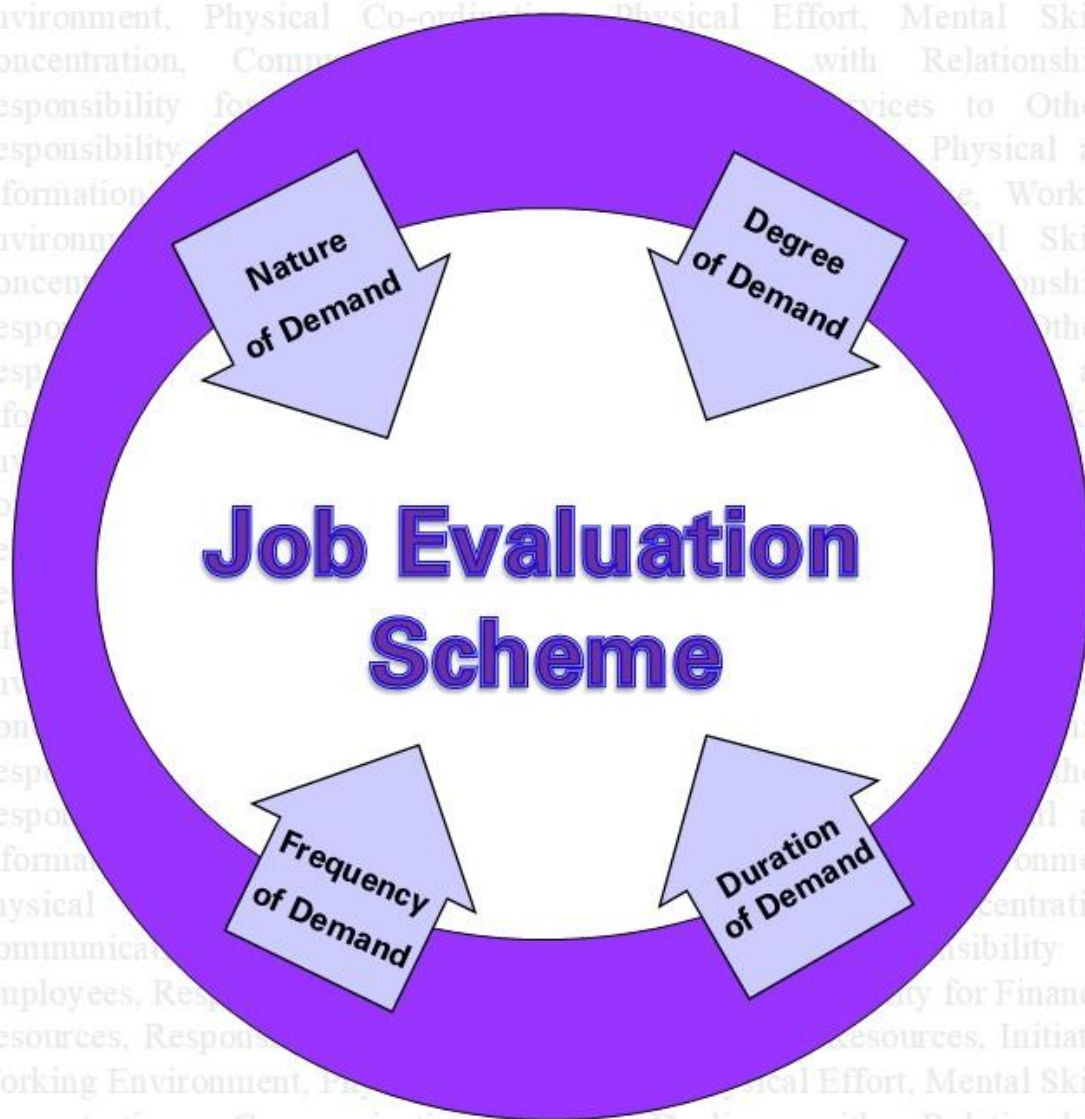


# Scottish Joint Council for Local Government Employees



**3rd Edition 2<sup>nd</sup> Amendment**  
**Endorsed by the Scottish Joint Council**  
**[Date TBC]**



# Scottish Joint Council for Local Government Employees

## JOB EVALUATION SCHEME 3<sup>rd</sup> Edition – 2<sup>nd</sup> Amendment

| SECTION  | PAGES      |
|--|------------|
| <b>Foreword</b>  | <b>1</b>   |
| <b>1 Practice Manual</b>                                 | <b>5</b>   |
| Principles of Job Evaluation                             | 5          |
| The Evaluation Process                                   | 8          |
| Applying the JE Scheme                                   | 12         |
| Sample Procedure for Matching Jobs to Evaluations        | 25         |
| Sample Procedure for Evaluation of New Jobs              | 37         |
| Sample Procedure for Re-evaluation of Changed Jobs       | 40         |
| <b>2 General Factor Guidance Notes</b>                   | <b>44</b>  |
| <b>3 Factor Framework</b>                                | <b>57</b>  |
| 1 Working Environment                                    | 58         |
| 2 Physical Co-ordination                                 | 67         |
| 3 Physical Effort  | 74         |
| 4 Mental Skills  | 82         |
| 5 Concentration  | 87         |
| 6 Communication Skills                                   | 92         |
| 7 Dealing With Relationships                             | 99         |
| 8 Responsibility for Employees                           | 103        |
| 9 Responsibility for Services to Others                  | 109        |
| 10 Responsibility for Financial Resources                | 115        |
| 11 Responsibility for Physical and Information Resources | 123        |
| 12 Initiative and Independence                           | 135        |
| 13 Knowledge   | 143        |
| <b>4 Factor Weights</b>                                  | <b>153</b> |
| <b>Scoring Matrix</b>                                    | <b>154</b> |
| Sample Evaluation Scoresheet                             | 155        |
| Sample Evaluation Outcome (if not using Gauge)           | 157        |
| <b>5 Questionnaires:</b>                                 | <b>159</b> |
| • Full Version   | 159        |
| • Reduced Version  | 207        |
| • 'No Questions' Version                                 | 246        |
| <b>6 Model JE Appeal Procedure</b>                       | <b>264</b> |



# SCOTTISH JOINT COUNCIL'S JOB EVALUATION SCHEME

## 2<sup>nd</sup> Amendment – 3<sup>rd</sup> Edition

### FOREWORD

This Job Evaluation Scheme was originally developed to reflect the range of jobs found in Scottish Unitary Authorities and support the implementation of the 1999 SJC 'Single Status' Agreement. The 1<sup>st</sup> Edition of the 'Scottish Councils' JE Scheme was based on work carried out in the National Joint Council for Local Government Services (NJC) prior to devolution. The 2<sup>nd</sup> Edition of the 'Scottish Councils' JE Scheme was endorsed by the Scottish Joint Council for Local Government Employees in October 2002; and the 3<sup>rd</sup> Edition of the 'Scottish Joint Council's' JE Scheme was endorsed by the SJC in November 2015. The 'Amended' version completed the outstanding work on the 3<sup>rd</sup> Edition; and was endorsed by the SJC in February 2024. This 2<sup>nd</sup> Amendment reflects final work undertaken by the Practitioner sub-group of the SJC Joint Technical Working Group to ensure uniformity between the agreed SJC JE Scheme and the Gauge 'Evaluator' software; and was endorsed by the SJC in [formal acceptance date to be added].

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

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

The Practice Manual provides information on:

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

### The Development of the JE Scheme

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

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

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

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

- complied with the Equal Pay Act,
- adopted the good practice guidance of the then Equal Opportunities Commission (now Equalities & Human Rights Commission) and ACAS,
- utilised recognised statistical techniques.

## **Testing the Scheme**

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

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

## Testing the Software

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

- that it reflected the modifications made to develop the Scottish Councils' Scheme,
- the relevance of the 'question and answer' streams,
- the clarity of the language and terminology used,
- that appropriate guidance is available in the help screens,
- its 'user-friendliness' from the perspective of both jobholders and job evaluation practitioners.

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

Fife Council assisted in revising the Gauge 'Evaluator' software to match the 3<sup>rd</sup> Edition of the Scheme; and in the introduction of the web-based version of Gauge.

## Agreement

The First Edition of the JE Scheme was endorsed by both Sides of the Scottish Joint Council on 20<sup>th</sup> April 2000. A User Group was established to ensure that the Scheme and its supporting software were properly maintained and to address issues raised by User Councils. An extensive update was undertaken to improve the Scheme in the light of experience gained by Users in applying the Scheme. Changes to the supporting software were tested by the Teams at Aberdeenshire, Dumfries & Galloway, Dundee City, Highland, Scottish Borders and Orkney Islands Councils. The Second Edition of the JE Scheme was endorsed by both Sides of the Scottish Joint Council on 20<sup>th</sup> October 2002. The 3<sup>rd</sup> Edition of the 'Scottish Joint Council's' JE Scheme was endorsed by the SJC in November 2015. The 'Amended' version of the 3<sup>rd</sup> Edition was endorsed by the SJC in February 2024. This 2<sup>nd</sup> Amendment to the 3<sup>rd</sup> Edition of the SJC JE Scheme was endorsed by the SJC in [formal acceptance date to be added].

## Review of the Scheme

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

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

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

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

Outstanding work to complete the Review was undertaken during 2022, 2023 and 2024-2026 by a Practitioner Sub-Group of the SJC Joint Technical Working Group drawn from Dundee, East Dunbartonshire, Fife, Glasgow, North Lanarkshire, Renfrewshire and West Dunbartonshire Councils, with the support of the Independent Technical Adviser.

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

**SJC Joint Technical Working Group  
March 2026**

# SECTION 1 - PRACTICE MANUAL

## THE PRINCIPLES OF JOB EVALUATION

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

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

**SO/221**

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

- **evaluate jobs not people** - evaluation is of the content of job and not of the abilities or performance of the individual jobholder
- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to competent standard by a fully trained and experienced individual
- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.
- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

## **Inclusive, open and transparent**

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

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

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

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

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

## **Equality**

Throughout the process, job evaluation has to be, and be seen to be, free of bias and discrimination in relation to the protected characteristics specified in the 2010 Equality Act, i.e.: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This is one of the key responsibilities of the Job Evaluation Manager, who will make regular reports to the local Steering Group who have overall responsibility for the application and implementation of the JE Scheme. Particular attention should be paid to:

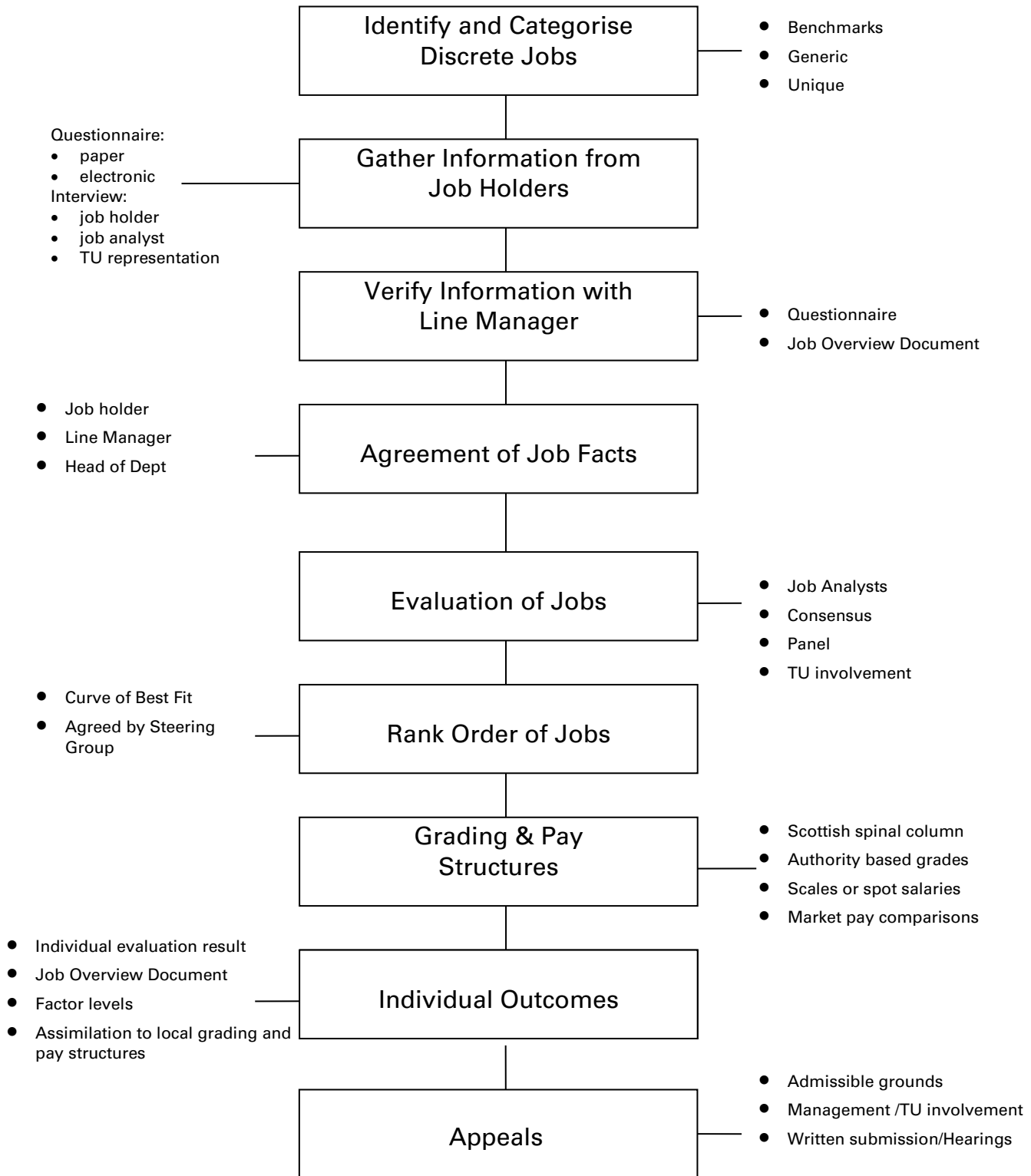
- the make-up of the local Steering Group, Job Analyst Team and the JE Appeals Panel,
- the selection of the benchmark sample of jobs,
- the way in which information is gathered,
- how information about the SJC JE Scheme is communicated,

- access to, and the conduct of, JE appeals,
- training those who will be applying the SJC JE Scheme at local level,
- monitoring the outputs of the evaluation process.

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

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

## THE EVALUATION PROCESS



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

The main steps in the evaluation process are set out below, all steps in the process should be the subject of consultation with the Trades Unions.

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

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

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

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

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

- completion of a standard JE questionnaire – either the full version or a reduced version – see Section 5,
- choosing the most appropriate answer from a computerised question stream using Gauge 'Evaluator',
- discussion with a Job Analyst,
- verification of a Job Overview Document output from the Gauge 'Evaluator' software.

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

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

**Questionnaire** - completion of a standard JE Questionnaire may be used as a means of helping both individual jobholders and Job Analysts prepared for a job evaluation interview; and its inclusion in the process helps ensure a consistent approach is taken across the variety of jobs being evaluated. However, completed JE Questionnaires should not be considered as part of the audit trail of evaluation facts and decisions unless they have been annotated by the Job Analyst during the discussion with the jobholder. At the benchmark stage it provides a useful means of preparing the jobholder for the type of questions they will be asked and information they will need to provide. At later stages, the use of JE Questionnaires allows a number of jobholders to have an input into the process, and enables evaluation outputs to be checked against a number of inputs. The source of any inconsistencies can then be identified and resolved to ensure that evaluation decisions are based on factually accurate information. JE Questionnaires also provide a straightforward means of gathering information (for subsequent evaluation) regarding similarities and differences in job content from jobholders whose jobs are a partial match to either a benchmark or generic job. There are 3 different versions of the JE Questionnaire set out at Section 5.

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

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

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

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

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

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

**Agreement of Job Facts** - the content of the Job Overview Document (JOD) should be discussed, agreed and signed-off between the jobholder and their line manager. The “Head of Service/Department” (note - councils can update their local guidance to reflect the appropriate title to reflect their naming conventions) may wish to take an overview of the facts of a range of jobs, and be involved in agreeing key jobs, if appropriate. Any amendments to the document should be discussed and agreed by consensus, if the jobholder wishes to involve a Trades Union representative this should be accommodated.

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

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

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

Consideration will need to be given to how best to:

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

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

## **APPLYING THE JOB EVALUATION SCHEME**

### **The Role of the Steering Group**

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

- roles, responsibilities, resources, milestones and timescales,
- the membership of the Job Analyst Team,
- the make-up of the representative or 'benchmark' sample of jobs,
- the evaluation process to be adopted according to local circumstances,
- the involvement of the Trades Unions,

- a programme of communications with employees,
- the categorisation of individual jobholders as benchmark, matched, generic or unique, and the mechanisms to be used to apply the SJC JE Scheme across the employees covered by the job population,
- the timetable and programme of work required to be undertaken by the Job Analyst Team in respect of information gathering and evaluation,
- the final weighted rank order of jobs,
- the assimilation process to move all affected employees to the new grading and pay structures,
- the effective date(s) of implementation of evaluation results to individual employees,
- the mechanism and timescale of the JE appeals process.

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

### **Selecting the Job Analyst Team**

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

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

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

- can work effectively as a member of a team,
- demonstrate effective interpersonal and communication skills, and will be able to articulate their point of view in a team situation,
- will be comfortable interviewing colleagues at different levels in the Council, as required,
- are capable of absorbing a large volume of detailed information over a short period of time,

- have some years' experience of working in Local Government, and have perhaps worked in a range of services, functions or departments,
- are generally respected throughout the Council and will be acceptable to the wider job population.

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

It is essential that all Job Analysts undergo the recommended training on the interpretation of the factor guidance and application of the level definitions, and the use of Gauge 'Evaluator' to equip them with the knowledge and skills required to carry out their role effectively. Job Analysts will require to undertake practice evaluations and may find it helpful to use the Sample Evaluation Scoresheet set out at Appendix 4. This training must include the issues of equality, equal pay and the concept of 'equal pay for work of equal value' in accordance with the guidance published by the Equalities and Human Rights Commission.

### **Gathering Job Facts**

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

- directly input into the computerised version of the JE Scheme in the course of a discussion between the jobholder and a trained Job Analyst(s)

**and/or**

- input from a standard JE Questionnaire completed earlier by the jobholder, and with reference to existing job descriptions or job outlines where these are accurate and up-to-date.

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

The three components to the information gathering process can be used together or separately at different stages in the job evaluation exercise. However, all jobholders should receive a Job Overview Document regardless of whether they have completed a questionnaire or answered the computerised question stream in discussion with a Job Analyst. If the Gauge software is not being used then jobholders should receive a Job Evaluation Outcomes summarising the assessment of their job indicating the factor level applicable and the sub-paragraph definition from the relevant dot point from the factor level definition. A sample of such a summary document, a Sample Evaluation Outcome, using the language of the factor level definitions, is set out at Section 4

## 1. Job Evaluation Questionnaire

The JE Questionnaires set out in Section 5 will be available in both paper and electronic form, and can be used as a briefing document to help jobholders familiarise themselves with the job evaluation factors and the type of questions that they will be required to answer in the evaluation process.

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

- it provides an indication of how the SJC JE Scheme will assess jobs, and helps job holders prepare for the discussion, where required,
- the completed JE Questionnaire helps Job Analyst(s) prepare for the discussion (if this is part of the agreed process) by identifying any gaps in the information provided, or any clarification required.
- completed JE Questionnaires should not be considered as part of the audit trail of evaluation facts and decisions unless they have been annotated by the Job Analyst during the discussion with the jobholder.

Assistance to complete the JE Questionnaire can be provided by Job Analyst(s) and/or Trades Union representatives. The JE Questionnaire should be returned to the Job Analyst(s) in advance of the job evaluation discussion, described below, if appropriate. The JE Questionnaire can also be used as a standard proforma for capturing information during the discussion where jobholders would rather not complete the document beforehand. There are 3 versions of the JE Questionnaire set out at Section 5: – the full questionnaire, a ‘reduced’ version with fewer questions under each factor heading; and a ‘no questions’ version that provides the definition of each factor and a minimal number of questions to help the jobholder to prepare for their discussion with the Job Analyst(s).

## 2. Job Evaluation Discussion

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

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

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

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

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

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

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

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

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

### **3. The Job Overview Document**

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

- identify the purpose of the job, and its position in the Council,
- briefly describe the main tasks and responsibilities involved,
- contain analytical information about the nature, degree, frequency and duration of job demands set out under the factor headings of the SJC JE Scheme. This will include

illustrative examples of the type of demand envisaged drawn from the factor guidance rather than the evaluated job.

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

## The Construction of the JOD

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

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

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

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

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

- the questions asked,
- the answers selected,
- the examples provided in the help-screen which relate to the answer chosen.

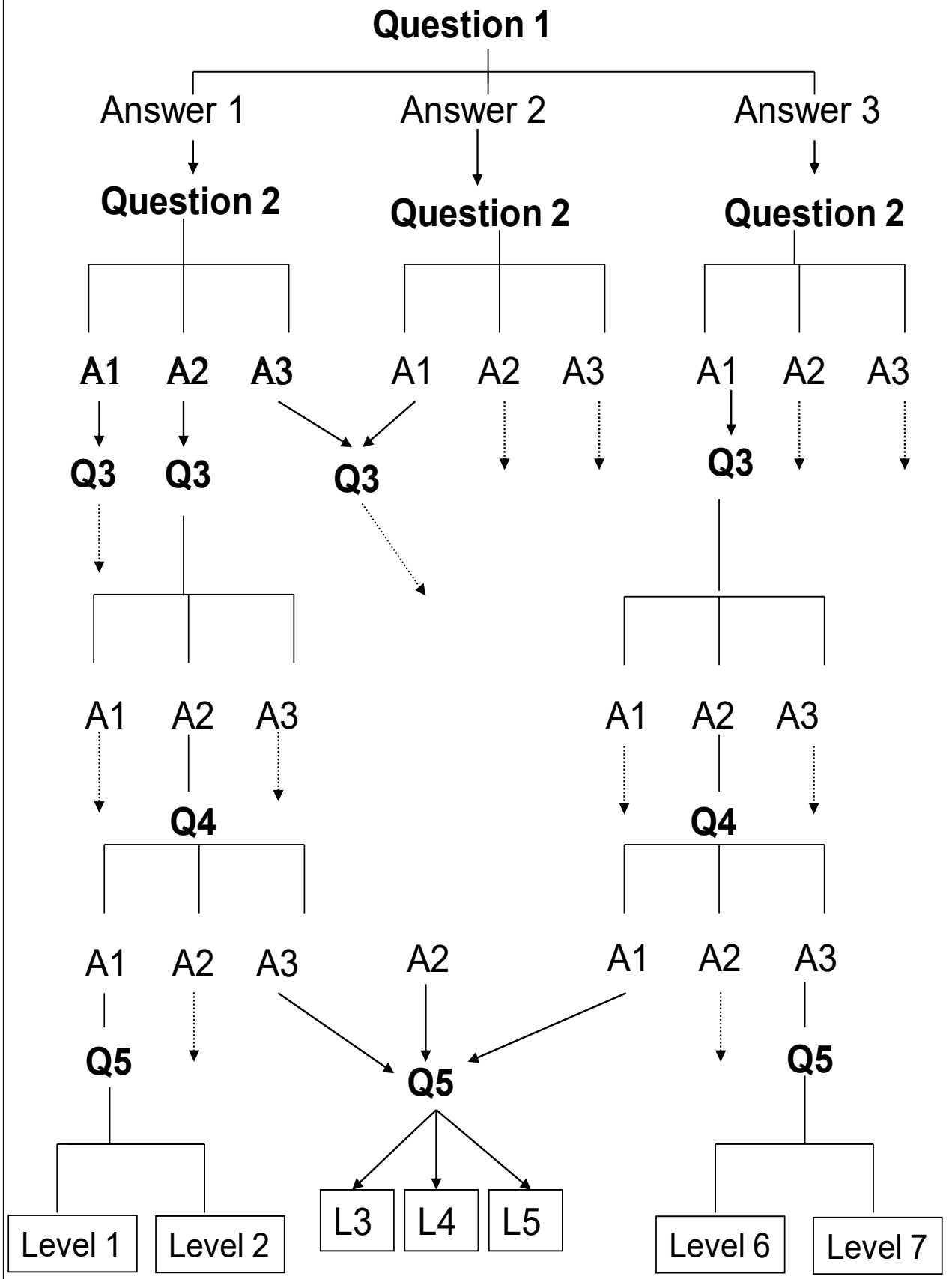
The SJC JE Scheme and the supporting Gauge software are designed to encapsulate the full range of job content within Scottish Councils and reflect the diversity of the nature of the work undertaken; and therefore, the language of the SJC JE Scheme and of the question and answers has to be fairly broad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

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

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

Given this automated process of construction of the Job Overview Document (JOD), the document cannot therefore be amended without going back into the questions and answers to select a different answer option and/or answer questions on a different branch of the factor tree. The formatting of the Job Overview Document (JOD) indicates that it is output directly from the Gauge 'Evaluator' software without alteration.

# COSLA GAUGE QUESTION & ANSWER – ‘TREE’



## **Agreement of the Job Overview Document**

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

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

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

The information in the Job Overview Document (JOD) or Job Evaluation Outcome - should be agreed and validated before the evaluation of the job can be finalised. The role of Trades Union representatives in providing the jobholder with assistance and support throughout this process should be recognised.

## **Evaluating Jobs**

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

- restrict their discussion to the facts as presented in the JE Questionnaire or during the discussion with the jobholder, and avoid making assumptions about the job. If necessary, decisions should be deferred to allow facts to be checked with the jobholder and verified by the line manager,
- ensure all job demands are fully considered,
- ensure there is no double counting of job demands under more than one factor heading,
- be wary of the 'halo effect' and 'reverse halo effect' - where the demands of a job are associated with the reputation of a particular individual either positively or negatively

- be aware that jobs with high status in the Council need not necessarily score high on all factors, and that jobs need not score higher than sub-ordinates or lower than superiors on all factors,
- not allow prior knowledge of the job title, position, status, or pay attributed to a particular job affect the evaluation process,
- ensure that they comply with the requirements of equality legislation in relation to protected characteristics.

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

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

### **Reviewing Results**

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

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

## **On-going Use of Job Evaluation**

Set out below is:

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

## **GENERIC JOBS**

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

- 'Benchmark' jobs are those chosen in the initial part of a job evaluation exercise to form part of a representative sample of the whole job population, and are generally jobs undertaken by large numbers of jobholders, for example, Refuse Collector, Domestic Auxiliary. Individuals considered as a potential 'match' to a benchmark job will generally be doing the same job as the benchmark jobholder.
- 'Unique' jobs, also referred to as 'singleton' posts, are those generally undertaken by only one single individual within the organisation as a whole, for example, Biochemist, Piano Tuner. It is therefore unlikely that any other individual jobholders can be 'matched' to these jobs.
- 'Generic' jobs are similar to benchmark jobs in that they are undertaken by more than one individual jobholder doing broadly similar work, but they did not form part of the benchmark sample of jobs. In such cases, this group of jobs may be referred to as a 'secondary' benchmark, because they are undertaken by smaller groups of jobholders doing exactly the same job and it is therefore possible to 'match' other individuals to the job undertaken by the jobholder who goes through the evaluation process, for example, Switchboard Operator, Dog Warden.

### **Matching to the Evaluation of a Benchmark Job**

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

### **Taking a 'Generic' Approach to Job Evaluation**

The term 'generic' also applies to jobs that are broadly similar in terms of the nature of the work undertaken by a group of jobholders, but which vary in terms of the day-to-day detail of the tasks carried out by individual jobholders, for example, Clerical Assistant, Administrative Officer. In these cases, it is possible to produce a 'generic evaluation'

covering a range of similar jobs because the job evaluation scheme assesses the predominant demand under various factor headings and this is likely to be the same even though the tasks involved in specific jobs may vary.

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

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

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

## **SAMPLE PROCEDURE FOR MATCHING JOBS TO EVALUATIONS**

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

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

- be broadly representative of the entire range of work across the 'single status' job population,
- include jobs from every functional area of the Council,
- include jobs in each of the grades used in the current structure,
- include jobs which are undertaken by large groups of employees,
- include jobs which are undertaken by employees of predominantly one sex.

*A full list of the Council's Benchmark job titles should be made available on the JE intranet site; and be kept up to date.*

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

### **The Job Overview Document**

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

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

The analytical part of the JOD is designed to support the job evaluation process and is therefore quite different in style and content from the other documentation which the Council current uses for recruitment and grading purposes. However, for the generic jobs information from current job descriptions, outlines, and role profiles has been

incorporated under Job Purpose and Key Objectives to assist those reading the Overview document to gain a broad picture of the nature and content of the job.

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

The Job Evaluation Team will categorise each individual employee as:

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

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

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

### **The Matching Pack**

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

- a covering letter explaining the steps in the process and how the individual jobholder and line manager is involved,
- a 'generic' Job Overview Document for the relevant Benchmark job incorporating the current Job Outline/Job Description/Role Profile – providing it is agreed as being up to date,
- guidance on considering whether or not the post, as done by the individual jobholder, is in fact a match to the generic Benchmark job,
- the Factor Framework for the Job Evaluation Scheme, i.e. the main definitions of each of the 13 factor headings,
- an 'agreement' proforma for both jobholder and line manager to sign – if the proposed potential match is considered to be appropriate,

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

### **Agreement of the Potential Match**

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

### **Potential Match Not Appropriate**

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

- Aspects of the generic Benchmark job that are not undertaken by the jobholder.
- Aspects of the job undertaken by the jobholder that are additional to the generic Benchmark job.
- Aspects of the job undertaken by the jobholder that are of significantly greater demand than that of the generic Benchmark job under one or more of the factors of the JE Scheme.
- Aspects of the job undertaken by the jobholder that are of significantly lesser demand than that of the generic Benchmark job under one or more of the factors of the JE Scheme.
- Any other information considered to be relevant to an assessment of the difference between the generic Benchmark job and the job as undertaken by the individual jobholder.

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

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

If the differences are considered to be significant under six or more of the factor headings, then clearly the proposed match is not appropriate and the job will require to

be evaluated separately. In such cases the jobholder will be asked to complete the job evaluation Questionnaire and participate in a job evaluation discussion with a member of the Job Analyst Team (JAT) supported by the Gauge 'Evaluator' software.

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

### **Unable to Agree**

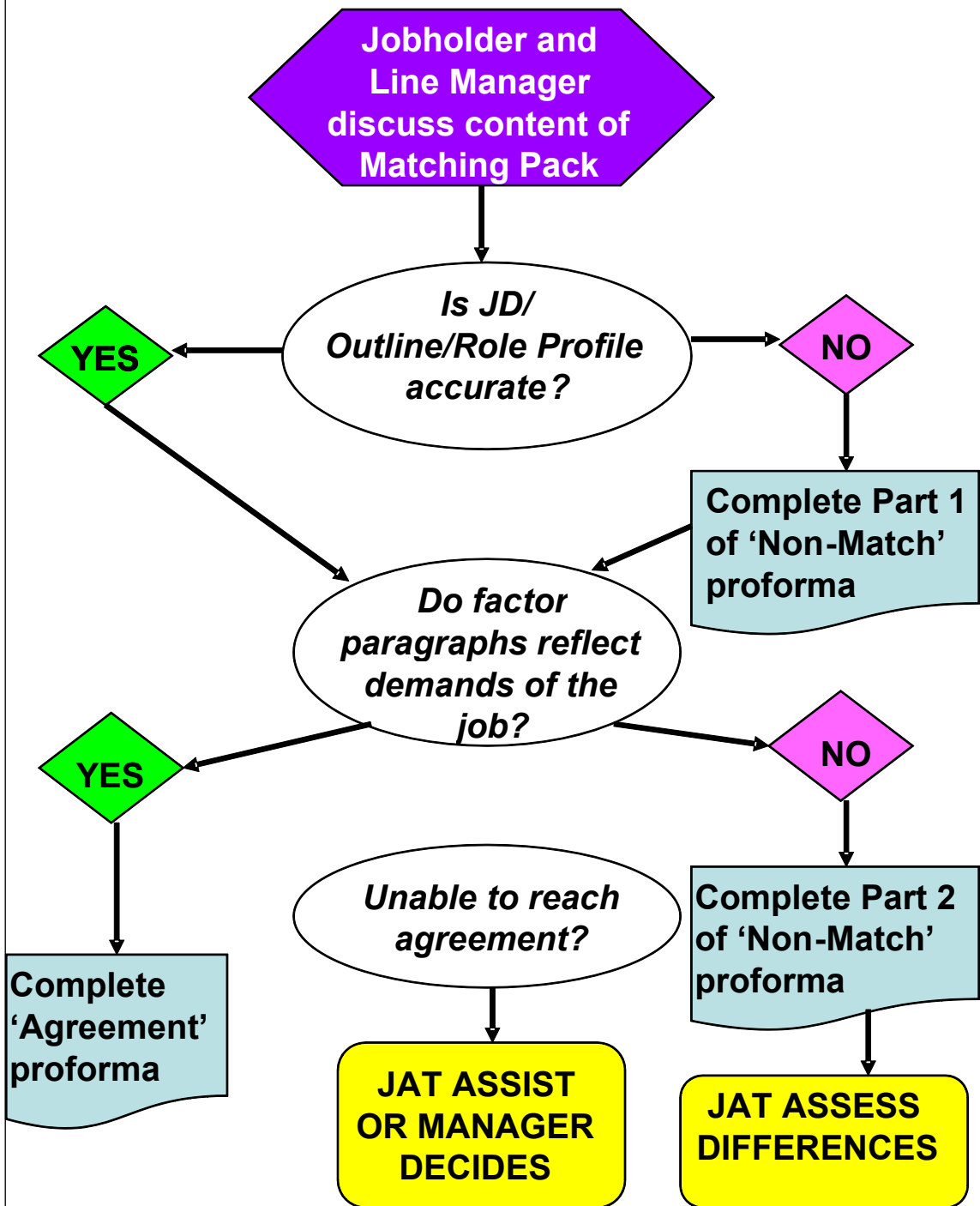
In the event that the jobholder and their line manager are unable to reach agreement that:

- the job is a match to the generic Benchmark job suggested
- or
- the proposed match to the generic Benchmark job is not appropriate

they may find it helpful to discuss their views on the proposed match with a member of the Job Analyst Team.

If they are still unable to reach agreement after a discussion with a Job Analyst the matter will be referred to the next most appropriate level of service management for a decision on the appropriateness of the proposed match. A flowchart illustrating the steps of the Matching Process is set out below.

## JOB EVALUATION - MATCHING PROCESS



## MATCHING - GUIDANCE FOR JOBHOLDERS AND LINE MANAGERS

### Introduction

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

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

And

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

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

- **evaluate the job not the person** - evaluation is of the content of job and not of the abilities or performance of the individual jobholder
- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to a competent standard by a fully trained and experienced individual
- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.
- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

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

### The Descriptive Information

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

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

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

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

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

## The Analytical Information

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

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

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

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

Once you have read the factor definition and the factor paragraph in the JOD you will need to consider if the information set out in the JOD is appropriate to the demands of your job in terms of its nature, degree, frequency and duration. The Job Evaluation

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

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

## **Appendix Re: Step Changes in Demand**

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

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

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

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

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

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

**6. Communication Skills** – for example, the difference between completing standard letters and drafting original correspondence; **or**, the difference between providing

routine information to an enquirer and having to justify Council policy to a service recipient.

**7. Dealing with Relationships** – for example, the difference between dealing with clients/service users/recipients who are verbally abusive and having to deal with clients/service users/recipients from whom there is a threat of violence.

**8. Responsibility for Employees** – for example, the difference between allocating work to your team on a daily basis and being responsible for deploying employees across a service or department; **or**, the difference between being involved in the recruitment interview process and having responsibility for approving the appointment of staff.

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

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

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

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

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

**MATCHING PROCEDURE**

**SAMPLE AGREEMENT PROFORMA**

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

|                                  |
|----------------------------------|
| <b>Job Title:</b>                |
| <b>Benchmark Reference No:</b>   |
| <b>Section:</b>                  |
| <b>Service:</b>                  |
| <b>Department:</b>               |
| <b>Line Manager's Job Title:</b> |

We are agreed that the information provided in the generic Job Overview Document is up to date, agreed, comprehensive and accurate. Accordingly, we are agreed that the job is a match to generic Benchmark Job Ref: ..... and that the evaluation outcome for the generic Benchmark job should be applied.

| <b>JOBHOLDER</b>    |              |
|---------------------|--------------|
| <b>Name:</b>        | <b>Date:</b> |
| <b>LINE MANAGER</b> |              |
| <b>Name:</b>        | <b>Date:</b> |

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

## MATCHING PROCEDURE

### SAMPLE NON-MATCH AGREEMENT PROFORMA

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

|                                      |
|--------------------------------------|
| <b>Job Title:</b>                    |
| <b>Benchmark Reference No:</b>       |
| <b>Section:</b>                      |
| <b>Service:</b>                      |
| <b>Department:</b>                   |
| <b>Line Manager's<br/>Job Title:</b> |

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

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

|                     |              |
|---------------------|--------------|
| <b>JOBHOLDER</b>    |              |
| <b>Name:</b>        | <b>Date:</b> |
| <b>LINE MANAGER</b> |              |
| <b>Name:</b>        | <b>Date:</b> |

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

|               |  |
|---------------|--|
| <b>PART 1</b> | Aspects of the generic Benchmark job that are <b>not undertaken</b> by the jobholder:  |
|               | Aspects of the job undertaken by the jobholder that are <b>additional to</b> the generic Benchmark job:  |
| <b>PART 2</b> | Aspects of the job that are of significantly <b>greater</b> demand than the generic Benchmark job under one or more of the factors of the SJC JE Scheme: |
|               | Aspects of the job that are of significantly <b>lesser</b> demand than the generic Benchmark job under one or more of the factors of the SJC JE Scheme:  |
|               | Other information relevant to an assessment of the difference between the job and the generic Benchmark job:   |

**If using additional pages please ensure the BM Ref is included**

## SAMPLE PROCEDURE FOR EVALUATION OF NEW JOBS

### General Principles

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

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

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

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

### Documentation

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

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

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

- **Employee Specification** - a person specification will be created for each new post detailing:

- the skills and competencies required to undertake the job
- training and educational achievements required
- the abilities required of the person who will carry out the job
- relevant previous experience required, as appropriate.

Requirements must not be included that unnecessarily exclude persons or limit their chances of employment.

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

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

## Evaluation

Completed, and agreed, documentation will be referred to the Job Analyst Team for provisional evaluation. The evaluation will be undertaken using the SJC JE Scheme and the Gauge 'Evaluator' software, as appropriate; and a Job Overview Document (JOD) or a Job Evaluation Outcome produced for quality assurance and consistency checking. A documented audit trail of the evaluation process shall be retained for record purposes.

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

## Approval

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

- The Head of HR, under the Council's Scheme of Delegation, for approval in relation to the proposed grade, the recruitment process and any implications for policy.
- The relevant Trades Union for consultation and comment.
- The relevant Head of Service/Department for consultation and comment on the outcome of the evaluation.
- The Head of Finance (s95 Officer), under the Council's Scheme of Delegation, for approval of the necessary budget provision.

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

## **Appendices:**

- (i) Grading Guidance – *local version to be prepared*
- (ii) Job Outline Proforma – *local template to be prepared*
- (iii) Employee Specification Proforma – *local template to be prepared*
- (iv) Job Overview Document – *local example to be included*

## **SAMPLE PROCEDURE FOR RE-EVALUATION OF CHANGED JOBS**

### **General Principles**

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

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

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

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

### **Criteria**

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

- at least a year has passed since the effective date of implementation of the original job evaluation outcome, its initial appeal, or a subsequent re-evaluation;
- the change in job content is substantial and does not just reflect an increased volume of work, i.e. it cannot be addressed by employing more people;
- the change is a necessary part of the job remit;
- the change arises directly from a change in service requirements;
- the change is considered to be permanent;
- the change is significant in terms of one or more of the 13 factors of the job evaluation scheme;

- clear evidence of the change can be provided in support of the application for re-evaluation, including the impact of new duties on existing duties, i.e. what is no longer being done or done to a lesser degree/frequency;
- the Line Manager agrees that the change in job meets all of the above criteria.

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

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

## Documentation

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

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

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

## Submission

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

- a. Submissions made before 31<sup>st</sup> March will be evaluated for approval, if necessary, by relevant senior officers, as stipulated by the Council's Scheme of Delegation, in the following July.
- b. Submissions made before 30<sup>th</sup> September will be evaluated for approval, if necessary, by relevant senior officers, as stipulated by the Council's Scheme of Delegation, in the following January.

The relevant dates for the first requests for re-evaluation will be 30<sup>th</sup> September YEAR for submission and January YEAR for approval or otherwise.

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

## **Evaluation**

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

- if the level of demand has increased or decreased as a result of the changes described in the content and responsibility of the job,
- if the degree of change in either the nature, degree, frequency or duration of demand is sufficient to justify a higher or lower factor level score,
- if the change in demand meets all of the elements of the relevant factor level definition and associated guidance as applied by the Council,
- if the potential revision in factor level score is consistent with the application of that factor across the Council's 'Single Status' job population.

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

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

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

## **Approval**

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

- The Head of HR for approval, under the Council's Scheme of Delegation, in relation to the grade and any implications for policy.
- The relevant Trades Union for consultation and comment.
- The Head of Finance (s95 Officer) for approval, under the Council's Scheme of Delegation, of the necessary budget provision.
- The relevant Head of Service/Department for consultation and comment on the outcome of the evaluation.

Once these steps have been completed the Head of HR will confirm the grade of the job in writing to the Head of Service, and to HR and Payroll Administration. After which full

details of the reviewed post and its revised grading will be lodged in the Members' Library.

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

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

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

### **Effective Date**

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

### **Right of Appeal**

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

### **Appendices:**

- (i) 'Request for Re-evaluation' proforma – *local version to be prepared*
- (ii) 'Re-evaluation Guidance Note' – *local version to be prepared*
- (iii) Example of a 'Factor Level Scores Breakdown Report' – *local version to be prepared*
- (iv) 'Re-evaluation Information' proforma – *local version to be prepared*
- (v) Notification Letter – *local version to be prepared*

# SCOTTISH JOINT COUNCIL'S JOB EVALUATION SCHEME

## SECTION 2 - GENERAL FACTOR GUIDANCE NOTES

### Introduction

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

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

### FACTOR DEFINITIONS

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

1. an introductory statement indicating the specific aspect of job demand being considered under the factor heading;
2. one or two paragraphs indicating the type of job demand or activity that is covered by the factor;
3. a final statement indicating how the job demands will be assessed, i.e. which of the 4 elements of nature, degree, frequency and duration are relevant under the factor heading.

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

- a combination of the 'greatest' and 'main' demands under the Physical Effort factor in terms of the nature and degree of demand and the proportion of working time involved respectively,
- the 'highest' degree of demand under the Concentration factor heading,
- the 'most demanding' type of Communications Skills required,
- the 'primary' and 'secondary' demands also referred to as the 'main' and 'other' demands under the Responsibility for Physical and Information Resources factor heading.

For all but these 4 factors (i.e. excepting Physical Effort, Concentration, Communication Skills, and Responsibility for Physical and Information Resources) it is the 'predominant'

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

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

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

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

## Ensuring Job Demands are Taken into Account Appropriately

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

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

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

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

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

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

heading is most applicable to that aspect of work are consistently applied across all jobs being assessed.

Consider the following examples:

- Mental Skills and Responsibility for Services to Others in relation to care plans - it is **not** double counting to measure the problem solving/analytical skills required to undertake a caring role under the Mental Skills factor, and then separately to consider the responsibility for drawing up a care plan, or for delivering that care, under the Responsibility for Services to Others factor, as long as the job involves both of these demands.
- Communication Skills and Dealing with Relationships in relation to contacts that are an integral part of the job – it may be double counting to measure the need to communicate with a range of contacts under both of these factors, but it is **not** double counting to measure the empathic skills required under the Dealing with Relationships factor and the skills required for exchanging information under the Communication Skills factor.
- Communication Skills and Responsibility for Employees in relation to providing instruction, professional development or training – again it is **not** double counting to measure the skills required for providing instruction under the Communication Skills factor and the responsibility for providing instruction under the Responsibility for Employees factor, as long as the job genuinely involves both of these (demonstrating own duties on the other hand may not require any specific training skills).
- Communication Skills and Responsibility for Services to Others in relation to the assessment of care needs and the provision of care - it is **not** double counting to measure the skills required to draw information from a client under the Communications Skills factor and to measure the responsibility for assessing care needs and determining care provision under Responsibility for Services to Others.
- On the other hand, as noted earlier in the document, it **is** double counting to measure the same demands associated with processing purchasing orders under both the Responsibility for Financial Resources and Responsibility for Physical & Information Resources factor headings.

## FACTOR LEVEL DEFINITIONS

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

These elements of demand are also referred to as the 'step changes' in demand as they indicate the increase in demand that would be required to allow a job to 'step' up to a

higher-level definition. The key terms in the level definitions which indicate the step changes of demand are **emboldened**.

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

**N.B.** Such an 'atypical' assessment is only possible when using the paper-based SJC JE Scheme as the Gauge 'Evaluator' software applies the factor level definitions consistently.

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

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

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

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

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

This enables the SJC JE Scheme to take account of all aspects of demand under these factor headings across a variety of jobs, including those jobs where aspects of demand might be very significant or relatively insignificant. For example, where a demand could

be viewed as extreme or pronounced in nature although of relatively short duration; or the degree of demand is relatively minor but occurs with high frequency. The scoring matrix allows the demands of these less typical jobs to be assessed alongside the more usual patterns of demand where neither the nature and/or degree, nor the frequency and/or duration are significantly high or low.

Some factor level definitions (Physical Effort and Responsibility for Physical & Information Resources) allow two **distinct** demands to be assessed within the factor. The scoring matrix enables account to be taken of both primary/main and secondary/other responsibilities which the jobholder has in respect of two distinct types of effort or resource. Job demands are assessed at the **highest** level of either the primary/main or secondary/other responsibility. For example, a job having a primary/main responsibility for the proper use and safekeeping of very expensive equipment (at Level 3) and secondary/other responsibility for ordering and/or stock control of a limited range of supplies (at Level 2), should be assessed at Level 3 in line with the highest scoring demand.

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

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

## FACTOR GUIDANCE

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

Some factor level definitions incorporate a range of terms, for example, "some", "considerable", "large", "very large", "extremely large". These represent a scale of demand across the levels of that factor. Definitions of these terms, and illustrative

examples, are provided in the relevant factor guidance, and in the help screens of the Gauge 'Evaluator' software. The same terms may be used in describing levels of demand under a variety of factor headings. However, the individual phrases should be interpreted according to the relevant guidance for each factor heading, as the definitions of these terms may vary from factor to factor.

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

- "GENERAL" mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder has to apply; such as when reading work instructions, completing work-recording documents, counting money or checking change, undertaking daily checks on equipment being used, hoeing, digging, painting walls etc.
- "ENHANCED" mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), matching or inputting data between different sources, undertaking inspections, taking measurements, preparing standard reports, carrying out arithmetic calculations (i.e. addition, subtraction, multiplication, division, fractions, percentages), completing detailed documentation, making electrical connections, pruning, painting window frames etc.
- "FOCUSED" mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, when driving or working in traffic or supervising the actions of children/pool-users, concentrating on visual or aural activities such as audio-typing/operating CAD or GIS OR that required when undertaking tasks such as complex calculations involving mathematical formulae (i.e. algebra, trigonometry, geometry or calculus), ordering facts, findings, conclusions and recommendations in report writing or in the preparation of a presentation, undertaking research, reviewing case files for compliance purposes or to investigate complaints, designing complex spreadsheets, electrical diagnostics, propagating, using chainsaws etc.

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

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

- "SUBSTANTIALLY" for example, those who are ill OR are in some distress OR have learning difficulties OR are at risk OR are in conflict with the authority which the jobholder requires to resolve.
- "SEVERELY" for example, those who are long term sick OR are acutely distressed OR have special physical/educational/social needs OR are victims of abuse OR who subject the jobholder to aggression OR from whom there is a potential risk of violence.
- "EXTREMELY" for example, those who are in need of palliative or end of life care OR are profoundly physically and/or mentally less able OR are traumatised OR from whom the jobholder is at a CONSTANT risk of violence

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

## Use of Examples in the Guidance

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

Where examples of tasks or activities are provided these are generally as part of a list of alternatives; and examples will relate to different parts of the job population including manual, craft, clerical, administrative, technical, professional and management job demands. These examples are from the benchmark sample of jobs drawn from across all Scottish unitary authorities and used in the development of the SJC JE Scheme.

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

## **Avoidance of Gender Bias and Bias Against Other Protected Groups**

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

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

Similarly, it is important to identify potential bias for age and disability levels. Analysts need to identify if a role would typically require an employee to drive to appointments. The requirement should be appropriately reflected in physical co-ordination, regardless of any allowances made for disabled jobholders to utilise taxis as a reasonable adjustment. For some roles such as those who undertake lifesaving duties, the need to react instantly to situations should be considered and any allowances considered if an older person was unable to react as quickly as necessary in ordinary circumstances.

Job Analysts should not necessarily take at face value the terms used by individual job holders. For example, a Social Worker may refer to 'encouraging' a client when what they really mean is 'convincing' the client to take a particular course of action. Similarly, a Building Control Officer may use the term 'convincing' when in fact they have the authority to require action to be undertaken.

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

### **Best Practice**

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

- read the whole of the definition or guidance paragraph, rather than just picking out a word or phrase which seems to fit the demands of the job being assessed; and,
- consider the demands characterised at the various levels of the definitions and guidance paragraphs in the context of the factor definition.

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

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

## THE KNOWLEDGE AND SKILLS FACTORS - GENERAL GUIDANCE

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

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

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

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

## Qualifications

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

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

## THE RESPONSIBILITY FACTORS - GENERAL GUIDANCE

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

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

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

## Contributions to a Shared/Joint Responsibility

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

Maintenance Manager (Responsibility for Physical & Information Resources). The same principles apply in client/contractor situations.

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

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

**N.B.** Care needs to be taken to ensure that tasks/activities undertaken while deputising for a senior colleague are NOT taken into account in the assessment of job demands as these relate to the requirements of a different job. Similarly, tasks/activities undertaken while covering for absent colleagues should NOT be taken into account in the assessment of job demands as these also relate to the requirements of a different job. In both these cases additional remuneration may apply to the tasks/activities undertaken while deputising/covering for colleagues.

## Responsibility and Impact

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

The SJC JE Scheme does not consider consequences of error in assessing the degree of responsibility, rather, it considers the positive responsibilities which jobs are required to carry. However, the **impact** of a failure to carry out the responsibilities properly (for instance, delays, inconvenience or discomfort to others, financial loss, lower quality service) may be a useful indicator of the **level** of responsibility when trying to assess the demands of a job.

## Development of Local Guidance

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

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

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

- The definition of “DAY TO DAY” under the Concentration heading
- The terms ‘immediate work colleagues’ and ‘regular’ under the Communication Skills heading
- The term “MORE THAN NORMAL COURTESY” under the Dealing with Relationships heading
- The terms ‘supervisor’ and ‘manager’ under the Responsibility for Employees heading

# SCOTTISH JOINT COUNCIL'S JOB EVALUATION SCHEME

## SECTION 3 - FACTOR FRAMEWORK

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

## FACTOR 1 - WORKING ENVIRONMENT

### Scope of Factor

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

### Application of the Level Definitions

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

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

**N.B.** The evaluation of overall job demand under this factor heading is established by a scoring matrix for each of the 'A', 'B' and 'C' starting points combined with the degree of exposure to 'unpleasant, disagreeable or hazardous' conditions, and the proportion of working time when the exposure is present, to assess:

- Firstly, the DEGREE of exposure in 5 increments:
  - Unpleasant
  - Unpleasant and mildly disagreeable
  - Disagreeable or mildly hazardous
  - Very disagreeable or hazardous
  - Extremely disagreeable or very hazardous
- Secondly, the PROPORTION OF WORKING TIME that the jobholder is normally exposed in 5 increments:
  - Up to 20%
  - 20 – 40%
  - 40 – 60%
  - 60- 80%
  - Over 80%

The matrix provides for 64 possible combinations of the elements of assessment, i.e. the 3 starting points plus 5 different degrees of demands and the 5 different proportions of working time. However, each of the increments in demand does NOT equate to a 'step change' in terms of the definitions of the 5 levels available under this factor heading. For example, the Scottish Job Analyst Team's (SJAT) assessment of demand for a job that involves working predominantly 'INDOORS' i.e. an 'A' starting point, with exposure to 'UNPLEASANT' conditions for 'up to 20%' of working time is Level 1. In their view, exposure to these conditions for 'more than 20% and up to 40%' of working time did not justify a Level 2; nor did exposure for more than '40% and up to 60%' of working time. Only when exposure to these conditions would normally be for the majority time, i.e. 'more than 60%' did the SJAT consider that a 'step change' in demand to Level 2 was justified.

Therefore, the outputs of the scoring matrix for each of the 'A', 'B' and 'C' starting points are combined into 49 (rather than 64) statements across the definitions in the 5 factor levels; and there are 3 broad step changes in demand, i.e.:

- Up to X% - for example, 'up to 40%'
- More than X% and up to Y% - for example, 'more than 40% and up to 80%'
- More than Y% - for example, 'more than 80%'

## Indoor/Outdoor Work

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

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

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

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

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

## Degree of Demand

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

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

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

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

"VERY DISAGREEABLE OR HAZARDOUS" conditions would include being exposed to waste, dirt, working in live traffic, etc, e.g. cleaning incontinent clients/changing colostomy bags, digging road trenches or requiring PPE to mitigate against a specific potential hazard such as breathing apparatus (escape set) or wearing heavier protective clothing such as fire-retardant clothing.

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

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

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

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

## Hazards / Risk of Injury

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

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

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

## FACTOR 1 - WORKING ENVIRONMENT

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

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

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

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

## FACTOR 1 - WORKING ENVIRONMENT

| Level | Definition   |
|-------|--|
| 1     | <p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>1. <b>Unpleasant</b> conditions for <b>up to 60%</b> of working time</li> <li><b>or</b></li> <li>2. Unpleasant <b>and mildly</b> disagreeable conditions for <b>up to 40%</b> of working time</li> <li><b>or</b></li> <li>3. <b>Disagreeable or mildly</b> hazardous conditions for <b>up to 20%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>4. Unpleasant conditions for <b>up to 40%</b> of working time</li> <li><b>or</b></li> <li>5. <b>Unpleasant and mildly</b> disagreeable conditions for <b>up to 40%</b> of working time</li> <li><b>or</b></li> <li>6. <b>Disagreeable or mildly</b> hazardous conditions for <b>up to 20%</b> of working time</li> </ol> |

## FACTOR 1 - WORKING ENVIRONMENT

| Level | Definition   |
|-------|--|
| 2     | <p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>1. <b>Unpleasant</b> conditions for <b>more than 60%</b> of working time</li> <li>or</li> <li>2. Unpleasant <b>and mildly</b> disagreeable conditions for <b>more than 40% and up to 80%</b> of working time</li> <li>or</li> <li>3. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 20% and up to 60%</b> of working time</li> <li>or</li> <li>4. <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>up to 40%</b> of working time</li> <li>or</li> <li>5. <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions <b>up to 20%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered</b>, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>6. <b>Unpleasant</b> conditions for <b>more than 40% and up to 80%</b> of working time</li> <li>or</li> <li>7. <b>Unpleasant and mildly</b> disagreeable conditions for <b>more than 40% and up to 80%</b> of working time</li> <li>or</li> <li>8. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 20% and up to 60%</b> of working time</li> <li>or</li> <li>9. <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>up to 40%</b> of working time</li> <li>or</li> <li>10. <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>up to 20%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>C.</b> The job involves working predominantly <b>outdoors exposed to all</b> weather conditions, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>11. <b>Unpleasant</b> conditions for <b>up to 40%</b> of working time</li> <li>or</li> <li>12. <b>Unpleasant and mildly</b> disagreeable conditions for <b>up to 40%</b> of working time</li> </ol> <p>or</p> <ol style="list-style-type: none"> <li>13. <b>Disagreeable or mildly</b> hazardous conditions for <b>up to 40%</b> of working time</li> <li>or</li> <li>14. <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>up to 20%</b> of working time</li> <li>or</li> <li>15. <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>up to 20%</b> of working time</li> </ol> |

## FACTOR 1 - WORKING ENVIRONMENT

| Level | Definition   |
|-------|--|
| 3     | <p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>1. <b>Unpleasant and mildly</b> disagreeable conditions for <b>more than 80%</b> of working time</li> <li><b>or</b></li> <li>2. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 60% and up to 80%</b> of working time</li> <li><b>or</b></li> <li>3. <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>more than 40% and up to 60%</b> of working time</li> <li><b>or</b></li> <li>4. <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>more than 20% and up to 40%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered</b>, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>5. <b>Unpleasant</b> conditions for <b>more than 80%</b> of working time</li> <li><b>or</b></li> <li>6. <b>Unpleasant and mildly</b> disagreeable conditions for <b>more than 80%</b> of working time</li> <li><b>or</b></li> <li>7. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 60% and up to 80%</b> of working time</li> <li><b>or</b></li> <li>8. <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>more than 40% and up to 60%</b> of working time</li> <li><b>or</b></li> <li>9. <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>more than 20% and up to 40%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>C.</b> The job involves working predominantly <b>outdoors exposed to all</b> weather conditions <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>10. <b>Unpleasant</b> conditions for <b>more than 40% and up to 80%</b> of working time</li> <li><b>or</b></li> <li>11. <b>Unpleasant and mildly</b> disagreeable conditions for <b>more than 40% and up to 60%</b> of working time</li> <li><b>or</b></li> <li>12. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 40% and up to 60%</b> of working time</li> <li><b>or</b></li> <li>13. <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>more than 20% and up to 40%</b> of working time</li> <li><b>or</b></li> <li>14. <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>more than 20% and up to 40%</b> of working time</li> </ol> |

## FACTOR 1 - WORKING ENVIRONMENT

| Level | Definition   |
|-------|--|
| 4     | <p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>1. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 80%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>2. <b>Very disagreeable or hazardous</b> conditions for <b>more than 60%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>3. <b>Extremely disagreeable or very</b> hazardous conditions for <b>more than 40% and up to 80%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and</b> normally involves exposure to:</p> <ol style="list-style-type: none"> <li>4. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 80%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>5. <b>Very disagreeable or hazardous</b> conditions for <b>more than 60%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>6. <b>Extremely disagreeable or very</b> hazardous conditions for <b>more than 40% and up to 80%</b> of working time</li> </ol> <p><b>OR</b></p> <p><b>C.</b> The job involves working predominantly <b>outdoors exposed to all</b> weather conditions and normally involves exposure to:</p> <ol style="list-style-type: none"> <li>7. <b>Unpleasant</b> conditions for <b>more than 80%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>8. <b>Unpleasant and mildly disagreeable</b> conditions for <b>more than 60%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>9. <b>Disagreeable or mildly</b> hazardous conditions for <b>more than 60%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>10. <b>Very disagreeable or hazardous</b> conditions for <b>more than 40% and up to 80%</b> of working time</li> </ol> <p style="text-align: center;"><b>or</b></p> <ol style="list-style-type: none"> <li>11. <b>Extremely disagreeable or very</b> hazardous conditions for <b>more than 40% and up to 80%</b> of working time</li> </ol> |

## FACTOR 1 - WORKING ENVIRONMENT

| Level    | Definition   |
|----------|--|
| <b>5</b> | <p><b>A.</b> The job involves working predominantly <b>indoors or travelling</b> between locations, <b>and</b> normally involves exposure to:</p> <p>1.           <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>more than 80%</b> of working time</p> <p><b>OR</b></p> <p><b>B.</b> The job involves working predominantly <b>outdoors, but sheltered, and</b> normally involves exposure to:</p> <p>2.           <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>more than 80%</b> of working time</p> <p><b>OR</b></p> <p><b>C.</b> The job involves working predominantly <b>outdoors exposed to all</b> weather conditions and normally involves exposure to:</p> <p>3.           <b>Very</b> disagreeable <b>or hazardous</b> conditions for <b>more than 80%</b> of working time</p> <p><b>or</b></p> <p>4.           <b>Extremely</b> disagreeable <b>or very</b> hazardous conditions for <b>more than 80%</b> of working time</p> |

## FACTOR 2 – PHYSICAL CO-ORDINATION

### Scope of Factor

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

### Nature of Demand

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

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

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

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

### Application of Level Definitions

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

1. According to the predominant demand for physical co-ordination required as part of the normal routine, i.e. driving as an occupational requirement, keyboarding or other activities - this provides the first score for the assessment of the overall demands under this factor heading.
2. Consideration should also be given to any other demands for physical co-ordination required as part of the normal routine, i.e. driving in addition to keyboarding or other activities because it is not an occupational requirement - this provides the second score for the assessment of the overall demands under this factor heading.
3. The overall assessment of the physical co-ordination demands of the job will be scored according to whichever of the level assessments is the **higher** as demands are considered separately under this factor heading as they are not cumulative.

### Previous Requirements

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

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

## Degree of Demand

### Driving Skills

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

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

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

The “MODERATE” degree of co-ordination of limbs and senses required to drive an ordinary car, van or similar vehicle are covered by **Level 2**. The “CONSIDERABLE” degree of co-ordination of limbs and senses required to tow or manoeuvre while using these vehicles, **or** to operate other propelled equipment or more complex vehicles such as a tractor or dumper including attachments will typically be covered by **Level 3**. The “HIGH” degree of co-ordination of limbs and senses required to tow or manoeuvre large or articulated vehicles will typically be covered by **Level 4**, while the “VERY HIGH” degree of co-ordination of limbs and senses required to drive and fully operate equipment such as a mechanical digger or equivalent plant (including those controlled by joystick or levers) will typically be covered by **Level 5**. These driving skills **must** be required as part of the normal routine of the job.

“OTHER PROPELLED EQUIPMENT” – such as mini-digger, ride-on mower etc

### Keyboard Skills

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

- **Level 1** - requires a “MINIMAL” degree of manual dexterity in the use of a keyboard/touchscreen with a limited number of digits, e.g. 2-finger operation i.e. not involving substantial keyboarding, for example, using the cursor to interrogate an information system, without any time constraints, and with the opportunity to amend significantly.
- **Level 2** - requires a “MODERATE” degree of manual dexterity in the use of the keyboard/touchscreen, for example, administrative or research jobs involving use of computers for some aspects of the work. This covers general data input and “basic keyboarding” for general clerical or administrative tasks, i.e. self-taught but NOT audio or touch typing, for example, to produce standard word-processed documents, simple graphics or desktop publishing etc for self and colleagues; or to use CAD or GIS systems for reference purposes

- **Level 3** - requires a “CONSIDERABLE” degree of manual dexterity, or involves both moderate dexterity and speed, where the keyboard skills are integral to the main duties as opposed to using the system for clerical or administrative tasks, for example, to undertake computer programming, systems analysis or, operate CAD or GIS systems for their designated purpose.
- **Level 4** - requires a “HIGHER” degree of manual dexterity, or involves both considerable dexterity and speed required by specialist keyboard operators, such as bulk data input, e.g. batch processing or word processing operators applying precision and speed in order to complete tasks to the required standards and timescales. This includes "typing", i.e. touch or audio-typing, generally to produce complex word-processed documents, complex graphics etc on behalf of others.

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

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

## Other Activities

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

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

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

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

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

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

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

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

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

### **Consequences of Error**

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

## FACTOR 2 - PHYSICAL CO-ORDINATION

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

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

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

## FACTOR 2 – PHYSICAL CO-ORDINATION

| Level | Definition  |
|-------|---|
| 1     | There are <b>limited or minimal</b> requirements for developed physical skills or co-ordination in the course of normal working, for example, the dexterity for 2-finger typing   |
| 2     | <p>The work mainly requires:</p> <ol style="list-style-type: none"> <li>1. <b>a moderate</b> degree of co-ordination of limbs and senses required to drive an ordinary car, van or similar vehicle, or other propelled equipment</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. <b>moderate</b> dexterity for basic keyboarding</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>3. minimal precision <b>and speed</b> in the use of dexterity, co-ordination and/or senses when undertaking <b>other</b> activities.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>4. <b>moderate</b> precision in the use of these skills when undertaking <b>other</b> activities.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>5. a <b>combination</b> of demands relating to one element of either keyboarding driving or other activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level.</li> </ol> |

## FACTOR 2 – PHYSICAL CO-ORDINATION

| Level    | Definition  |
|----------|---|
| <b>3</b> | <p>The work mainly requires:</p> <ol style="list-style-type: none"> <li>1. <b>a considerable</b> degree of co-ordination of limbs and senses to <b>tow or manoeuvre</b> while driving an ordinary car, van or similar vehicle, or other propelled equipment</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. <b>a considerable</b> degree of co-ordination of limbs and senses to <b>operate</b> more complex vehicles such as a tractor or dumper <b>including attachments</b></li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>3. moderate dexterity <b>and speed</b> for keyboarding</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>4. <b>considerable</b> dexterity and co-ordination for keyboarding</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>5. moderate precision <b>and speed</b> in the use of dexterity, co-ordination and/or senses when undertaking <b>other</b> activities</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>6. <b>considerable</b> precision in the use of these skills when undertaking <b>other</b> activities.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>7. a <b>combination</b> of demands relating to one element of either keyboarding, driving, or other activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level.</li> </ol> |
| <b>4</b> | <p>The work mainly requires:</p> <ol style="list-style-type: none"> <li>1. <b>a high</b> degree of co-ordination of limbs and senses to tow or manoeuvre while driving <b>large or articulated</b> vehicles</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. considerable dexterity <b>and speed</b> for keyboarding</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>3. <b>high</b> dexterity for keyboarding</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>4. <b>considerable</b> demands for precision <b>and speed</b> in the use of dexterity, co-ordination and/or senses when undertaking <b>other</b> activities</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>5. <b>high</b> demands for precision in the use of these skills when undertaking <b>other</b> activities.</li> </ol> <p><b>or</b></p>   |

## FACTOR 2 – PHYSICAL CO-ORDINATION

| Level    | Definition  |
|----------|---|
| 6.       | a <b>combination</b> of demands relating to one element of either keyboarding, driving or other activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level.   |
| <b>5</b> | <p>The work mainly requires:</p> <p>1. a <b>very high</b> degree of co-ordination of limbs and senses to <b>drive and fully operate</b> equipment such as a mechanical digger or equivalent plant</p> <p><b>or</b></p> <p>2. <b>high</b> demands for precision <b>and speed</b> in the use of dexterity, co-ordination and/or senses when undertaking <b>other</b> activities</p> <p><b>or</b></p> <p>3. <b>very high</b> demands for precision in the use of these skills when undertaking <b>other</b> activities.</p> <p><b>or</b></p> <p>4. a <b>combination</b> of demands relating to one element of either keyboarding, driving or other activities requiring physical co-ordination as defined at this level and another of those elements as defined at this or a lower level.</p> |

## FACTOR 3 - PHYSICAL EFFORT

### Scope of Factor

This factor considers the type, amount, continuity and frequency of the physical effort required to do the job, i.e. effort that makes the jobholder physically fatigued. It covers stamina as well as strength.

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

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

### Application of the Level Definitions

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

1. According to the **greatest** demand for physical effort involved as part of the normal routine in terms of the **nature and degree** of demand, i.e. the heaviest physical demand of the job. This demand will generally be required less frequently or for a shorter duration than other demands. The guidance on the following pages is set out in descending order of the activities requiring greatest to least effort – with ‘lifting/carrying’ being of greatest demand and ‘standing/walking’ being of least demand. Accordingly, when determining the nature of the greatest demand a process of elimination is required, starting at the top of the guidance, consideration should be given to whether:
  - ‘lifting/carrying’ is part of the usual routine of the job; and if it is not, then:
  - whether ‘pushing/pulling’ is part of the usual routine of the job; and if it is not, then:
  - whether a need to ‘apply physical effort’ is part of the usual routine of the job; and if it is not, then:
  - whether working in ‘awkward positions’ is part of the usual routine of the job; and if it is not, then:
  - whether ‘working in constrained positions’ is part of the usual routine of the job.

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

Having determined the nature of the greatest demand consideration should be given to the degree of demand, i.e. limited, considerable, high and very high.

**N.B.** each of these terms is defined specifically in the following guidance in relation to the nature of the greatest demand

Consideration should then be given to the proportion of working time for which the greatest demand required as part of the usual routine of the job is typically required, i.e. occasionally, periodically, regularly, frequently, or on an on-going or continuous basis.

**N.B.** Typically the heaviest physical demands of the job will not be required on either an on-going or continuous basis.

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

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

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

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

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

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

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

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

3. The overall assessment of the physical effort demands of the job will be scored according to the matrix which balances the 'X' and 'Y' scores. For most jobs this will be whichever of the level assessments is the higher – either the X or Y score. **N.B.** in practice, it may be necessary to assess a range of different physical demands in the job to establish which are the greatest and which are the main demands. However, some jobs require the **same** level of physical effort in terms of **both** the greatest demands and any other demands, as these can be cumulative demands, for example, lifting/carrying while standing/walking, and in these cases the **overall** level of demand is considered to be equivalent to the **next** level, above Level 3. For example, the overall level of demands for a job primarily involving greatest effort at a Level 4, where the other demands are also at Level 4, would be considered as equivalent to the demands at Level 5.

## **Degree of Demand**

### **Lifting / Carrying**

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

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

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

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

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

### **Pushing / Pulling**

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

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

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

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

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

## **Weights**

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

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

## **Applied Physical Effort**

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

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

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

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

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

## **Awkward Positions**

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

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

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

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

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

## Working in Constrained Positions

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

Working in constrained positions is considered as requiring a LIMITED degree of physical effort.

## Standing/Walking

STANDING/WALKING is considered as requiring a LIMITED degree of physical effort.

## Frequency and Continuity

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

- **Occasional** - infrequently and/or for a short period of time i.e. occurring on average less than 0.5 days or 0.5 shifts in 10 or up to 5% of working time over the year as a whole. As a proportion of working time this equates to less than 5% on average based on a standard full-time week.
- **Periodic** - more frequent than occasional, but less frequent than regular; effort not necessarily associated with normal job duties. As a proportion of working time this equates to between 5 - 20% on average.
- **Regular** - in the dictionary sense of repeated; would usually be associated with normal job duties. As a proportion of working time this equates to between 21 - 40% on average.
- **Frequent** - in the dictionary sense; certainly associated with normal, everyday job duties. As a proportion of working time this equates to between 41 - 60% on average.
- **Ongoing** - associated with the job duties undertaken for most of the working shift. As a proportion of working time this equates to between 61 - 80% on average.
- **Continuous** – or almost continuous; associated with the job duties undertaken for majority of the working shift. As a proportion of working time this equates to **more** than 80% on average.

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

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

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

### FACTOR 3 - PHYSICAL EFFORT

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

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

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

### FACTOR 3 - PHYSICAL EFFORT

| Level    | Definition  |
|----------|---|
| <b>1</b> | <p>Tasks or activities are undertaken mainly in a <b>sedentary</b> position, and allow for considerable flexibility of movement. The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <p style="margin-left: 20px;">1      <b>Limited</b> physical effort on an <b>occasional or periodic</b> basis</p> <p style="margin-left: 20px;"><b>or</b></p> <p style="margin-left: 20px;">2      <b>Considerable</b> physical effort on an <b>occasional</b> basis</p>  |
| <b>2</b> | <p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <p style="margin-left: 20px;">1      <b>Limited</b> physical effort on a <b>regular</b> basis</p> <p style="margin-left: 20px;"><b>or</b></p> <p style="margin-left: 20px;">2      <b>Considerable</b> physical effort on a <b>periodic</b> basis</p> <p style="margin-left: 20px;"><b>or</b></p> <p style="margin-left: 20px;">3      A <b>high</b> degree of physical effort on an <b>occasional</b> basis</p>  |
| <b>3</b> | <p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <p style="margin-left: 20px;">1      <b>Limited</b> physical effort on a <b>frequent</b> basis</p> <p style="margin-left: 20px;"><b>or</b></p> <p style="margin-left: 20px;">2      <b>Considerable</b> physical effort on a <b>regular</b> basis</p> <p style="margin-left: 20px;"><b>or</b></p> <p style="margin-left: 20px;">3      A <b>high</b> degree of physical effort on a <b>periodic</b> basis</p> <p style="margin-left: 20px;"><b>or</b></p> <p style="margin-left: 20px;">4      A <b>very</b> high degree of physical effort on an <b>occasional</b> basis</p> |

### FACTOR 3 - PHYSICAL EFFORT

| Level    | Definition   |
|----------|--|
| <b>4</b> | <p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <p>1      <b>Limited</b> physical effort on an <b>on-going or continuous</b> basis</p> <p><b>or</b></p> <p>2      <b>Considerable</b> physical effort on a <b>frequent</b> basis</p> <p><b>or</b></p> <p>3      A <b>high</b> degree of physical effort on a <b>regular or frequent</b> basis</p> <p><b>or</b></p> <p>4      A <b>very</b> high degree of physical effort on a <b>periodic or regular</b> basis</p> <p><b>OR</b></p> <p><b>Both</b> the jobholder's <b>greatest</b> and <b>other</b> requirements for strength and stamina are as described by the demands identified at <b>Level 3</b>.</p> |
| <b>5</b> | <p>The <b>greatest</b> demand required as part of the <b>usual routine</b> of the job, involves <b>primarily</b>:</p> <p>1      A <b>considerable</b> degree of physical effort on an on-going or <b>continuous</b> basis</p> <p><b>or</b></p> <p>2      A <b>high</b> degree of physical effort on an <b>on-going or continuous</b> basis</p> <p><b>or</b></p> <p>3      A <b>very</b> high degree of physical effort on a <b>frequent, on-going or continuous</b> basis</p> <p><b>OR</b></p> <p><b>Both</b> the jobholder's <b>greatest</b> and <b>other</b> requirements for strength and stamina are as described by the demands identified at <b>Level 4</b>.</p>   |

## FACTOR 4 - MENTAL SKILLS

### Scope of Factor

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

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

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

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

### Degree of Demand

#### Problem Solving

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

*"examining and identifying the components of the whole".*

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

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

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

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

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

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

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

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

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

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

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

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

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

## Planning

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

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

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

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

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

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

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

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

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

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

## Planning Timescales

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

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

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

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

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

## Scheduling

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

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

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

"OWN WORKLOAD" includes scheduling activities for clients.

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

## FACTOR 4 - MENTAL SKILLS

**This factor considers the predominant thinking requirement in the job.**

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

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

## FACTOR 4 - MENTAL SKILLS

| Level    | Definition  |
|----------|---|
| <b>1</b> | <p>Problems may be referred upwards. However, the job predominantly requires mental skills to:</p> <p>1           <b>choose</b> between a <b>limited</b> number of clearly <b>defined</b> options</p> <p><b>and/or</b></p> <p>2           <b>schedule</b> activities in relation to the job holder's <b>immediate</b> workload.</p>   |
| <b>2</b> | <p>The job predominantly requires mental skills to:</p> <p>1           <b>interpret</b> information or situations, and to solve <b>generally similar</b> problems.</p> <p><b>and/or</b></p> <p>2           schedule <b>work and activities</b> (for themselves and/or others) <b>weeks in advance</b>.</p>  |
| <b>3</b> | <p>The job predominantly requires mental skills to:</p> <p>1           <b>assess</b> information or <b>appraise</b> situations and to solve <b>varied</b> problems or develop solutions or plan <b>new or 'one-off'</b> tasks <b>months</b> in advance.</p> <p><b>or</b></p> <p>2           <b>update</b> existing or 'rolling' plans and schedule <b>cyclical</b> activities for <b>up to a year</b> in advance</p> <p><b>or</b></p> <p>3           <b>analyse complex</b> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for <b>implementation up to 3 years</b> ahead</p> |

## FACTOR 4 - MENTAL SKILLS

| Level    | Definition  |
|----------|---|
| <b>4</b> | <p>The job predominantly requires mental skills to:</p> <p>1        <b>create</b> and maintain a plan for activities up to a year in advance</p> <p><b>or</b></p> <p>2        analyse <b>complex</b> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for implementation <b>3 years or more</b> ahead</p> <p><b>or</b></p> <p>3        analyse <b>complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>relatively</b> complex planning activity</p> <p><b>or</b></p> <p>4        analyse <b>diverse and</b> complex information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for implementation <b>up to 3 years</b> ahead</p> |
| <b>5</b> | <p>The job predominantly requires mental skills to:</p> <p>1        analyse <b>complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>very</b> complex planning activity</p> <p><b>or</b></p> <p>2        analyse <b>diverse and complex</b> information, problems or situations, and to <b>contribute</b> to the development of strategies or plans for implementation <b>3 years or more</b> ahead</p> <p><b>or</b></p> <p>3        analyse <b>diverse and complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>relatively</b> complex planning activity</p>  |
| <b>6</b> | <p>The job predominantly requires mental skills to:</p> <p>1        analyse <b>complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>extremely</b> complex planning activity</p> <p><b>or</b></p> <p>2        analyse <b>diverse and complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>very</b> complex planning activity</p>   |
| <b>7</b> | <p>The job predominantly requires mental skills to:</p> <p>1        analyse <b>diverse and complex</b> information, problems or situations, and to <b>develop</b> strategies or plans requiring <b>extremely</b> complex planning activity</p>  |

## **FACTOR 5 – CONCENTRATION**

### **Scope of Factor**

This factor considers the nature, degree and duration of the concentration, mental alertness and attention required to do the job on a day-to-day basis, i.e. mental effort that makes the jobholder mentally fatigued.

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

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

### **Attention**

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

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

- “GENERAL” mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder has to apply; such as when reading work instructions, completing work-recording documents, counting money or checking change, undertaking daily checks on equipment being used, hoeing, digging, painting walls etc.
- “ENHANCED” mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), matching or inputting data between different sources, undertaking inspections, taking measurements, preparing standard reports, carrying out arithmetic calculations (i.e. multiplication, division, fractions, percentages), completing detailed documentation, making electrical connections, pruning, painting window frames etc.
- “FOCUSED” mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, when driving (as an occupational requirement rather than driving to where work is to be carried out) or working in traffic or supervising the actions of children/pool-users, concentrating on visual or aural activities such as audio-typing/operating CAD or GIS systems rather than using them for reference purposes OR that required for tasks such as designing complex spreadsheets/undertaking complex calculations involving mathematical formulae (i.e. algebra, trigonometry, geometry or calculus), ordering facts, findings, conclusions and recommendations in report writing or in the preparation of a presentation, undertaking research, reviewing case files for compliance purposes or to investigate formal complaints, electrical diagnostics, propagating, using chainsaws etc.

## Work Related Pressure

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

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

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

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

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

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

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

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

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

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

## Timespan

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

- "SHORT" - i.e. generally periods of up to 1 hour at a time.
- "LENGTHY" - i.e. generally periods of 1 to 2 hours at a time.
- "PROLONGED" - i.e. generally periods of more than 2 hours at a time.

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

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

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

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

## FACTOR 5 - CONCENTRATION

**This factor considers the concentration required to do the job.**

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

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

## FACTOR 5 - CONCENTRATION

| Level | Definition  |
|-------|---|
| 1     | <p>The <b>highest</b> concentration required by the job, on a <b>day-to-day</b> basis, is either:</p> <p>1     <b>general</b> mental and sensory attention with a <b>limited or considerable</b> degree of work-related pressure</p> <p><b>or</b></p> <p>2     <b>short</b> periods of <b>enhanced</b> mental or sensory attention with a <b>limited</b> degree of work-related pressure.</p>   |
| 2     | <p>The <b>highest</b> concentration required by the job, on a <b>day-to-day</b> basis, is either:</p> <p>1     <b>general</b> mental and sensory attention with a <b>high</b> degree of work-related pressure</p> <p><b>or</b></p> <p>2     <b>short</b> periods of <b>enhanced</b> mental or sensory attention and a <b>considerable</b> degree of work-related pressure</p> <p><b>or</b></p> <p>3     <b>short</b> periods of <b>focused</b> mental or sensory attention and a <b>limited</b> degree of work-related pressure</p> <p><b>or</b></p> <p>4     <b>lengthy</b> periods of <b>enhanced</b> mental or sensory attention and a <b>limited</b> degree of work-related pressure.</p> |

## FACTOR 5 - CONCENTRATION

| Level    | Definition  |
|----------|---|
| <b>3</b> | <p>The <b>highest</b> concentration required by the job, on a <b>day-to-day</b> basis, is either:</p> <p>1     <b>short</b> periods of <b>enhanced</b> mental or sensory attention and a <b>high</b> degree of work-related pressure</p> <p><b>or</b></p> <p>2     <b>lengthy</b> periods of <b>enhanced</b> mental or sensory attention and a <b>considerable</b> degree of work-related pressure</p> <p><b>or</b></p> <p>3     <b>prolonged</b> periods of <b>enhanced</b> mental or sensory attention and a <b>limited</b> degree of work-related pressure</p> <p><b>or</b></p> <p>4     <b>short</b> periods of <b>focused</b> mental or sensory attention and a <b>considerable</b> degree of work-related pressure</p> <p><b>or</b></p> <p>5     <b>lengthy</b> periods of <b>focused</b> mental or sensory attention and a <b>limited</b> degree of work-related pressure.</p>   |
| <b>4</b> | <p>The <b>highest</b> concentration required by the job, on a <b>day-to-day</b> basis, is either:</p> <p>1     <b>lengthy</b> periods of <b>enhanced</b> mental or sensory attention, and a <b>high</b> degree of work-related pressure</p> <p><b>or</b></p> <p>2     <b>prolonged</b> periods of <b>enhanced</b> mental or sensory attention, and a <b>considerable</b> degree of work-related pressure</p> <p><b>or</b></p> <p>3     <b>short</b> periods of <b>focused</b> mental or sensory attention and a <b>high</b> degree of work-related pressure</p> <p><b>or</b></p> <p>4     <b>lengthy</b> periods of <b>focused</b> mental or sensory attention and a <b>considerable</b> degree of work-related pressure</p> <p><b>or</b></p> <p>5     <b>prolonged</b> periods of <b>focused</b> mental or sensory attention and a <b>limited</b> degree of work-related pressure.</p> |
| <b>5</b> | <p>The <b>highest</b> concentration required by the job, on a <b>day-to-day</b> basis, is either:</p> <p>1     <b>prolonged</b> periods of <b>enhanced</b> mental or sensory attention and a <b>high</b> degree of work-related pressure</p> <p><b>or</b></p> <p>2     <b>lengthy</b> periods of <b>focused</b> mental or sensory attention and a <b>high</b> degree of work-related pressure</p> <p><b>or</b></p> <p>3     <b>prolonged</b> periods of <b>focused</b> mental or sensory attention and a <b>considerable</b> degree of work-related pressure.</p>   |
| <b>6</b> | <p>The <b>highest</b> concentration required by the job, on a <b>day-to-day</b> basis, is <b>prolonged</b> periods of <b>focused</b> mental or sensory attention and a <b>high</b> degree of work-related pressure.</p>   |

## FACTOR 6 - COMMUNICATION SKILLS

### Scope of Factor

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

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

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

### The Purpose of the Communication

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

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

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

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

"ADVISING/GUIDING/PERSUADING" i.e. providing specialist/ technical/ professional advice on the best course of action to be taken. For example, professional staff advising internal or external contacts on a best practice approach or the legal/financial/technical implications of a range of potential options under consideration.

It may be helpful to consider the circumstances in which advice or guidance is being provided; the dictionary definitions of the terminology used in the level definitions in this context are provided below along with alternatives that may help in establishing the degree of demand in relation to the provision of advice or guidance:

- **Advise** – defined as 'to give advice or counsel' - alternatives: direct, recommend, give a professional or specialist opinion

- **Guide** – defined as ‘to lead, conduct or direct’ - alternatives: influence, standard, model, steer, show, lead
- **Persuade** – defined as ‘to induce by argument into doing something’ - alternatives: win over, sway, change somebody’s mind, discourage, dissuade
- **Inform** – defined as ‘to impact knowledge to’ - alternatives: tell, notify, let someone know, update, enlighten
- **Influence** – defined as ‘the power to produce an effect unobtrusively’ - alternatives: power, pressure, manipulate, induce, win over, talk into
- **Encourage** – defined as ‘to inspire with courage or hope’ - alternatives: give confidence, support, promote, further
- **Convince** – defined as ‘to overcome doubts or to satisfy as to truth or error’ - alternatives: induce, talk into, prove to, convert, assure

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

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

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

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

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

"SUPPORTIVE/INFORMAL COUNSELLING" of employees (other than immediate colleagues or sub-ordinates)/service users/clients/others includes dealing with issues of drugs, alcohol, welfare etc. For example, persuading them to agree to a course of action in their best interests but which they may reject.

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

It may be helpful to consider the circumstances in which counselling is being provided; the dictionary definition is provided below along with alternatives that may help in establishing the degree of demand in relation to the provision of counselling:

**Counsel** – defined as ‘to advise, to recommend’ – alternatives: guidance, suggest, warn, help, aid, assist

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

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

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

### **The Nature of the Information Communicated**

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

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

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

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

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

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

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

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

## The Nature of the Intended Audience

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

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

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

"FAMILIAR" – the intended recipient/audience has a clear understanding of the information being communicated – immediate colleagues are excluded but this could include others within the Council or within external partnership organisations when they are involved in dealing with the same issues.

"UNFAMILIAR" – the intended recipient/audience will be unfamiliar with the subject matter – this could be others within the Council (who are not immediate colleagues), or more likely external contacts (when they are not involved in dealing with the same issues).

"RANGE OF AUDIENCES" – the intended recipients of the communication (in any format/media) are from a range of differing backgrounds and will have varied levels of knowledge and understanding of the subject matter – recipients could therefore be internal/external and/or stakeholders/public etc; and need not be physically present to be addressed by the jobholder

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

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

**NOTE 3:** Care should be taken to ensure demands under this factor are not double counted in relation to demands under the 'Dealing with Relationships' factor heading.

## FACTOR 6 - COMMUNICATION SKILLS

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

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

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

## FACTOR 6 - COMMUNICATION SKILLS

| Level | Definition  |
|-------|---|
| 1     | <p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <p>1      communication with immediate work colleagues only</p> <p><b>or</b></p> <p>2      <b>exchanging</b> information of a <b>routine</b> nature, usually orally, with <b>colleagues</b> in other departments and/or other contacts such as suppliers, clients/service users or recipients, or members of the public.</p> <p><b>or</b></p> <p>3      <b>seeking and/or providing</b> information, orally or in writing, with colleagues in other departments or other contacts including members of the public, who are <b>familiar</b> with the subject matter</p> |
| 2     | <p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <p>1      <b>exchanging</b> information of a <b>non-routine</b> nature with contacts who are <b>familiar</b> with the subject matter</p> <p><b>or</b></p> <p>2      <b>seeking and/or providing</b> information, orally or in writing, with contacts who are <b>unfamiliar</b> with the subject matter</p> <p><b>or</b></p> <p>3      <b>eliciting and/or explaining</b> information, orally or in writing, with contacts likely to be <b>familiar</b> with the subject matter</p>   |

## FACTOR 6 - COMMUNICATION SKILLS

| Level | Definition  |
|-------|---|
| 3     | <p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <p>1     <b>eliciting and/or explaining</b> information, orally or in writing, with contacts likely to be <b>unfamiliar</b> with the subject matter, or to a range of audiences</p> <p><b>or</b></p> <p>2     exercising communication skills in advising, guiding, persuading in order to <b>inform</b> others who are familiar with the subject matter</p> <p><b>or</b></p> <p>3     delivering <b>informal</b> training or presentations to colleagues or others who are familiar with the subject matter</p> <p><b>or</b></p> <p>4     using <b>another language</b> to exchange greetings and <b>straightforward</b> information.</p> <p><b>or</b></p> <p>5     exercising communication skills in advising, guiding, persuading in order to <b>inform</b> others, who are likely to be <b>unfamiliar</b> with the subject matter of <b>straightforward</b> information.</p> <p><b>or</b></p> <p>6.     exercising communication skills to <b>counsel</b> colleagues referred for professional advice</p>   |
| 4     | <p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <p>1     eliciting and/or explaining <b>complicated or sensitive</b> information, including interviewing and/or substantiating a case, with a <b>range of audiences</b> including non-specialists</p> <p><b>or</b></p> <p>2     exercising <b>developed</b> communication skills in advising, guiding, persuading, negotiating or influencing in order to <b>encourage</b> others to adopt a particular course of action</p> <p><b>or</b></p> <p>3     delivering <b>formal</b> training or presentations to a range of audiences</p> <p><b>or</b></p> <p>4     using other languages to exchange <b>complicated</b> information and provide <b>explanations</b> to others.</p> <p><b>or</b></p> <p>5     exercising <b>developed</b> communication skills in advising, guiding, persuading in order to <b>inform</b> others, who are likely to be <b>unfamiliar</b> with the subject matter of sensitive or <b>complicated</b> information.</p> <p><b>or</b></p> <p>6.     exercising communication skills to counsel <b>clients/service users/recipients/others</b> referred for professional advice <b>OR</b> to provide <b>supportive/informal</b> counselling for <b>colleagues</b></p> |

## FACTOR 6 - COMMUNICATION SKILLS

| Level    | Definition  |
|----------|---|
| <b>5</b> | <p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <p>1 eliciting and/or explaining <b>complex and contentious</b> information with a range of audiences, including non-specialists</p> <p><b>or</b></p> <p>2 exercising <b>highly</b> developed communications skills in advising, guiding, persuading, negotiating, influencing or <b>informal advocacy</b>, in order to <b>convince</b> others to adopt courses of <b>action</b> they might not otherwise wish to take.</p> <p><b>or</b></p> <p>3 exercising communication skills to provide <b>supportive/informal</b> counselling for clients/service users/recipients/others <b>OR</b> to provide <b>formal/in-depth</b> counselling for colleagues</p>                               |
| <b>6</b> | <p>The <b>most</b> demanding type of communication <b>routinely</b> involved in the job is either:</p> <p>1 eliciting and/or explaining <b>wide ranging</b> complex and <b>contentious</b> information with a range of audiences, including non-specialists and liaison with the <b>media</b> in a public relations or corporate context</p> <p><b>or</b></p> <p>2 exercising <b>very</b> highly developed communication skills in advising, guiding, persuading, negotiating, influencing or <b>formal</b> advocacy, in order to convince others to <b>adopt policies</b> and courses of action they might not otherwise wish to take</p> <p><b>or</b></p> <p>3. exercising communication skills to provide <b>formal/in-depth</b> counselling for clients/service users/recipients/others</p> |

## FACTOR 7 - DEALING WITH RELATIONSHIPS

### Scope of Factor

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

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

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

### The Nature of Demand

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

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

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

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

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

## The Degree of Demand

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

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

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

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

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

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

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

## Frequency and Duration of Demand

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

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

**NOTE:** Care should be taken to ensure demands under this factor are not double counted in relation to demands under the 'Communications Skills' factor heading.

## FACTOR 7 - DEALING WITH RELATIONSHIPS

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

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

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

## FACTOR 7 - DEALING WITH RELATIONSHIPS

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

## FACTOR 7 - DEALING WITH RELATIONSHIPS

| Level    | Definition   |
|----------|--|
| <b>3</b> | <p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with:</p> <p>1 people who make <b>significant</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for more than 20%</b> of working time</p> <p><b>or</b></p> <p>2 people who make <b>substantial</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for up to 20%</b> of working time</p> |
| <b>4</b> | <p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with:</p> <p>1 people who make <b>substantial</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for more than 20%</b> of working time</p> <p><b>or</b></p> <p>2 people who make <b>severe</b> additional demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding <b>for up to 20%</b> of working time</p>      |
| <b>5</b> | <p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with:</p> <p>1 people who make <b>severe</b> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>more than 20%</b> of working time</p> <p><b>or</b></p> <p>2 people who make <b>extreme</b> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>up to 20%</b> of working time</p>                                |
| <b>6</b> | <p>The job involves a requirement to work with, deal with, or come into contact as an <b>integral</b> part of the job with people who make <b>extreme</b> demands on the jobholder in terms of being abusive, threatening, disadvantaged, or otherwise demanding for <b>more than 20%</b> of working time</p>  |

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

### Scope of Factor

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

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

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

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

**N.B.** The Gauge 'Evaluator' software does this automatically, but when using the paper based SJC JE Scheme Job Analysts need to be aware that both paragraphs within the definitions of Levels where they are separated by the word '**and**' need to be satisfied for a job to be assessed at that level; and that combinations of demands from different levels should be assessed at the lower level.

### Nature of Responsibility

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

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

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

"DIRECTING" means managing rather than first line supervision.

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

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

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

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

## Degree of Responsibility

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

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

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

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

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

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

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

## Scope

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

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

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

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

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

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

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

## **Frequency**

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

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

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

## **Performance Appraisal**

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

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

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

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

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

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

| Level    | Definition  |
|----------|---|
| <b>1</b> | <p>The job predominantly involves <b>limited</b> responsibility for the supervision of others, such as:</p> <p>1     <b>demonstration</b> of duties, or provision of advice and guidance, to new employees, trainees, students or others</p> <p><b>or</b></p> <p>2     co-ordination of work or on-the-job training of employees or others on an <b>occasional</b> basis</p>  |
| <b>2</b> | <p>The job predominantly involves responsibility for:</p> <p>1     instructing, guiding, allocating and checking the work of others <b>assisting</b> the jobholder <b>and</b> providing advice and guidance on <b>regular but not daily</b> basis.</p> <p><b>or</b></p> <p>2     co-ordination, supervision and/or <b>on-the-job training</b> of employees or others across one area of activity on a <b>regular, but not daily basis</b>. This may include co-ordination of their training and/or (formal or informal) performance appraisal.</p> <p><b>or</b></p> <p>3     The job involves predominantly <b>day to day</b> responsibility for the supervision, co-ordination and/or training of a team of employees or others <b>across more than one area of activity</b>. This includes instructing, allocating and checking work, advising and guiding, and/or providing on-the-job training or co-ordinating training <b>and/or</b> (formal or informal) performance appraisal; <b>BUT</b> the jobholder will <b>NOT</b> be involved in the <b>implementation</b> of the Authority's HR <b>practice and procedure</b>.</p> |

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

| Level | Definition  |
|-------|---|
| 3     | <p>1. The job involves predominantly <b>day to day</b> responsibility for the supervision, co-ordination and/or training of a team of employees or others <b>across one area of activity</b>. This includes instructing, allocating and checking work, advising and guiding, and/or providing on-the-job training or co-ordinating training <b>and/or</b> (formal or informal) performance appraisal.</p> <p><b>And</b></p> <p>The jobholder will also be involved in the <b>implementation</b> of the Authority's HR <b>practice and procedure</b></p> <p><b>OR</b></p> <p>2. The job predominantly involves responsibility for the <b>management, direction</b>, co-ordination, training and development of employees or others. This includes <b>monitoring</b> the performance of the group or team; <b>evaluation of the work</b> carried out and prioritising areas of work <b>across one area of activity</b>.</p> <p><b>And</b></p> <p>The jobholder will also be involved in the <b>implementation</b> of the Authority's HR <b>practice and procedure</b> across <b>one activity</b>.</p> |
| 4     | <p>1. The job predominantly involves responsibility for the <b>management, direction</b>, co-ordination, training and development of employees or others. This includes <b>monitoring</b> the performance of the group or team; <b>evaluation of the work</b> carried out against a pre-determined programme; and prioritising areas of work.</p> <p><b>And</b></p> <p>The jobholder will also be involved in the <b>implementation</b> of the Authority's HR <b>practice and procedure</b> across more than <b>one activity</b>.</p> <p><b>OR</b></p> <p>2. The job predominantly involves responsibility for the management, direction, co-ordination and development of employees or others. This includes <b>re-prioritising</b> activities within established parameters and the evaluation of <b>activities</b> and working <b>methods</b></p> <p><b>And</b></p> <p>The jobholder will also be directly <b>responsible</b> for the implementation of the Authority's HR practice and procedure across more than one area of activity</p>  |

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

| Level | Definition   |
|-------|--|
| 5     | <p>1. The job predominantly involves responsibility for the management, direction, co-ordination and development of employees or others. This includes re-prioritising activities within established parameters and the evaluation of <b>activities</b> and working <b>methods</b>.</p> <p><b>And</b><br/>The jobholder will also be responsible for <b>ensuring</b> the <b>implementation</b> of the Authority's HR practice and procedure <b>at a service level</b></p> <p><b>OR</b></p> <p>2. The job predominantly involves responsibility for the management, direction, co-ordination, development and <b>effective deployment</b> of employees or others. This includes <b>determining</b> priorities and targets and <b>reviewing</b> activities and working methods.</p> <p><b>And</b><br/>The jobholder will also be responsible for <b>ensuring</b> the implementation of the Authority's HR <b>policy</b>, procedure and practice <b>at a service level</b>.</p> |
| 6     | <p>The job predominantly involves responsibility for the management, direction, co-ordination, development and <b>effective deployment</b> of employees or others. This includes <b>determining</b> priorities and targets and <b>reviewing</b> activities and working methods.</p> <p><b>And</b><br/>The jobholder will also be responsible for <b>managing and monitoring</b> the implementation of the Authority's HR <b>framework at a service, functional or departmental level</b>.</p>  |
| 7     | <p>The job predominantly involves <b>overall</b> responsibility for the efficient and effective deployment of employees and other human resources at a <b>multi-functional / multi-departmental / corporate</b> level. This includes determining <b>resource requirements</b>, <b>and</b> setting functional//departmental/organisational <b>objectives</b>.</p> <p><b>And/or</b><br/>The jobholder will be <b>accountable</b> for the implementation of the Authority's HR framework.</p>   |

## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

### Scope of the Factor

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

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

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

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

### Health and Safety

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

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

### Nature of the Demand

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

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

"FRONT LINE" i.e. provision of services to mainly external contacts, for example, nursery/home care, catering, cleaning, rent or Council tax collection, housing repairs, parks and recreation, refuse collection, etc. In this context "DELIVER" refers to the personal delivery of the service to individual clients/customers/service users or recipients/members of the public etc

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

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

"MANAGE" in relation to responsibility for organising operational activities undertaken by others

"COMPLIANCE" e.g. with standards/specifications/quality systems in relation to the application of procedures/systems/regulations in undertaking tasks/processes/programmes/activities, the examination/monitoring of the practical implementation of procedures/systems/regulations, or the management/improvement/development of procedures/systems/regulations

## Scope

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

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

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

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

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

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

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

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

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

## Implementation and Enforcement of Regulations

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

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

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

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

## Compliance

This refers to specified responsibilities in relation to the quality of service delivered/provided such as procedures governing best practice, detailed measures/margins in terms of required standards, specification of standards, timing, methods, resources that are the minimum acceptable in-service provision or are required to be met as a guarantee of quality.

"CONTRACTED" may refer to external and/or in-house provision of complex service requirements, for example, Information Management

"ENSURE" i.e. to endorse or formally certify that required standards/specifications/quality systems have been complied with

"MANAGE" i.e. responsible for operational application/interpretation of compliance procedures/systems/regulations, and/or the improvement/development of compliance procedures/systems/regulations

## Assessment

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

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

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

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

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

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

"COMPLEX" - needs for specialist accommodation, protection from others, stimulation for those with substantial impairment, e.g. as part of the development of an individual care plan

## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

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

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

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

## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

| Level | Definition  |
|-------|---|
| 1     | The job <b>predominantly</b> involves undertaking tasks or processes to provide <b>support</b> directly to colleagues or <b>internal/external</b> customers.  |
| 2     | The job <b>predominantly</b> involves either: <ul style="list-style-type: none"> <li>1 <b>delivering front-line services</b> to individuals, groups of people, or internal/external customers by undertaking tasks or processes,</li> <li><b>or</b></li> <li>2 <b>personally applying</b> regulations or Council policy.</li> </ul>   |
| 3     | The job <b>predominantly</b> involves responsibility for services to individuals, or groups of people, through either: <ul style="list-style-type: none"> <li>1 an <b>assessment</b> of their <b>basic</b> needs or service requirements and <b>implementation</b> of appropriate <b>processes</b> for service provision/delivery</li> <li><b>or</b></li> <li>2 ensuring <b>implementation and/or monitoring</b> of regulations or Council policy.</li> </ul> |
| 4     | The job <b>predominantly</b> involves responsibility for services to individuals or groups of people, through either: <ul style="list-style-type: none"> <li>1 an assessment of their basic needs or service requirements and implementation of <b>programmes</b> of service activities or processes</li> </ul>   |

## FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS

| Level    | Definition  |
|----------|---|
|          | <p><b>or</b><br/>2 <b>enforcing</b> regulations or Council policy</p> <p><b>or</b><br/>3 <b>ensuring compliance</b> to standards/specifications in the assessment, quality and delivery of <b>contracted</b> services</p> <p><b>or</b><br/>4 <b>contributing</b> to the assessment of complex needs or service requirements and <b>monitoring</b> the quality and delivery of service.</p>  |
| <b>5</b> | <p>The job <b>predominantly</b> involves responsibility for services to individuals or groups of people through:</p> <p>1 <b>assessment of complex</b> needs or service requirements and <b>managing</b> the quality and provision/delivery of programmes of activities or services</p> <p><b>or</b><br/>2 <b>managing compliance</b> to standards/specifications in the assessment, quality and delivery of <b>contracted or other</b> services</p> <p><b>or</b><br/>3 <b>contributing</b> to the assessment of the service user needs, and to the <b>design, development</b> and improvement of programmes of activities or services.</p> |
| <b>6</b> | <p>The job <b>predominantly</b> involves responsibility for services through either:</p> <p>1 <b>leading</b> the assessment of complex service user needs, and the <b>design, development</b> and improvement of programmes of activities or services</p> <p><b>or</b><br/>2 being <b>accountable</b> to Head of Service/Director/Committee for the <b>long-term</b> nature, quality and level of a <b>single</b> service, and for determining the <b>future</b> provision of service.</p>  |
| <b>7</b> | <p>The job <b>predominantly</b> involves <b>accountability</b> to Head of Service/Director/Committee or to the Council for fulfilling its <b>statutory obligations</b> regarding the outcomes required of, and achieved by, a <b>range</b> of services or an <b>entire function</b>.</p>  |
| <b>8</b> | <p>The job <b>predominantly</b> involves <b>accountability</b> to Committee or the Council for fulfilling its statutory obligations regarding the outcomes required of, and achieved by, <b>more than one function/department</b>.</p>  |

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

### Scope of Factor

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

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

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

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

### Application of the Level Definitions

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

### Nature of Responsibility

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

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

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

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

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

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

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

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

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

## **Degree of Demand**

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

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

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

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

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

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

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

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

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

## Accounting for / Auditing of Financial Resources

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

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

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

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

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

## Security

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

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

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

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

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

## Budgetary Responsibility

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

- A "CONTRIBUTING" role would include the preparation, provision, analysis, etc. of any information which is to be used by those who actually prepare or set the budget(s) concerned.
- A "MONITORING" role would include any significant validating activity which, in whole or in part, DIRECTLY influences the outcome of the budget setting process.
- The "LEADING" role means being the officer leading the budget setting process.
- The "CONTROLLING" role is the officer accountable to the director for the budget as a whole.
- The "DETERMINING" role is the officer accountable for the budget, i.e. as per the Council's delegated authority for financial resources. As per the dictionary definition 'to put terms or

bounds to, to limit, to fix or settle, to put an end to, to come to a decision' - alternatives:  
decide, settle on, conclude, resolve, establish, agree on

This refers to the total budget for which the jobholder is wholly or partly responsible. For the purposes of evaluation **at 1999 values** subject to application of local 'ready reckoner' to ensure consistency:

"SMALL" i.e. up to £100,000

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

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

"VERY LARGE" i.e. over £2.5m and up to £10million

"EXTREMELY LARGE" i.e. over £10 million.

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

## **Income Collection and Generation**

Responsibilities for income collection and generation should also be taken into account, for example:

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

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

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

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

## **N.B. Ensuring consistency of application of the value ranges used in the level definitions**

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

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

1. Groups of jobs for which the size of financial resources has been assessed within each of the ranges specified for:
  - Accounting for, auditing of, financial resources
  - Security of financial resources
  - Budgetary responsibilities
2. What the actual size of financial resources was at the time of the benchmark evaluations for each job – and thereby the range of actual resources assessed across each of the identified groups of assessments
3. Which of the jobs are unchanged since the initial evaluation and which have changed; and what effect the change has had in terms of responsibility for financial resources
4. The size of current resources/budgets for which the unchanged jobs now have responsibility; and thereby the range of resources now covered within each category

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

If a 'ready reckoner' needs to be developed it should be:

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

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

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

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

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

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

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

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

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

| Level    | Definition   |
|----------|--|
| <b>1</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1      the proper <b>use and safekeeping</b> of vouchers or equivalent required to undertake specific tasks of the job</p> <p><b>or</b></p> <p>2      handling cash, processing cheques, invoices or equivalent on an <b>occasional</b> basis</p> <p><b>or</b></p> <p>3      the job has no responsibility for financial resources.</p>   |
| <b>2</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1      handling cash or processing cheques, invoices or equivalent on a <b>regular or daily</b> basis</p> <p><b>or</b></p> <p>2      <b>accounting</b> for, or <b>auditing</b> of, <b>small to considerable</b> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</p> <p><b>or</b></p> <p>3      <b>security</b> of <b>small to considerable</b> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</p> <p><b>or</b></p> <p>4      being <b>accountable</b> for, or <b>monitoring</b>, <b>small to considerable expenditures</b> from an agreed budget or equivalent income.</p> |

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

| Level    | Definition   |
|----------|--|
| <b>3</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1      accounting for, or auditing of <b>large</b> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</p> <p><b>or</b></p> <p>2      security of <b>large</b> sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</p> <p><b>or</b></p> <p>3      being accountable for, or monitoring, <b>large to very large</b> expenditures from an agreed budget(s) or equivalent income</p> <p><b>or</b></p> <p>4      <b>contributing to setting</b> and monitoring <b>small to considerable</b> budget(s) and ensuring <b>value-for-money</b> and/or <b>effective utilisation</b> of financial resources.</p>   |
| <b>4</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1      accounting for or auditing of <b>very</b> large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</p> <p><b>or</b></p> <p>2      security of <b>very</b> large sums of money, in the form of cash, cheques, direct debits, invoices, or equivalent</p> <p><b>or</b></p> <p>3      being accountable for, or monitoring, <b>extremely</b> large expenditures from an agreed budget(s) or equivalent income</p> <p><b>or</b></p> <p>4      contributing to setting and monitoring <b>large to very large</b> budget(s) and ensuring value-for-money and/or effective utilisation of financial resources</p> <p><b>or</b></p> <p>5      <b>leading</b> the budget setting process, <b>controlling small to considerable</b> budget(s), and ensuring value-for-money and effective utilisation of financial resources</p> <p><b>or</b></p> <p>6      <b>determining small</b> budget(s) and long-term <b>financial planning</b> to meet service/functional/departmental or other requirements.</p> |

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

| Level    | Definition  |
|----------|---|
| <b>5</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1     <b>managing</b> the accounting / audit process, and ensuring financial <b>probity</b> in the use of financial resources at <b>service/functional/departmental</b> level</p> <p><b>or</b></p> <p>2     contributing to setting and monitoring <b>extremely</b> large budget(s) and ensuring value-for-money and/or effective utilisation of financial resources</p> <p><b>or</b></p> <p>3     <b>leading</b> the budget setting process, <b>controlling large to very large</b> budget(s), and ensuring value-for-money and effective utilisation of financial resources</p> <p><b>or</b></p> <p>4     <b>determining considerable or large</b> budget(s) and long-term <b>financial planning</b> to meet service/functional/departmental or other requirements</p> |
| <b>6</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1     <b>managing</b> the accounting/audit process at multi-functional/multi-departmental level, and ensuring probity in the use of financial resources at multi-functional/multi-departmental level</p> <p><b>or</b></p> <p>2     <b>leading</b> the budget setting process, controlling <b>extremely</b> large budget(s), and ensuring value-for-money and effective utilisation of financial resources</p> <p><b>or</b></p> <p>3     determining <b>very or extremely</b> large budget(s) and long-term <b>financial planning</b> to meet service/functional/departmental or other requirements.</p>  |
| <b>7</b> | <p>The job <b>predominantly</b> involves responsibility for either:</p> <p>1     <b>controlling</b> the <b>corporate</b> accounting/audit function, and ensuring probity in the use of financial resources at corporate level</p> <p><b>or</b></p> <p>2     determining budget(s) and long-term financial planning to meet <b>multi-functional/multi-departmental or corporate</b> requirements.</p>  |

## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL & INFORMATION RESOURCES

### Scope of Factor

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

Job Analysts should consider the extent to which the 'step changes' in demand defined at different level definitions may reflect the 'step changes' in degrees of responsibility carried by posts at different levels in the operational hierarchy, for example, in relation to a project involving the adaptation, design, development or management of physical resources:

- a number of jobholders may share some responsibility through their '**contributing**' role in the project
- their immediate line manager may carry individual responsibility through their '**supervising**' role for the project
- while a more senior colleague may carry responsibility for '**managing**' the project
- and overall responsibility for the project is carried by senior management in their '**planning**' role

### Application of the Level Definitions

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

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

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

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

## **Nature of Responsibility:**

### **For Plant, Tools and Equipment**

Consideration is given to the **nature** of the responsibility for **physical** resources used by the jobholder, such as **plant, tools, equipment, vehicles** etc.

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

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

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

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

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

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

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

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

"DEPLOY" includes, for example, organising the use, maintenance, repair, replacement of equipment and resources:

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

## **Value**

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

- Equipment of "MODERATE" value (at Level 1) will include electronic equipment such as laptop/docking station, tablet, printer, vacuum cleaner, food mixer, pedestrian lawn mower, scanner, chainsaw, cement mixer, slicing machine etc.
- "EXPENSIVE" equipment (at Level 2) will include a car (used for Local Authority purposes), a minibus or transit van (used for transporting passengers or goods), industrial dishwasher, ride-on mower, equivalent value workshop equipment etc.

- “VERY EXPENSIVE” equipment (at Level 3) will include heavy plant, a refuse lorry or similarly adapted large vehicle, an ICT system/bank of servers (where the jobholder has active responsibility for its operation), responsibility for a dedicated in-house printing system or operation.

## For Information

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

“PERSONAL” i.e. information pertaining to specific individuals

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

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

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

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

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

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

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

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

"ADAPTING/DESIGNING" typically refers to computerised information systems; and also includes identification and appraisal of options against available resources, project management of quality and timescale, ensuring system objectives are fulfilled, and reviewing performance on an on-going basis.

"PLANNING" refers to identifying and anticipating strategic information requirements in both the short and long term, and determining the related resource implications. **N.B.** this responsibility will typically be carried by senior posts, but it should be borne in mind that less senior staff also contribute to planning activities.

“SHORT TERM” – i.e. generally periods of up to 3 years

“LONG TERM” – i.e. generally periods of more than 3 years

### **For Supplies and/or Stocks**

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

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

"ORDERING" generally refers to a request for items which may have to be specifically purchased from an external supplier, and which will generally require countersignature.

**N.B.** This does NOT include responsibility for processing purchase orders which should be considered under either:

- This factor heading – as processing of information
- Or
- The 'Responsibility for Financial Resources' factor heading – as indirect responsibility for processing financial documentation

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

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

Consideration is also given to the **degree** or extent of the responsibility for supplies and/or stocks:

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

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

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

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

## For Security

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

Examples of “limited responsibilities” (at Level 2) include:

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

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

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

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

“NOMINATED KEYHOLDER” i.e. individuals who are nominated points of contact for protective services (police and fire)/security firms etc in emergency situations or when alarms sound etc

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

Examples of managing security include:

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

## For Buildings

Consideration is given to the **nature** and degree of responsibility for **buildings**:

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

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

“LIMITED” range of land, buildings, other construction works or equivalent, for example, located on one site, part of one construction project

“WIDER” range of land, buildings, other construction works or equivalent, for example, located across a number of sites, included in more than one construction project

“SHORT TERM” – i.e. generally periods of up to 3 years

“LONG TERM” – i.e. generally periods of more than 3 years

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

"CONSIDERABLE" value would be up to £250,000

"HIGH" value would be more than £250,000

## **Degree of Responsibility**

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

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

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

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

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

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

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

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

## **N.B. Ensuring consistency of application of the values used in the level definitions**

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

\* **NOTE:** Values have been set at 1999 levels to cover the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. However, depending on their financial structure and their hierarchy of accountability, some authorities may experience difficulty in applying these values to their jobs. In these circumstances, and subject to local agreement, alternative values must be developed for application to the whole job population. This should be notified to COSLA to be recorded at a national level. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd in accordance with the agreed change protocol. Any costs associated with such alterations will be borne by the individual Council.

## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

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

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

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

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

## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES

| Level | Definition   |
|-------|--|
| 1     | <p>The job involves a <b>primary</b> responsibility for either:</p> <ol style="list-style-type: none"> <li>1. the proper use and safekeeping of physical resources such as equipment of <b>moderate value</b>. This may include daily checks such as oil/water levels etc and/or <b>reporting</b> of faults/breakdowns</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. <b>handling or processing</b> of <b>routine</b> information such as <b>data input or filing</b></li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>3. <b>cleaning</b> of buildings, premises, external locations or equivalent etc</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>4. <b>requisitioning</b> supplies for immediate use.</li> </ol> |
| 2     | <p>The job involves a <b>primary</b> responsibility for either:</p> <ol style="list-style-type: none"> <li>1. proper use and safekeeping of <b>expensive</b> equipment, including daily checks and reporting of faults/breakdowns etc</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. handling and processing of <b>confidential, personal, commercially or otherwise sensitive</b> information; or <b>accessing</b> information, for example, <b>creating</b> and/or updating files or <b>keeping records</b></li> </ol> <p><b>or</b></p>   |

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

| <b>Level</b> | <b>Definition</b>  |
|--------------|--|
|              | <p>3. <b>organising, maintaining</b> filing, information and/or record systems for own use or by <b>team/colleagues</b></p> <p><b>or</b></p> <p>4. <b>ensuring/supervising</b> the proper use, safekeeping, cleaning and/or maintenance of buildings, premises, external locations or equivalent</p> <p><b>or</b></p> <p>5. undertaking <b>routine maintenance</b> of moderately expensive plant or equipment</p> <p><b>or</b></p> <p>6. <b>ordering</b> and/or stock control of a <b>limited</b> range of supplies for use by jobholder and team/colleagues</p> <p><b>or</b></p> <p>7. <b>limited</b> responsibility for <b>security</b> of plant, tools and equipment or buildings, external locations or equivalent, this may include setting alarms and keeping keys for access/egress</p>   |
| <b>3</b>     | <p>The job involves a <b>primary</b> responsibility for either:</p> <p>1. proper use and safekeeping/routine maintenance of <b>very</b> expensive plant, equipment or equivalent resources</p> <p><b>or</b></p> <p>2. organising, maintaining filing, information and/or record systems for use at <b>departmental/functional</b> level, or for access by <b>other departments or external users</b></p> <p><b>or</b></p> <p>3. <b>managing the deployment of a range</b> of plant, tools, equipment and other physical resources</p> <p><b>or</b></p> <p>4. undertaking <b>full repairs and maintenance</b> of plant, equipment and premises, including preventative or planned maintenance</p> <p><b>or</b></p> <p>5. <b>identifying resource requirements; or the need for and ordering</b>, and/or stock control of, a <b>range</b> of equipment and supplies</p> <p><b>or</b></p> <p>6. <b>security</b> of plant, tools, equipment or buildings, external locations or equivalent, as a caretaker or nominated <b>keyholder</b> for emergencies</p> <p><b>or</b></p> <p>7. <b>contributing</b> to the <b>adaptation/design and/or development</b> of a <b>limited</b> range of land, buildings, other construction works or equivalent</p> <p><b>or</b></p> |

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

| Level    | Definition   |
|----------|--|
|          | <p>8. <b>contributing</b> to the <b>utilisation, acquisition and/or disposal</b> of a <b>limited</b> range of land, buildings, premises, other construction works or equivalent</p> <p><b>or</b></p> <p>9. <b>contributing</b> to the adaptation/design, development and/or management of information or record systems</p> <p><b>or</b></p> <p>10. <b>contributing</b> to <b>planning</b> the development of physical or information resources in the <b>short</b> term</p>   |
| <b>4</b> | <p>The job involves a <b>primary</b> responsibility for either:</p> <p>1. adapting, designing, developing and/or <b>managing</b> of functional/ departmental information systems, this may include responsibility for <b>ensuring</b> the proper completion and safekeeping of statutory records</p> <p><b>or</b></p> <p>2. contributing to the adaptation, design and/or development of a <b>wider</b> range of land, buildings, premises, other construction works or equivalent</p> <p><b>or</b></p> <p>3. contributing to the utilisation, acquisition and/or disposal of a <b>wider</b> range of land, buildings, premises, other construction works or equivalent</p> <p><b>or</b></p> <p>4. managing the deployment of a <b>wide</b> range of plant, tools, equipment and other physical resources</p> <p><b>or</b></p> <p>5. managing the security of a <b>range</b> of physical resources</p> <p><b>or</b></p> <p>6. <b>tendering and/or procurement</b> and-deployment of equipment and supplies at a <b>sectional/service</b> level</p> <p><b>or</b></p> <p>7. <b>purchasing</b> within delegated limits as an authorised signatory; or <b>determining</b> the need for additional resources or supplies at a sectional or service level, and/or <b>authorising</b> their purchase and deployment</p> <p><b>or</b></p> <p>8. <b>contributing</b> to the tendering or procurement process</p> <p><b>or</b></p> <p>9. <b>supervising</b>, or responsible for, the adaptation, design and/or development of a range of land, buildings, premises, other construction works or equivalent of a <b>considerable</b> value</p> <p><b>or</b></p> |

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

| Level           | Definition   |
|-----------------|--|
|                 | <p>10. <b>supervising</b>, or responsible for, the utilisation, acquisition and/or disposal of a range of land, buildings, premises, other construction works or equivalent of a <b>considerable</b> value</p> <p><b>or</b></p> <p>11. <b>planning</b> the development of <b>functional/departmental</b> physical or information resources in the <b>short</b> term</p> <p><b>or</b></p> <p>12. <b>contributing to planning</b> the development of physical or information resources in the <b>longer</b> term</p> <p><b>OR</b></p> <p><b>BOTH</b> a primary and secondary responsibility for resources as described by the demands identified at Level 3.</p>   |
| <p><b>5</b></p> | <p>The job involves a <b>primary</b> responsibility for either:</p> <p>1. adapting, designing, developing and/or managing multi-functional/multi-departmental, <b>corporate or Council wide</b> information systems, databases or archives – including those for <b>external use</b>, for example, Financial Management System, HR System, Electoral Register</p> <p><b>or</b></p> <p>2. <b>supervising or responsible</b> for the adaptation, design and/or development of a <b>high value</b> range of land, buildings, premises, other construction works or equivalent</p> <p><b>or</b></p> <p>3. <b>supervising or responsible</b> for the utilisation, acquisition and/or disposal of a <b>high value</b> range of land, buildings, premises, other construction works or equivalent</p> <p><b>or</b></p> <p>4. managing the security of a <b>wide</b> range of physical resources</p> <p><b>or</b></p> <p>5. tendering and/or procurement of resources or supplies at a <b>functional/departmental</b> level</p> <p><b>or</b></p> <p>6. long-term planning of the Council's physical or information resources to meet <b>functional/departmental</b> or other requirements</p> <p><b>or</b></p> <p>7. <b>short-term</b> planning of the Council's physical or information resources to meet <b>multi-functional, multi-departmental, corporate, or external</b> requirements</p> <p><b>OR</b></p> |

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

| Level    | Definition   |
|----------|--|
|          | <b>BOTH</b> a primary and secondary responsibility for resources as described by the demands identified at Level 4.  |
| <b>6</b> | <p>The job involves a <b>primary</b> responsibility for either:</p> <ol style="list-style-type: none"> <li>1. <b>long-term planning</b> of the Council's physical or information resources to meet <b>multi-functional, multi-departmental, corporate</b> or external requirements</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. tendering and/or procurement of resources or supplies on a <b>multi-functional, multi-departmental, corporate, Council wide</b> or <b>Consortium</b> basis</li> </ol> <p><b>OR</b></p> <p><b>BOTH</b> a primary and secondary responsibility for resources as described by the demands identified at Level 5.</p> |
| <b>7</b> | The job involves <b>BOTH</b> a primary and secondary responsibility for resources as described by the demands identified at Level 6.   |

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

### Scope of Factor

This factor takes account of the problems which the jobholder must deal with in the course of normal working, the decisions which the jobholder is able to take, and the extent to which advice and guidance is available. Job Analysts should take care to set the jobholder's responsibility in context and ensure they understand its place in the organisational hierarchy; and can therefore assess the job's responsibilities in relation to those of the immediate line manager, senior management, Head of Service etc but also in relation to the responsibilities of colleagues and subordinates in terms of how these are reflected in the 'step' changes set out in the level definitions.

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

**N.B.** The Gauge 'Evaluator' software does this automatically, but when using the paper based SJC JE Scheme Job Analysts need to be aware that both paragraphs within the definitions of Levels where they are separated by the word '**and**' need to be satisfied for a job to be assessed at that level; and that combinations of demands from different levels should be assessed at the lower level.

### Nature of Demand

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

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

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

Following "ESTABLISHED PROCEDURES" i.e. the jobholder may determine the appropriate steps to take in specific circumstances, although the actual tasks undertaken may not be documented. This includes procedures established by statutory regulations and legislation.

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

Working within "LEGISLATIVE FRAMEWORK OR REGULATION" i.e. the jobholder has responsibilities for implementation and monitoring of legislation and regulation.

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

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

## Nature of Demand

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

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

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

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

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

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

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

## Degree of Demand

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

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

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

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

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

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

"GUIDANCE IS NOT READILY ACCESSIBLE" i.e. advice and guidance may need to be sought from a variety of sources (internal and/or external) rather than primarily from line management.

**NOTE:** This does **not** refer to the **physical** location or availability of the jobholder's immediate line manager, but to the nature of the working relationship.

"WITHOUT RECOURSE" i.e. the jobholder works autonomously on high level issues and may seek the views of others rather than 'advice', for example, in roles with specific

delegated authority for statutory obligations. 'Guidance' is provided by strategic direction.

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

## Scope of Demand

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

- Over "a LIMITED RANGE of activities" for example, activities found within a single team/unit.
- "A RANGE of activities" for example, activities across a number of teams/units.
- "A BROAD RANGE of activities" for example, activities across a service.
- "A VERY BROAD RANGE" for example, activities across a function/department/the authority.

## Managerial Direction

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

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

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

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

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

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

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

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

## Policy / Strategy

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

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

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

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

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

Consideration is also given to the **extent** of the jobholder's involvement in the development of policy/strategy and/or implementation and monitoring of legislation and regulation:

"ON-GOING" i.e. development of policy and/or strategy, and/or implementation and monitoring of legislation and regulation, is an integral aspect of the jobholder's responsibility.

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

## Scope to Exercise Discretion

The **scope** of the jobholder's discretion is also considered.

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

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

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

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

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

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

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

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

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

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

| Level | Definition  |
|-------|---|
| 1     | <p>The job predominantly involves working to <b>instructions</b> or following established/routine working <b>practices</b> which define the tasks in detail, but <b>some</b> initiative is needed on a day-to- day basis to complete the tasks required.</p> <p><b>and;</b><br/>The work is subject to routine inspection, supervisory or customer checks, or <b>close supervision</b>.</p>   |
| 2     | <p>The job predominantly involves working either:</p> <ol style="list-style-type: none"> <li>1. from instructions or following established/routine working practices but requires initiative to make <b>routine decisions</b>.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. within established <b>procedures/policy</b> guidelines. The work may involve responding independently to routine problems and situations. The jobholder requires initiative to organise own workload and <b>decide</b> how and when duties are to be carried out.</li> </ol> <p><b>and;</b><br/>Problems are referred to a supervisor/ manager. <b>Supervision</b> and/or guidance are <b>readily available</b>.</p> |
| 3     | <p>The job predominantly involves working either:</p> <ol style="list-style-type: none"> <li>1. within established <b>procedures/policy</b> guidelines. The jobholder requires initiative to organise own workload and <b>decide</b> how and when duties are to be carried out.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. responding independently to <b>predictable</b> problems and situations.</li> </ol> <p><b>and;</b><br/>The jobholder generally has ready <b>access</b> to a supervisor/ manager for operational advice and guidance on <b>unusual or difficult</b> problems; and has <b>no</b> input to the development of strategy and policy</p>                                   |

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

| Level | Definition  |
|-------|---|
| 4     | <p>The job predominantly involves working either:</p> <ol style="list-style-type: none"> <li>1. within established procedures/policy guidelines to progress a <b>limited range</b> of activities.</li> </ol> <p><b>and</b></p> <p>responding independently to <b>unanticipated</b> problems/situations <b>or</b> those that have implications for policy/procedure/practice. The jobholder exercises initiative <b>with ready access</b> to manager/more senior officers for professional advice and guidance on <b>serious</b> problems.</p> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. within the <b>framework</b> of Council policy/strategy, statute and/or regulation, and involves using discretion and initiative over a <b>range</b> of activities. The work is subject overall to <b>professional advice and managerial direction</b></li> </ol> <p><b>and;</b></p> <p>The jobholder may have an <b>occasional</b> input to the development of strategy and policy</p> |
| 5     | <p>The job predominantly involves working either:</p> <ol style="list-style-type: none"> <li>1. within the <b>framework</b> of Council policy/strategy, statute and/or regulation, and involves using discretion and initiative over a <b>range</b> of activities, with little access to more senior officers. The jobholder <b>consults</b> his/her manager for <b>specific</b> advice and direction <b>as and when required</b>.</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. within the framework of Council policy/strategy, statute, and/or regulation, and involves using discretion and initiative over a <b>broad</b> range of activities, advice is <b>not readily accessible</b></li> </ol> <p><b>and;</b></p> <p>The jobholder will <b>contribute</b> on an <b>on-going</b> basis to the <b>development of strategy</b> and policy, and will <b>also</b> contribute to the <b>implementation and monitoring of</b> legislation, and regulation.</p>         |
| 6     | <p>The job predominantly involves either:</p> <ol style="list-style-type: none"> <li>1. working within the framework of Council policy/strategy, statute and/or regulation, and involves using discretion and initiative over a <b>broad</b> range of activities, advice is not readily accessible. the work is subject to <b>general</b> managerial direction.</li> </ol> <p><b>and;</b></p> <p>The job holder will be required to <b>lead</b> the development of strategy and policy and the <b>implementation and monitoring of</b> legislation, and regulation.</p> <p><b>OR</b></p>  |

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

| Level | Definition   |
|-------|--|
|       | <p>2. working within the framework of Council policy/strategy, statute, and/or regulation, and involves exercising discretion and initiative over a <b>very</b> broad range of activities.</p> <p><b>and;</b><br/>The jobholder will contribute on an on-going basis to the <b>development of strategy</b> and policy, and to the <b>implementation and monitoring of</b> legislation, and regulation.</p> <p><b>or</b><br/>The jobholder may make <b>recommendations</b> on strategic and policy matters at a <b>Directorate</b> level.</p> |
| 7     | <p>The job predominantly involves working within the framework of Council policy/strategy, statute and/or regulation; and involves using discretion and initiative over a <b>very</b> broad range of activities, <b>without</b> recourse to others for advice.</p> <p><b>and;</b><br/>The work is subject to <b>minimal</b> managerial direction. The jobholder will be required to make <b>recommendations</b> on strategic and policy matters or <b>current</b> objectives at <b>Committee</b> or equivalent level.</p>                    |
| 8     | <p>The job predominantly involves working within the framework of the Council policy/strategy, statute and/or-regulation.</p> <p><b>and;</b><br/>The jobholder will be required to <b>advise, challenge</b> and recommend changes to broad areas of Council strategy and policy or <b>future</b> objectives at a <b>multi-functional, multi-departmental or corporate</b> level.</p>   |

## FACTOR 13 – KNOWLEDGE

### Scope of Factor

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

### Application of the Level Definitions

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

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

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

### Nature of Knowledge

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

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

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

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

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

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

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

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

## Literacy and Numeracy

The degree of literacy and numeracy required to do the job should be considered in a broad sense e.g. to include map reading:

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

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

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

**NOTE:** “Technical maps” does not refer to standard road maps

## Extent of Knowledge

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

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

“DIFFERENT” tasks, for example, two or more different tasks such as driving, digging AND cable-laying; or cleaning, tidying, toileting AND running errands; or reception work, typing, filing AND switchboard operation.

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

“**TASKS**” are the individual elements within a job or activity, for example:

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

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

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

“WIDE RANGE” refers to knowledge of related jobs within a single field or discipline

“BROAD RANGE” refers to knowledge of related jobs across a number of fields or different disciplines

## Complexity

Consideration is also given to the **complexity** of the tasks involved in the job; and whether or not they are:

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

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

## Acquisition of Knowledge

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

This refers to how jobholders typically acquire the knowledge needed to do the job, which may differ from how an individual jobholder has acquired the necessary knowledge. Jobs should be assessed from the point of view of a TYPICAL jobholder, rather than on the basis of the personal achievements/background/circumstances of a particular individual to determine the minimum that would be considered essential, rather than desirable, if filling a vacant post.

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

"ON OR OFF-THE-JOB" refers to vocational/further education or training. This includes both in-house and externally provided training such as, training by manufacturers or suppliers, for example, fork-lift truck certificate of competence, use of proprietary software applications, etc.

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

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

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

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

**NOTE:** Care needs to be taken to distinguish between qualification requirements and registration or membership of professional bodies as specified in Job Descriptions rather than in Person Specification, for example, a Solicitor must have an up to date practicing certificate if their role requires them to appear in Court but may allow it to lapse if in an advisory role, similarly in addition to a specified qualification a Home Carer must maintain their SSSC Registration if they are to continue to undertake a care role. Membership of a professional body

is an indication that an individual has a specified combination of qualification, training and experience; and in some cases, this may be a requirement of the role.

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

## Technical or Specialist Knowledge

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

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

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

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

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

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

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

"MULTI-DISCIPLINARY" - i.e. Housing AND Social Work OR HR/OD AND Finance etc.

## Qualifications

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

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

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

The qualifications cited in the following definitions are provided for **indicative** purposes only; and it should be noted that statements on equivalencies between qualifications issued by different awarding bodies may not be shared by other awarding bodies. Any other qualifications will need to be considered in terms of their locally recognised equivalencies to these examples:

"WORKING" i.e. a sufficient knowledge to undertake the different tasks of the job and operate associated powered tools and equipment, which may have been gained through on the job training, relevant experience or equivalent qualification, for example, SVQ Level 1, Standard Grades, National 4/5 OR equivalent such as a manufacturer's certificate of competence, for example, fork lift truck certificate etc

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

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

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

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

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

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

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

## Experience

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

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

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

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

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

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

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

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

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

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

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

## Scope

The **scope** of the knowledge and understanding required by the jobholder is also considered.

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

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

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

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

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

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

## **Formal Working Groups**

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

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

“EXTERNAL” i.e. outwith the Council, for example, groups established by professional bodies, external agencies, COSLA, Scottish Government etc.

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

“PROVISION OF SPECIALIST EXPERTISE” i.e. having delegated authority to express views of a Council service(s), function(s) or department(s) in relation to that Council’s local circumstances or experience on a particular issue

“REPRESENTING THE COUNCIL’S POSITION OR INTERESTS” i.e. having delegated authority to act on the expressed views of the full Council or the relevant service Committee

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

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

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

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

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

## FACTOR 13 - KNOWLEDGE

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

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

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

## FACTOR 13 - KNOWLEDGE

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

| <b>FACTOR 13 - KNOWLEDGE</b> |   |
|------------------------------|---|
| <b>Level</b>                 | <b>Definition</b>   |
|                              | <b>moderate</b> amount of relevant working experience to become fully competent and familiar with all aspects of the job.   |
| <b>4</b>                     | <p>The job requires predominantly <b>technical or specialist</b> knowledge, including an <b>appreciation of theory</b>. The jobholder needs <b>advanced</b> knowledge acquired through either education, vocational qualification, on or off-the-job training, or job- related experience.</p> <p><b>And/or</b></p> <p>The jobholder requires knowledge of a <b>wide range</b> of other jobs and <b>associated</b> activities. Jobholders will generally need an <b>extended</b> period of relevant working experience to become fully competent and familiar with all aspects of the job.</p>  |
| <b>5</b>                     | <p>The job requires predominantly technical, specialist and <b>in-depth theoretical</b> knowledge. The job holder needs <b>further</b> knowledge acquired through education, vocational qualification, on or off the job training or job-related experience.</p> <p><b>And/or</b></p> <p>The job requires knowledge of a <b>broad</b> range of jobs and <b>organisational</b> activities. Jobholders will generally need a <b>significant</b> period of relevant working experience to become fully competent and familiar with all aspects of the job.</p>   |
| <b>6</b>                     | <p>The job requires <b>extensive</b> technical, specialist and/or theoretical knowledge. The jobholder needs <b>both breadth and depth of</b> knowledge acquired through either education, vocational qualification, on or off-the-job training, or job-related experience.</p> <p><b>And/or</b></p> <p>The jobholder will generally need a <b>considerable</b> period of relevant working experience to become fully competent and familiar with all aspects of the job. The jobholder may <b>contribute</b> to <b>internal</b> working parties considering the <b>operational</b> implications of initiatives, developments or changes in legislation.</p>  |
| <b>7</b>                     | <p><b>In addition</b> to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires a <b>substantial</b> period of relevant working experience in order to acquire, <b>either</b>:</p> <ol style="list-style-type: none"> <li>1. the <b>expertise</b> to assess the operational implications of proposed changes</li> </ol> <p><b>or</b></p> <ol style="list-style-type: none"> <li>2. an <b>in-depth</b> understanding of initiatives, developments or legislation in the <b>external environment</b> in which the Council operates to <b>contribute</b> to formal/external working groups considering a functional/ professional response to the implementation of change</li> </ol> <p><b>or</b></p> |

## FACTOR 13 - KNOWLEDGE

| Level    | Definition  |
|----------|---|
|          | <p>3. to be able to provide specialist advice in a functional, professional, industry or national capacity, for example, to <b>represent</b> the stated position of their Authority on <b>an ad hoc</b> basis on <b>external</b> bodies considering a functional/ professional response to change.</p>  |
| <b>8</b> | <p><b>In addition</b> to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an <b>extensive</b> period of relevant working experience <b>and</b> an <b>in-depth</b> understanding of proposed initiatives, developments or legislation in the <b>external environment</b> in which the Council operates, in order to <b>either</b>:</p> <p>1. deal with more <b>complex</b> operational or functional issues across a <b>range</b> of disciplines</p> <p><b>or</b></p> <p>2. provide specialist advice in a functional, professional, industry or national capacity, for example, to <b>represent</b> the stated position of their Authority on a <b>regular</b> basis on <b>external</b> bodies considering a functional/ professional response to change</p> <p><b>or</b></p> <p>3. be <b>involved</b> in the assessment of the potential impact/implications of proposed change at a <b>functional, departmental or corporate</b> level, and <b>contribute</b> to the co-ordination and development of the Authority's <b>strategic</b> response, and to ensuring its preparedness for implementation of change.</p> |
| <b>9</b> | <p><b>In addition</b> to both breadth and depth of technical, specialist and/or theoretical knowledge, the job requires an <b>extensive</b> period of relevant working experience <b>and</b> an <b>in-depth</b> understanding of <b>anticipated</b> or proposed initiatives, developments or legislation in the <b>external environment</b> in which the Council operates.</p> <p><b>And;</b></p> <p>Jobholders will be required to <b>assess</b> the potential impact/implications at a <b>functional, departmental or corporate</b> level, and to <b>initiate and direct</b> the development of the Authority's strategic response, and <b>ensure</b> its preparedness for implementation of change.</p>  |

## SCOTTISH JOINT COUNCIL'S JOB EVALUATION SCHEME

### SECTION 4 - FACTOR WEIGHTS & SCORING MATRIX

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

**SCOTTISH JOINT COUNCIL'S JOB EVALUATION SCHEME - SCORING MATRIX**

|                         | 1                          | 2                             | 3                      | 4                    | 5                    | 6                           | 7                                 | 8                                   | 9                                  | 10                                  | 11  | 12                                 | 13               |
|-------------------------|----------------------------|-------------------------------|------------------------|----------------------|----------------------|-----------------------------|-----------------------------------|-------------------------------------|------------------------------------|-------------------------------------|---|------------------------------------|------------------|
| <b>Levels of Demand</b> | <b>Working Environment</b> | <b>Physical Co-ordination</b> | <b>Physical Effort</b> | <b>Mental Skills</b> | <b>Concentration</b> | <b>Communication Skills</b> | <b>Dealing with Relationships</b> | <b>Responsibility for Employees</b> | <b>Resp for Services to Others</b> | <b>Resp for Financial Resources</b> | <b>Resp for Physical &amp; Info Resources</b> | <b>Initiative and Independence</b> | <b>Knowledge</b> |
| <b>1</b>                | 10                         | 13                            | 10                     | 11                   | 8                    | 13                          | 8                                 | 11                                  | 10                                 | 11                                  | 11  | 13                                 | 18               |
| <b>2</b>                | 20                         | 26                            | 20                     | 22                   | 17                   | 26                          | 17                                | 22                                  | 20                                 | 22                                  | 22  | 26                                 | 36               |
| <b>3</b>                | 30                         | 39                            | 30                     | 33                   | 25                   | 39                          | 25                                | 33                                  | 29                                 | 33                                  | 33  | 39                                 | 54               |
| <b>4</b>                | 40                         | 52                            | 40                     | 45                   | 33                   | 52                          | 33                                | 45                                  | 39                                 | 45                                  | 45  | 52                                 | 72               |
| <b>5</b>                | 50                         | 65                            | 50                     | 56                   | 42                   | 65                          | 42                                | 56                                  | 49                                 | 56                                  | 56  | 65                                 | 91               |
| <b>6</b>                |                            |                               |                        | 67                   | 50                   | 78                          | 50                                | 67                                  | 59                                 | 67                                  | 67  | 78                                 | 109              |
| <b>7</b>                |                            |                               |                        | 78                   |                      |                             |                                   | 78                                  | 68                                 | 78                                  | 78  | 91                                 | 127              |
| <b>8</b>                |                            |                               |                        |                      |                      |                             |                                   |                                     | 78                                 |                                     |   | 104                                | 145              |
| <b>9</b>                |                            |                               |                        |                      |                      |                             |                                   |                                     |                                    |                                     |   |                                    | 163              |

## SAMPLE EVALUATION SCORESHEET

| FACTOR HEADING  |   | FACTOR LEVEL ASSESSED<br>NUMBER OF DOT POINT(S) CHOSEN |   |   |   |   |   |   |   |   |   | ASSESSMENT OF DEMANDS |         |         |                     |                 |            |
|---|---|--|---|---|---|---|---|---|---|---|---|-----------------------|---------|---------|---------------------|-----------------|------------|
|   |   | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | A                     | B       | C       | Degree of exposure: | % working time: |            |
| 1   | Working Environment *<br><i>Overall assessment</i>    | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   |                       |         |         |                     |                 |            |
| 2   | Physical Co-ordination *<br><i>Overall assessment</i> | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | Keyboarding:          |         |         | + Driving:          |                 |            |
|   |   | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | Other Activities:     |         |         | + Driving:          |                 |            |
|   |   | Driving as an occupational requirement:                |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
|   |   | Vehicle:   |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
| Attachments? <span style="float: right;">Towing?</span> |   |  |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
| 3   | Physical Effort *<br><i>Overall assessment</i>        | X  | Y | X | Y | X | Y | X | Y | X | Y | X GREATEST – Nature:  |         |         | % working time:     |                 |            |
|   |   | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | Y MAIN – Nature:      |         |         | % working time:     |                 |            |
| Degree:   |   |  |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
| 4   | Mental Skills   | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | 6                     | 7       | Nature: |                     |                 | Timescale: |
| Degree:   |   |  |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
| 5   | Concentration   | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | 6                     | General |         | Enhanced            | Focused         |            |
|   |   | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | 6                     | Short   |         | Lengthy             | Prolonged       |            |
| Work related pressure:                                  |   |  |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
| 6   | Communication Skills                                  | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | 6                     | Nature: |         |                     |                 |            |
|   |   | Degree:  |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
|   |   | Intended Audience:                                     |   |   |   |   |   |   |   |   |   |                       |         |         |                     |                 |            |
| 7   | Dealing with Relationships                            | 1  |   | 2 |   | 3 |   | 4 |   | 5 |   | 6                     | Nature: |         |                     | % working time  |            |

| FACTOR HEADING |  | FACTOR LEVEL ASSESSED<br>NUMBER OF DOT POINT(S) CHOSEN |   |   |   |   |   |   |         |   |  | ASSESSMENT OF DEMANDS       |        |
|----------------|--|--|---|---|---|---|---|---|---------|---|--|-----------------------------|--------|
|                |  |  |   |   |   |   |   |   |         |   |  | Degree:                     |        |
| 8              | Responsibility for Employees   | 1  | 2 | 3 | 4 | 5 | 6 | 7 |         |   | Nature:  |                             |        |
|                |  |  |   |   |   |   |   |   |         |   | Degree:  |                             |        |
| 9              | Responsibility for Services to Others  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8       |   | Nature:  |                             |        |
|                |  |  |   |   |   |   |   |   |         |   | Degree:  |                             |        |
| 10             | Responsibility for Financial Resources   | 1  | 2 | 3 | 4 | 5 | 6 | 7 |         |   | Nature:  | Value:                      |        |
|                |  |  |   |   |   |   |   |   |         |   | Degree:  |                             |        |
| 11             | Responsibility for Physical & Information Resources *<br><i>Overall assessment</i> | X  | Y | X | Y | X | Y | X | Y       | X                                       | Y  | X PRIMARY/MAIN - Nature:    | VALUE: |
|                |  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | Degree: | Moderate<br>Expensive<br>Very Expensive |  |                             |        |
|                |  |  |   |   |   |   |   |   |         |   |  | Y SECONDARY/OTHER - Nature: |        |
|                |  |  |   |   |   |   |   |   |         |   | Degree:  |                             |        |
| 12             | Initiative and Independence  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8       |   | Nature:  |                             |        |
|                |  |  |   |   |   |   |   |   |         |   | Degree:  |                             |        |
| 13             | Knowledge  | 1  | 2 | 3 | 4 | 5 | 6 | 7 | 8       | 9                                       | Nature of knowledge:<br>Literacy & Numeracy:<br>Extent of knowledge:<br>Complexity:<br>Acquisition of knowledge:<br>Theory:<br>Qualification:<br>Experience:<br>Formal Working Groups: |                             |        |

### SAMPLE JOB EVALUATION OUTCOME

| FACTOR                        | LEVEL ASSESSED | LEVEL POINT | ASSESSMENT OF JOB DEMAND  |
|-------------------------------|----------------|-------------|---|
| <b>Working Environment</b>    | <b>2</b>       | B<br>2.8    | <ul style="list-style-type: none"> <li>• Predominantly working outdoors, and travelling</li> <li>• Exposed to VERY disagreeable or hazardous conditions, substances and/or odours</li> <li>• Exposure can be for up to 20% of working time</li> </ul>   |
| <b>Physical Co-ordination</b> | <b>2</b>       | 2.2<br>2.1  | <ul style="list-style-type: none"> <li>• Predominantly using a keyboard and/or a mouse requiring limited keyboarding skills</li> <li>• Also driving a car or light van – no requirement to tow equipment or operate attachments</li> </ul>  |
| <b>Physical Effort</b>        | <b>2</b>       | 2.2<br>1.1  | <p><b>GREATEST:</b> CONSIDERABLE degree of demand from requirement to work in distinctly awkward positions for 5-20% of working time, i.e. PERIODIC</p> <p><b>MAIN:</b> LIMITED degree of demand from standing/walking for 5-20% of working time, i.e. PERIODIC</p>   |
| <b>Mental Skills</b>          | <b>3</b>       | 3.1         | <ul style="list-style-type: none"> <li>• Requires to resolve problems generally by applying analytical techniques</li> <li>• Requires judgement to ASSESS and select/reject information from a variety of sources</li> <li>• Problems or situations are COMPLEX or difficult – primarily within a single discipline/function</li> </ul> |
| <b>Concentration</b>          | <b>2</b>       | 2.2         | <ul style="list-style-type: none"> <li>• ENHANCED mental or sensory attention</li> <li>• Sustained for SHORT periods</li> <li>• CONSIDERABLE degree of work-related pressure arising from workload or service-related deadline</li> </ul>   |
| <b>Communication Skills</b>   | <b>3</b>       | 3.1         | <ul style="list-style-type: none"> <li>• Spoken or written communication</li> <li>• ELICITING/EXPLAINING information with people who are UNFAMILIAR with subject matter</li> </ul>  |

| FACTOR  | LEVEL ASSESSED | LEVEL POINT    | ASSESSMENT OF JOB DEMAND   |
|---|----------------|----------------|--|
| Dealing with Relationships                          | 2              | 2.2            | <ul style="list-style-type: none"> <li>• INTEGRAL contact with people who are SIGNIFICANTLY disadvantaged, abusive, threatening or otherwise demanding in the course of normal working</li> <li>• Dealing directly with these people takes up to 20% of working time</li> </ul>  |
| Responsibility for Employees                        | 1              |                | No responsibility for the work of employees or others in an equivalent position  |
| Responsibility for Services to Others               | 3              | 3.2            | <ul style="list-style-type: none"> <li>• Delivery of services to individuals, groups of people, or internal/external customers by applying regulations or Council policy</li> <li>• Responsible for ENSURING and/or MONITORING the implementation of regulation or policy</li> </ul>   |
| Responsibility for Financial Resources              | 2              | 2.1            | Direct responsibility for HANDLING cash, cheques or equivalent on a REGULAR basis  |
| Responsibility for Physical & Information Resources | 2              | 2.2<br><br>1.1 | <p><b>PRIMARY:</b> responsibility for data or information</p> <ul style="list-style-type: none"> <li>• CREATING and/or updating files</li> <li>• CONFIDENTIAL or commercially sensitive information</li> </ul> <p><b>SECONDARY:</b> responsibility for use and safekeeping of plant, vehicles, equipment and/or tools</p> <ul style="list-style-type: none"> <li>• Carries out DAILY CHECKS</li> <li>• Individual resource items are typically MODERATELY expensive</li> </ul> |
| Initiative & Independence                           | 3              |                | <ul style="list-style-type: none"> <li>• Normally works by following established PROCEDURES</li> <li>• Expected to deal personally with PREDICTABLE problems</li> <li>• Access to supervisor/manager for UNUSUAL or DIFFICULT problems</li> </ul>  |
| Knowledge   | 4              |                | <ul style="list-style-type: none"> <li>• ADVANCED knowledge required</li> <li>• Requires SVQ3/HNC or equivalent as a minimum qualification</li> <li>• EXTENDED experience required</li> </ul>  |

# SCOTTISH JOINT COUNCIL FOR LOCAL GOVERNMENT EMPLOYEES JOB EVALUATION SCHEME

## JOBHOLDER QUESTIONNAIRE – FULL VERSION

*This questionnaire has been specifically designed to capture information under the factor headings of the Job Evaluation Scheme, you may be asked to complete a questionnaire to help prepare for a discussion with a Job Analyst using the 'Evaluator' software.. The completed document will **not** form part of the 'audit trail' of the evaluation. Please note that there are different versions of the JE questionnaire which are more suited to different types of job, specifically:*

- *'Full' version of the questionnaire – will be most appropriate for technical or specialist jobs*
- *'No questions' version – will be most appropriate for professional or managerial jobs*
- *'Reduced' version – will be most appropriate for clerical, administrative or manual jobs*

*Any job holder who wishes to complete the full version of the Questionnaire may do so.*

The questionnaire is based on the accepted principles of job evaluation, specifically:

- **evaluate jobs not people** - evaluation is of the job and not of the jobholder
- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to competent standard by a fully trained and experienced individual
- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.
- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

The questionnaire is therefore intended to capture information about the demands of your job, but not about you as an individual, nor about your performance in the job. Please bear this in mind when making your responses.

The document is split into four parts:

- **General information** - this is where you provide the basic information about your job and an explanation of where it fits in the structure of your Service, Function or Department/Directorate.
- **Main purpose of your job** - here you should provide a brief description of your job, its purpose and what you are expected to achieve. Please also list and describe the main

activities in your job. You may also find it useful to refer to any existing job description that you have.

- **The demands of your job** - this part is set out under the individual factor headings which will be used to analyse your job later in the process. You will need to refer to the definitions in the factor framework as you complete this section to ensure you provide appropriate information under each heading. This section helps job analysts understand the demands made on you in the course of **normal** working. **Please give examples, where you can, to illustrate the information you give under each heading.**
- **Any other relevant information** - this gives you the chance to provide any other information about your job which you feel is important in describing your job fully.

### **A few hints for completing the questionnaire**

- Please read through the **whole** questionnaire first **before** attempting to complete it
- It might help to note down what you have done over the last few weeks in your job, or to keep a diary over the next few days
- Don't be surprised if it takes you a while to complete the questionnaire - try to set aside some time when you will not be interrupted and find a quiet space where you can concentrate.
- You may wish to do a 'trial run' in pencil or on a spare copy of the form
- Don't worry if you find that some sections seem less relevant to your job than others. This is unavoidable, to ensure consistency we have to ask the same questions about all jobs being evaluated. Please try to complete something in each part of the questionnaire even if you feel it is not particularly relevant to your job. If a specific question is not relevant, just leave it blank.
- Some of the questions provide options and ask you to 'tick' the most appropriate. Other questions provide a range of options and ask you to provide examples. You do **not** need to provide examples for every option, complete only the options that you consider are relevant to your job – if you consider more than one option is appropriate then tick all of those that you consider appropriate as you will have the opportunity to discuss the relevance of each option with the Job Analyst(s).
- Try to answer the questions in relation to the **normal routine** of your job and include examples of things that happen on a day-to-day basis. Avoid using examples of 'one-off' tasks you may have been asked to undertake.
- You will not have to answer every question – depending on the answer option that you choose you may be directed to skip a few questions before answering another – as not every question is relevant to every job.
- If you need assistance to complete the questionnaire you should contact the Job Evaluation Team who will make arrangements for a member of your Council's Job Analyst Team to assist you. Alternatively, you may wish to seek assistance from your Trades Union representative
- If you need more space, please copy the relevant page

**SCOTTISH JOINT COUNCIL for LOCAL GOVERNMENT EMPLOYEES  
JOB EVALUATION SCHEME**

**JOBHOLDER QUESTIONNAIRE – FULL VERSION**

**PART 1 - GENERAL INFORMATION**

Please refer to the accompanying guidance **before** attempting to complete this questionnaire

|                                  |  |
|----------------------------------|--|
| <b>Job Title:</b>                |  |
| <b>Section:</b>                  |  |
| <b>Service:</b>                  |  |
| <b>Directorate:</b>              |  |
| <b>Line Manager's Job Title:</b> |  |

**Position within your organisation**

Please describe where your job sits in relation to others in your Section, and to your Service/Directorate as a whole, if appropriate. If you can supply an organisation diagram to illustrate this, it would be useful. Please highlight your own position and indicate your immediate line manager and any staff who report directly to you.

Please answer all of the questions that follow as they relate to your own job, and its normal day-to-day routine.

## PART 2 - MAIN PURPOSE OF YOUR JOB

Please describe here, in general terms, the purpose of your job. Try to do this in one paragraph. It may be helpful to think how you would phrase an advert for your job.

**The main purpose of my job is...**

Please list the main elements of your job and, if possible, try to quantify (in percentage terms to the nearest 10%) the amount of time you spend on each. You may find it useful to refer to any job description that you have, in filling in this section. It may also be helpful to outline the main areas of your job as headings first, then develop these in greater detail.

| <i>The main elements of my job are:</i> | <b>Percentage<br/>of time<br/>Approximately</b> |
|---|---|
| •                                       |   |
| •                                       |   |
| •                                       |   |
| •                                       |   |
| •                                       |   |

**If you require more space please use an additional page**

### PART 3 - THE DEMANDS OF YOUR JOB

This section is set out under the 13 factor headings of the Scottish Joint Council for Local Government Employees Job Evaluation Scheme:

|                                       |
|---------------------------------------|
| <b>FACTOR 1 - WORKING ENVIRONMENT</b> |
|---------------------------------------|

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

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

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

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

| <b>Q1. Which of these statements best describes the PREDOMINANT working environment of the job?</b> | <b>Please tick one</b> |
|---|------------------------|
| Predominantly working indoors   |                        |
| Predominantly working indoors but involves travelling between different locations or premises       |                        |
| Predominantly working outdoors and involves travelling between different locations or premises      |                        |
| Predominantly working outdoors but sheltered, e.g. in a driver's cab or bothy                       |                        |
| Predominantly working outdoors but can take shelter to avoid adverse weather                        |                        |
| Predominantly working outdoors and exposed to all weathers  |                        |

|   |
|---|
| <p><b><i>Please describe where you NORMALLY work:</i></b></p> |
|---|

**Q2. Does the job NORMALLY involve exposure to other unpleasant, disagreeable, or hazardous conditions? For example, noise, dust, smells, chemicals, waste etc.**

**YES**

**NO**   
*Please go to Q4*

*If 'Yes', please describe these conditions:*

**Q3. For what PROPORTION of working time does the job involve ACTUAL exposure to these conditions? For example, up to 20% of working time**

**Approximately**

|  |  |
|--|--|
|  |  |
|--|--|

**Q4. Is there any further information you wish to provide about the demands of your job under the *Working Environment* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 2 - PHYSICAL CO-ORDINATION**

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

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

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

**Q5. In the course of normal working, is physical co-ordination needed MAINLY or PREDOMINANTLY for:**

|  |                      |   |                      |
|--|----------------------|---|----------------------|
| Keyboarding or other computer use<br><i>Please go to Q6 &amp; Q7</i> | <input type="text"/> | Driving                                 | <input type="text"/> |
| Other Activities<br><i>Please go to Q8</i>                           | <input type="text"/> | Not required<br><i>Please go to Q16</i> | <input type="text"/> |

**Q6. What best describes the nature of the keyboarding skills REQUIRED to carry out the job?**

|                                       |                      |                                    |                      |
|---------------------------------------|----------------------|------------------------------------|----------------------|
| 2 finger operation                    | <input type="text"/> | Typing, i.e. touch or audio-typing | <input type="text"/> |
| Basic keyboarding, i.e. self – taught | <input type="text"/> | Other computer use                 | <input type="text"/> |

**Q7. Is the jobholder REQUIRED to keystroke to meet pre-determined standards? For example, typing at more than 50 words per minute.**

|                                |                      |   |                      |
|--------------------------------|----------------------|---|----------------------|
| Yes<br><i>Please go to Q11</i> | <input type="text"/> | No, able to work at own pace<br><i>Please go to Q11</i> | <input type="text"/> |
|--------------------------------|----------------------|---|----------------------|

**Q8. What are the MAIN other activities requiring physical co-ordination involved in the job on a day-to-day basis?**

**Q9. Please describe the level of precision required to undertake these activities.**

**Q10. Does this level of precision NEED to be achieved at a pre-determined pace? For example, completing a repetitive task 6 times per minute.**

Yes  No, jobholder can work at own pace

**Q11. Does the jobholder also NEED to be able to drive?** YES  NO   
*Please go to Q16*

*If 'yes', why does the job require driving skills?*

**Q12. Which type of vehicle used by the jobholder in the course of NORMAL working requires the HIGHEST level of physical co-ordination?**

**Please tick one**

Car or light van  Tractor, road roller, dump truck, fork lift truck or similar

Minibus, medium van or similar  Large mechanical digger or equivalent

Large truck, articulated vehicle or similar  Other propelled equipment, e.g. mini-digger, ride-on mower etc

**Q13. Is the jobholder REQUIRED to use the vehicle while towing equipment or operating attachments in the course of NORMAL working?** YES  NO

**Q14. Is it an INTEGRAL part of the job to manoeuvre this vehicle into, within and out of severely restricted spaces, e.g. within confined spaces?** YES  NO

**Q15. Would someone who could NOT drive undertake the FULL range of duties of this job?** YES  NO

**Q16. Is there any further information you wish to provide about the demands of your job under the *Physical Co-ordination* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 3 - PHYSICAL EFFORT**

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

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

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

**Q17. Does the job require MORE THAN basic physical effort by the jobholder – effort that would leave the jobholder physically fatigued?**

**N.B.** *Tasks or activities undertaken mainly in a SEDENTARY position and allow for considerable flexibility of movement involve a BASIC degree of physical effort, as does a limited requirement for standing, walking, bending or stretching, or an occasional need to lift or carry items.*

**YES**

**NO**   
*Please go to Q21*

**Q18. Please tick the box(es) below which best describe the GREATEST demand for physical effort involved as part of the USUAL routine in terms of the nature and degree of demand, i.e. the HEAVIEST physical demand of the job.**

|                  |                          |                             |                          |                                   |                          |
|------------------|--------------------------|-----------------------------|--------------------------|-----------------------------------|--------------------------|
| Lifting/carrying | <input type="checkbox"/> | Applied physical effort *   | <input type="checkbox"/> | Working in a constrained position | <input type="checkbox"/> |
| Pushing/pulling  | <input type="checkbox"/> | Working in awkward postures | <input type="checkbox"/> | Standing/walking                  | <input type="checkbox"/> |

**\*N.B.** *Applied physical effort, i.e. where physical force has to be applied, such as scrubbing, sawing, digging etc*

***Please provide examples of the activities you undertake that require the GREATEST physical effort:***

**Q19. Please indicate ON AVERAGE the proportion of working time that the GREATEST demand for physical effort is required as part of the USUAL routine.**

|                 |                          |           |                          |           |                          |
|-----------------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| Only occasional | <input type="checkbox"/> | 21% - 40% | <input type="checkbox"/> | 61% - 80% | <input type="checkbox"/> |
| 5% to 20%       | <input type="checkbox"/> | 41% - 60% | <input type="checkbox"/> | Over 80%  | <input type="checkbox"/> |

**Q20. Please tick the box(es) below which best describe the OTHER demands for physical effort involved as part of the USUAL routine, i.e. the MAIN physical demands of the job or those which take up the most working time.**

*N.B. these activities are likely to be heavier than those identified at Q18 please do not select the same answer for this Question*

|                                   |                          |                             |                          |                  |                          |
|-----------------------------------|--------------------------|-----------------------------|--------------------------|------------------|--------------------------|
| Standing/walking                  | <input type="checkbox"/> | Working in awkward postures | <input type="checkbox"/> | Pushing/pulling  | <input type="checkbox"/> |
| Working in a constrained position | <input type="checkbox"/> | Applied physical effort*    | <input type="checkbox"/> | Lifting/carrying | <input type="checkbox"/> |

*\*N.B. Applied physical effort, i.e. where physical force has to be applied, such as scrubbing, sawing, digging etc*

**Please provide examples of the MAIN activities you undertake that require physical effort:**

**Q21. Please indicate ON AVERAGE the proportion of working time that the OTHER demands for physical effort are required as part of the USUAL routine.**

*N.B. these activities are likely to be less heavy than those identified at Q18 but are likely to be required more frequently*

|                 |                          |           |                          |           |                          |
|-----------------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| Only occasional | <input type="checkbox"/> | 21% - 40% | <input type="checkbox"/> | 61% - 80% | <input type="checkbox"/> |
| 5% to 20%       | <input type="checkbox"/> | 41% - 60% | <input type="checkbox"/> | Over 80%  | <input type="checkbox"/> |

**Q22. Is there any further information you wish to provide about the demands of your job under the *Physical Effort* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

## FACTOR 4 - MENTAL SKILLS

***This factor considers the predominant thinking requirement in the job.***

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

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

| <b>Q23. How are the more DIFFICULT or CHALLENGING problems resolved, that arise in the course of NORMAL working? i.e. the non-routine problems</b> | <b>Please tick one</b> |
|--|------------------------|
| By referring the more difficult or challenging problems upwards to a supervisor or line manager<br><i>Please go to Q31</i>                         |                        |
| By applying existing rules, procedures or instructions to the more difficult or challenging problems that arise                                    |                        |
| By applying analytical and problem-solving skills to the more difficult or challenging problems that arise   |                        |

***Please provide a typical example of a difficult or challenging problem:***

| <b>Q24. What best describes the mental skills that are REQUIRED to resolve problems or deal with situations arising?</b> | <b>Please tick one</b> |
|--|------------------------|
| Making choices between defined options<br><i>Please go to Q27</i>  |                        |
| Judgement or creativity to resolve generally similar problems<br><i>Please go to Q26</i>                                 |                        |
| Analysis of information or strategic planning<br><i>Please go to Q27</i>   |                        |
| Judgement or creativity to develop new solutions<br><i>Please go to Q25</i>  |                        |

| <b>Q25. What best describes the new solutions that the jobholder is REQUIRED to develop in order to resolve problems?</b> | <b>Please tick one</b> |
|---|------------------------|
| Novel applications of known techniques  |                        |
| New ideas or concepts previously untried within the Council   |                        |

***Please provide a typical example of a new solution that you developed:***

*Please go to Q30*

**Q26. Please describe the TYPE of problems or situations you have to deal with and provide examples of the problem-solving techniques that you use.**

**Q27. Is the nature, scope and cause of each problem NORMALLY apparent on first inspection?** YES  NO   
*Please go to Q30*

| <b>Q28. If 'No' how are problems or situations generally resolved by the jobholder?</b> | <b>Please tick one</b>   |
|---|--------------------------|
| By assessing information and its relevance to the particular circumstances              | <input type="checkbox"/> |
| By applying recognised analytical techniques  | <input type="checkbox"/> |

***Please provide a typical example:***

| <b>Q29. In the course of normal working does ALL of the information relating to particular problems and their resolution come from:</b> | <b>Please tick one</b>   |
|---|--------------------------|
| The same source   | <input type="checkbox"/> |
| A number of similar sources   | <input type="checkbox"/> |
| A variety of different sources  | <input type="checkbox"/> |

**Q30. In the course of normal working, do you have to use JUDGEMENT in order to assess, and SUBSEQUENTLY select/reject conflicting information from different sources?** YES  NO

***Please provide a typical example:***

**Q31. Does the job involve forward planning or scheduling activities?**

No  *Please go to Q35* Yes, development of plans

Yes, forward scheduling  Yes, both scheduling and planning

***Please provide examples of the typical work or activities you plan or schedule:***

| <b>Q32. What best describes the forward planning or scheduling activity undertaken in the job?</b>            | <b>Please tick one</b> |
|---|------------------------|
| Planning / scheduling own immediate workload <i>Please go to Q35</i>  |                        |
| Scheduling work and activities for self and/or others for several days in advance <i>Please go to Q35</i>     |                        |
| Scheduling work and activities for self and/or others for more than a week in advance <i>Please go to Q35</i> |                        |
| Scheduling work and activities for self and/or others months in advance <i>Please go to Q35</i>               |                        |
| Planning / scheduling work for up to 3 months in advance <i>Please go to Q35</i>                              |                        |
| Planning / scheduling work for more than 3 months in advance <i>Please go to Q35</i>                          |                        |
| Updating existing or rolling plans for up to a year in advance <i>Please go to Q35</i>                        |                        |
| Planning new or one-off tasks for up to three months in advance <i>Please go to Q35</i>                       |                        |
| Creating and maintaining plans for up to a year in advance <i>Please go to Q35</i>                            |                        |
| Strategic planning for the short, medium or longer term <i>Please go to Q33</i>                               |                        |

**Q33. Is the jobholder personally REQUIRED to develop strategies or plans for future implementation?**

YES

YES - contributes to their development

NO

*Please go to Q35*

***If 'Yes' please provide typical examples of your role in the development of strategies and plans:***

**Q34. When planning strategies or plans for future implementation, how far ahead does the jobholder TYPICALLY have to think?**

Over a period of up to 3 years

Over a period of more than 3 years

***Please describe the complexity of the planning activity:***

**Q35. Is there any further information you wish to provide about the demands of your job under the **Mental Skills** factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

## FACTOR 5 - CONCENTRATION

***This factor considers the concentration required to do the job.***

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

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

**Q36. Please describe the HIGHEST level of mental or sensory attention that is normally REQUIRED to ensure that the DAY-TO-DAY tasks and duties of the job are carried out correctly – mental effort that would leave the jobholder mentally fatigued? For example, the tasks that require concentration for seeing, hearing, thinking, calculating, alertness, attention to detail, etc**

**N.B.** *It may help to describe some of your day-to-day tasks that require concentration*

**Q37. What is the TYPICAL duration of periods over which the jobholder is REQUIRED to SUSTAIN this level of attention WITHOUT INTERRUPTIONS on a DAY-TO-DAY basis?**

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

*The typical duration of sustained concentration is...*

**Q38. On a day-to-day basis, which aspect of the job creates the MOST pressure for the jobholder?**

Repetitive work   
*Please go to Q43*

Switching from one thing to another   
*Please go to Q39*

Interruptions   
*Please go to Q40*

Deadlines   
*Please go to Q41*

Conflicting or simultaneous demands   
*Please go to Q42*

None of these   
*Please go to Q43*

**Q39. What is the jobholder REQUIRED to switch between?**

A number of tasks

A range of activities

***Please provide examples of switching from one thing to another in the day-to-day routine of the job:***

*Please go to Q43*

**Q40. What best describes the nature of the interruptions?**

Generally unavoidable

Can usually be dealt with later

***Please provide examples of the interruptions in the day-to-day routine of the job:***

*Please go to Q43*

**Q41. Are these deadlines:**

Determined by the jobholder's own priorities?

Externally imposed or outside the jobholder's control?

Workload or service delivery related?

A combination of service and external?

***Please provide examples of the deadlines involved in the day-to-day routine of the job:***

*Please go to Q43*

**Q42. Where conflicting or simultaneous demands occur IN THE COURSE OF NORMAL WORKING, must the jobholder:**

Deal with the new demand immediately?

**OR**, is the jobholder usually able to complete the current task first?

***Please provide examples of the conflicting or simultaneous demands involved in the day-to-day routine of the job:***

**Q43. Is there any further information you wish to provide about the demands of your job under the **Concentration** factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

## FACTOR 6 - COMMUNICATION SKILLS

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

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

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

**Q44. What best describes the communications undertaken in the course of normal working – are they MAINLY:**

Spoken                       Written                       Both

***Please provide examples of typical communications:***

**Q45. Please identify with whom you MAINLY communicate in the course of NORMAL working.**

Colleagues in other departments                       External contacts                       Members of the public/others   
 Customers and/or clients                       A mix of internal and external contacts                       Elected members

**Q46. What best describes the level of understanding of the people with whom you normally communicate?**

Familiar with the subject matter                       Unfamiliar with the subject matter   
 A range of audiences – both familiar and unfamiliar with the subject matter

**Q47. What best describes the NATURE of the information USUALLY communicated in the course of normal working?**

Straightforward                       Routine                       Sensitive   
 Complicated                       Non-routine                       Contentious   
*Please go to Q56*

**Please provide examples of typical communications:**

**Q48. Please identify the MOST demanding type of communication ROUTINELY involved in the job?**

|  |                          |  |                          |   |                          |
|--|--------------------------|--|--------------------------|---|--------------------------|
| Exchanging information<br><i>Please go to Q59</i>          | <input type="checkbox"/> | Seeking / providing information<br><i>Please go to Q59</i>                     | <input type="checkbox"/> | Eliciting / explaining information<br><i>Please go to Q59</i> | <input type="checkbox"/> |
| Advising / guiding / persuading<br><i>Please go to Q49</i> | <input type="checkbox"/> | Training / presenting<br><i>Please go to Q53</i>                               | <input type="checkbox"/> | Public relations / promoting<br><i>Please go to Q56</i>       | <input type="checkbox"/> |
| Using another language<br><i>Please go to Q58</i>          | <input type="checkbox"/> | None of these – communication is generally only with immediate work colleagues |                          | <i>Please go to Q59</i>                                       | <input type="checkbox"/> |

**Q49. For what purpose does the jobholder NEED to use advisory, guiding or persuading skills in the course of NORMAL working?**

|  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| To inform others<br><i>Please go to Q51</i>                  | <input type="checkbox"/> | To influence others<br><i>Please go to Q51</i> | <input type="checkbox"/> |
| To counsel others<br><i>Please answer Q50, Q51 &amp; Q59</i> | <input type="checkbox"/> | To advise others<br><i>Please go to Q51</i>    | <input type="checkbox"/> |

**Q50. Who does the jobholder COUNSEL in the course of NORMAL working?**

|            |                          |         |                          |                               |                          |
|------------|--------------------------|---------|--------------------------|-------------------------------|--------------------------|
| Colleagues | <input type="checkbox"/> | Clients | <input type="checkbox"/> | Members of the public/ others | <input type="checkbox"/> |
|------------|--------------------------|---------|--------------------------|-------------------------------|--------------------------|

**Q51. Please provide typical examples of your use of these skills to inform, influence, counsel or advise others in the course of normal working:**

**Q52. Does the job REQUIRE advocacy skills in the course of normal working to influence or advise others?**

|                               |                          |                               |                          |   |                          |
|-------------------------------|--------------------------|-------------------------------|--------------------------|---|--------------------------|
| No<br><i>Please go to Q59</i> | <input type="checkbox"/> | Yes, informal advocacy skills | <input type="checkbox"/> | Yes, formal advocacy in a representational role | <input type="checkbox"/> |
|-------------------------------|--------------------------|-------------------------------|--------------------------|---|--------------------------|

**If 'Yes' please provide examples of the circumstances in which advocacy skills are required in the course of normal working:**

**Q53. What is the PREDOMINANT type of communication undertaken in the course of NORMAL working?**

Training – formal or informal   
Please go to Q54

Presenting   
Please go to Q55

**Q54. Please provide typical examples of the type of training and what is involved in the delivery of that training in the course of normal working:**

**Q55. What is the PURPOSE of the presentations generally delivered by the jobholder in the course of normal working? Please provide typical examples:**

**Q56. Does the jobholder REGULARLY deal with the media in a public relations context?** YES  NO   
Please go to Q59

**Please provide typical examples of public relations activity in the course of normal working:**

**Q57. Please provide typical examples of any contentious information communicated in the course of normal working:**

Please go to Q59

| <b>Q58. For what purpose does the jobholder NEED to communicate in another language in the course of NORMAL working?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| To exchange greetings and routine information in that language   | <input type="checkbox"/> |
| To exchange more complicated information in that language  | <input type="checkbox"/> |
| To provide simultaneous translation  | <input type="checkbox"/> |

**Please provide typical examples of circumstances in which you NEED to communicate in another language in the course of normal working:**

**Q59. Is there any further information you wish to provide about the demands of your job under the **Communication Skills** factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 7 - DEALING WITH RELATIONSHIPS**

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

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

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

**Q60. What BEST describes the circumstances or behaviour of the people you come into contact with, in the course of NORMAL working?**

***Please tick as many boxes as you consider to be appropriate***

|                           |                          |                              |                          |  |                          |
|---------------------------|--------------------------|------------------------------|--------------------------|--|--------------------------|
| Upset                     | <input type="checkbox"/> | Unwell                       | <input type="checkbox"/> | Difficult                                | <input type="checkbox"/> |
| Angry                     | <input type="checkbox"/> | Frail                        | <input type="checkbox"/> | Confused                                 | <input type="checkbox"/> |
| Have special needs        | <input type="checkbox"/> | At risk of abuse             | <input type="checkbox"/> | Terminally ill                           | <input type="checkbox"/> |
| Disadvantaged in some way | <input type="checkbox"/> | Abusive                      | <input type="checkbox"/> | Aggressive                               | <input type="checkbox"/> |
| Potentially violent       | <input type="checkbox"/> | In conflict with the Council | <input type="checkbox"/> | None of these<br><i>Please go to Q66</i> | <input type="checkbox"/> |

**Q61. To what EXTENT are these people disadvantaged, abusive, threatening or otherwise demanding?**

***Please provide examples of the TYPICAL behaviour or circumstances you ticked in answer to the question above.***

**Q62. Why does the jobholder come into contact with these people?**

**Q63. What best describes the NATURE of the jobholder's CONTACT with these people in the course of NORMAL working?**

*N.B. 'Integral' contact requires a direct response from, or action by, the jobholder to deal with people in the course of doing their job. 'Incidental' contact does **not** require action on the part of the jobholder as it is outwith their remit.*

Integral to the jobholder's work  
Please go to Q65

Incidental to the jobholder's work  
Please go to Q64

**Q64. Does this incidental contact TYPICALLY include people whose circumstances or behaviour require that they are treated with MORE THAN normal courtesy?**

YES

NO

*If 'Yes', please explain why this is so – please provide typical examples:*

**Q65. For what PERCENTAGE of working time does the jobholder deal directly with these demanding people?**

Up to 20%

More than 20%  
and up to 50%

More than 50%

**Q66. Is there any further information you wish to provide about the demands of your job under the *Dealing with Relationships* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

## FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES

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

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

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

**Q67. Does the jobholder have any  
RESPONSIBILITY for the work of  
employees or OTHERS in an  
equivalent position?**

**YES**

**NO**  
*Please go to  
Q75*

**N.B.** *'OTHERS' includes contractors' or suppliers' employees, work experience trainees, students on placement, volunteers etc*

***If 'Yes' please indicate the job titles of those whose work you are responsible for:***

**Q68. Which of the following best describe the NATURE of the jobholder's RESPONSIBILITY for the work of others, in the course of normal working?**

|  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| Providing advice and guidance<br><i>Please go to Q75</i> | <input type="checkbox"/> | Instructing/allocating work and checking results<br><i>Please go to Q70</i>                        | <input type="checkbox"/> |
| Demonstrating duties<br><i>Please go to Q75</i>          | <input type="checkbox"/> | Co-ordination of work, on the job training and/or performance appraisal<br><i>Please go to Q69</i> | <input type="checkbox"/> |
| Providing on the job training<br><i>Please go to Q70</i> | <input type="checkbox"/> | Providing or co-ordinating training<br><i>Please go to Q69</i>                                     | <input type="checkbox"/> |
|  |                          | Directing activities<br><i>Please go to Q72</i>  | <input type="checkbox"/> |

***Please provide examples of how this responsibility is carried out:***

**Q69. Over how many AREAS OF ACTIVITY does the jobholder have RESPONSIBILITY for providing/co-ordinating training?**

One  More than one   
*Please specify*

| <b>Q70. Is this an ON-GOING responsibility?</b>                           |                         | <b>Please tick one</b>   |
|---|-------------------------|--------------------------|
| Yes, on an occasional basis   | <i>Please go to Q75</i> | <input type="checkbox"/> |
| Yes, on a daily basis   |                         | <input type="checkbox"/> |
| Yes, on a regular, but not daily, basis – e.g. shifts or seasonal working | <i>Please go to Q75</i> | <input type="checkbox"/> |

**Q71. Does the jobholder also have responsibility for development of employees / others?**

YES  NO   
*Please go to Q75*

***If 'Yes' please describe what this involves:***

| <b>Q72. Which of the following best describes the jobholder's responsibility for the implementation of HR policy, procedure and practice?</b> | <b>Please tick one</b> |
|---|------------------------|
| Involved in the application and implementation of HR practices  |                        |
| Directly implements HR procedures and practice  |                        |
| Ensuring the implementation of HR policies, procedures and practices  |                        |
| Managing and monitoring the implementation of the HR framework within their own service/department  |                        |
| Accountable for the implementation of HR policy   |                        |

***Please provide examples to illustrate this responsibility:***

| <b>Q73. Which of the following best describes the jobholder's RESPONSIBILITY for directing activities of others?</b> | <b>Please tick one</b> |
|--|------------------------|
| Monitor team performance and evaluate work against a pre-determined programme  |                        |
| Evaluate activities and working methods and re-prioritise within established parameters                              |                        |
| Determine departmental/functional priorities/targets and review activities and methods                               |                        |
| Determine resource requirements and set objectives   |                        |

**Q74. Is the jobholder RESPONSIBLE for the direction of:**

One activity       More than one activity       A service   
 A department or function       A multi-functional department       Corporate activities

***Please identify the activity, service, department or function within which you hold this responsibility:***

**Q75. Is there any further information you wish to provide about the demands of your job under the **Responsibility for Employees** factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS**

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

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

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

| <b>Q76. Which of the following best describes the PREDOMINANT responsibility for services to others in your job, in the course of normal working?</b> | <b>Please tick one</b>   |
|---|--------------------------|
| Provision of support services to colleagues or mainly internal customers<br><i>Please go to Q84</i>   | <input type="checkbox"/> |
| Personal delivery of front-line services to mainly external users<br><i>Please go to Q84</i>  | <input type="checkbox"/> |
| Applying regulations or Council policy<br><i>Please go to Q77</i>   | <input type="checkbox"/> |
| Assessing service requirements or client/customer needs<br><i>Please go to Q79</i>  | <input type="checkbox"/> |

***Please provide typical examples of the service you provide describing the EXTENT of your responsibility:***

**Q77. Which of the following best describe the jobholder’s responsibility for applying regulations or Council policy?**

Personally apply or implement  *Please go to Q84*
     
 Ensure and/or monitor the proper implementation  *Please go to Q84*
     
 Enforce  *Please go to Q78*

***Please provide a typical example:***

**Q78. Does the jobholder PERSONALLY have the responsibility for initiating enforcement action, such as a prosecution?**

YES

NO

*Please go to Q84*

*If 'Yes', please describe what this involves in the course of normal working:*

*Please go to Q84*

**Q79. What is the nature of the service needs or requirements normally being ASSESSED by the jobholder?**

*Please provide examples of typical assessments of service needs:*

**Q80. Which of the following best describes how the jobholder generally addresses service needs?**

**Please tick one**

Implementation of appropriate **processes** for service provision/delivery

Implementation of appropriate **programmes** of service activities or processes

*Please provide examples of typical processes or programmes:*

**Q81. What best describes the jobholder's responsibility for delivering services to others?**

**Please tick one**

Contributes directly to assessment of COMPLEX needs and monitor service quality and delivery  
*Please go to Q84*

Manage the quality and provision/delivery of programmes of activities or services  
*Please go to Q84*

Ensure contracted service delivery complies with quality standards/specifications  
*Please go to Q84*

Manage contracted service delivery to quality/cost/time standards/specifications  
*Please go to Q84*

Contribute directly to design, development/improvement of programmes of activities or services  
*Please go to Q84*

Lead the design, development/improvement of programmes of activities or services  
*Please go to Q84*

Account for the quality and provision/delivery of service  
*Please go to Q82*

**N.B.** *Please provide examples of how this responsibility is carried out in the box on the following page before proceeding to the appropriate next question*

***Please describe typical examples:***

*Please go to Q82 or Q84 as indicated above*

**Q82. At what level is the jobholder ACCOUNTABLE for the provision/delivery of service?**

To the Head of Service or Director

To Service Committee

To the full Council

**Q83. For what span of service(s) is the jobholder ACCOUNTABLE?**

A single service

A range of services or an entire function

Two or more functions

***Please indicate which service(s) or function(s) this accountability applies:***

**Q84. Is there any further information you wish to provide about the demands of your job under the **Responsibility for Services to Others** factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

## FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES

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

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

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

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

**Q85. Does the jobholder have ANY responsibilities for finance?**

No  Please go to Q94  Yes, direct  Yes, indirect

**Q86. What is the PREDOMINANT nature of this responsibility?**

Handling cash, cheques or equivalents  Accounting for / auditing of financial resources  Budgetary   
Security of cash, cheques or equivalent  Processing financial documents or transactions

***Please provide typical examples from normal working:***

**Q87. How OFTEN does the jobholder carry out this responsibility?**

Occasionally  Regularly  Daily

**Q88. For what amount is the jobholder responsible? Please estimate the TOTAL amount of resources on annual basis, e.g. the size of a budget, the amount of cash handled, the amount of cash secured etc**

**Q89. Does the job involve accounting for / auditing of financial resources?**

**NO**  **YES**

*Please go to Q94*

***Please describe the nature of your involvement:***

**Q90. At what LEVEL is the jobholder involved in MANAGING the audit/ accounting process?**

N/a  Service  ~~Departmental/~~ Functional/ Departmental  Corporate

*Please go to Q94*

***Please indicate which service(s) / function(s):***

*Please go to Q94*

**Q91. Does the job involve responsibility for budgets?**

**NO**  **YES**

*Please go to Q94*

***Please describe the purpose or nature of these budgets, for example, project, capital expenditure, income generation or savings targets, assessments of risk/grants, loans/investments etc:***

| <b>Q92. What best describes the NATURE of the jobholder's PREDOMINANT responsibility?</b>    | <b>Please tick one</b> |
|--|------------------------|
| Spending from an allocated budget within set authorisation limits<br><i>Please go to Q94</i> |                        |
| Monitoring budgetary income/expenditure<br><i>Please go to Q94</i>                           |                        |
| Authorising and monitoring budgetary expenditure<br><i>Please go to Q94</i>                  |                        |
| Contributing to the budget setting/estimating process<br><i>Please go to Q94</i>             |                        |
| Leading or controlling the budget setting process<br><i>Please go to Q94</i>                 |                        |
| Determining and planning budgets<br><i>Please go to Q93</i>                                  |                        |

**Q93. What is the SCOPE of the jobholder's RESPONSIBILITY for determining budgets and/or long-term financial planning?**

|            |                          |                             |                          |
|------------|--------------------------|-----------------------------|--------------------------|
| Service    | <input type="checkbox"/> | Departmental                | <input type="checkbox"/> |
| Functional | <input type="checkbox"/> | Multi -functional/corporate | <input type="checkbox"/> |

**Q94. Is there any further information you wish to provide about the demands of your job under the *Responsibility for Financial Resources* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**



**Q97. Please indicate any OTHER or secondary responsibility for physical or information resources involved in your job.**

*N.B. Please do not select the same answer that you chose at Question 96*

Plant, vehicles, equipment and/or tools   
*Please go to Q98*

Buildings, premises, external locations or equivalent   
*Please go to Q106*

Paper based and/or electronic information   
*Please go Q101*

Supplies and/or stocks   
*Please go to Q110*

None   
*Please go to Q114*

**Q98. What best describes the jobholder's responsibility for PLANT, VEHICLES, EQUIPMENT OR TOOLS?**

Use and safe keeping

Maintain   
*Please go to Q99*

Use and maintain   
*Please go to Q99*

Manage   
*Please go to Q100*

| <b>Q99. Which of the following best describes the NATURE of the maintenance carried out by the jobholder in the course of normal working?</b> | <b>Please tick one</b>   |
|---|--------------------------|
| Reporting faults or breakdowns  | <input type="checkbox"/> |
| Carrying out daily checks   | <input type="checkbox"/> |
| Routine maintenance   | <input type="checkbox"/> |
| Full maintenance  | <input type="checkbox"/> |
| Both day-to-day and full maintenance  | <input type="checkbox"/> |

***Please provide typical examples:***

| <b>Q100. What is the NATURE of the jobholder's RESPONSIBILITY for managing these physical resources?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| Supervising their proper use and safekeeping   | <input type="checkbox"/> |
| Ensuring proper use and that repairs and maintenance are carried out                                     | <input type="checkbox"/> |
| Management/deployment of physical resources  | <input type="checkbox"/> |
| Identifying resource requirements  | <input type="checkbox"/> |

***Please provide typical examples:***

| <b>Q101. What is the NATURE of the jobholder's responsibility for INFORMATION as a resource?</b> | <b>Please tick one</b> |
|--|------------------------|
|--|------------------------|

|  |  |
|--|--|
| Handling, processing and/or updating files or records<br><i>Please go to Q102</i>        |  |
| Accessing files or records<br><i>Please go to Q102</i>                                   |  |
| Organising and maintaining filing and/or record systems<br><i>Please go to Q105</i>      |  |
| Developing and/or managing information and/or record systems<br><i>Please go to Q104</i> |  |
| Planning information resources<br><i>Please go to Q109</i>                               |  |

**Q102. What is the NATURE of the information dealt with by the jobholder in the course of normal working?**

*Please provide typical examples:*

**Q103. What is involved in dealing with this information?**

|            |                          |                                |                          |
|------------|--------------------------|--------------------------------|--------------------------|
| Data input | <input type="checkbox"/> | Creating and/or updating files | <input type="checkbox"/> |
| Filing     | <input type="checkbox"/> | Keeping records                | <input type="checkbox"/> |

*Please provide typical examples:*

| <b>Q104. What best describes the jobholder's RESPONSIBILITY for developing or managing information systems or records?</b> | <b>Please tick one</b> |
|--|------------------------|
| Contributing to the review, adaptation or development of the information/record systems                                    |                        |
| Undertaking the design and development of information/record systems   |                        |
| Ensuring the proper completion and safekeeping of statutory records  |                        |
| Managing the review and development of information/record systems  |                        |

*Please provide typical examples of your involvement:*

**Q105. What best describes the purpose of these information systems?**

|  |                          |                                  |                          |
|--|--------------------------|----------------------------------|--------------------------|
| For personal use   | <input type="checkbox"/> | For access by team or colleagues | <input type="checkbox"/> |
| For service/departmental use   | <input type="checkbox"/> | For departmental/functional use  | <input type="checkbox"/> |
| For multi-departmental/multi-functional, corporate or Council-wide use | <input type="checkbox"/> | For access by external users     | <input type="checkbox"/> |

***Please provide examples of these systems and how they are used:***

| <b>Q106. What is the NATURE of the jobholder's responsibility for LAND, BUILDINGS, PREMISES, EXTERNAL LOCATIONS OR EQUIVALENT?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| Cleaning <i>Please go to Q114</i>  | <input type="checkbox"/> |
| Maintenance / repair <i>Please go to Q114</i>  | <input type="checkbox"/> |
| Ensuring proper cleaning, repair and maintenance <i>Please go to Q114</i>  | <input type="checkbox"/> |
| Security/keyholding <i>Please go to Q107</i>   | <input type="checkbox"/> |
| Adaptation, development or design <i>Please go to Q108</i>   | <input type="checkbox"/> |
| Utilisation, acquisition or disposal <i>Please go to Q108</i>  | <input type="checkbox"/> |
| Manage, repair / maintain a range of premises <i>Please go to Q113</i>   | <input type="checkbox"/> |

***Please provide examples:***

**Q107. What best describes the jobholder's responsibility for safeguarding these physical resources?**

|  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| Setting alarms and keyholding<br><i>Please go to Q114</i>    | <input type="checkbox"/> | Monitoring movements in and out of premises<br><i>Please go to Q114</i> | <input type="checkbox"/> |
| Nominated keyholder or caretaker<br><i>Please go to Q114</i> | <input type="checkbox"/> | Managing security<br><i>Please go to Q113</i>                           | <input type="checkbox"/> |

***Please provide examples of what this involves in the course of normal working:***

|  |
|--|
|  |
|--|

**Q108. What best describes the NATURE of the jobholder's INVOLVEMENT in the process of adaptation, development and design OR utilisation, acquisition and disposal of buildings, premises or other physical resources?**

Contributes  *Please go to Q113*

Responsible for  *Please go to Q113*

Supervises  *Please go to Q113*

Planning of  *Please go to Q109*

***Please provide typical examples:***

| <b>Q109. What is the jobholder's INVOLVEMENT in the planning of physical or information resources?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| Contributing to the planning process   | <input type="checkbox"/> |
| Responsible for planning at departmental/functional level  | <input type="checkbox"/> |
| Planning future developments for up to 3 years ahead   | <input type="checkbox"/> |
| Planning future developments for more than 3 years ahead   | <input type="checkbox"/> |

***Please provide typical examples:***

| <b>Q110. What is the NATURE of the jobholder's responsibility for SUPPLIES AND STOCKS?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| Requisitioning supplies <i>Please go to Q114</i>   | <input type="checkbox"/> |
| Ordering and stock control <i>Please go to Q113</i>  | <input type="checkbox"/> |
| Stock control <i>Please go to Q113</i>   | <input type="checkbox"/> |
| Purchasing <i>Please go to Q111</i>  | <input type="checkbox"/> |
| Procurement <i>Please go to Q111</i>   | <input type="checkbox"/> |

***Please provide typical examples:***

| <b>Q111.What is the NATURE of the jobholder's INVOLVEMENT in purchasing or procurement?</b>                 | <b>Please tick one</b> |
|---|------------------------|
| Identifying resource requirements<br><i>Please go to Q113</i>   |                        |
| Purchasing within delegated limits as an authorised signatory<br><i>Please go to Q113</i>                   |                        |
| Approving purchase orders signed off by others<br><i>Please go to Q113</i>                                  |                        |
| Determining resource requirements and authorising their purchase and deployment<br><i>Please go to Q113</i> |                        |
| Tendering for procurement purposes<br><i>Please go to Q112</i>  |                        |

***Please provide typical examples:***

**Q112. At what level does the jobholder have RESPONSIBILITY for tendering?**

|                         |  |                                     |  |
|-------------------------|--|-------------------------------------|--|
| Section                 |  | Service                             |  |
| Departmental/Functional |  | Multi-departmental/Multi-functional |  |
| Corporate/Council wide  |  | Consortium                          |  |

***Please specify which section(s) / service(s) / function(s) /department(s)/functions, or the membership of which Consortia:***

***Please provide typical examples of the type of tendering:***

**Q113. What is the EXTENT, RANGE or VALUE of the physical resources for which the jobholder exercises this responsibility?**



## FACTOR 12 - INITIATIVE AND INDEPENDENCE

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

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

**Q115. What best describes the type of initiative the jobholder is required to exercise in the course of NORMAL working?**

|                                  |                          |                                     |                          |  |                          |
|----------------------------------|--------------------------|-------------------------------------|--------------------------|--|--------------------------|
| Working to instructions          | <input type="checkbox"/> | Following routine working practices | <input type="checkbox"/> | Following established procedures               | <input type="checkbox"/> |
| Working within policy guidelines | <input type="checkbox"/> |                                     |                          | Working within the framework of Council policy | <input type="checkbox"/> |

**Q116. Is the jobholder free to arrange his/her own workload?**      YES       NO

**Q117. What best describes the TYPE of problems the jobholder is expected to deal with INDEPENDENTLY?**

|         |                          |             |                          |               |                          |
|---------|--------------------------|-------------|--------------------------|---------------|--------------------------|
| Routine | <input type="checkbox"/> | Predictable | <input type="checkbox"/> | Unanticipated | <input type="checkbox"/> |
|---------|--------------------------|-------------|--------------------------|---------------|--------------------------|

***Please provide examples of typical problems you would be expected to deal with yourself:***

**Q118. Which of the following best describes the extent of the jobholder's freedom to act in the course of NORMAL working?**

|  |                          |                                       |                          |   |                          |
|--|--------------------------|---------------------------------------|--------------------------|---|--------------------------|
| Work is inspected                        | <input type="checkbox"/> | Work is subject to checks             | <input type="checkbox"/> | Work is closely supervised                    | <input type="checkbox"/> |
| Guidance is available                    | <input type="checkbox"/> | Problems are referred to a supervisor | <input type="checkbox"/> | Expected to respond independently to problems | <input type="checkbox"/> |
| Requires operational advice and guidance | <input type="checkbox"/> | Requires managerial direction         | <input type="checkbox"/> | Requires professional advice                  | <input type="checkbox"/> |

**Q119. What best describes the jobholder's scope to exercise discretion?**

Over **own** workload

Over a **broad** range of activities

Over a **limited** range of activities

Over a **very** broad range of activities

Over a **range** of activities

***Please provide examples of this discretion and the range of activities:***

**Q120. What best describes the level of supervision OR advice and guidance that is GENERALLY available to the jobholder?**

Advice and guidance readily available

Access to supervisor for unusual or difficult problems

Advice and guidance available as and when required

Advice and guidance not readily accessible

Jobholder works without recourse to others for advice

Jobholder receives managerial direction and professional advice

Jobholder receives general managerial direction

Jobholder receives minimal managerial direction

Jobholder consults manager for specific advice

Jobholder works within the framework of Council strategy

***Please provide examples of the type of advice and guidance you might seek or receive in the course of normal working:***

**Q121. What TYPE of problems would the jobholder refer to a supervisor or manager?**

Unusual

Difficult

Serious

***Please provide examples of typical problems that you would refer to your supervisor or line manager:***

**Q122. Does the job have an ON-GOING role in the development of strategy as part of the normal routine?**

YES

NO   
*Please go to Q127*

***Please provide examples to illustrate your role in the development of strategy:***

**Q123. What best describes the jobholder's PREDOMINANT role in the relation to strategy?**

Occasional input to development of strategy   
*Please go to Q127*

Responsible for developing strategy   
*Please go to Q124*

Contributes to the development of strategy   
*Please go to Q127*

Responsible for recommending strategy   
*Please go to Q125*

**Q124. At what level does policy and/or strategy developed by the jobholder require to be approved/ratified?**

Department/Director

Committee

Council

***Please provide a recent example of such a policy or strategy that you developed:***

| Q125. What best describes the NATURE of the policy and/or strategic recommendations made by the jobholder? | Please tick one |
|--|-----------------|
| To meet current objectives   |                 |
| To define future objectives  |                 |
| To challenge established thinking  |                 |

***Please provide a recent example of such a policy or strategy that you recommended:***

**Q126. At what LEVEL does the jobholder recommend strategy?**

|            |                          |   |                          |
|------------|--------------------------|---|--------------------------|
| Service    | <input type="checkbox"/> | Department                              | <input type="checkbox"/> |
| Functional | <input type="checkbox"/> | Multi-functional Department / Corporate | <input type="checkbox"/> |

***Please indicate the relevant service(s) / ~~department(s)~~ / function (s)/ department(s):***

**Q127. Is there any further information you wish to provide about the demands of your job under the *Initiative and Independence* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 13 - KNOWLEDGE**

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

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

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

**Q128. What best describes the PREDOMINANT knowledge REQUIRED to do the job?**

|                |                          |           |                          |            |                          |                |                          |
|----------------|--------------------------|-----------|--------------------------|------------|--------------------------|----------------|--------------------------|
| Practical      | <input type="checkbox"/> | Technical | <input type="checkbox"/> | Specialist | <input type="checkbox"/> | Procedural     | <input type="checkbox"/> |
| Organisational | <input type="checkbox"/> | Clerical  | <input type="checkbox"/> |            |                          | Administrative | <input type="checkbox"/> |

***Please provide examples:***

| <b>Q129. How is the knowledge NEEDED to do the job TYPICALLY acquired?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| Demonstration and familiarisation on the job                               |                          |
| Through previous or job-related experience                                 |                          |
| On the job training and experience   |                          |
| Vocational training /further education and experience                      |                          |
| Professional qualifications and experience                                 | <i>Please go to Q140</i> |

***Please describe what this involved:***

| Q130. What best describes the LEVEL of literacy and numeracy NEEDED to do the job?                   | Please tick one |
|--|-----------------|
| Basic reading / composing straightforward sentences / basic arithmetic                               |                 |
| Interpreting / preparing documents requiring original composition / undertaking arithmetic functions |                 |
| Interpreting / preparing technical maps or drawings  |                 |

*Please provide typical examples:*

**Q131. What RANGE of tasks does the jobholder GENERALLY undertake?**

*Please provide typical examples:*

**Q132. Are any of these tasks relatively complex, EITHER singly OR in combination?** YES  NO

*Please provide typical examples to illustrate their complexity:*

**Q133. Does the jobholder NEED additional knowledge that would TYPICALLY be acquired off the job?** YES  NO  *Please go to Q135*

*Please describe what would be involved:*

**Q134. Could the knowledge NEEDED to do the job be acquired by OTHER means?**

No       Yes, with relevant experience       Yes, through on the job training and experience

**Q135. How much EXPERIENCE IN THE JOB does the jobholder typically require to become FULLY familiar with ALL aspects of the job?**

*Please provide an indicative range of weeks, months or years:*

**Q136. IN ADDITION to knowledge related to his/her own job, which of the following does the jobholder also NEED knowledge of?**

A number of different tasks       A range of other jobs   
A range of related tasks       A range of jobs AND activities   
Not applicable

*Please provide typical examples of what these might be:*

**Q137. Does the jobholder REQUIRE an understanding of relevant THEORY?**      YES       NO   
*Please go to Q154*

**Q138. What best describes the LEVEL of theoretical knowledge the jobholder would typically REQUIRE in order TO DO THE JOB?**

An appreciation       In-depth knowledge

*Please provide examples of that level of theoretical knowledge and explain why it is required:*

| <b>Q139. How is the REQUIRED level of theoretical knowledge PREDOMINANTLY acquired?</b> | <b>Please tick one</b>   |
|---|--------------------------|
| Formal education  |                          |
| Through in-house / on-the-job training  |                          |
| Working experience  | <i>Please go to Q154</i> |

***Please explain what this involved, for example, training, achievement of certificates of competence, qualifications etc***

**Q140. What best describes the qualifications typically REQUIRED to do the job?**

|  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| Certificates, e.g. Standard Grades, Highers, National 4/5, HNC, IT or fork lift competence etc<br><i>Please go to Q144</i> | <input type="checkbox"/> | Vocational, e.g. SVQ's, Apprenticeship, City & Guilds, LGV/HGV/PSV licence etc<br><i>Please go to Q144</i> | <input type="checkbox"/> |
| General degree or equivalent<br><i>Please go to Q141</i>   | <input type="checkbox"/> | Professional diploma or equivalent<br><i>Please go to Q144</i>   | <input type="checkbox"/> |
| A degree or equivalent in a specific discipline<br><i>Please go to Q141</i>  | <input type="checkbox"/> | A degree or equivalent AND a post-graduate qualification<br><i>Please go to Q142</i>                       | <input type="checkbox"/> |

*Please complete the box on the following page before proceeding to the appropriate next question.*

**N.B.** *Relevant qualifications and training provide an indicator of the type and level of knowledge needed to perform the job duties properly. Individual jobholders need not necessarily hold such qualifications – they may have acquired an equivalent level of knowledge through a combination of relevant experience and on or off the job training.*

***Please provide details of relevant certificate(s) / qualification(s):***

**Q141. Could this job be undertaken WITHOUT a degree or equivalent?**

*Please go to Q144*

YES  NO

***Please explain why the degree or equivalent is required:***

*Please go to Q143*

**Q142. Does the job REQUIRE post-graduate qualifications as a minimum?**

YES

NO

*Please go to Q144*

***Please explain why the post graduate qualification is required:***

*Please go to Q143*

| <b>Q143. What best describes the extent of the knowledge and experience typically REQUIRED by the jobholder?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| An area of specialism within a discipline  | <input type="checkbox"/> |
| Comprehensive knowledge across a whole discipline  | <input type="checkbox"/> |
| Multi-disciplinary   | <input type="checkbox"/> |

***Please indicate relevant specialism(s) or discipline(s):***

**Q144. What length of relevant experience would typically be REQUIRED either to underpin theoretical knowledge or in ADDITION to a particular qualification?**

***Please provide an indicative range of months and/or years:***

**145. What best describes the PREDOMINANT nature of the knowledge and experience REQUIRED by the jobholder?**

Practical  
*Please go to Q154*

Technical/ Specialist  
*Please go to Q146*

Clerical/ Administrative  
*Please go to Q154*

Operational /  
Managerial  
*Please go to Q146*

Strategic  
*Please go to Q146*

A combination of operational  
AND strategic  
*Please go to Q146*

**Q146. Is knowledge of the EXTERNAL environment within which the Council operates NECESSARY to do the job?**

YES

NO

*Please go to Q154*

***Please describe this knowledge and provide examples to explain why it is necessary:***

**Q147. For what PURPOSE does the jobholder REQUIRE knowledge of the Council's external environment?**

To maintain professional knowledge

*Please go to Q154*

To contribute to the Council's response to change in the external environment

***Please provide examples:***

**Q148. What best describes the PREDOMINANT nature of the jobholder's contribution to the Council's RESPONSE to change in the external environment?**

Implementation of change

Assessment of the potential impact / implications of change

***Please provide examples:***

**Q149. What best describes the NATURE of the jobholder's PREDOMINANT involvement in the assessment of forthcoming or proposed change in the external environment?**

**Please tick one**

Contributing to the development of the Council's strategic response

Co-ordinating / reporting on the Council's strategic response

Assessing operational implications of change

Initiating and directing the development of Council's strategic response

***Please provide examples:***

**Q150. Does the jobholder REGULARLY contribute to FORMAL working GROUPS considering a functional/professional response to change in the external environment?**

No  Please go to Q154  
Yes, to internal working groups  Please go to Q154  
Yes, to external working groups

**Please indicate which working groups:**

**Q151. What best describes the MAIN purpose of these EXTERNAL working groups?**

To consider operational implications of proposed change   
To consider a strategic response to proposed change from a functional or professional perspective

**Please provide recent examples:**

**Q152. What best describes the purpose of the jobholder's contribution as a member of an EXTERNAL working group?**

Provision of specialist expertise and/or experience   
Representing the Council's position or interests

**Please provide recent examples of how this contribution is made:**

**Q153. Is the jobholder's membership of EXTERNAL working groups:**

An on-going requirement of the job?   
An ad hoc occurrence?

**Please provide recent examples:**

**Q154. Is there any further information you wish to provide about the demands of your job under the *Knowledge* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**PART 4 - ANY OTHER RELEVANT INFORMATION**

Please use this page to provide any other information that you consider to be relevant in considering the content of the job:

Many thanks for taking the time to complete the questionnaire which will be used only for job evaluation purposes. We would like to emphasise that its contents will be treated confidentially.

# SCOTTISH JOINT COUNCIL FOR LOCAL GOVERNMENT EMPLOYEES

## JOB EVALUATION QUESTIONNAIRE - REDUCED

### GUIDANCE

*This questionnaire has been specifically designed to capture information under the factor headings of the Job Evaluation Scheme, you may be asked to complete a questionnaire to help prepare for a discussion with a Job Analyst using the 'Evaluator' software. The completed document will **not** form part of the 'audit trail' of the evaluation. Please note that there are different versions of the JE questionnaire which are more suited to different types of job, specifically:*

- *'Full' version of the questionnaire – will be most appropriate for technical or specialist jobs*
- *'No questions' version – will be most appropriate for professional or managerial jobs*
- *'Reduced' version – will be most appropriate for clerical, administrative or manual jobs*

*Any job holder who wishes to complete the full version of the Questionnaire may do so.*

The questionnaire is based on the accepted principles of job evaluation, specifically:

- **evaluate jobs not people** – the evaluation is of the job and not of the jobholder
- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to a competent standard by a fully trained and experienced individual
- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.
- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

The questionnaire is therefore intended to capture information about the demands of your job, but not about you as an individual, nor about your performance in the job. Please bear this in mind when making your responses.

The document is split into four parts:

- **General information** - this is where you provide the basic information about your job and an explanation of where it fits in the structure of your Service, Function, Department/ Directorate.
- **Main purpose of your job** - here you should provide a brief description of your job, its purpose and what you are expected to achieve. Please also list and describe the main activities in your job. You may also find it useful to refer to any existing job description that you have.
- **The demands of your job** - this part is set out under the individual factor headings which will be used to analyse your job later in the process. You will need to refer to the factor definitions as you complete this section to ensure you provide appropriate information under each heading. This section helps Job Analysts understand the demands made on you when doing your job in the course of **normal** working. **Please give examples, where you can, to illustrate the information you give under each factor heading.**
- **Any other relevant information** - this gives you the chance to provide any other information about your job which you feel is important in describing your job fully.

#### **A few hints for completing the questionnaire:**

- Please read through the **whole** questionnaire first **before** attempting to complete it
- It might help to note down what you have done over the last few weeks in your job, or to keep a diary over the next few days
- Don't be surprised if it takes you a while to complete the questionnaire - try to set aside some time when you will not be interrupted and find a quiet space where you can concentrate.
- You may wish to do a 'trial run' in pencil or on a spare copy of the form
- Don't worry if you find that some sections seem less relevant to your job than others. This is unavoidable, to ensure consistency we have to ask the same questions about all jobs being evaluated. Please try to complete something in each part of the questionnaire even if you feel it is not particularly relevant to your job. If a specific question is not relevant, just leave it blank.
- Some of the questions provide options and ask you to 'tick' the most appropriate. Other questions provide a range of options and ask you to provide examples. You do **not** need to provide examples for every option, complete only the options that are relevant to your job.
- Try to answer the questions in relation to the **normal routine** of your job and include examples of things that happen on a day-to-day basis. Avoid using examples of 'one-off' tasks you may have been asked to undertake.

- You will not have to answer every question – depending on the answer option that you choose you may be directed to skip a few questions before answering another – as not every question is relevant to every job.
- If you need assistance to complete the questionnaire you should contact a member of the Job Evaluation Project Team who will make arrangements for a Job Analyst to assist you. Alternatively, you may wish to seek assistance from your Trades Union representative
- If you need more space, please copy the relevant page

**SCOTTISH JOINT COUNCIL FOR LOCAL GOVERNMENT  
EMPLOYEES**

**JOB EVALUATION QUESTIONNAIRE**

**PART 1 - GENERAL INFORMATION**

Please refer to the accompanying guidance **before** attempting to complete this questionnaire

|   |  |
|---|--|
| <b>Job Title:</b>                         |  |
| <b>Section:</b>                           |  |
| <b>Service:</b>                           |  |
| <b>Directorate</b>                        |  |
| <b>Line Manager's Name and Job Title:</b> |  |

**Position within the organisation**

In the box below please describe where your job sits in relation to others in your Section, and to your Service/Directorate as a whole, if appropriate. If you can supply an organisation diagram to illustrate this, it would be useful. Please highlight your own position and indicate your immediate line manager and any staff who report directly to you.

Please answer all of the questions that follow as they relate to your own job, and its normal day-to-day routine.

## **PART 2 - MAIN PURPOSE OF YOUR JOB**

Please describe here, in general terms, the purpose of your job. Try to do this in one paragraph. It may be helpful to think how you would phrase an advert for your job.

***The main purpose of my job is:***

Please list the main elements of your job and, if possible, try to quantify (in percentage terms to the nearest 10%) the amount of time you spend on each. You may find it useful to refer to any job description that you have, in filling in this section. It may also be helpful to outline the main areas of your job as headings first, then develop these in greater detail.

| <b><i>The main elements of my job are:</i></b>  | <b>Percentage of time<br/>(Approximately)</b> |
|---|---|
| <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul> |   |
| <b>If you require more space please use an additional page</b>  |   |

### PART 3 - THE DEMANDS OF YOUR JOB

This section is set out under the 13 factor headings of the Job Evaluation Scheme

#### FACTOR 1 - WORKING ENVIRONMENT

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

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

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

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

| <b>Q1. Which of these statements best describes the MAIN working environment of the job?</b>   | <b>Please tick one</b> |
|--|------------------------|
| Predominantly working indoors  |                        |
| Predominantly working indoors but involves travelling between different locations or premises  |                        |
| Predominantly working outdoors and involves travelling between different locations or premises |                        |
| Predominantly working outdoors but sheltered, e.g. in a driver's cab or bothy                  |                        |
| Predominantly working outdoors but can take shelter to avoid adverse weather                   |                        |
| Predominantly working outdoors and exposed to all weathers                                     |                        |
| <b><i>Please describe where you NORMALLY work:</i></b>   |                        |
| <br><br><br><br><br>   |                        |

**Q2.** Does the job **NORMALLY** involve exposure to other unpleasant, disagreeable, or hazardous conditions? e.g. noise, dust, smells, chemicals, waste etc.

*Please tick one*

**YES**

**NO**

***If 'Yes', please describe these conditions and indicate the ACTUAL proportion of your working time that you are exposed to these conditions:***

- 
  
- 
  
- 

**Q3.** *Is there any further information you wish to provide about the demands of your job under the **Working Environment** factor heading?*

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 2 - PHYSICAL CO-ORDINATION

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

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

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

**Q4. In the course of normal working, do you need physical co-ordination MAINLY for:**

***Please tick one***

Keyboarding or other computer use  
*Please go to Q5*

Driving  
*Please go to Q6*

Other Activities  
*Please go to Q8*

Not required

**Q5. Is the jobholder REQUIRED to keystroke to meet pre-determined standards? For example, typing at more than 50 words per minute.**

***Please tick one***

Yes

No, able to work at  
own pace

***Please describe the nature of keyboarding skills REQUIRED (e.g. word processing, data input, desktop publishing)***

**Q6. Does the job REQUIRE driving skills?**

*Please tick one*

**YES**

**NO**

**Q7. Which type of vehicle used by the jobholder in the course of NORMAL working requires the HIGHEST level of physical co-ordination?**

Car or light van

Tractor, road roller, dump truck, fork lift truck or similar

Minibus, medium van or similar

Large mechanical digger or equivalent

Large truck, articulated vehicle or similar

Other propelled equipment, e.g. mini-digger, ride-on mower etc

**Please tick one**

***Does the vehicle have any attachments? If so, please describe them and how they are operated***

**Q8. Please describe the nature of the OTHER activities requiring co-ordination (i.e. other than keyboarding or driving)**

**Q9. Is there any further information you wish to provide about the demands of your job under the *Physical Co-ordination* factor heading?**

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

**FACTOR 3 - PHYSICAL EFFORT**

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

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

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

**Q10. Does the job require MORE THAN basic physical effort – effort that would leave the jobholder physically fatigued? e.g. lifting/carrying, pushing/pulling, applied physical effort, working in awkward/constrained positions, prolonged standing/walking**

*N.B. Tasks or activities undertaken mainly in a SEDENTARY position and allow for considerable flexibility of movement involve a BASIC degree of physical effort, as does a limited requirement for standing, walking, bending or stretching, or an occasional need to lift or carry items.*

**Please tick one**

**YES**

**NO**

***Please describe which part(s) of the job requires more than basic physical effort:***

**Q11. Please tick the box below which best describes the HEAVIEST demand for physical effort involved as part of the USUAL routine of the job.**

Lifting/carrying

Applied physical effort \*

Working in a  
constrained position

Pushing/pulling

Working in awkward  
postures

Standing/walking

*N.B. Applied physical effort, i.e. where physical force has to be applied, such as scrubbing, sawing, digging etc*

Before proceeding to Q12 please provide examples for the answer chosen to Q11 in the box below:

***Please provide examples:***

**Q12. In the boxes below please indicate ON AVERAGE the proportion of working time that the HEAVIEST demand for physical effort is required as part of the USUAL routine of the job.**

|                 |                          |           |                          |           |                          |
|-----------------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| Only occasional | <input type="checkbox"/> | 21% - 40% | <input type="checkbox"/> | 61% - 80% | <input type="checkbox"/> |
| 5% to 20%       | <input type="checkbox"/> | 41% - 60% | <input type="checkbox"/> | Over 80%  | <input type="checkbox"/> |

**Q13. Please tick the box below which best describes the MAIN demands for physical effort involved as part of the USUAL routine of the job – these are likely to take up more of working time than the heaviest demands.**

|                  |                          |                             |                          |                                   |                          |
|------------------|--------------------------|-----------------------------|--------------------------|-----------------------------------|--------------------------|
| Lifting/carrying | <input type="checkbox"/> | Applied physical effort     | <input type="checkbox"/> | Working in a constrained position | <input type="checkbox"/> |
| Pushing/pulling  | <input type="checkbox"/> | Working in awkward postures | <input type="checkbox"/> | Standing/walking                  | <input type="checkbox"/> |

***Please do not choose the same answer as given for Q11***

***Please provide examples:***

**Q14. Please indicate ON AVERAGE the proportion of working time that the MAIN demand for physical effort is required as part of the USUAL routine of the job.**

Only occasional

21% - 40%

61% - 80%

5% to 20%

41% - 60%

Over 80%

**Q15. Is there any further information you wish to provide about the demands of your job under the *Physical Effort* factor heading?**

***If you require more space please use another page - please indicate which factor heading the additional information refers***

## FACTOR 4 - MENTAL SKILLS

***This factor considers the thinking requirement in the job.***

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

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

| <b>Q16. How are the more DIFFICULT or CHALLENGING problems resolved, that arise in the course of NORMAL working?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| By referring the more difficult or challenging problems upwards to a supervisor or line manager                      | <input type="checkbox"/> |
| By applying existing rules, procedures or instructions to the more difficult or challenging problems that arise      | <input type="checkbox"/> |
| By applying analytical and problem-solving skills to the more difficult or challenging problems that arise           | <input type="checkbox"/> |

***Please provide typical examples of difficult or challenging problems:***

| <b>Q17. What best describes the mental skills that are REQUIRED to resolve problems or deal with situations arising?</b> | <b>Please tick one</b>   |
|--|--------------------------|
| Making choices between defined options   | <input type="checkbox"/> |
| Judgement or creativity to resolve generally similar problems  | <input type="checkbox"/> |
| Analysis of information or strategic planning  | <input type="checkbox"/> |
| Judgement or creativity to develop new solutions   | <input type="checkbox"/> |

***Please give examples of analytical and/or problem-solving techniques, or analysis of information or strategic planning involved in the job:***

**Q18. Does the job involve forward planning or scheduling activities including the development and/or implementation of strategic plans?**

*Please tick one*

**YES**

**NO**

***If 'Yes', please provide examples of the typical work or activities you plan or schedule including how far ahead this is TYPICALLY needed:***

**Q19. Is there any further information you wish to provide about the demands of your job under the **Mental Skills** factor heading?**

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 5 - CONCENTRATION

***This factor considers the concentration required to do the job.***

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

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

**Q20. What DAY TO DAY tasks and duties of the job require the HIGHEST level of mental or sensory attention to ensure they are carried out correctly – mental effort that would leave the jobholder mentally fatigued?**

***Please describe some of the day-to-day tasks requiring concentration e.g. for seeing, hearing, thinking, calculating, alertness, attention to detail, etc:***

**Q21. What is the TYPICAL duration of periods over which the jobholder is REQUIRED to SUSTAIN this level of attention WITHOUT INTERRUPTIONS on a DAY-TO-DAY basis?**

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

***Please describe how long you are required to sustain concentration without interruptions:***



**Q22. On a day-to-day basis, which aspect of the job creates the MOST pressure?**

Repetitive work

Switching from one thing  
to another

Interruptions

Deadlines

Conflicting or simultaneous  
demands

None of these

*Please tick one*

***Please provide examples:***

**Q23.** *Is there any further information you wish to provide about the demands of your job under the **Concentration** factor heading?*

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 6 - COMMUNICATION

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

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

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

**Q24. What best describes the communications undertaken in the course of normal working – are they MAINLY:**

***Please tick one***

Spoken

Written

Both

**Q25. Please identify with whom you MAINLY communicate in the course of NORMAL working.**

Colleagues in other departments

External contacts

Members of the public

Customers and/or clients

A mix of internal and external contacts

Board members

Immediate colleagues

***Please tick one***

***Please describe the nature or format of typical communications:***

**Q26. Please identify the MOST demanding type of communication ROUTINELY involved in the job?**

|                                    |                          |  |                          |
|------------------------------------|--------------------------|--|--------------------------|
| Exchanging information             | <input type="checkbox"/> | Seeking / providing information  | <input type="checkbox"/> |
| Eliciting / explaining information | <input type="checkbox"/> | Advising / guiding / persuading  | <input type="checkbox"/> |
| Training / presenting              | <input type="checkbox"/> | Public relations / promoting   | <input type="checkbox"/> |
| Counselling                        | <input type="checkbox"/> | Advocacy   | <input type="checkbox"/> |
| Using another language             | <input type="checkbox"/> | None of these – communication is generally only with immediate work colleagues | <input type="checkbox"/> |

***Please tick one***

***Please provide examples of the nature and format of these communications:***

**Q27. Is there any further information you wish to provide about the demands of your job under the **Communication Skills** factor heading?**

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 7 - DEALING WITH RELATIONSHIPS

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

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

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

**Q28. Do you come into contact with people who are disadvantaged, abusive, threatening or otherwise demanding as part of normal working?**

*Please tick one*

**YES**

**NO**

**Q29. What BEST describes the circumstances or behaviour of the people you come into contact with, in the course of NORMAL working?**

Upset

Unwell

Difficult

Angry

Frail

Confused

Have special  
needs

At risk of abuse

Terminally ill

Disadvantaged  
in some way

Abusive

Aggressive

Potentially  
violent

In conflict with the  
jobholder

None of these

*Please tick as many boxes as you consider to be appropriate*

**Please provide examples of the TYPICAL behaviour or circumstances in relation to each answer chosen to Q29 above:**

**Q30. For what PERCENTAGE of working time does the job require you to deal directly with these demanding people?**

**Please tick one**

Up to  
20%

More than 20%  
and up to 50%

More than  
50%

**Q31. Is there any further information you wish to provide about the demands of your job under the *Dealing with Relationships* factor heading?**

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES**

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

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

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

**Q32. Do you have any RESPONSIBILITY for the work of employees or OTHERS in an equivalent position?**

*Please tick one*

**YES**

**NO**

**N.B.** *'OTHERS' includes contractors' or suppliers' employees, work experience trainees, students on placement, volunteers etc*

**Q33. Which of the following best describes the NATURE of the job's RESPONSIBILITY for the work of others, in the course of normal working?**

Providing advice and guidance

Instructing/allocating work and checking results

Demonstrating duties

Co-ordination of work, on the job training and/or performance appraisal

Providing on the job training

Providing or co-ordinating training

Directing activities

***Please tick one***

***Please give examples of how and when this responsibility is carried out,:***

| <b>Q34. Which of the following best describes the jobholder's responsibility for the implementation of HR policy, procedure and practice?</b> | <b>Please tick one</b> |
|---|------------------------|
| Involved in the application and implementation of HR practices  |                        |
| Directly implements HR procedures and practice  |                        |
| Ensuring the implementation of HR policies, procedures and practices  |                        |
| Managing and monitoring the implementation of the HR framework within their own service/department  |                        |
| Accountable for the implementation of HR policy   |                        |

***Please provide examples to illustrate this responsibility:***

**Q35.** *Is there any further information you wish to provide about the demands of your job under the **Responsibility for Employees** factor heading?*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 9 RESPONSIBILITY FOR SERVICES TO OTHERS**

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

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

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

| <b>Q36. Which of the following best describes the PREDOMINANT responsibility for services to others in your job, in the course of normal working?</b> | <b>Please tick one</b> |
|---|------------------------|
| Provision of support services to colleagues or mainly internal customers  |                        |
| Personal delivery of front-line services to mainly external users   |                        |
| Applying regulations or policy  |                        |
| Assessing service requirements or client/customer needs   |                        |

***Please provide typical examples of the service you provide describing the EXTENT of your responsibility:***

**Q37. Which of the following best describes your responsibility for applying regulations or Council policy?**

*Please tick one*

Personally apply  
or implement

Ensure and/or  
monitor the proper  
implementation

Enforce

***Please provide typical examples:***

**Q38. What is the nature of the service needs or requirements that you would normally be required to ASSESS?**

***Please provide examples of typical assessments of service needs:***

| <b>Q39. What best describes the jobholder's responsibility for delivering services to others?</b> | <b>Please tick one</b> |
|---|------------------------|
| Contributes directly to assessment of COMPLEX needs and monitor service quality and delivery      |                        |
| Manage the quality and provision/delivery of programmes of activities or services                 |                        |
| Ensure contracted service delivery complies with quality standards/specifications                 |                        |
| Manage contracted service delivery to quality/cost/time standards/specifications                  |                        |
| Contribute directly to design, development/improvement of programmes of activities or services    |                        |
| Lead the design, development/improvement of programmes of activities or services                  |                        |
| Account for the quality and provision/delivery of service   |                        |

***Please provide typical examples:***

**Q39. At what level is the job ACCOUNTABLE for the provision/delivery of service?**

|                               |                          |                               |                          |                        |                          |
|-------------------------------|--------------------------|-------------------------------|--------------------------|------------------------|--------------------------|
| To a Line Manager             | <input type="checkbox"/> | To a Service Manager          | <input type="checkbox"/> | To the Head of Service | <input type="checkbox"/> |
| To the Director/Chief Officer | <input type="checkbox"/> | To a Committee of the Council | <input type="checkbox"/> | To the full Council    | <input type="checkbox"/> |

***Please tick one***

***Please describe how this accountability applies in practice:***

***Q40. Is there any further information you wish to provide about the demands of your job under the **Responsibility for Services to Others** factor heading?***

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 10 – RESPONSIBILITY FOR FINANCIAL RESOURCES

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

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

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

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

**Q41. Does your job have ANY responsibilities for finance?**

*Please tick one*

**NO**

**YES**

**Q42. What is the PREDOMINANT nature of this responsibility?**

Handling cash,  
cheques or  
equivalents

Accounting for / auditing of  
financial resources

Budgetary

Security of cash,  
cheques or  
equivalent

Processing financial  
documents or transactions

*Please tick one*

***Please provide typical examples from normal working including values:***

**Q43. How OFTEN do you carry out this responsibility?**

Occasionally

Regularly

Daily

*Please tick one*

**Q44. Does the job involve responsibility for budgets?**

*Please tick one*

NO

YES

***Please describe the nature of these budgets, e.g. project, capital expenditure, income generation or savings targets, assessments of risk/grants, loans/investments etc:***

**Q45. What is the annual (or other) amount of the budget? £ \_\_\_\_\_**

| <b>Q46. What best describes the NATURE of the jobholder's PREDOMINANT responsibility?</b> | <b>Please tick one</b> |
|---|------------------------|
| Spending from an allocated budget within set authorisation limits                         |                        |
| Monitoring budgetary income/expenditure   |                        |
| Authorising and monitoring budgetary expenditure  |                        |
| Contributing to the budget setting/estimating process                                     |                        |
| Leading or controlling the budget setting process   |                        |
| Determining and planning budgets  |                        |

**Q47. Is there any further information you wish to provide about the demands of your job under the **Responsibility for Financial Resources** factor heading?**

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 11 - RESPONSIBILITY FOR PHYSICAL RESOURCES

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

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

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

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

**Q48. Please indicate the primary or MAIN responsibility for physical or information resources involved in the job using a '1', and any secondary or OTHER responsibility which the job ALSO has for resources using a '2'**

Plant, vehicles, equipment  
and/or tools

Land, buildings, premises,  
external locations or  
equivalent

Manual or computerised  
information

Supplies and/or stocks

***Please use only one '1' and only one '2' (if appropriate)***

**N.B.** *Please answer the relevant questions in relation to your primary responsibility for resources by entering a '1' against the relevant answer. If you have a secondary responsibility for resources please enter a '2' against relevant answers.*

| <b>Q49. What best describes the job's main OR other responsibility for plant, vehicles, equipment and/or tools?</b> | <b>Please enter '1' or '2'</b> |
|---|--------------------------------|
| Use and safe keeping  |                                |
| Maintain  |                                |
| Use and maintain  |                                |
| Manage  |                                |

***What is the EXTENT, RANGE or VALUE of the plant, vehicles, equipment or tools for which you exercise this responsibility?***

| <b>Q50. What is the NATURE of the job's main OR other responsibility for information as a resource?</b> | <b>Please enter '1' or '2'</b> |
|---|--------------------------------|
| Handling, processing and/or updating files or records   |                                |
| Accessing files or records  |                                |
| Organising and maintaining filing and/or record systems   |                                |
| Developing and/or managing information and/or record systems  |                                |
| Planning information resources  |                                |

***Please provide examples: What is the EXTENT or RANGE of the information resources for which you exercise this responsibility?***

| <b>Q51. What is the NATURE of the job's main OR other responsibility for buildings, premises, or equivalent?</b> | <b>Please enter '1' or '2'</b> |
|--|--------------------------------|
| Cleaning   |                                |
| Maintenance / repair   |                                |
| Ensure proper cleaning, repair and maintenance   |                                |
| Security/keyholding  |                                |
| Adaptation, development or design  |                                |
| Utilisation, acquisition or disposal   |                                |
| Manage, repair / maintain a range of premises  |                                |

***What is the EXTENT, RANGE or VALUE of the buildings or premises for which you exercise this responsibility?***

| <b>Q52. What is NATURE of the jobholder's main OR other responsibility for supplies and stocks?</b> | <b>Please enter '1' or '2'</b> |
|---|--------------------------------|
| Requisitioning supplies   |                                |
| Ordering and stock control  |                                |
| Stock control   |                                |
| Purchasing  |                                |
| Procurement   |                                |

***What is the EXTENT, RANGE or VALUE of the supplies or stocks for which you exercise this responsibility?***

**Q53. Is there any further information you wish to provide about the demands of your job under the *Responsibility for Physical Resources* factor heading?**

**MAIN or Primary**

**Secondary or OTHER**

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

## FACTOR 12 - INITIATIVE AND INDEPENDENCE

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

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

**Q54. What best describes the type of initiative you are required to exercise in the course of NORMAL working?**

|                                  |                          |  |                          |                                  |                          |
|----------------------------------|--------------------------|--|--------------------------|----------------------------------|--------------------------|
| Working to instructions          | <input type="checkbox"/> | Following routine working practices            | <input type="checkbox"/> | Following established procedures | <input type="checkbox"/> |
| Working within policy guidelines | <input type="checkbox"/> | Working within the framework of Council policy | <input type="checkbox"/> |                                  |                          |

***Please tick one***

**Q55. Are you free to arrange your own workload?**

***Please tick one***

**YES**

**NO**

**Q56. What best describes the TYPE of problems that you are expected to deal with INDEPENDENTLY?**

***Please provide typical examples:***

**Q57. Which of the following best describes the extent of the job's freedom to act in the course of normal working?**

|  |                          |                                       |                          |   |                          |
|--|--------------------------|---------------------------------------|--------------------------|---|--------------------------|
| Work is inspected                        | <input type="checkbox"/> | Work is subject to checks             | <input type="checkbox"/> | Work is closely supervised                    | <input type="checkbox"/> |
| Guidance is available                    | <input type="checkbox"/> | Problems are referred to a supervisor | <input type="checkbox"/> | Expected to respond independently to problems | <input type="checkbox"/> |
| Requires operational advice and guidance | <input type="checkbox"/> | Requires managerial direction         | <input type="checkbox"/> | Requires professional advice                  | <input type="checkbox"/> |

***Please tick one***

**Please provide examples:**

**Q58. What level of supervision OR advice and guidance is GENERALLY available to you?**

***Please provide examples of the type of advice and guidance that might be sought or received in the course of normal working:***

***Please provide examples of the type of problems that would be referred to a supervisor or line manager:***

**Q59. Does the job have an ON-GOING role in the development of strategy as part of the normal routine?**

*Please tick one*

YES

NO

*If 'Yes', please provide examples of your involvement:*

**Q60. What best describes the jobholder's PREDOMINANT role in the relation to strategy?**

Occasional input to development of strategy

Responsible for developing strategy

Contributes to the development of strategy

Responsible for recommending strategy

**Please tick one**

**Q61. Is there any further information you wish to provide about the demands of your job under the *Initiative and Independence* factor heading**

*If you require more space please use another page - please indicate which factor heading the additional information refers to*

## FACTOR 13 - KNOWLEDGE

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

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

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

| Q62. What best describes the MAIN knowledge REQUIRED to do the job? | Please tick one |
|---|-----------------|
| Practical   |                 |
| Technical   |                 |
| Specialist  |                 |
| Procedural  |                 |
| Organisational  |                 |
| Clerical  |                 |
| Administrative  |                 |

***Please provide examples of that knowledge:***

| Q63. How is the knowledge NEEDED to do the job TYPICALLY acquired? | Please tick one |
|--|-----------------|
| Demonstration and familiarisation on the job                       |                 |
| Through previous or job-related experience                         |                 |
| On the job training and experience                                 |                 |
| Vocational training /further education and experience              |                 |
| Professional qualifications and experience                         |                 |

**Please provide examples:**

**Q64. How much EXPERIENCE IN THE JOB is typically required to become FULLY familiar with ALL aspects of the job?**

**Please provide an indicative range of weeks, months or years:**

| <b>Q65. What best describes the qualifications typically REQUIRED to do the job?</b>       | <b>Please tick one</b> |
|--|------------------------|
| Certificates, e.g. Standard Grades, National 4/5, Highers, HNC, IT or fork lift competence |                        |
| Vocational, e.g. SVQ's, Apprenticeships, City & Guilds, LGV/HGV/PSV licence                |                        |
| General degree or equivalent   |                        |
| Professional diploma or equivalent   |                        |
| A degree or equivalent in a specific discipline  |                        |
| A degree or equivalent AND a post-graduate qualification                                   |                        |

**N.B.** *Relevant qualifications and training provide an indicator of the type and level of knowledge needed to perform the job duties properly. Individual jobholders need not necessarily hold such qualifications – they may have acquired an equivalent level of knowledge through a combination of relevant experience and on or off the job training.*

**Please provide details of relevant certificate(s) / qualification(s):**

***Please explain in what way these certificate(s) / qualification(s) are relevant to the job on a day-to-day basis:***

**Q66. Could the knowledge NEEDED to do the job be acquired by OTHER means?**

No

Yes, with relevant experience

Yes, through on the job training and experience

*Please tick one*

**Please describe what that would involve:**

**Q67. Is there any further information you wish to provide about the demands of your job under the **Knowledge** factor heading?**

***If you require more space please use another page - please indicate which factor heading the additional information refers to***

**PART 4 - ANY OTHER RELEVANT INFORMATION**

Please use this page to provide any other information that you consider to be relevant in considering the content of the job:

**Many thanks for taking the time to complete the questionnaire which will be used only for job evaluation purposes. We would like to emphasise that its contents will be treated confidentially.**

|

**SCOTTISH JOINT COUNCIL  
FOR LOCAL GOVERNMENT EMPLOYEES**

**JOB EVALUATION SCHEME**

**JOBHOLDER QUESTIONNAIRE – ‘NO QUESTIONS’ VERSION**

*This questionnaire has been specifically designed to capture information under the factor headings of the Job Evaluation Scheme, you may be asked to complete a questionnaire to help prepare for a discussion with a Job Analyst using the ‘Evaluator’ software.. The completed document will **not** form part of the ‘audit trail’ of the evaluation. Please note that there are different versions of the JE questionnaire which are more suited to different types of job, specifically:*

- *‘Full’ version of the questionnaire – will be most appropriate for technical or specialist jobs*
- *‘No questions’ version – will be most appropriate for professional or managerial jobs*
- *‘Reduced’ version – will be most appropriate for clerical, administrative or manual jobs*

*Any job holder who wishes to complete the full version of the Questionnaire may do so.*

The document is in four parts:

- **General information** - this is where you provide the basic information about your job and an explanation of where it fits in the structure of your Service, Function or Department/Directorate.
- **Main purpose of your job** - here you should provide a brief description of your job, its purpose and what you are expected to achieve. Please also list and describe the main activities in your job. You may also find it useful to refer to any existing job description that you have.
- **The demands of your job** - this part is set out under the individual factor headings which will be used to analyse your job later in the process. The definition of each factor is provided and there is a sample question of the type you will be asked by the Job Analyst during the interview. There is also a space for you to note down any aspect of your job that you consider to be relevant under each heading. Please give examples, where you can, to illustrate the information you give under each heading.
- **Any other relevant information** - this gives you the chance to provide any other information about your job which you feel is important in describing your job fully.

The job evaluation process is about the demands of your job, but not about you as an individual, nor about your performance in the job. Please bear this in mind when making your responses.

## A few hints for completing the questionnaire

- Please read through the **whole** questionnaire first **before** attempting to complete it
- It might help to note down what you have done over the last few weeks in your job, or to keep a diary over the next few days
- Don't be surprised if it takes you a while to complete the questionnaire - set aside some time when you will not be interrupted and find a quiet space where you can concentrate.
- Don't worry if you find that some sections seem less relevant to your job than others. Please try to complete something in each part of the questionnaire even if you feel it is not particularly relevant to your job.
- Try to think how the factors relate to the **normal routine** of your job and include examples of things that happen on a day-to-day basis. Avoid using examples of 'one-off' tasks you may have been asked to undertake.

All parts of the job evaluation process, including the questionnaire, are based on the accepted principles of job evaluation, as agreed by the Scottish Joint Council, specifically:

- **evaluate jobs not people** - evaluation is of the job and not of the jobholder
- **assume acceptable performance of the job** - the evaluation process assumes that the job is being performed to competent standard by a fully trained and experienced individual
- **evaluate jobs as they are now** - the evaluation should be based on job facts as it is undertaken at the current time, rather than how the job was done previously or how it may be done in the future.
- **evaluate actual job content, not perceptions** - the focus is on actual job content rather than assumptions or perceptions of the job, and does not consider desired level of pay, perceived importance, or issues of status sought or previously assigned.

The demands of the job will be assessed in terms of:

- the **nature** of the predominant demand of the job under each separate factor heading, i.e. which aspect of the factor definition is most relevant to the job
- the **degree** of demand, i.e. the extent to which that aspect of the job is required in the course of normal working
- the **frequency** of the demand, i.e. how often the demand is typically required of the jobholder
- the **duration** of the demand, i.e. how long the jobholder typically requires to sustain the demand.

## JOBHOLDER QUESTIONNAIRE

### PART 1 - GENERAL INFORMATION

Please refer to the accompanying guidance **before** attempting to complete this questionnaire

|                                  |  |
|----------------------------------|--|
| <b>Job Title:</b>                |  |
| <b>Section:</b>                  |  |
| <b>Service:</b>                  |  |
| <b>Directorate:</b>              |  |
| <b>Line Manager's Job Title:</b> |  |

### Position within your organisation

Please describe where your job sits in relation to others in your Section, and to your Service/ Directorate as a whole, if appropriate. If you can supply an organisation diagram to illustrate this, it would be useful. Please highlight your own position and indicate your immediate line manager and any staff who report directly to you.

Please answer all of the questions that follow as they relate to your own job, and its normal day-to-day routine.

|

## PART 2 - MAIN PURPOSE OF YOUR JOB

Please describe here, in general terms, the purpose of your job. Try to do this in one paragraph. It may be helpful to think how you would phrase an advert for your job.

### The main purpose of my job is...

Please list the main elements of your job and, if possible, try to quantify (in percentage terms to the nearest 10%) the amount of time you spend on each. You may find it useful to refer to any job description that you have, in filling in this section. It may also be helpful to outline the main areas of your job as headings first, then develop these in greater detail.

| <i>The main elements of my job are:</i>                        | <b>Percentage of<br/>time<br/>Approximately</b> |
|--|---|
| •  |   |
| •  |   |
| •  |   |
| •  |   |
| •  |   |
| <b>If you require more space please use an additional page</b> |   |

### PART 3 - THE DEMANDS OF YOUR JOB

This section is set out under the 13 factor headings of the Scottish Joint Council's Job Evaluation Scheme:

#### FACTOR 1 - WORKING ENVIRONMENT

**DEFINITION - this factor considers the predominant physical environment in which the job is carried out.**

*It covers exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions such as dust, dirt, temperature extremes and variations, humidity, noise, vibration, fumes and smells, human or animal waste, steam, smoke, grease or oil, inclement weather; and discomfort arising from the requirement to wear protective clothing.*

*The factor also considers hazardous aspects of the working environment which are unavoidable and integral to the job, such as the risk of illness or injury arising from exposure to diseases, toxic substances, machinery, lone working or work locations. Health and safety regulations and requirements are assumed to be met by both the employer and the employee.*

*The factor takes into account the nature and degree of unpleasantness or discomfort, the frequency and duration of exposure to particular conditions in the course of normal working; and the effect of variations or combinations of disagreeable conditions*

**QUESTION: What best describes the typical working environment of the job?**

***Please tick one:***

Indoors

Outdoors

Travelling

*Please note down the nature of any unpleasant or disagreeable conditions, the amount of time exposed to these conditions in the course of normal working; and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

## FACTOR 2 - PHYSICAL CO-ORDINATION

**DEFINITION** - *this factor considers the predominant demands for physical co-ordination required to do the job.*

*It covers manual and finger dexterity, hand-eye co-ordination, and co-ordination of limbs and/or senses required in the course of normal working.*

*This factor takes into account the nature and degree of co-ordination required; and any need for speed or precision in undertaking the specified tasks*

**QUESTION:** In the course of normal working, what is physical co-ordination needed **MAINLY** for?

***Please tick one:***

Keyboarding or other computer use

Driving

Other Activities

Not required

*Please note down the nature of co-ordination required, and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

|

**FACTOR 3 – PHYSICAL EFFORT**

**DEFINITION - this factor considers the strength and stamina required to do the job.**

*It covers all forms of physical effort required in the course of normal working, for example, standing, walking, lifting, carrying, pulling, pushing, working in awkward positions such as bending, crouching, stretching; for sitting, standing or working in a constrained position.*

*The factor takes account of the **greatest** demands on the jobholder in terms of the nature and degree of physical effort required; and the other **main** demands in terms of the frequency and duration of the physical effort required to do the job.*

**QUESTION: Does the job typically require physical effort – effort that would leave the jobholder physically fatigued?**

***Please tick one:***

Lifting/carrying

Applied physical effort

Working in a  
constrained position

Pushing/pulling

Working in awkward  
postures

Standing/walking

*Please note down the greatest and the other main demands for physical effort required to do the job - and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

|

**FACTOR 4 – MENTAL SKILLS**

**DEFINITION - this factor considers the predominant thinking requirement in the job.**

*It includes problem solving, options appraisal, creativity and design, innovation, imaginative and developmental skills, analytical and strategic thinking, research, planning, and the ability to conceptualise.*

*The factor takes into account the predominant nature and complexity of the mental tasks undertaken.*

**QUESTION: Does the job involve forward planning or scheduling activities?**

***Please tick one:***

No

Yes, development of plans

Yes, forward scheduling

Yes, both scheduling and planning

*Please note down the predominant nature and complexity of the mental tasks undertaken- and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

|

**FACTOR 5 - CONCENTRATION**

**DEFINITION - this factor considers the concentration required to do the job.**

*It covers the need for mental or sensory attention, awareness and alertness, and anything which may make concentration more difficult, such as repetitive work, interruptions or the need to switch between varied tasks or activities; and other forms of work-related pressure, for example, arising from simultaneous/ conflicting work demands or deadlines.*

*The factor takes into account the nature and degree of the highest level of concentration required in the course of normal working; and the duration of the requirement.*

**QUESTION: On a day to day basis, which aspect of the job creates the MOST pressure for the jobholder – mental effort that would leave the jobholder mentally fatigued?**

***Please tick one:***

|                 |                          |                                     |                          |               |                          |
|-----------------|--------------------------|-------------------------------------|--------------------------|---------------|--------------------------|
| Repetitive work | <input type="checkbox"/> | Switching from one thing to another | <input type="checkbox"/> | Interruptions | <input type="checkbox"/> |
| Deadlines       | <input type="checkbox"/> | Conflicting or simultaneous demands | <input type="checkbox"/> | None of these | <input type="checkbox"/> |

*Please note down the nature of the highest level of concentration required in the course of normal working, the duration of the requirement – and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**





|

**FACTOR 8 - RESPONSIBILITY FOR EMPLOYEES**

**DEFINITION - this factor considers the predominant responsibility of the jobholder for the supervision, co-ordination or management of employees, or equivalent others.**

*It includes responsibilities for work allocation and planning, checking, evaluating and supervising the work of others; providing guidance, training and development of own team/employees, motivation and leadership; and involvement in HR practices such as recruitment, appraisal and discipline.*

*The factor takes account of the nature of the responsibility, rather than the precise numbers of employees supervised, co-ordinated or managed; and the extent to which the jobholder contributes to the overall responsibility for employees.*

**QUESTION: Does the jobholder have RESPONSIBILITY for the work of other employees?**

***Please tick one:***

Yes, on an occasional basis

Yes, on a daily basis

Yes, on a regular, but not daily, basis

*Please note down the nature of responsibility for employees – and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

|

**FACTOR 9 - RESPONSIBILITY FOR SERVICES TO OTHERS**

**DEFINITION - this factor considers the jobholder's predominant responsibility to others in terms of the quality and delivery of service provision.**

*It covers responsibilities for the provision of physical, mental, social, economic, business and environmental services, including health and safety. This includes services to individuals or groups such as internal or external clients, service users and recipients, customers, contractors, and members of the public.*

*The factor takes account of the nature of the responsibility and the extent of the jobholder's impact on individuals or group. For example, providing personal services, advice and guidance, or other forms of assistance; applying, implementing or enforcing regulations; or designing, developing, implementing and/or improving services or processes.*

**QUESTION: Which of the following best describes the responsibility for services to others in the course of normal working?**

***Please tick one:***

Provision of support  
services

Personal delivery of  
front-line services

Applying regulations  
or Council policy

*Please note down the nature of the responsibility; and the extent of the job's impact on individuals or groups – and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

|

**FACTOR 10 - RESPONSIBILITY FOR FINANCIAL RESOURCES**

**DEFINITION - this factor considers the jobholder's predominant responsibility for financial resources.**

*It covers responsibility for cash, vouchers, cheques, debits and credits, invoices, and responsibility for the range of budgetary activities - including project, expenditure and income budgets, income generation and the generation of savings, assessments of risk/grants, loans/investments.*

*It takes into account the nature of the responsibility, for example, accuracy, processing, checking, safekeeping, security, authorising, monitoring, accounting, auditing, budgeting, estimating, business and financial planning, control and long-term development of financial resources. It also takes into account the need to ensure economy, efficiency and effectiveness in the use of financial resources, and the need to ensure financial probity.*

*The factor takes into account the extent to which the jobholder contributes to the overall responsibility, rather than just the value of the financial resources.*

**QUESTION: Does the job involve responsibility for budgets?**

**Please tick one:**

**NO**

**YES**

*Please note down the extent to which the job contributes to the overall responsibility, and the value of the financial resources – and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

**FACTOR 11 - RESPONSIBILITY FOR PHYSICAL AND INFORMATION RESOURCES**

**DEFINITION - this factor considers the jobholder's primary and secondary responsibilities for the Council's physical and information resources.**

*It covers tools, equipment, instruments, vehicles, plant and machinery, materials, goods, produce, stocks and supplies, paper based or electronic information used in the course of normal working. It also covers responsibility for offices, buildings, fixtures and fittings; Council databases, information systems and records; land and construction works.*

*It takes into account the nature of the jobholder's primary responsibility for resources and any secondary responsibility, for example, safekeeping, confidentiality and security; deployment and control; maintenance and repair; requisition and purchasing; planning, organising, or design and long-term development of physical or information resources.*

*The factor takes into account the degree to which the jobholder contributes to the overall responsibility; and the value of the resource.*

**QUESTION: What is the MAIN responsibility for physical or information resources involved in your job?**

***Please tick one:***

Plant, vehicles, equipment  
and/or tools

Land, buildings, premises,  
external locations or equivalent

Information

Supplies and/or stocks

*Please note down the resources which you have a responsibility for – and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**

|

**FACTOR 12 - INITIATIVE AND INDEPENDENCE**

**DEFINITION - this factor considers the jobholder's scope to exercise initiative and the extent to which they have freedom to act.**

*It takes into account the predominant nature and degree of supervision and guidance of the jobholder provided by instructions, procedures, practices, checks, policy, precedent, regulation, strategy and statute.*

**QUESTION: What best describes the type of initiative you are required to exercise in the course of NORMAL working?**

***Please tick one:***

Working to instructions

Following routine working practices

Following established procedures

Working within policy guidelines

Working within the framework of Council policy

*Please note down the extent to which you exercise initiative in the course of normal working; and the type and extent of guidance available to you – and any other aspects of your job that you consider to be relevant under this factor heading:*

**If you require more space please use another page - please indicate which factor heading the additional information refers to**



**PART 4 - ANY OTHER RELEVANT INFORMATION**

Please use this page to provide any other information that you consider to be relevant in considering the content of the job:

Many thanks for taking the time to complete the questionnaire which will be used only for job evaluation purposes. We would like to emphasise that its contents will be treated confidentially.

## SECTION 6 - MODEL JOB EVALUATION APPEAL PROCEDURE

### Introduction

In accordance with the Advisory, Conciliation and Arbitration Service (ACAS) Code of Practice, employees will have an individual right of appeal against the outcome of the evaluation of their job under the Scottish Joint Council's Job Evaluation Scheme. The Code states that:

*“a procedure should be established before publication of the initial results, and that appeals should be:*

- *received and heard within an agreed time-scale*
- *dealt with separately and not under the organisation's normal grievance procedure*
- *heard on the basis of the agreed job documentation*
- *based on the agreed job evaluation factor plan; and that*
- *appeals may be considered in the first instance by the original job evaluation committee.”*

In undertaking their review of the Scottish Councils' JE Scheme, the SJC Joint Technical Working Group agreed that these principles apply to the on-going application of the 2<sup>nd</sup> Amendment 3<sup>rd</sup> Edition of the JE Scheme just as they did to the initial application of the 2<sup>nd</sup> Edition of the JE Scheme as part of the implementation of the SJC 'Single Status' Agreement.

The following are set out below:

- Model Job Evaluation Appeals Procedure – including an overview of the process and a proforma for appellant submissions
- Model guidance for local adaptation – for the Panel Chair, Side Members and for those attending Hearings
- Best practice advice on the practical application of the SJC Model JE Appeals Procedure

This Model JE Appeal Procedure was originally provided to apply to appeals against the initial evaluation of jobs as part of the local implementation of the SJC 'Single Status' Agreement; and should now provide the basis for reaching local agreement on how best to deal with appeals arising from the re-evaluation of jobs as part of the on-going use of job evaluation.

This procedure and supporting documentation provides a **model** of best practice as a basis for local discussion and agreement on all aspects of the Job Evaluation Appeal Procedure to be used on an on-going basis within each individual Council.

Elected members will continue to be responsible for maintaining a strategic oversight of the implementation and on-going use and maintenance of the SJC JE Scheme in

their Authority. It would not therefore be appropriate for them to be involved in the technical work of the job evaluation appeal process. All those involved in determining the outcome of appeals arising from the on-going application of the 2<sup>nd</sup> Amendment, 3<sup>rd</sup> Edition of the SJC Job Evaluation Scheme must receive appropriate training, in accordance with the format and content agreed by the SJC Joint Secretaries.

The purpose of the JE appeal process is to:

- ensure the proper application of the definitions and guidance of the factor framework of the Scheme to individual jobs; and
- to maintain the integrity of the Scheme, and its application, as a whole.

Each Council should establish and maintain a local JE Appeals Panel specifically to address appeals arising out of the initial and on-going application of the Job Evaluation Scheme, which will be separate from all other grievance or appeal processes.

The same right applies to jobs evaluated or re-evaluated using the paper-based 2<sup>nd</sup> Amendment, 3<sup>rd</sup> Edition of the SJC Job Evaluation Scheme or its associated Gauge 'Evaluator' software.

### **Grounds of Appeal**

Appeals will be **admissible** where based on the following grounds:

- factual inaccuracy in either the inputs or the outputs of the evaluation process
- failure to apply the agreed local job evaluation procedure
- misapplication of the factor definitions, levels and guidance of the 2<sup>nd</sup> Amendment, 3<sup>rd</sup> Edition of the Scottish Joint Council's Job Evaluation Scheme.

Appeals submitted under these grounds will be determined by the local JE Appeal Panel, with no right of appeal to the Scottish Joint Council for Local Government Employees. This does not affect the statutory rights of employees.

Appeals on the grounds of comparability with other jobs (either within the individual Council, other Councils or nationally), or appeals seeking to restore previous grading or pay differentials will be **inadmissible**.

### **Constitution of the local JE Appeal Panel**

Each Council shall establish a Job Evaluation Appeal Panel of 3 members to determine appeals arising from the evaluation or re-evaluation of jobs. All members of the Panel will be required to attend specific training on both the application of the 3<sup>rd</sup> Edition of the SJC Job Evaluation Scheme and the associated Gauge 'Evaluator' software, if appropriate, before considering any cases.

Side members of the local JE Appeal Panel may be Management only or may be one Management nominee and one Trades Union representative sitting with a Panel Chair. The Panel will be chaired by a nominated individual to be agreed locally, who will require to be objective, and should not therefore be involved in either a Management or Trades Union capacity at any other stage of the evaluation process.

### **The Job Evaluation Appeal Process**

Individual appeals against initial evaluation or re-evaluation should be submitted on a standard proforma which identifies:

- the grounds of appeal
- the factor level assessments being appealed against
- the appellant's case under each of the relevant factor headings
- the views of the relevant line manager, and/or the next line of management as appropriate, in relation to the **factual** content of the job and the **accuracy** of the appellant's case.

Appellants may attach supporting documentation in respect of their case. To assist in preparation of their case appellants should be provided with copies of:

- the agreed local JE Appeal procedure
  - their completed JE questionnaire and/or the Gauge Job Overview Document (JOD) as appropriate; or other documentation that was used in the evaluation process
  - the factor levels assessed for their job under each of the factor headings/ Gauge Factor Level Scores Breakdown Report
- and;
- appellants should have access to the factor definitions and guidance of the 3<sup>rd</sup> Edition of the Scottish Joint Council's Job Evaluation Scheme – including any locally agreed interpretations of factor guidance relied upon by the Job Analyst Team.

Appellants should be informed that they may seek the assistance of their Trades Union representative in the preparation and presentation of their JE appeal.

The JE Appeals Panel will be provided with any relevant background documents by the Job Evaluation Team.

## **Timescales**

Job evaluation appeals must be lodged within one calendar month of the date of written notification to the individual of the outcome of the evaluation or re-evaluation of their job. Receipt of submitted appeals should be acknowledged in writing within 10 working days.

Councils will endeavour to determine the outcome of job evaluation appeals within 4 calendar months, subject to agreement on the local process and timetable for progressing JE appeals

## **The Operation of the JE Appeal Panel**

Appeals may be determined solely on the basis of the written submission – providing that sufficient information has been provided by both the appellant and the relevant line manager. However, appellants may make representations to the JE Appeal Panel in person, if they so choose.

All written appeal submissions will be given initial consideration by the JE Appeal Panel, without the presence of the appellant or their line manager, in order to:

- determine whether there are admissible grounds for the appeal
- identify any matters requiring investigation or further information
- identify any non-job evaluation issues outwith the remit of the Panel, for referral back to Human Resources.

The possible outcomes of this initial consideration of the written submission are that the JE Appeal Panel may reject the appellant's case or admit the case in full or in part – either for further deliberation on the basis of the written submission alone or to Hear the representations of the Appellant with the attendance of the line manager.

Individual appellants will be informed of the outcome of this process, and notified of the date set for the Hearing of their case, if appropriate. Where the JE Appeal Panel consider there to be no admissible grounds of appeal, the appeal is rejected and the appellant will have no further opportunity to make representations to the Job Evaluation Appeal Panel.

Appellants may be accompanied to the Hearing by a colleague or their Trades Union representative, if they so choose. However, only representatives of Trades Unions that are signatories to the national agreement of the SJC for LGEs may present the case on behalf of their member(s). Any other person attending with the appellant does so only in a supportive capacity. The appellant's immediate line manager, or next line of management, will be required to attend the Hearing, as appropriate.

## **The Conduct of the JE Appeal Panel**

The Appeal Hearing and all preparations and deliberations of the JE Appeal Panel as a whole will be chaired by the nominated Chairperson and supported by a member of the Job Evaluation Team in a technical advisory capacity.

The JE Appeal Panel Chair will:

- introduce the members of the JE Appeal Panel to the appellant, their representative, and line manager
- ensure those attending understand the procedure which is to be followed during the Hearing
- ensure time limits are adhered to, or extended at the discretion of the JE Appeal Panel Chair, if appropriate
- close the Appeal Hearing and ensure the appellant understands how and when they will be notified of the result
- refer any matters arising outwith the remit of the JE Appeal Panel to Human Resources via the Technical Adviser.

The appellant, or their Trades Union representative, will have up to 10 minutes to present the case, after which they may be questioned by members of the Panel for no more than a further 10 minutes. The JE Appeal Panel Chair should remind appellants, and their representatives, that the Panel members will have read the written submission in advance, and advise appellants to use their allocated time to emphasise key points in their case.

The line manager may also be questioned by members of the Panel for up to 10 minutes and asked to confirm the accuracy of information provided by the appellant in response to the JE Panel's questions. The appellant, or their representative, will then be provided with an opportunity to briefly summarise the key points of their case, no new evidence should be brought forward at this time. The parties will then be asked to withdraw to allow the JE Appeal Panel to deliberate in private.

Having considered all of the evidence provided in both the written submission and the Hearing by the appellant and the line manager, the JE Appeal Panel will deliberate as to whether the appellant's case:

- was well founded in fact and supported by agreed evidence
- was not well founded.

The JE Appeal Panel may reject the appellant's case or uphold their case in full or in part.

Where there is a disagreement between the appellant and the appropriate line manager in relation to a matter of accuracy, the facts will need to be verified with the line manager's manager, or the nominated senior officer, as appropriate, before the JE Appeal Panel can complete their deliberations. This responsibility will form part of the remit of the Technical Adviser.

Where the JE Appeal Panel consider the case to be well founded in fact, the agreed supporting evidence will be referred to the Job Analyst Team for review in the context of the whole evaluation of the full job facts; and be entered into the Gauge 'Evaluator' software as appropriate.

JE Appeal Panels will operate on the basis of discussion and consensus agreement. If the Panel are unable to agree they should identify any additional information required to assist them in reaching a decision. There will be no voting; and the Chair cannot overrule the views of Side Panel members. If necessary, the JE Appeal Panel will re-convene (without the attendance of the appellant, their representative or line manager) to deliberate on cases once clarifying information has been provided through the Technical Adviser. In the event that the JE Appeal Panel 'fail to agree' the assessment of the job stands.

### **Notification of Results**

The Job Evaluation Team should review the outcomes of all JE appeals to ensure that members of the JE Appeal Panel have applied the Scheme consistently and that there are no anomalous results. Inconsistent and anomalous results should be referred back to the JE Appeals Panel with an accompanying report by the Job Analyst Technical /Technical Adviser for re-consideration before results are notified to individual jobholders.

Appellants will be notified of the outcome of their JE Appeal by standard letter, including details of any revisions to the factor level assessments, Job Overview Document, and where appropriate, any resultant change in grading and associated pay. If the appellant wishes further information about the JE Appeal Panel's consideration of their case, they may request an extract from the note of the meeting(s) of the Panel when the admissibility of their case was determined and of the deliberations following their Hearing.

Notification timescales will be agreed locally to i.e. individuals notified within 10 working days, or all appellants being notified on a common date either at initial implementation or where appeals are considered in diets throughout the year.

The effective date of any increase in grading and pay as a result of a JE appeal will be the effective date of implementation for that job, the submission date or other relevant date such as the date when job changes took effect subject to local agreement.

**OVERVIEW OF THE MODEL JE APPEAL PROCESS**

|                             |                        |
|-----------------------------|------------------------|
| <b>STEPS IN THE PROCESS</b> | <b>ACTION REQUIRED</b> |
|-----------------------------|------------------------|

Employee notified of job evaluation outcome

- If satisfied - no further action required
- Not satisfied - request copies of appeals procedure, standard proforma, JE Scheme definitions and guidance, any relevant documents used in evaluation



Completion of standard JE appeal proforma by appellant and line manager by closing date

- Appellant needs to:
- identify grounds of appeal
  - provide supporting evidence
  - indicate if he/she wishes to attend a hearing and/or be represented



Acknowledgement of written JE appeal submissions received



Initial scrutiny of written submission by the JE Appeal Panel to determine whether there are grounds of appeal

- Appellants notified:
- appeal rejected if no grounds
  - grounds on which appeal is admitted in full or in part
  - Hearing date - if requested



JE Appeal Hearing

- Appellant or representative present case
  - Appropriate line manager attends to answer questions



Panel deliberate on written and heard evidence, appeal found to be:

- not well founded - appeal fails
- well founded and supported - appeal upheld

- Further information sought, and verified, if necessary
- Failure to reach consensus - original evaluation stands



Evidence from successful appeals input to Gauge 'Evaluator'

JE Panel advised by Technical Adviser  
Evaluation reviewed by Job Analyst Team



JE Appeal results reviewed for consistency

Anomalous results referred back to JE Appeals Panel for re-consideration



Appellant notified of individual Appeal outcome

New grading and/or pay applied, and back-dated, if appropriate.

## APPEAL AGAINST JOB EVALUATION

### MODEL PROFORMA

#### PART 1 - APPELLANT'S DETAILS

Individuals wishing to appeal against the evaluation or re-evaluation of their job, must use this form to make their written submission. This form should be completed by both the appellant and their line manager and returned to the Job Evaluation Team by the agreed submission date.

|  | CONTACT INFORMATION |              |
|--|---------------------|--------------|
|  | APPELLANT           | LINE MANAGER |
| <b>NAME:</b>                                       |                     |              |
| <b>JOB TITLE:</b>                                  |                     |              |
| <b>WORK LOCATION:</b>                              |                     |              |
| <b>CONTACT TELEPHONE No:</b>                       |                     |              |
| <b>Reference No:</b><br><i>(Official Use Only)</i> |                     |              |

Individual jobholders are advised to read the locally agreed JE Appeals procedure before completing this form. Appellants should familiarise themselves with the factor definitions and guidance of the Scottish Joint Council's Job Evaluation Scheme, and review the documentation used to evaluate their job before setting out the details of their case. Copies of relevant documentation will be made available by the Job Evaluation Team. Individuals may also seek the assistance of their Trades Union representative.

**Please indicate on which of the following grounds you are basing your appeal (no other grounds are admissible):**

|            |   | Please tick as appropriate: |
|------------|---|-----------------------------|
| <b>i</b>   | <b>Factual inaccuracy in the evaluation process</b><br>(Complete Part 2 of the Form)      |                             |
| <b>ii</b>  | <b>Failure to properly apply the agreed local procedure</b> (Complete Part 2 of the Form) |                             |
| <b>iii</b> | <b>Misapplication of the Job Evaluation Scheme</b> (Complete Part 3 of the Form)          |                             |

Please use Parts 2 and/or 3 of the proforma to set out the details of your appeal submission. Please photocopy these pages if you need more space.

**PART 2 - GROUNDS OF APPEAL (i) or (ii)**

Please use this page to set out the details of your appeal, if you are appealing under the grounds of 'factual inaccuracy' and/or 'failure to properly apply local procedure'.

**APPELLANT'S COMMENTS:**

**LINE MANAGER'S COMMENTS:**

**Please copy this page if you need more space.**

**PART 3 - GROUNDS OF APPEAL (iii) - MISAPPLICATION OF THE FACTOR DEFINITIONS, LEVELS AND GUIDANCE OF THE SCHEME**

Please use this table to indicate under which factor heading(s) you are making your appeal, and use the boxes below to set out the details of your appeal under each factor heading.

| <b>FACTOR HEADING</b> |  | <b>LEVEL ASSESSED</b> | <b>LEVEL BEING SOUGHT</b> |
|-----------------------|--|-----------------------|---------------------------|
| 1                     | Working Environment                          |                       |                           |
| 2                     | Physical Co-ordination                       |                       |                           |
| 3                     | Physical Effort                              |                       |                           |
| 4                     | Mental Skills                                |                       |                           |
| 5                     | Concentration                                |                       |                           |
| 6                     | Communication Skills                         |                       |                           |
| 7                     | Dealing with Relationships                   |                       |                           |
| 8                     | Responsibility for Employees                 |                       |                           |
| 9                     | Responsibility for Services to Others        |                       |                           |
| 10                    | Responsibility for Financial Resources       |                       |                           |
| 11                    | Responsibility for Physical & Info Resources |                       |                           |
| 12                    | Initiative and Independence                  |                       |                           |
| 13                    | Knowledge                                    |                       |                           |

Please note that comments must be provided by both the appellant and the line manager in respect of each factor being appealed:

|                                 |
|---------------------------------|
| <b>FACTOR HEADING:</b>          |
| <b>APPELLANT'S COMMENTS:</b>    |
| <b>LINE MANAGER'S COMMENTS:</b> |

Please note that comments must be provided by both the appellant and the line manager in respect of each factor being appealed:

|                                 |
|---------------------------------|
| <b>FACTOR HEADING:</b>          |
| <b>APPELLANT'S COMMENTS:</b>    |
| <b>LINE MANAGER'S COMMENTS:</b> |

|                                 |
|---------------------------------|
| <b>FACTOR HEADING:</b>          |
| <b>APPELLANT'S COMMENTS:</b>    |
| <b>LINE MANAGER'S COMMENTS:</b> |

**Please copy this page if you need more space.**

## **GUIDANCE NOTE FOR PANEL INITIAL CONSIDERATION OF WRITTEN JE APPEAL SUBMISSIONS**

The purpose of the initial consideration of written JE appeal submissions is to ensure that the content of cases scheduled for Hearing by the JE Appeal Panel is within the remit of the Panel, and that they can be brought to conclusion. This 'sifting' process therefore focuses on:

1. whether or not the JE appeal is based on either of the 3 specified grounds that are admissible under the locally agreed JE Appeal Procedure based on the Model JE Procedure endorsed by the SJC, or is therefore inadmissible
2. identifying any issue requiring investigation that would need to be clarified or resolved before the JE appeal could be heard
3. identifying any issue outwith the scope of job evaluation and therefore outwith the remit of the JE Appeal Panel, that needs to be referred to HR.

Appellants are required to set out their case in the written submission, and to provide evidence in support of their case. However, JE Appeal Panel Members should bear in mind that in undertaking this initial consideration of each case they are not required to make a determination on the merits of the case, merely to determine whether the case should be scheduled for Hearing and full consideration of the evidence.

This note sets out examples of some of the issues that JE Appeal Panel Members are likely to encounter in their initial consideration of job evaluation appeal submissions:

- *The submission presents only the appellant's opinion with no supporting evidence; or presents no information other than the factor level scores that the appellant considers their job should have been assessed at.*  
The Panel cannot determine whether there are grounds for appeal and the appeal is therefore inadmissible.
- *The appellant claims a job has changed since evaluation or re-evaluation and this is supported by the line manager.*  
This appeal is not admissible since it is not brought under any of the 3 specified grounds. The Panel cannot determine the effect of the change on the assessment of the job under the factor framework - this case should be referred back to the Job Evaluation Team.
- *The appellant submits that their job has not been properly assessed as 'unique' because they are the only individual in the Council undertaking a particular task, for example, operate a certain piece of equipment, using a particular piece of software/database etc.*  
Job evaluation assesses the broad nature of the work undertaken rather than the detail of the task, and it is therefore unlikely that a job is 'unique' on the basis of equipment or software used. The assessment of the demands arising from the unique task is more a matter for the Job Analyst Team rather than grounds of appeal but the JE Appeal Panel need to satisfy themselves that they have been taken into account in the assessment.
- *The appellant's submission relates to their individual abilities and performance, or to the comparative lack of ability of colleagues, and this is supported by the line manager*  
Assessments of job demand are made by the Job Analyst Team on the basis of agreed job facts, not on the perceived level of skill or competency (or otherwise) of the jobholder who participated in the evaluation process which may or may not be the individual appellant. The Job Evaluation Team will already have determined what is required from any jobholder to be

competent in the post, regardless of individual ability. This does not constitute grounds for appeal.

- *The appellant refers to the factor level scores assessed for their job and compares these to factor level scores assessed for another job.*

Comparability is never valid grounds for a job evaluation appeal as the purpose of the JE appeal is to consider the assessment of the appellant's job under the factor framework in relation to the facts and content of the job in question not those of any other job.