

Job Evaluation Awareness & Job Descriptions:

For Managers, HR Practitioners, Staffside Representatives and Employees

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1. Job evaluation explained

Job Evaluation is a systematic process for establishing the relative worth of jobs in an organisation. The summary in the table below is taken from the ACAS [Job evaluation considerations and risks advisory booklet](#)

2. What Job Evaluation (JE) is and is not

Job evaluation is

- *systematic;*
- *consistent;*
- *a good basis for a fair pay system;*
- *and a way of getting a hierarchy of jobs on which to base a grading structure.*

Job evaluation is not

- *scientific;*
- *an exact measurement of duties or task performed;*
- *a way of judging a job holder's performance;*
- *or a way of allocating pay rates.*

- The Job evaluation processes are applied by trained panel members. There are 4 people taking part in the panel: 2 x Management and 2 x Staffside representatives,
- The panel interpret the job description information or job evidence and then check this against the 16 job evaluation factors in a systemic and consistent way, applying the same approach for each job.
- But this is not scientific as it involves the application of judgement by the panel members. Grading outcomes are checked for consistency to try to ensure that the results are reliable and defensible.

3. JE Scheme key points

- Introduced in 2004 as a key part of the Agenda for Change (AfC) Agreement along with the Knowledge and Skills Framework (used for personal development planning and appraisals) and terms and conditions of service
- Is the method used to determine the correct pay band of all Jobs or roles on Agenda for Change pay.
- A system for comparing different jobs
- Provides a rational, fair and defensible basis for the pay structure (***as long as the scheme is implemented fairly and in partnership***)

Underlying principles of the NHS Job Evaluation Scheme

- ***Equality*** - equal pay and equal value
- ***Partnership*** (JE Scheme design and application)
- ***Avoidance of bias*** – objectivity throughout the process
- ***Comparing jobs fairly*** using the JE Scheme
- ***Transparency*** - decision making audit trail and processes followed
- ***Consistent approach*** – training for JE practitioners for each part of the process.

4. Agenda for Change Pay bands and job evaluation

- All NHS staff covered by Agenda for Change are assigned to one of the 9 (nine) pay bands on the basis of job weight, as measured by the NHS Job Evaluation Scheme. Within this structure, pay band 8 is sub-divided into four ranges.
- In 2004 when AfC was introduced, a set of standard NHS jobs were evaluated and national job profiles drawn up where the job evaluation score was agreed. Staff whose jobs matched these profiles were assigned on the basis of the profile score. Other jobs which did not match a National Profile used a Job Evaluation Questionnaire, in partnership, to determine the banding of the post.

5. When is job evaluation used?

There are generally two main reasons for using job evaluation:

1. When an existing job changes and needs to be re-evaluated (or regraded)

These extracts from Chapter 3 of the JE Scheme Handbook describe when jobs need to be re-evaluated.

All posts change over a period of time. For most, the job evaluation outcome will not normally be affected unless there are significant changes. Some job outcomes may be close to band boundaries and consequently the banding for these jobs may change with only limited changes to job demands.

Where a post holder and their manager agree that the demands of the post have changed significantly, then a re-match or re-evaluation of the post needs to be carried out.

To make a request for re-evaluation or re-match the post holder must submit either an amended agreed JD, or agreed evidence showing which skills and responsibilities applicable to the post have changed.

They should also provide details of the changed job demands that have led them to believe there is a change in factor levels.

NB it is advised that job descriptions are kept up to date with all changes whether they are deemed “significant” or not.

These sample questions can help determine whether a job has changed significantly. It's important to gather full details of the additional responsibilities, skills or effort required from the role.

- What has changed?
- What activities are carried out in addition to those listed in the job description?
- How are they carried out?
- What does the postholder need to know to carry out the additional work/tasks/activities?
- Why are they carried out if not part of main responsibilities?
- How often are they carried out and for how long?

2. When a new role is being introduced

This is where a new role to the service has been created and there is no post holder in place.

New jobs will require the Job Description to be matched or evaluated in order that a pay band can be determined for recruitment purposes.

This exercise should be carried out by experienced matching or evaluation panel members in partnership, who will be advised by appropriate management and staff side representatives from the relevant sphere of the work.

“Bedding-in” period

However, it must be acknowledged that, as there is no one working in the post, some questions may not be answerable at this stage and the full nature of the role may not yet be known (see below).

- After recruitment, the organisation should allow a reasonable period of time for the job to ‘bed down’ and this may vary according to the nature of the job.
- Some posts may need a period of a few months, while others may be subject to seasonal variations requiring a full year to determine the full job demands.
- Once the full demands of the post are clear, the postholder and/or their manager should review the job description and, if any changes are made to it, the job evaluation outcome must be reassessed using the matching or evaluation procedure as appropriate.
- The standard procedure for this reassessment either by job matching or evaluation panel should be followed. This includes checking that the outcome is consistent with other similar jobs on a factor by factor basis.

The application of the reassessed job evaluation outcome would normally be backdated to the start date of the new job. Note that the outcome can go up or down.

6. Job Evaluation and your role

The Job Evaluation Scheme and your role as a manager, staffside representative or Human Resources practitioner

Being aware of the JE Scheme and understanding how it works will help you when considering introducing new job roles, amending current roles, in workforce planning and service development and ensuring NHS employees are paid fairly and consistently.

Using your knowledge of the JE Scheme and processes can help avoid disputes, improves consultation when changes are being made or are being considered and encourages practical and productive Partnership working.

7. Overview of the JE Scheme

The **equality features** of the NHS JE Scheme include:

- A sufficiently large number of job evaluation factors to ensure that all significant job features can be measured fairly. (there are 16 factors)
- Inclusion of specific factors to ensure that features of predominantly female jobs are fairly measured, for example communication and relationship skills, physical skills, responsibilities for patients/clients and emotional effort.
- Avoidance of references in the factor level definitions to features which might operate in an indirectly discriminatory way, for example direct references to qualifications under the knowledge factor, references to tested skills under the physical skills factor.

Designed and implemented in Partnership across the NHS in the UK, the [NHS Job Evaluation Scheme](#) is comprised of 16 factors organised into 3 “families”.

Knowledge & Skills	Responsibilities	Effort & environment
1. Communication and Relationship Skills	6. Patient/Client Care	13. Physical Effort
2. Knowledge, Training and Experience	7. Policy/Service Development/Implementation	14. Mental Effort
3. Analytical and Judgemental Skills	8. Financial and Physical Resources	15. Emotional Effort
4. Planning and Organisational Skills	9. Human Resources	16. Working Conditions
5. Physical Skills	10. Information Resources	
	11. Research and Development	
	12. Freedom to Act	

Each factor has a number of levels. The higher the factor level awarded for the post, the more points awarded.

- each factor is assessed separately to decide the factor level
- points are allocated according to the factor levels needed for the job and these are totalled up to decide the pay band (grade).
- the more demanding the job, the higher the points value.
- See table in Appendix 1 for details of points awarded for each level in each factor and Appendix 2 for the Pay Band ranges

Further reading:

- [Chapter 7, NHS Job Evaluation Handbook, weighting and scoring;](#)
- [ACAS Job evaluation: considerations and risks advice booklet;](#)
- [CIPD Job Evaluation & Market Pricing Factsheet \(June 2022\)](#)

8. How are jobs graded?

There are two methods of grading jobs:

(1) Job Matching to a National Profile (read more in the [Job Matching quick guide](#))

(2) Local Evaluation using a Job Analysis Questionnaire (JAQ) (read more in the [Local-evaluation Step by Step Guide](#))

Our experience is that most NHS Scotland jobs can be expected to match to a national profile. There will always be some unique or less common job roles that will need to be fully evaluated.

9. National profiles and job families/sub job families

What are national profiles?

Profiles work on the premise that there are posts in the NHS which are fairly standard and which have many common features. They represent typical NHS jobs and are used to match jobs and establish a pay band.

An example profile is shown in [Appendix 3](#).

Further info:

[What-is-a-job-profile \(nhsemployers.org\)](#) &

[National job profiles | NHS Employers](#)

Job families: What is a job family?

A job family is a group of jobs that are closely related to one another. There are 9 job families included in the job evaluation scheme.

Examples include: nursing and midwifery, allied health professions (AHP), administrative and clerical jobs, healthcare science and support services.

Examples of occupational groups within these job families are: nursing, speech and language therapists, finance jobs, portering jobs etc.

Who carries out job matching?

Who carries out job matching?	Job matching is carried out by a panel comprising both management and staff representative members, who must have been trained in the NHS Job Evaluation Scheme and the avoidance of bias, and who are committed to partnership working.
What documentation is needed?	To carry out job matching, you'll need agreed and up-to-date copies of the following: 1. Job description (template available here) 2. Organisation chart 3. Local process documents e.g. significant change request These documents may need to be supplemented by any relevant local information not included in the job description.

10. New jobs, Changed Jobs/Regrading Requests summarised:

New Jobs:

A new role is created and there is no postholder in place.

The Job Description is matched or evaluated initially, then checked with the input from the manager and post holder after a bedding-in period (usually after some months. Typically 6-12 months).

Changed Jobs/Regrading requests:

(Sometimes referred to as a “Regrading request” but more correctly described as a re-evaluation)

Used to describe when an individual's or a group of employees' role has substantially changed.

Requires the existing job description to be adapted (in agreement with the post holder(s) and manager).

If the changes are significant i.e. likely to impact on the pay band, the job is matched again using the revised job description.

NB: This is not the same as a review, which has a time restriction of 3 months after the original grading decision has been notified to the post holder.

11. Consistency checking and Reviews

Consistency checking – completed after job matching and/or local evaluation

- Carried out in partnership before final approval
- Checks National Profile selected is appropriate and each factor level awarded is supported by evidence from the Job Description.
- Reviews outcomes within and across job families and the organisation
- Crucial in avoiding equal pay claims
- Does not involve re-evaluating the job

When consistency checks are completed, employees are notified of the outcome.

- If the banding outcome changes as a result of re-evaluation, that change should be backdated to when the postholder and manager agreed the job has changed.

Disputes about back-dating should be resolved through local procedures.

Reviews explained (appeal procedure)

- A review of the outcome can be initiated where either an individual or groups of staff remain unhappy with the results of matching/local evaluation
- The request also has to be made within 3 months of the notification of the original panel decision
- Post holder can highlight the factors they believe the panel did not score appropriately.
- No new evidence can be introduced but clarity can be provided on points or further examples given to illustrate aspects of the role.

12. JOB DESCRIPTIONS

Job descriptions – what is their purpose?

- A tool for use in recruitment and selection, identifying training requirements, performance management and also used in job evaluation
- To convey, along with other means the organisation's expectations, priorities, values to a new member of staff
- To indicate the important parts of the job and promote a common understanding of the role
- Are part of the employment contract
- Can be referenced in discrimination claims

JE Handbook, Chapter 10, Job Descriptions:

Having an up-to-date, agreed job description is essential in ensuring that employees and their line managers/employers have a common understanding of what is required of a job.

The required information is generally set out in the form of a list of job duties, after a statement describing the key purpose of the role.

JE Handbook, Chapter 10, Job Descriptions: Generic Job descriptions

Where generic job descriptions are in use, post holders and their managers must ensure that they adequately reflect the complete nature of the role and amend if necessary. This may trigger a review.

If job descriptions are used that have not been generated from within the organisation, it is essential that there is a robust audit trail outlining the job evaluation processes used to determine the banding of the job.

JE Handbook, Chapter 10, Job Descriptions used from other organisations

Organizations must not simply rely on pay bandings determined by other employers without assuring themselves that they could defend the outcome if challenged.

These must be checked for consistency against other posts in the organisation.

Failure to do so could result in equal pay challenges.

13. Principles of writing a Job Description (JD)

Question: Imagine describing to a new staff member what they would have to do and know if they were to take over your job next week – what would you say?

It is important that when you are writing a Job Description you keep to these principles

- Job descriptions should be clear, concise and accurate.
- They should describe the job as it is now.
- Describe the job, not the Person who does the job.
- Job descriptions should be reviewed regularly e.g. at each annual appraisal.

Clear	This is about the language that is used. Is the role described in plain English, as far as possible? Check for abbreviations and jargon used.
Concise	We don't want an essay, but at the same time a one page document is probably too brief.
Accurate	Ensure that you do the research to get the relevant information. Remember this information will form the basis of the matching outcome so it needs to be right. <i>The employee also needs to know what is expected of them.</i>
Job as it is now	You must base the Job Description on the role at this point in time. You may have information about possible changes in the future that would change a role but you cannot make predictions in the document.
Job not the person	The Job Description must relate to the job needing to be done, not the person who is currently doing it

The NHS Scotland job description template and guidance notes can be downloaded on the [Scottish Terms and Condition Committee Job Evaluation](#) website pages.

The main sections and a short description of each is included in the next section.

Job description structure:	
1. JOB IDENTIFICATION	Job title, department, reports to etc
2. JOB PURPOSE	Brief summary of the role
3. DIMENSIONS	The size, scope and activity of the role
4. ORGANISATIONAL POSITION	how the job fits into the rest of the organisation
5. ROLE OF DEPARTMENT	An explanation of what the department, division or section does
6. KEY RESULT AREAS	To specify the key duties and responsibilities of the job
7. EQUIPMENT AND MACHINERY & SYSTEMS	Describes the main machinery and/or equipment used in the job. Also describe any systems that the post works with or contributes to.
8. ASSIGNMENT AND REVIEW OF WORK	Contains an explanation of where work comes from/goes to, especially those items that are self-generated by the jobholder. There should also be a clear indication of how the jobholder is supervised and/or their work reviewed
9. DECISIONS AND JUDGEMENTS	Typical judgements made in the course of the job.
10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB	Intended to give a 'feel' for the job's most challenging or difficult aspects of the job. The purpose of the question is to elicit information about the issues that confront the jobholder and tax their skills the most. There should not normally be more than one or two of these.
11. COMMUNICATIONS AND RELATIONSHIPS	Who the job holder communicates with, the purpose and any difficulties encountered.
12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB	Describes the physical skills, effort, mental and emotional demands and the working environment.
13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB	Intended to identify the knowledge, training, qualifications and/or experience required to carry out the duties of the job satisfactorily
14. JOB DESCRIPTION AGREEMENT	A separate job description will need to be signed off by each jobholder to whom the job description applies.

14. Writing Key Result Area (KRA) entries

This is probably the most important part of the job description. It describes the main tasks, duties and responsibilities as well as the expected outcomes. This makes it clear for the employee and employer what the expectations are.

- Use a numbered list
- Avoid using Agenda for Change/Job Evaluation Scheme or national profile language/jargon
- Each KRA should contain 3 elements: (1) an action; (2) an object; and (3) a purpose

Example: (1) Compiles (2) monthly reports (3) to allow monitoring of the department's budget.

- Clearly differentiate if the postholder is responsible for or contributes/provide support to something. If they contribute or support, what is expected of them?
- If possible indicate the % of time the key duties are split e.g. 60% clinical, 20% managerial, 10% training, 10% research.
- Several factors will generally be covered at least once in this section.

Taking this approach to writing the key result areas section will help you to prepare a useful, readable and functional job description and has a number of benefits.

- Using a numbered list it makes the job description easier to read and understand.
- Including clear and easily understood key result areas helps job applicants decide whether they could do the job and should apply for it.
- They also help employees understand what is expected of them when they are in the job.
- These also help managers when planning how work will be carried out, who will do what and what the expected outcomes are.
- In job evaluation, clearly written key result areas facilitates the job matching process when comparing to a national profile.

Compare these two statements. Which version is the most clear, A or B?

(A) Involvement in audit and research as appropriate.

(B) Carries out monthly quality inspection audits to assess compliance with departmental standards (5%)

(B) is clearer. This is because the action, the object and the purpose of the audit are listed. Helpfully, the amount of time typically spent on this activity is also included.

15. Updating an existing Job Description

The most common reason for updating a job description is when the role becomes vacant and it is going to be used for recruitment.

- Remember that significant changes to a Job Description may impact on the Job Evaluation scores.
- Many small changes may equal one big change!
- Amended job descriptions may not have to be job matched again.

Changes should be checked to assess whether they are significant and would impact on the banding.

Keep good, accurate and reliable records to track the changes made so there is an audit trail of the decision making process and who made the decisions.

16. Developing new job descriptions

The list of sample questions attached in Appendix 4 can be used to kick start the development of a job description for a new role.

The questions are fairly generic and can be adapted as required to be used in a variety of settings and types of roles.

You may find that after answering the questions and getting a feel for the type of role, there may be similar roles within the organisations that can be used or adapted.

Appendix 1

7. Job Evaluation scoring chart

Factor	Level 1	2	3	4	5	6	7	8
1. Communication and relationship skills	5	12	21	32	45	60		
2. Knowledge, training and experience	16	36	60	88	120	156	196	240
3. Analytical skills	6	15	27	42	60			
4. Planning and organisation skills	6	15	27	42	60			
5. Physical skills	6	15	27	42	60			
6. Responsibility – patient/client care	4	9	15	22	30	39	49	60
7. Responsibility – policy and service	5	12	21	32	45	60		
8. Responsibility – finance and physical	5	12	21	32	45	60		
9. Responsibility – staff/HR/leadership/training	5	12	21	32	45	60		
10. Responsibility – information resources	4	9	16	24	34	46	60	
11. Responsibility – research and development	5	12	21	32	45	60		
12. Freedom to act	5	12	21	32	45	60		
13. Physical effort	3	7	12	18	25			
14. Mental effort	3	7	12	18	25			
15. Emotional effort	5	11	18	25				
16. Working conditions	3	7	12	18	25			

Appendix 2**Job Evaluation band ranges**

Band	Job weight
1	0–160
2	161–215
3	216–270
4	271–325
5	326–395
6	396–465
7	466–539
8a	540–584
8b	585–629
8c	630–674
8d	675–720
9	721–765

Appendix 3

National Profile example

Profile Label:	Secretary/Medical Secretary/Admin team leader/Receptionist HL (GP practice)
Job Statement:	1. Provides secretarial/administrative support/maintains records 2. Deals with first line enquiries eg from patients, relatives and staff 3. Coordinates waiting lists/clinics 4. May supervise other staff

Factor	Relevant Job Information	JE Level	Score
1. Communication & Relationship Skills	Provide and receive routine information requiring tact or persuasive skills, barriers to understanding; Provide and receive complex or sensitive information Exchange information with patients, relatives and staff on a variety of departmental matters and procedures, anxious patients and relatives, cultural or language difficulties/communicates complicated administrative information to staff from other departments, external contacts	3ab	21
2. Knowledge, Training & Experience	Range of work procedures and practices; base level of theoretical knowledge Knowledge of secretarial or administrative procedures and systems, some of which are non-routine, and non-routine activities such as answering queries, progress chasing, task-related problem solving, acquired through experience and training to Vocational Level 3 or equivalent	3	60
3. Analytical & Judgemental Skills	Judgements involving facts or situations, some requiring analysis Exercises judgement when dealing with enquiries. Analyses information to resolve problems for patients, carers and staff eg on appointments, diary commitments	2	15
4. Planning & Organisational Skills	Plan and organise straightforward activities, some ongoing Plans staff rotas and cover; schedules clinics; arranges meetings; manages diaries	2	15
5. Physical Skills	Physical skills obtained through practice / Developed physical skills: advanced keyboard use Keyboards skills for regular use of computer systems/touch or audio typing	2-3a	15-27
6. Responsibility for Patient/Client Care	Assist patients /clients during incidental contacts / Provide non-clinical advice, information to patients / clients / relatives Incidental contact with patients / provides advice, information and guidance to patients, carers and relatives about appointments, clinics, admissions	1-2	4-9
7. Responsibility for Policy/Service Development	Follow policies in own role, may be required to comment / Implement policies and propose changes to practices, procedures for own area Follows existing policies and procedures; may comment on proposals/implements policies and procedures in own area, proposes changes to policies and procedures in own area	1-2	5-12
8. Responsibility for Financial & Physical Resources	Handle cash, valuables; Safe use of equipment other than equipment used personally; Maintain stock control; Authorised signatory, small payments Responsibility for petty cash, office equipment; orders and maintains office supplies and stationery; signs time sheets	2abcd	12
9. Responsibility for Human Resources	Demonstrate own activities to new or less experienced employees/ Day to day co-ordination of staff; Provide training in own discipline Demonstrates administrative, secretarial duties to new starters, less experienced staff/ Provides day to day supervision and coordination of staff; trains own staff on departmental procedures and policies	1-2ac	5-12
10. Responsibility for Information Resources	Data entry, text processing, storage of data / Take, transcribe formal minutes; Responsible for maintaining one or more information systems, significant job responsibility Updates, maintains, stores clinical or non-clinical records, appointment details/ Takes, transcribes formal minutes; maintains computerised appointment system	2a-3ac	9-16
11. Responsibility for Research & Development	Undertake surveys or audits, as necessary to own work Completes staff surveys	1	5
12. Freedom to Act	Standard operating procedures, someone available for reference/ Clearly defined occupational policies, work is managed, rather than supervised Deals with enquiries and implements procedures guided by standard operating practices, someone normally available for reference/Works independently to defined	2-3	12-21

AFC JOB EVALUATION AWARENESS & JOB DESCRIPTIONS (Feb 2022)

Factor	Relevant Job Information	JE Level	Score
	policies and procedures, manages own workload		
13. Physical Effort	Combination of sitting, standing, walking/ Frequent sitting or standing in a restricted position; Frequent light effort for several short periods; Occasional light effort for several long periods; Occasional moderate effort for several short periods/ Frequent light effort for several long periods; Frequent moderate effort for several short periods Light physical effort/Keyboard work for long periods; lifting case notes; pushing notes trolleys; moving equipment	1-2abcd - 3	3 - 7-12
14. Mental Effort	Frequent concentration; work pattern predictable/ Unpredictable Concentration for administrative and secretarial duties, work pattern predictable/Interruptions from medical staff, external agencies	2a-3a	7-12
15. Emotional Effort	Exposure to distressing or emotional circumstances is rare/ Occasional/ Frequent distressing or emotional circumstances Limited exposure to distressing or emotional circumstances/Occasional contact with distressed patients or relatives, indirect exposure to distressing circumstances by typing letters and reports/Contact with terminally ill patients	1-2a-3a	5-11-18
16. Working Conditions	Exposure to unpleasant conditions is rare/ Occasional unpleasant conditions; Use VDU equipment more or less continuously Office or similar conditions/Dusty conditions in storage areas, VDU use, Body smells	1-2ae	3-7
JE Score/Band	(Band 3 range: 216-270)		196 – 274

Appendix 4

Job content questions – new role development

These questions are mainly taken from Michael Armstrong's Job Evaluation Handbook, supplemented by additional questions on some of the NHS JE Scheme factors.

1. What is the title of the role?
2. To whom are you responsible? Some NHS posts may have operational managers and a professional lead too e.g. nursing, AHP roles
3. Who is responsible to you? Is an organisational chart available?
4. What is the main purpose of the role in overall terms, i.e. what is the role expected to do?
5. What are the key activities carried out in the role? Try to group these under no more than eight headings. What percentage of time is spent on each activity?
6. For each of these activities, what authority does the postholder have to decide what to do or how to do it?
7. What does the postholder need to know to be able to carry out the role?
8. What skills are needed to carry out the role?

These are basic questions and supplementary ones may be needed to get the information required, for example when dealing with questions 5 to 8.

Answers to these questions may need to be sorted out – they can often result in a mass of jumbled information that has to be analysed so that various activities can be distinguished and refined to 7 or 8 key areas and the factors linked to those activities can be identified.

Factor level questions

The examples below are designed to gather more information that relates to specific JE factors. Wherever possible, examples of what is involved should be obtained.

Knowledge and skills (general)

To what extent do any of the following apply to the role?

The application of:

- specific administrative or technical skills
- professional, specialist, technical, administrative or operational areas of knowledge and skills
- high levels of professional specialist, technical, or administrative expertise

- authoritative expertise in a key area of the organisation's activities

Interpersonal skills

To what extent do any of the following apply to the role?

The role requires:

- skills to exert influence over others, getting them to accept a proposal or point of view
- skills to frequently relate to people inside and outside the organisation, provide advice and guidance, dealing with problems affecting people and exerting influence on important matters. The skills may be used in negotiations and joint problem solving on relatively straightforward issues
- skills to relate constantly to people at senior levels inside and outside the organisation

Scope & Supervision/Guidance

- Describe the extent to which the role is guided by guidelines, procedures or precedents and on what kinds of activities the role will require the postholder to make choices
- How regularly is supervision provided and on what aspects of the role? When is guidance needed from the postholder's manager?
- Give some examples of the actions, advice and decisions the postholder is free to make without needing guidance or approval from anyone else

Complexity

To what extent do any of the following apply to the role?

- There is some diversity in the work, which involves a number of non-routine elements and the exercise of a variety of skills although they are quite closely related to one another
- The work is quite diverse, consisting of a number of different elements which are only broadly related to one another
- The work is highly diverse, involving many different elements which may not be closely related to one another and the exercise of a wide variety of skills
- The work is multi-disciplinary and involves making a broad range of highly diverse decisions

Responsibility for resources

To what extent do any of the following apply to the role?

- The postholder will be an authorised signatory? What will the typical spend, purchasing or budget be? This can be described as a monthly value or annually to account for seasonal variation
- Leads a team and/or manages a budget and is responsible for a range of facilities or equipment
- Leads a large team or department and/or is the budget manager for a department or area
- Leads a major function or range of activities and manages a commensurately sized budget
- Any other responsibility for planning, allocating or spending budget, equipment used by the postholder or others, premises or income generations/cost savings?

Planning and organising

To what extent do any of the following apply to the role?

- Planning is mostly for own work
- There is a need to plan for own work and other people
- There is a need to plan meetings, events, activities and co-ordinate with others
- The role involves project planning, organising training/education or similar
- What are the timescales for the above?

Research, audit and evaluation

- Is the role required to do any of the above?
- What type of activities are carried out?
- How much time is typically spent on these activities?

Effort and environment

- What are the typical working conditions? Is the role mainly working indoors, in an office, on a ward or outdoors?
- What type of equipment, machinery or systems are generally used? What is the typical use – how often and for how long?
- Who does the postholder deal with in their day to day work? Colleagues, patients, visitors, families and carers, suppliers, other agencies etc.?
- Are there any challenging or difficult situations they will need to deal with? How often

Appendix 5

Links used in this document-

The Advisory, Conciliation and Arbitration Service (ACAS)

<https://www.acas.org.uk/job-evaluation-considerations-and-risks-advice-booklet>

Agenda for Change Job Evaluation Handbook-

<https://www.nhsemployers.org/publications/nhs-job-evaluation-handbook>

Agenda for Change National Profiles-

<https://www.nhsemployers.org/articles/national-job-profiles>

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