

SCOTTISH JOINT COUNCIL'S JOB EVALUATION SCHEME

SECTION 2 - GENERAL FACTOR GUIDANCE NOTES

Introduction

The definitions and guidance of the Scottish Joint Council's Job Evaluation Scheme should be applied in accordance with the principles and best practice advice set out below, and those set out in the Scheme's Practice Manual.

The guidance set out in this Section of the SJC JE Scheme has the same status as the guidance set out in Section 3 of the SJC JE Scheme under each of the factor headings, and should therefore be referred to in the same manner when queries of interpretation occur during the assessment of each job and be given the same weight by Job Analysts during the assessment of job demands.

FACTOR DEFINITIONS

The factor framework was designed to capture the range of job demand found across the entire job population of the Scottish Unitary Authorities, with the exception of the post of Chief Executive. Each of the 13 factor definitions is set out in the same manner:

1. an introductory statement indicating the specific aspect of job demand being considered under the factor heading
2. one or two paragraphs indicating the type of job demand or activity that is covered by the factor
3. a final statement indicating how the job demands will be assessed, i.e. which of the 4 elements of nature, degree, frequency and duration are relevant under the factor heading.

Either the introductory or final statement in each of the factor definitions states clearly whether it is the 'predominant' demand of the job that is being assessed, or another type of demand, specifically:

- a combination of the 'greatest' and 'main' demands under the Physical Effort factor in terms of the nature and degree of demand and the proportion of working time involved respectively
- the 'highest' degree of demand under the Concentration factor heading
- the 'most demanding' type of Communications Skills required
- the 'primary' and 'secondary' demands also referred to as the 'main' and 'other' demands under the Responsibility for Physical and Information Resources factor heading

For all but these 4 factors (i.e. excepting Physical Effort, Concentration, Communication Skills, and Responsibility for Physical and Information Resources) it is the 'predominant' or main job demand relevant to the factor definition which is being assessed, and this should be identified during the initial consideration of the job. The 'predominant' demand

is the aspect of the job related most closely to its main purpose or to the majority of working time. Job Analysts must ensure that their assessment under each factor heading is based on the appropriate type of demand - bearing in mind that these may relate to specific job tasks or activities. However, there may be jobs with a number of significant demand areas which appear equally important or nearly so, for example, roles involving supervising groups undertaking activities, dealing with a number of service recipients, preparing equipment and materials in advance of delivering a service. In such circumstances, it is necessary to consider each significant demand area in relation to each factor in order to determine which demand is the most appropriate element to take into account under the various factors. For example, taking account of the demands required in preparing equipment and materials under the physical factors, and the attention needed under the Concentration factor.

If at first sight the predominant demand(s) of a particular job appear(s) not to be covered by the definition of any of the factors, the Job Analysts should identify the broad category of job demand or activity and use that to draw an equivalence with an element of the definition of a specific factor, as follows:

Broad Category	Factor Headings
Knowledge, skills and experience:	13 Knowledge
Responsibility:	8 Responsibility for Employees 9 Responsibility for Services to Others 10 Responsibility for Financial Resources 11 Responsibility for Physical & Information Resources 12 Initiative & Independence
Mental demands:	4 Mental Skills 5 Concentration
Social demands:	6 Communication Skills 7 Dealing with Relationships
Physical demands:	2 Physical Co-ordination 3 Physical Effort
Working conditions:	1 Working Environment

An example might be where the predominant demand of a job is considered to be the range of 'emotional demands' placed on the jobholder. The premise of the Scheme is that while the individual jobholder may feel sympathetic to another person encountered in the course of their work, the requirement of the job could not be 'to be sympathetic' as an employer cannot require an employee to experience a specific emotion; rather the jobholder could be required 'to demonstrate empathy' and could reasonably be expected to do so while exercising appropriate professional detachment. The need to exercise patience, empathy, tact, insight, and compassion are all examples of the interpersonal skills required to deal with people and as such should be considered under the Dealing with Relationships factor.

Ensuring Job Demands are Taken into Account Appropriately

Care should be taken in determining where it is most appropriate to take account of particular job demands, and to avoid double-counting of the same demand under different factor headings. Jobholders should take the time to read through all factor definitions carefully before answering any questions relating to that aspect of the job.

Job Analysts need to consider how best to take account of the full extent of job demands under the various factor headings. This will require consideration of different discrete aspects of the work under different headings. For example, in assessing the range of demands required by a jobholder it will be necessary to:

- consider the various physical aspects of the job under both the Physical Co-ordination and Physical Effort factor headings
- consider the range of interpersonal skills required under both the Communication Skills and Dealing with Relationships factor headings
- consider the range of mental activities required, including aspects such as spatial awareness, creativity, and sensory attention, under both the Mental Skills and Concentration factor headings
- consider the range of knowledge, experience, competencies and qualifications required under the Knowledge factor heading.

When assessing overall job demands it is necessary to differentiate between the demands on the person and the demands of the job. To do so requires a clear understanding of the requirements of the job, without which significant aspects of job demand may be overlooked, particularly if they are not described in the language of the SJC JE Scheme. For example, the requirement to lift an item feels heavier/more difficult for one individual than another, but the objective assessment of the demand of the job takes account of the weight of the item regardless of the strength of the individual lifting it. As indicated above, Job Analysts may need to draw an equivalence between the requirements of the job and the elements of the factor definitions.

There are a number of areas in the Scheme where the apparent potential for double-counting has been identified in the Guidance pages. Nearly all job evaluation systems involve potential double counting which can be avoided by ensuring that discrete aspects of job demand required to undertake a particular activity are assessed under the appropriate factor headings, for example, the responsibility associated with the an activity should be assessed under an appropriate Responsibility factor heading and the effort involved in the same activity under an appropriate Physical factor heading. This is **not** double counting.

Double counting occurs where the same aspect of job demand is measured under more than one factor, for example, where responsibilities for ordering supplies are measured under both the Responsibility for Financial Resources factor and the Responsibility for Physical & Information Resources. Where more than one factor heading is potentially applicable to a specific aspect of work care should be taken to ensure that each aspect of the job is assessed under only one factor heading; and that decisions on which factor

heading is most applicable to that aspect of work are consistently applied across all jobs being assessed.

Consider the following examples:

- Mental Skills and Responsibility for Services to Others in relation to care plans - it is **not** double counting to measure the analytical skills required to undertake a caring role under the Mental Skills factor and then separately to consider the responsibility for drawing up a care plan under the Responsibility for Services to Others factor, as long as the job involves both of these demands.
- Communication Skills and Dealing with Relationships in relation to contacts that are an integral part of the job - it may be double counting to measure the need to communicate with a range of contacts under both of these factors, but it is **not** double counting to measure the empathic skills required under the Dealing with Relationships factor and the skills required for exchanging information under the Communication Skills factor.
- Communication Skills and Responsibility for Employees in relation to providing instruction, professional development or training - again it is **not** double counting to measure the skills required for providing instruction under the Communication Skills factor and the responsibility for providing instruction under the Responsibility for Employees factor, as long as the job genuinely involves both of these (demonstrating own duties on the other hand may not require any specific training skills).
- Communication Skills and Responsibility for Services to Others in relation to the assessment of care needs and the provision of care - it is **not** double counting to measure the skills required to elicit information from a client under the Communications Skills factor and to measure the responsibility for assessing care needs and determining care provision under Responsibility for Services to Others.
- On the other hand, as noted earlier in the document, it **is** double counting to measure the same demands associated with processing purchasing orders under both the Responsibility for Financial Resources and Responsibility for Physical & Information Resources factor headings.

FACTOR LEVEL DEFINITIONS

Some factor level definitions (such as in the Mental Skills, Responsibility for Employees and Initiative and Independence factors) incorporate a number of **separate** elements of demand, which **must all** be regular features of the job in order for it to be assessed at that level. This is indicated by use of the words 'and' or 'also' linking the various elements of demand.

These elements of demand are also referred to as the 'step changes' in demand as they indicate the increase in demand that would be required to allow a job to 'step' up to a higher level definition. The key terms in the level definitions which indicate the step changes of demand are **emboldened**.

Where a factor definition includes a **range** of criteria (such as in the Initiative & Independence and Knowledge factors) equating to the level of demand, the **majority** of the elements must be predominant or regular features of the job to justify scoring at that level. Where the job demonstrates only one aspect of the range of demands at a particular level, it will be assessed at a lower level. However, in exceptional cases, where one of the criteria of a level demand is a very significant feature of the job, assessment of the demands of the job at the higher level may be justified, for example, if an essential qualification such as a driving licence were the only one of the criteria in a level definition under the Knowledge heading present in a job it would be appropriate to assess the job at that level even if the other defined criteria such as knowledge of other jobs or the period of relevant working experience were not fully met.

N.B. Such an 'atypical' assessment is only possible when using the paper-based Scheme as the COSLA Gauge 'Evaluator' software applies the factor level definitions consistently.

Some factor level definitions (Working Environment, Physical Co-ordination, Physical Effort, Mental Skills, Concentration, Communication Skills, Dealing with Relationships, Responsibility for Services to Others, Responsibility for Financial Resources, Responsibility for Physical & Information Resources) include **alternative** criteria for meeting the demand at each level. This is indicated by use of the word '**or**' between the various statements of demand. These alternatives have been provided in recognition of the variety of job demands which can be considered as 'equivalent in demand but different'. While the nature of the work or the tasks relevant to that factor heading may be quite different, the Scheme recognises that they are of **equivalent demand**. With the exception of the factor headings "Physical Effort" and "Responsibility for Physical & Information Resources" only one of the statements of demand is used to assess the demand of a particular job.

Some factor level definitions (Working Environment, Physical Effort, Concentration, Dealing with Relationships, Responsibility for Financial Resources) appear to **accommodate different** demands within the same level definition. These factors have been designed to assess the demands of the job in two separate ways:

1. the **nature** and/or **degree** of demand
2. the **frequency** and/or **duration** of demand.

The nature of demand assesses the predominant demand of the job in terms of the aspects included in the factor definition; and the degree of demand describes the extent to which it is required of the jobholder.

The frequency of demand assesses how often the predominant demand of the job is required; and the duration assesses for how long the demand requires to be sustained.

This enables the Scheme to take account of all aspects of demand under these factor headings across a variety of jobs, including those jobs where aspects of demand might be very significant or relatively insignificant. For example, where a demand could be viewed extreme or pronounced in nature although of relatively short duration, or the degree of demand is relatively minor but occurs with high frequency. The scoring matrix allows the demands of these less typical jobs to be assessed alongside the more usual

patterns of demand where neither the nature and/or degree, nor the frequency and/or duration are significantly high or low.

Some factor level definitions (Physical Effort and Responsibility for Physical & Information Resources) allow two **distinct** demands to be assessed within the factor. The scoring matrix enables account to be taken of both primary and secondary responsibilities which the jobholder has in respect of two distinct types of resource. Job demands are assessed at the **highest** level of either the primary or secondary responsibility. For example, a job having a primary responsibility for the proper use and safekeeping of very expensive equipment and secondary responsibility for ordering and/or stock control of a limited range of supplies should be assessed at Level 3 in line with the first and highest demand.

Where a job has an equivalent level of responsibility for **both** primary and secondary resources, the level of responsibility is considered to be equivalent to the next level, above Level 3. For example, a job having both a primary and secondary responsibility at Level 4, is considered equivalent to a job having a primary responsibility at Level 5 with a secondary responsibility at a lower level.

Some factor level definitions (Responsibility for Financial Resources, Responsibility for Physical & Information Resources) include **values** which have been set at 1999 levels to cover the range of responsibilities across the Scottish job population as a whole. These values should be applicable in the majority of individual authorities. Guidance is provided to help Councils ensure that the ranges of values in these factors can continue to be applied consistently on an on-going basis with the initial application of the JE Scheme at the implementation of the SJC 'Single Status' Agreement. However, depending on their individual structure and their hierarchy of accountability, some authorities may experience difficulty in fitting their jobs within the ranges used. In these circumstances, and with local agreement, alternative ranges must be developed for application to the Authority's whole job population by arrangement with COSLA. The necessary alterations to the software will then be carried out by Pilat (UK) Ltd. The cost of any such alterations will be borne by the individual Council.

FACTOR GUIDANCE

Key words and phrases in the factor level definitions indicating the step changes in demand are emboldened in the text and have their normal meanings, **unless** they are used in a specific context, which is explained in these Guidance Notes or the Guidance accompanying each factor heading.

Some factor level definitions incorporate a range of terms, for example, "some", "considerable", "large", "very large", "extremely large". These represent a scale of demand across the levels of that factor. Definitions of these terms, and illustrative examples, are provided in the relevant factor guidance, and in the help screens of the computerised version of the Scheme. The same terms may be used in describing levels of demand under a variety of factor headings. However, the individual phrases should be interpreted according to the relevant guidance for each factor heading, as the definitions of these terms may vary from factor to factor.

Examples of tasks or activities are used in the guidance to help illustrate the scale or step changes in demand across factor levels. For example, in the guidance for the

Concentration factor heading definitions are provided for the step changes in terms of the degree of mental or sensory attention required, and a series of tasks from the same type of job are used to illustrate the increasing degrees of demand defined, as follows:

- "GENERAL" mental or sensory attention is the level required for day-to-day activities, such as moving from one place to another OR that which the jobholder has to apply; such as when reading work instructions, completing work-recording documents, counting money or checking change, undertaking daily checks on equipment being used, hoeing, digging, painting walls etc.
- "ENHANCED" mental or sensory attention would include the checking of documents for completeness or correctness (possibly of simple arithmetic), matching or inputting data between different sources, undertaking inspections, taking measurements, preparing standard reports carrying out arithmetic calculations (i.e. addition, subtraction, multiplication, division, fractions, percentages), completing detailed documentation, making electrical connections, pruning, painting window frames etc.
- "FOCUSED" mental or sensory attention is applied when the jobholder requires to be particularly alert, for example, when driving or working in traffic or supervising the actions of children/pool-users, concentrating on visual or aural activities such as audio-typing/operating CAD or GIS OR that required when undertaking tasks such as complex calculations involving mathematical formulae (i.e. algebra, trigonometry, geometry or calculus), ordering facts findings, conclusions and recommendations in report writing or in the preparation of a presentation, undertaking research, reviewing case files for compliance purposes or to investigate complaints, designing complex spreadsheets, electrical diagnostics, propagating, using chainsaws etc.

As with the level definitions key words used in the guidance need to be considered within the context of the whole sentence or guidance paragraph. Care should be taken to read all of the relevant guidance when assessing what best characterises the demand of a particular job, and to avoid interpreting any single part of the guidance out of the broader context of the factor definition. For example, the Dealing with Relationships factor guidance provides a series of examples to illustrate the degree of demand, as follows:

- "SLIGHTLY" for example, those who are non-disabled but who are otherwise demanding to work with, OR mainstream children over 5, OR those who subject the jobholder to casual abuse, such as swearing.
- "SIGNIFICANTLY" for example, those who are unwell OR confused OR pre-five children OR those who subject the jobholder to specific verbal abuse.
- "SUBSTANTIAL" for example, those who are ill OR are in some distress OR have learning difficulties OR are at risk OR are in conflict with the authority which the jobholder requires to resolve.
- "SEVERELY" for example, those who are long term sick OR are acutely distressed OR have special physical/educational/social needs OR are victims of abuse OR who subject the jobholder to aggression OR from whom there is a potential risk of violence.

- "EXTREMELY" for example, those who are in need of palliative or end of life care OR are profoundly physically and/or mentally less able OR are traumatised OR from whom the jobholder is at a CONSTANT risk of violence

If a job is being assessed and the jobholder is required to deal with people who have special physical/educational/social needs then the demands need to be considered within the context of the factor definition, i.e. as arising from the **circumstances and/or behaviour** of those the jobholder comes into contact with as an integral part of normal working, rather than their age or location. Accordingly, the demand is best characterised by the definition of 'severely', and it would be inappropriate to assess these demands at 'slightly' as the relevant circumstances of the people relate to their physical/educational/social needs, rather than their age. Similarly, in assessing a role where the jobholder is employed to work with children with learning difficulties the job demands would be best characterised by the definition of 'substantially' and it would be inappropriate to assess these demands at either 'slightly' or 'severely'. In circumstances where more than one of the terms defined could apply the **predominant** aspect of the job should be identified to determine how the demand should be assessed.

Use of Examples in the Guidance

Specific guidance and examples are provided for the definitions in each factor, and Job Analysts will be available to assist jobholders in determining the relevance of aspects of their job to particular factor headings.

Where examples of tasks or activities are provided these are generally as part of a list of alternatives; and examples will relate to different parts of the job population including manual, craft, clerical, administrative, technical, professional and management job demands.

Similarly, where Benchmark Job assessments have been included in local guidance being used by Job Analyst Teams care needs to be taken to ensure that poor practice does not develop whereby these are considered as prescriptive rather than merely an illustration of the demands defined at particular factor levels

Avoidance of Gender Bias and Bias Against Other Protected Groups

Care needs to be taken to avoid bias in the application of the definitions and guidance of the Scheme, and Job Analysts need to be alert to the dangers of implicit rather than explicit bias in their use of language and interpretation of key words. Potential bias should be considered as part of the consistency checking process.

For example, in the level definitions of the Communications Skills factor the words 'inform', 'encourage' and 'convince' are emboldened to indicate that they represent key step changes in demand between Level 3, 4 and 5. If the jobs that have been assessed as 'encouraging' are undertaken by predominantly female employees, whilst those assessed at the higher level as needing to 'convince' are undertaken by predominantly male employees, this might indicate an implicit gender bias in the application of factor levels where these words are not specifically defined in the guidance but are defined by the context of the level definition itself.

Similarly, it is important to identify potential bias for age and disability levels. Analysts need to identify if a role would typically require an employee to drive to appointments. The requirement should be appropriately reflected in physical co-ordination, regardless of any allowances made for disabled jobholders to utilise taxis as a reasonable adjustment. For some roles such as those who undertake lifesaving duties, the need to react instantly to situations should be considered and any allowances considered if an older person was unable to react as quickly as necessary in ordinary circumstances.

Job Analysts should not necessarily take at face value the terms used by individual job holders. For example, a Social Worker may refer to 'encouraging' a client when what they really mean is 'convincing' the client to take a particular course of action. Similarly, a Building Control Officer may use the term 'convincing' when in fact they have the authority to require action to be undertaken.

Care needs to be taken to avoid gender bias in the application of such guidance to traditionally male and female occupations, for example, by considering the interpersonal skills to engage with children as a natural attribute of predominantly female Classroom Assistants and thereby under-valuing the communication skills required; or by assuming that all information in technical jobs, typically undertaken by men, is complex and potentially over-valuing the communication skills required.

Best Practice

As a matter of best practice Job Analysts should ensure that when applying both the level definitions and guidance of the Scottish Joint Council's Job Evaluation Scheme they take care to:

- read the whole of the definition or guidance paragraph, rather than just picking out a word or phrase which seems to fit the demands of the job being assessed; and,
- consider the demands characterised at the various levels of the definitions and guidance paragraphs in the context of the factor definition.

If in doubt it is advisable to work upwards from the lowest factor level definition until what seems to be an appropriate level is reached. This helps prevent picking on a few words which seem to match. The next higher level should then represent a higher level than that portrayed by the job information and the lower level should represent a lower level of demand than that in the job information.

On many occasions there will not be an obvious fit between the demands of the job and the definitions and guidance of the Scheme. In these cases it is particularly important that Job Analysts examine the full range of definitions and guidance provided under the factor heading to identify those which best characterise the demands of the job, and meet the relevant criteria for the assessment of demands under that factor. For example, under the heading Responsibility for Physical & Information Resources separate guidance is provided for "DATA INPUT" and "CREATING AND/OR UPDATING" which differentiates between these demands in terms of the degree of understanding that is required of the information being handled or processed. This is a key step change in the level of demand, and it is therefore important that Job Analysts read the whole of the relevant guidance paragraph rather than just apply their own interpretation of 'creating' files or a common usage of 'data input'.

THE KNOWLEDGE AND SKILLS FACTORS - GENERAL GUIDANCE

In order to facilitate evaluation, and avoid omission or under-valuation of any individual job feature, the broad Knowledge and Skills area has been divided into a number of discrete factor headings.

As a general rule, a **specific type of knowledge and skill** should be evaluated under **only one** of these factors, but distinct aspects of a skill may be evaluated under different factors, for example:

- where a **language** other than English is required for communication purposes as part of the job, this should be assessed under the Communication Skills factor, **but** the **level** of knowledge required, for example, knowledge of the structure, syntax and alphabet of a language for translation or drafting purposes, should be assessed under the Knowledge factor.
- knowledge of **how** to operate a keyboard and of associated lay-out techniques or software packages should be assessed under the Knowledge factor, **but** the **dexterity and co-ordination** needed to achieve required standards of accuracy and speed should be assessed under the Physical Co-ordination factor.
- knowledge of **how to drive or operate** a particular type of vehicle or plant should be assessed under the Knowledge factor, **but** the **co-ordination** needed to achieve required standards of accuracy and safety should be assessed under the Physical Co-ordination factor.

If a specific type of knowledge or skill is **required** to carry out the job duties, then it should be **assessed**, even if it is only used **occasionally**.

Qualifications

Where qualifications are specified as a job requirement care should be taken to ascertain that the qualification level is a **fundamental job requirement** and that the job could not be done by a person without the qualification. In job evaluation terms an assessment that 'the job could not be done without the qualification' means exactly that, not that in practice the employer chooses to only recruit those with the relevant qualification. However, a qualification which is not a fundamental job requirement but which has been provided and/or funded by the employer may nevertheless be a useful indicator of the level of knowledge required for the job.

Care must be taken to ensure jobs are neither over-valued nor under-valued under the Knowledge factor heading as specified qualifications may overstate the level of knowledge required, for instance, if they are used to restrict the number of applicants for a post. Qualifications as a measure of knowledge required for a job may also disadvantage (and indirectly discriminate against) those groups in the workforce which have had less opportunity to acquire the relevant qualifications.

THE RESPONSIBILITY FACTORS - GENERAL GUIDANCE

To ensure that the diverse responsibilities of the wide range of local authority jobs are considered the Scheme distinguishes four types of responsibility:

- Responsibility for Employees
- Responsibility for Services to Others
- Responsibility for Financial Resources
- Responsibility for Physical & Information Resources

A job may have any combination of direct responsibilities, to any extent, and each should be considered separately. For example, management of a nursing home includes responsibility for the health and well-being of the residents (Responsibility for Services to Others), direction and co-ordination of staff (Responsibility for Employees), budgetary responsibility (Responsibility for Financial Resources) and responsibility for residents' records (Responsibility for Physical & Information Resources).

Contributions to a Shared/Joint Responsibility

Each job should be assessed according to its **actual** contribution to an overall responsibility, as different people, departments or committees may have a direct responsibility. For example, an Accountant in Financial Services may directly contribute to the setting and monitoring of the budget and longer term financial planning of a nursing home's maintenance programme (Responsibility for Financial Resources), whilst the home's Manager has budgetary control responsibility for the programme (Responsibility for Financial Resources), which is managed by a Maintenance Manager (Responsibility for Physical & Information Resources). The same principles apply in client/contractor situations.

The **actual** responsibility of a jobholder who **shares**, or contributes to, the **same** responsibility as others should be assessed. For example, there is no dilution of responsibility where a jobholder is responsible for the careful use of a piece of equipment for the whole shift, even when other jobholders have responsibility for the same equipment on other shifts. On the other hand, there is considerable **dilution** of responsibility for a piece of equipment, which is **shared** by a team of employees on the same shift, but which the jobholder uses only occasionally.

Sharing of responsibility is normally with other employees, but could equally be with others (for example, with clients, for pensions, when collected by the jobholder). The nature and degree of the jobholder's responsibility for resources is more important in assessing demand than who owns them.

N.B. Care needs to be taken to ensure that tasks/activities undertaken while deputising for a senior colleague are NOT taken into account in the assessment of job demands as these relate to the requirements of a different job. Similarly, tasks/activities undertaken while covering for absent colleagues should NOT be taken into account in the assessment of job demands as these also relate to the requirements of a different job.

In both these cases additional remuneration may apply to the tasks/activities undertaken while deputising/covering for colleagues.

Responsibility and Impact

The responsibility factors are generally concerned with the **direct** impact of the job. Care should be taken to consider the nature of the jobholder's responsibility under each of the four factor headings. For example, an accounts job may have a direct responsibility for financial resources, but no direct responsibility for delivering services to others. A job involving home visits to clients may have a direct responsibility for services to others, and a responsibility for information, but may have no responsibility for financial resources or employees.

The Scheme does not include a factor considering consequences of error, rather, it considers the positive responsibilities which jobholders carry. However, the **impact** of a failure to carry out the responsibilities properly (for instance, delays, inconvenience or discomfort to others, financial loss, lower quality service) may be a useful indicator of the **level** of responsibility when trying to assess the demands of a job.

Development of Local Guidance

Much of the language of the SJC JE Scheme is generic and will therefore require to be interpreted by the Job Analyst Team to reflect local circumstances; and in such cases local guidance to supplement the factor guidance should be developed to ensure consistency.

The SJC Joint Technical Working Group have drawn attention to the need to determine how the terminology of the guidance maps to organisational structure; and the need to equate local levels of hierarchy with the generic definitions of "ACTIVITY", "SERVICE", "FUNCTION", "DEPARTMENT" and "CORPORATE" as they are used in a number of factors.

In addition, the SJC Joint Technical Working Group considers that in the interests of consistency local Job Analyst Teams may find it helpful to establish local guidance in relation to:

- The definition of "DAY TO DAY" under the Concentration heading
- The terms 'immediate work colleagues' and 'regular' under the Communication Skills heading
- The term "MORE THAN NORMAL COURTESY" under the Dealing with Relationships heading
- The terms 'supervisor' and 'manager' under the Responsibility for Employees heading