LOCAL
CONVENTIONS FOR USE WITH THE
NATIONAL JOINT COUNCIL
JOB EVALUATION SCHEME

May 2002
INTRODUCTION

These conventions are intended to assist job evaluation panel members in reaching an agreement about factor levels. They aim to provide additional guidance, description and local interpretation, where necessary, to that already contained within the National Job Evaluation Scheme (NJES) and notes of guidance contained therein. Therefore, they should be read alongside the NJES. The local conventions will be kept under review and it may be necessary to improve or amended the conventions as the job evaluation exercise progresses. Any proposed alterations to the conventions will be the subject of consultation with the recognised trade unions.

1 KNOWLEDGE AND SKILLS FACTORS

1.1 Knowledge

<table>
<thead>
<tr>
<th>Level</th>
<th>Convention</th>
<th>Indicative Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1:</td>
<td>Would cover the use of basic tools and equipment, eg: household appliances.</td>
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<tr>
<td>Level 2:</td>
<td>Literacy includes running reports, day book/diary entries for internal use, basic messages and topping and tailing letters. Numeracy covers straightforward arithmetic functions including dealing with cash, weighing and measuring.</td>
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<tr>
<td>Level 3:</td>
<td>Literacy includes the composition of basic letters, amendments to standard letters, structuring of documents (including the choice of entries from a range of pre-prepared options) where accuracy is important. Numeracy involves calculation as opposed to checking.</td>
<td>GCSEs</td>
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<td>Level 4:</td>
<td>Would include the clerical/admin function as a specialist area where a relevant qualification is required and/or at least one year on the job experience. Organisational, procedural and policy knowledge would be limited to the work of the unit/section carrying out a discrete function.</td>
<td>NVQ 3, ONC or equivalent, Secretarial qualification.</td>
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<td>Level 5:</td>
<td>Practitioner level. Knowledge of the full range of procedures is required and some knowledge of the theoretical basis on which they have been developed. A jobholder might have considerable experience, but not necessarily a professional qualification at this level. May include part-qualified professional posts.</td>
<td>NVQ 4, HNC or equivalent. Professional/technical qualifications, where required, eg: Legal Executive ILEX, Trainee Librarian, Accountancy Technician AAT, Chartered Institute of Planning &amp; Surveyors (fundamental), Diploma in Consumer Affairs (Fair Trading Officers).</td>
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<tr>
<td>Level 6:</td>
<td>A full professional qualification or equivalent knowledge would be required at this level.</td>
<td>NVQ 5 or equivalent. Professional qualifications, where required, eg: Solicitors, Librarians, Valuers, Chartered Institute of</td>
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<tr>
<td>Level 7:</td>
<td>A professional qualification or equivalent knowledge, plus considerable experience. A 'seasoned professional' either a professional post with a considerable breadth and depth of knowledge and experience across a specialist area where this is a requirement of the job or a more generalist manager who has managerial responsibility for a range of specialist areas.</td>
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<tr>
<td>Planning &amp; Surveyors, Grad CIPD, Social Workers CQSW or DipSW, RICS, RTPI, Diploma in Trading Standards</td>
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<tr>
<td>Qualifications might include a professional qualification relevant to the job such as chartered status e.g: Chartered Accountants CIPFA, Chartered Engineers, Senior Personnel Officers MCIFD, but might also include a management qualification such as a DMS. Considerable experience would be required to undertake the job.</td>
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<td>Level 8:</td>
<td>The jobholder would be the definitive voice within a very broad area of activity. Jobs would probably include a significant proportion of corporate activity and responsibility. Substantial organisational knowledge would be required outside the jobholder's own area of specialism.</td>
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<tr>
<td>As level 7</td>
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</table>

1.2 **Mental Skills**

**Note:**

1. Factor levels 3 to 6 make reference to planning. Where planning is associated with the normal job duties the overall planning content of the job is assessed. The nature and significance of the plan also has to be assessed. For example, a job that may involve planning a major project over the course of several months or many consecutive plans (e.g. careplanning) could be assessed at the same level.

2. Generally there is a correlation between knowledge and mental skills, which implies that it would be unusual for the mental skills factor level to be more than two levels below that for knowledge.

**Level 5:** Similar to level 6 but where the terms of reference are more constrained.

**Level 6:** Taking fresh information and analysing it, e.g: policy-type jobs dealing with long-term strategies and jobs with a heavy planning emphasis.

1.3 **Interpersonal and Communication Skills**

**Note:** In assessing the level of advisory, guiding, negotiating or persuasive skills due regard needs to taken of:

- the level and nature of the skills used;
- any contact with Elected Members or equivalent;
• setting up or maintaining joint working (and joint finance) "partnership" projects

Level 2: More than just common courtesy, this would be expected from all employees at Level 1. Examples of work at this level would be straightforward reception work, message taking, passing on instructions. Might include limited contact with employees from other groups/service areas or the public.

Level 3 (b): First line supervisors would start at this level.
(c): Examples of work at this level, would be giving information to members of the public or talks to small groups
(d): Examples of work at this level, would be influencing external bodies eg utilities inspector, clerk of works.

Level 4 (b): Jobholders with full line management responsibility would start at this level.
(d): May apply where the jobholder communicates information to a larger group, where it requires more detailed explanation and where there is likely to be more detailed questioning by the audience.

Level 5 (c): Would apply where there is a requirement for public speaking, either internally or externally, on a matter which is complex or sensitive and which may involve significant interaction with the audience.

Levels 4, 5 and 6: This would normally apply to the delivery of training to groups of employees, where this is a major element of the job. The level awarded will depend on how complex/contentious/sensitive the subject matter is and on the composition and size of the group receiving the training.

Levels 5 or 6: This would cover situations where the jobholder is required to undertake personal advocacy or be an expert witness in public hearings. The information would normally be contested, although at Level 5 'contentious' information could include sensitive information, which is not necessarily contested.

1.4 Physical Skills

Level 2: Driving skills are only to be accounted for if travelling is an integral part of the job and/or where not driving would adversely affect the efficiency and effectiveness of service delivery.

Level 3: At this level, manual dexterity is required for a significant proportion of the job. This would include the input to and/or manipulation of a computerised financial (or other) management system if the requirement for precision and speed (or considerable demand for precision) is integral to the job, or

Where there is a formal requirement of the job to drive a specially adapted and/or passenger carrying vehicle, with between 7 and 16 seats. The need to drive must be a clear requirement of the job.
Level 4: Examples of work at this level would include dedicated word processing employees, significant detailed use of CAD/graphic design or a personal secretary who spends most of their time at a keyboard, or

A requirement to hold an HGV or PSV licence to drive a specialist vehicle, eg: a double-decker bus or gritting lorry.

Level 5: Unlikely to be used. No example of work at this level currently identified in Bedfordshire County Council. Very high level of precision, co-ordination and/or manual dexterity required.

2. EFFORT DEMANDS

2.1 Initiative and Independence

Note: Access to a supervisor/manager includes advice by telephone.

Level 4: Where a jobholder is required to organise the workload of others a factor level of at least 4 is normally implied.

Level 5: Could include a specialist jobholder, eg: someone who is drafting technical, procedural, briefing or committee papers, the substance of which is unlikely to be amended by their manager.

Level 6: A broad area of activity in this context means a function that impacts across a whole group, eg: providing a personnel or finance service to a group/service area.

Level 7: A very broad area of activity in this context means for example providing services for elderly people within Social Services and could include corporate roles. Jobholders are likely to be second tier officers within a group/service area.

Level 8: Very wide discretion and initiative over a very broad area of activity means in this context for example the whole of Social Services or Education.

2.2 Physical Demands

Note: Where mechanical aids are available, these should be taken into account.

Level 2: Should only be awarded for sitting in constrained positions if this is integral to the job role and there is an environmental constraint which inhibits the jobholders ability to “stretch their legs”.

Level 3: A Library Assistant post is likely to be assessed at Level 3, whilst more senior library posts may be Levels 1 or 2 depending on the nature and frequency of the demand.

Level 5: Limited demand for this level in Bedfordshire County Council.

2.3 Mental Demands
Note: 1. In assessing work related pressure no account should be taken of poor working practices. Higher factor levels will not be awarded for disorganised working arrangements!

2. There is a correlation between mental skills and mental demands. There should normally be no more than two factor levels difference between these factors.

Level 2: Concentrated sensory attention for short periods will include data inputting and similar work involving accuracy.

Level 3: Some clear element of short periods of thinking or calculation will be needed.

Level 5 (b): There is a cumulative effect of a combination of lengthy periods of concentrated mental attention over a range of different activities.

2.4 Emotional Demands

Note: 1. Measure only emotional demands as defined in the scheme and not work related pressure (such as conflicting demands or unreasonable deadlines) which is measured in the Mental Demands Factor. Abuse is measured in the Working Conditions Factor.

2. Contact with, or work for other people, which through their circumstances or behaviour place emotional demands on the jobholder must be direct in order to be taken into account. Occasionally there will be indirect emotional demands placed on the jobholder, for example, by reading/typing notes that contain disturbing material. This will be assessed. It is the nature and frequency of the demand that is assessed and not the jobholder's ability to cope with the demands.

Level 2: Frequency once a month as an indication.

Level 3: Frequency weekly as an indication.

Level 4: Frequency daily as an indication.

3 RESPONSIBILITY FACTORS

Note: 1. Please read additional guidance in the scheme in relation to all responsibility factors and indirect impact PRIOR TO EVALUATING these factors.

2. Many jobs within Bedfordshire County Council implement regulations, policies or procedures. Implementing regulations is only mentioned in the responsibility for people factor, but the regulations may relate to
physical resources (eg New Roads and Streetworks Act) or employees (employment law) or finance (financial regulations).

Where employees are implementing regulations, policies or procedures select the appropriate responsibility factor which reflects the subject matter.

Similarly those that enforce regulations (where BCC is the enforcement agency) should have this recognised in the appropriate factor.

3.1 Responsibility for People

Note:

1. Include in the examples of those covered by this factor, recipients of economic benefits due to Bedfordshire County Council led projects or activities.

2. The term direct in the guidance should be interpreted to include indirect impact where the link is clear, eg: economic development, environmental projects, notification of payroll changes.

3. In determining the impact on service users or clients the potential negative effect of not carrying out duties or tasks should be taken into account. Clients can include internal customers.

4. Pure administration of procedures will normally score Level 1 under this factor but those who have responsibility for developing, amending and deciding on eligibility criteria for the delivery of a service should be measured.

Level 2: All employees involved in direct service delivery should be assessed at Level 2 or higher.

Level 3 (a): This level would cover an informal or initial assessment of needs.
(b): The phrase "implementing regulations which.." is taken to reac "initiating or implementing regulations, policies or procedures which."

Level 4: Would involve a shared responsibility (eg: as a member of a team assessing the overall needs of a client or contributing to the construction of a strategic plan).
(a): This level would cover the formal assessment process and care planning.
(b): The authority or group/service area must be the statutory enforcement agency.

Level 5 The jobholder would make the overall decision on priorities.

Level 6: Jobs at this level would have a very major direct responsibility for people. They would be mainly very senior managers who have a major direct impact on a substantial numbers of people.

3.2 Responsibility for Supervision

Note: The nature of supervision must be determined and assessed. The extent to which employees are supervised through another should also be taken
into account. For example, a jobholder who is responsible for a large "section" within a group may only have three people directly reporting to them but the section itself may have many more. In this case the jobholder would be assessed on their management responsibilities for the whole section and not just the three people directly line managed.

Level 3: Full supervision of own team (may exclude formal disciplinary action).
Level 4: Full management of own team, one team and one location (may exclude formal disciplinary action).
Level 5: Full management role and more than one team and/or more than one location.

3.3 Responsibility for Financial Resources

Note: 1. Handling of cash or processing of cheques, invoices or equivalent includes banking and collecting money. Jobholders would follow explicit procedures. At Level 2 the amount is unlimited, as the role is a processing one.

2. “Accounting For” means that the jobholder might have responsibility for:
   - Monitoring budgets against targets;
   - Overseeing budget allocation;
   - Providing reports to management on spending and identifying variances;
   - Providing advice to budget managers;
   - Correcting accounting errors;
   - Certifying orders;
   - Accounting for income collection.

“Accountable For” means that the jobholder would:
   - Be "held to account" for their budget management performance;
   - Be accountable for making spending decisions;
   - This could include income generation. The amount taken into consideration by the Panel should be the annual aggregate of bids. The degree of shared responsibility also needs to be considered.

The "acid test" in determining the nature of financial responsibility is "Does the buck stop with the job holder?". If the answer is no then it is unlikely that the jobholder is “Accountable for”

3. Where it is clear that the post has a major direct impact on financial resources but “falls short” of actually being “accountable for”, Level 5 can be used. Responsibilities could include:
   - setting and monitoring of budgets and ensuring appropriate spend;
   - a high level of significant financial planning;
   - ensuring that statutory financial regulations are adhered to (e.g. VAT)
<table>
<thead>
<tr>
<th>Level</th>
<th>Handling of cheques, cash, invoices etc</th>
<th>Accounting for</th>
<th>Accountable for</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Limited, not integral to normal job duties</td>
<td>Limited, not integral to normal job duties</td>
<td>Up to £5,000 (small)</td>
</tr>
<tr>
<td>2</td>
<td>£ Unlimited</td>
<td>£5,000 - £100K (considerable)</td>
<td>£5,000 - £100K (considerable)</td>
</tr>
<tr>
<td>3</td>
<td>£100K - £2M (large)</td>
<td>£100K - £2M (large)</td>
<td>£2M - £20M (very large)</td>
</tr>
<tr>
<td>4</td>
<td>£2M + (very large)</td>
<td>£2M + (very large)</td>
<td>£20M + (extremely large)</td>
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</tbody>
</table>

These are suggested parameters and the true nature of the responsibility should be determined and assessed.

3.4 Responsibility for Physical Resources

Note: Direct responsibility for records implies more than just using records for information.

Level 3: For this level, handling and processing of information must be an integral part of the job. The accuracy/confidentiality and security of the information must have a high impact on a whole service or a considerable part of the Council's activity.

Level 4 e) makes reference to making "a significant contribution to the adaptation, design or development of either large scale ... or land building other construction works or equivalent". Where a post falls short of meeting this description then Level 3 or Level 2 can be used as appropriate to reflect the level of contribution made.

(e): Makes reference to "a range of equipment and supplies". This should be read as "equipment and/or supplies" and implies a requirement to exercise judgement on the number and variety of items to be ordered.

Level 4 (a): Significant information systems would involve more than the use and design of bundles of (inter-linked/related) spreadsheets/databases. It would include management information systems or other systems that cover large parts of a groups/service areas activity.

Level 5 (a): Large scale information systems would include, eg: SAP, Corporate HR system and the Schools management and information system

Levels 4 (e) and 5 (b): Makes reference to "other construction works". This could include roads and the environment.
3. ENVIRONMENTAL DEMANDS

3.1 Working Conditions

Note: Where a job can only be done for a limited time (eg: school crossing patrol) the continuous aspect of the risk needs to be taken into account.

Level 2: If personal protective equipment is necessary to the job and is used on a regular basis this should attract at least Level 2, or

Working in traffic for at least some of the time, or

Where a job has a requirement for regular face to face contact with the public, eg: Library Assistants, Level 2 for people related behaviour would normally apply.

Level 3: Where the primary role of the post is the provision of personal care, or

Exposure to hazards in addition to those that are dealt with by the use of personal protective equipment, eg: mechanic or paintsprayer working in a confined space.