

Appendix 1

Article 5

SECTION 2

GRADING STRUCTURE

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LOCAL

Special provisions in respect of certain employees.

Section 2

Grading Structure

This section should be read in conjunction with the National Council's Joint document 'Review of Grading Structure: Assimilation and Assessment' dated August 1987. Copies of this document are available from the National Joint Secretaries.

(A) Grading Structure

1. The national grading structure and the job evaluation scheme used to establish it to take full account of the Equal Pay Act 1970 and Equal Pay (Amendment) Regulations 1983.

(B) Grading of Jobs

2. The National Council has agreed a revised grading structure to which are attached job outlines for the jobs included. The national jobs have been allocated grades as follows:

Grade 1

Cook 1
Dining Room Assistant
Domestic Assistant 1 (Residential)
Gardener 1
Office Cleaner
Road Sweeper
School Cleaner

Grade 2

Cook 2
Domestic Assistant 2 (Residential)
Gardener 2
Leisure Attendant 1
Refuse Collector
School Crossing Patrol Attendant
Supervisory Assistant (School Meals)

Grade 3

Assistant School Caretaker
Cook 3
Driver 1
Gardener 3
Gravedigger
Housing Caretaker
Leisure Attendant 2
Roadworker 1
School Cleaner in Charge

Security Attendant/Porter
Sewer Operative

Grade 4

Care Assistant
Driver 2
Roadworker 2
Waste Disposal Operative

Grade 5

Cook 4
Gardener 4
Home Help
Refuse Driver
Roadworker 3
School Caretaker 1
Social Services Driver/Attendant

Grade 6

School Caretaker 2

(C) General Conditions

3. There are some good general conditions applying to all jobs. These are:
- (a) all duties must be carried out to comply with (i) the Health and Safety at Work Act; (ii) Acts of Parliament, Statutory Instruments and Regulations and other Legal requirements; (iii) nationally agreed codes of practice which are relevant;
 - (b) all duties will be carried out in the working conditions normally inherent in the particular job;
 - (c) all necessary paperwork must be completed;
 - (d) duties will be carried out for jobs up to and including those in the same grade, provided such duties are within the competence of the employee.

(D) National Job Outlines

4. The job outlines for the national jobs re as follows:

Care and Domestic Assistants

Domestic Assistants 1

“Undertake duties concerned with the operation of residential and other similar establishments.

Duties will include: cleaning of designated areas to ensure that they are kept in a hygienic condition; kitchen and dining room duties (for example, laying and clearing tables, washing up); basic preparation of food; and operation of powered equipment including domestic-type laundry equipment.”

Domestic Assistant 2

“Undertake the job outlined for Domestic Assistant 1, and in addition a range of more responsible tasks relating to the physical needs of clients, (for example, dressing, washing and bathing, serving meals, care of clothing, etc, some cooking under supervision.”

Care Assistant

“Attend under the general supervision of a supervisory officer to personal needs of clients. The duties will include physical tasks approximating to the home care of the sick (for example, dressing, washing and feeding clients); and social duties (for example talking with clients, helping clients to maintain contact with family, friends and community, assisting with shopping and recreation) aimed at creating a supportive homely atmosphere where clients can achieve maximum independence. Duties may include such direction of domestic staff as is required to meet the personal needs of clients.”

Cooks

Cook 1

“Undertake, normally under the general direction of a higher graded operative in a kitchen, the preparation, simple cooking and the serving of food.

Duties will include basic preparation of food and beverages (for example preparation of vegetables and snacks); simple cooking (for example reconstitution of prepared food); transporting and serving of meals; general kitchen and dining room duties (for example washing up, setting up and clearing away equipment and tables); and cleaning of the kitchen, its surrounds and equipment.”

Cook 2

“Undertake, in addition to the job outlined for Cook 1, operations connected with the preparation and cooking of meals.

Duties will include preparation of food and beverages, cooking of meals in accordance with menus; and the organisation of serving of food.”

Cook 3

“Responsible for all activities in a smaller kitchen and/or in a larger kitchen responsible to a Cook 4, or such other officer as may be determined by the Authority, for the preparation and cooking of meals.

Duties will include skilled cooking activities connected with the full range of meals (for example preparation of menus, portion control and the provision of special dietary meals where appropriate); record keeping (for example ordering of supplies); control of hygiene, health and safety in the kitchen; the direction and/or supervision of other employees; and operational control of service points including transported meals.”

Cook 4

“Responsible for all activities in a larger kitchen and its surrounds connected with the provision of a catering service.

Duties will include: provision of food (including menu planning and portion control as well as food preparation and cooking); organisation and supervision of food service; supervision of other employees (including allocation of duties, work rotas and training); supervision of control of hygiene, health and safety; security of kitchen and its surrounds; ensuring equipment is maintained; and clerical duties (for example, ordering of supplies, control of budgets).”

Dining Room Assistant

“Undertake, individually or as a member of a team, the preparation of dining areas and serving meals.

Duties will include: preparation of the dining area (for example, setting up and clearing away tables, chairs and serving points); transporting and serving of meals; washing up; and clearing of the dining area, its surrounds and equipment.”

Drivers

Driver 1

“Drive and be responsible for allocated vehicles. Duties will include: vehicle checks, required routine maintenance (for example oil and water checks) and cleaning; transport goods, necessary mechanical aids; and completion of associated paperwork.

Whilst not driving, undertake ancillary duties as appropriate to the type of work undertaken by the teams being serviced.”

Driver 2

“Drive and be responsible for allocated vehicles requiring specialist driving skills. Duties will include: vehicle checks, required routine maintenance (for example oil and water checks) and cleaning; transporting goods, equipment and personnel; and completion of associated paperwork.

Whilst not driving, undertake ancillary duties as appropriate to the type of work undertaken by the teams being serviced.”

Gardeners

Gardener 1

“Undertake work in public parks, playing fields, landscaped areas and similar open spaces.

Duties will include: general maintenance of these areas (for example grass cutting, hedge trimming, clearing leaves and litter); constructional labouring work; erection and dismantling of sports and other equipment; cleaning (for example, public buildings such as changing rooms and toilets); and assisting higher graded gardeners in their work.

In addition to the usual range of tools and equipment the use of powered hand tools and light plant is required.

Duties may also include patrol and attendance activities (for example collection and issuing of tickets) and maintenance of orderly conduct by the public.”

Gardener 2

“Undertake, in addition to the job outlined for Gardener 1, horticultural operations (for example planting, pruning and seeding); ground maintenance (for example, basic setting out and marking of sports areas and upkeep of artificial/synthetic pitches); and where appropriate chemical control under direction. Assistance to higher graded gardeners in more skilled tasks may also be given (for example assistance with propagation and nursery care of plants, site preparation and construction).

In addition to the usual range of tools and equipment the use of powered hand tools and light plant, including the operation of tractor-mounted equipment could be required.”

Gardener 3

“Undertake, in addition to the job outlined for Gardener 2, activities largely utilising craft skills: for example, interpretation of plans, site preparation and construction: soft and hard landscaping and setting out of pitches, tree-care and propagation. Employees at this level would be expected to work with minimal supervision and to accept responsibility for the direction of the work of trainees and/or other employees assigned to them.”

Gardener 4

“Undertake the job outlined for Gardener 3, but in addition having charge of and being responsible for resources of a significant nature (such as sports establishments and facilities) together with a considerable supervisory role (for example allocation of duties, work rotas and training).”

Gravedigger

“Undertake, either individually or as part of a team, all duties involved in the burial of the dead (for example, location, preparation and digging of graves, including necessary shoring and shuttering, etc); maintenance of the grounds and their surrounds (for example, grasscutting, hedge trimming, planting and pruning); and giving direction to members of the public.

In addition to the usual range of tools and equipment, powered hand tools and plant (including mechanical diggers) could be required.”

Home Help

“Have individual responsibility, in accordance with the practices and procedures of the local authority, for the personal needs of clients. The duties will include: domestic duties (for example cleaning, cooking and washing), physical tasks approximating to home care (for example dressing, washing, and feeding clients); and social duties (for example talking with clients, helping clients to maintain contact with family, friends and community, assisting with shopping and recreation) aimed at creating a supportive homely atmosphere where clients can achieve maximum independence.”

Housing Caretaker

“Responsible for ensuring the security, safety, cleanliness, maintenance and repair of local authority housing dwellings, normally on a designated housing estate.

Duties will include: the basic security and safety of buildings and surroundings; the cleaning of communal internal and external areas; lighting, heating and maintenance of the fabric of the building including minor repairs and checks on any communal boiler/heating/water plant.

The duties may also include ensuring the operation of fire and entry-phone systems and responsibility for calling out emergency services.

The Caretaker will also act as first point of contact for tenants and as a link with the Housing Department and contractors.”

Leisure Attendants

Leisure Attendant 1

“Undertake, in sports, leisure and recreational establishments, a range of duties in wet, dry and other areas which will include: cleaning (including internal and external areas); control of facilities (including changing rooms and toilets); issuing and safeguarding of clothes and personal belongings; assembling and dismantling of equipment (including sports and exhibition displays). The Attendant will also be responsible for the overseeing and general safety and behaviour of the public, to prevent injury, misuse and damage to facilities.”

Leisure Attendant 2

“Undertake, in addition to the job outlined for Attendant 1, a range of other duties in wet, dry and other areas which will include: giving trained assistance to leisure service users in difficulty (including use of appropriate appliances); and directing the activities of users to prevent injury, misuse and damage to facilities or equipment.”

Office Cleaner

“Undertake, individually or as part of a team, the cleaning of designated offices and associated accommodation to ensure that they are kept in a clean and hygienic condition.

Duties will include: the cleaning, washing, sweeping, vacuum cleaning, emptying litter bins, polishing and dusting of designated areas (which may include toilet and associated facilities) and fixtures and fittings, using where appropriate the necessary powered equipment.”

Refuse Collector

“Undertake, usually as a member of a team, duties connected with the removal of household, industrial and commercial refuse from a variety of locations (for example, houses, shops, schools). This could involve the use of a full range of refuse containers (for example household bins, plastic sacks, ‘wheely bins’, paladin bins).

Assisting the driver in safe manoeuvring of the vehicle on the round or at the disposal location.”

Refuse Driver

“Drive and be responsible for any allocated refuse collection vehicle. Duties will include: vehicle checks, required routine maintenance (for example oil and water checks) and cleaning and the operation of any power mechanism which may be fitted; the collection of refuse within a round and the necessary tipping; transporting and supervision of the crew with responsibility for the operation of the service on that round. When not driving the driver may assist in the loading of the vehicle.

The Refuse Driver is also responsible for ensuring, with the crew, the best operational relationships between the service and members of the public.

Note: the above outline specifically covers the job which has a supervisory responsibility. Where this is not the case the job should be graded locally.”

Roadsweeper

“Undertake, either individually or as a member of a team, duties concerned with the sweeping, collection and removal of litter, dirt, leaves and weeds, etc, from public spaces (including roads, pavements and shopping precincts). These duties will require the use and operation of the usual range of associated tools and equipment.”

Roadworkers

Roadworker 1

“Undertake, generally as part of a team, the maintenance and construction of roads and sewers.

Duties will include: the erection and removal of appropriate signs and barriers; the preparation, application, compaction and removal of soils, rocks, coated and other materials; work on highways furniture and equipment (eg erection, fixing and/or dismantling); planting and general maintenance of highways environs; and providing general support and assistance to skilled and specialist operatives.

Duties may include driving of vehicles, and wheeled tractors with simple attachments and, where appropriate, vehicle checks, required routine maintenance (for example oil and water checks) and cleaning.

In addition the usual range of tools and equipment may be required to operate powered hand tools, minor plant and machinery.

There is a duty to ensure the safety of the workforce and the public.”

Roadworker 2

“Undertake, in addition to the job outlined for Roadworker 1, skilled operations connected with roads and sewers.

Duties will include: the need to work to precise levels and requirements in construction work in a number of tasks (for example, drain laying, trench timbering, manhole construction, shuttering, steel fixing, scaffolding, reinforced concrete, kerb laying, fencing, walling, flag and block paving, and sewers in tunnels).

Duties may include the driving of vehicles requiring specialist driving skills and appropriate equipment and/or the operation of powered heavy plant and where appropriate vehicle checks, required routine maintenance (for example oil and water checks) and cleaning.

Duties may involve an element of direction of the work of lower graded operatives.”

Roadworker 3

“Undertake, in addition to the job outlined for Roadworker 2, largely tasks described as specialist.

Duties will include the setting out of work, and/or the driving and/or operation of heavy/complex plant and equipment requiring specialist skills.

There is a duty to ensure the safe operation of plant and equipment at all times with particular responsibility for the safety of the workforce and public in relation to it.”

School Caretaking

Assistant School Caretaker

"Under the direction of the head of the establishment, or such other officer designated by the local authority, and in accordance with the practices and procedures of the local authority, the Assistant School Caretaker will assist Caretaker 1 and 2 in the supervision of staff which may encompass normal administrative processes and the carrying out of the range of duties outlined for these caretaker jobs."

Cleaner in Charge

"Under the direction of the head of the establishment, or such other officer designated by the local authority and in accordance with the practices and procedures of the local authority the Cleaner in Charge will be responsible for the supervision of staff who in total work up to 39 hours per week (based on a normal working week of 39 hours) which may encompass normal administrative processes.

Duties will include: the security of the premises and its contents (including the operation of fire and burglar alarms and keyholder responsibilities); lighting, heating and cleaning of premises including maintenance of operation of plant; portage and handyperson duties; and such other duties which may arise from the use of the premises."

School Caretaker 1

"Under the direction of the head of the establishment, or such other officer as may be designated by the local authority, and in accordance with the practices and procedures of the local authority, the Caretaker will be responsible for: the security of the premises and its contents (including the operation of fire and burglar alarms and keyholder responsibilities); lighting, heating and cleaning of premises (including maintenance and operation of plant); portage and handyperson duties; and other duties arising from the use of the premises.

The Caretaker will supervise staff who may include an Assistant Caretaker and who work in total not less than 40 and not more than 219 hours per week (based on a normal working week of 39 hours) and which encompass normal administrative processes."

School Caretaker 2

"The responsibilities will be as for School Caretaker 1, but the Caretaker will be responsible for the supervision of staff, which shall include Assistant Caretaker(s), and who work in total not less than 219 hours per week and not more than 660 hours per week (based on normal working week of 39 hours) and which encompass normal administrative processes."

School Cleaner

"Undertake, normally as part of a team, the cleaning of designated areas within school premises to ensure that they are kept in a clean and hygienic condition. Duties will include: cleaning, washing, sweeping, vacuum cleaning, emptying of litter bins, polishing and dusting of the designated areas (which may include toilets and shower areas) and fixture and fitting, using where appropriate powered equipment.

Duties may vary between term and closure periods.”

School Crossing Patrol Attendant

“Undertake duties concerned with the safe passage of school children and other pedestrians across roads to and from school (for example, control and direction of traffic at crossing areas, operation of hazard warning signs and identification of any roadside hazards).

The control of the behaviour of children at crossing areas is a major requirement of the job.”

Security Attendant/Porter

“Undertake the provision of a general security and portage service within local authority offices, depots and other establishments.

Duties will include: security (for example patrolling of buildings and grounds, checking of premises and monitoring of visitors and occupants); portage (for example, erection and dismantling of stands and equipment, moving of furniture); cleaning of building and surrounds; basic maintenance of plant (for example, heating plant and boilers); and direction of the public, including, where appropriate, giving and receiving of messages and receptionist duties.

The Security Attendant/Porter will also act as first point of contact with the emergency services, and use basic security equipment where necessary.”

Sewer Operative

“Assisting, as an individual and/or as a member of a team, in the building, maintenance and inspection of sewers, manholes, pipes and drains, and the operation of related sewerage plants and establishments.

Duties will include: excavation, relaying and reconstruction of sewers, etc; clearing and cleaning of sewers, etc, using manual and mechanical methods; emptying and disposal of waste from cesspools and tanks; cleaning and maintenance of equipment; inspection/investigation of blockages and overflows; and providing general support and assistance to skilled and specialist operatives.

Duties may include driving and/or operation of plant, and assisting in the use of related specialist equipment (for example remote-controlled cameras), and safety appliances (for example, breathing apparatus).”

Social Services Attendant/Driver

“Have individual responsibility in accordance with the practices and procedures of the local authority for clients while transporting them to social services and educational establishments (for example, day centres, luncheon clubs, training centres).

Duties will include: those associated with collecting and returning clients to their homes (for example, assisting clients at the beginning and end of their journey); acting as first point of contact between clients, the social services department; doctors and other services (for example, reporting on their physical and mental health); providing for their physical and emotional needs.

Duties similar to those performed by care assistants may also be required at the centres when not engaged in transporting clients.

Driving of vehicles, including ambulances, coaches and minibuses, will be required and where appropriate vehicle checks, required routine maintenance (for example oil and water checks) and cleaning."

Supervisory Assistant

"Responsible, under the direction of the head of the establishment, or such other officer as may be designated by the Authority, individually or as a member of a team, for securing the safety, welfare and good conduct of pupils during the midday break period, in accordance with the practices and procedures of the local authority. Duties will include supervision of the pupils in the dining hall, playground areas and school premises and may include ancillary associated duties (for example, cleaning up spillages, ensuring tables are clean, etc) to ensure the maintenance of good order and discipline."

Waste Disposal Operative

"Responsible, individually or as a member of a team, for the operation of a waste disposal location, landfill site, transfer site or destruction site.

Duties will include: the driving of associated vehicles and the operation of plant and equipment at the site including the required servicing, routine maintenance (for example oil and water checks); traffic control of all site users; general site tidiness and cleanliness including site offices and facilities and completion of associated paperwork."

(E) Procedures for bringing Jobs onto the Structure

5. Introduction

The system for grading jobs is explained in greater detail in the National Council's joint document "Review of Grading Structure: Assimilation and Assessment" dated August 1987. What follows therefore is a brief summary of these procedures.

6. Nationally Graded Jobs

For jobs which correspond to national jobs the process to bring them onto the structure is a broad comparison between the duties, responsibilities and other conditions in which the job is carried out with the relevant national job outline. Where the two accord, ie where there are no clear or major differences which would affect the overall grading, the job should be assimilated to the structure at the appropriate grade.

7. Locally Graded Jobs

Local jobs are all those which have not been examined in the national job evaluation exercise or those where broad comparison with the relevant national job shows there are clear and major differences. The National Joint Council has agreed that these

jobs shall be assessed and brought onto the structure using factor comparison as outlined in 8 below.

8. **Factor Comparison**

Factor comparison entails looking at a local job and comparing it on a factor by factor basis with a number of jobs chosen from the national structure as comparators. The process is therefore:

- (i) to identify comparator jobs from the national structure. These should be chosen on the basis that they have duties or responsibilities common with local jobs or other features which are relevant to the local job;
- (ii) by reference to:
 - (a) the job outlines of the comparator national jobs and the commentary on them;
 - (b) the individual factor scores for these jobs (Appendix A); and
 - (c) where necessary, the job evaluation scheme and notes for guidance (Appendix B);

Assess the local job with the comparators on a factor by factor basis and so decide on a level for each factor for the local job;

- (iii) obtain the total score for the local jobs by reference to the points for each factor level in Appendix C of this section;
- (iv) translate the total points score into the appropriate national grade (Appendix C).

SECTION 2 APPENDIX A**FACTOR SCORES BY OCCUPATION**

Grade	Occupation	S	P	R	Su	I	M/E	P/E	W	SCORE
I 1-269	Cook 1	2	2	2	1	1	2	2	2	210
	Dining Room Assistant	2	2	2	1	1	2	2	2	210
	Domestic Assistant 1	2	1	1	1	1	1	2	2	158
	Gardener 1	2	1	2	1	1	1	2	2	176
	Office Cleaner	2	1	2	1	1	1	3	2	200
	Road Sweeper	1	1	2	1	1	2	3	3	198
	School Cleaner	2	1	2	1	1	1	2	2	176
II 270- 369	Cook 2	3	2	2	1	2	2	2	2	330
	Domestic Assistant 2	2	3	1	1	1	2	3	3	294
	Gardener 2	3	1	2	1	2	2	3	2	336
	Leisure Attendant 1	3	2	2	1	2	2	2	2	330
	Refuse Collector	2	1	1	1	1	2	4	4	272
	School Crossing Patrol	1	4	1	1	2	3	1	3	284
	Supervisory Assistant	2	3	1	1	2	3	1	2	272
III 370- 469	Assistant School Caretaker	3	2	3	2	2	2	2	2	396
	Cook 3	4	2	2	2	2	2	2	2	462
	Driver 1	3	1	3	1	1	3	2	2	384
	Gardener 3	4	1	2	2	2	2	3	2	468
	Grave Digger	3	1	2	1	1	2	4	3	374
	Housing Caretaker	3	2	3	1	2	2	3	3	432
	Leisure Attendant 2	3	3	2	1	2	3	2	2	414
	Roadworker 1	3	1	2	1	1	2	4	3	374
	School Cleaner in Charge	3	2	4	2	2	2	2	2	426
	Security Attendant/Porter	3	2	3	1	2	2	2	1	378
Sewer Operative	3	1	3	1	2	2	3	4	438	
IV 470- 669	Care Assistant	4	3	2	1	2	3	2	3	558
	Driver 2	4	1	3	1	2	3	2	3	540
	Roadworker 2	4	1	2	2	2	2	3	3	486
	Waste Disposal Operative	4	1	4	1	2	2	2	3	546
V 570- 669	Cook 4	4	2	3	3	3	3	2	2	606
	Gardener 4	4	1	3	3	2	2	3	2	570
	Home Help	4	4	2	1	3	3	3	3	630
	Refuse Driver	4	1	3	3	2	3	2	3	588
	Roadworker 3	4	2	3	1	2	3	3	3	582
	School Caretaker 1	4	2	4	3	3	2	2	2	612
	Social Services Driver/ Attendant	4	3	3	1	2	3	2	2	600
VI 670+	School Caretaker 2	4	2	4	4	3	3	2	2	690

SECTION 2 APPENDIX B
MANUAL WORKERS JOB EVALUATION SCHEME
AND NOTES OF GUIDANCE

FACTOR 1 – SKILL

This factor measures the levels of experience, caring skills, formal training, manual dexterity, operating skills, teamwork skills, communicating and responding abilities, and literacy and numeracy which the job requires to be performed competently. These skills may equally well have been acquired in work or domestic environments or through formal study. It is emphasised that the levels cover the range of the normal skills demanded by the job, not the skills of the individual employee.

- Level 1** Skills consistent with the ability to use basic equipment, to follow simple oral and/or written instructions. (Minimal induction may be necessary.)
- Level 2** Skills consistent with basic experience/instruction of up to three months needed. The job requires the caring skills necessary to respond to the basic welfare needs of clients and/or to use simple mechanical equipment and/or materials. The ability to follow written and/or oral instructions may be required.
- Level 3** Skills consistent with experience or basic instruction of three months to one year needed. The job requires the caring skills necessary to respond to the more demanding welfare needs of clients and/or to use less simple equipment and/or materials, and/or to drive or use minor plant or machinery. An ability to keep basic official records (which may involve simple arithmetic) may be needed.
- Level 4** Skills consistent with experience of one to three years; or an appropriate recognised national qualification at normal level, or in-service training leading to a comparable level of skill; or successful completion of an apprenticeship needed. The job requires caring skills necessary to respond to the exceptional welfare needs of clients, and/or specialist driving skills or the ability to use plant or machinery, or equipment, resources and material of medium complexity/sensitivity. The ability to keep official records or undertake simple calculations may be needed.
- Level 5** Skills consistent with experience of more than three years; or an appropriate recognised qualification at a higher level, or in-service training of more than three years leading to a comparable level of skill needed. The job may require the ability to use major/sensitive/complex materials. It may also require the specialist caring skills necessary to respond to the exceptional welfare needs of especially dependent clients. The ability to prepare comprehensively written reports may be needed.

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FACTOR 2 – RESPONSIBILITY

This factor measures the specific responsibilities of the job for:-

- (a) people;
- (b) physical resources (including cash, plant, equipment, materials, buildings and their contents);
- (c) supervision of other employees.

Responsibility for People

This sub-factor measures the job's responsibility for people.

- Level 1** Responsibility involving the normal requirement to avoid causing inconvenience and hazard to people.
- Level 2** Shared responsibility for the physical, mental or social well-being of people who use, but do not have to rely on, council services.
- Level 3** Shared responsibility for the physical, mental or social well-being of people who rely on council services.
- Level 4** Individual responsibility for the physical well-being of people, reliant on council services, who are assigned to the care of the job holder.

Responsibility for Council's and Members of the Public's Physical Resources including Equipment, Plant, Buildings and Cash

This sub factor measures the job's specific responsibility for having charge of and the safe keeping of, physical resources.

- Level 1** Having charge of and responsible for the safe keeping of basic resources
- Level 2** Having charge of and responsible for the safe keeping of limited resources
- Level 3** Having charge of and responsible for the safe keeping of significant resources
- Level 4** Having charge of and responsible for the safe keeping of major resources

Responsibility for Supervision/Direction of Other Employees

- Level 1** No responsibility for any control, supervision or formal training of other employees.
- Level 2** Regular general direction (as to what task is to be performed, where and when) of one or 2 employees, or general direction on an occasional basis for more than 2 employees.
- Level 3** Regular general direction (as to what task is to be performed, where and when) of 3-10 employees, or detailed direction (as to what, where and when, but also how, the job should be performed) on an occasional basis for up to 10 employees.

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Level 4 Regular detailed direction (as to what, where and when; but also how, the job should be performed) of up to 25 employees, or detailed directions on an occasional basis for more than 25 employees.

Level 5 Regular detailed direction (as to what, where and when but also how the job should be performed) of more than 25 employees.

FACTOR 3 – INITIATIVE AND INDEPENDENT ACTION

This factor measures the degree and frequency of independent action, ie exercises of judgement, the making of decisions or the amount of planning which the job requires, and takes into account the degree of supervision required and the direction provided by the systems and procedures of the Council.

Level 1 Required to follow instructions defining simple tasks in detail, minimal personal initiative required. Checks of performance provided.

Level 2 Required to work from full/comprehensive instructions but also to make minor decisions involving use of some judgement. Problems referred to superior, but little close supervision necessary beyond that provided by the working arrangements and operating methods of the Council.

Level 3 Required to perform a sequence of tasks/operations within recognised procedures or operating methods, but which leaves some room for independent action. Needs to respond independently, without recourse to a senior, to deal with unforeseen problems and circumstances.

Level 4 Required, as a normal part of work content, to plan and progress a series of jobs within general guidelines, and to make frequent decisions involving the use of initiative and judgement without access to seniors.

FACTOR 4 – MENTAL EFFORT

This factor measures the degree and frequency of mental concentration, effort, attention, alertness and responsiveness required and the emotional demands made by the job.

Level 1 Work requiring normal mental effort and general awareness.

Level 2 Work requiring normal mental effort with short periods of concentrated mental effort.

Level 3 Work requiring normal mental effort with lengthy periods of concentrated mental effort.

Level 4 Work requiring prolonged periods of concentrated mental effort.

FACTOR 5 – PHYSICAL EFFORT

This factor measures the amount and continuity of physical effort required, for example, standing and walking, lifting and lowering, pulling and pushing, rolling and pressing, etc. It is emphasised this does not just mean strength.

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- Level 1** Work requiring normal physical effort.
- Level 2** Work requiring normal physical effort with periods of substantial effort; or normal physical effort occasionally in awkward postures.
- Level 3** Work requiring substantial physical effort with short periods of intense physical effort; or normal physical effort regularly in awkward postures.
- Level 4** Work regularly requiring intense physical effort; or lengthy periods of substantial physical effort in awkward postures.

FACTOR 6 – WORKING CONDITIONS

This factor measures the extent and frequency of exposure to disagreeable or unpleasant elements including, heat, cold and humidity, noise, fumes and smells, dirt, dust, oil, etc. Safety requirements are assumed to be met in all cases but the requirements of some jobs for protective clothing may create disagreeable or uncomfortable conditions.

- Level 1** Generally working in favourable conditions, with minimal exposure to any disagreeable element.
- Level 2** Generally working in favourable conditions, but with some exposure to one or more disagreeable elements.
- Level 3** Generally working in an unfavourable or unpleasant environment. Or generally working in favourable conditions with some exposure to very disagreeable elements.
- Level 4** Generally working in a very disagreeable or very unpleasant environment.

NOTES OF GUIDANCE

These Guidance Notes are designed to assist understanding of the job evaluation scheme. They should be used in conjunction with the factor descriptions.

1. SKILL

- 1.1 A useful way of looking at this factor is to see it as a 'stock' to be drawn on to perform the job competently. Some schemes distinguish between skill and knowledge but this scheme includes them within this one factor as the stock of abilities which are needed to do the job properly.
- 1.2 The broad categories of skill to be considered include:
- (1) Manual skills, eg manual dexterity;
 - (2) Caring skills;
 - (3) The skills/abilities required to operate/use machinery, plant, equipment, tools, utensils, materials, etc;
 - (4) Communicating ability;
 - (5) The level of literacy and numeracy required;
 - (6) The skills/abilities to work effectively as a member of a team.

- 1.3 How often the skill is used is not important so long as the skill would be required at any time as part of the job's normal duties.
- 1.4 It is important to ensure that any skills which are not needed by the job are ignored. Thus a manual worker may be able to drive but if the job does not require the job holder to drive then that particular skill is irrelevant.
- 1.5 On the other hand, it is equally vital not to ignore skills which are not needed by the job but which may not always be obvious, eg a 'check out' assistant in a supermarket may require the skills of tact and diplomacy in dealing with customers. The job description has to be examined carefully to ensure that all the skills required by a job are fully drawn out and considered.
- 1.6 The skills required by the job may be acquired in many ways. Some may be learned before taking up the job, others may be gained through in-service training or formal education. All the skills required by the job should be considered irrespective of when they were gained. For example, caring and cooking and kitchen skills may not necessarily have been acquired in the course of paid employment or formal training, although they may have been acquired over a long period of practical learning.

References to experience in the factor descriptions are references to experience providing the necessary skills rather than to experience in the specific job itself.

Where time scales are used they are references to the length of time it would take an average worker, working full time at the task, to obtain the skills required.

This factor emphasises the skills required rather than the manner in which they were acquired.

- 1.7 When considering skills it is important not to concentrate solely on those measured by formal qualifications or periods of apprenticeship and training.
- 1.8 The level of skill has nothing to do with the scarcity of skill. For example, there may be many people with the ability to care for young babies but that does not make it any less important as a skill. On the other hand, very few people can walk on stilts, but that does not make it a necessarily more important skill. The only relevant consideration is the level of skill required by the job to do it properly.
- 1.9 In considering the caring skills required regard should be paid to the range of knowledge/experience required to provide the level and range of care required by the job.
- 1.10 An important aspect of communicating abilities is to listen in such a way as to understand quickly and respond sensitively and effectively to the needs of clients.
- 1.11 Communicating abilities include the need to respond to and/or give oral advice and/or instructions and/or to communicate with members of a working

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team or members of the public to ensure the job or jobs are performed satisfactorily.

Generally, regard should be had to the importance and complexity of the communications.

- 1.12 In considering the abilities required to operate equipment, etc, the complexity and difficulty involved in using the equipment or machinery is the determining factor rather than the size or cost of the equipment. However, sometimes big things may be complex.
- 1.13 The ability to keep records is a measure of the reading, writing and arithmetical skills required in the job. In determining which is the appropriate level, consideration should be given to the complexity of the records or reports. Also consider whether the reports provide factual information or whether they are more comprehensive, eg the reports contain assessments and recommendations for action to be taken. For the purposes of this scheme, all jobs are credited with the ability to complete personal time sheets, bonus sheets and job cards.
- 1.14 Two levels of national exam are referred to. Normal level and Higher level or their equivalent. A Normal level qualification is one made by a national examination or awarding body in respect of successful completion of a course involving 450-650 hours of study. Higher level would be defined as supplementary to and conditional on successful completion of Normal level.

Welfare – Means the physical, mental and social well-being of individuals or groups and may include an element of 'supervision'.

2. **RESPONSIBILITY**

- 2.1 Responsibility is an important part of many Council jobs, and may be exercised in a variety of ways. In order to give detailed consideration to this factor it has been sub-divided into:

Responsibility for People (eg, old people, adults, children, etc)

All factors and sub factors in this scheme are important. However, the sub factor 'responsibility for people' is particularly important. It is a new factor which was not in the 1969 Manual Workers Job Evaluation Scheme.

Responsibility for people should be given as much consideration as the more traditional Responsibility for Resources.

Responsibility for Resources (eg, cash, buildings, etc)

Responsibility for Supervising other Employees

- 2.2 Whilst ultimate responsibility will usually rest with higher management, manual employees have their own specific responsibilities and it is these which this factor measures.
- 2.3 Responsibility should be distinguished from Skill, Initiative or Mental Effort required to exercise the responsibility. For example, a captain's responsibility

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for the ship is quite separate from the skill needed in navigation, initiative in avoiding danger or the mental alertness required on the bridge.

2.4 Responsibility under *both* sub factors, **Responsibility for People** and **Responsibility for Resources** can be measured in a number of ways and when considering which level of responsibility a particular job should have you should think about the following:

(a) The extent to which the job involves 'acting on behalf of the Service'.

(b) **Nature of the Responsibility**

(i) The nature of the **responsibility for people** may include, for example, caring, feeding, cleaning and physical or social care including the involvement with relatives and other caring organisations and acting of behalf of or in place of members of the public.

In short, any aspect of the physical, mental or social welfare of members of the public may be part of the responsibility of the job. The numbers of members of the public for whom the job is responsible is also a relevant consideration.

Inherent in the nature of the bulk of manual workers work is the fact that the public do have to rely on many of the services provided. However, responsibility for people measures the direct and active individual responsibility of the postholder for people in his or her care rather than any general reliance on the service. Therefore, where the responsibility is indirect, distant and passive, this should be taken into account in scoring the factor along with frequency and consequence of error.

(ii) The nature of the **responsibility for resources** may be the use of the resource in a safe manner or it may include its repair, maintenance and safe custody. All jobs have general responsibility for competent performance to ensure general safety of people. Regard should be paid to the value of the resources which include equipment, machinery, plant, tools, utensils, materials, buildings and their contents whether *belonging to the Council OR members of the public*.

(c) **DEGREE OF RESPONSIBILITY**

The degree of responsibility will include the frequency and duration with which the responsibility is exercised. This applies to both **responsibility for people** and **responsibility for the resources**.

The extent to which the job is individually accountable or the responsibility is shared with others (other jobs or members of the public) is also relevant. In some jobs the job holder has specific responsibilities for either *people* and/or *resources* specifically assigned to it whereas in others the responsibility is more obviously a shared task.

The circumstances of the responsibility for *people* is also an important consideration. For example, a job may carry more responsibility if members of the public are totally dependent on the job than if they have some more or less limited degree of choice.

(d) **CONSEQUENCE OF ERROR**

The primary objective of local government is to provide high quality services on which the public depend. In considering the degree of responsibility that any job holder may have for this objective consequence of error is a useful measure in relation to responsibility for both people and resources. The notion of consequence of error does not assume that the job holder normally makes mistakes but simply asks the question 'what happens *if* mistakes are made?'

Consequence of error can be measured in at least three ways:

- (a) Inconvenience/cost to the service
- (b) Inconvenience/cost to the public
- (c) Inconvenience/cost to other employees

Inconvenience/cost to the service includes the effects on the quality of service provided, making the service incur extra expense, and also any damage to the service's reputation or standing in the eyes of the public. Extra expense could mean, for example, extra administration, more time and labour needed than would have been necessary to carry out the job.

Inconvenience/cost to members of the public includes the risk of death, accident, illness, injury or discomfort as well as making the public incur extra expense either in money, time or effort.

Inconvenience/cost to other employees means the risk of accident, injury, discomfort, illness or death to other Council employees as well as the risk of making other employees incur extra effort or time in rectifying the error.

There may be some overlapping of these consequences. Where there is a possible overlapping, the *combined seriousness of the consequences* should be the deciding consideration.

2.5 **Responsibility for supervision of other employees** is concerned with directing employees on what, where and how a task should be done. Some jobs will require more supervision than others. The levels of supervisory responsibility can be defined by reference to:

- The number of employees directed;
- The nature of direction;
- The frequency and duration of direction given. It does not, however, apply where informal guidance or assistance is given.

Where non-supervisory staff are formally involved in assisting in the training of trainees or apprentices this would be considered when examining the

nature of direction given. It does not, however, apply where informal guidance or assistance is given.

2.6 The numbers (in terms of full-timers) in the factor descriptions are intended as a guide only since the responsibility involved in supervising 20 part-time workers may not necessarily be the same as that for 10 full-time workers. All employees should be counted including, where appropriate, contractors' employees.

2.7 The nature of the supervisory responsibility should also be considered. For example, does it involve:

- Simple, brief, factual directions;
- Simple, general directions;
- Extensive general directions;
- Extensive detailed directions;
- Fully explaining exactly how a job should be done.

2.8 The following definitions may assist panel members in allocating jobs to various levels of responsibility.

Clients: Include children, adults, old people, ie anyone not an employee.

Major Resources: Major in this context means for example equipment, materials, buildings, plant, etc of a value greater than £50,000.

Basic Resources: Basic in this request includes brushes, mops and shovels, or their cash equivalent.

3 **INITIATIVE/INDEPENDENT ACTION**

3.1 Initiative/independent actions measures the scope for independent action, judgement and decision making required by the job.

3.2 The job may require the use of judgement on a wide range of matters, including for example:

- the order in which tasks are to be performed;
- whether to deal with a particular problem which arises or to report it to the supervisor for somebody else to deal with;
- methods of work to be adopted when carrying out a particular task.

Some decisions will be more important and complex than others; for example the order in which a window cleaner decides to clean the windows of a bungalow has little impact on the main objective of the job – ensuring all the windows are clean – and such a decision may therefore be unimportant and not particularly complex. Conversely a long distance lorry driver who regularly transports fresh foodstuffs across Europe may have to make decisions on routes, ferries, etc, which will have a direct and major effect on the successful completion, or otherwise of the job.

- 3.3 Some jobs may require the use of judgement and the taking of decision more often than others; often, occasionally, rarely and so on. The frequency of decision making and judgement is therefore an important consideration in this factor.
- 3.4 Account also has to be taken of the degree of supervision received by the job. However, certain jobs may be so simple that they require little judgement or initiative, and the work may not therefore require constant and close supervision. On the other hand some jobs requiring great use of initiative may also receive little supervision.
- 3.5 This factor therefore takes into account:
 - (a) the kind of judgement and decision making the job requires;
 - (b) the frequency of the judgements and decisions; and
 - (c) the nature and closeness of the supervision required.
- 3.6 The factor levels generally go through stages from:
 - (a) minimal initiative required;
 - (b) some use of judgement but in circumstances where comprehensive instructions are given;
 - (c) the exercise of judgement within a more general framework of recognised procedures;
 - (d) the planning and performing of a series of jobs which require frequent decisions to be made without any supervision.

4. **MENTAL EFFORT**

- 4.1 Mental effort measures the very wide range of non-physical effort including concentration and attention, vigilance, alertness, responsiveness and similar qualities. These are all indicators of mental effort. Some jobs can make heavy emotional demands on the jobholder and these should be taken into account also.
- 4.2 References to normal mental effort do not refer to what might be the norm for the job under consideration, but may be defined for example as the level of attention and awareness that might have to be applied by a person shopping in a busy supermarket.
- 4.3 Mental effort should not be confused with skill. Some highly skilled jobs may require a high degree of mental effort, but some low skilled jobs may also require a high degree of mental effort, for example, somebody required to stand by a conveyor belt checking saucepans for any faults during manufacturing will require a relatively low level of *skill* to perform this job, yet the mental effort in terms of visual concentration, attention and general alertness will be much more demanding.
- 4.4 The level of effort required is measured by the intensity, frequency and duration demanded by the job.

Intensity – ie whether general awareness, concentrated alertness or total vigilance are needed. The combinations of effort, eg visual and aural, should be taken into account.

Frequency – ie how often needed, several times daily, almost continuous, only occasional, etc.

Duration – ie whether concentration is needed for short, long or continuous periods.

When evaluating this factor, the extent to which intensity, frequency and duration of mental effort generates stress is a consideration.

- 4.45 Concentration, alertness, attention, etc may apply equally to jobs primarily concerned with handling or dealing with people as to jobs concerned with the operation of equipment and plant or the handling of cash or materials. Whether such jobs would score the same would depend on the degree and length of concentration required.

5. **PHYSICAL EFFORT**

- 5.1 This factor measures the extent of 'bodily' effort involved in carrying out the job. The title 'physical effort' rather than 'manual effort' has been used to emphasise that all aspects of bodily effort must be considered, not just that relating to work with the hands.

- 5.2 References to normal physical effort do not refer to what might be the norm for the job under consideration, but to a level of activity which would not be expected to lead to undue fatigue.

- 5.3 Equally, it is emphasised that physical effort does not just mean strength. Physical effort covers the movement of all limbs (eg legs, arms, back, etc) involved in standing, walking, stretching and other efforts such as pushing, rolling and pressing as well as lifting and lowering weights (either people or things).

- 5.4 This factor has three dimensions:-

First, the kind of factor required, ie normal, substantial or intensive;
Second, the duration of effort (sometimes referred to as stamina);
Third, the frequency of effort.

- 5.5 The degree of effort and the continuity (ie frequency and duration of effort) should be considered altogether. Though standing all the time may not appear to involve great physical activity it can require stamina if this is the working posture required over a long period of time.

- 5.6 The scheme refers to various levels of effort in awkward postures. Awkward postures includes for example doing jobs in a stretched position, eg using a screw driver or hanging curtains stretching above one's head. Similarly bending over to lift weights (either people or things). This scheme assumes that working in awkward postures increases the degree of effort required. (This may also increase the degree of manual dexterity involved but that should be considered under skill.)

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5.7 Because of the wide range of physical effort covered by the factor, words such as 'substantial' or 'intense' have not been defined. All aspects of physical effort including degree and continuity which are described in the job description should be considered.

6. **WORKING CONDITIONS**

6.1 The range of conditions which should be considered includes for example:

- heat
- cold
- rain and snow
- humidity
- noise
- smells
- dirt
- dust
- oil
- mud
- confined spaces
- darkness
- wearing/uncomfortable clothing/masks/etc
- exposure to anti-social behaviour

6.2 Some of these conditions may vary considerably but be equally unpleasant. For example, varying levels of high pitch noise can be as unpleasant as sudden bursts of very loud noise.

6.3 The additional effect of variations or combinations of conditions should be taken into account. For example, moving from cold to heat, or combining darkness and confined spaces.

6.4 The major consideration in this factor is the degree of unpleasantness or discomfort caused. This in turn is affected by the frequency, intensity and duration of the exposure of the job to particular conditions.

6.5 It is important to recognise that some jobs which may superficially appear to enjoy pleasant conditions may turn out, on closer examination, to require the job holder to endure some discomfort.

6.6 For example 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 are not necessarily solely a result of the physical environment of the job but may result from contact or work with people. It is therefore vital to keep an open mind in examining the exact nature of the job description.

6.7 The extent to which work can be organised by the jobholder to lessen the exposure to unpleasant conditions, and the level of control exerted by the

jobholder over the working conditions, should also be taken into account.

- 6.8 It is emphasised that this factor does not include 'hazards'. It is, of course, recognised that some jobs appear inherently more hazardous than others. However, this scheme does not accept that this is inevitable. No job should involve an undue degree of risk, provided the proper precautions and safeguards are taken. Naturally, these may involve jobs in, for example, special training, and/or extra alertness. However, these elements will have been included under 'skill' or 'mental effort'.
- 6.9 This scheme assumes that appropriate protective clothing is provided, eg gloves will be provided when working with chemicals, masks will be provided where obnoxious smells exist, and ear protectors provided in noisy conditions. However, to the extent that protective clothing may be uncomfortable this may also create disagreeable working conditions. To the extent that protective clothing may be cumbersome, and result in increased physical effort this should be considered under 'physical effort'.

SECTION 2 APPENDIX C**JOB EVALUATION POINTS AND GRADE BOUNDARIES****1. Job Evaluation Points**

A post is awarded under each factor a number of points according to the level assessed as shown below:-

Points Score by Level and Factor

	Skill	People	Resources	Supervision	Initiative	Mental Effort	Physical Effort	Working Conditions
Level 1	36	12	12	6	6	8	8	6
Level 2	72	30	30	12	18	24	24	18
Level 3	180	90	90	54	36	48	48	36
Level 4	306	120	120	108	60	80	80	60
Level 5	360			120				

Posts are assessed to a level for each factor and there is no scope for half levels anywhere in the scheme.

2. Grade Boundaries

The grade to which a post is allocated is determined by its total points as shown below:-

Job Evaluation Points

Grade 1	Up to 269
Grade 2	270 to 369
Grade 3	370 to 469
Grade 4	470 to 569
Grade 5	570 to 669
Grade 6	670 and above

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Special Provisions in respect of Isle of Man Transport (Heritage Railways Division)

Employees (Railways Division)

Except where otherwise provided for:-

- (i) the grades for the basic employment categories apply for the whole of the year; and
- (ii) a permanent employee who is required to undertake work which is not a normal feature of his basic employment shall be paid:-
 - (a) for the time during normal working hours when he is required to undertake the different category of work, either at the grade rate appropriate to his basic employment category or at the grade rate appropriate to the different category, whichever gives the better result for the employee; and
 - (b) for the time outside normal working hours when he is required to undertake the different category of work, at the overtime rates appropriate to the different category.

“Summer” means the period of traffic operations and “Winter” means the remainder of the year.

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