
Job Family Allocation Toolkit

Cumbria County Council

This edition of the toolkit is
subject to revision

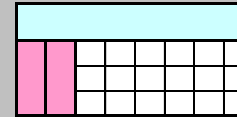
1st April 2016

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Cumbria County Council Job Family Allocation process

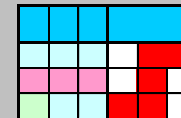
Step 1 Job Family
Use the Descriptions tool to understand the Job Family Framework and assess the overall nature of the post



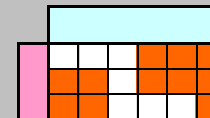
Step 1 Job Family
Use the Analyse and Assign tool to indicate the Service Type category to use



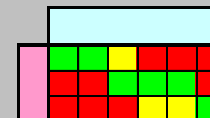
Step 1 Job Family
Use Assignment Tables to analyse the post in detail and select appropriate job family



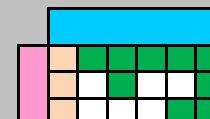
Step 2 Analysis
Use Analysis tools to analyse the post within the selected job family



Step 3 Allocate
Use Job Family Matrices to allocate the post to a Job Family Role Profile and check result



Step 4 Job Working Circumstances
Use Analysis tools to analyse and allocate Job Working Circumstances (JWCs) to the post



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Job Family Allocation

Descriptions Tool

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 Allocation Table (several pages) to analyse the nature of the job in detail to determine a Job Family

	Code	Job Family	Description	Key Characteristics
1	BS	Business Support	Delivery of administration and business services to support the Council	Processes regular transactions via established Procedures Undertake regularly occurring event based duties Ongoing processes and procedures Understands and responds to real time queries Advice and support to internal and external clients
2	CE	Customer Engagement	Provision of assistance, instruction and information to groups and individuals using Council services 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 Customer satisfaction and quality assurance
3	OP	Operations	Delivery of ongoing service activities requiring specialised and vocational expertise	Broad range of everyday work in support of Council services Vocational work in a defined field of activity Ongoing regular activities and processes to service plan Use of specialised equipment and techniques General repair, maintenance, cleaning, catering or housekeeping

	Code	Job Family	Description	Key Characteristics
4	OS	Organisational Support	Delivery of services to support the Council and partners in longer term; corporate compliance, planning, performance and strategy	Internal/External 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 (Commissioning) Defining implications of external influences and trends (Commissioning) Shaping of strategic response Service plans/Strategic response Definition & management of strategic planning processes and budget Monitoring and reporting of performance
5	PCD	People Care and Development	Support and development of individual or groups of people: to build their personal capability in skills, knowledge and/or to assure their protection and security.	Direct interaction with clients and extended relationships Assess development, care and protection needs of individuals and groups Ongoing risk/needs assessment of and advice for individuals/groups Safeguarding, protection and care Design learning, development and care interventions Prepares and applies learning resources Delivers skills and knowledge development Community, group, residential, day or field activities Individual or small group emphasis May involve personal care activities Specification of any non-Council provision
6	RT	Regulation and Technical	Provision of services of a technical or specialist operational nature to internal and external customers. Monitor and enforcement of prescribed regulatory areas.	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 Assessment of physical or administrative situation Judgement or recommendation of infringement Advice on resolution to participant Follow up on action taken

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Job Family Allocation

Analyse and assign Tool

Step 1	Service Type Analysis	using the table of Service Types below
Step 2	Service Type Work Area	using assignment tables Column 1
Step 3	Work Area detail	using assignment tables Columns 2 & 3
Step 4	Service delivery type	using assignment tables Columns 4,5,6

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

Consider the overall nature of the job using the broad criteria of Service provided and how delivered

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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		BS	
	public counter	benefits	CE	OS	
		licensing	CE	OS	
		housing	CE	OS	
		electoral	CE	OS	
		revenue	CE	OS	
		one stop information	CE	OS	
	back office			BS	BS
	administration	general	BS	BS	BS
		financial	BS	BS	BS
	secretarial			BS	
	Advisory	technical		RT	RT
consultancy			RT	RT	RT
legal			OS	OS	OS
leisure		administration	BS	OS	
education		services	PCD	PCD	
education		administration	BS	OS	
benefits/revenues			BS	OS	OS
care /welfare		services	PCD	PCD	PCD
		administration	BS	PCD	
housing			CE	OS	
financial			CE	OS	OS
local information			CE	OS	
planning permission		status	BS	RT	OS
building control		standards/status	BS	RT	
Public Relations			OS	OS	
transport		information	CE	RT	
roads			CE	RT	
trading		standards	RT	RT	
environment	standards	RT	RT		
Business management	financial control	day to day operations		OS	OS
	audit	day to day operations		OS	OS
	tax management	day to day operations		OS	OS
	human resources	day to day operations		OS	OS
	training and dev. Design & deli	employees	PCD	PCD	
	legal	day to day operations		OS	OS
	Information systems	day to day operations		OS	OS
	planning	everyday		RT	
		long term			OS
	performance	monitor and reporting		OS	OS
	procurement	day to day operations		OS	OS
	commissioning		OS	OS	OS
	public relations	day to day operations	OS	OS	OS
marketing	day to day operations		OS	OS	
administration	Go to Service Type				

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.

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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		PCD	PCD		
	helping others to learn	Go to Service Type				
	employee development	employee development	PCD	OS	OS	
		staff training	PCD	OS	OS	
	providing information		CE	OS	OS	
	administration	Go to Service Type				
	use of facilities	security	OP	RT		
		reception	CE			
		effective use	CE	RT		
		maintain	OP	OP		
	repair	OP	OP			
Catering	provision of food and drink	internal	OP			
		external	OP			
	design			RT		
Craft	building and repair		OP			
	vehicle repair		OP			
	vehicle inspection	mechanical	RT	RT	OS	
		licensing	RT	RT		
	general repair and maintenance		OP			
Helping others to learn	training and education	tuition	PCD			
		teaching assistants	PCD			
		supporting teaching		PCD		
		museums/galleries	CE	RT		
		libraries	CE	CE		
		sport	PCD	BS		
		administration	CE	BS	OS	
	employee development	employee development	PCD	OS	OS	
		staff training	PCD	OS	OS	
		administration	BS	BS	OS	
	caring for people	Go to Service Type				
Helping to run facilities	managing day to day use		OS	OS	OS	
	facilities management		OS	OS	OS	
	facilities repair and maintenance		OP			
	cleaning		OP			
	catering	Go to Service Type				
	reception		CE		CE	
	sales		CE		OS	
	mailroom		BS	BS	BS	
	community buildings		CE	OS		
	leisure facilities	sport		CE	OS	OS
		museums/galleries		CE	RT	OS
		libraries		CE	CE	OS
		education		CE	CE	OS
	administration	schools		BS	OS	OS
		general		BS	BS	OS
		Council offices		CE	OS	OS

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.

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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		OS	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	OP			
		used to achieve job	OP			
	driving full time		OP		OP	
		repair of buildings, roads and environment	craft	OP		
			general	OP		
	repair of vehicles			OP		
		clean	outside	OP		
	clean	inside	OP			
	environmental waste collection			OP		
Policy	development			OS	OS	
	advisory			OS	OS	
	administration			OS		
Protection of community	public behaviour	standards	RT			
		Regulatory	RT			
		trading	RT			
		parking control	RT			
	CCTV		OP			
Protection of resources	keeping things secure	premises	OP	OP		
		community external area	OP	OP		
	external vehicle inspection	standards	RT			
	CCTV		OP		OS	
	environment	standards	RT	RT		
trading	standards	RT				

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.

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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				OS
	Economic				OS
	Buildings and grounds	Regeneration			OS
		maintenance		OS	OS
		Regulations	RT		RT
	Regulations	Environment	RT		RT
		Building	RT		RT
		Trading	RT		
Regulatory	external vehicle inspection	standards	RT		
	taxi	standards	RT		
	Council vehicle inspection	maintenance/repair	RT	RT	
	environment	standards	RT		
	building control		RT		
	Trading	standards	RT		
	Registrars		RT		
Technical	inspection	environment	RT	RT	
		trading	RT		
		traffic	RT		
	Regulatory	environment	RT	RT	
		trading	RT		
		parking control	RT	RT	
		traffic	RT	RT	
		Registrars	RT		
	engineering	design and build	RT	RT	
	ICT	design and build	RT	RT	
	craft		OP		
	design		RT	RT	
	maintain and restore			OP	
	planning requirements	long term		OS	OS
	planning requirements	everyday	RT	RT	
	keeping things secure		OP	RT	

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.

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Job Family Allocation

Analysis 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

Job Family Allocation Knowledge Matrix

The Knowledge and Skills Matrices can be used individually or in combination with each other. Establish a Knowledge value K1 to K8 by combining the range of knowledge required in the job from Columns 1 to 8 with the 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

	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 organis-ational activities	broad range of jobs, functions and organis-ational 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.

	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		K4	K4	K4	K5	K5	K5	K6
6	4-6 years	Considerable period of relevant working		K4	K4	K5	K5	K6	K6	K6
7	many years	Substantial period of relevant working				K5	K6	K7	K7	K7
8	many years	Extensive period of relevant working experience							K7	K8

Use the knowledge and skills descriptive levels to check "K" value indicated

Job Family Allocation

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.

Emphasis of role contribution

	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 practising 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 colour coded quadrants, each referring to a range of levels with a selection Skills Areas

Learning Dimensions				Skills Area					
				Feature 1	Feature 2	Feature 3	Feature 4	Feature 5	Feature 6
NJC	Learning time	Application	Knowledge depth	Written	Numerical	ICT	Equipment and vehicles	Practical and business expertise	Craft and Technical expertise
K1									
K2									
K3									
K4									
K5									
K6									
K7									
K8									

Skills Matrix				Skills levelling					
Social, Technical, Economic, Political				1	2	3	4	5	6
NJC	Learning time	Application	Knowledge depth	Written	Numerical	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.	General 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. ECDDL	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 disciplines.
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.	Write material that explain 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

Quadrant 1

NJC	Learning time	Application	Knowledge depth	Skills levelling		
				1	2	3
			Social, Technical, Economic, Political	Written	Numerical	ICT
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.
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.
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
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.

NJC	Learning time	Application	Skills levelling			Skills levelling		
			1	2	3	4	5	6
			Social, Technical, Economic, Political					
			Knowledge depth					
K1	very short- requires induction	shown what to do.	familiarity with required similar tasks after on the job experience.	basic familiarity with required similar tasks after on the job experience.	basic familiarity with required similar tasks after on the job experience.	basic familiarity with required similar tasks after on the job experience.	basic familiarity with required similar tasks after on the job experience.	basic 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.	working knowledge of different tasks. Gained through education, vocational training, on the job training and practical experience.	working knowledge of different tasks. Gained through education, vocational training, on the job training and practical experience.	working knowledge of different tasks. Gained through education, vocational training, on the job training and practical experience.	working knowledge of different tasks. Gained through education, vocational training, on the job training and practical experience.	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.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through education, vocational training, on the job training and practical experience.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through education, vocational training, on the job training and practical experience.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through education, vocational training, on the job training and practical experience.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through education, vocational training, on the job training and practical experience.	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.	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.	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.	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.	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.	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				Skills levelling		
Quadrant 2				1	2	3
Social, Technical, Economic, Political						
NJC	Learning time	Application	Knowledge depth	Written	Numerical	ICT
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.
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.	Write material that explain 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	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.	
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			

NJC	Learning time	Application	Knowledge depth	Skills levelling			Skills levelling		
				1	2	3	4	5	6
1	years	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.	Written	Numerical	ICT	Technical and artistic	Method and business separate	Craft and Technical separate
2	years	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.	Write material that explain 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.			
3	years	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.				
4	years	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			Skills levelling			
Quadrant 3			Social, Technical, Economic, Political	4	5	6
NJC	Learning time	Application	Knowledge depth	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.	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.	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.	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.	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.

NJC	Learning time	Application	Knowledge depth	Skills levelling			
				1	2	3	4
1	very short. requires induction	shown what to do.	familiarity with required similar tasks after on the job experience.	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.	Performance of straightforward practical tasks involving basic hand and powered tools and equipment associated with the type of work.
2	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.	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.	Performance of a number of related practical activities involving standard tools and equipment associated with the type of work.
3	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.	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.	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.
4	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.	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.	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.

Job Family Allocation

Process Matrix Tool

The Matrix arrives at a Process Value or P score (P1 to P9) 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 and 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 area. Independent of others	
	1	2	3	4	5	6	7	8
1 Identify solution	Straightforward, clearly defined	now	P1	P1				
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
5 Analyse and interpret	diverse and complex	years				P6	P7	P7
6 Analyse and interpret	very diverse and complex	strategic					P7	P8
							P8	P9

Job Family Allocation Relationships Matrix Tool

The Relationship Matrix Tool arrives at a Relationship Value or R score (R1 to 11) 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)

		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

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. Determines resources.

Explanation	Includes research, Interview and investigation
Advice, guidance, persuasion	Includes supportive / informal counselling
complicated	multi-faceted/ multi-layered information

Job Family Allocation Tangible Resources Matrix Tool

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

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

A and C are straight forward.

Choose a column for A from 1 to 6.

Choose a row from 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 from 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.	Provision of advice and guidance on the operation of established internal policy and procedures 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

Responsibilities for Financial Resources Matrix Tool

Use the Responsibilities for Financial Resources Matrix Tool to analyse responsibility for financial resources specifically. This refers to all forms of financial responsibility (e.g. cash, invoices, cheques, income generation or collection, budget or financial planning).

		Handling	Processing		Decide	Plan
Amount	Size	Cash	Money Paper	Accounting	Expen diture	
£0	no direct	1	1	1	1	1
£1,000	some/ small	2	2	1	2	1
£50k	considerable	3	2	2	3	3
£500k	large		2	3	4	4
£5m	very large		3	4	5	
£50m+	extremely large		3	4	6	

Responsibilities for Physical Resources Matrix Tool

Use the Responsibilities for Physical Resources Matrix Tool to analyse responsibility for physical resources specifically. This includes building security, using equipment, stock control and ordering, and information. **The nature of the resource is more significant than its value.**

Factor Level		Information	Equipment	Sites, Buildings, external locations	Maintenance	Security	Personal possessions Stock	Stock
1	Limited	everyday use	low value	everyday use	proper use	keep to rules	no formal	order for own job requirements
2	Some direct	processing	expensive (£10,000)	cleaning	day to day maintenance equipment or premises	part of buildings/ external (keyholder)	care of others' property	Order and control limited range
3	Considerable	considerable quantities	Very expensive (£200,000)	Clean range (varied types of location and use of equipment)	maintenance, repair range of buildings, external locations	building or external (formal protection)		order range
4	High	adapt, develop, design significant	adapt, develop, design wide range	adapt, develop, design wide range		High value		wide range
		significant contribution to large scale						
5	Major	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
6	Very major	Procurement and deployment. Long Term Planning. Resource determination						

NJC

Mental Effort Demands

The table is the Job evaluation convention used for the role profiles.

Mental demand 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.

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	Consid- erable	High	Very High
Deadlines, Interruptions & Conflicting Demands			

NJC

Physical Skills

The table is the Job evaluation convention used for the role profiles.

The Physical Skills 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.

	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	

Cumbria County Council

Job Family Allocation Family Matrices

Business Support Family (BS)	30
Customer Engagement Family (CE)	31
Operations Family (OP)	32
Organisational Support Family (OS)	33
People Care and Development Family (PCD)	34
Regulation and Technical Family (RT)	35

Cumbria County Council Business Support

Process	Relationship		Knowledge and Skills														
			K1	K2			K3			K4		K5			K6	K7	K8
	Min	R1	R1	R1	R1	R3	R4	R2	R4	R5	R4	R7					
	Max	R1	R1	R2	R2	R3	R4	R3	R5	R6	R4	R7					
P1			BS1		BS4												
P2				BS3	BS4	BS5											
P3						BS5	BS6		BS8	BS9							
P4							BS6	BS7	BS8	BS9	BS10		BS12				
P5											BS10	BS11	BS12				
P6												BS11					
P7																	
P8																	
P9																	
Resources		Min		TR1	TR1	TR2	TR2	TR2	TR3	TR3	TR3	TR4	TR4	TR3			
		Max		TR1	TR1	TR3	TR3	TR3	TR3	TR4	TR4	TR5	TR5	TR4			
Mental Demands Target				2	2	2	2	2	2	2	2	2	3	3			
Physical Skills Target				1	2	3	2	2	2	2	2	2	2	2			

Cumbria County Council Customer Engagement

Process	Relationship	Knowledge and Skills											
		K1	K2	K3		K4		K5		K6		K7	K8
	Min		R1	R1	R3	R3	R4	R2	R4	R3	R6	R9	
Max		R1	R2	R3	R3	R4	R3	R5	R4	R7	R10		
P1			CE2	CE5	CE6								
P2				CE5	CE6		CE8i						
P3						CE8ii	CE8i	CE10	CE11				
P4						CE8ii		CE10	CE11	CE12			
P5								CE10		CE12	CE14		
P6											CE14		
P7												CE17	
P8												CE17	
P9													
Resources	Min		TR2	TR2	TR2	TR3	TR2	TR3	TR4	TR3	TR5	TR6	
	Max		TR3	TR3	TR3	TR4	TR3	TR5	TR5	TR4	TR6	TR7	
Mental Demands Target			1	2	2	2	2	3	3	4	4	4	
Physical Skills Target			2	2	2	2	2	2	2	2	2	2	

Cumbria County Council Operations

Process	Relationship	Knowledge and Skills															
		K1	K2		K3		K4				K5		K6		K7		K8
		Min	R1	R1	R3	R2	R4	R3	R4	R3	R5	R2	R5	R6	R7	R6	R10
Max	R2	R2	R4	R3	R4	R3	R4	R3	R5	R3	R6	R7	R8	R7	R11		
P1		OP1	OP3														
P2			OP3	OP4													
P3				OP4	OP5	OP7i				OP10							
P4					OP5		OP7ii	OP9i	OP9ii	OP10	OP11	OP13					
P5							OP7ii	OP9i	OP9ii		OP11	OP13	OP15				
P6													OP15		OP17		
P7														OP16	OP17		
P8														OP16		OP19	
P9																OP19	
Resources	Min	TR2	TR1	TR2	TR2	TR3	TR2	TR3	TR3	TR3	TR4	TR4	TR4	TR5	TR7	TR8	
	Max	TR3	TR2	TR3	TR3	TR3	TR2	TR4	TR4	TR4	TR5	TR5	TR5	TR6	TR8	TR9	
Mental Demands Target		1	2	2	2	2	2	2	3	3	3	3	4	4	4	5	
Physical Skills Target		1	2	2	2	2	2	2	2	2	2	2	2	2	2	2	

Cumbria County Council Organisational Support

Process	Relationship	Knowledge and Skills													
		K1	K2	K3		K4	K5		K6		K7			K8	
	Min		R2	R2	R4	R5	R5	R5	R8	R5	R8	R9	R7	R11	
Max		R3	R4	R6	R6	R7	R6	R9	R6	R9	R11	R8	R11		
P1				OS5											
P2				OS5											
P3					OS7	OS9									
P4				OS7	OS9	OS11	OS12								
P5				OS7	OS9	OS11	OS12								
P6								OS12	OS14	OS15	OS16	OS17			
P7									OS14	OS15	OS16	OS17	OS18i		
P8													OS18i	OS18ii	OS19
P9													OS18i	OS18ii	OS19
Resources	Min			TR1	TR1	TR1	TR2	TR4	TR3	TR4	TR5	TR6	TR8	TR8	TR8
	Max			TR2	TR3	TR3	TR3	TR6	TR4	TR6	TR6	TR7	TR9	TR10	TR10
Mental Demands Target				3	3	3	4	4	4	4	4	4	4	5	5
Physical Skills Target				2	2	2	2	2	2	2	2	2	2	2	2

Cumbria County Council People Care and Development

Process	Relationship	Knowledge and Skills																
		K1	K2	K3				K4			K5				K6		K7	K8
			R2	R1	R2	R3	R4	R3	R5	R6	R3	R5	R4	R8	R5	R9	R6	R11
Max	R3	R2	R2	R3	R4	R4	R5	R6	R4	R6	R6	R9	R7	R10	R8	R11		
P1			PCD3	PCD4														
P2			PCD3	PCD4														
P3					PCD5		PCD8i											
P4					PCD5	PCD7	PCD8i	PCD8ii	PCD10i	PCD12i	PCD10ii		PCD13	PCD14				
P5								PCD8ii	PCD10i	PCD12i	PCD10ii	PCD12ii	PCD13	PCD14				
P6												PCD12ii	PCD13		PCD15	PCD16	PCD18	
P7															PCD15	PCD16	PCD18	
P8															PCD15		PCD18	PCD19
P9																		PCD19
Resources	Min		TR3	TR2	TR3	TR3	TR3	TR3	TR4	TR4	TR4	TR5	TR6	TR4	TR4	TR5	TR9	TR5
	Max		TR4	TR3	TR3	TR3	TR4	TR4	TR5	TR5	TR5	TR5	TR7	TR5	TR6	TR6	TR10	TR6
Mental Demands Target			1	1	1	2	2	2	2	3	2	3	3	3	3	4	4	4
Physical Skills Target			2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Cumbria County Council Regulation and Technical

Process	Relationship	Knowledge and Skills																
		K1	K2	K3	K4		K5		K6				K7				K8	
	Min			R1	R2	R3	R2	R4	R2	R5	R3	R5	R4	R8	R6	R8	R6	R10
	Max			R2	R2	R4	R3	R5	R3	R6	R4	R7	R5	R9	R7	R10	R7	R11
P1				RT4														
P2			RT4															
P3				RT6		RT9												
P4				RT6	RT7	RT9	RT10	RT11	RT12	RT13	RT14							
P5					RT7		RT10	RT11	RT12	RT13	RT14							
P6									RT12		RT14	RT15	RT16	RT17	RT18i			
P7												RT15	RT16	RT17	RT18i	RT18ii	RT19	
P8																	RT18ii	RT19
P9																		RT19
Resources	Min			TR1	TR2	TR2	TR2	TR3	TR3	TR3	TR5	TR6	TR5	TR5	TR7	TR7	TR5	TR7
	Max			TR2	TR3	TR3	TR3	TR4	TR4	TR5	TR6	TR7	TR6	TR6	TR8	TR8	TR6	TR9
Mental Demands Target				2	2	2	3	3	3	3	4	4	4	4	4	5	5	5
Physical Skills Target				2	2	2	2	2	2	2	2	2	2	2	2	2	2	2

Cumbria County Council

JOB WORKING CIRCUMSTANCES	
Emotional Demands	37
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Working Conditions	41
Weather	42
Disagreeable, Unpleasant, Hazards (DUH)	43
Adverse People Behaviour	44

Cumbria County Council

Emotional Demands

Frequency of Emotional Demand	
Rarely	Where the demand rarely occurs
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 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

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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 eg medium items of furniture.	Pushing or pulling a loaded (but not overloaded) trolley, or a 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 sideways, 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 back 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.	

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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

Cumbria County Council 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	25	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: Disagreeable, unpleasant and hazards (DUH)

			Extent of exposure % time			
			0	15	35	70
Adjective	Descriptor	Environmental conditions would include	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
<p>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.</p> <p>Circumstances will be mitigated by the Council as far as is reasonably practical</p>						

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