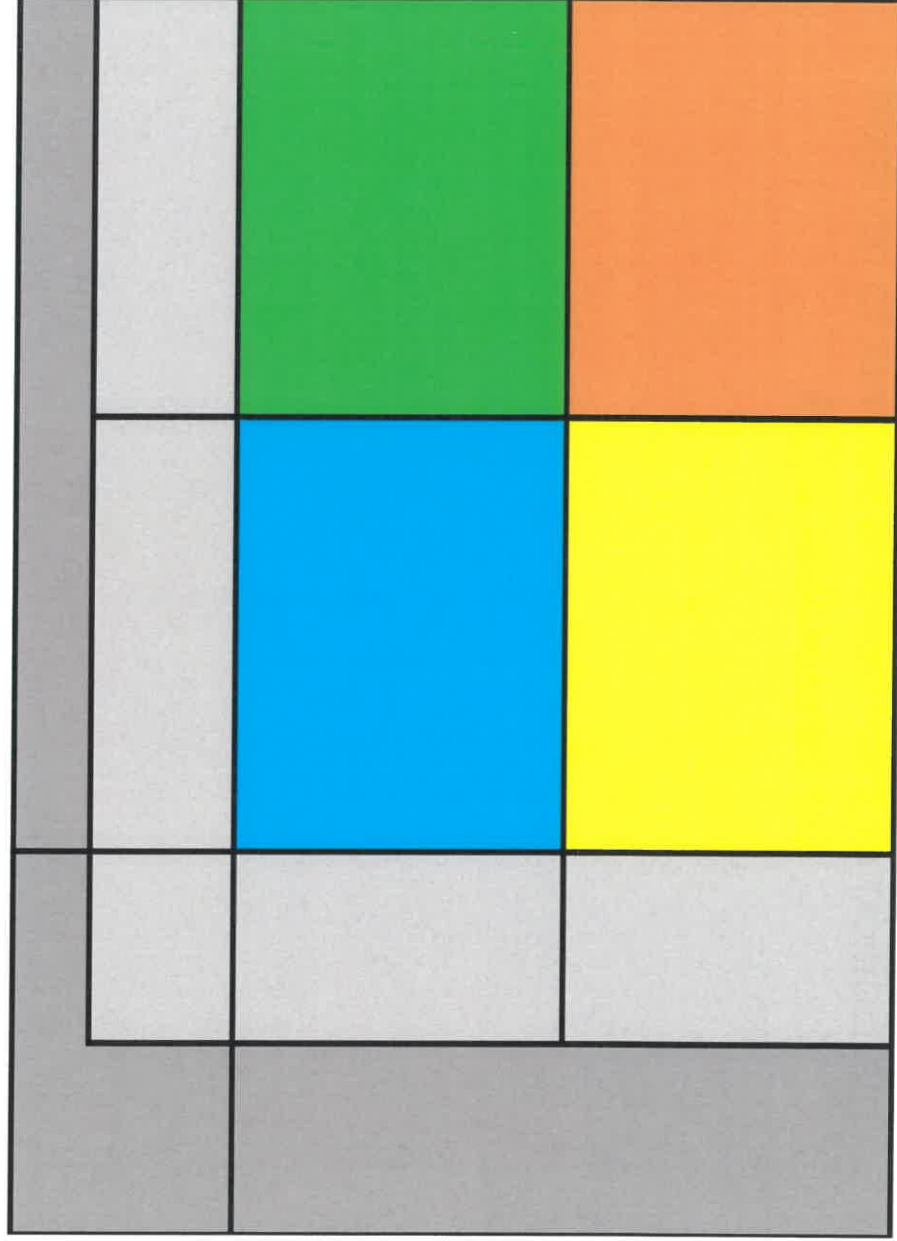


# Wolverhampton City Council

## Job Family Allocation



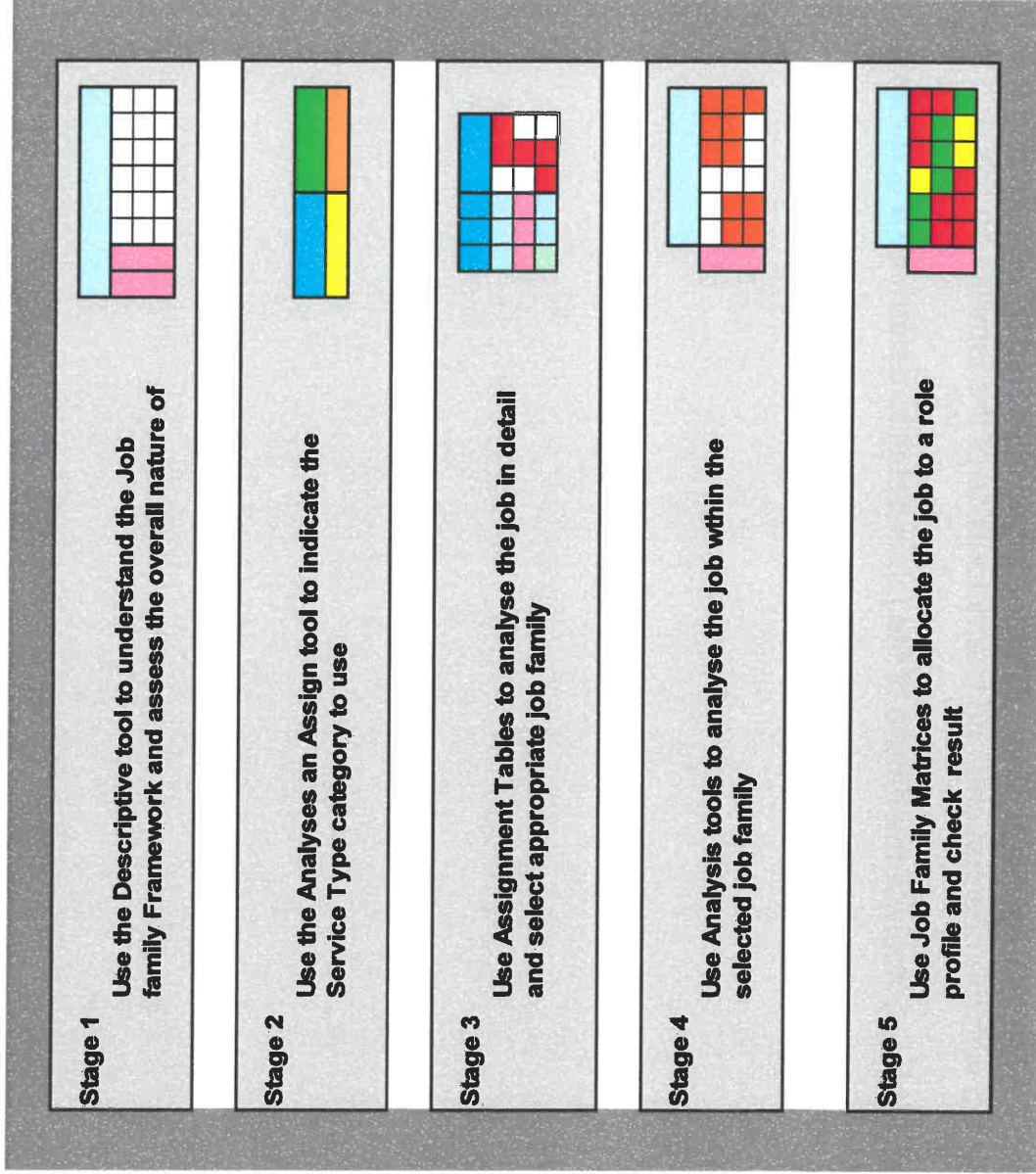
**This Edition of the Toolkit is subject to revision  
03 September 2024**

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# Job Family Allocation Process



## **Description Tool (1)**

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

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

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

## **Description Tool (2)**

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

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



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

## **Analyse and Assign Tool**

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

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

# TABLE OF SERVICE TYPES

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

### **Assignment Table Section 1**

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

# Wolverhampton City Council

## Job Family Allocation Assignment Table Tool Section 1

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

## **Assignment Table Section 2**

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

Wolverhampton City Council

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

### **Assignment Table Section 3**

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



# Wolverhampton City Council

## Job Family Allocation Assignment Table Tool Section 3

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

**Assignment Table Section 4**

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

# Wolverhampton City Council

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

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## Analysis Matrix Tools

Each family uses the Knowledge and Skills Matrix Tools with the Process Matrix Tool as the primary means of analysing jobs. The other Matrix Tools are used to further differentiate between Role Profiles and to verify the remaining Job Evaluation core factors.

### **Allocation Tools**

**Knowledge**

**Skills**

**Process**

**Relationships**

**Tangible Resources**

**Checks**

**Physical Demands**

**Mental Demands**

WCC

## **Knowledge and Skills**

### **Knowledge**

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

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

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

Knowledge Descriptions								
	1	2	3	4	5	6	7	8
<b>Description</b>	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.
<b>Content</b>	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
<b>Indicative level of formal qualification</b>		NVQ1 GCSE <C	NVQ2 GCSE C+ HNC	NVQ3 HNC/HND A levels	NVQ4, HND+, Gen deg, prof qualified (ex degree)	Honours degree, professional accreditation	Professional accreditation. Recognised internal expert	Professional accreditation. Recognised expert on regular basis
<b>Range of activity</b>	Limited tasks	Different tasks	range of related and or complex tasks	wide range of jobs and activities. Knowledge of Organisation procedures and policy.	broad range of jobs and organisational activities	broad range of jobs, functions and organisational objectives	complex range of knowledge within a discipline or knowledge across range of disciplines	complex range of operational or functional issues across range of disciplines
<b>Depth of activity</b>	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
				<b>Strategic Contribution</b>	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 changes occurring at functional or corporate level.	Initiates and directs the strategic assessment, response and preparation for operational or technical changes occurring at functional or corporate level.

<b>Likely Experience</b>								
Minimal	K1							
Some working experience	K2	K2	K2					
Moderate, relevant working experience		K2	K3	K3				
Extended, relevant working experience		K3	K3	K4	K4			
Significant period of relevant working		K4	K4	K4	K5	K5	K5	K6
Considerable period of relevant working		K4	K4	K5	K5	K6	K6	K6
Substantial period of relevant working				K5	K6	K7	K7	K7
Extensive period of relevant working experience							K7	K8

## COLUMN DESCRIPTORS

	Knowledge Descriptions							
	1	2	3	4	5	6	7	8
<b>Description</b>	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.
<b>Content</b>	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
<b>Indicative level of formal qualification</b>		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
<b>Range of activity</b>	Limited tasks	Different tasks	range of related and or complex tasks	wide range of jobs and activities. Knowledge of Organisation procedures and policy.	broad range of jobs and organisational activities	broad range of jobs, functions and organisational objectives	complex range of knowledge within a discipline or knowledge across range of disciplines	complex range of operational or functional issues across range of disciplines
<b>Depth of activity</b>	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
				<b>Strategic Contribution</b>	Understands and contributes to internal consideration of operational implications	Determines local objectives for operational or technical or external responses to emerging issues.	Contributes to the strategic assessment and preparation for operational or technical or external changes occurring at functional or corporate level.	Initiates and directs the strategic assessment, response and preparation for operational or technical or external changes occurring at functional or corporate level.



**ROW DESCRIPTORS AND MATRIX VALUES**

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

## Knowledge and Skills Level Indicators

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

	<b>Expertise</b>	<b>Supervisory/Managerial</b>
<b>K1</b>	Performance of straightforward practical tasks.	Distributes work for the team. Checks work done.
<b>K2</b>	Performance of a number of related procedural activities.	Basic supervisor of team undertaking similar and basic activities.
<b>K3</b>	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.
<b>K4</b>	Experienced practitioner in complex vocational field or entry level 'professional' undertaking standard applications.	Typical team leader for more complex work.
<b>K5</b>	Standard 'professional'. Conducts work using established principles. Subject to 'sign off' and QA. Small organisation unit manager.	Typical first line full management position.
<b>K6</b>	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
<b>K7</b>	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.
<b>K8</b>	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 quadrants together with a description of the equivalent learning time, application and depth of knowledge to help to determine the skill level.

Skills Matrix

R/LC	Learning time	Application	Social, Technical, Economic, Political	Skill Leveling					
				1	2	3	4	5	6
R1	Very short, requires induction	Shown what to do.	Knowledge depth: Familiarity with required similar tasks after on the job experience.	Written	Numerical	ICT	Equipment use	Practical and business expertise	Craft and Technical expertise
R2	Weeks months, moderate working experience	Works to specific instructions.	Working knowledge of different tasks. Gained through observation, vocational training, on the job training and practical experience.	General literacy. Performs documents using established format and provides content.	Basic numeracy. Perform basic arithmetic calculations, e.g. add, subtract, multiply possibly using calculator.	Use basic software applications. E.g. word processing, spreadsheets, email. Some use of complex ICT equipment. E.g. PC.	Use of general vocational work equipment. (E.g. advanced hand and powered tools, industrial equipment, light specialised industrial equipment, motor vehicles).	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.
R3	Many months, moderate writing experience.	Writes to general procedures. Champions how to do the work.	comprehensive practical knowledge of related activities or relatively complex work systems. Gained through observation, vocational training, on the job training and practical experience.	Fully developed literacy. With documents requiring preparation and development of basic statistics. Interpret technical maps and drawings.	Perform general maths including decimals, fractions, ratios, mechanical alignments and trigonometry. Interpret technical maps and drawings. Maintaining and keeping ledgers.	Regular and complex use of a range of specialist software. E.g. compliant spreadsheets, word processing, presentation software, where the combined adjustments made are critical to the effective control and efficiency of the output.	Operation and adjustment of a range of machines with a number of inter-related controls, where the combined adjustments made are critical to the effective control and efficiency of the output.	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 use of a range of specialist structures and equipment. Formally trained and able to apply the established techniques and standards practices in required.
R4	Years. Practical. Extended period of experience.	Determines which process or system to use.	Technical and/or specialist. Practitioner/technician and application of underlying theory. Advanced knowledge gained through education, vocational training, on the job training and practical experience.	Skills related with general principles covering a wide range of specialist content.	Use advanced software packages and spreadsheets. Complex calculations involving complex formulas, consolidations, linkages and layouts.	Operation and adjustment of plant or machinery which must be understood and controlled, which may be inter-related and initiated in a system of sequential steps and where the combined adjustments made are critical to the effective control and efficiency of.	Performance of a wide range of activities involving a range of specialist structures and equipment. Full understanding of associated processes.	Performance of a range of activities involving the use of a range of specialist structures and equipment. Formally trained and able to apply the established techniques and standards practices in required.	Performance of a range of activities involving the use of a range of specialist structures and equipment. Formally trained and able to apply the established techniques and standards practices in required.
R5	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 understanding of underlying theory. Advanced vocational training on or off the job training and practical experience.	Writes independently on technical, business and knowledge of the practical theory and underlying theory.	Advanced numerical analysis. Financial modelling. Charts and graphs and spreadsheets.	Set up and support advanced computer services requiring understanding of hardware and software packages, early hardware skill networks.	Performance of a range of activities requiring a theoretical and practical understanding of a substantial range of specialist disciplines or range of related disciplines.	Performance of a range of activities requiring a theoretical and practical understanding of a substantial range of specialist disciplines or range of related disciplines.	Performance of a range of activities requiring a theoretical and practical understanding of a substantial range of specialist disciplines or range of related disciplines.
R6	Years. Theory and practice. Significant period of relevant working experience.	Identifies and recommends what needs to be done. Contributes to the development of operational procedures.	Specialist expert in particular and theory. Extensive technical, specialist and theoretical knowledge. Both breadth and depth of knowledge gained through education, vocational training, on or off the job training and practical experience.	Writes material that explains complex or controversial issues or systems.	Specialist budget analysis, research, complex tasks and systems forecasting.	Theoretical and practical knowledge of the effective application of ICT in organisations.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.
R7	Years. Substantial working experience.	Determines best objectives for responses to emerging issues.	Complex range of knowledge within a discipline or knowledge across range of disciplines		Comprehensive knowledge of one or more accounting, business, engineering, mathematics and operations equipment.		Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.
R8	Years. Extensive period of relevant working experience.	Contributes to the strategic development of operational or functional changes occurring at functional or corporate level.	Complex range of operational or functional issues across range of disciplines				Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.	Work of a specialist role in requiring detailed and diverse knowledge in a range of specialist work areas.

### Skills Matrix Tool K1 to K4

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

## Skills Matrix Tool K5 to K8

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

**Skills Matrix Tool Quadrant 1**  
Comprehension Numerical ICT K1 to K4

<b>K Value</b>	<b>1</b>		<b>2</b>		<b>3</b>	
	<b>Comprehension</b>		<b>Numeracy</b>		<b>ICT</b>	
<b>K1</b>	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.			
<b>K2</b>	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.			
<b>K3</b>	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			
<b>K4</b>	Writes material within general guidelines covering a wide range of specialist content.	Intermediate numerical analysis/bookkeeping. Choose tools and techniques using statistics, formulae and accounting rules.	Use advanced software packages and develop procedures, tools and programs involving complex macros, consolidations, linkages and layouts.			

**Skills Matrix Tool Quadrant 2**  
**Comprehension Numerical ICT K5 to K8**

<b>K Value</b>	<b>1</b>		<b>2</b>		<b>3</b>	
	<b>Comprehension</b>		<b>Numeracy</b>		<b>ICT</b>	
<b>K5</b>	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.	
<b>K6</b>	Write material that explains complex or controversial issues or concepts.		Specialist in-depth analysis, research, complex taxes and economic forecasting.		Theoretical and practical knowledge of the effective application of ICT in organisations.	
<b>K7</b>			Comprehensive knowledge of one or more accounting, actuarial, science, engineering practices and theory that involve complex mathematics and numerical systems.			
<b>K8</b>						

**Skills Matrix Tool Quadrant 3**  
**Equipment and Vehicles, Practical and Business, Craft and Technical K1 to K4**

<b>K Value</b>	<b>4</b>		<b>5</b>		<b>6</b>	
	<b>Equipment and Vehicles</b>	<b>Practical and business Expertise</b>	<b>Equipment and Vehicles</b>	<b>Practical and business Expertise</b>	<b>Equipment and Vehicles</b>	<b>Practical and business Expertise</b>
<b>K1</b>	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 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 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.
<b>K2</b>	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 range of activities involving established work routines and procedures. Understanding the work of others performing related processes.	Performance of a number of related practical activities involving standard tools and equipment associated with the type of work.	Performance of a wide 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.		
<b>K3</b>	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 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 number of related practical activities involving standard tools and equipment associated with the type of work.	Performance of a full 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.		
<b>K4</b>	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 number of related practical activities involving standard tools and equipment associated with the type of work.	Performance of a full range of activities involving the integration of complex procedures to build, install or repair structures and equipment. Formally trained knowledge of the established techniques developed over an extended time of tuition and practice is required.		



**Skills Matrix Tool Quadrant 4**  
**Equipment and Vehicles, Practical and Business, Craft and Technical K5 to K8**

<b>K Value</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Equipment and Vehicles</b>	<b>Practical and business Expertise</b>	<b>Craft and Technical Expertise</b>
<b>K5</b>		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.
<b>K6</b>		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.
<b>K7</b>		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.
<b>K8</b>		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.

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### Process Matrix Tool

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

### Job Family Allocation Process Matrix Tool

Action	Type of problems	Time frame	Resolving Problems							
			Detailed instructions	General instructions	Recognised procedures	Organise priorities	Recognised guidelines	broad practice and guidelines	established policy	principles defining overall policy
1 Identify solution	Straightforward, clearly defined	now	1	2	3	4	5	6	7	8
2 Interpret info	generally similar	days	P1	P2						
3 Analyse and interpret	varied	weeks	P1	P2	P3	P4				
4 Analyse and interpret	complex	months		P3	P4	P4	P5	P5		
5 Analyse and interpret	diverse and complex	years			P4	P5	P5	P6	P6	
6 Analyse and interpret	very diverse and complex	strategic					P6	P6	P7	P7
									P8	P8
									P9	P9

Process Matrix Tool: Rows

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

## Process Matrix Tool: Columns

		Resolving Problems							
Detailed instructions	General instructions	Recognised procedures	Organise priorities	Recognised guidelines	broad practice and guidelines	established policy	principles defining overall policy		
1	some initiative on day to day basis	initiative to make routine decisions	independent decisions about un-anticipated issues	discretion and initiative over a range of frequent decisions	discretion and initiative over very broad area	wide discretion over very broad area.	Independent of others	1	8
2	P1	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 very broad area	wide discretion over very broad area.	Independent of others	2	7
3	P2	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 very broad area	wide discretion over very broad area.	Independent of others	3	6
4	P3	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 very broad area	wide discretion over very broad area.	Independent of others	4	5
5	P4	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 very broad area	wide discretion over very broad area.	Independent of others	5	4
6	P5	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 very broad area	wide discretion over very broad area.	Independent of others	6	3
	P6	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 very broad area	wide discretion over very broad area.	Independent of others	7	2
	P7	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 very broad area	wide discretion over very broad area.	Independent of others	8	1
	P8	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 very broad area	wide discretion over very broad area.	Independent of others	9	0
	P9	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 very broad area	wide discretion over very broad area.	Independent of others	10	-1

### Relationship Matrix Tool

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

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

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

## Job Family Allocation Relationships Matrix Tool

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

## Tangible Resources Matrix Tool

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

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

Choose a row for C from 1 to 6.

A and C are straightforward.

Choose a column for A from 1 to 6.

Choose a row for C from 1 to 6.

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

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



## Job Family Allocation Tangible Resources Matrix Tool

		1	2	3	4	5	6
Responsibility for Financial Resources		Limited	Some	Considerable	High	Major	Very major
<b>B Responsibility for impact on people</b>							
<b>B1</b>	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 services to individuals and groups. Decisions made that impact on the future of the people receiving the services.	Very major responsibility for the provision of services to substantial numbers of people.
<b>B2</b>	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.
<b>B3</b>	Policy development		Provision of services and/or advice on established internal policy and procedures	Providing advice and guidance on the operation of established internal policy including some interpretation to meet specific circumstances	Contributory responsibility for developing policies and procedures with social, economic, legal or technical impact on people.	Major responsibility for development of policy and procedure that have significant impact upon the operation of the service.	Very major responsibility for development of policy and procedure that have significant impact upon the operation and strategy across one or more services.
<b>B4</b>	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.		
<b>C Physical Resource</b>							
1	Limited	TR1	TR2	TR3	TR3	TR4	TR5
2	Some	TR2	TR3	TR4	TR5	TR6	TR7
3	Considerable	TR3	TR4	TR5	TR6	TR7	TR8
4	High	TR4	TR5	TR6	TR7	TR8	TR9
5	Major	TR5	TR6	TR7	TR8	TR9	TR10
6	Very Major	TR6	TR7	TR8	TR9	TR10	

### NJC Job Evaluation Factor: Physical Skills

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

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

## NJC Knowledge and Skills

### Physical Skills

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

## NJC Job Evaluation Factor: Mental Demands

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

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

### NJC Mental Effort Demands

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

OR

2	3	4	5
Some	Considerable	High	Very High
Deadlines, interruptions & conflicting Demands			

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**Job Family Matrices**

**Business Partnership Support Family**  
**Clerical and Administration Family**  
**Customer Engagement Family**  
**Learning and People Development Family**  
**Teaching Assistant Sub-Family**  
**Operational Family**  
**Personal and Social Wellbeing Family**  
**Regulatory Family**  
**Technical Family**

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Wolverhampton City Council  
Business and Partnership Support

Process	Knowledge and Skills																										
	Relationship		K1			K2			K3			K4			K5			K6			K7			K8			
	Min	Max	R2	R3	R4	R2	R3	R4	R3	R4	R5	R6	R7	R8	R9	R5	R6	R7	R8	R9	R4	R5	R6	R7	R8	R9	R11
P1			BPS10																								
P2			BPS10																								
P3				BPS15																							
P4				BPS15																							
P5																											
P6																											
P7																											
P8																											
P9																											
Resources																											
Mental Demands Target																											
Physical Skills Target																											

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

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

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

CRITERIA FOR SPFP

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

- Transforming
- Enabling
- Programme managing
- Influencing
- Commissioning

Senior project/programme management roles reporting into Board/Service Directors  
Post created to lead on and implement business change

Operational/organisational support roles belong to main BPS family

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





# Clerical and Administration Family

## Clerical and Administration

Process	Relationship	Knowledge and Skills																
		K1		K2		K3			K4			K5			K6	K7	K8	
		R1	R2	R1	R2	R3	R4	R5	R2	R3	R4	R5	R4	R5	R6	R7		
P1	Min																	
P1	Max																	
P2																		
P3																		
P4																		
P5																		
P6																		
P7																		
P8																		
P9																		
Resources	Min																	
	Max																	
Mental Demands Target																		
Physical Skills Target																		



Wolverhampton City Council  
Customer Engagement

Process	Relationship	Knowledge and Skills																					
		K1		K2		K3		K4				K5			K6		K7						
		R2	R3	R2	R3	R3	R4	R5	R6	R7	R4	R5	R6	R7	R4	R5	R6	R7	R4	R5	R6	R7	
P1	CE4	CE5																					
P2	CE4		CE10	CE20	CE30A	CE30S																	
P3			CE10	CE20	CE30A	CE30S																	
P4				CE20																			
P5																							
P6																							
P7																							
P8																							
P9																							
Resources	Min	TR1	TR2	TR3	TR3	TR2	TR2	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3
	Max	TR2	TR3	TR4	TR4	TR3	TR4	TR4	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5
Mental Demands Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Physical Skills Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2



Wolverhampton City Council  
Learning and People Development: Teaching Assistants

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



# Learning and People Development Job Family

## Wolverhampton City Council Learning and People Development

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

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**Wolverhampton City Council  
Operations**

Process	Knowledge and Skills																																			
	K1			K2			K3			K4						K5			K6		K7		K8													
	R1	R2	OP15	R1	R2	R3	R2	R3	R4	R2	R3	R4	R5	R4	R5	R6	R7	R8	R9	R10	R5	R6	R7	R8	R9	R7	R8	R9	R7	R8	R9	R10	R11	K8		
P1	OP10	OP15					OP30A																													
P2	OP10		OP20A	OP20S	OP20S	OP30A	OP30A	OP30S					OP37A	OP37S																						
P3			OP20A	OP20S		OP30A			OP35	OP37A	OP37S																									
P4								OP32	OP35			OP37S	OP40A	OP40S							OP45															
P5																																				
P6																																				
P7																																				
P8																																				
P9																																				
Resources	TR1	TR2	TR2	TR2	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3	TR3
	TR3	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4	TR4
Mental Demands Target		1	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Physical Skills Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2



Wolverhampton City Council  
Personal and Social Wellbeing

Process	Relationship	Knowledge and Skills																																
		K1		K2		K3			K4					K5					K6			K7												
		R1	R2	R2	R3	R2	R3	R4	R5	R2	R3	R4	R5	R6	R4	R5	R6	R4	R5	R6	R4	R5	R6	R7	R5	R6	R7	R8	R5	R6	R7	R8	R10	R8
P1	PSW5	PSW10																																
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Resources	Min	TR1	TR1	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	TR2	
	Max	TR2	TR3	TR4	TR4	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5	TR5
Mental Demands Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Physical Skills Target		2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2



Wolverhampton City Council  
Regulation

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



# Technical Job Family

## Wolverhampton City Council Technical

Process	Relationship	Knowledge and Skills																																			
		K1		K2		K3		K4			K5			K6				K7		K8																	
		R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	R29	R30						
P1	Min																																				
P2	Max																																				
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P7																																					
P8																																					
P9																																					
Resources	Min																																				
	Max																																				
Mental Demands Target																																					
Physical Skills Target																																					

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## **Job Working Circumstances**

- 1. Emotional Demands**
- 2. Working conditions**
- 3. Physical Demands**

## Emotional Demands

### Emotional Demands

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

Level of Emotional Demand		
	Descriptor	Example
<b>Minimal</b>	Postholder is exposed to minimal emotional demand	N/A
<b>Some</b>	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
<b>Significant</b>	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.
<b>Intense</b>	Emotional demand forms an expected part of the role and postholder has direct responsibility to deal with those imposing demands	Job related actions may cause genuine further distress to others or in major conflict with their wishes.

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

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

## Emotional Demands

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

Exclude immediate colleagues  
Verbal abuse under working conditions

# Physical Demands

## Physical Demands Indicators: Physical Effort

Effort level	Type of effort			Awkward/Constrained
	Lifting or carrying	Pushing/Pulling	Applied Physical Effort	
Normal	Examples			
<b>Modest</b>	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.
<b>Considerable</b>	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.
<b>High</b>	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.
<b>Very High</b>	Carrying full dustbins, large items of equipment or furniture.	Pushing or pulling a very heavily laden trolley, a piece of equipment which in itself is very heavy or where there is very strong resistance.	Digging heavy soil or soil below ground level, sawing trees with chainsaw, laying full-sized paving stones, etc.	

## Physical Demands

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

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## 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

**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	1
Partly Exposed	1	1	1	1	1	2
Mostly Exposed	1	1	1	1	2	3
Option to take shelter Intense	1	1	1	2	3	4
Intense	1	1	2	3	4	5



Working Conditions

**Working Environment: Disagreeable, unpleasant and hazards**

Adjective	Descriptor	Environmental conditions would include	Extent of exposure % time				
			0-15	15-35	35-70	70 plus	
<b>NORMAL</b>	<b>NORMAL</b>	Generally acceptable inside or outside environment	1	1	1	1	
<b>MINIMAL</b>	<b>UNPLEASANT</b>	Adverse temperature, noise or uncomfortable clothing	1	1	1	2	
<b>SOME</b>	<b>UNPLEASANT AND MILDLY DISAGREEABLE</b>	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		
<b>CONSIDERABLE</b>	<b>DISAGREEABLE OR MILDLY HAZARDOUS</b>	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		
<b>HIGH</b>	<b>VERY DISAGREEABLE OR HAZARDOUS</b>	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	
<b>VERY HIGH</b>	<b>EXTREMELY DISAGREEABLE OR VERY HAZARDOUS</b>	Working in an abattoir (e.g. for inspection/visits), in a refuse tip, in a quarry, etc.	2	4	5	5	

Any matters covered by Control of Substances Hazardous to Health (CoSHH) are deemed to be hazardous to a certain extent, ranging from mildly disagreeable to very hazardous.  
Circumstances will be mitigated by the Council as far as is practically reasonable

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Working Conditions

**Adverse People Behaviour**

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

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## **Allocation Record**

The Allocators record their decisions onto a record sheet.

### **PAGE 1**

The Job Family the job is assigned to is recorded

The matrix cells are noted for each Analysis Matrix Tool

The Allocated Role Profile is Recorded

### **PAGE 2**

**Job Working Circumstances**

The decisions for each of the three JWC factors are recorded.

Date _____	<b>WOLVERHAMPTON CITY COUNCIL JOB FAMILY ALLOCATION</b>	Code <input style="width: 100%;" type="text"/>
Allocators <input style="width: 100%; height: 50px;" type="text"/>	Advisors <input style="width: 100%; height: 50px;" type="text"/>	Group Reference <input style="width: 100%; height: 50px;" type="text"/>
<b>Step 1. Assign</b>		
Job Family <input style="width: 150px;" type="text"/>		
<b>Step 2. Analysis</b>		
<b>KNOWLEDGE</b> Blue Column <input style="width: 50px;" type="text"/> Rose Row <input style="width: 50px;" type="text"/> <b>PROCESS</b> Blue Column <input style="width: 50px;" type="text"/> Rose Row <input style="width: 50px;" type="text"/> <b>RELATIONSHIP</b> Blue Column <input style="width: 50px;" type="text"/> Rose Row <input style="width: 50px;" type="text"/> <b>TANGIBLE RESOURCES</b> Blue Column <input style="width: 50px;" type="text"/> Rose Row <input style="width: 50px;" type="text"/> Physical Skills Check <input style="width: 50px;" type="text"/> Mental Demands Check <input style="width: 50px;" type="text"/>	or	<b>SKILLS</b> Column number <input style="width: 40px;" type="text"/> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">K</div> <input style="width: 50px;" type="text"/> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">P</div> <input style="width: 50px;" type="text"/> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">R</div> <input style="width: 50px;" type="text"/> <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 2px;">TR</div> <input style="width: 50px;" type="text"/>
<b>Step 3. Allocate</b>		
PROFILE <input style="width: 150px;" type="text"/>	Green <input style="width: 50px;" type="text"/>	Yellow High <input style="width: 50px;" type="text"/>
Yellow Low <input style="width: 50px;" type="text"/>		
Group Reference Post numbers of jobs grouped together _____ _____ _____ _____ _____		

## WOLVERHAMPTON CITY COUNCIL JOB FAMILY ALLOCATION RECORD

### Page 2 Job Working Circumstances

Sub Group	Emotional Demands	Physical Demands	WORKING CONDITIONS																																																																																																						
			Weather	DUH	Adverse People Behavior																																																																																																				
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