.

LOCAL CONVENTIONS FOR MENTAL SKILLS FACTOR

This factor measures the mental skills required for the job. It includes analytical, problem solving and judgemental skills. It also includes creative and development skills, whether related to design, handling of people or development of policies and procedures, and planning and strategic skills. It takes into account requirements to gather, collate and analyse the facts needed to solve problems, and also requirements for imaginative thinking.

Level 1	The job requires judgemental skills, in order to identify straightforward solutions to simple problem	
	JUDGEMENTAL SKILLS	The requirement to undertake basic assessments between very limited options where alternative courses of action represent the exception to the rule and require reference to a supervisor or manager.
	STRAIGHTFORWARD SOLUTIONS	Postholder can identify simple solutions to simple problems. Resolved personally by the postholder without reference to anyone else.
	SIMPLE PROBLEM	Postholder has the ability to deal with simple problems personally. Resolved personally without reference to anyone else. Jobholder will know what to do.
Level 2	The job requires judgemental or creative skills , where there is some need to interpret information or situations and to solve straightforward problems	
	CREATIVE SKILLS	The requirement to exercise personal choice and creativity with regard to undertaking a task and achieve the defined objective where the task itself is not entirely proscribed in detail., e.g. a work processor operator afforded flexibility about the layout of a document; a social work support officer developing the specific delivery of an agreed care package with a client.
	INTERPRET INFORMATION	The postholder looks into the information to understand and find meaning, in order to solve the problem.
	SOLVE STRAIGHTFORWARD PROBLEMS	Information is immediately apparent (e.g. by observation or by simple enquiry or investigation) and can generally be interpreted in only ONE WAY. Post holder to carry out some form of assessment, (i.e. making judgements between alternative solutions) before taking action to personally resolve the problem.

Level 3	The job requires analytical and judgemental or creative and development skills where there is a need to interpret information or situations and to solve varied problems or develop solutions or plans over the short term	
	ANALYTICAL SKILLS	Analytical skills are those required for dissecting information, a problem or situation into its component parts, in order to examine its essential elements as the basis for making a judgement or resolving a problem.
	CREATIVE SKILLS	Involves the ideas or concepts created by others but new or untried to the area of work or department. Solutions that are drawn from existing instructions, procedures or from experience are not genuinely creative.
	VARIED PROBLEMS	Those which require the postholder to obtain and take account of at least 3 different sources of information , at least one of which must originate from outside the Council. Furthermore, at least 1 of the sources of information will not be predominantly 'factually based' and therefore require 'second level analysis' , i.e. the information required demands analysis by the postholder before it can be 'imported' into the problem solving process. This could occur as a result of the information being either expressions of a diverse range of opinions/be vague and loosely defined in nature, or be the point of contention between more than two separate parties
	PLANS	The development of PLANS relates to the need for the jobholder to look ahead and to take the necessary decisions or actions which will eventually ensure that the required outcomes are achieved or that the required activities or events take place at the appropriate time.
		It must be the postholders PERSONAL responsibility to take the necessary planning decision or action, but plans need not be formally presented or documented.
The preparation of annual budgets, allocating of staff to established rotas, approving annual leave, organising diary dates or any other similar scheduling activities are not planning in this context. Those which represent the bringing together a number of different elements or resources (financial, physical or human) in a co-ordinated and combined manner to meet a defined need or achieve a specific objective' (e.g., organising a series of interviews as part of a recruitment process; undertaking the necessary preparatory work to bring together a team of workers to complete a task such as tarmac resurfacing, or developing a routine maintenance repair programme for Council buildings and facilities.		

SOLUTIONS	Solutions represent planning activity which is enhanced by the requirement for original thinking in their development. Therefore, the jobholder must be required to identify and bring together a number of different elements or resources (financial, physical or human) in a creative manner in order to address a particular need or a specific set of circumstances not previously encountered within the remit of the job (e.g., developing proposals for a 'healthy living' promotional event; developing alternative proposals for building design to improve energy efficiency; applying a new software package to an existing computer based service provision or using practical knowledge to most effectively utilise available land or facilities in order to meet a new demand.
OVER THE SHORT TERM	Normally takes up to one month to create or put together the plan. This must reflect a job requirement and reflects the longest 'planning horizon', i.e. how far ahead the postholder is being required to think and the period over which the plan or solution is created to when it is put into place. This relates to the time for design of the plan or solution not the length of time it covers.

Level 4	The job requires analytical and judgemental or creative and development skills to analyse and interpret complex information or situations and solve difficult problems or develop solutions or plans over the medium term	
	DIFFICULT PROBLEMS	Those which require the postholder to obtain and take account of at least 4 different sources of information , of which at least 2 will not be predominantly 'factually based' and therefore require 'second level analysis' (as defined in Level 3 above).
	OVER THE MEDIUM TERM	The 'planning horizon' (as described in Level 3 above) normally exceeds 1 month and is no greater than 6 months.
	CREATIVE SKILLS	A requirement to develop and implement creative thinking which includes the introduction ideas or concepts which are highly innovative and likely to be uncommon or unprecedented across the Local Government sector as a whole. This is a job requirement rather than a 'one-off' individually generated idea or concept.

Level 5	The job requires analytical and judgemental or creative and development skills to analyse and interpret varied and complex information or situations AND produce solutions over the long term	
VARIED AND COMPLEX INFORMATION AND SITUATIONS	This reflects problem solving where the postholder is required to obtain and take account of : a) at least 5 different sources of information, of which at least 3 will not be predominantly 'factually based' and therefore require 'second level analysis' (as defined in Level 3 above), or b) at least 4 different sources of information , all of which require 'second level analysis'	
OVER THE LONG TERM	The 'planning horizon' (as described in Level 3 above) normally exceeds 6 months.	
Level 6	The job requires analytical and judgemental or creative and development skills to analyse and interpret very varied and highly complex information or situations AND to produce solutions over the long term .	
VERY VARIED AND HIGHLY COMPLEX INFORMATION AND SITUATIONS	This reflects problem solving where; a) the problem encountered demands genuine original thinking in order to address a particular need or a specific set of circumstances not previously encountered within the remit of the job, AND; b) where the postholder is required to obtain and take account of at least 5 different sources of information, of which at least 3 will not be predominantly 'factually based' and therefore require 'second level analysis' (as defined in Level 3 above). OR at least 4 different sources of information, all of which require 'second level analysis' .	
SOLUTIONS	The post must have a responsibility for the development of solutions (this will reflect a 'planning horizon' of more than 6 months) The solutions must impact beyond the SSA.	
OVER THE LONG TERM	The 'planning horizon' (as described in Level 3 above) normally exceeds 6 months.	

SUMMARY

	PROBLEM SOLVING					PLANNING HORIZON (time spent planning)
3	VARIED	3+1				S/T UP TP ONE MONTH
4	DIFFICULT	4+2				M/T UP TO 6 MONTHS
5	VARIED & COMPLEX (PLANS OR SOLUTIONS)	5+3	OR	4+4		L/T MORE THAN 6 MONTHS
6	VERY VARIED & HIGHLY COMPLEX (SOLUTIONS BEYOND SSA)	5+3	OR	4+4		L/T MORE THAN 6 MONTHS

LOCAL CONVENTIONS FOR INTERPERSONAL SKILLS FACTOR

This factor measures the interpersonal and communication skills required for the job. It includes oral, linguistic, sign and written communication skills. The emphasis of the factor is on the purpose to which the interpersonal and communication skills are put (for example, training, promoting, obtaining information from others, interviewing, gaining the co-operation of others, team working, advising, motivating, persuading, counselling, conciliating, negotiating, meeting the needs of others). The factor covers the complexity or contentiousness of the subject matter to be conveyed, and any requirements to exercise confidentiality or sensitivity. It takes into account the nature, diversity, cultural background and size of the intended audiences.

Level 1	The job involves exchanging straightforward information, usually orally, and with work colleagues, but could include other people.	
	EXCHANGING	EXCHANGING involves actually personally communicating the information which implies an understanding of, and an ability to respond to, what is being exchanged.
	STRAIGHTFORWARD INFO	STRAIGHTFORWARD INFORMATION includes simple instructions and guidance.
Level 2	The job involves exchanging orally or in writing information to inform other staff or members of the public. Some tact may be required.	
	TACT	TACT is a skill in dealing with difficult situations and where sensitivity is required.
Level 3	The job involves either A, B, C, D or E	
A	Exercising interpersonal caring skills, in order to meet the basic welfare needs of clients	<p>CARING SKILLS - where there are no communication problems and the needs of clients can be identified through normal conversation. Caring skills at level 3 are developed as a result of regular use and experience of the relevant activities. For example, caring situations where identifying the true needs of clients requires experience of similar types of clients.</p> <p>BASIC WELFARE NEEDS OF CLIENTS are those which can be readily satisfied. For example, physical needs for food, drinks, personal cleanliness, cleanliness of accommodation and social needs for conversation.</p> <p>CLIENTS are people who are dependent upon the caring and/or training skills of the jobholder for delivery of the services of the Authority, for example, the elderly, the homeless, residents of sheltered accommodation, children in nurseries or schools run by the local authority. Clients exclude internal authority customers (as in client departments) or external customers (e.g. members of the public with planning applications) because neither are dependent on the authority for their care and welfare.</p>

B	Exercising training or motivational skills in relation to other members of staff.	TRAINING OR MOTIVATIONAL SKILLS will normally apply to people with specific management or supervisory responsibilities. Includes own staff, but can also include volunteers and employees from outside agencies. This must be a job requirement. Training in this context means imparting a skill or a range of skills/knowledge, not simply for example, showing a colleague how the photocopier works or the informal induction of new members of staff or 'showing the ropes' to less experienced staff.
C	Exchanging orally or in writing varied information with a range of audiences.	<p>VARIED INFORMATION means information drawn from a variety of sources (three or more). It does not mean merely passing over readily available leaflets, brochures or documents.</p> <p>A RANGE of audiences means that the jobholder is required to "exchange information with individuals drawn from at least 3 discrete types of audience, as opposed to separate individuals. Examples would include:-</p> <ul style="list-style-type: none"> a/ staff from other "sections" within the Council b/ representatives from external bodies c/ members of the public d/ elected members e/ contractors or external suppliers
D	Exercising advisory, guiding, negotiating or persuasive skills	<p>ADVISORY means giving advice/supports (more than just passing on information) and involves supporting others in the consideration of options leading to their own decision.</p> <p>NEGOTIATING means to form agreement whilst maintaining objectives.</p> <p>PERSUADING means influencing the decision of others towards a particular course of action.</p> <p>EXERCISING ADVISORY, GUIDING, NEGOTIATING OR PERSUASIVE SKILLS. For example, advising or guiding members of the public or other employees over what they should do to resolve particular sorts of problems or particular circumstances which may be outside the personal experience of the jobholder or negotiating with or persuading suppliers or contractors to operate in a particular way. At this level the postholder will be mainly relying on facts to advise and guide</p> <p>The above will usually be demonstrated as more than an incidental part of the role</p>
E	Using a language other than English where there is a need to exchange straightforward info	USING A LANGUAGE other than English should be a requirement of the job.

Level 4	The job involves either A, B, C, D, E	
A	Exercising developed interpersonal caring or training skills , in order to meet the more demanding needs of clients	<p>DEVELOPED caring or training skills are those developed beyond the level expected of most employees through training or experience in order to be able to identify caring or training needs where these cannot be identified in the course of normal conversation and work interaction. For example, where there is some form of communication problem or where the client, child or trainee does not understand what is available or what is expected.</p> <p>The DEMANDING needs of clients are those which cannot always be immediately satisfied. For example, physical needs for modifications to the current accommodation, a different type of accommodation or a different type of care from the current one and social needs for comfort, social interaction, interpretation or similar assistance.</p>
B	Exercising developed training, developmental, leadership or motivational skills	DEVELOPED skills are those normally only needed where the jobholder is training people who are not his/her staff, close colleagues nor anyone else with whom he/she has regular contact.
C	Exercising developed advisory, guiding, negotiating or persuasive skills in order to encourage others to adopt a particular course of action .	DEVELOPED advisory, guiding, negotiating or persuasive skills are those developed beyond the level expected of most employees through training and/or experience. It is a job requirement to exercise such skills to encourage others to adopt a particular course of action which may not be their preferred or recommended option and which enables the Council to achieve a relevant (job based) objective. For example, advising and persuading clients or other employees that the course of action they propose to adopt is unsatisfactory or unacceptable or undertaking formal contractual negotiations with trade union officers or contractors. At this level the issue cannot be resolved by a determination of facts (there is scope for interpretation and/or points which are contentious i.e. both points of view could be legitimate). The outcome does not need to be successful
D	Exchanging orally and in writing complicated or sensitive information with a range of audiences.	COMPLICATED information is information which is made up of a number of separate parts where it is(e.g. more than four sources where at least 2 will not be predominantly factually based) essential for the recipient to understand every part in order to gain a sufficiently clear picture or to accept what is being said. SENSITIVE information is that which the person being spoken to or about would reasonably regard as personal, private or confidential, i.e. which could cause embarrassment if disclosed unnecessarily. At level 4 postholders will normally need to exchange complicated or sensitive information.
E	Using one or more languages where there is a need to exchange complicated info	USING A LANGUAGE other than English should be a requirement of the job.

Level 5	The job involves either A or B, C, D	
A	Exercising highly developed interpersonal caring or training skills , in order to meet the very demanding needs of clients .	<p>HIGHLY DEVELOPED caring or training skills are those developed well beyond the level expected of most employees, usually through a formal training process but possibly through extensive use and refinement of the relevant skills. This level of skill will be required in order to respond to welfare or learning needs where there are obvious communication problems and/or no understanding of what is available or expected. For example, caring or training skills for identifying and responding to the needs of clients, children or trainees with sensory or mental impairments or those suffering from emotional or social deprivation, those who are or have been the victim of abuse or those with multiple impairments.</p> <p>The VERY DEMANDING needs of clients are those which may be difficult to satisfy. For example physical needs for specific and/or specialist accommodation or care and social needs for stimulation to those with physical or mental impairments or similar assistance.</p>
B	Exercising highly developed advisory, counselling, negotiating or persuasive skills, or advocacy , in order to convince others to adopt courses of action they might not otherwise wish to take .	<p>HIGHLY DEVELOPED advisory, guiding, negotiating or persuasive skills are those developed well beyond the level expected of most employees through training and/or experience, in order to be able to encourage others to adopt a particular course of action. Highly developed will only apply where the postholder has no other course of action available to achieve the defined objective other than the postholder's interpersonal skills (i.e. the need to convince). The outcome does not need to be successful.</p> <p>The example provided must demonstrate that the failure to convince would:-</p> <ul style="list-style-type: none"> a/ have a direct and significant implications upon the Council, public or other private finances between £100,000 and £250,000 OR b/ require a change to Council Policy or formal procedure impacting across the service unit OR c/ result in a significant benefit or disadvantage to the individual users of that service or groups of clients, or impact internally across the service unit OR d/ result in direct and significant positive impact upon achieving the key priorities and objectives within the Service Unit <p>COUNSELLING means it is a requirement of the jobholder to listen, advise and enable individuals to reach their own solutions to problems and that the post holder will be formally trained in counselling techniques.</p> <p>ADVOCACY will be where the job holder is the Council's lead representative in the relevant external setting and is directly responsible for presenting the Council's case. This may include Planning Officers representing the Council in formal public enquiries. This does not include acting as a witness.</p>

C	Exchanging orally and in writing complex and contentious information with a range of audiences, including non-specialists.	COMPLEX information is that which a recipient would not be able to understand without previous (or provided) knowledge of the underlying theory or legislation (examples needed) CONTENTIOUS information is that which recipients might legitimately disagree from a different perspective. Examples of COMPLEX AND CONTENTIOUS cases would be writing commissioning briefs to explain complex issues to a wide range of audiences, briefing and discussing technical matters with contractors, public, councillors and external bodies.
D	Use one or more languages other than English where there is a need to exchange orally and in writing complicated information with groups and individuals, or to identify and respond to the demanding needs of clients , in that language.	USING A LANGUAGE other than English should be a requirement of the job.
Level 6	The job involves either A, B, C	
A	Exercising very highly developed caring or training skills, in order to meet the exceptionally demanding needs of clients .	VERY HIGHLY DEVELOPED caring or training skills are those almost invariably developed through specific formal training and extensive use and refinement of the relevant skills in order to identify and respond to welfare or learning needs where there are obvious communication problems and additional needs where there are obvious communication problems and additional special difficulties in achieving this. For example, in identifying and responding to the needs of clients across a number of different service areas (to be defined). The EXCEPTIONALLY DEMANDING needs of clients are those which may be extremely difficult to satisfy. For example, physical needs for very specific accommodation or care, which may not exist in the local authority area and social needs for protection from others, where this is difficult to ensure.

B	<p>Exercising very highly developed influencing, counselling, negotiating and persuasive skills, or advocacy, in order to convince others to adopt policies and courses of action they might not otherwise wish to take.</p>	<p>VERY HIGHLY DEVELOPED advisory, guiding, negotiating or persuasive skills are those developed well beyond the level expected of most employees through training and/or experience, in order to be able to encourage others to adopt a particular course of action. Very highly developed will only apply where the postholder has no other course of action available to achieve the defined objective other than the postholder's interpersonal skills (i.e. the need to convince). The outcome does not need to be successful.</p> <p>The example provided must demonstrate that the failure to convince would:-</p> <ul style="list-style-type: none"> a/ have a direct and significant implications upon the Council, public or other private finances from £250,000 OR b/ require a change to Council Policy or formal procedure impacting across the specific specialist area OR c/ result in a significant benefit or disadvantage to the users of that service across a discrete sector of the community, or impact internally across the SSA OR d/ result in direct and significant positive impact upon achieving the key priorities and objectives within the SSA <p>Definitions of COUNSELLING and ADVOCACY as per level 5 above.</p>
C	<p>Exchange orally and in writing wide ranging complex and contentious information with a range of audiences, including non-specialists.</p>	<p>WIDE RANGING COMPLEX AND CONTENTIOUS INFORMATION WITH A RANGE OF AUDIENCES incorporates all the relevant definitions as described in Levels 3 to 6 above AND the postholder must be:</p> <ul style="list-style-type: none"> a/ exchanging on a single subject matter with at least 4 different types of audience (as defined above) and b/ be required to cover topics which go beyond the specific specialist area.

SUMMARY

CARING (A across all levels)			
3	CARING SKILLS	Basic Welfare	Readily satisfied
4	DEVELOPED CARING SKILLS	Demanding needs of clients	Can't be immediately satisfied
5	HIGHLY DEVELOPED	Very Demanding needs	Needs a formal training process
6	VERY HIGHLY DEVELOPED	Exceptionally demanding - across a number of different service areas	Specific formal training and extensive use and refinement

TRAINING (Level 3B and 4B)			
3	SKILLS	Own staff	
4	DEVELOPED SKILLS	Other than own staff	

EXCHANGING INFORMATION (Level 3C, 4D, 5C)				
3	VARIED	3 or more sources	RANGE OF AUDIENCES	At least three types
4	COMPLICATED	4 and 2	RANGE OF AUDIENCES	At least three types
	OR			
	SENSITIVE			
5	COMPLEX	5 and 3 Examples needed		
	AND			
	CONTENTIOUS	Examples needed		
6	WIDE RANGING COMPLEX AND CONTENTIOUS	6 and 4 Topics which go beyond SSA	RANGE OF AUDIENCES	At least 4 audiences on one subject matter

ADVISING, GUIDING, NEGOTIATING OR PERSUASIVE SKILLS (Level 4B, 5B, 6B)					
3	As per definitions in text				
4	Developed	Beyond the level expected of most employees			
5	Highly Developed No other option available to Council	Implications on finance from £1 to £2.5 million	Change of policy impacting across the Service Unit	Impact on achieving objectives within a Service Unit	Service user impact across individual or group of clients
6	Very Highly Developed	Beyond £2.5 million	Change of policy impacting across the SSA	Impact on achieving objectives within a SSA	Service users impact across a discrete sector of the community

LOCAL CONVENTIONS FOR PHYSICAL SKILLS FACTOR

This factor measures the physical skills required for the job. It covers manual and finger dexterity, hand-eye co-ordination, co-ordination of limbs, and sensor v co-ordination. It takes into account the purpose to which the skills are put and demands arising from the need to achieve specified standards of speed and precision.

Level 1	There are no particular requirements for developed physical skills	
	PHYSICAL SKILLS	Manual or finger dexterity, hand eye, limbs and sensory co-ordination.
	NO REQUIREMENTS FOR DEVELOPED PHYSICAL SKILLS	Activities involving limited dexterity, with no requirement for developed physical skills, for example, standing, sitting, walking, using a pen, pencil or ruler and/or using a telephone, or using push buttons on a machine or piece of equipment.
	Basic keyboard use without time constraints is measured at this level.	

Level 2	The work requires dexterity, co-ordination or sensory skills , where there is some demand for precision in the use of these skills	
	DEXTERITY	The ability to perform a difficult action quickly and skilfully with the hands.
	CO-ORDINATION	The ability to make arms, legs and other body parts move in a controlled way.
	SENSORY SKILLS	Connected with the physical senses of touch, smell, taste, hearing and seeing.
	SOME DEMAND FOR PRECISION	PRECISION refers to the nature of the physical movements (e.g. of hands, fingers, eyes or other parts of the body), not to the accuracy of the end result.
		SOME DEMAND FOR PRECISION is where some co-ordination of hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, using a spanner or screwdriver, controlling a brush, mop, vacuum cleaner, trolley or similar tools or equipment, or to load a dishwasher, use of a road measuring wheel.
		Using a keyboard as a regular part of the job i.e. for more than 10% of overall working time for the purposes of e-mails, short letters or equivalent
		Covers DRIVING skills where required for carrying out the job duties The driving skills required for a CAR or similar sized vehicle.
		Simple operation of CAD and GIS systems e.g. using drop down boxes

Level 3	The work requires dexterity, co-ordination or sensory skills, where there is either: (a) some demand for both precision and speed , or (b) considerable demand for precision , in the use of these skills	
	DEXTERITY	The ability to perform a difficult action quickly and skilfully with the hands.
	CO-ORDINATION	The ability to make arms, legs and other body parts move in a controlled way.
	SENSORY SKILLS	Connected with the physical senses of touch, smell, taste, hearing and seeing.
	SOME DEMAND FOR BOTH PRECISION AND SPEED	PRECISION refers to the nature of the physical movements (e.g. of hands, fingers, eyes or other parts of the body), not to the accuracy of the end result.
		SPEED relates to the speed with which the physical skills are exercised and not the speed of the outcome.
		Using a keyboard for in excess of 50% of overall working time AND where operating a keyboard is integral to the main duties of the post e.g. data input. Note; the % time must be determined by the proportion of time physically operating a keyboard and this will not include simply undertaking a task where keyboarding represents one part of the task at hand (e.g. composing a letter or report)
	CONSIDERABLE DEMAND FOR PRECISION	CONSIDERABLE DEMAND FOR PRECISION is where co-ordination of fingers, hands, arms, possibly feet and eyes is required to undertake the relevant tasks, for example, use of a chisel or paintbrush, use of a knife to peel or chop vegetables, exact control of tools or equipment (e.g. in a confined space), control of a hoist for lifting and moving people, setting and use of surveying equipment. Driving a medium vehicle (one which can be driven with a 'normal' driving licence but requires a higher level of precision or care in driving e.g. a LWB Transit or Minibus or similar
		Operation of GIS and CAD systems (read only using of a mouse).

Level 4	The work requires dexterity, co-ordination or sensory skills, where there are either: (a) considerable demands for both precision and speed , or (b) high demands for precision , in the use of these skills	
	DEXTERITY	The ability to perform a difficult action quickly and skilfully with the hands.
	CO-ORDINATION	The ability to make arms, legs and other body parts move in a controlled way.
	SENSORY SKILLS	Connected with the physical senses of touch, smell, taste, hearing and seeing.
	CONSIDERABLE DEMANDS FOR BOTH PRECISION AND SPEED	PRECISION refers to the nature of the physical movements (e.g. of hands, fingers, eyes or other parts of the body), not to the accuracy of the end result. SPEED relates to the speed with which the physical skills are exercised and not the speed of the outcome. CONSIDERABLE DEMANDS FOR BOTH PRECISION AND SPEED. The job requires significant levels of speed, precision and accuracy when using a keyboard and this is reflected by the requirement for the postholder to hold a RSA Level 3 or equivalent qualification.
	HIGH DEMANDS FOR PRECISION	HIGH DEMANDS FOR PRECISION is where exact positioning of fingers, hands, arms, possibly feet and eyes is important in undertaking the relevant tasks, for example, use of a chisel, paintbrush or knife for fine and delicate work in a confined space, manual setting of measuring or other tools or equipment, manual draughting or detailed drawings and plastering (over and above small areas of patching work) and fine painting. Includes driving where there is a requirement for manoeuvring a vehicle (other than a car) in confined or public spaces. Includes caring physical skills in administering medicines where precision in degrees of millilitres is required. Includes setting up equipment, e.g. rectal diazepam, catheters. The driving skills required for a vehicle such as a tractor, large van or similar. Vehicles requiring a specialist licence which requires formal training and a formal external test to obtain e.g. a Class C, HGV or PSV Licence (this will include the requirement to manoeuvre the vehicle within confined spaces) Operating CAD or GIS (manipulation of information on CAD and GIS rather than reading from)

Level 5	The work requires dexterity, co-ordination or sensory skills, where there are very high demands for precision in the use of these skills	
	DEXTERITY	The ability to perform a difficult action quickly and skilfully with the hands.
	CO-ORDINATION	The ability to make arms, legs and other body parts move in a controlled way.
	SENSORY SKILLS	Connected with the physical senses of touch, smell, taste, hearing and seeing.
	PRECISION	PRECISION refers to the nature of the physical movements (e.g. of hands, fingers, eyes or other parts of the body).
	VERY HIGH DEMANDS FOR PRECISION	VERY HIGH precision requires co-ordination, where exact positioning of fingers, hands, arms, possibly feet and eyes is crucial in undertaking the relevant tasks, for example, positioning and replacement of minute jumpers on PC motherboards or disk drives, conservator positioning and assembling pieces of ancient pottery.
		The driving skills required for a large articulated vehicle or JCB (or similar vehicle with the requirement to operate more than one substantial ancillary attached piece of equipment with a degree of precision and accuracy or in a confined space)

LOCAL CONVENTIONS FOR INITIATIVE AND INDEPENDENCE FACTOR

This factor measures the scope allowed to the jobholder to exercise initiative and take independent actions. It takes into account the nature and level of supervision of the jobholder; the level and degree of direction and guidance provided by policies, precedents, procedures and regulations; and any requirements to organise or quality check own work.

Level 1	The job involves following instructions which define the tasks in detail. Minimal personal initiative is required. The job is subject to supervisory or customer checks or close supervision .	
	FOLLOWING INSTRUCTIONS	INSTRUCTIONS mean procedural instructions, written or verbal. The jobholders main tasks are subject to instructions which set out not only what is to be done but also how or when or in what order.
	MINIMAL PERSONAL INITIATIVE	The job holder follows instructions and does not need to make decisions or do things without knowing or being told what to do.
	CLOSE SUPERVISION	the jobholder has immediate and open access to his/her line manager for the resolution of ALL problems
Level 2	The job involves working from instructions , but making minor decisions involving the use of initiative . Problems are referred to a supervisor/manager. Little close supervision is necessary beyond that provided by working arrangements and methods.	
	WORK FROM INSTRUCTIONS	Instructions do not need to be written; they can be verbal or defined by 'custom and practice' and form part of a daily routine.
	MINOR DECISIONS	The job holder works from instructions and can make minor decisions without the guidance of their manager.
	MINOR DECISION	The need to decide between 2 alternatives and choose a course of action (largely covered by procedures)

Level 3	The job involves working within recognised procedures , which leave some room for initiative . The work may involve responding independently to unexpected problems and situations. The jobholder generally has access to a supervisor/manager for advice and guidance on unusual or difficult problems .	
	RECOGNISED PROCEDURES	RECOGNISED PROCEDURES are a set of instructions as to how to carry out all the tasks and duties which limits scope for initiative.
	ROOM FOR INITIATIVE	The job holder works from recognised procedures which gives them the opportunity to make decisions (and respond to varied problems) without the guidance of their manager
	VARIED PROBLEMS	As per the definition in mental skills (i.e. dealing with a problem which requires consideration of at least three sources of information - one of which requires second level analysis)
	UNEXPECTED PROBLEMS	UNEXPECTED PROBLEMS and situations include those where a jobholder is required to carry out a set of duties (or within recognised procedures - written, verbal or defined by custom and practice), only to find that the situation has changed, but dealing with this is not covered by recognised procedures.
Level 4	The job involves working within recognised procedures , within which the jobholder is required to organise own workload . The work involves making decisions as to when and how duties are to be carried out, and responding independently to difficult problems and situations. The jobholder generally has access to a supervisor/manager for advice and guidance on serious problems .	
	RECOGNISED PROCEDURES	RECOGNISED PROCEDURES include accepted working practices which may not necessarily be written down i.e. the recognised practice within the service concerned, which provides some scope for initiative in fulfilling the requirements of the role in relation to specific tasks.
	ORGANISE OWN WORKLOAD	ORGANISATION OF OWN WORKLOAD includes meeting the needs and demands of others, either internal or external, organising order of tasks and deciding priorities. For example, organising the workload arising from internal customer demands.

DIFFICULT PROBLEMS	A DIFFICULT PROBLEM is one for which a solution cannot be found within recognised procedures and will require the postholder to taken account of at least 4 different sources of information of which at least 2 will not be predominantly factually based and will require second level analysis. The resolution of the issue will only have implications within the Service Unit in which the postholder works.
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Level 5

The job involves progressing a series of activities within recognised guidelines , The work involves making frequent decisions and exercising initiative without ready access to more senior officers. The jobholder consults a supervisor/manager for advice on policy or resource issues .	
RECOGNISED GUIDELINES	RECOGNISED guidelines represent significant scope for exercising initiative in fulfilling the requirements of the role. This may be demonstrated by: a/ being expected to independently resolve serious problems or b/ having a defined responsibility or authority to develop or amend recognised service practice impacting upon the work of other within that service (in most instances this will be posts with supervisory or management responsibility)
EXERCISING INITIATIVE	The post holder is able to deal with a number of situations without access, supervision or guidance from more senior members of team.
SERIOUS PROBLEMS	SERIOUS PROBLEMS incorporate both complexity and consequence. The resolution of the problem requires the postholder to taken account of at least 4 different sources of information of which at least 2 will not be predominantly factually based and will require second level analysis and would have one of the following impacts: a/ direct and significant implications upon the Council, public or other private finances between £100,000 and £250,000 or b/ have a direct effect upon the Council Policy impacting across the service unit or c/ result in significant benefit or disadvantage to the individual users and groups of that service across the service unit or d/ result in direct and significant positive impact upon achieving the key priorities and objectives across the service unit

Level 6	<p>The job involves working within broad practice or guidelines. The work involves using discretion and initiative over a broad area of activity, with little access to more senior officers. The job is subject to managerial direction</p> <p>POLICY OR RESOURCE ISSUES</p> <p>Represents those that incorporate both complexity and consequence. The resolution of the problem requires the postholder to taken account of at least 4 different sources of information of which at least 2 will not be predominantly factually based and will require second level analysis and would have one of the following impacts:</p> <p>a/ direct and significant implications upon the Council, public or other private finances between £250,000 and £500,000 or b/ have a direct effect upon the Council Policy impacting across the SSA or c/ result in significant benefit or disadvantage to the users of that service across a discrete sector of the community or d/ result in direct and significant positive impact upon achieving the key priorities and objectives across the SSA</p> <p>NOTE: Without the management responsibility the postholder would score at level 5</p>
Level 7	<p>The job involves working within Council policies. The work involves using wide discretion and initiative over a very broad area of activity, with little access to others. The job is subject to general managerial direction</p> <p>WIDE DISCRETION AND INITIATIVE OVER A VERY BROAD AREA</p> <p>Represents those that incorporate both complexity and consequence. The resolution of the problem requires the postholder to taken account of at least 5 different sources of information of which at least 3 will not be predominantly factually based and will require second level analysis and would have one of the following impacts:</p>

	a/ direct and significant implications upon the Council, public or other private finances between £250,000 and £500,000 or b/ have a direct effect upon the Council Policy impacting across the SSA or c/ result in significant benefit or disadvantage to the users of that service across a discrete sector of the community or d/ result in direct and significant positive impact upon achieving the key priorities and objectives across the SSA
VERY BROAD AREA OF ACTIVITY	To score level 7 the postholder would have to have management responsibility for a service unit
NOTE:	Without the management responsibility the postholder would score at level 6

Level 8

The job involves working within the overall policy of the Council . The work involves using very wide discretion and initiative over a very broad area of activity , without recourse to others. The job is subject to minimal managerial direction	
VERY WIDE DISCRETION AND INITIATIVE OVER A VERY BROAD AREA	Represents substantial scope for independent judgement and decision-making. This will be demonstrated by: a/ direct and significant implications upon the Council, public or other private finances of over £500,000 or b/ have a direct effect upon the Council Policy impacting across the SSA or c/ result in significant benefit or disadvantage to the users across a SSA or d/ result in direct and significant positive impact upon achieving the key priorities and objectives across the SSA AND b/ Being responsible as the manager of a SSA
NOTE:	Without the management responsibility the postholder would score at level 7

SUMMARY

PROBLEM SOLVING			
3	VARIED	3+1	
4	DIFFICULT	4+2	Resolution has implications within the service/area unit
5	SERIOUS	4 + 2 and impact on a/ b/ c/ d/ below	
6	BROAD	4 + 2 and impact on a/ b/ c/ d/ below	
7	VERY BROAD	5 + 3 and impact on a/ b/ c/ d/ below	
8	VERY WIDE	5 + 3 and impact on a/ b/ c/ d/ below	

	A - finance	B – effect on Policy	C – benefit to users	D – impact on priorities	Manage
5	£100,000 to £250,000	Across Service Unit	Individual or groups	Service Unit	
6	£250,000 to £500,000	Across SSA	Service users across community	SSA	
7	£250,000 to £500,000	Across SSA	Service users across community	SSA	Service Unit
8	Over £500,000	Across SSA	Across SSA	SSA	SSA

LOCAL CONVENTIONS FOR PHYSICAL DEMANDS FACTOR

This factor measures the type, amount, continuity and frequency of the physical effort required by the job. It covers stamina as well as strength. It takes into account all forms of bodily effort, for example, that required for standing and walking, lifting and carrying, pulling and pushing. It also includes the physical demands involved in working in awkward positions, for example, bending crouching, stretching; for sitting, standing or working in a constrained position; and for maintaining the required pace of work.

Level 1	Tasks or activities are undertaken mainly in a sedentary position , and allow for considerable flexibility of movement. There may be limited requirements for standing, walking, bending or stretching; or need to lift or carry items.
LIMITED PHYSICAL EFFORT	Involves limited physical effort (as per above)
SEDENTARY POSITION	Involves limited physical effort or activity.
OCCASIONAL	Up to 10% of working time
Level 2	The job involves either: (a) some ongoing physical effort (for example, sitting in a constrained position, or standing, or walking at a normal pace, for long periods); or: (b) normally limited physical demand, but with periodic requirements for considerable physical effort (for example, lifting or carrying, pushing or pulling items of light weight , rubbing or scrubbing, or working in an awkward position).
SOME ONGOING	Between 10% and 25% of overall working time
PERIODIC	Periodic requirements means infrequently but representing more than 10% of working time.
PHYSICAL EFFORT	PHYSICAL EFFORT which would be seen as being only slightly above normal. For example, wiping tables or similar surfaces with a damp cloth, dusting hand-high shelves. Includes sitting in a constrained position or standing or walking at a normal pace on an ongoing basis.

LIFTING AND CARRYING EFFORT	LIFTING AND CARRYING effort is that which is only slightly above normal. For example, lifting or carrying single or double packs of paper, an empty bucket or a light piece of equipment (e.g. kitchen tools, empty pans or containers).
LIGHT WEIGHT	Less than 2 kg e.g. single or double packs of paper, files, empty buckets, empty pans or containers, kitchen tools etc
CONSTRAINED POSITION	CONSTRAINED positions are those where the jobholder has to remain in a fixed and tensed position, such as prolonged (75% of time or more) sitting at a keyboard typing at speed, sitting in a vehicle driving seat constrained by steering wheel and other controls, standing in a rigid position to wash pans or to operate equipment. This does not include positions/ situations where the jobholder can take a break to do other activities.
PUSHING OR PULLING EFFORT	PUSHING OR PULLING effort is that which is only slightly above normal. For example, pushing or pulling an empty trolley or wheelchair, or some other piece of equipment where there is little resistance e.g. vacuuming.
CONSIDERABLE PHYSICAL EFFORT	See level 3 below

Level 3	The job involves either: (a) ongoing considerable physical effort (for example, lifting or carrying, pushing or pulling items of moderate weight, rubbing or scrubbing or working in awkward positions): or (b) normally limited or some physical demand, but with periodic requirements for high physical effort (for example, lifting or carrying, pushing or pulling items of heavy weight , or working in very awkward positions).	
	ONGOING	Means in excess of 50% of overall working time.
	CONSIDERABLE PHYSICAL EFFORT	CONSIDERABLE PHYSICAL EFFORT is that which would be seen as being significantly above normal. Includes lifting or carrying, pushing or pulling items of moderate weight, rubbing or scrubbing, or working in awkward positions. Could include, for example, rubbing or scrubbing tables, painting walls or doors with brush or roller, raking tilled soil.
	LIFTING AND CARRYING EFFORT	LIFTING AND CARRYING effort is that which is significantly above normal. For example, lifting or carrying piles of files, a bucket of water, a full pan or similar container or a piece of training or similar equipment.
	PUSHING OR PULLING EFFORT	PUSHING OR PULLING effort is that which is seen as significantly above normal. For example, pushing or pulling a loaded (but not overloaded) trolley, a wheelchair with a child or adult occupant, a piece of equipment where there is resistance (e.g. sweeping or raking leaves, pulling empty wheelie bins).
	MODERATE WEIGHT	2kg - 5kg e.g. pile of files, bucket of water, flipchart stand, projector, laptop.
	HEAVY WEIGHT	Over 5 kg but less than 15kg e.g. a bag of compost, bag of cement, large containers of food
	AWKWARD POSITION	AWKWARD POSITIONS include situations which require unusual bending, crouching or stretching, as well as the more obvious situations such as working while leaning over, round or under obstruction
	PERIODIC	Periodic requirement means infrequently but representing 10%-25% of overall working time.
	HIGH PHYSICAL EFFORT	<u>See level 4 below</u>

Level 4	The job involves either: (a) ongoing high physical effort (for example, lifting or carrying, pushing or pulling items of moderate or heavy weight, rubbing or scrubbing or working in very awkward positions): or (b) normally considerable physical demand, but with periodic requirements for very high physical effort (for example, lifting or carrying, pushing or pulling items of very heavy weight , or manual digging).	
	ONGOING	Means in excess of 50% of overall working time.
	HIGH PHYSICAL EFFORT	HIGH PHYSICAL EFFORT is that which would be seen as great effort above normal. For example, pushing or pulling items of heavy weight, or working in very awkward positions. Could include for example, scrubbing floors, sawing wood, lifting or carrying large containers, pushing a wheelchair with a heavy occupant, pushing a well laden trolley.
	LIFTING AND CARRYING EFFORT	LIFTING AND CARRYING effort is that which would be seen as great effort above normal. For example, lifting or carrying large containers of food, bags of cement, potatoes, bags of compost or similar.
	PUSHING OR PULLING EFFORT	PUSHING OR PULLING effort is that which would be seen as great effort above normal. For example, pushing or pulling a well laden trolley, a wheelchair with a heavy occupant, a piece of equipment where there is a strong resistance (e.g. sweeping mud or ice, pulling full domestic wheelie bins).
	HEAVY WEIGHT	Over 5 kg but less than 15kg e.g. a bag of compost, bag of cement, large containers of food
	VERY HEAVY WEIGHT	15 kg or more . E.g. A sack of potatoes.
	VERY AWKWARD POSITION	VERY AWKWARD POSITIONS are those which differ from normal walking, standing or sitting to a great degree. For example, kneeling, crouching under an object or in a confined space, lying on back or front to perform a task for a period of 2 minutes or more.
	PERIODIC	periodic requirement means infrequently but representing between 10% and 25% of overall working time.
	VERY HIGH PHYSICAL EFFORT	<u>See level 5 below</u>

Level 5

The job involves ongoing very high physical effort (for example, lifting and carrying , or pushing and pulling items of heavy or very heavy weight , or manual digging).	
ONGOING	Means in excess of 50% of overall working time (associated with duties undertaken during the majority of the working shift).
VERY HIGH PHYSICAL EFFORT	VERY HIGH PHYSICAL EFFORT is that which would be seen as very great effort above normal. Includes for example lifting and carrying, pushing or pulling items of very heavy weight or manual digging. Could include, for example, digging heavy soil or soil below ground level, sawing trees with chainsaw, laying full sized paving stones, pushing/pulling a bed with a very heavy occupant.
LIFTING AND CARRYING EFFORT	LIFTING AND CARRYING effort is that which would be seen as very great effort above normal. For example, lifting or carrying full dustbins, sacks of potatoes or soil, full size paving stones..
PUSHING OR PULLING EFFORT	PUSHING OR PULLING effort is that which would be seen as very great effort above normal. For example, pushing or pulling a very heavily laden trolley, a bed with a very 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).
VERY HEAVY WEIGHT	15 kg or more . E.g. A sack of potatoes.

Notes

1. Where specific weights are referred to, it is assumed that appropriate risk assessments have been carried out.
2. Where two people manoeuvre weights together, the weight should be halved for the purposes of assessing the effort required for each individual post holder.

MENTAL DEMANDS						
LEVEL 1	The job requires general awareness and sensory attention with:					
	SENSORY ATTENTION		MENTAL ATTENTION		WORK-RELATED PRESSURE	
	Attention of the senses (eyes, ears, smell) as in watching, looking, listening, touching, smelling		Attention of the mind, as in thinking, calculating			
General awareness and sensory attention with short periods of concentrated sensory attention	Short: period of minutes up to one hour	Concentrated: the jobholder needs to be particularly alert, e.g. to traffic or the actions of children: concentrating on visual or aural activities, for example, specialist keyboarding, word processing, data input, use of equipment where there is a need for precision	General awareness and sensory attention is the level required for day-to-day activities, such as moving from one place to another			
			Driving any vehicle would represent concentrated sensory attention		Breaks required by H&S regulations or other recognised breaks should not be treated as breaks in the period of attention	
OR						
General awareness and sensory attention with short periods of enhanced mental attention			Short: period of minutes up to one hour	General applies to reading work instructions, and Completing work records Enhanced: the checking of documents for correctness (possibly simple maths), carrying out occasional calculations, processing invoices, accounts, payroll, informal reports		

NOTE: in relation to all time periods (i.e. SHORT, MEDIUM, LENGTHY, PROLONGED – the post holder will need to demonstrate that it is part of the normal routine of the job (i.e. at least three times per week)

LEVEL 2					The job requires general awareness and sensory attention with either:					
					SENSORY ATTENTION		MENTAL ATTENTION		WORK-RELATED PRESSURE	
Medium periods of concentrated sensory attention					Medium: periods of between one and two hours Concentrated: The jobholder needs to be particularly alert, e.g. to traffic or the actions of children: concentrating on visual or aural activities, for example, typing, word processing, data input					
OR										
Medium periods of enhanced mental attention							Medium: periods of between one and two hours Enhanced: the checking of documents for correctness (possibly simple maths), carrying out occasional calculations		Breaks required by H&S regulations or other recognised breaks should not be treated as breaks in the period of attention	
OR										
Short periods of concentrated mental attention							Short: period of minutes, up to on hour Concentrated: repeated manual calculations or other work with figures; or ordering of facts.			
OR										
Some work related pressure, for example, from deadlines, interruptions or conflicting demands on the postholder									NOTE: A break or interruption must be more than answering the phone, taking messages or simply responding to a request for basic information from a colleague, subordinate or manager. It must require the postholder to switch activities to and deal with the call. This will involve stopping what the post holder was doing and may involve moving away to attend to the interruption. NOTE: DEADLINE – where the task must be fully completed within a defined time such as the end of a working day or shift. If the time limit can be passed without detriment to the service, employee or client, it is not considered a deadline Note: conflicting demands: where more than one person requires a service or assistance simultaneously and this occurs on an expected and regular basis (at least once per week)	

LEVEL 3	The job requires general awareness and sensory attention with either:		
	SENSORY ATTENTION	MENTAL ATTENTION	WORK-RELATED PRESSURE
Lengthy periods of concentrated sensory attention OR	Lengthy: periods of hours at a time, for example, most of the morning or afternoon Concentrated: The jobholder needs to be particularly alert, e.g. to traffic or the actions of children: concentrating on visual or aural activities, for example, typing, word processing, data input		
Lengthy periods of enhanced mental attention OR		Lengthy: periods of hours at a time, for example, most of the morning or afternoon Enhanced: the checking of documents for correctness (possibly simple maths), carrying out occasional calculations	<div>Breaks required by H&S regulations or other recognised breaks should not be treated as breaks in the period of attention</div>
Medium periods of concentrated mental attention OR		Medium: periods of between one and two hours Concentrated repeated manual calculations or other work with figures; or ordering of facts, e.g. report writing, preparing a presentation	
Considerable levels of work related pressure, for example, from deadlines, interruptions or conflicting demands on the postholder		NOTE: situations at this level would require the postholder on regular basis to cease the current task at hand and divert attention to deal with the interruption by taking specific actions to resolve the issue rather than simply noting the requirement to take future action or arrange for such at some future date	

			<p>INTERRUPTIONS</p> <p>An 'unavoidable interruption' <u>must</u> have been generated directly upon the postholder by a source originating from outside the jobholder's management chain (i.e. not by or through the line manager)</p> <p>AND</p> <p>is a matter which could not have been reasonable foreseen</p> <p>AND</p> <p>is more than dealing with routine work issues or problems.</p> <p>AND</p> <p>must last at least ½ an hour and this must occur at least 3 times a week (level 3 only)</p> <p>In this context, 'routine work issues or problems' represent tasks which are core elements of the jobholders role and repeat on a frequent basis (i.e. at least 3 times per week), albeit each issue or problem may be different in detail. For example, a 'core element of the role of an IT Help Desk operator is to respond to calls from users; an 'on call' duty social worker is expected to respond within the defined 'on call' period.</p> <p>Note: deadlines: are generally predictable (at least 2 or 3 per week) or where some are unpredictable and set by a source outside the job holder's management chain which could not have been foreseen. The job holder must be able to give examples of at least 2 unpredictable deadlines during the last six months</p> <p>Conflicting demands: situations where the job holder is regularly (on more than 5 occasions per week) forced to cease the current task at hand and divert attention to deal with the interruption by taking specific action/s to resolve the issues</p>
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LEVEL 4		The job requires general awareness and sensory attention with either:		
	SENSORY ATTENTION	MENTAL ATTENTION	WORK-RELATED PRESSURE	
Prolonged periods of concentrated sensory attention OR	Prolonged: all or most of working day Concentrated: The jobholder needs to be particularly alert, e.g. to traffic or the actions of children: concentrating on visual or aural activities, for example, typing, word processing, data input			
Prolonged periods of enhanced mental attention OR		Prolonged: all or most of working day Enhanced: the checking of documents for correctness (possibly simple maths), carrying out occasional calculations	Breaks required by H&S regulations or other recognised breaks should not be treated as breaks in the period of attention	
Lengthy periods of concentrated mental attention OR		Lengthy: periods of hours at a time, for example, most of the morning or afternoon Concentrated repeated manual calculations or other work with figures; or ordering of facts, e.g. report writing, preparing a presentation (actively participating and contributing in meeting outside your own Service area or preparing a report for committee.		

<p>High levels of work-related pressure, for example, from deadlines, interruptions or conflicting demands on the postholder</p>		<p>INTERRUPTIONS An 'unavoidable interruption' <u>must</u> have been generated directly upon the postholder by a source originating from outside the jobholder's management chain (i.e. not by or through the line manager) AND is a matter which could not have been reasonable foreseen AND is more than dealing with routine work issues or problems. AND must last at least 2 hours and this must occur at least once a week (level 4 only)</p> <p>In this context, 'routine work issues or problems' represent tasks which are core elements of the jobholders role and repeat on a frequent basis (i.e. at least 3 times per week), albeit each issue or problem may be different in detail. For example, a 'core element of the role of an IT Help Desk operator is to respond to calls from users; an 'on call' duty social worker is expected to respond within the defined 'on call' period</p> <p>Deadlines : Either a high frequency of predictable deadlines (at least 2 per day or 10 per week) OR unpredictable deadlines occurring at least once per month.</p> <p>Conflicting demands: where the job holder on a more than daily basis is required to expected to divert attention to take action to resolve an interruption OR where he/she is occasionally required to weigh up the impact of conflicting demands to determine priority.</p>
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LEVEL 5		The job requires general awareness and sensory attention with either:		
	SENSORY ATTENTION		MENTAL ATTENTION	WORK-RELATED PRESSURE
Prolonged periods of concentrated mental attention			Prolonged: all or most of working day Concentrated; repeated manual calculations or other work with figures; or ordering of facts, e.g. report writing, preparing a presentation	Breaks required by H&S regulations or other recognised breaks should not be treated as breaks in the period of attention
OR				
Lengthy periods of concentrated mental attention over a range of different activities			Lengthy: periods of hours at a time, for example, most of the morning or afternoon Concentrated; repeated manual calculations or other work with figures; or ordering of facts, e.g. report writing, preparing a presentation	Range of different tasks This would include dealing with reports (writing, reading or validating), financial analysis (preparing budgets, detailed calculations, analysis work, interviewing clients or employees and meetings (chairing, participating in and outside own Section NOTE A range of tasks is defined as 4 discretely different types of activity. 'Different types of activity' are defined as; dealing with reports, financial analysis, interviewing or meetings etc.

OR					
<p>Very high levels of work-related pressure, for example, from deadlines, interruptions or conflicting demands.</p>					<p>Deadlines: unpredictable deadlines occurring very frequently (more than once per month)</p> <p>An interruption where the jobholder is forced to re-plan his/her main project or activity as a result. This involves rescheduling of established or agreed programmes or deadlines impacting on defined objectives and/or the work of others. It may involve reallocation of resources and occur at least twice per year. A change in the order of tasks is not sufficient to justify this level.</p> <p>Conflicting demands: on a very regular basis the job holder would need to weigh up the relative impact of the many different conflicting demands before deciding which to action first.</p>

Definitions summary:

Unavoidable interruption: where the job holder has no option but to make themselves available and where there is a need to divert attention from what is being done to meet the demands of the person making the interruption. Such interruption must take the job holder away for at least one hour and seriously disrupt the planned work for the day.

Unpredictable interruptions: the requirement to complete a defined task which has a determined time deadline which has been set by a source originating from outside the job holder's management chain (e.g. responding to government or other external consultation exercise by a specific date) which could not have been foreseen and is more than dealing with routine work issues or problems.

Conflicting demands: situations that require the postholder to cease the current task at hand and divert attention to deal with the interruption by taking specific actions to resolve the issue rather than simply noting the requirement to take future action or arrange for such at some future date.

EMOTIONAL DEMANDS			
LEVEL 1		The job involves limited contact with, or work for, other people, which through their circumstances or behaviour place minimal emotional demands on the jobholder	
	MINIMAL Less than 4 occasions a year	EMOTIONAL DEMANDS Emotional demands are those which cause emotional pressure & may result in the jobholder feeling upset, aggrieved or angry.	
LEVEL 2		The job involves contacts with, or work for, people, which through their circumstances or behaviour occasionally place emotional demands on the jobholder	
	OCCASIONAL More than 4 occasions a year	EMOTIONAL DEMANDS Emotional demands are those which cause emotional pressure and may result in the jobholder feeling upset or grieved or angry May include a postholder attending, minuting and typing notes from child protection case conferences.	
LEVEL 3		The job involves contact with, or work for, people, which through their circumstances or behaviour either:	
Regularly place emotional demands on the jobholder OR	REGULAR Where the emotional demand is encountered in the course of duties on average at three times per week.	EMOTIONAL DEMANDS Emotional demands are those which cause emotional pressure and may result in the jobholder feeling upset or grieved or angry	

Occasionally place significant emotional demands on the jobholder	<p>OCCASIONAL</p> <p>Where;</p> <ul style="list-style-type: none"> a) the post holder is dealing with <u>'significant'</u> emotional demands (in the normal cycle of activity e.g. at least once a week) but where there is no ongoing relationship, or; b) the post holder is dealing with <u>'significant'</u> emotional demands where there is an <u>'ongoing relationship'</u> with an individual client or service user. An <u>'ongoing relationship'</u> is defined as involving 'face to face' contact with an individual client or service user on at least 3 occasions over a period of no less than 3 months. The jobholder must identify at least 4 occasions a year of such circumstances 	<p>SIGNIFICANT DEMANDS</p> <p>Significant emotional demands include those who are frail or have physical or mental impairments, or are seriously disadvantaged through homelessness.</p> <p>The demand forms an expected part of the job</p>
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LEVEL 4	The job involves contacts with, or work for, people which through their circumstances or behaviour either:	
Regularly place significant emotional demands on the jobholder OR	REGULAR Where; a) the post holder is dealing with 'significant' emotional demands where there is an 'ongoing relationship' with an individual client or service user (see definition above). The jobholder must identify at least on average one occasion per week of such exposure to significant emotional demand	SIGNIFICANT DEMANDS Significant emotional demands include those who are frail or have physical or mental impairments, or are seriously disadvantaged through homelessness. The demand forms an expected part of the job
Occasionally place intense emotional demands on the jobholder	OCCASIONAL Where; a) the post holder is dealing with ' <u>intense</u> ' emotional demands where there is an 'ongoing relationship' with an individual client or service user (see definition above). The jobholder must identify at least on average one occasion per of such exposure to intense emotional demand, or; b) the post holder is required to personally take decisions or make recommendations to senior managers or relevant panels, in cases where the circumstances are as defined as <u>intense</u> and the potholders decision is a central cause of that level of demand. The job holder must identify at least 4 occasions per year, or; c) the post holder is required to take decisions as in b) above but where there is an ' <u>ongoing relationship</u> ' (see definition above) with the client or service user. The jobholder must identify at least 4 occasions per year of such circumstances	INTENSE DEMANDS Intense emotional demands include those arising from dealing with terminally ill clients, cases of child abuse or where the necessary actions of the jobholder may cause genuine distress to, or be in conflict with the wishes of, the client (for example, transfer from own home to residential care, removal of child to foster care).

LEVEL 5	The job involves contacts with, or work for, people which through their circumstances or behaviour regularly place intense emotional demands on the jobholder		
		<p>REGULAR</p> <p>Where;</p> <p>a) the post holder is required to personally take decisions or make recommendations to senior managers or relevant panels, in cases where there is an 'ongoing relationship' (see definition above) with the client or service user and the circumstances are as defined as <u>intense</u> and the post holders decision is a central cause of that level of demand.</p>	<p>INTENSE</p> <p>Intense emotional demands include those arising from dealing with terminally ill clients, cases of child abuse or where the necessary actions of the jobholder may cause genuine distress to, or be in conflict with the wishes of, the client (for example, transfer from own home to residential care, removal of child to foster care)</p> <p>The demand forms an expected part of the job</p>

INDIRECT POLICY DEVELOPMENT RESPONSIBILITIES (to be applied across each of the Responsibility Factors)

For each of the "Responsibility" factors the **"INDIRECT RESPONSIBILITIES"** measure a jobholder's responsibility for policy development and/or provision of advice and guidance to other employees of the Council on policy and/or external regulations. In all but a few exceptional situations (which will normally be subject to verification) jobholders will only be permitted to claim this type of responsibility under ONE of the four Responsibility factors:

It is therefore important, where such responsibilities exist, to clearly identify the relevant factor in which the jobholder's policy/advisory responsibility is most appropriately reflected.

Where the policy development, advice or guidance responsibilities are MAINLY focused on policies which relate to the physical, mental, social, economic or environmental "well-being" of people (within as well as external to the Authority), they should be assessed under the **'Responsibility for People'** factor.

Where such responsibilities are MAINLY focused on the Authority's policies with regard to the ways in which its employees are managed, disciplined or paid, they should be measured under the **'Responsibility for Supervision'** factor.

If the MAIN focus is on the financial policies and/or financial well-being of the Authority, then this should be taken into account under the **'Responsibility for Financial Resources'** factor.

Finally, if the MAIN focus is on the Authority's policies in relation to any form of physical resource, including information, this should be assessed under the **'Responsibility for Physical Resources'** factor.

REMEMBER that it is ONLY the PRIMARY focus that should be considered.

For example, a financial policy that constrains highway development should be considered under Responsibility for Financial Resources; while a highways development/construction policy that has financial implications should be considered under Responsibility for Physical Resources.

As stated above, very few posts have policy development and/or advisory responsibilities in more than one factor. Where this is the case it must be clear that the PURPOSE of the policies upon which the jobholder holds such responsibilities are discretely different in PRIMARY FOCUS e.g. a solicitor may give advice and guidance on a child abuse case, which relates to service delivery and would be measured under Responsibility for People, and also give advice and guidance on an Employment Tribunal case, which would fall under Responsibility for Supervision.

This MUST NOT include circumstances where the postholder is undertaking such a role for personal development i.e. it must be a requirement and expectation of the post.

LOCAL CONVENTIONS - RESPONSIBILITY FOR PEOPLE FACTOR

This factor measures the responsibility of the jobholder for individuals, or groups of people (members of the public, service users and recipients, clients), other than employees supervised or managed by the jobholder. The emphasis of the factor is on the nature and extent of the direct impact on the well-being of individuals or groups. The emphasis of the factor is on the nature and extent of the direct impact on the well-being of individuals or groups. The factor measures impact on external people such as service users and internal people such as colleagues and members.

The factor covers responsibilities, including any confidentiality requirements, for the physical, mental, social, economic and environmental well-being of people, including their health and safety. These responsibilities could be exercised through, for example, providing personal services, advice and guidance, or other forms of assistance; implementing or enforcing regulations; or developing and implementing services.

FOR INDIRECT RESPONSIBILITIES SEE SUMMARY DEFINITIONS

Level	Well-being and Assessment of Needs	Health & Safety, Training, Enforcing Regulations etc.
Level 1	The job involves limited, or no direct impact on the well-being of individual, or groups of, people. The work may require common courtesy or consideration where encountering members of the public incidentally in the course of normal duties.	
	<p>“WELL BEING” includes the physical, mental, environmental, social and economic well being of others including their health and safety</p> <p>“INDIVIDUAL OR GROUPS OF PEOPLE” includes other staff where there is a client / customer relationship. This is not restricted to cross service interaction and can include the provision of support services to other staff within and across individual teams</p>	

Level 2	The job involves some direct impact on the well-being of individual, or groups of, people, through undertaking tasks or duties which are to their direct benefit, or impact directly on their health and safety.	The job involves some direct impact on the well-being of individual, or groups of, people, through undertaking tasks or duties which are to their direct benefit, or impact directly on their health and safety.
	<p>The job must involve some impact on others in terms of their well-being as defined above. For example - providing a service which could potentially impact on the health and safety of people in the workplace and/or clients e.g. cleaning/caretaking. Processing clients claims for such things as disability passes, car park permits etc. Providing a service directly to clients such as wood chipping. Helping clients directly to access WCC services by advising them which department via the telephone. Processing clients applications/claims for funding or compensation e.g. foster care payments, insurance claims etc and ensuring that clients are invoiced correctly for services provided. Ensuring that clients receive letters for WCC and that their letters received are forwarded to the right place. Processing of pay for internal colleagues. Feeding colleagues or clients (catering posts). Delivering items to clients such as school meals or library books. Providing a photocopying service to internal people would not meet these criteria.</p>	<p>The implementation and enforcement of Health and Safety Regulations are not to be taken into account except where the authority is the statutory enforcement agency and the jobholder is personally responsible for enforcement. However, account should be taken of specific job responsibilities for the health and safety of other employees, for example, those of a Safety Officer or Occupational Health Nurse.</p>

Level 3	The job involves considerable direct impact on the well-being of individual, or groups of, people, through either: (a) an assessment of needs and implementation of appropriate care or welfare for those who are reliant on the jobholder for their basic needs or	(b) implementing regulations which have a direct impact on the health, safety or well-being of people.
	“ASSESSMENT OF NEEDS AND IMPLEMENTATION OF APPROPRIATE PROGRAMMES OF CARE AND WELFARE” (at Level 3) means circumstances where an individual or groups of individuals are reliant, i.e. are personally dependent on the jobholder for their care and welfare. Reliant means that the people concerned are personally dependent on the provision of the service, including minor decisions made by the postholder in relation to the assessment of their needs.	REGULATIONS are those, and only those for which the Authority is the implementation or enforcement agents, e.g. planning and building control, registration of private homes for the elderly and childminders, trading standards and environmental health regulations.
	‘CARE’ relates to providing for the physical, mental, emotional or social needs of clients, e.g. assisting with personal hygiene, clothing or feeding of clients.	The responsibilities of health and safety reps are not normally part of the duties of the job, they generally attach to the individual concerned. Managers or other staff who have to comply with such regulations are not implementing these regulations.
	‘WELFARE’ - relates to the emotional, social or physical support of others and includes undertaking checks on people, e.g. home visits, residential staff etc.	
	‘RELIANT’ means that the people concerned are personally dependent on the provision of the service, including minor decisions made by the jobholder in relation to the assessment of their needs	

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Level 4	The job involves high direct impact on the well-being of individual, or groups of, people, through either: (a) an assessment of the needs and implementation of appropriate programmes of care or welfare for those who are reliant on the jobholder	OR (b) enforcing regulations which have a high direct impact on the health, safety or well-being of people.
	PROGRAMMES of care - assessing, developing and implementing as opposed to just delivering.	
	IMPLEMENT programmes for individuals - e.g. plan and coordinate a range of activities (more than one activity).	ENFORCES - the jobholder would have the authority and responsibility to serve a notice requiring compliance with the regulations, e.g. environmental health officer, building control officer. The jobholder must have power to take legal action.
Level 5	The job involves a major direct impact on the well-being of individual, or groups of, people, who are reliant on the jobholder; and involves assessment of their complex needs and arranging for the delivery of appropriate programmes of care or welfare. The jobholder has responsibility for taking decisions which may affect the future well-being and circumstances of individual clients.	
	COMPLEX needs - the jobholder must show clearly that the programmes are for individuals with needs which involve services across agencies. E.g. Care for looked after children	
	"ARRANGING THE DELIVERY OF APPROPRIATE PROGRAMMES" (at Level 5) the postholder must be responsible for developing programmes of care for individual or groups of clients which will be delivered by others and may involve services outside of the County Council	
Level 6	The job involves a very major direct impact on the well-being of substantial numbers of people, who are reliant on Council Services for their care or welfare; and involves assessment of the needs of the relevant group of people and determining how appropriate programmes of care or welfare should be delivered. The jobholder has responsibility for taking decisions which will affect the future well-being of individual, and groups of, clients.	
	The jobholder is concerned with medium and long term planning of the service, e.g. from several months up to 1 year. The focus for this level must be on responsibility for the SSA e.g. defining/ developing service policies, priorities or programmes	

PEOPLE – INDIRECT SUMMARY

POINTS	RESPONSIBILITY	INDICATIONS OF IMPACT	SCOPE
0		POLICY DEVELOPMENT WHICH MAY HAVE LIMITED IMPACT IN RESPECT OF THE WELL BEING AND CARE OF SERVICE USERS.	
1	CONTRIBUTE AS PART OF WORKING GROUP	<p>POLICY/STRATEGY DEVELOPMENT USUALLY RESTRICTED TO OPERATIONAL/SERVICE EFFICIENCY ISSUES RELATING TO THE WELL BEING AND CARE OF SERVICE USERS.</p> <p>THE IMPACT WILL USUALLY BE LIMITED IN TIMESCALE (> 2 YEARS)</p>	IMPACT ON INDIVIDUAL OR GROUP OF CLIENTS
2	LEAD A WORKING GROUP OR BE ACCOUNTABLE TO A FOURTH TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY/STRATEGY	<p>POLICY/STRATEGY DEVELOPMENT WHICH HAS A MORE DIRECT, SUBSTANTIVE AND STRATEGIC IMPACT ON THE WELL BEING AND CARE OF SERVICE USERS – USUALLY RELATING TO THE ASSESSMENT OF COMPLEX NEEDS AND THE DELIVERY OF PROGRAMMES OF CARE</p> <p>THE IMPACT OF THE POLICY WILL BE FELT BEYOND 2 YEARS</p>	IMPACT ON SERVICE USERS ACROSS A DISCRETE SECTOR OF THE COMMUNITY
3	ACCOUNTABLE TO A THIRD TIER OFFICER FOR THE DEVELOPMENT AND IMPLEMENTATION OF THE POLICY/STRATEGY		

2	=	LEVEL 3
3	=	LEVEL 4
4/5	=	LEVEL 5
6/7	=	LEVEL 6

LOCAL CONVENTIONS - RESPONSIBILITY FOR SUPERVISION FACTOR

This factor measures the direct responsibility of the jobholder for the supervision, co-ordination or management of employees, or others in an equivalent position. It includes work planning and allocation; checking and evaluating the work of others; and training, development and guidance. It also includes responsibility for personnel functions for those for whom the jobholder has a formal supervisory responsibility, such as recruitment, discipline, appraisal; and planning, organising and long-term development of human resources. The emphasis of the factor is on the nature of the responsibility, rather than the precise numbers of employees supervised, co-ordinated or managed. It takes into account the extent to which other employees contribute to the overall responsibility.

FOR INDIRECT RESPONSIBILITY SEE SUMMARY DEFINITIONS

Level 1	<p>The job involves limited, or no, direct responsibility for the supervision, direction or co-ordination of other employees. The work may involve demonstration of own duties, or advice and guidance, to new employees, or others.</p> <p>The supervision or management of people includes responsibility for work planning and allocation, for checking and evaluating the work done by those people and for their training, development and guidance.</p> <p>OTHER EMPLOYEES include people in an equivalent position, that is, those that are supervised, managed and/or co-ordinated, such as contractors or supplier employees.</p>
Level 2	<p>The job involves some direct responsibility for the supervision, co-ordination or training of other employees. The work regularly involves advising, instructing, checking work, or training other employees.</p> <p>Includes situations where the jobholder is required to cover for his/her line manager during their periods of absence (cover for temporary absence or holidays). This must be a defined responsibility of the job itself, not a responsibility given to the jobholder because of his/her personal skills, experience, length of service etc.</p> <p>This should take include and take account of all employees or others who are supervised, managed or co-ordinated including contractors, supplier employees, where they are a direct responsibility of the job. This must involve direct responsibility for allocating work tasks and duties and must also control method of working for an individual.</p> <p>REGULARLY - giving instructions on a daily basis.</p> <p>CHECKING WORK of peers within the jobholders own team would not be included, there must be a supervisory responsibility involved.</p>

Level 3	<p>The job involves considerable direct responsibility for the supervision*, direction, co-ordination or training/development of other employees. The work involves the allocation of work to a small group or team, checking of work, and the direction of staff, including, where appropriate, on the job training.</p> <p>The jobholder must be directly involved in the recruitment process for subordinate staff or have a role in the conduct or capability process (i.e. ability to give informal warnings).</p> <p>The jobholder must be responsible for undertaking development discussions/reviews with subordinate staff.</p> <p>The jobholder has a responsibility for a "small number" of employees. A SMALL number is 2-5 employees.</p>
Level 4	<p>The job involves high direct responsibility for the supervision* or management, direction, co-ordination or training/development of other employees. The work involves supervising, directing and co-ordinating the work of a group of staff covering more than one area of activity or in more than one workplace, including allocation of work, and evaluation and appraisal of the work carried out.</p> <p>The jobholder has responsibility for reviewing working practices which may result in the decision to change activities and working methods.</p> <p>The jobholder has a responsibility for a "medium number" of employees. A MEDIUM number is 6-24 employees.</p> <p>"More than one area of activity". DIFFERENT AREAS OF ACTIVITY would be catering, gardening, highways inspection, recruitment and selection, payroll, etc. Clerical, secretarial and other similar support activities which are closely associated with a main activity (as above) should be treated as part of that area of activity. Similar work (such as clerical work) albeit with a different focus should be treated as one area of activity.</p> <p>"More than one workplace" are geographically dispersed workplaces which is defined as in different buildings or external locations.</p>
Level 5	<p>The job involves a major direct responsibility for the management, direction, coordination and development of significant numbers of other employees, covering several different areas of activity or in several geographically dispersed workplaces. The work involves the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods.</p> <p>The jobholder has a responsibility for a "large number" of employees. A LARGE number is 25 - 49 employees.</p> <p>"Several different areas of activity" is defined as 4 or 5. DIFFERENT AREAS OF ACTIVITY would be catering, gardening, highways inspection, recruitment and selection, payroll. Clerical, secretarial and other similar support activities which are closely associated with a main activity should be treated as part of that area of activity. "Several geographically dispersed workplaces" is defined as 4 to 5.</p>

Level 6	<p>The job involves a very major direct responsibility for the management, direction, co-ordination and development of substantial numbers of other employees, covering many different areas of activity or in many geographically dispersed workplaces. The work involves overall responsibility for the organisation, allocation and re-allocation, as appropriate, of areas of work and the evaluation of activities and working methods.</p>
	<p>The jobholder has a responsibility for a "very large number" of employees. A VERY LARGE number is 50 and over.</p>
	<p>"Many geographically dispersed workplaces" is defined as over 6. DISPERSED WORKPLACES are those which are in different buildings or external locations.</p>
	<p>"Many different areas of activity" is more than 6.</p>

***Supervision** – this can include situations where employees are managing employees in a project management/matrix management way – i.e. not traditional line management supervision.

SUPERVISION – INDIRECT SUMMARY

POINTS	RESPONSIBILITY	INDICATIONS OF IMPACT	SCOPE
0		POLICY DEVELOPMENT WHICH MAY HAVE LIMITED IMPACT IN RESPECT OF STAFF.	
1	CONTRIBUTE AS PART OF WORKING GROUP	<p>POLICY DEVELOPMENT USUALLY RESTRICTED TO OPERATIONAL/SERVICE EFFICIENCY ISSUES AND RELATING TO THE RECRUITMENT, MANAGEMENT, WELL-BEING OR DEVELOPMENT OF STAFF</p> <p>THE IMPACT WILL USUALLY BE LIMITED IN TIMESCALE (> 2 YEARS)</p> <p>THE IMPACT WILL HAVE LIMITED EFFECT ON WIDER SERVICES</p>	IMPACT WITHIN SERVICE AREA OR ONLY SELECTIVELY ACROSS THE WIDER ORGANISATION
2	LEAD A WORKING GROUP OR BE ACCOUNTABLE TO A FOURTH TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY	<p>POLICY DEVELOPMENT WHICH HAS A MORE DIRECT, SUBSTANTIVE AND STRATEGIC IMPACT ON THE MANAGEMENT, RECRUITMENT, WELL BEING OR DEVELOPMENT OF STAFF.</p> <p>THE IMPACT OF THE POLICY WILL BE FELT BEYOND 2 YEARS</p> <p>THE IMPACT OF THE POLICY WILL HAVE A DEMONSTRABLE EFFECT ON WIDER SERVICES</p>	IMPACT ON ALL EMPLOYEES ACROSS THE ORGANISATION OR ACROSS OTHER PARTNER AGENCIES
3	ACCOUNTABLE TO A THIRD TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY		

2	=	LEVEL 3
3	=	LEVEL 4
4/5	=	LEVEL 5
6/7	=	LEVEL 6

LOCAL CONVENTIONS - RESPONSIBILITY FOR FINANCIAL RESOURCES		
LEVEL 1	The job involves limited, or no direct responsibility for financial resources. The work may involve occasionally handling small amounts of cash, processing cheques, invoices or equivalent.	
Occasionally	Taking place from time to time, not frequent or regular and/or for a short period of time	
Small amounts of cash	i.e. up to £500 per week	
Handling/ Processing	Must be an active responsibility, for example, checking invoices and cheques against other documentation to identify errors; but excluding the mechanical printing of cheques without any checking process.	
LEVEL 2	The job involves some direct responsibility for financial resources. The work regularly involves either:-	
DIRECT RESPONSIBILITY		
Regularly handling of cash or processing of cheques, invoices or equivalent Note: EQUIVALENT – vouchers, debit cards, pay as you go tokens	Handling/processing Regular handling and processing of cash cheques or equivalent etc	Must be an active responsibility, for example, checking invoices and cheques against other documentation to identify errors; but excluding the mechanical printing of cheques, without any checking process. At least once a day. In order to achieve Level 2 the postholder must be handling cash in excess of £500 per week or alternatively cheques and other cash equivalent of in excess of £500 per week

OR		
Regularly accounting for considerable sums of money where care and accuracy are important	Accounting for	The post holder must have a clearly identified personal responsibility for ensuring that authorised expenditure has been properly accounted for checking and signing (certifying) the relevant account payment verification systems e.g. initialling the 'goods received' and 'prices checked' sections on an invoice payment slip prior to the signature (of another officer) authorising final payment. This can include electronic authorisation systems where clear and auditable personal responsibility can be traced.
	Considerable sums of money	i.e. up to £100,000 per annum
OR		
Regularly being accountable for small expenditures from an agreed budget or equivalent income	Accountable for	<p>The jobholder must have at least a measure of personal discretion over how the income is generated or expenditure is spent. He/she will be personally accountable for the decision with regard to the use of expenditure or level of income. This includes any employee making decisions over what is purchased, how many or where from and can include a responsibility delegated from a named budget holder.</p> <p>In order to claim 'income' the jobholder must have discretion with regard to the level of income secured and this would not be the case where a work activity generates income based on a fixed sum or formula dependent on the level of activity</p> <p>Note: Being accountable for expenditures refers to budgets where the postholder has discretion over spend (it does not include budget associated with staff costs)</p>
	Small expenditures	i.e. up to £10,000 per annum *

LEVEL 3	The job involves considerable direct responsibility for financial resources. The work involves either:-	
DIRECT RESPONSIBILITY (The jobholder must have at least a measure of personal discretion over how the income is generated or how the expenditure is spent. He/ She will be accountable to others if the end results are not in accord with budget.)		
Accounting for large sums of money , in the form of cash, cheques, direct debits, invoices, or equivalent, where care, accuracy and security are important	Large sums of money	£100,000 to £1000,000 (annual value)
OR		
Being accountable for considerable expenditures from an agreed budget or equivalent income. The responsibility may include contributing to the setting and monitoring of the relevant budget and ensuring effective spend or budgeted sums OR Professional Accountancy Functions	Considerable expenditures	£10,000 to £100,000 Note: Being accountable for expenditures refers to budgets where the postholder has discretion over spend (it does not include budget associated with staff costs) Provision of professional accounting services in relation to budgets up to £50 million per year

LEVEL 4	The job involves high direct responsibility for financial resources. The work involves either: -	
DIRECT RESPONSIBILITY (The jobholder must have at least a measure of personal discretion over how the income is generated or how the expenditure is spent. He/ She will be accountable to others if the end results are not in accord with budget.)		
Accounting for very large sums of money , in the form of cash, cheques, direct debits, invoices, or equivalent, where care, accuracy and security are important	Very large sums of money	£1 million to £2.5 million
	Security	Safekeeping of
OR		
Being accountable for large expenditures from an agreed budget or equivalent income. The responsibility may include contributing to the setting and monitoring of the relevant budget and ensuring effective spend or budgeted sums	Large expenditures	£100,000 to £250,000* Note: Being accountable for expenditures refers to budgets where the postholder has discretion over spend (it does not include budget associated with staff costs)
	Contributing to	Advising and guiding and must represent more than simply providing information on request or as a task that is inherent within the role.
	Professional Accountancy functions	Provisions of professional accountancy services in relation to budgets between £50 - £250 million per annum

LEVEL 5	The job involves a major direct responsibility for financial resources. The work involves being accountable for very large expenditures from an agreed budget or equivalent income. The responsibility includes contributing to the setting and monitoring of the relevant budget(s) and ensuring effective spend of budgeted sums.	
	Major direct responsibility	A divisional wide level or beyond
	Very large expenditures	£250,000 to £1000,000
	Contributing to the setting and monitoring	Advising and guiding and must represent more than simply providing information on request or as a task that is inherent within the role.
	Ensuring effective spend of budgeted sums	Note: Being accountable for expenditures refers to budgets where the postholder has discretion over spend (it does not include budget associated with staff costs)
	Accounting for very large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent, where care, accuracy and security are important	£2.5 million - £5 million
	Professional Accountancy functions	Provisions of professional accountancy services in relation to budgets between £250 and £500 million

LEVEL 6	The job involves a very major direct responsibility for financial resources. The work involves being accountable for extremely large expenditures from an agreed budget or equivalent income. The responsibility includes contributing to the setting and monitoring of the relevant budget(s) long term financial planning and changing the nature, level and composition of expenditure to meet service or other requirements.	
	Extremely large expenditures	Accountable for £1000,000 or over Accounting for £5 million or over
	Long term financial planning	Over a 3 year span
	Perform Accountancy functions	Provisions of professional accountancy services in relation to budgets of £500 million or over

LEVEL	Accountable -Involves a measure of personal discretion (excludes budget associated with staff costs)	Accounting - Responsibility for ensuring checks are carried out	Handling/Processing - Cash and cheques	Accountancy Function - Professional accountancy activities
	A	B	C	D
1			Up to £500 per week	
2	Up to £10 k	Up to £100 k	More than £500 per week	
3	£10 k to £100 k	£100 k to £1.0 million		Up to £50 million
4	£100 k - £250 k	£1.0 million to £2.5 million		£50 million to £250 million
5	£250 k - £1 million	£2.5 million to £5.0 million		£250 million to £500 million
6	Over £1 million	Over £5.0 million		Over £500 million

FINANCE – INDIRECT SUMMARY

POINTS	RESPONSIBILITY	INDICATIONS OF IMPACT	SCOPE
0		POLICY DEVELOPMENT WHICH HAS AN IMPACT ON THE COUNCIL'S FINANCES (OR THOSE OF OTHER PUBLIC OR PRIVATE AUTHORITIES) OF LESS THAN £1,000,000	
1	CONTRIBUTE AS PART OF WORKING GROUP	POLICY DEVELOPMENT WHICH HAS AN IMPACT ON THE COUNCIL'S FINANCES (OR THOSE OF OTHER PUBLIC OR PRIVATE AUTHORITIES) OF BETWEEN £1,000,000 and £5,000,000 THE IMPACT WILL USUALLY BE LIMITED IN TIMESCALE (> 2 YEARS)	IMPACT WITHIN SERVICE AREA OR SELECTIVELY ACROSS THE WIDER ORGANISATION
2	LEAD A WORKING GROUP OR BE ACCOUNTABLE TO A FOURTH TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY	POLICY DEVELOPMENT WHICH HAS AN IMPACT ON THE COUNCIL'S FINANCES (OR THOSE OF OTHER PUBLIC OR PRIVATE AUTHORITIES) OF OVER £5,000,000 THE IMPACT OF THE POLICY WILL BE FELT BEYOND 2 YEARS	IMPACT ACROSS THE ORGANISATION OR ACROSS OTHER PARTNER AGENCIES
3	ACCOUNTABLE TO A THIRD TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY		

2	=	LEVEL 3
3	=	LEVEL 4
4/5	=	LEVEL 5
6/7	=	LEVEL 6

RESPONSIBILITY FOR PHYSICAL RESOURCES

LEVEL 1

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

Information	Equipment	Building/External Locations	Cleaning / Maintenance	Personal Possession	Stocks / Supplies/ Procurement	Policy/ Advice
Limited handling / processing	Low value equipment e.g. computer terminal, PC, other office equipment (up to £5k)	Limited security e.g. <i>occasional keyholder</i>	Limited e.g. <i>adding toner, paper for office equipment, as necessary</i>	Limited – frequency and/or value – incidental to main part of job/exercising due care and attention	Limited ordering e.g. <i>office stationery from central stores</i>	

LEVEL 2		The job involves some direct responsibility for physical resources. The work regularly involves either:				
Information	Equipment	Building/External Locations	Cleaning / Maintenance	Personal Possession	Stocks / Supplies/ Procurement	Policy/ Advice
Regular handling and processing of manual or computerised information, where care, accuracy, confidentiality and security are important e.g. <i>word processing, data input, updating client records</i>	Careful use of expensive equipment e.g. a car, minibus, transit van. (£5k-£100k)	Some responsibility for security of buildings, external locations. E.g. Regular keyholder for part or all of building, opening up or closing one or more buildings with keys; responsibility for checking windows, switching on alarm systems where there is no caretaker	Day to day maintenance of equipment or premises e.g. <i>adding toner, paper unblocking jams e.g. dedicated photocopier or cleaning of buildings, external locations etc</i>	Care of the personal possessions of others, e.g. <i>shopping for clients every week – integral element of main service delivery of job</i>	Ordering or stock control of, a limited range of supplies e.g. <i>catering food supplies</i>	Providing general information, advice and guidance on established internal procedures in relation to Physical Resources.

LEVEL 3		The job involves considerable direct responsibility for physical resources. The work involves either:				
Information	Equipment	Building/External Locations	Cleaning / Maintenance	Stocks / Supplies/ Procurement	Policy/ Advice	Indirect responsibility – see below
Handling and processing of considerable amounts of manual or computerised information, where care, accuracy, confidentiality and security are important e.g. input of electoral data, processing benefit contribution records, contributing to system development	Careful use of very expensive equipment e.g. heavy plant, refuse lorry, mainframe computer, dedicated in-house printing system or operation (over £100k)	Security of buildings, external locations or equivalent. <i>Security roles (as main job feature e.g. security guard).</i>	Cleaning, maintenance & repair of range of equipment / buildings e.g. <i>maintenance of premises – school caretaker</i>	Ordering or stock control of, a range of equipment and supplies e.g. <i>central office and stationery supplies</i>	Providing advice and guidance on the operation of established internal procedures, relating to Physical Resources. This may involve interpretation of policies & procedures to meet specific circumstances or problems.	

LEVEL 4	The job involves high direct responsibility for physical resources. The work involves either:			
Information	Equipment / Land / Buildings	Security of high value physical resources	Stocks / Supplies/ Procurement	Indirect Responsibility – see summary below
<p>Adaptation, development or design of significant information systems <i>e.g. IT programmer or systems analyst</i></p> <p>OR</p> <p>Making a significant contribution to the adaptation, design or development of either large-scale information systems for use by others or equipment, land, buildings, other construction works</p>	<p>Adaptation, development or design of a wide range of equipment, land, buildings OR a single building, other construction works or equivalent</p>	<p>Maintenance of a range of high value buildings, sites and other land and property resources</p>	<p>Ordering of a wide range of equipment and supplies e.g. central procurement</p>	

LEVEL 5	The job involves a major direct responsibility for physical resources. The work involves either:			
Information	Equipment / Land / Buildings	Security of high value physical resources	Stocks / Supplies/ Procurement	Indirect responsibility – see summary below
Adaptation, development or design of large scale information systems for use by others e.g. <i>personnel / payroll systems</i>	Adaptation, development or design of a wide and high value range of equipment, land, buildings OR a range of buildings, other construction works or equivalent	Security of a wide and very high value range of physical resources	Ordering of a wide and high value range of equipment and supplies e.g. <i>central IT procurement</i>	

LEVEL 6	<p>DIRECT RESPONSIBILITY</p> <p>The job involves a very major direct responsibility for physical resources. The work involves overall responsibility for the procurement and deployment of substantial physical resources</p> <p>The responsibility includes long-term planning of the procurement and deployment of physical resources and changing the source, nature, level and composition of such resources to meet service or other requirements/</p> <p>In order to be evaluated at Level 6 the job holder must have overall responsibility for physical resources concerned (either buildings sites or external locations; equipment and tools; information systems or; supplies and stocks.</p> <p>To have overall responsibility the postholder must report to a third tier manager and have overall responsibility within the scope of the scheme.</p>
	<p>INDIRECT RESPONSIBILITY</p> <p>SEE SUMMARY TABLE</p>

PHYSICAL RESOURCES – INDIRECT			
POINTS	RESPONSIBILITY	INDICATIONS OF IMPACT	SCOPE
0		POLICY DEVELOPMENT WHICH HAS AN IMPACT ON THE PROCUREMENT, MAINTENANCE AND DEPLOYMENT OF PHYSICAL RESOURCES OF LESS THAN £1,000,000 OR AN IMPACT ON THE SECURITY/USE AND ACCESSIBILITY OF DATA ON DISCRETE INFORMATION SYSTEMS	
1	CONTRIBUTE AS PART OF WORKING GROUP	POLICY DEVELOPMENT WHICH HAS EITHER AN IMPACT ON THE PROCUREMENT, MAINTENANCE AND DEPLOYMENT OF PHYSICAL RESOURCES OF BETWEEN £1,000,000 TO £5,000,000 OR AN IMPACT ON THE SECURITY/USE AND ACCESSIBILITY OF DATA ON SIGNIFICANT INFORMATION SYSTEMS	IMPACT WITHIN SERVICE AREA OR SELECTIVELY ACROSS THE WIDER ORGANISATION
2	LEAD A WORKING GROUP OR BE ACCOUNTABLE TO A FOURTH TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY	POLICY DEVELOPMENT WHICH HAS AN IMPACT ON THE PROCUREMENT, MAINTENANCE AND DEPLOYMENT OF PHYSICAL RESOURCES OF OVER £5,000,000 OR AN IMPACT ON THE SECURITY/USE AND ACCESSIBILITY OF DATA ON LARGE SCALE INFORMATION SYSTEMS AND WHERE THE SENSITIVITY OF THE DATA IS HIGH.	IMPACT ACROSS THE ORGANISATION OR ACROSS OTHER PARTNER AGENCIES
3	ACCOUNTABLE TO A THIRD TIER OFFICER FOR THE DEVELOPMENT OF THE POLICY		

2 = LEVEL 3
 3 = LEVEL 4
 4/5 = LEVEL 5
 6/7 = LEVEL 6

WORKING CONDITIONS		
LEVEL 1	The job involves minimal exposure to disagreeable, unpleasant or hazardous: <ul style="list-style-type: none"> ▪ Environmental working conditions or: ▪ People related behaviour 	
	Minimal	Largely exposed to normal office conditions
		Includes either only occasional exposure to disagreeable working conditions
		May include CASUAL VERBAL ABUSE i.e. exposure to random use of swear words by passing members of the public who are frustrated at being inconvenienced. It would rarely last for very long and no response from the jobholder would be expected or required
LEVEL 2	The job involves some exposure to disagreeable, unpleasant or hazardous: <ul style="list-style-type: none"> ▪ Environmental working conditions or: ▪ People related behaviour 	
	Some exposure to disagreeable environmental working conditions"	Where the jobholder is; Required to work in 'disagreeable, unpleasant or hazardous situations' for in excess of 10% of overall working time. 'Disagreeable, unpleasant or hazardous situations' are those which are other than "normal office" conditions (where temperature, light, dirt, odour, noise or safety conform with H&S standards); or where people's behaviour is <u>physically</u> abusive or aggressive OR
		Required to work outdoors, on average, for in excess of 50% of overall working time AND where the jobholder is 'mostly exposed' to the weather whilst actually fulfilling a task. 'Mostly exposed' means with no shelter or protection from the external environmental conditions
	Some exposure to people related behaviour	Means that the post holder is subject to verbal abuse, aggression or other anti social behaviour from clients or members of the public <u>on minimum of a weekly basis</u>

LEVEL 3	The job involves considerable exposure to disagreeable, unpleasant or hazardous: <ul style="list-style-type: none"> ▪ Environmental working conditions or: ▪ People related behaviour 	
	Considerable exposure to disagreeable environmental working conditions	Required to work in ' disagreeable , unpleasant or hazardous situations' for in excess of 25% of overall working time OR
		Required to work outdoors , on average, for in excess of 75% of overall working time AND where the jobholder is 'mostly exposed' to the weather whilst actually fulfilling a task, OR
		Required to work in ' very disagreeable , unpleasant or hazardous situations' for in excess of 10% of overall working time . 'Very disagreeable, unpleasant or hazardous situations' are those which are <u>significantly worse</u> than "normal office conditions", and where the jobholder does not have control over them but HAS TO work in them. For example: working in excessive heat or excessive cold; dealing with bodily fluids on a regular basis; working in freezing conditions; working with pneumatic drills; working on scaffolding; when subject to excessive threats of assault.
	Considerable exposure to people related behaviour	The post holder is subject to verbal abuse, aggression or other anti social behaviour from clients or members of the public <u>on at least 3 occasions per week OR</u> the post holder is subject to ' serious verbal abuse ' on at least a monthly basis. 'Serious verbal abuse' is where the abuse is 1) specifically directed at the post holder as a specific individual rather than at the Council generally, 2) is personally threatening in nature, and iii) is part of an individual exchange in which the abuse lasts for at least 1 minute duration

LEVEL 4	The job involves high exposure to disagreeable, unpleasant or hazardous: <ul style="list-style-type: none"> ▪ Environmental working conditions or: ▪ People related behaviour 	
	High exposure to disagreeable environmental working conditions	Required to work in ' disagreeable , unpleasant or hazardous situations' for in excess of 50% of overall working time OR
		Required to work in ' very disagreeable , unpleasant or hazardous situations' for in excess of 25% of overall working time
	Considerable exposure to people related behaviour	The post holder is subject to verbal abuse, aggression or other anti social behaviour from clients or members of the public <u>on a daily basis</u> OR
		The post holder is subject to ' serious verbal abuse ' on at least a weekly basis
LEVEL 5	The job involves very high exposure to disagreeable, unpleasant or hazardous: <ul style="list-style-type: none"> ▪ Environmental working conditions or: ▪ People related behaviour 	
	Very high exposure to disagreeable environmental working conditions	Required to work in ' disagreeable , unpleasant or hazardous situations' for in excess of 75% of overall working time OR
		Required to work in ' very disagreeable , unpleasant or hazardous situations' for in excess of 50% of overall working time
	Considerable exposure to people related behaviour	The post holder is subject to ' serious verbal abuse ' at least 3 times per week, on average.