

# **GLPC Job Evaluation Scheme - employer guidance on conventions** **2016**

This document has been produced to provide assistance to employers in developing their own conventions to support the use of the GLPC scheme. The guidance is not intended to be prescriptive. Where specific examples are given these are intended to trigger a debate at local level or to give a general indicate of the roles, tasks or activities that **may** be assessed at a particular level. The key to any formal assessment is the detailed responsibilities of the role as identified through job **profiles, specifications**, descriptions, questionnaires or any other processes an employer chooses to use.

## **GLPC Job Evaluation Scheme - employer guidance on conventions**

### **Refreshed 2015**

#### **Supervision/Management of people**

<b>Level</b>	<b>Measure</b>	<b>Definition</b>	<b>Issues/practical examples</b>
General	Supervision/management	<p>For the purposes of the scheme, the supervision and management are interchangeable terms. Some organisations may locally interpret the terms as related to the hierarchical layers of management, e.g. a supervisor is likely to be the first line manager, whereas a manager will normally manage groups of staff at different levels.</p> <p>When assessing the management of volunteers, assessment should be made as to the actual range of supervision required and scored accordingly.</p>	<p>Account should be taken of the scheme's application. In many organisations the scheme is designed to operate below Chief Officer therefore organisation breadth should be measured accordingly.</p> <p>Local conventions are recommended where different operating models exist, for example shared services.</p>

Level	Measure	Definition	Issues/practical examples
2	<p>“Some supervisory responsibility for temporarily assigned or shared employees”</p> <p>“On the job training”</p>	<p>Will include posts that are required to manage temps, but have no on-going sole responsibility for permanent employees. Shared employees could cover a situation where an employee or employees report to one post for some duties only.</p> <p>On the job training will be more than the ‘sitting by Nellie’ responsibility that is covered in Level 1. Level 1 would cover demonstration of own duties and some advice/guidance to new starters.</p> <p>Responsibility for “allocation and checking of work” requires actual supervision and does not cover situations where support is being provided by a co-worker.</p>	<ul style="list-style-type: none"> <li>Where posts have work carried out for them by others is there any control over the allocation of that work? For example where admin support is provided to a functional area, does any post other than the manager of the admin team have any meaningful control over allocation or prioritisation of tasks?</li> <li>If the post checks the quality of work how are any quality issues resolved? To score under this heading will require some direct contact with the employee on such issues. The interaction would be more (for example) than submitting draft documents to a word processing operator and correcting errors.</li> </ul>

Level	Measure	Definition	Issues/practical examples
3 & 4	“Work of a project nature”	<p>Identified as either short or longer term packaged pieces of work undertaken within a finite period. Only highlighted at levels 3 and 4, but this does not preclude consideration of such management arrangements at higher levels.</p> <p>Consideration should be given to the nature of supervisory duties required regardless of whether they operate in a project, matrix or contracted operating model. Awards at higher levels may be justified where managerial control is being exercised in different models of service delivery. For example a Public</p>	<ul style="list-style-type: none"> <li>This is likely to involve on-going supervision of a project in which the post holder is likely to have responsibility for most or all of the daily tasks carried out by those ‘supervised’. The post holder should have ‘first call’ on the time of those engaged in the project. <b>For example Business Partners or Project Managers will need to demonstrate ongoing control over the allocation of tasks and monitoring for quality and quantity of work.</b></li> </ul>

		Health Commissioning Team might be exercising control of delivery and outcomes.	
3	"One identifiable area of work"	Tasks may vary, but form an identifiable and specific area of work. Expect to see significant overlap between the job descriptions of the employees and be able to identify commonality between the roles.	<ul style="list-style-type: none"> <li>Organisations will need to decide whether to apply this only in cases of the supervision of generic roles, or if not, what level of role overlap should be the limit of Level 3.</li> <li>The identifiable area of work is the tasks and not the service. For example, word processing operators providing support to different service areas are still working in one identifiable area of work, i.e. word processing. Similarly, school catering or security staff working in different locations remain one work area.</li> </ul>
4	"Same general <u>area</u> of work"	Work with a common objective/source - heading in same direction. Tasks performed may be different - would expect to see less or no overlap between job descriptions.	<ul style="list-style-type: none"> <li>Would this apply to managing a team of staff working on different projects within one functional area?</li> <li>Would this apply to a refuse manager who manages drivers and loaders?</li> <li>Would this apply to managing home care workers and home helps?</li> <li>Would this apply to an office manager who manages several distinct individual roles (e.g. receptionist, caretaker, admin officer)?</li> </ul>

Level	Measure	Definition	Issues/practical examples
5	"Diverse tasks"	<p>Expect there to be no overlap and distance between the job descriptions.</p> <p>Note that a group must be more than one person.</p>	<ul style="list-style-type: none"> <li>Can occupational distance be horizontal (e.g. HR and payroll) and/or vertical (e.g. different groups/tiers of staff within one functional area, with clear 'occupational distance between different roles)?</li> <li>Is the objective the functional service or the activity? For example in a meals-on-wheels service the objective of the kitchen staff is to cook and the objective of the drivers is to deliver</li> </ul>

	"Same general type of work"	Likely to be within one functional area	the food. Or should this be viewed as a common objective of providing meals-on-wheels?
6	"Planning and coordination...wide range of different activities"	Planning and coordination suggest several different activities that are to some extent dependant on one another. These roles may exist within one functional unit.	<ul style="list-style-type: none"> <li>Activities to be considered in context of tasks carried out by posts supervised. This does not necessarily require several different functional areas. For example catering officer role used on training course that manages cooks, kitchen assistants, porters, drivers, admin staff, holidays staff.</li> <li>Looking for a wide range of diverse tasks – Could this be either a wide range in terms of several completely different activities or a larger number of linked activities with no overlap in duties?</li> </ul>
7	"Range of major functions"	Likely to be service managers for large chunks of service – borderline chief officer roles.	<ul style="list-style-type: none"> <li>Need to consider how to define major elements of service, e.g. would it apply to a manager in charge of refuse, street cleansing and street lighting?</li> </ul>

Level	Measure	Definition	Issues/practical examples
Aspects	<p>Dispersal</p> <p>"Where supervision is made more difficult"</p>	<p>Dispersal is designed to recognise situations where the physical location of staff makes supervision more challenging. Homeworking as part of a flexible system of work would not ordinarily attract an award for dispersal unless it can be shown to be for the majority of their working time.</p>	<ul style="list-style-type: none"> <li>Should the dispersal award only be given to the immediate line manager, as at one or more stages removed the nature of management may not made more difficult by dispersal/mobility?</li> <li>Should a threshold be set for % of work that is carried out on a mobile basis? e.g. no award made if more than 30% of duties are carried out at office/depot?</li> <li>How do you deal with situations where employees have been permitted to work from</li> </ul>

			home for a part of their working week? Should you only account for dispersal in JE terms where it is a required way of carrying out the duties?
Aspects	Contract/Non-direct staff		<ul style="list-style-type: none"> <li>When is the responsibility 'supervision' and when is it 'contract management'? Compare the roles of a premises officer who may issue daily instructions to contract cleaners with that of a client officer who holds monthly meetings with a contractor on contract performance. To score under this heading requires on-going and frequent requirement to allocate tasks and instruct non-direct staff on those tasks.</li> <li>How do you account for level and numbers supervised when there is a mixture of direct and non-direct employees supervised? For example 4 permanent staff who would attract Level 4, plus 6 volunteers who would attract Level 2.</li> </ul>

Level	Measure	Definition	Issues/practical examples
Aspects	Contract/Non-Direct staff  "At least one factor level less than would be awarded for the full supervisory/managerial responsibility"		<ul style="list-style-type: none"> <li>In determining this, the frequency of the supervisory responsibility will be a key factor, as will the scope of the supervision. For example daily supervision of all elements of the role is likely to attract a difference score from occasional allocation of work.</li> </ul>
Aspects	Deputising		<ul style="list-style-type: none"> <li>Need to identify the extent to which deputising includes employee supervision and whether it includes the full scope of supervision.</li> <li>What is the frequency?</li> </ul>

			<ul style="list-style-type: none"> <li>• How do you account (if at all) for team leaders who cover each other's absence? This could potentially impact on the level, numbers threshold and dispersal.</li> </ul>
Aspects	Flexible variable working arrangements		<ul style="list-style-type: none"> <li>• How do you deal with the (hopefully) rare case where two generic managerial posts would score different points for supervision on the basis of one supervising several job sharers, and this potentially impacts on the grade?</li> <li>• How can consistency be maintained when looking at complex shift management arrangements?</li> </ul>

## Creativity and Innovation

Level	Measure	Definition	Issues/practical examples
General		The key to judging the appropriate level is to assess the requirement to be creative and innovative in undertaking the duties of the job. This might be quite different from the personal attributes of the jobholder. The requirements should then be measured against any organisational constraints or controls, policies, guidelines etc.	<p>This factor is measured independently of others. Some jobs are established to bring creative input to services. The factor does not measure responsibility for decisions.</p> <p>Creativity operates within local governance structures. Evaluators should be aware of the model of governance.</p> <p>Account should be taken of the scheme's application. In many organisations the scheme is designed to operate below Chief Officer therefore diversity of subjects should be measured accordingly</p>
1	"Very limited opportunity"	Few or no tasks require meaningful creativity. The duties of this post are governed by a set procedure, which has been prescribed to ensure consistency and to comply with work standards. It would be inappropriate to expect any authority for personal interpretation.	<ul style="list-style-type: none"> <li>• Very mechanistic jobs. For example, could this be appropriate for: <ul style="list-style-type: none"> <li>○ data entry role with no responsibility for designing/amending databases?</li> <li>○ a filing role with no requirement to develop/change filing systems?</li> <li>○ Any role working to a very clear and mechanistic service specification</li> </ul> </li> </ul>
2	"Largely regulated by laid down procedures but needing occasional creative skills to deal with routine problems."	<u>Occasional</u> use of creativity. This will normally be in how to use the set procedure. Usually the minimum factor for someone with direct interaction with the public.	<ul style="list-style-type: none"> <li>• Could this apply when the interaction involves some element of advice or personal support rather than only information exchange?</li> <li>• Could this apply to jobs where the creativity involved minor repairs? <b>For example some facilities management jobs.</b></li> </ul>



Level	Measure	Definition	Issues/practical examples
3	"Creativity is a feature of the job but exercised within general framework of recognised procedures."	Whilst operating within the procedure laid down as a work standard, there is scope for creativity in the way in which those standards are achieved, and the procedures are applied. There will be little or no autonomy to act outside the procedure, maybe because the constraints are statutory, procedure bound, legally controlled etc.	<ul style="list-style-type: none"> <li>• This could apply to roles where many tasks are mechanistic, but others require some creativity in applying standards to individual service users. It may require some limited creativity in providing input to the review of services for individual service users.</li> <li>• Would this be the appropriate level for craft jobs?</li> </ul>
4	"Creativity and innovation are essential to the job and need to be regularly exercised within general guidelines."	<p>As with level 3 above but the need for creativity is <u>more regularly</u> used. However this will all be within the general working guidelines. There will be some autonomy in the application of the guidelines without reference to more senior staff.</p> <p>Guidelines are likely to cover what to complete with less detail on how to complete it. Creative elements are likely to be core to the job to the extent that the job could not be carried out without them.</p> <p>At Level 3 you <b>follow procedures</b> at Level 4 you <b>have mind to guidelines</b>.</p>	<ul style="list-style-type: none"> <li>• This may be the appropriate level for roles that provide a broad ranging advisory service within general guidelines. Such roles will need to involve regular creativity in resolving a wide range of different problems. Many such roles are likely to operate within a regulatory/statutory framework; this in itself should not preclude a level 4 award. In assessing the appropriate level, one should examine the extent to which on each occasion the creativity/problem solving is 'variations on a theme' or requires genuinely different responses in the context of a range of variables.</li> </ul>

Level	Measure	Definition	Issues/practical examples
5	"Application of fresh and innovative thinking"	One purpose of this post will be to interpret guidelines, legislation, national or local policy or procedures. May also be the responsibility for reviewing local procedures and working practices. Innovative problem solving when the solution is a new approach. Creativity is a <u>feature of the job</u> and will be required to adequately perform the duties.	<ul style="list-style-type: none"> <li>• Likely to apply to a range of posts that have a responsibility for developing working practices for part of or a whole service</li> <li>• Likely to apply to posts that are required to have creative input on policy matters. Note that discretion on such matters will be measured separately.</li> <li>• Could this apply to roles that are working within service guidelines set by others, but where creative thought may be required outside of those guidelines on a regular basis, or to inform the review of such guidelines?</li> </ul>
6	"Work which requires creative and innovative input in a number of diverse subjects and range of expertise where the opportunity and need for imaginative thinking is not limited by defined policies"	One <u>main purpose</u> of this post could be to interpret and apply legislation or an initiative that requires the 'breaking of new ground'. There will be a wider implication to this work, which would impact across departments or services, or affecting more than one area of the Organisation or large numbers of people. This requirement will be used frequently and in diverse subjects using a range of expertise, i.e. subjects with no overlap and requiring different types of expertise. The creative tasks will not be constrained by existing organisational policy <u>in the areas they cover</u>	<ul style="list-style-type: none"> <li>• The identification of diverse subjects will be important in establishing whether this level is appropriate. <del>For example would this be the minimum level for a post that is required to take forward best value reviews that cover a range of services?</del></li> <li>• Would it apply to a post that had operational responsibility for developing two linked but separate services? Or would a policy framework for such services being set by others preclude this?</li> <li>• How widely/narrowly should 'diverse' be defined? For example, would it apply to a post that responsibility for both internal and external communications policy?</li> </ul>

7	<p>“Work carried out in new and challenging situations frequently involving innovatory response on diverse subjects which have extensive policy or service implications”</p>	<p>This will describe those posts where innovation is the <u>main purpose of the post</u>. Development of a totally new approach to existing services, the autonomy to approach an issue with a ‘blank sheet of paper’ and work through the implications and application in a complementary way. This expertise will be required frequently and will be applied in different areas that have far reaching policy or service implications.</p>	<ul style="list-style-type: none"> <li>• Is this Level rather than Level 6, more appropriate for cross-cutting responsibility for service reviews?</li> <li>• Can this Level only apply to posts that are fundamentally strategic in nature?</li> </ul>
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## Contacts and relationships

Level	Measure	Definition	Issues/practical examples
General		<p>This factor recognises the nature of the interaction and the potential outcome, rather than the status of the contact. Consideration will need to be given as to how well-defined are the terms of reference for the contact. This will have an impact on whether the contact is routine, non-straightforward or complex. Frequency of the contacts is to be considered.</p> <p><b>This factor does not measure decisions e.g. Commissioners will be evaluated by the substance, nature, and outcome of contacts not the ultimate procurement decision.</b></p>	<ul style="list-style-type: none"> <li>Note that contacts that are related to the supervision/management of staff will have been assessed under that factor.</li> </ul>
1	“Routine or incidental contacts involving exchange of information on non-contentious matters”	There is a requirement to exchange information on well established. Information will not be contentious, involve debate, or require interpretation or persuasion.	<ul style="list-style-type: none"> <li>Would suggest that this only be applied to external contacts that are incidental to the role, rather than a key to it. For example contacts for a street sweeper may be incidental to the role and routine. For a telephonist they may be routine, but are a core part of the role and not incidental.</li> </ul>
2	“Contacts on well established matters providing readily available information....”	Similar to level 1 but matters will be less straightforward and require an element of interpretation and persuasion that may occasionally meet with opposition or some hostility. The routine contacts may largely relate to information exchange rather than an advisory role.	<ul style="list-style-type: none"> <li>Likely to be the minimum level for roles that require any regular contact with the public to achieve the objectives of the job.</li> <li>Any contacts with regard to care or support are likely to be basic and not offer a level of comprehensive support – for example domestic support without personal care</li> </ul>

Level	Measure	Definition	Issues/practical examples
3	<p>“Outcome may not be straightforward”</p> <p>“More comprehensive support or care”</p>	<p>One indication of ‘not straightforward’ is likely to be that contacts are advisory rather than information exchange and/or involve the collection of more detailed information. Similar to level 2 but the interaction may frequently require interpretation and persuasion that is frequently met with rudeness or abuse. Includes interviewing/assessing service users to establish how needs can be met.</p> <p>This suggests that more basic support on care could appear at a lower level</p>	<ul style="list-style-type: none"> <li>• Likely to be the minimum level for a range of jobs that involve the assessment of clients needs. This would cover interviewing clients. Alternatively it could cover on-going assessment of client needs, through direct client contact and a responsibility to start to meet those needs. First level at which some interpretation of policy/procedures to meet specific circumstances is likely to be scored.</li> <li>• For example, consider the difference between domestic support and personal care roles</li> </ul>
4	<p>“Situations where the content and outcome are not straightforward”</p> <p>“Authority in the provision of service”</p>	<p>A regularly provided service, either internally or externally. The post holder will be required to use their authority in the provision of the service and will need to use tact and persuasion to maintain their position, possibly in the context of rudeness and abuse. More complex front line posts.</p>	<ul style="list-style-type: none"> <li>• Is this a suitable minimum level for roles that have to resolve the non-straightforward issues that are passed up the management line for resolution?</li> <li>• Post holder will need some autonomy as to whether a service can be provided or as to the nature of that service.</li> </ul>

Level	Measure	Definition	Issues/practical examples
5	<p>"Material effect"</p> <p>"Matters likely to be contentious or complex"</p>	<p>The interaction has a tangible/ noticeable effect on the service/ service user or colleagues, <b>as seen through the eyes of the organisation.</b></p> <p>Contentious could include important matters that have scope for alternative interpretations and outcomes would affect the contact in different ways. Contentious would cover contacts the outcome of which is high on the political/managerial agenda of the organisation.</p> <p>Complex contacts will be those where the terms of reference for most contacts are not well defined and take place in the context of many variables, e.g. a wide range of diverse client needs, impact on other services, budgetary considerations, political priorities, impact (or otherwise) of precedents.</p>	<ul style="list-style-type: none"> <li>For example contacts with individual service users may not be as 'high on the agenda' as those that impact on a range of users of a particular service.</li> </ul>
6	"Significant implications"	<p>Significant relates to the overall quality or extent of the service provided. Such interactions take into account the impact on related services and on the contact/all service users and are handled with sufficient skill to minimise opposition and maximise the acceptance and co-operation of the contact.</p>	<ul style="list-style-type: none"> <li>Is this an appropriate level for key operational service managers? Assuming that they meet other parts of the definition, their contacts are likely to have an impact on overall service quality and efficiency.</li> <li>Level 6 also covers impact on individuals. 'Significant' also needs to be defined in such terms. Would suggest that this is a high threshold and that organisations will need to look at contacts with individuals that are potentially 'life changing'. This will distinguish them from the 'material effects' contacts at Level 5.</li> </ul>

Level	Measure	Definition	Issues/practical examples
7	<p>“Substantial implications”</p> <p>“Awareness of major policy objectives”</p>	<p>Substantial relates to shape, size, direction of service provided. Impact that will be in the broadest sense. Post holder <u>may</u> be authorised to act on behalf of Organisation regarding the service.</p> <p>In carrying out contacts the post is clearly not operating in a strategic vacuum. Post may still have a significant range of operational duties.</p>	<ul style="list-style-type: none"> <li>Acting on behalf of the organisation should generally be seen as being with regard to a whole service and not a particular case. Contacts with other agencies concerning individual clients do not meet this definition.</li> <li>For organisations that are not applying the scheme to senior posts within the existing structure, few (if any) posts may score Level 7 or 8</li> </ul>
8	<p>“Major implications”</p> <p>“Substantial impact on resources”</p>	<p>‘Major’ may relate to whether a service runs or not and the post holder <u>will</u> have the authority to act on behalf of the Organisation in regard to this service. In these circumstances the outcome of the contact will have depended on the skills used by the post holder in dealing with the consultation and negotiation.</p> <p>Could cover wide-ranging impact on budgets, allocation of human resources</p>	<ul style="list-style-type: none"> <li>This is likely to only apply to roles that have a strategic input/focus.</li> <li>Do you define this level by reference to interactions with corporate/strategic management and/or Members?</li> <li>Where organisations are not applying the scheme to senior (non-Chief Officer) posts, few jobs (if any) are likely to achieve this level.</li> </ul>

## Decisions

### Discretion

Level	Measure	Definition	Issues/practical examples
General		Where decisions are made as a team member, i.e. an individual contributing to a joint decision, these will be regarded similarly to decisions that constitute recommendations.	<ul style="list-style-type: none"> <li>Need to separate out a requirement to make suggestions from one to make firm recommendations. At higher factor levels there should be a responsibility for taking forward such recommendations.</li> </ul>
1	"Little freedom to act...clearly defined rules and procedures"	Mechanistic process-driven jobs	<ul style="list-style-type: none"> <li>Any role with clear instructions where tasks can be viewed as a simple flow chart with few/no variables or decisions to be made.</li> </ul>
2	"Clearly defined rules and procedures... a range of established alternatives"	<p>Clear parameters but some flexibility and ability to prioritise work within established alternatives.</p> <p>Although unexpected situations may arise, their solution will still be available from within the established alternatives</p>	<ul style="list-style-type: none"> <li>Likely to cover a wide range of frontline roles that have to make decisions that impact on clients. The nature/extent of each client's individual needs will determine which 'established alternative' is appropriate.</li> </ul>

Level	Measure	Definition	Issues/practical examples
3	<p>"Within programmes and objectives... a wide range of choices"</p> <p>"Advice is not normally available"</p>	The post holder may interpret policies and procedures and decide upon the action to be taken.	<ul style="list-style-type: none"> <li>Would suggest that this is not just about the availability of a manager at the end of a phone. Need to consider expectations of organisation regarding whether post should regularly make decisions within broad objectives without reference to others.</li> <li>Could also cover roles with a significant amount</li> </ul>



			of discretion as to when and how tasks are carried out/ the organisation of their own workload.
4	“Decisions which lead to the setting of working standards in the provision of operation services”	<p>Decisions affect the quality and/or level of overall service.</p> <p>Will affect the choices and working practices of other staff.</p> <p>Decisions are within overall policy but will affect how that policy is delivered.</p>	<ul style="list-style-type: none"> <li>• How big a part of a service must the discretion cover to meet the ‘operational services’ definition?</li> <li>• How do you/can you apply this to individual team leaders within a service? If they have discretion to set their own service standards, how can a consistent standard be achieved across the service?</li> </ul>

Level	Measure	Definition	Issues/practical examples
5	“Major responsibility for monitoring and evaluating important policy, service practice... affecting a whole service”	Working at a strategic level within own service or as part of multi-disciplinary team.	<ul style="list-style-type: none"> <li>• Big difference between Level 4 and 5 is the requirement for discretion to cover ‘important policy’. Should this be defined as issues of long-term strategic importance?</li> <li>• Can policy be defined as any issues that require members’ approval?</li> <li>• Post is increasingly involved in making strategic level decisions rather than operational ones.</li> </ul>
6	“Continuing responsibility for reviewing important policy, service practice and provision affecting the whole organisation”		<ul style="list-style-type: none"> <li>• ‘Whole organisation’ suggests that only corporate roles may reach this level.</li> <li>• What about major cross-cutting (but non-corporate) responsibility?</li> </ul>

## Consequences

Level	Measure	Definition	Issues/practical examples
General		In evaluating this factor the impact of decisions should be assessed as seen through the eyes of the Organisation on the client/others, e.g. consider the consequences of decisions through the eyes of the authority. Normal competence in the job must also be assumed and extreme and/or disastrous actions must also be excluded, e.g. criminal actions, accidents causing death, etc. In scoring this factor always assume satisfactory performance and <u>do not</u> focus on evaluating the consequences mistakes. In addition, the consequences of an error of judgement can only relate to actions for which the job holder has the direct responsibility for making decisions / judgements.	<ul style="list-style-type: none"> <li>At the lower end, those operating at this level will be involved in “hygiene” factors in that the end product of decisions taken in their work does not involve issues which are “life changing” but if wrong, could cause inconvenience.</li> <li>The time frame of the impact will also be an issue to be considered. An impact over days or weeks is more likely to be assessed at the lower levels, whilst an impact over months or years is more likely to score at level 3 or higher.</li> <li>The upper level of the factor would usually apply to those employees who are part of a service/division’s management team and would only expect their decisions to be revoked by a Chief Officer.</li> </ul>
1	<p>“Limited and short term”</p> <p>“Quickly known and readily amended”</p>	The consequences of a decision made by an employee operating at this level would be short-term improvement/inconvenience, rather than any long term benefit/harm. A poor decision may be noticeable within hours and would be very easily rectified. Customers, clients, colleagues having contact with employees at this level will have limited expectation of what the employee’s decisions can bring to any transaction. The decisions will be of a routine nature and chosen from a well established limited set of options.	

Level	Measure	Definition	Issues/practical examples
2	“Material effect”	Noticeable and tangible change. There is a	<ul style="list-style-type: none"> <li>Many frontline services should have a</li> </ul>

		certain degree of responsibility, which extends beyond the actual transaction or action. The decisions will have an effect, which could include a cost. The effect however remains local to the individual or their immediate colleagues. The decisions will be within a narrow band and will not involve budgetary, legal, personnel considerations.	<p>noticeable and tangible impact on the client. What needs to be identified is the impact of the post's discretion and not of the provision of the service itself.</p> <ul style="list-style-type: none"> <li>Is there a different impact of decision taken where manager can quickly see the outcome when compared to those where the outcome will be less visible? For example outcomes of decision taken by a residential worker in comparison to those taken by a community worker?</li> </ul>
3	"Significant implications for the service... employees... other individuals or organisations"	Decision will have long term impact on overall service quality and efficiency. Decisions will affect groups of employees, but in terms of operational matters rather than restructurings. Impact on clients is more fundamental and will affect quality of life. Case workers at this level will be expected to have autonomy within each individual case with recommendations only over-ruled in exceptional circumstances.	Check that consequences of the postholder's required decision making impacts on the way services are run

Level	Measure	Definition	Issues/practical examples
4	"Major impact on service provision, the public or other organisations"	Decisions will impact on overall direction of service, and could involve decisions about the size, structure or commercial viability of the service, and are likely to have an impact on all the clients/customers of that particular service. It is unlikely that a post with no supervisory/managerial responsibility will score points at this level. Post holders at this level may take decisions about resources for	Consequences may be felt within the organisation or in contracted and partner organisations; or on the delivery of services.

		<p>their service that are only likely to be taken after obtaining advice from support services, Finance, Personnel and Legal.</p> <p>Consequences of decisions may extend beyond own service.</p>	
5	<p>“Major impact on the Organisation’s policies and activities across a number of departments”</p> <p>“Or on a large number of people or on organisations”</p>	<p>Posts at this level will be operating at the most senior level within the department/service area. The jobs will involve decisions affecting the whole department/service area with consequences for other departments/services.</p> <p>Allows for departmental role that has impact on large numbers and “Large numbers” is taken to be the whole group within a population, for example all primary school children, all people with disabilities.</p>	<ul style="list-style-type: none"> <li>• These jobs are likely to report directly to the Chief Officer and/or be a member of departmental management teams.</li> </ul>

## Resources

Level	Measure	Comment / Definition	Issue/practical examples
General	"Personal and identifiable accountability"	<p>The factor seeks to measure day-to-day (or even hour-to-hour) responsibility, rather than overall accountability. On this basis, front line/'coal face' employees are more likely to have responsibility rather than the line manager.</p> <p>It is not intended to make awards for resources that could be considered to be part of the general workplace fabric, e.g. the PC someone uses, the chair he/she sits on, the hoist used to lift clients, shared stationery supplies.</p> <p>It is not intended to make an award for budget responsibility. For staffing budgets, to do so would effectively 'double count' the supervision factor. Managers and finance professionals with responsibility for budgets will have this assessed as part of the contacts/relationships factor and/or knowledge and skills.</p> <p>Local conventions are recommended to ensure the consistent application of this factor, for example on portable IT equipment; the use of data; and value of resources.</p>	<ul style="list-style-type: none"> <li><del>Each level requires value thresholds should these be the same for cash as for less liquid assets? For example should cash reach Level 3 at a value of £2000 while other resources need to be valued at £4000 to reach the same level?</del></li> <li>What approach is appropriate for IT staff who assist with the maintenance of PCs and printers? What approach should be taken with regard to the IT network, server etc?</li> <li>What approach should be taken regarding employees with the employer's IT kit at home to assist home working? We would advise that this is disregarded in JE terms, as it could lead to generic roles achieving different scores based on personal circumstances. However, should the same approach be taken if employees are required to work from home?</li> <li>How do you assess key holders for buildings? Responsibility should probably be linked to who gets called out in the event of alarms going off. It should not be awarded where key holding is merely an administrative convenience and involves little more than 'last one out lock up'.</li> <li>Responsibility should be assessed/averaged at any given point. For example a cashier who handles £1000 per day should be assessed on that basis, rather than £220,000 per year.</li> </ul>

Level	Measure	Comment / Definition	Issue/practical examples
	"Less than continuous"	Where the post holder has less than on-going responsibility for resources, in comparison to others, this would normally result in an award of 1 factor below that which would be applicable to post holders with more regular equivalent responsibility.	<ul style="list-style-type: none"> <li>• Should authorities consider a percentage criterion? For example 90% or more of working time should attract the full score, 50%-89% one level lower, less than 50% two levels lower?</li> <li>• How do you assess a role that is responsible on a less than continuous basis for a range of assets with a wide range of values? For example a vehicle fitter who services refuse trucks and transit vans, or a mobile security officer responsible for a range of sites?</li> <li>• How should you assess a shared responsibility? Examples could include <ul style="list-style-type: none"> <li>○ Storekeepers with clearly defined joint responsibility for a store</li> <li>○ Leisure assistants with joint responsibility for gym equipment</li> <li>○ Librarians with responsibility for books</li> </ul> </li> <li>• In each case their responsibility may be continuous, but is it complete? In any of the above examples could the resources be considered to be part of the general work place fabric? In the case of the storekeepers <b>the main purpose</b> of the job is to account for the resources – does this make it different from the other examples? Should it be the only example that attracts a score above Level 1?</li> </ul>
	"Handling, security, safekeeping, proper use, repair and maintenance"	This should only cover the actual repair and maintenance (e.g. a vehicle fitter), rather than responsibility for ensuring such repair and maintenance takes place (e.g. fleet manager)	<ul style="list-style-type: none"> <li>▪ Note previous reference to equipment being part of the 'workplace fabric'. All posts would be responsible for proper use of equipment; not all are accountable for it in JE terms.</li> </ul>

Level	Measure	Comment / Definition	Issue/practical examples
	"Manipulation of information technology and data"	Note the explicit link to Levels 3 and below for knowledge and skills – <b>'less than advance tasks'</b>	<ul style="list-style-type: none"> <li>▪ Definition requires <u>manipulation</u> of data. Strict interpretation could include payroll clerk, but exclude data entry or word processing roles.</li> </ul>
	"Data and record systems whether manual or electronic"	Should be 'major' filing systems/archives that are key to the service	<ul style="list-style-type: none"> <li>• Should such awards be 'notional' or take account of the 'value' or cost of replacing the data? The notional value is a more straightforward approach.</li> <li>• For electronic data should only those responsible for formal back-up processes get an award?</li> <li>• Do you apply the same cross-reference to 'less than advance tasks' for manual records?</li> </ul>
1	"Little or no responsibility"		<ul style="list-style-type: none"> <li>• How (if at all) do you score for mobile phones provided by the authority?</li> <li>• What approach should you take to uniforms?</li> </ul>
2	"Small items...low cost"	This would describe jobs that deal with relatively small resources	<ul style="list-style-type: none"> <li>• This <u>could</u> cover <ul style="list-style-type: none"> <li>○ Clients' pensions, cash and shopping</li> <li>○ Receptionists in pools and leisure centres who take cash</li> <li>○ Cashiers in small offices</li> <li>○ Lab technicians in schools</li> <li>○ Those with sole responsibility for a (locked?) stationery cupboard</li> <li>○ A street sweeper's broom and barrow</li> <li>○ Roles that empty parking meters – possibly Level 3</li> <li>○ Responsibility for data</li> <li>○ Responsibility for a standard lawn mower</li> <li>○ Responsibility for a tool bag</li> <li>○ Responsibility for <b>parking permits</b></li> </ul> </li> </ul>

Level	Measure	Comment / Definition	Issue/practical examples
3	"Smaller plant, vehicles... higher cost materials... larger sums of cash"	This would describe jobs that deal with larger resources, an example being a cashier.	<ul style="list-style-type: none"> <li>• This <u>could</u> cover <ul style="list-style-type: none"> <li>○ A transit van</li> <li>○ A large lawnmower</li> <li>○ Cashier in civic centre</li> <li>○ A small/medium store</li> <li>○ An audio/visual technician in a school</li> </ul> </li> </ul>
4	"Larger vehicles...high value stock and supplies"	This would describe jobs that deal with major resources, examples being a head cashier or the person responsible for a large asset such as a refuse truck.	<ul style="list-style-type: none"> <li>• This <u>could</u> cover <ul style="list-style-type: none"> <li>○ Responsibility for driving refuse vehicle</li> <li>○ Primary school caretaker</li> <li>○ Senior cashier <u>handling</u> large amount collected by individual cashiers</li> <li>○ Responsibility for large Building Works store</li> <li>○ Is a responsibility for cash/cheques ever likely to reach this level?</li> </ul> </li> </ul>
5	"Major physical resources"	This would describe jobs that are responsible for major physical resources such as large buildings. This would include being the key holder with responsibility for security and dealing with emergencies at established times.	<ul style="list-style-type: none"> <li>▪ Should a distinction be made between small and large schools?</li> <li>▪ Is insurance value any assistance in assessing this level?</li> <li>▪ In terms of the scheme is anyone accountable for the Town Hall/Civic Centre?</li> <li>▪ Would a mobile security patrol officer who has some responsibility for a range of buildings score at this level?</li> </ul>



## Work Environment:

### Work Demands

Level	Measure	Comment/definition	Issues/practical examples
General	"Programme of tasks"	This would describe a collection of activities forming an identifiable area of work. The factor does not measure volume of work. Consideration needs to be given to the interaction between the areas of work outlined in a job description which may be grouped under different headings.	This factor measures the structure of jobs rather than the methods of work deployed by the postholder. Evaluators should start by identifying the programme(s) of tasks.
General	"Subject to deadlines"	The post holder should be directly responsible for meeting the deadlines, which would normally be non-negotiable and occur more frequently than annually.	<ul style="list-style-type: none"> <li>Note that deadlines are only one part of the definition. Many jobs (e.g. meals-on-wheels driver) have daily deadlines, but within a largely uninterrupted programme of tasks.</li> </ul>
1	"Tasks interchanged, but the programme is not normally interrupted"	A clear routine of tasks, which if the programme is interrupted will normally revert to a similar set of tasks in the same immediate area of work.	<ul style="list-style-type: none"> <li>Could be jobs that involve a series of interdependent tasks that generally have to be carried out in a specific order.</li> <li>Could cover jobs that involve a series of routine interactions/tasks that are repeated throughout the working day.</li> </ul>
2	"Not involving any significant changed to the programme"	When the programme of tasks is occasionally changed the subsequent tasks may be in a different sequence or order but the overall programme will not be significantly changed and will be in the same general area of work.	<ul style="list-style-type: none"> <li>Could cover jobs that are subject to interruptions of a routine nature.</li> </ul>
3	"Changing problems, circumstances or demand"	The programme of work can be expected to be subject to regular change on a daily basis.	<ul style="list-style-type: none"> <li>Could cover jobs where emergency interventions/cases are likely to occur and that intervention can cause significant change to work programme for that day.</li> <li>Could cover roles that cover more than one area of work/programme of tasks.</li> </ul>

<b>Level</b>	<b>Measure</b>	<b>Comment/definition</b>	<b>Issues/practical examples</b>
4	"Frequently changing circumstances and conflicting priorities".	Frequent changes would be expected to happen a number of times daily. Changing circumstances and conflicting priorities mean that the work programme would be expected to alter rather than not.	<ul style="list-style-type: none"> <li>▪ A job where there are several distinct streams/work programmes covering a wide range of tasks – could include a job with responsibility for service delivery and service development. It would also be characterised by the need for sudden shifts/interventions that can disrupt the work programme for several days.</li> </ul>
5	"Constant change and the management of conflicting priorities"	Constant change would be an ongoing daily feature of the post. Management of conflicting priorities and deadlines means the work programme is subject to rapid and fundamental change.	<ul style="list-style-type: none"> <li>▪ Management of conflicting priorities suggests that post must resolve the conflicting priorities of others and possibly has some scope to adjust resources to address such conflicts.</li> </ul>

## Physical Demands

Level	Measure	Comment/definition	Issues/practical examples
General		This element measures the extent of 'bodily' effort involved in carrying out the job.	<ul style="list-style-type: none"> <li>All aspects of bodily effort must be considered, not just that relating to work with the hands. Physical effort covers the movement of all limbs (e.g. legs, arms, backs etc).</li> </ul>
General	"amount and continuity"	This indicates that it is not only the activity that needs to be considered, but also the impact of carrying it out over lengthy periods. Continuity relates to the nature of the work and not the contracted hours of the jobholder.	<ul style="list-style-type: none"> <li>Walking is normal physical effort, but how do you take account of doing it all day (e.g. parking control officer)? The same question could be asked regarding jobs that drive all day.</li> </ul>
1	"Normal physical effort"	A level of activity which would not be expected to lead to undue fatigue.	<ul style="list-style-type: none"> <li>Will include sitting, some standing and walking, normal office duties such as filing. Work allowing a variety of postures and movement but no excessive or on-going lifting, carrying, or stretching.</li> </ul>
2	<p>"Periods of substantial effort"</p> <p>"Occasionally in awkward postures"</p> <p>"Prolonged effort in a constrained position involving considerable manual dexterity"</p>	<p>A requirement to crouch, stand, stretch, bend, lift or undertake repetitive strain to the extent that the physical effort required is 'substantial', i.e. considerable.</p> <p>Recognisably greater than normal), but periodic.</p> <p>'Manual dexterity' is referred to in the factor introduction/objectives as "where the speed and accuracy or consistently high use of IT equipment is a valid requirement of the job."</p>	<ul style="list-style-type: none"> <li>Awkward postures include for example: <ul style="list-style-type: none"> <li>doing jobs in a stretched position such as using a screwdriver or hanging curtains stretching above one's head;</li> <li>bending over to lift weights (either people or things)</li> </ul> </li> </ul> <p>e.g. full-time keyboard operators posts requiring a high degree of data input.</p>

## Physical Demands cont'd

Level	Measure	Comment/definition	Issues/practical examples
3	"Substantial effort...short periods of intense effort"	A requirement to crouch, stand, stretch, bend, lift or undertake repetitive strain to the extent that the physical effort required is 'substantial' i.e. considerable (recognisably greater than normal), and periodically 'intense' i.e. of extreme degree	<ul style="list-style-type: none"> <li>▪ Jobs with more <u>regular and prolonged</u> physical effort, for example, could include:               <ul style="list-style-type: none"> <li>○ lifting people, carrying heavy loads,</li> <li>○ scrubbing floors,</li> <li>○ sawing wood,</li> <li>○ pushing a wheelchair with a heavy occupant, or a well-laden trolley</li> <li>○ sweeping mud or ice</li> </ul> </li> </ul>
4	"Intense physical effort"	A requirement to crouch, stand, stretch, bend, lift or undertake repetitive strain to the extent that the physical effort required is 'intense' i.e. of extreme degree	<ul style="list-style-type: none"> <li>▪ Jobs may include regularly:               <ul style="list-style-type: none"> <li>○ lifting or carrying very heavy loads such as full dustbins, sacks of potatoes</li> <li>○ pushing/pulling a bed with a very heavy occupant</li> <li>○ digging heavy soil or soil below ground level, laying full-size paving stones</li> </ul> </li> <li>• At level 4 such intense effort must be required for the vast majority of duties</li> </ul>

## Working Conditions

Level	Measure	Comment/definition	Issues/practical examples
General	“Disagreeable and unpleasant working conditions associated with caring responsibilities”	It cannot necessarily be assumed that an ‘inside job’ will not involve exposure to heat or cold. Nor will noise necessarily be solely associated with the operation of plant or machinery; people can make a lot of noise. Similarly dirt and smells may result from contact or work with people.	
General	“Unable to take shelter without prejudicing operational needs”	The extent to which work can be organised by the jobholder to lessen exposure to unpleasant conditions, and the level of control exerted by the jobholder over the working conditions, should be taken into account.	
1	“Indoor environment... may be exposed to occasional noise or outside conditions”		<ul style="list-style-type: none"> <li>• Most office based work. Exposure to the elements as result of travelling between offices should not be taken into account</li> </ul>
2	“Some exposure to moderate noise, heat, cold, disagreeable or difficult conditions”	<p>‘Moderate noise’ is noise that will cause disruption and/or discomfort.</p> <p>‘Heat, cold’ covers extremes of high or low temperature as a feature of the job, not an incidental occurrence.</p>	<ul style="list-style-type: none"> <li>• The adverse conditions are more significant in terms of duration and frequency but the extent is moderate.</li> <li>• Noise – could this cover the level associated with a classroom in a mainstream primary school?</li> <li>• Unpleasant conditions – could include occasionally dealing with body fluids. Could also include regular visits to unpleasant premises where the post is not responsible for cleaning the property.</li> </ul>

Level	Measure	Comment/definition	Issues/practical examples
3	"Considerable noise, heat etc.."	<p>Considerable noise is noise which would require ear protection and cause significant discomfort without such protection</p> <p>Most of the work is performed in these adverse conditions and the extent is considerable</p>	<ul style="list-style-type: none"> <li>• Unpleasant conditions – regularly dealing with body fluids, incontinence etc</li> <li>• Should cleaning excrement from a lift be assessed as less unpleasant than cleaning it off a person?</li> </ul>
4	"Continuous noise, or work in dirty or very disagreeable etc."	This level recognises work that is continuously exposed to adverse conditions of the most difficult nature.	<ul style="list-style-type: none"> <li>• Noise – could this cover an occupation working as a school lunchtime supervisor, working in a school kitchen or joinery?</li> <li>• Dirt – working all day in sewers or 'dirty squad'?</li> <li>• Constant outdoor work – refuse loader, school cross patrol?</li> </ul>

## Work Context

Level	Measure	Comment/definition	Issues/practical examples
General	<p>“Assessments of risks have been undertaken and hazardous conditions avoided or reduced”</p> <p>“Emotional as well as physical”</p>	<b>The attached matrix is one approach organisations may wish to consider.</b>	<ul style="list-style-type: none"> <li>Some jobs may have one main risk (e.g. client group); others may have several risks (working at heights and use of equipment) – need criteria to assist overall assessment of risk.</li> <li>Intention is not to make judgements about stress levels. However, this recognises that some jobs may involve a risk to emotional well-being, possibly linked to nature of the issues with which the post has to deal</li> </ul>
1	“Minimal risk”	This may describe a job that is primarily office based that would not be in daily contact with the public or has contacts on matters that are not contentious	<ul style="list-style-type: none"> <li>Should the requirement to drive as part of the duties (e.g. school bus driver not essential car user) be assessed as more than minimal?</li> </ul>
2	“Some risk”	<p>This may describe jobs where there is regular contact with the public involving contentious matters.</p> <p>It could cover jobs where there is some risk from bending lifting, climbing, the use of equipment.</p>	<ul style="list-style-type: none"> <li>Use of equipment is not taken to include use of PCs or VDUs</li> </ul>
3	“Moderate risk”	This may describe jobs where the contentious contacts take place as a solo worker or in clients’ homes. It may cover the use of complex machinery or regular use of non-domestic chemicals.	
4	“Substantial risk”	This may describe jobs where there is a requirement to visit homes where there is a known risk. It may cover jobs that have on-going direct contact with a difficult client group. Level 4 will require a clear and well-established pattern of risk.	<ul style="list-style-type: none"> <li>Could this level include a combination of several moderate risks? (e.g. working at heights combined with use of dangerous machinery/equipment)</li> </ul>

# **WORK CONTEXT** matrix

**Likelihood of occurrence**

		Not Likely	Rarely	Possible	Substantial
		1	2	3	4
<b>Hazard Severity</b>	<b>Minimal</b>	1	2	3	4
	<b>Minor</b>	2	4	6	8
	<b>Moderate</b>	3	6	9	12
	<b>High</b>	4	8	12	16



Level 1 - Minimal risk to personal safety	..... 1 - 3
Level 2 - Some risk to personal safety	..... 4 - 7
Level 3 - Moderate risk to personal safety	..... 8 - 11
Level 4 - Substantial risk to personal safety	..... 12 - 16

Based on a slightly cut down version of the risk assessment form procedure that has five levels for hazard severity and five levels for likelihood of occurrence.

## Knowledge and skills

Level	Measure	Comment / Definition	Issues/practical examples
	General	Local conventions may be useful and should include a range of indicators as to the K&S required. Beware of relying solely on qualifications.	
1	"Basic knowledge and skills... limited range of tasks that carried be carried out after initial induction"	Likely to be 'unskilled/low-skilled former manual worker jobs or very basic clerical roles, requiring limited literacy/numeracy. Limited range suggests a few tasks that can be readily learned through demonstration, repetition.	<ul style="list-style-type: none"> <li>• Can this be assessed by the length of time a new employee should take to become an effective performer?</li> <li>• How narrow or wide is a 'limited range' of tasks?</li> </ul>
2	<p>"Comparatively basic"</p> <p>"A range of tasks involving application of readily understood rules, procedures or techniques"</p>	<p>In comparison to the more involved tasks at Level 3</p> <p>A wider range of tasks that would be seen at level 1. Tasks may take longer to learn than at lower level</p>	<ul style="list-style-type: none"> <li>• At what level should a requirement to drive be assessed? Driving is a basic skill - the majority of the adult population can do it. It is often taught as an intensive week-long course. Suggest that only HGV is considered as anything more than "readily understood rules, procedures or techniques"</li> <li>• Do the interpersonal skills required for 'non-routine' contacts with the public mean that Level 2 should be a minimum for such posts?</li> <li>• Would 'basic' numeracy/literacy (i.e. ability to read text, write straightforward sentences and undertake simple arithmetic) result in a Level 2 score?</li> </ul>

Level	Measure	Comment / Definition	Issues/practical examples
3	"More involved tasks...good standard of practical knowledge and skills"	Expectation that the jobholder should be able to use the knowledge and skills to have a significant <b>input</b> to the way that the activities are carried out	<ul style="list-style-type: none"> <li>• Should this be the minimum level for roles involve comprehensive personal care?</li> <li>• Would organisations want to link this level to attainment of specific vocational qualifications?</li> <li>• Would this cover a standard of literacy that included good spelling, grammar and punctuation?</li> </ul>
4	"Advanced tasks...a discipline"	Expectation that the jobholder should be able to use the knowledge and skills to have a significant <b>control</b> as to how the activities are carried out	<ul style="list-style-type: none"> <li>• How can you identify the level of depth required to constitute a discipline? This can be an issue for the 'softer' skills – for example at what level do communication or interpersonal skills change from a good practical standard to a discipline? When are negotiating skills required in sufficient depth to be considered a discipline?</li> <li>• Is there a link between the outcomes under contacts and the measurement of 'softer' skills (e.g. advocacy, tact)?</li> <li>• Staff management – should full permanent accountability for staff always be considered a discipline and hence result in a minimum score of Level 4?</li> </ul>

Level	Measure	Comment / Definition	Issues/practical examples
			<ul style="list-style-type: none"> <li>• Are there posts for which a level of vocational training could be taken as one benchmark for when there is sufficient depth of knowledge &amp; skills to identify a discipline?</li> <li>• Craft skills – if you choose to apply the scheme to craft skills. Would this Level be appropriate for specific skills requiring vocational qualifications? How would you account for craft multi-skilling?</li> <li>• Use of IT – do not over assess the level. For many jobs the level of skills required in using Word, Excel is not of sufficient depth to be considered a discipline. Would need to identify complex applications to justify an award at this level.</li> <li>• Languages – would the requirement to be able to communicate in an ‘additional’ language constitute a discipline? To what extent would this depend on the context of the interactions in that additional language?</li> </ul>

Level	Measure	Comment / Definition	Issues/practical examples
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5	"Applying to more than one function"	Structural unit as determined by the organisation	<ul style="list-style-type: none"> <li>• Would this cover some advisory roles that require a discipline to provide advice to many functions/the whole organisation? For example HR or finance advice provided to all service directorates?</li> </ul>
6	"Work of a complex nature"		<ul style="list-style-type: none"> <li>• Can 'complex' be identified by an analysis of the issues that the knowledge and skills are used to address or the nature of the casework? For example would 'complex' HR work involve requiring an understanding of legislation, local policy framework, the position of the unions and Members' expectation?</li> <li>• Could the application of knowledge and skills be assessed as have an impact on overall service quality?</li> </ul>
6	"Diverse range of specialist disciplines"	To be diverse the disciplines should have little or no overlap between their constituent elements	<ul style="list-style-type: none"> <li>• How many disciplines need to be identified to constitute a range?</li> </ul>

Level	Measure	Comment / Definition	Issues/practical examples
6	"Advance/high level knowledge and skills in a specialist discipline	One definition of 'advanced/high level' would be the organisation's 'expert' in a particular discipline. This does not assume that there can only be one expert.	<ul style="list-style-type: none"> <li>• Could this be linked to the complexity of the issues/casework dealt with by the post?</li> <li>• Could this be linked to the requirement to provide specialist advice to senior managers, the corporate body, other organisations?</li> </ul>
7	"Work of a more complex nature...across a range of specialist disciplines"	Requires expertise in more than one discipline	<ul style="list-style-type: none"> <li>• How can 'more complex' work be distinguished from 'complex' work? Can an extra layer of complexity be identified from the requirement to apply the K &amp; S to strategic as well as operational issues?</li> <li>• Would this be the correct level for expertise in two branches of the same specialism (e.g. employment law and planning law)?</li> </ul>
8	"Highly complex and diverse"	The areas of expertise must be diverse and discreet and could be a mixture of technical specialisms and broader expertise in general skills (e.g. negotiating skills, political skills, business/strategic planning skills, a depth of understanding of broad corporate objectives/issues that stretch beyond the functional area in which the post is based.)	