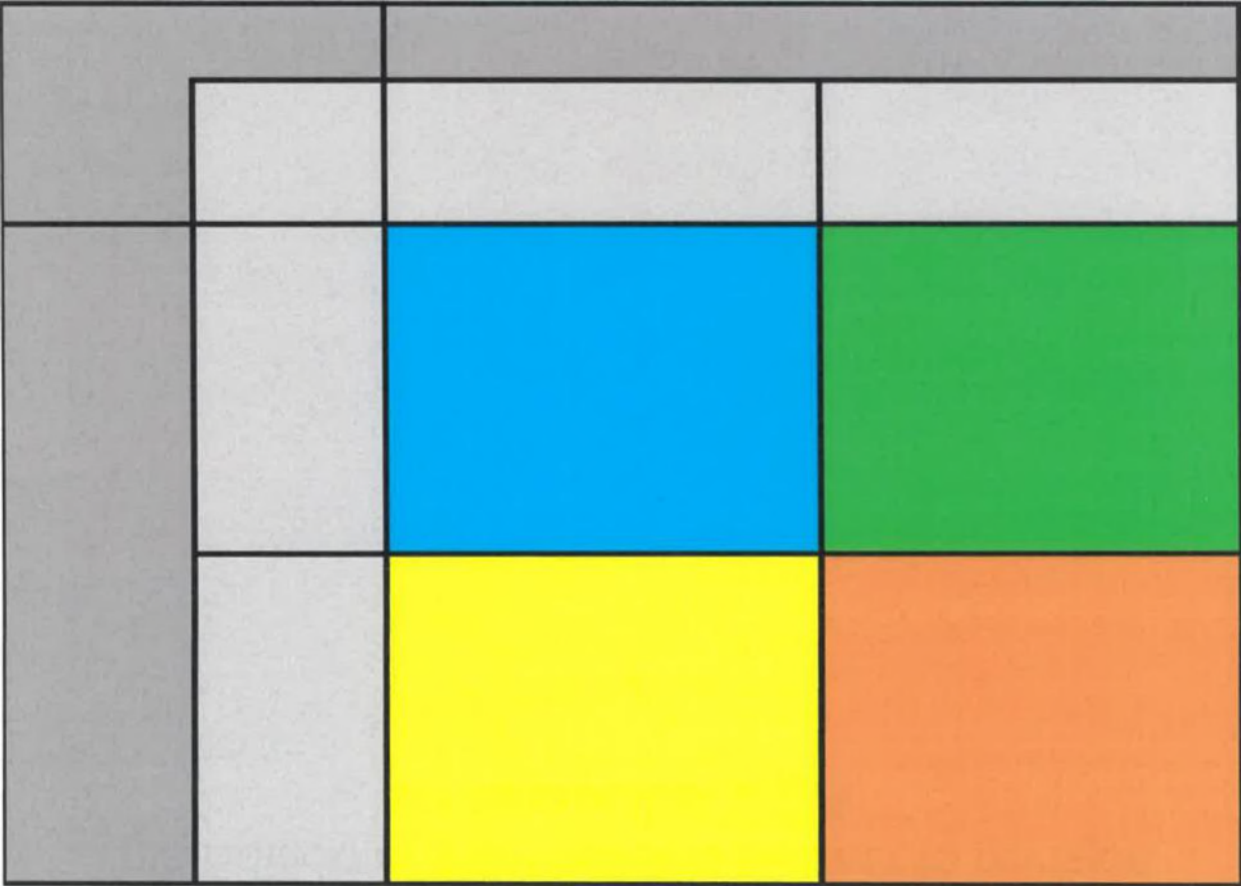


Wolverhampton City Council

Job Family Allocation



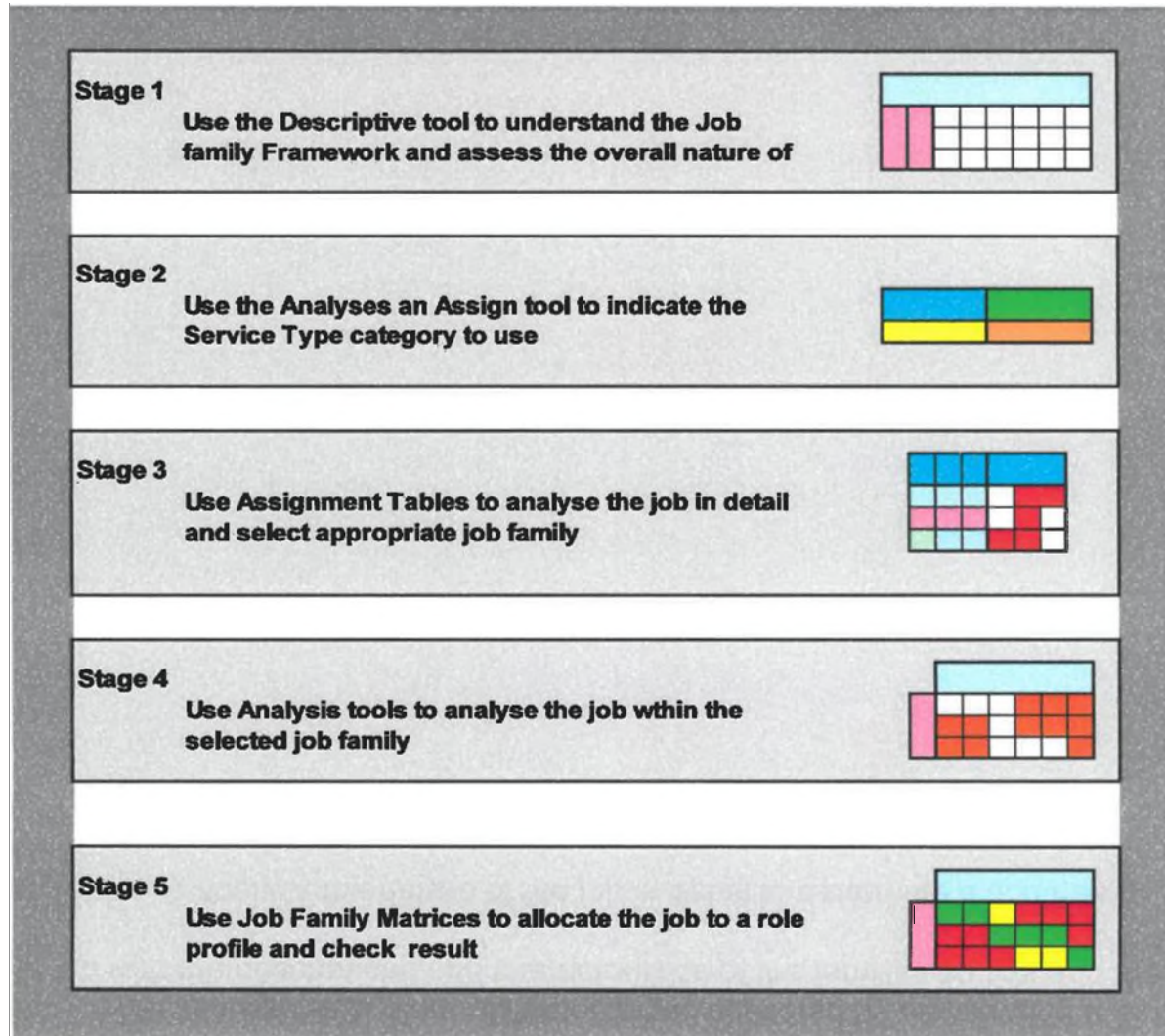
This Edition of the Toolkit is subject to revision
22 January 2026

Contents

Job Family Allocation Process	5
Description Tool (1)	6
Description Tool (2)	8
Analyse and Assign Tool	10
ASSIGNMENT TABLE SECTION 1	12
ASSIGNMENT TABLE SECTION 2	14
ASSIGNMENT TABLE SECTION 3	16
ASSIGNMENT TABLE SECTION 4	18
Analysis Matrix Tools	21
Knowledge and Skills	22
KNOWLEDGE	22
KNOWLEDGE AND SKILLS LEVEL INDICATORS	26
SKILLS MATRIX TOOL	27
SKILLS MATRIX TOOL QUADRANT 1	30
SKILLS MATRIX TOOL QUADRANT 2	31
SKILLS MATRIX TOOL QUADRANT 3	32
SKILLS MATRIX TOOL QUADRANT 4	33
Process Matrix Tool	35
Relationship Matrix Tool	38
Tangible Resources Matrix Tool	40
Financial Resources Matrix	42
Physical Resources Table	43
NJC Job Evaluation Factor: Physical Skills	44
NJC Job Evaluation Factor: Mental Demands	45
Job Family Matrices	46
BUSINESS PARTNERSHIP SUPPORT FAMILY	47
CLERICAL AND ADMINISTRATION FAMILY	49
CUSTOMER ENGAGEMENT FAMILY	51
LEARNING AND PEOPLE DEVELOPMENT JOB FAMILY	52
OPERATIONAL JOB FAMILY	55
PERSONAL AND SOCIAL WELLBEING FAMILY	57
REGULATION JOB FAMILY	59
TECHNICAL JOB FAMILY	61
Job Working Circumstances	63
EMOTIONAL DEMANDS	64
PHYSICAL DEMANDS	66
WORKING CONDITIONS	69
Allocation Record	75

Blank Page

Job Family Allocation Process



Description Tool (1)

Use this Descriptions Tool to assess the content of the job being allocated by considering the predominant characteristics of the job with the descriptions and characteristics of the families on this and the following page.

Use the Assignment Tables to analyse the nature of the job in detail to determine a Job Family

	Code	Job Family	Description	Key Characteristics
1	BPS	Business and partnership Support	Delivery of services to support Council business and partners in longer term; strategy, corporate compliance, planning, performance, and policy	Internal focus on the business and service infrastructure of the Council to ensure effective management and proper compliance Advice and services rendered will generally be accepted as authoritative and recommended practice Specialist service management knowledge Conceptual long-term planning Defining implications of external influences and trends Shaping of Council response Service plans / strategies and policies Commissioning Definition and management of strategic planning processes Monitoring and reporting of performance External focus on complexity of multi-agency, support and partnership work
2	CA	Clerical and Administration	Delivery of Council Clerical and Administration support services	Processes regular transactions via established procedures Undertake regularly occurring event based duties Ongoing processes and procedures Understands and responds to real time queries
3	CE	Customer Engagement	Provision of assistance, instruction and information to groups and individuals using Council services and facilities	Facilities reception Provide information Advice and support to use services, resources and community facilities Regular interface with public with 'customer' emphasis Promotion and encouragement to use facilities May be one-off contact
4	LPD' TA	Learning and People Development Teaching Assistant	Development of people to build their personal capability in skills and knowledge	Assess individual and group development needs Design learning and development opportunities and evaluate outcomes Specification of any non-Council provision Prepares and applies resources Delivers skills and knowledge development Direct interaction with client and extended relationship

Description Tool (2)

Use this Descriptions Tool to assess the content of the job being allocated by considering the predominant characteristics of the job with the descriptions and characteristics of the families on this and the following page.

Use the Assignment Table to analyse the nature of the job in detail to determine a Job Family

	Code	Job Family	Description	Key Characteristics
5	OP	Operations	Delivery of ongoing service activities requiring specialised and vocational expertise	Broad range of operational work in support of Council services Vocational work in a defined field of activity Ongoing regular activities and processes to service plan and specifications Use of specialised equipment and techniques General repair, maintenance, cleaning, catering or housekeeping
6	PSW	Personal and Social Wellbeing	Support and assist the well-being of individuals and groups to assure their protection, security and development	Safeguarding, protection and care Community, residential, day or field Ongoing risk/needs assessment of and advice for individuals/groups Specification of any non-Council provision Individual or small group emphasis May involve personal care activities Likely to involve immediate response to client situation Direct interaction with client and extended relationship Multi- Agency Support Teams Wrap around care
7	RE	Regulation	Monitory and enforcement of prescribed regulatory areas	Assessment of physical operational or administrative compliance Judgement or recommendation on compliance or infringement Advice on resolution to participant Formal or informal follow-up on action taken Development managed in accordance with agreed policies and strategies Application/interpretation of legislation or regulation determines service
8	TE	Technical	Provision of services of a technical or specialist operational nature to internal and external customers	Delivery of authoritative technical or specialist services to meet specific request Activities tend to be event or project based rather than ongoing process Delivery of ongoing services in specialist or vocational work area Vocational and/or theoretical knowledge and skills in specific discipline
9	LE	Leadership	Determination and strategic direction, implementation of Council services, oversight and control	Development and planning of business policy and strategy to meet political and business requirement General planning, review and service delivery of significant financial, people and physical resources Leadership of defined service, business or technical area High impact and/or value business area

Analyse and Assign Tool

- Step 1** Service Type Analysis using the table of service types opposite
- Step 2** Service Type Work Area using Assignment Table Column 1
- Step 3** Work Area Detail using Assignment Table Columns 2 & 3
- Step 4** Service Delivery Type using Assignment Table Columns 4, 5 & 6

Consider the overall nature of the job using the broad criteria of Service provided and delivery method.

TABLE OF SERVICE TYPES

Service Provided	How Delivered				
		Working directly with people		Working with technical knowledge and/or physical resources	
			Section		Section
Supporting the day to day running, enabling and monitoring services to Council	Administration	1	Administration	1	
	Advisory	1	Advisory	1	
External or Internal direct services to person, group or community	Business Management	1	Business Management	1	
			Planning	4	
			Policy	3	
			Technical	4	
External or Internal direct services to person, group or community	Advisory	1	Advisory	1	
	Caring for people	2	Catering	2	
	Helping others to learn	2	Cleaning	3	
	Helping to run facilities	2	Craft	2	
	Protection of community	3	Physical work	3	
			Planning	4	
			Protection of resources	4	
			Regulatory	3	
			Technical	4	

Assignment Table Section 1

Assign the job by analysing the nature of the job, its work area and detail emphasis. A white square provides the family code - A red square suggests another Service Type should be used.

Wolverhampton City Council

Job Family Allocation Assignment Table Tool Section 1

Service Type	Work area	Detail	Front line service engagement and delivery	Frontline support to deliver services	Services that help run the Council in planning, organisation and control
1	2	3	4	5	6
Administration	call centre	public	CE		
		internal		CA	
	public counter	benefits	CE	BPS	
		licensing	CE	BPS	
		housing	CE	BPS	
		electoral	CE	BPS	
		revenue	CE	BPS	
		one stop information	CE	BPS	
	back office			CA	CA
	administration	general		CA	CA
financial			CA	CA	CA
	secretarial			CA	
Advisory	technical		TE	TE	TE
	consultancy		TE	TE	TE
	legal		BPS	BPS	BPS
	leisure	administration	CA	BPS	
	education	services	LPD	LPD	
	education	administration	CA	BPS	
	benefits/revenues		CA	BPS	BPS
	care /welfare	services	PSW	PSW	PSW
		administration	CA	PSW	
	housing		CE	BPS	
	tinandal		CE	BPS	BPS
	local Information		CE	BPS	
	planning permission	status	CA	REG	BPS
	building control	standards/status	CA	REG	
	Public Relations		BPS	BPS	
	transport	information	CE	TE	
roads		CE	TE		
trading	standards	REG	REG		
environment	standards	REG	REG		
Business management	financial control	day to day operations		BPS	BPS
	audit	day to day operations		BPS	BPS
	tax management	day to day operations		BPS	BPS
	human resources	day to day operations		BPS	BPS
	training and dev. Design & delis	employees	LPD	LPD	
	legal	day to day operations		BPS	BPS
	Information systems	day to day operations		BPS	BPS
	planning	everyday	REG		
		long term		BPS	BPS
	performance	monitor and reporting		BPS	BPS
	procurement	day to day operations		BPS	BPS
	commissioning		BPS	BPS	BPS
	public relations	day to day operations	BPS	BPS	BPS
	marketing	day to day operations		BPS	BPS
administration	Go to Service Type				

Assignment Table Section 2

Assign the job by analysing the nature of the job, its work area and detail emphasis. A white square provides the family code - A red square suggests another Service Type should be used.

Wolverhampton City Council

Job Family Allocation Assignment Table Tool Section 2					
Service Type	Work area	Detail	Front line service engagement and delivery	Frontline support to deliver services	Services that help run the Council in planning organisation and control
1	2	3	4	5	6
Caring for people	vulnerable people		PSW	PSW	
	helping others to learn	Go to Service Type			
	employee development	employee development	LPD	BPS	BPS
		staff training	LPD	BPS	BPS
	providing information		CE	BPS	BPS
	administration	Go to Service Type			
	use of facilities	security	OP	TE	
		reception	CE		
		effective use	CE	TE	
		maintain	OP	OP	
		repair	OP	OP	
Catering	provision of food and drink	internal	OP		
		external	OP		
	design			TE	
Craft	building and repair		OP		
	vehicle repair		OP		
	vehicle inspection	mechanical	REG	REG	BPS
		licensing	REG	REG	
	general repair and maintenance		OP		
Helping others to learn	training and education	tuition	LPD		
		teething assistants	TA		
		supporting teaching		TA	
		museums/galleries	CE	TE	
		libraries	CE	CE	
		sport	LPD	CA	
		administration	CE	CA	BPS
	employee development	employee development	LPD	BPS	BPS
		staff training	LPD	BPS	BPS
		administration	CA	CA	BPS
	caring for people	Go to Service Type			
Helping to run facilities	managing day to day use		BPS	BPS	BPS
	facilities management		BPS	BPS	BPS
	facilities repair and maintenance		OP		
	cleaning		OP		
	catering	Go to Service Type			
	reception		CE		CE
	sales		CE		BPS
	mailroom		CA	CA	CA
	community buildings		CE	BPS	
	leisure facilities	sport	CE	BPS	BPS
		museums/galleries	CE	TE	BPS
		libraries	CE	CE	BPS
		education	CE	CE	BPS
	administration	schools	CA	BPS	BPS
		general	CA	CA	BPS
	Council offices		CE	BPS	BPS

Assignment Table Section 3

Assign the job by analysing the nature of the job, its work area and detail emphasis. A white square provides the family code - A red square suggests another Service Type should be used.

Wolverhampton City Council

Job Family Allocation Assignment Table Tool Section 3					
Service Type	Work area	Detail	Front line service engagement and delivery	Frontline support to deliver services	Services that help run the Council in planning, organisation and control
1	2	3	4	5	6
Physical work	planning	everyday	RT		
		long term		OP	RT
		maintenance	craft	OP	
			general	OP	
		installation	craft	OP	
			general	OP	
		horticulture	manual	OP	
		horticulture	design	RT	
		keeping things secure		OP	OP
		operating plant	driving full time	DR	
			used to achieve job	OP	
		driving full time		OP	OP
		repair of buildings roads	craft	OP	
		repair of environment	craft	OP	
			general	OP	
		repair of vehicles		OP	
		clean	outside	OP	
		dean	inside	OP	
		environmental waste collection		OP	
	Policy	development			ABS
advisory				ABS	OP
administration				ABS	
Protection of community	public behaviour	standards	REG		
	Regulatory	environment	REG		
		trading	REG		
		parking control	REG		
		building control	REG		
		CCTV		OP	
Protection of resources	keeping things secure	premises	OP	OP	
		community ext. areas	OP	OP	
	external vehicle inspection	standards	REG		
		CCTV		OP	OP
	environment	standards	REG	REG	
	building control	standards/status	CA	REG	
	trading	standards	REG		

Assignment Table Section 4

Assign the job by analysing the nature of the job, its work area and detail emphasis. A white square provides the family code - A red square suggests another Service Type should be used.

Wolverhampton City Council

Job Family Allocation Assignment Table Tool Section 4					
Service Type	Work area	Detail	Front line service engagement and delivery	Frontline support to deliver services	Services that help run the Council in planning, organisation and control
1	2	3	4	5	6
Planning	Regeneration				BPS
	Economic				BPS
	Buildings and grounds	Regeneration			BPS
		maintenance		BPS	BPS
		Regulations	REG		REG
	Regulations	Environment	REG		REG
		Building	REG		REG
		Trading	REG		
Regulatory	external vehicle inspection	standards	REG		
	taxi	standards	REG		
	Council vehicle inspection	maintenance/repair	REG	REG	
	environment	standards	REG		
	building control		REG		
	Trading	standards	REG		
	Registrars		REG		
Technical	inspection	environment	REG	REG	
		trading	REG		
		traffic	REG		
	Regulatory	environment	REG	REG	
		trading	REG		
		parking control	REG	REG	
		building control	REG	REG	
		traffic	REG	REG	
		Registrars	REG		
	engineering	design and build	TE	TE	
	ICT	design and build	TE	TE	
	craft		OP		
	design		TE	TE	
	maintain and restore			OP	
	planning requirements	long term		BPS	BPS
	planning requirements	everyday	TE	TE	
	keeping things secure		OP	TE	

Blank page

Analysis Matrix Tools

Each family uses the Knowledge and Skills Matrix Tools with the Process Matrix Tool as the primary means of analysing jobs.

The other Matrix Tools are used to further differentiate between Role Profiles and to verify the remaining Job Evaluation core factors.

Allocation Tools

Knowledge

Skills

Process

Relationships

Tangible Resources

Checks

Physical Demands

Mental Demands

Knowledge and Skills

Knowledge

The Knowledge Matrix and Skills Matrices can be used in combination. Establish a Knowledge value K1 to K8 by combining the range of knowledge required in the job from Columns 1 to 8 with the typical learning, application and depth of knowledge from rows 1 to 8. A green square is derived directly from the NJC Evaluation Scheme.

A yellow square provides an acceptable value that may be relatively high or low on one element of the matrix

Orange squares do not provide a K value. ENLARGED WORDS NEXT PAGES!

	Knowledge Descriptions			4	5	6	7	8
	1	2	3					
Description	Practical, Use of associated basic tools and equipment.	Working knowledge. Use of associated tools and equipment.	Procedural knowledge. Use of associated tools and equipment.	technical or specialist	technical specialist	breadth and depth of knowledge over range of areas	breadth and depth of technical, specialist areas and theory	breadth and depth of technical, specialist areas and theory.
Content	Basic understanding of work. Follow written instructions and records.	basic literacy in language, numbers & ICT	literacy in language, numbers, ICT, tech drawings	Advanced knowledge and theory appreciation	In depth theory and further job knowledge	extensive technical, specialist and theory	expertise to assess operational implications of change	In depth understanding of external environment affecting Council
Indicative level of formal qualification		NVQ1 GCSE <C	NVQ2 GCSE C+ HNC	NVQ3 HNC/HND A levels	NVQ4, HND+, Gen deg., prof qualified (ex degree)	Honours degree, professional accreditation	Professional accreditation. Recognised internal expert	Professional accreditation. Recognised expert on regular basis
Range of activity	Limited tasks	Different tasks	range of related and or complex tasks	wide range of jobs and activities. Knowledge of Organisation procedures and policy.	broad range of jobs and organisational activities	broad range of jobs, functions and organisational objectives	complex range of knowledge within a discipline or knowledge across range of disciplines	complex range of operational or functional issues across range of disciplines
Depth of activity	focused activity	series of activities	range of activities	full practical discipline	concepts of full discipline	complex discipline	range of disciplines and complexity	diverse or significant depth
				Strategic Contribution	Understands and contributes to internal consideration of operational implications	Determines local objectives for operational or technical or external responses to emerging issues.	Contributes to the strategic assessment and preparation for operational or technical or external changes occurring at functional or corporate level.	Initiates and directs the strategic assessment, response and preparation for operational or technical or external changes occurring at functional or corporate level.

Likely Experience	1	2	3	4	5	6	7	8
Minimal	K1							
Some working experience	K2	K2	K2					
Moderate, relevant Working experience		K2	K3	K3				
Extended, relevant working experience		K3	K3	K4	K4			
Significant period of relevant working		K4	K4	K4	K5	K5	K5	K6
Considerable period of relevant working		K4	K4	K5	K5	K6	K6	K6
Substantial period of relevant working				K5	K6	K7	K7	K7
Extensive period of relevant working experience							K7	K8

COLUMN DESCRIPTORS

	Knowledge Descriptions							
	1	2	3	4	5	6	7	8
Description	Practical. Use of associated basic tools and equipment	Working knowledge. Use of associated tools and equipment.	Procedural knowledge. Use of associated tools and equipment.	technical or specialist	technical specialist	breadth and depth of knowledge over range of areas	breadth and depth of technical, specialist areas and theory	breadth and depth of technical, specialist areas and theory.
Content	Basic understanding of work. Follow written instructions and records.	basic literacy in language, numbers & ICT	literacy in language, numbers, ICT, tech drawings	Advanced knowledge and theory appreciation	In depth theory and further job knowledge	extensive technical, specialist and theory	expertise to assess operational implications of change	In depth understanding of external environment affecting Council
Indicative level of formal qualification		NVQ1 GCSE <C	NVQ2 GCSE C+ HNC	NVQ3 A levels HNC/HND	NVQ4, HND+, Gen deg., prof qualified (ex degree)	Honours degree, professional accreditation	Professional accreditation. Recognised internal expert	Professional accreditation. Recognised expert on regular basis
Range of activity	Limited tasks	Different tasks	range of related and or complex tasks	wide range of jobs and activities. Knowledge of Organisation procedures and policy.	broad range of jobs and organisational activities	broad range of jobs, functions and organisational objectives	complex range of knowledge within a discipline or knowledge across range of disciplines	complex range of operational or functional issues across range of disciplines
Depth of activity	focused activity	series of activities	range of activities	full practical discipline	concepts of full discipline	complex discipline	range of disciplines and complexity	diverse or significant depth
				Strategic Contribution	Understands and contributes to internal consideration of operational implications	Determines local objectives for operational or technical or external responses to emerging issues.	Contributes to the strategic assessment and preparation for operational or technical or external changes occurring at functional or corporate level.	Initiates and directs the strategic assessment, response and preparation for operational or technical or external changes occurring at functional or corporate level.

ROW DESCRIPTORS AND MATRIX VALUES

	Typical Learning Period	Likely Experience	1	2	3	4	5	6	7	8	
1	1-12 months; induction and demonstration	Minimal	K1								
2	6-24 months	Some working experience	K2	K2	K2						
3	1-2 years	Moderate, relevant working experience		K2	K3	K3					
4	2-4 years	Extended, relevant working experience		K3	K3	K4	K4				
5	3-5 years	Significant period of relevant working experience		K4	K4	K4	K5	K5	K5	K6	
6	4-6 years	Considerable period of relevant working experience		K4	K4	K5	K5	K6	K6	K6	
7	many years	Substantial period of relevant working experience					K5	K6	K7	K7	K7
8	many years	Extensive period of relevant working experience								K7	K8

Knowledge and Skills Level Indicators

This table describes the types of expertise and /or supervisory/managerial role that may warrant the relevant K score and can be used to check or confirm the K score arrived at by using the other matrices.

	Expertise	Supervisory/Managerial
K1	Performance of straightforward practical tasks.	Distributes work for the team. Checks work done.
K2	Performance of a number of related procedural activities.	Basic supervisor of team undertaking similar and basic activities.
K3	Performance of a range of varied activities involving a working knowledge of the specific administrative and/or practical procedures. It is necessary to be aware of related processes.	Team leader for a team involved in a range of straightforward activities.
K4	Experienced practitioner in complex vocational field or entry level 'professional' undertaking standard applications.	Typical team leader for more complex work
K5	Standard 'professional'. Conducts work using established principles. Subject to 'sign off' and QA. Small organisation unit manager.	Typical first line full management position.
K6	Qualified in subject area. Possibly Chartered status and making authoritative recommendations/actions. Delivers independently or with team support.	Leads service delivery team of range of skilled team members
K7	Substantial experience of applying knowledge in specialist area(s) to resolve complex issues.	Leads and directs several service delivery teams in complex service(s) area.
K8	Recognised practitioner expert in field. Consulted on complex technical issues.	Heads up defined complex service area

Skills Matrix Tool

The Skills Matrix Tool describes the skill levels equivalent to the K Score in the Knowledge Matrix Tool.

Identify the key skill or skills and relevant skill level. — In the event that more than one skill is relevant, give recognition to the higher skill. The column number is used to record the relevant skill.

The Matrix is divided into four quadrants together with a description of the equivalent learning time, application and depth of knowledge to help to determine the skill level.

			Skills Matrix Tool						
			Social, Technical, Economic, Political	1	2	3	4	5	6
NJC	Learning time	Application	Knowledge depth	Comprehension	Numeracy	ICT	Equipment and Vehicles	Practical and business Expertise	Craft and Technical Expertise
K1	very short. requires induction	shown what to do.	familiarity with required similar tasks after on the job experience.	Fill in straightforward forms. Reading and writing of straightforward text. Recognition and understanding of signs, labels and symbols.	Count or record things. Handle giving and receiving of money and change.	Use straightforward electronic tools e.g. phone, bar code reader, ATM. Keypad data entry.	Use of everyday tools and equipment found in the normal course of working life (e.g. kettle, stationery, office furniture, cleaning materials, basic hand and powered tools, general industrial equipment).	Performance of straightforward practical tasks.	Performance of straightforward practical tasks involving basic hand and powered tools and equipment associated with the type of work.
K2	weeks/ months. Some working experience	works to specific instructions.	working knowledge of different tasks. Gained through education, vocational training, on the job training and practical experience.	Basic literacy. Prepare documents using established format and provided content.	Basic numeracy. Perform basic arithmetic processes. Add, subtract, divide, multiply possibly using calculator.	Use basic software applications e.g. word processing, predefined spreadsheets, email. Standard use of complex ICT equipment e.g. PC.	Use of general vocational work equipment (e.g. advanced hand and powered tools, complex office machinery, specialist industrial equipment, light specialised motorised equipment, motor car/van).	Performance of a number of related procedural activities.	Performance of a number of related practical activities involving standard tools and equipment associated with the type of work.
K3	many months. Moderate working experience.	works to general procedures. Determines how to do the work.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through education, vocational training, on the job training and practical experience.	Fully developed literacy. Write documents requiring preparation and development of content. Interpret technical maps and/or drawings.	Perform general maths including decimals, fractions, ratios, mechanical alignments and basic statistics. Interpret technical maps and/or drawings. Maintaining and keeping ledgers.	Regular and extended use of a range of standard software e.g. Competent secretarial use of Word, full presentations in PowerPoint, Excel spreadsheets with standard formulae and techniques. Use of straightforward macros, advanced tools. ECDL.	Operation and adjustment of a specialised machine with a number of inter-related controls, where the combined adjustments made are critical to the effective control and efficiency of the outputs.	Performance of a range of activities involving established work routines and procedures. Understanding the work of others performing related processes.	Performance of a full range of activities involving the integration of several procedures to build, install or repair structures and equipment. Formally trained knowledge of the established techniques and extensive practice is required.
K4	years. Practical. Extended period of experience.	Determines which process or option to use.	Technical and/or specialist. Practical/principles and appreciation of underlying theory. Advanced knowledge gained through education, vocational training, on the job training and practical experience.	Writes material within general guidelines covering a wide range of specialist content.	Intermediate numerical analysis/ bookkeeping. Choose tools and techniques using statistics, formulae and accounting rules.	Use advanced software packages and develop procedures, tools and programs involving complex macros, consolidations, linkages and layouts.	Operation and adjustment of plant or machines with a several inter-related controls, which must be balanced and co-ordinated in a system of sequential stages and where the combined adjustments made, are critical to the effective control and efficiency of the unit.	Performance of a wide range of activities involving a full working knowledge of specific administrative and/or advanced practical processes and procedures. Full understanding of associated processes.	Performance of a range of activities involving the integration of complex procedures to build, install or repair structures and equipment. Formally trained knowledge of the established techniques developed over an extended time of tuition and practice is required.
K5	years. Theory and practice. Significant period of relevant working experience.	Understands why it works and best methods to use.	Technical, specialist and in depth theoretical knowledge. Further advanced knowledge gained through education, vocational training, on or off the job training and practical experience.	Writes independently on technical, business or service issues requiring understanding and knowledge of the practical theory and underlying issues.	Advanced numerical analysis, financial accounting. Choose and create tools and applications.	Set up and support extensive computer services requiring understanding of applications, alternative packages, and interfaces with networks.		Performance of a range of activities requiring a theoretical and practical foundation of administrative and/or advanced specialist processes. Familiar with all aspects of the job. Knowledge of broad range of related jobs-and organisational activities.	Performance of a range of activities requiring a basic theoretical and/or deep practical foundation of a substantial practical discipline or range of related
K6	years. Theory and practice. Considerable period of relevant working experience.	Identifies and recommends what needs to be done. Contributes to internal consideration of operational implications.	Specialist expert in principles and theory. Extensive technical, specialist and theoretical knowledge. Both breadth and depth of further knowledge gained through education, vocational training, on or off the job training and practical	Write material that explains complex or controversial issues or concepts.	Specialist in-depth analysis, research, complex taxes and economic forecasting.	Theoretical and practical knowledge of the effective application of ICT in organisations.		Work of a complex nature requiring detailed and diverse knowledge in range of work areas or advanced knowledge in a few specialist work areas.	Work of a complex nature requiring detailed and diverse knowledge in range of technical work areas or advanced technical knowledge in a few specialist work areas.
K7	years. Substantial period of relevant working experience.	Determines local objectives for operational or technical or external responses to emerging issues.	Complex range of knowledge within a discipline or knowledge across range of disciplines		Comprehensive knowledge of one or more accounting, actuarial, science, engineering practices and theory that involve complex mathematics and numerical systems.			Takes professional lead in a defined complex area to achieve operational objectives or provide expert advice in a supporting function.	Takes professional lead in a defined technical area to achieve defined design or project outcomes and provide expert advice in a technically specialist area.
K8	years. Extensive period of relevant working experience.	Contributes to the strategic assessment and preparation for operational or technical or external changes occurring at functional or corporate level.	Complex range of operational or functional issues across range of disciplines					Directs the activities in a range of complex operational or functional disciplines to achieve longer term objectives.	Directs the activities in a range of complex technical disciplines to assure design or project outcomes and required expert advice in a technically specialist area.

Skills Matrix Tool K1 to K4

			Social, Technical, Economic, Political
NJC	Learning time	Application	Knowledge depth
K1	very short. requires induction	shown what to do.	familiarity with required similar tasks after on the job experience.
K2	weeks/ months. some working experience	works to specific Instructions.	working knowledge of different tasks. Gained through education, vocational training, on the job training and practical experience.
K3	many months. Moderate working experience.	works to general procedures. Determines how to do the work.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through education, vocational training, on the job training and practical experience.
K4	years. Practical. Extended period of experience.	Determines which process or option to use.	Technical and/or specialist. Practical/principles and appreciation of underlying theory. Advanced knowledge gained through education, vocational training, on the job training and practical experience.

Skills Matrix Tool K5 to K8

			Social, Technical, Economic, Political
NJC	Learning time	Application	Knowledge depth
K5	years. Theory and practice. Significant period of relevant working experience.	Understands why it works and best methods to use.	Technical, specialist and in depth theoretical knowledge. Further advanced knowledge gained through education, vocational training, on or off the job training and practical experience.
K6	years. Theory and practice. Considerable period of relevant working experience.	Identifies and recommends what needs to be done. Contributes to internal consideration of operational implications.	Specialist expert in principles and theory. Extensive technical, specialist and theoretical knowledge. Both breadth and depth of further knowledge gained through education, vocational training, on or off the job training and practical experience.
K7	years. Substantial period of relevant working experience.	Determines local objectives for operational or technical or external responses to emerging issues.	Complex range of knowledge within a discipline or knowledge across range of disciplines
K8	years. Extensive period of relevant working experience.	Contributes to the strategic assessment and preparation for operational or technical or external changes occurring at functional or corporate level.	Complex range of operational or functional issues across range of disciplines

Skills Matrix Tool Quadrant 1

Comprehension Numerical ICT K1 to K4

K Value	1	2	3
	Comprehension	Numeracy	ICT
K1	Fill in straightforward forms. Reading and writing of straightforward text. Recognition and understanding of signs, labels and symbols.	Count or record things. Handle giving and receiving of money and change.	Use straightforward electronic tools e.g. phone, bar code reader, ATM. Keypad data entry.
K2	Basic literacy. Prepare documents using established format and provided content.	Basic numeracy. Perform basic arithmetic processes. Add, subtract, divide, multiply possibly using calculator.	Use basic software applications e.g. word processing, predefined spreadsheets, email. Standard use of complex ICT equipment e.g. PC.
K3	Fully developed literacy. Write documents requiring preparation and development of content. Interpret technical maps and/or drawings.	Perform general maths including decimals, fractions, ratios, mechanical alignments and basic statistics. Interpret technical maps and/or drawings. Maintaining and keeping ledgers.	Regular and extended use of a range of standard software e.g. Competent secretarial use of Word, full presentations in PowerPoint, Excel spreadsheets with standard formulae and techniques. Use of straightforward macros, advanced tools. ECDL
K4	Writes material within general guidelines covering a wide range of specialist content.	Intermediate numerical analysis/bookkeeping. Choose tools and techniques using statistics, formulae and accounting rules.	Use advanced software packages and develop procedures, tools and programs involving complex macros, consolidations, linkages and layouts.

Skills Matrix Tool Quadrant 2

Comprehension Numerical ICT K5 to K8

K Value	1	2	3
	Comprehension	Numeracy	ICT
K5	Writes independently on technical, business or service issues requiring understanding and knowledge of the practical theory and underlying issues.	Advanced numerical analysis, financial accounting. Choose and create tools and applications.	Set up and support extensive computer services requiring understanding of applications, alternative packages, and interfaces with networks.
K6	Write material that explains complex or controversial issues or concepts.	Specialist in-depth analysis, research, complex taxes and economic forecasting.	Theoretical and practical knowledge of the effective application of ICT in organisations.
K7		Comprehensive knowledge of one or more accounting, actuarial, science, engineering practices and theory that involve complex mathematics and numerical systems.	
K8			

Skills Matrix Tool Quadrant 3

Equipment and Vehicles, Practical and Business, Craft and Technical KI to K4

K Value	4	5	6
	Equipment and Vehicles	Practical and business Expertise	Craft and Technical Expertise
K1	Use of everyday tools and equipment found in the normal course of working life (e.g. kettle, stationery, office furniture, cleaning materials, basic hand and powered tools, general industrial)	Performance of straightforward practical tasks.	Performance of straightforward practical tasks involving basic hand and powered tools and equipment associated with the type of work.
K2	Use of general vocational work equipment (e.g. advanced hand and powered tools, complex office machinery, specialist industrial equipment, light specialised motorised equipment, motor car/van).	Performance of a number of related procedural activities.	Performance of a number of related practical activities involving standard tools and equipment associated with the type of work.
K3	Operation and adjustment of a specialised machine with a number of inter-related controls, where the combined adjustments made are critical to the effective control and efficiency of the outputs.	Performance of a range of activities involving established work routines and procedures. Understanding the work of others performing related processes.	Performance of a full range of activities involving the integration of several procedures to build, install or repair structures and equipment. Formally trained knowledge of the established techniques and extensive practice is required.
K4	Operation and adjustment of plant or machines with a several inter-related controls, which must be balanced and coordinated in a system of sequential stages and where the combined adjustments made, are critical to the effective control and efficiency of the unit.	Performance of a wide range of activities involving a full working knowledge of specific administrative and/or advanced practical processes and procedures. Full understanding of associated processes.	Performance of a range of activities involving the integration of complex procedures to build, install or repair structures and equipment. Formally trained knowledge of the established techniques developed over an extended time of tuition and practice is required.

Skills Matrix Tool Quadrant 4

Equipment and Vehicles, Practical and Business, Craft and Technical K5 to K8

K Value	4	5	6
	Equipment and Vehicles	Practical and business Expertise	Craft and Technical Expertise
KS		Performance of a range of activities requiring a theoretical and practical foundation of administrative and/or advanced specialist processes. Familiar with all aspects of the job. Knowledge of broad range of related jobs and organisational activities.	Performance of a range of activities requiring a basic theoretical and/or deep practical foundation of a substantial practical discipline or range of related disciplines. -
K6		Work of a complex nature requiring detailed and diverse knowledge in range of work areas or advanced knowledge in a few specialist work areas.	Work of a complex nature requiring detailed and diverse knowledge in range of technical work areas or advanced technical knowledge in a few specialist work areas.
K7		Takes professional lead in a defined complex area to achieve operational objectives or provide expert advice in a supporting function.	Takes professional lead in a defined technical area to achieve defined design or project outcomes and provide expert advice in a technically specialist area.
K8		Directs the activities in a range of complex operational or functional disciplines to achieve longer term objectives.	Directs the activities in a range of complex technical disciplines to assure design or project outcomes and required expert advice in a technically specialist area.

Blank page

Process Matrix Tool

The Matrix arrives at an Process Value or P Score (P1 to P10) by combining the impact range (columns 1 to 6) with the level of discretion enjoyed by the job and the application of that discretion (Rows 1 to 7).

				Resolving Problems							
				Detailed instructions	General instructions	Recognised procedures	Organise priorities	Recognised guidelines	Broad practice guidelines	Established policy	principles defining overall policy
				some Initiative on day to day basis	initiative to make routine decisions	independent decisions about routine or predictable issues	independent decisions about un-anticipated issues	discretion and initiative over a range of frequent decisions	discretion and initiative over broad area	wide discretion and initiative over very broad area	very wide discretion over very broad are. Independent of others
	Action	Types of Problems	Time frame	1	2	3	4	5	6	7	8
1	Identify solution	Straightforward, clearly defined	now	P1	P2						
2	Interpret info	generally similar	days	P1	P2	P3	P4	P4			
3	Analyse and interpret	varied	weeks		P3	P4	P4	P5	P5		
4	Analyse and interpret	complex	months			P4	P5	P5	P6	P6	
5	Analyse and interpret	diverse and complex	years					P6	P6	P7	
6	Analyse and interpret	very diverse and complex	strategic						P7	P8	P9

Process Matrix Tool: Rows

	Action	Type of problems	Time frame
1	Identify solution	Straightforward, clearly defined	now
2	Interpret info	generally similar	days
3	Analyse and interpret	varied	weeks
4	Analyse and interpret	complex	months
5	Analyse and interpret	diverse and complex	years
6	Analyse and interpret	very diverse and complex	strategic

Process Matrix Tool: Columns

Resolving Problems							
Detailed instructions	General instructions	Recognised procedures	Organise priorities	Recognised guidelines	Broad practice guidelines	Established policy	principles defining overall policy
some Initiative on day to day basis	initiative to make routine decisions	independent decisions about routine or predictable issues	independent decisions about un- anticipated issues	discretion and initiative over a range of frequent decisions	discretion and initiative over broad area	wide discretion and initiative over very broad area	very wide discretion over very broad are. Independent of others
1	2	3	4	5	6	7	8
1	P1	P2					
2	P1	P2	P3	P4	P4		
3		P3	P4	P4	P5	P5	
4			P4	P5	P5	P6	P6
5					P6	P6	P7
6						P7	P8
							P9

Relationship Matrix Tool

The Relationship Matrix Tool arrives at an Relationship Value or R Score (R1 to R11) by combining the level of people management (columns 1 to 7) with the level of influence enjoyed by the job and the nature and outcomes of the job's work relationships (rows 1 to 8).

Assist	Provide ongoing advice about the way to do the work
Supervise	Allocate, control and supervise standards Basic everyday discipline
Manage	Set longer term requirements, obtain, allocate and control resources
Direct	Establish objectives for service Determine resources.

explanation	includes research, interview and investigation
advice, guidance, persuasion	includes supportive/informal counselling
complicated	multi-faceted/multi-layered information

Job Family Allocation

Relationships Matrix Tool

		People Management						
			assist	supervise	supervise/ manage	manage	direct	direct
		minimal	team members	team	team or teams	variable teams	major sub-unit	complete unit
	Influence	1	2	3	4	5	6	7
1	courtesy	R1	R2					
2	regular & routine information and assistance	R1	R2	R3				
3	explanation of relatively complex or new information	R2	R3	R4	R5			
4	basic or standard advice and persuasion	R3	R3	R4	R5	R5		
5	explain complicated and/or sensitive information	R4	R4	R5	R6	R6	R7	
6	persuasion through clear evidence	R4	R4	R5	R6	R7	R8	
7	persuasion to adopt difficult actions	R5	R5	R6	R7	R8	R9	R10
8	persuasion to adopt complex and very difficult actions		R6	R7	R8	R9	R10	R11

Tangible Resources Matrix Tool

The Resource Matrix reflects jobs' responsibility for tangible physical and financial resources and responsibility for people.

The table combines the three responsibilities into sections A,B,C.

Choose a row for C from 1 to 6.

A and C are straightforward.

Choose a column for A from 1 to 6.

Choose a row for C from 1 to 6.

B is further subdivided into 4 aspects. Choose the highest level from the four options to give the column furthest to the right.

The matrix cell will be the highest value of the combined dark and light blue columns with the level of the rose rows.

Job Family Allocation Tangible Resources Matrix Tool

		1	2	3	4	5	6
A	Responsibility for, Financial Resources	Limited	Some	Considerable	High	Major	Very major
B Responsibility for impact on people							
B1	Direct contact with members of the public	Limited and courteous incidental contact.	Some direct impact on individuals or groups through provision of a service.	Considerable impact on individuals or groups through assessment and provision of a service.	High impact through the formal assessment, design and implementation of a tailored programme of services.	Major responsibility for provision of a range of services to individuals and groups. Decisions made that impact on future of the people receiving the services.	Very major responsibility for the provision of services to substantial numbers of people.
B2	Personnel management	None.	General information.	Provision of services and/or advice on established internal policy and procedures.	Provision of advisory services on internal and external requirements.	Managing a personnel function.	Managing the full personnel function.
B3	Policy development		Provision of services and/or advice on established internal policy and procedures	Providing advice and guidance on the operation of established internal policy including some interpretation to meet specific circumstances	Contributory responsibility for developing policies and procedures with social, economic, legal or technical impact on people.	Major responsibility for development of policy and procedure that have significant impact upon the operation of the service.	Very major responsibility for development of policy and procedure that have significant impact upon the operation and strategy across one or more services.
B4	Regulation	None.	Provides advice to general public.	Implementing rules and regulations that impact upon individuals or groups.	Enforcing rules and regulations that have high impact upon individuals or groups. Enforcement may be on a legal basis.		
C	Physical Resource control	1	2	3	4	5	6
	1 Limited	TR1	TR2	TR3	TR3	TR4	TR5
	2 Some	TR2	TR3	TR4	TR5	TR5	TR6
	3 Considerable	TR3	TR4	TR4	TR5	TR6	TR7
	4 High	TR4	TR4	TR5	TR6	TR7	TR8
	5 Major	TR4	TR5	TR6	TR7	TR8	TR9
	6 Very Major	TR5	TR6	TR7	TR8	TR9	TR10

Responsibility for Financial Resources Matrix

		Handling	Processing		Decision	Planning
Amount	Size	Cash	Money Paper	Accounting	Expenditure	
Up to £1,000	Direct	1	1	1	1	1
£1 k - £100k	Some/small	2	2	1	2	1
£100k- £1M	Considerable	3	2	2	3	3
£1M - £5M	Large		2	3	4	4
£5M - 50M	Very large		3	4	5	
Over - £50M	Extremely large		3	4	6	

Physical Resources Table

Responsibilities

RER

Responsibility for Physical Resources

		information	equipment	sites	maintenance	security	personal	stock
	factor level			buildings, external locations			possessions	
Limited	1	everyday use	low value	everyday use	proper use	keep to rules	no formal	order for own job requirement
some direct	2	processing	expensive (£10,000)	cleaning	day to day maintenance equipment of premises	part of buildings / external keyholders	care of others property	order and control limited range
considerable	3	considerable quantities	very expensive (£200,000)	Clean range (varied types of location and use of equipment)	maintenance, repair range of buildings, external locations	buildings or external (formal protection)		order range
high	4	adapt, develop, design significant	adapt, develop, design wide range	adapt, develop, design wide range		high value		wide range
	4	significant contribution to large scale						
major	5	adapt, develop, design large scale	adapt, develop, design wide range high value	adapt, develop, design wide range high value		wide and high value		wide and high value
very major	6	Procurement and deployment. Long term planning. Resource determination.						

NJC Job Evaluation Factor: Physical Skills

The table is the Job Evaluation convention used for the Role Profiles.

The physical skills assessment for the job must be checked to assure that it is broadly in line with the Role Profile score.

The Role Profile target score will be on the appropriate Job Family Matrix.

NJC Knowledge and Skills

Physical Skills

	Requirement for Speed		
Precision	Basic	Significant	Considerable
Normal	1	1	2
Significant	2	3	3
Considerable	3	3	4
High	4	4	5
Very high	5	5	

NJC Job Evaluation Factor: Mental Demands

The table is the Job Evaluation convention used for the Role Profiles.

The Mental demands assessment for the job must be checked to assure that it is broadly in line with the Role Profile score. The Role Profile target score will be on the appropriate Job Family Matrix.

NJC Mental Effort Demands

Watching, looking, listening, touching smelling	Frequency				Thinking and calculating
	Short	Medium	Lengthy	Prolonged	
	<1hour	1-2 hours	4 hours	all day	
Sensory Attention					Mental Attention
General	1	1	1	1	General
Concentrated	1	2	3	4	Enhanced
Highly concentrated	2	3	4	5	Concentrated
	3	4	5	5	Concentrated over a range of activities

OR

2	3	4	5
Some	Considerable	High	Very High
Deadlines, Interruptions & Conflicting Demands			

Job Family Matrices

Business Partnership Support Family

Clerical and Administration Family

Customer Engagement Family

Learning and People Development Family

Teaching Assistant Sub-Family

Operational Family

Personal and Social Wellbeing Family

Regulatory Family

Technical Family

Wolverhampton City Council Business and Partnership Support

Process	Relationship	Knowledge and Skills																			
		K1	K2	K3		K4				K5				K6			K7				K8
		Min		R2	R3	R2	R3	R3	R5	R3	R5	R3	R5	R4	R6	R4	R4	R6	R7	R9	
		Max		R3	R4	R3	R4	R4	R6	R4	R6	R4	R6	R5	T8	R5	R5	R9	R8	R11	
P1				BPS10		BPS20															
P2			BPS10		BPS20																
P3				BPS15		BPS30				BPS40A	BPS40S										
P4				BPS15		BPS30	BPS35A	BPS35S	BPS40A	BPS40S			BPS50A	BPS50S							
P5							BPS35A	BPS35S			BPS45A	BPS45S	BPS50A	BPS50S		BPS60A	BPS60S				
P6							BPS35A	BPS35S				BPS45S		BPS50S	BPS55	BPS60A*	BPS60S				
P7																			BPS65*	BPS70	
P3																			BPS65*	BPS70	
P9																				BPS70	
Resources			TR2	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR4	TR4	TR5	TR4	TR4	TR5	TR5	TR5	TR4	
Mental Demands Target			TR3	TR4	TR4	TR4	TR5	TR5	TR5	TR5	TR5	TR6	TR6	TR7	TR5	TR6	TR7	TR7	TR7	TR8	
Physical Skills Target			2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	5		

* if the post allocates to green BPS60A or BPS65, the Senior Policy, Programmes and Projects sub family should be considered.

Business and Partnership Support - Senior Policy, Programmes and Projects Sub Family

Nature of impact	Level of Impact
Major impact on the resources of a major service area or function. Taking the lead on transforming the organisation of a major service area or function and developing or shaping policies/strategies for that area.	Low
Very major impact on the resources across the whole council/city/region. Taking the lead on transforming the whole organisation/city/region and developing or shaping policies/strategies for that area.	High

CRITERIA FOR SPPP

Reserved only for posts whose MAIN focus/responsibility is to lead on:

Transforming

Enabling

Programme managing

Influencing

Commissioning

Senior project/programme management roles reporting into Board/Service Directors

Post created to lead on and implement business change

Operational/organisational support roles belong to main BPS family

Process	Relationship	K7	
	Indirect Impact Score	Low	High
P1			
P2			
P3			
P4			
P5			
P6		BPS63	
P7		BPS63	BPS68
P8		BPS63	BPS68
P9			BPS68
Mental demands Target		4	5
Physical Skills Target		2	2

Blank Page

Clerical and Administration Family

Clerical and Administration

Process	Relationship	Knowledge and Skills												
		K1	K2		K3			K4		K5		K6	K7	K8
	Min	R1	R2	R1	R2	R4	R2	R4	R4	R6				
Max	R1	R3	R3	R3	R5	R3	R5	R5	R7					
P1			CA10	CA20	CA25									
P2			CA10	CA20	CA25	CA30A								
P3				CA20		CA30A	CA30S	CA40A	CA40S					
P4						CA30A	CA30S	CA40A	CA40S	CA50A				
P5								CA40A	CA40S	CA50A	CA50S			
P6										CA50A	CA50S			
P7														
P8														
P9														
Resources	Min		TR1	TR3	TR1	TR3	TR3	TR3	TR3	TR3	TR4			
	Max		TR2	TR4	TR2	TR4	TR4	TR4	TR4	TR4	TR6			
Mental Demands Target			2	2	2	2	2	2	2	3	3			
Physical Skills Target			2	3	3	3	3	2	2	2	2			

Blank Page

Customer Engagement Job Family

Wolverhampton City Council

Customer Engagement

Process	Relationship	Knowledge and Skills														
		K1	K2		K3	K4				K5			K6		K7	
	Min	R2	R2	R3	R1	R4	R3	R4	R6	R3	R4	R5	R4	R6	R9	
Max	R3	R3	R4	R3	R5	R4	R5	R7	R4	R6	R7	R5	R7	R11		
P1		CE4	CE5													
P2		CE4		CE10	CE20	CE30A	CE30S									
P3				CE10	CE20	CE30A	CE30S			CE38		CE40S				
P4					CE20			CE35A	CE35S	CE38	CE40A	CE40S			CE50	
P5								CE35A	CE35S	CE38	CE40A		CE45	CE48	CE50	
P6											CE40A		CE45	CE48	CE50	CE60
P7																CE60
PEI																CE60
P9																
Resources	Min	TR1	TR2	TR3	TR3	TR2	TR2	TR3	TR3	TR3	TR2	TR3	TR4	TR4	TR4	TR6
	Max	TR2	TR3	TR4	TR4	TR3	TR4	TR5	TR5	TR5	TR5	TR4	TR5	TR6	TR6	TR10
Mental Demands Target		2	2	2	2	2	2	2	2	2	4	3	4	4	4	5
Physical Skills Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Learning and People Development Job Family

Teaching Assistant Sub-Family

Wolverhampton City Council

Learning and People Development: Teaching Assistants

Process	Relationship	Knowledge and Skills									
		K1	K2	K3		K4	K5			K6	K7
	Min		R1	R1	R2	R3					
Max		R3	R3	R3	R4						
P1			TA10	TA20							
P2			TA10	TA20							
P3					TA30	TA40					
P4					TA30	TA40					
P5						TA40					
P6											
P7											
P8											
P9											
Resources	Min		TR2	TR2	TR3	TR3					
	Max		TR3	TR4	TR4	TR5					
Mental Demands Target			2	2	3	3					
Physical Skills Target			2	2	2	2					

Learning and People Development Job Family

Wolverhampton City Council Learning and People Development

Process	Relationship	Knowledge and Skills													
		K1	K2	K3		K4			K5		K6		K7		K8
		Min	R1	R1	R3	R3	R3	R5	R3	R5	R3	R6	R4	R7	
Max	R3	R3	R4	R4	R4	R6	R4	R6	R5	R6	R6	R11			
P1			LPD10	LPD20											
P2				LPD20		LPD25									
P3					LPD22	LPD25									
P4					LPD22		LPD30A	LPD30S	LPD40A		LPD50A	LPD50S			
P5								LPD30S	LPD40A	LPD40S	LPD50A	LPD50S	LPD60A	LPD60S	
P6									LPD40A	LPD40S	LPD50A	LPD50S	LPD60A	LPD60S	
P7													LPD60A	LPD60S	
P8															
P9															
Resources		Min	TR1	TR1	TR3	TR2	TR4	TR4	TR4	TR4	TR4	TR4	TR5	TR5	
		Max	TR1	TR3	TR4	TR4	TR5	TR6	TR6	TR6	TR6	TR6	TR6	TR10	
Mental Demands Target			1	2	2	2	2	2	3	3	4	4	4	5	
Physical Skills Target			2	2	2	2	2	2	2	2	2	2	2	2	

Blank Page

Operations Job Family

Wolverhampton City Council Operations

Process	Relationship	Knowledge and Skills																				
		K1	K2			K3				K4					K5			K6		K7		K8
		Min	R1	R1	R1	R3	R2	R2	R4	R4	R2	R4	R3	R6	R7	R5	R6	R9	R7	R9	R7	R9
Max	R2	R2	R2	R3	R3	R3	R5	R5	R3	R5	R4	R8	R9	R7	R8	R10	R8	R10	R8	R11		
P1		OP10	OP15			OP30A																
P2		OP10		OP20A	OP20S	OP30A		OP30S		OP37A	OP37S											
P3				OP20A	OP20S	OP30A			OP35	OP37A	OP37S											
P4							OP32		OP35		OP37S	OP40A	OP40S		OP45							
P5												OP40A	OP40S	OP50		OP52		OP58	OP60			
P6														OP50		OP52	OP55	OP58	OP60	OP65		
P7																	OP55		OP60	OP65	OP70	
P8																				OP65	OP70	
P9																					OP70	
Resources	Min	TR1	TR2	TR2	TR3	TR3	TR3	TR4	TR3	TR3	TR3	TR3	TR4	TR5	TR3	TR3	TR5	TR5	TR7	TR5	TR7	
	Max	TR3	TR4	TR4	TR4	TR4	TR4	TR5	TR4	TR5	TR5	TR5	TR6	TR7	TR5	TR5	TR7	TR6	TR9	TR7	TR10	
Mental Demands Target		1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	5	
Physical Skills Target		2	2	2	2	3	3	3	3	2	2	2	2	2	2	2	2	2	2	2	2	

Blank Page

Personal and Social Wellbeing Job Family

Wolverhampton City Council Personal and Social Wellbeing

Process	Relationship	Knowledge and Skills																					
		K1	K2		K3			K4					K5				K6			K7			
	Min	R1	R1	R2	R2	R2	R5	R2	R4	R5	R6	R4	R5	R4	R5	R5	R6	R7	R5	R7	R8	R7	R8
Max	R2	R2	R3	R3	R4	R6	R3	R4	R5	R6	R4	R6	R4	R5	R5	R6	R9	R6	R10	R10	R8	R10	
P1		PSW5	PSW10		PSW20																		
P2		PSW5	PSW10	PSW15	PSW20	PSW25		PSW30A															
P3				PSW15		PSW25		PSW30A	PSW32	PSW30S	PSW33					PSW40S							
P4						PSW25	PSW27		PSW32	PSW30S	PSW33			PSW40A	PSW40S		PSW45S	PSW50	PSW55A		PSW60		
P5													PSW35A	PSW35A	PSW40A		PSW45A	PSW45S	PSW50	PSW55A	PSW55S	PSW60	
P6													PSW35A	PSW35S				PSW45S	PSW50	PSW55A	PSW55S	PSW60	PSW65
P7																						PSW65	PSW 70
P8																							PSW70
P9																							PSW70
Resources	Min	TR1	TR1	TR2	TR2	TR4	TR3	TR2	TR3	TR2	TR4	TR4	TR4	TR5	TR4	TR4	TR4	TR4	TR5	TR5	TR7	TR4	TR6
	Max	TR2	TR3	TR4	TR3	TR5	TR5	TR4	TR5	TR4	TR5	TR5	TR5	TR6	TR6	TR5	TR6	TR6	TR6	TR6	TR6	TR8	TR5
Mental Demands Target		2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	4	4	4	4	4	4	5
Physical Skills Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Blank Page

Regulation Job Family

Wolverhampton City Council

Regulation

Process	Relationship	Knowledge and Skills													
		K1	K2	K3		K4		K5		K6			K7		K8
		Min	R1	R1	R2	R2	R5	R3	R5	R4	R6	R8	R6	R9	
Max	R3	R3	R3	R4	R6	R4	R7	R5	R7	R11	R8	R11			
P1			REG10												
P2			REG10	REG20											
P3			REG10	REG20		REG30	REG35								
P4					REG25	REG30	REG35	REG50A	REG50S	REG55A					
P5						REG30	REG35	REG50A	REG50S	REG55A	REG55S				
P6								REG50A	REG50S	REG55A	REG55S	REG60	REG65		
P7												REG60	REG65	REG70	
P8														REG70	
P9														REG70	
Resources	Min		TR2	TR2	TR3	TR4	TR4	TR4	TR4	TR4	TR4	TR5	TR5	TR5	
	Max		TR4	TR4	TR4	TR6	TR6	TR6	TR6	TR5	TR5	TR7	TR7	TR7	
Mental Demands Target			2	3	3	3	3	3	4	4	4	4	4	5	
Physical Skills Target			2	2	2	2	2	2	2	2	2	2	2	2	

Blank Page

Technical Job Family

Wolverhampton City Council Technical

Process	Relationship	Knowledge and Skills																	
		K1	K2	K3		K4				K5			K6				K7		K8
		Min	R1	R1	R3	R2	R4	R3	R5	R3	R2	R5	R3	R6	R3	R7	R7	R9	
Max	R2	R3	R5	R3	R5	R4	R6	R4	R4	R7	R5	R7	R5	R8	R9	R10			
P1			TE10	TE15															
P2			TE10	TE15															
P3					TE20	TE30A	TE30S			TE38									
P4					TE20	TE30A	TE30S	TE35A		TE38		TE40S	TE45A			TE50S			
P5								TE35A	TE35S		TE40A	TE40S	TE45A	TE45S	TE50A	TE50S	TE55		
Ps									TE35S			TE40S	TE45A	TE45S	TE50A	TE50S	TE55		
P7															TE50A		TE55	TE60	
P8																		TE60	
P9																		TE60	
Resources	Min		TR2	TR2	TR3	TR3	TR2	TR2	TR3	TR4	TR3	TR4	TR4	TR5	TR6	TR7	TR6	TR7	
	Max		TR4	TR4	TR5	TR5	TR3	TR4	TR4	TR6	TR5	TR6	TR5	TR6	TR8	TR8	TR8	TR10	
Mental Demands Target			2	2	2	3	3	3	3	3	3	4	4	4	4	4	4	5	
Physical Skills Target			2	2	2	3	3	3	3	3	3	3	2	2	2	2	2	2	

Blank page

Job Working Circumstances

1. Emotional Demands

2. Working Conditions

3. Physical Demands

Emotional Demands

Emotional Demands

Frequency of Emotional Demand	
Rarely	Where the demand occurs less than twice a year
Occasionally	Takes place from time to time, not frequent or regular and/or for a short period of time.
Regularly	This is repeated within the normal cycle of activity

Level of Emotional Demand		
	Descriptor	Example
Minimal	Postholder is exposed to minimal emotional demand	N/A
Some	Job involved with generally distressing situation for others	Reading/looking at subject matter of a distressing nature or dealing with distressed members of the public
Significant	Emotional demand forms an expected part of the role and postholder has direct responsibility to deal with those imposing demands	Dealing with those who are distressed as a result of Council action.
Intense	Emotional demand forms an expected part of the role and postholder has direct responsibility to deal with those imposing demands	Job related actions may cause genuine further distress to others or in major conflict with their wishes.

Source of Emotional Demand: Takes into account the extent that the job comes into contact with people who are angry, upset, difficult or unwell or deals with circumstances that cause emotional distress. Verbal abuse is dealt with under adverse people behaviour.

Note: People who are angry or upset about a decision about the Council has made. what a policy dictates or have a complaint about a service would not constitute an emotional demand, as that person would not be disadvantaged.

Emotional Demands

Emotional Impact	Example	Frequency		
		Rarely	Occasionally	Regularly
Minimal	Everyday life	1	1	1
Some	Job involved with generally distressing situations for others	1	2	3
Significant	Job deals with seriously disadvantaged and/or distressed individuals	2	3	4
Intense	Job related actions may cause genuine distress to others or in major conflict with their wishes	2	4	5

Exclude immediate colleagues
 Verbal abuse under working conditions

Physical Demands

Physical Demands Indicators: Physical Effort

Effort level	Type of effort			
	Lifting or carrying	Pushing/Pulling	Applied Physical Effort	Awkward/Constrained
	Examples			
Normal				
Modest	Packets of paper, an empty steel bucket or a light piece of equipment.	Pushing or pulling an empty trolley or some other piece of equipment where there is little resistance.	Wiping tables or similar surfaces with a damp cloth, dusting hand-high shelves etc.	Slightly - Leaning forwards or backwards. stretching arms forwards or upwards.
Considerable	A box of files, a large bucket of water or a piece of heavy equipment e.g. medium items of furniture.	Pushing or pulling a loaded (but not overloaded) trolley or piece of equipment where there is resistance.	Rubbing or scrubbing tables or similar surfaces, painting walls or doors with brush or roller, raking tilled soil, etc.	Distinctly - Bending over forwards or crouching, stretching upwards using arms and/or legs.
High	Large containers or similar, cabinets, half full dustbins.	Pushing or pulling a well laden trolley, a piece of equipment where there is strong resistance (e.g. sweeping mud or ice).	Sawing wood, digging light soil etc.	Very - Kneeling, crouching under an object or in a confined space, lying on or front E.g. a Mechanic working on a vehicle.
Very High	Carrying full dustbins, large items of equipment or furniture.	Pushing or pulling a very heavily laden trolley, a piece of equipment which in itself is very heavy or where there is very strong resistance.	Digging heavy soil or soil below ground level, sawing trees with chainsaw. laying full-sized paving stones, etc.	

Physical Demands

Level of Effort	Frequency		
	Occasional	Periodic	Ongoing
	Around 10% of time	Not frequent or regular	Almost continuous
Normal	1	1	1
Modest	1	1	2
Considerable	1	2	3
High	2	3	4
Very high	3	4	5

Blank page

Working Conditions

Feature		
Weather	Disagreeable, unpleasant, hazards (DUH)	Adverse People Behaviour
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5

Highest score of any of the three features

Working Conditions

Exposure to Weather Conditions

Time % exposed to weather	From	0	10	2	50	75
	To	10	25	50	75	100
Mostly Protected indoors/ travelling		1	1	1	1	1
Partly Exposed		1	1	1	1	2
Mostly Exposed		1	1	1	2	3
Option to take shelter Intense		1	1	2	3	4
Intense		1	2	3	4	5

Working Conditions

Working Environment: Disagreeable, unpleasant and hazards

Adjective	Descriptor	Environmental conditions would include	Extent of exposure % time			
			0	15	35	70
			15	35	70	plus
NORMAL	NORMAL	Generally acceptable inside or outside environment	1	1	1	1
MINIMAL	UNPLEASANT	Adverse temperature, noise or uncomfortable clothing	1	1	1	2
SOME	UNPLEASANT AND MILDLY DISAGREEABLE	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	1	2	2	
CONSIDERABLE	DISAGREEABLE OR MILDLY HAZARDOUS	Being exposed to disagreeable or mildly hazardous substances/odours such as fumes, dust, chemicals, e.g. while cleaning a toilet, or being required to wear protective clothing such as a hard hat or face mask.	1	2	3	
HIGH	VERY DISAGREEABLE OR HAZARDOUS	Being exposed to waste, dirt, traffic, etc., e.g. cleaning incontinent clients/changing colostomy bags, digging road trenches or being required to wear heavy protective clothing such as breathing apparatus or an asbestos suit.	1	3	4	4
VERY HIGH	EXTREMELY DISAGREEABLE OR VERY HAZARDOUS	Working in an abattoir (e.g. for inspection/visits), in a refuse tip, in a quarry, etc.	2	4	5	5

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.

Circumstances will be mitigated by the Council as far as is practically reasonable

Blank page

Working Conditions

Adverse People Behaviour

		Extent of exposure % time			
		0	15	35	70
Adjective	Environmental conditions would include	15	35	70	plus
NORMAL	Generally acceptable working situation	1	1	1	1
MINIMAL	Occasional swearing witnessed by and not directed at the postholder	1	1	1	2
SOME	General abusive language and aggressive behaviour witnessed and not directed at the postholder	1	2	2	
CONSIDERABLE	Specific abusive language and aggressive behaviour directed at the postholder	1	2	3	
HIGH	Abusive behaviour where there is a significant potential for violence	1	3	4	4
VERY HIGH	Postholder will need to deal with highly abusive and violent behaviour	2	4	5	5

