

### Brooke Weston Trust Local Conventions – Support Staff

Knowledge and Skills	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Knowledge</b>	A factor used to measure the knowledge required for the particular job, including all technical, specialist and organisational knowledge, taking into account the breadth, diversity, range and complexity of knowledge.							
	<ul style="list-style-type: none"> <li>• Follows straightforward procedures</li> <li>• Works on a limited number of tasks and operates associated basic tools and equipment.</li> <li>• Maintains basic work records.</li> <li>• Limited number of 'similar tasks; would be evident in such jobs as: cleaner, catering assistant</li> </ul>	<ul style="list-style-type: none"> <li>• Requires knowledge of the procedures for a range of tasks, some of which involve use of specific equipment requiring knowledge to operate.</li> <li>• Job requires good literacy and arithmetic skills: literacy skills to read simple text, construct sentences, top and tail letters and compose emails, numeracy skills for calculating straightforward arithmetical calculations.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires knowledge of the procedures for a range of tasks which each require a number of factors to be taken into consideration i.e. processing of invoices or payments through to completion.</li> <li>• Job requires good literacy and arithmetic skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Postholder has a general understanding of all practices and procedures within their relevant 'sector' i.e. Finance, IT, Estates and performs a range of tasks in line with agreed processes.</li> <li>• Formal training and extended experience in relevant areas of work required.</li> </ul>	<ul style="list-style-type: none"> <li>• Postholder has an understanding of all practices and procedures within their relevant 'sector' and knowledge of wider theoretical principles which are relevant to the 'sector'.</li> <li>• Theoretical knowledge is acquired from previous formal training or education to graduate level and experience over a period of years. Job holder is not required to hold a professional qualification.</li> </ul>	<ul style="list-style-type: none"> <li>• Postholder has advanced theoretical knowledge of the relevant 'sector' and a full understanding of relevant concepts, principles and wider legislative frameworks.</li> <li>• The post requires an appropriate professional qualification or significant work experience (over a period of years) at a 'senior' level.</li> <li>• This would be evident in such jobs as: Site Manager, Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Postholder has advanced theoretical knowledge of the specialist 'sector' plus detailed knowledge of other various associated 'sectors' across the Trust and a full understanding of relevant concepts, principles and wider legislative frameworks.</li> <li>• Previous extended formal training, professional qualification or equivalent plus experience (over a period of years) at a 'senior' level in the relevant areas of work.</li> </ul>	<ul style="list-style-type: none"> <li>• The job requires advanced theoretical, practical and procedural knowledge across a specialist area plus detailed knowledge of the associated organisational policies, practices and procedures for that and other related specialist areas or an equivalent level of organisational, procedural and policy knowledge.</li> <li>• Previous formal training, professional qualification or equivalent plus extended training or experience in the application of the job, plus significant experience in the relevant areas of work.</li> </ul>
<b>Mental</b>	This factor measures the mental skills required for the post, including; analytical, problem solving and judgement skills. This also includes creative or development skills in terms of design, managing people or developing policies and procedures and strategic skills.							
	<ul style="list-style-type: none"> <li>• Requires judgement skills to identify straightforward solutions to simple problems – these are contained with instructions and guidance.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis required to determine the nature of a problem where solutions are within usual guidance or practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires analytical and judgemental or creative and developmental skills to solve varied problems</li> <li>• Analytical skills are those required for dissecting information, a problem or situation into its component</li> </ul>	<ul style="list-style-type: none"> <li>• Requires skills to analyse and interpret complex information.</li> <li>• Requirement to develop and implement creative thinking, introducing new ideas or concepts.</li> <li>• Postholder is required to investigate a number of sources and information</li> </ul>	<ul style="list-style-type: none"> <li>• Handles varied and complex information.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems encountered demand genuine original thinking to address a particular need or specific set of circumstances across one/more sectors not previously encountered.</li> </ul>		

			parts in order to examine its essential elements as the basis for making a judgement. <ul style="list-style-type: none"><li>• May develop solutions or plans over the short term.</li></ul>	may be interpreted in more than one way.				
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Knowledge and Skills	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<p><b>Interpersonal and Communication</b></p>	<p>This factor measures the interpersonal and communication skills required for the job, including oral, linguistic, sign and written communication skills. The emphasis of the factor s on the purpose to which the interpersonal and communication skills are put (i.e. training, promoting, obtaining information from others, interviewing, gaining the co-operation of others, team working, advising, motivating, persuading, counselling, negotiating etc.) The factor covers the complexity or contentiousness of the subject matter to be conveyed, and any requirements to exercise confidentiality or sensitivity.</p>							
	<ul style="list-style-type: none"> <li>• Exchange of general, straightforward information to students, members of the public, visitors to the school and work colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Exchange of information orally or in writing to inform students, other staff or members of the public</li> <li>• Guides people through simple procedures/ad hoc basic training.</li> <li>• Tact may be required in difficult or sensitive situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises interpersonal caring skills to meet basic need of students</li> <li>• Exercises training or motivational skills in relation to other members of staff (as recognised part of job). Jobholder will need enhanced training skills.</li> <li>• Exchanges orally or in writing varied information with a range of audiences</li> <li>• Exercises advisory, guiding, negotiating or persuasive skills</li> </ul>	<p>As per Level 3, but expanded:</p> <ul style="list-style-type: none"> <li>i. <u>Demanding needs</u> – those that are not immediately satisfied</li> <li>ii. <u>Developed skills</u> – gained through experience and training – this must be an ongoing responsibility</li> <li>iii. <u>Persuasive skills</u> – encouraging others to adopt a course of action that employee may not understand/be aware of/approve of in order to meet Trust objectives.</li> <li>v. Conveying complicated and/or sensitive information and gaining understanding of recipient</li> </ul>	<ul style="list-style-type: none"> <li>• Exercises highly developed skills, those developed through formal training or extensive use and refinement of such skills.</li> <li>• Negotiating skills where reasoned arguments are employed to achieve an outcome which requires the third part to adopt courses of action they might not otherwise wish to take.</li> <li>• Advocate on behalf of the Trust.</li> <li>• Handles complex information and contentious information.</li> </ul>	<ul style="list-style-type: none"> <li>• Post involves exercising highly developed influencing, counselling, negotiating skills or advocacy in order to convince others of a course of action on a matter significant to the Trust.</li> <li>• Deals with complex information of a specialist level.</li> </ul>		
<p><b>Physical</b></p>	<p>This factor measures the physical skills required for the job. It covers manual and finger dexterity, hand-eye coordination of limbs and sensory coordination. It takes into account the purpose to which the skills are put and demands arising from the need to achieve specified standards of speed and precision.</p>							
	<ul style="list-style-type: none"> <li>• Physical movement is limited to using basic office equipment, cleaning materials, using a telephone system.</li> <li>• Requirements for precision are moderate but demonstrates attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires finer precision (moderate) in the use of a keyboard, for example, for administrative or management jobs or the use of kitchen equipment, use of a vacuum, spanner, screwdriver.</li> </ul>	<ul style="list-style-type: none"> <li>• Demands for precision are considerable particularly where keyboard skills and chopping/preparing food are integral to the main duties.</li> <li>• Also involves elements of speed.</li> <li>• This level would require a typing qualification (RSA) and postholder would be required to process very high volumes of data, or involve minute-taking.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for precision are high.</li> <li>• Combined with considerable requirements for speed in order to meet required standards and timescales.</li> </ul>	<ul style="list-style-type: none"> <li>• Requirements for precision are very high where exact positioning of fingers, hands, arms, possibly feet and eyes is crucial in undertaking the relevant tasks where the level of precision required in using one's fingers, hands etc. is measured in matters of a small number of millimetres.</li> <li>• Very high demands for speed.</li> </ul>			

Effort and Demands	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>Initiative and Independence</b>	This factor measures the scope allowed to the jobholder to exercise initiative and take independent actions. It takes into account the nature and level of supervision of jobholder. The level and degree of direction and guidance provided by policies, procedures and regulations, and any requirements to organise or quality check own work.							
	<ul style="list-style-type: none"> <li>The main activities of the job are covered by recognised procedures or are custom practice.</li> <li>The job is subject to supervision.</li> </ul>	<ul style="list-style-type: none"> <li>All activities are covered by recognised procedures, however the jobholder organises and prioritises own workload.</li> <li>Involves making minor decisions (covered by recognised procedures) but problems are referred to a manager.</li> <li>Little supervision is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>The postholder works within recognised procedures however, which leave room for initiative.</li> <li>Postholder organises own work priorities within recognised timescales or levels of performance.</li> <li>Responds independently to unexpected problems but has access to a manager for advice/guidance on unusual or difficult problems.</li> </ul>	<ul style="list-style-type: none"> <li>The postholder applies initiative in making decisions where there may be no laid out procedure</li> <li>Responds to unanticipated situations.</li> <li>Jobholder has access to a supervisor/ manager for advice and guidance on serious problems.</li> </ul>	<ul style="list-style-type: none"> <li>Decisions are made within recognised service practice, guidance or Trust policy. These are capable of amendment at managerial level.</li> <li>Makes frequent decisions without ready access to more senior managers.</li> </ul>	<ul style="list-style-type: none"> <li>Works within broad practices or guidelines but applies initiative and interpretation.</li> <li>Subject to managerial direction.</li> </ul>	<ul style="list-style-type: none"> <li>Managerial responsibility over a major service area, using wide discretion over a broad area of activity.</li> <li>Subject to general managerial direction.</li> </ul>	<ul style="list-style-type: none"> <li>Jobholder has responsibility for recommending major policy change to the organisation to the Trust.</li> <li>Jobholder exercises wide discretion over a broad area of activity.</li> </ul>
<b>Physical Demands</b>	This factor measures the type, amount, continuity and frequency of the physical effort required by the job, taking into account bodily effort for standing, walking, lifting and demands of working in awkward positions, for example bending, crouching, and working in a constrained position.							
	<ul style="list-style-type: none"> <li>Works in an office environment.</li> <li>Activities are generally undertaken in a sedentary position.</li> <li>This may involve occasionally lifting items of minor weight, such as office or cleaning equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Physical effort required which is slightly above normal and ongoing.</li> <li>This may involve working in awkward positions and lifting items of moderate weight though this is infrequent.</li> <li>Admin Assistant undertaking reception duties may be constrained.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing considerable physical effort, including lifting, carrying, pushing or pulling items of moderate weight.</li> <li>Occasionally works in awkward positions.</li> <li>Periodic requirement for high physical effort involving items of heavy weight, scrubbing floors, polishing.</li> </ul>	<ul style="list-style-type: none"> <li>High ongoing physical effort, pushing or pulling items of very heavy weight which require the use of lifting aids.</li> <li>Frequently works in very awkward positions.</li> <li>Periodic requirements for very high physical effort.</li> </ul>	<ul style="list-style-type: none"> <li>Very high ongoing physical effort, lifting and carrying, pushing or pulling items of very heavy weight or manual digging.</li> <li>Very great effort above normal.</li> </ul>			

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<b>Mental Demands</b>	This factor measures the degree and frequency of the mental concentration, alertness and attention required by the job. It takes into account features which may make concentration more difficult, for example, repetitive work, interruptions or the need to switch between varied tasks or activities; and from other forms of work related pressure, for instance, arising from conflicting work demands. It also takes into account the responsiveness required of the jobholder.							
	<ul style="list-style-type: none"> <li>• General sensory awareness and attention required to be safe and effective around the workplace.</li> <li>• Short periods of concentrated sensory attention.</li> <li>• May be interrupted by a phone call, request from a colleague but does not involve stopping what they are doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Medium periods of concentrated sensory attention</li> <li>• Medium periods of enhanced mental attention.</li> <li>• Occasional interruptions but deadlines are known and expected.</li> </ul>	<ul style="list-style-type: none"> <li>• Lengthy periods of concentrated sensory attention</li> <li>• Lengthy periods of enhanced mental attention.</li> <li>• Deadlines change and cause demands on the jobholder requiring rescheduling of tasks, on an occasional basis.</li> </ul>	<ul style="list-style-type: none"> <li>• Prolonged periods of concentrated sensory for most of the day.</li> <li>• Prolonged periods of enhanced mental attention for most of the day.</li> <li>• Deadlines change regularly which are unavoidable and cause conflicting demands on the jobholder.</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of work-related pressure arising from dealing with a range of tasks which require regular reprioritisation.</li> <li>• Very pressurised posts requiring prolonged periods of concentrated sensory attention and lengthy periods of concentrated mental attention.</li> </ul>			
<b>Emotional Demands</b>	This takes into account the situation in which the contacts with or work with other people occur, for example, whether they are angry, difficult or upset or unwell. Or whether their circumstances are such as to cause stress to the jobholder. Emotional demands is concerned with the impact of the jobholder on the student/member of the public etc.							
	<ul style="list-style-type: none"> <li>• Minimal interaction with disadvantaged pupils or members of the public or exposure to distressing subject matter.</li> <li>• Generally, the issue is referred onto those members of staff who are responsible for handling the issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Jobholder is occasionally exposed to emotional demands as a result of their actions or interventions on others.</li> <li>• Jobholder deals directly with the cause of the demand.</li> </ul>	<ul style="list-style-type: none"> <li>• Jobholder regularly deals with emotional demanding situations through ongoing relationship with pupil/parent/carer.</li> </ul>	<ul style="list-style-type: none"> <li>• Postholder deals with significant emotional demands within an ongoing relationship with the pupil/parent/carer.</li> <li>• Occasionally deals with intense emotional demands including those arising from dealing with cases of child abuse etc.</li> <li>• Unlikely outside a caring or welfare role.</li> </ul>	<ul style="list-style-type: none"> <li>• Where postholder deals with intense emotional demands on a regular basis as a key function of their job role.</li> <li>• For job holders in care or welfare roles.</li> </ul>			

Responsibilities	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
<b>People /Wellbeing</b>	This factor measures the responsibility of the jobholder for the level of service or care provided for individuals or groups of people, such as students or external people.							
	Work will require common courtesy or consideration where encountering members of the public in the course of normal duties.	Postholders provide a straightforward service to others, including students, work colleagues, parents and other external individuals, taking into account the needs and wellbeing of service users.	The postholder assesses the needs of the individual and implements appropriate care or welfare for that individual. These individuals are dependent on the jobholder for their care (physical, mental, emotional or social). Postholder implements established regulations which have a direct impact on the health, safety or wellbeing of people.	Devises programmes to improve the wellbeing of an individual following formal assessment. E.g. assessing pupils learning needs and adapting lessons (under direction of the teacher) Provides interpretation, advice or guidance on the operation and implementation of external regulations and statutory requirements in relation to the wellbeing of people.	Builds programmes/develops resources for a group of individuals and determines the overall process for their provision. Responsible for the development of policies and procedures to meet the social, economic, legal or technical demands on a service in relation to the well-being of people.	Strategic planning of a service, defining/ developing service policies, priorities or programmes. Responsible for the development of policies and procedures to meet the social, economic, legal or technical demands on a service in relation to the well-being of people. This should be seen to have a major impact on the operation of or strategy across the organisation.		
<b>Supervision</b>	This factor measures the direct responsibility of the jobholder for the supervision, coordination or management of employees. It includes work planning and allocation; checking and evaluating the work of others; and training, development and guidance.							
	<ul style="list-style-type: none"> <li>• Can contribute to inductions of new employees</li> <li>• Shares best practice with work colleagues across a group.</li> </ul>	<ul style="list-style-type: none"> <li>• Supervises a small team of employees undertaking similar activities. This can also include apprentices – not all schools will have apprentices but postholder would be expected to supervise.</li> <li>• Postholder regularly allocates and checks the work of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal line management of a small team (2 or more).</li> <li>• Team is generally engaged in similar tasks.</li> <li>• Allocation of work, checking of work, direction of staff and conducting performance appraisals.</li> <li>• May include training.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal line management of a large group of staff (more than 10) covering more than one area of activity or in more than one workplace.</li> <li>• Allocation of work, checking of work, direction of staff and conducting performance appraisals.</li> <li>• May include training.</li> </ul>	<ul style="list-style-type: none"> <li>• Management, direction, coordination and development of significant numbers of other employees (15+) covering several different areas of activities or in several geographically dispersed workplaces.</li> <li>• Evaluation of working methods and practices.</li> <li>• Manages first-level managers.</li> </ul>	<ul style="list-style-type: none"> <li>• Full managerial range for a service area, over geographically dispersed workplaces.</li> </ul>		

Responsibilities	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Financial Resources	This factor measures the level of financial responsibility of the postholder taking into account size of budget and level of involvement in the development of policies and procedures relating to the service across the Trust.							
	<ul style="list-style-type: none"> <li>May involve limited/occasional/indirect responsibility for financial resources, e.g. handling small amounts of cash.</li> </ul>	<ul style="list-style-type: none"> <li>Active responsibility for financial resources, including processing cheques/invoices</li> <li>May provide general information, advice and guidance on established internal procedures in relation to finance.</li> <li>Responsible for efficient and effective spend with an agreed budget i.e. departmental budget of a primary school</li> </ul>	<ul style="list-style-type: none"> <li>Direct responsibility for financial resources, accounting for set sums of money.</li> <li>Responsible and accountable as a budget holder for a set amount of money for an entire service sector i.e. estates, IT, catering in a secondary school</li> </ul>	<ul style="list-style-type: none"> <li>High direct responsibility for financial resources, accounting for large sums of money (up to £5M) i.e. accountable for primary school budget</li> <li>May include contribution to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums.</li> <li>Provides general information, advice and guidance on established internal procedures in relation to finance.</li> </ul>	<ul style="list-style-type: none"> <li>High direct responsibility for financial resources accounting for very large sums of money (Up to £8M) i.e. accountable for secondary school budget.</li> <li>May include contribution to the setting and monitoring of the relevant budget and ensuring effective spend of budgeted sums.</li> <li>Provides general information, advice and guidance on established internal procedures in relation to finance.</li> </ul>	<ul style="list-style-type: none"> <li>Accountable for very large expenditure (multiple sites) from an agreed budget.</li> <li>Contributes to the development of policies and procedures which would have an impact on the operation of the service area.</li> <li>Contributes towards long-term planning of finance strategy of the Trust.</li> </ul>		
Physical /Information Resources	This factor measures the level of responsibility for physical resources ranging from estates, IT, and information records and level of involvement in the development of policies and procedures relating to the service across the Trust.							
	<ul style="list-style-type: none"> <li>Involves limited responsibility for but safe handling of physical resources, handling or processing of information or careful use of basic office, kitchen of site equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Regular responsibility for physical resources, for example, handling and storing sensitive information in a confidential manner, general day-to-day maintenance and security of buildings, maintenance of kitchen equipment.</li> <li>Works in line with internal practices and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>Considerable responsibility for physical resources, for example maintaining and developing straightforward information systems (administrative or financial), careful use and maintenance of expensive equipment (e.g. servers, catering equipment), keyholder responsibility for major buildings (of a primary school site).</li> </ul>	<ul style="list-style-type: none"> <li>Direct responsibility for physical resources, for example; adapting, developing, maintaining significant information systems, overall responsibility for security of a range of high value resources, or developing or designing land, buildings or other construction works.</li> <li>Keyholder responsibility for a secondary school site.</li> <li>May contribute to the development of policies and procedures in relation to physical resources.</li> </ul>	<ul style="list-style-type: none"> <li>Major responsibility for physical resources which are high-value (large school with plant value of £30M+), wide-ranging and affect the operation of a whole service. For example; primarily responsible for adaptation, design or development of a Trust-wide system, responsible for a fleet of vehicles or kitchen complexes, procurement of a wide range of supplies on a Trust-wide scale.</li> <li>Responsible for the development of policies and procedures which would have an impact on the operation of the service area.</li> <li>Contributes towards long-term planning of the strategies in the relevant service area across the Trust.</li> </ul>	<ul style="list-style-type: none"> <li>Accountable for the physical resources within the service area.</li> <li>Overall responsibility for the development of policies and procedures which would have an impact on the operation of the service area.</li> <li>Responsibility for the long-term strategies in the relevant service area across the Trust.</li> </ul>		

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<p style="text-align: center;"><b>Working Conditions</b></p>								
	<ul style="list-style-type: none"> <li>• May from time to time encounter minimal exposure to disagreeable environmental conditions (temperature, dirt, light, odour, noise or safety) or to people-related behaviour (abuse, aggression).</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional exposure of the working time to environmental conditions where temperature, dirt, light, odour, noise or safety differ from 'normal office conditions' and/or exposed to people-related behaviour (abuse, aggression).</li> </ul>	<ul style="list-style-type: none"> <li>• Regular and considerable exposure to environmental conditions where temperature, dirt, light, odour, noise or safety differ from 'normal office conditions' and/or exposed to people related behaviour (abuse, aggression).</li> </ul>	<ul style="list-style-type: none"> <li>• The job involves regular and high exposure to disagreeable, unpleasant or hazardous environmental working conditions or people related behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• The job involves very high and ongoing exposure to disagreeable, unpleasant or hazardous environmental working conditions: or people related behaviour.</li> </ul>			