



# **Local Care Worker Job Evaluation Framework and Supporting Guidance**

	Page
<b>Part 1: Support Material: Overview and Guidance</b>	
1. Introduction and overview	3
2. About the Local Care Worker Job Evaluation Framework	6
2.1 Testing the Framework: Example Evaluation Results	8
3. Pay	11
3.1 Pay Ranges	11
4. Guidance When Using the Framework	12
4.1 Additional Points	13
<b>Part 2: Local Care Worker Job Evaluation Framework</b>	
1. Knowledge and Skills: Overview; Generic Level Descriptors; Care Family Level Descriptors	15
2. Communication and Relationships: Overview; Generic Level Descriptors; Care Family Level Descriptors	19
3. Problem Identification and Solving: Overview; Generic Level Descriptors; Care Family Level Descriptors	22
4. Autonomy, Independence and Initiative: Overview; Generic Level Descriptors; Care Family Level Descriptors	25
5. Working Conditions and Environmental Demands: Overview; Generic Level Descriptors; Care Family Level Descriptors	28
6. Management. Optimisation of Resources: Overview; Generic Level Descriptors; Care Family Level Descriptors	31
7. Service Delivery and Impact: Overview; Generic Level Descriptors; Care Family Level Descriptors	35

## 1. Introduction and overview

The Local Care Worker Job Evaluation Framework has been created as part of a project commissioned by Norfolk Care Association (NorCA). The purpose of the Framework is two-fold:

1. To enable comparison between distinct roles and job families across Health and Social Care
2. To be used as the basis for role progression and to help promote the idea of career pathways and parity of esteem across all roles in Health and Social Care.

Alongside the Local Care Worker Job Evaluation Framework we have created a *Care Worker Career Framework* comprising five job levels showing the progression between one job level and the next (see page 4). The two frameworks can be used alongside each other to help organisations establish where roles sit. Both Frameworks start at Level 2, to help with comparison against NHS Agenda for Change roles that start at Band 2 (see page 5).

When using the Local Care Worker Job Evaluation and Care Worker Career Frameworks together, it is important to remember that job titles do not always reveal the complexity of a role. For example, under the NHS Agenda for Change Framework a healthcare worker can be placed in Bands 2, 3 or 4 depending on the nature of the work. Users should bear this in mind when using the Job Evaluation Framework, to ensure that roles are properly assessed against the framework criteria.

The Local Care Worker Job Evaluation Framework has been written using generic language, so can cover roles in any sector as well as Health and Social Care. Alongside the generic framework, descriptors using social care terminology have been developed to assist users in determining levels for individual job roles within the social care sector.

## Care Worker Career Framework

Job Level	Broad Job Level Descriptor	Typical Role(s) per Job Level
2	<ul style="list-style-type: none"> <li>Carries out a range of standardised work routines according to procedures, instructions and under supervision, to meet the daily wishes / needs of service users.</li> </ul>	Domestic Assistant / Care Worker Support Worker
3	<ul style="list-style-type: none"> <li>Likely to be working within well-defined procedures but may be involved in undertaking assessments / care management activities, clinical routines and peer expertise / mentoring.</li> <li>Updates care plans</li> <li>May also have specialist expertise e.g. mental health, substance misuse.</li> </ul>	Senior Care Worker Senior Support Worker
4	<ul style="list-style-type: none"> <li>May provide day-to-day supervision of more junior staff. Planning and assessment of care. Likely to be writing care plans and MAR charts.</li> <li>Assesses service user needs to establish e.g., reablement goals and reach desired outcomes.</li> <li>Provides unplanned care and emergency cover</li> <li>Carries out administrative tasks and produces work rotas</li> <li>Able to work independently on own initiative to meet the needs of service users.</li> </ul>	Team Leader Team Coordinator
5	<ul style="list-style-type: none"> <li>Undertakes formal line management and may be the senior person on shift.</li> <li>Works with other professionals / providers to ensure that service user needs are met.</li> </ul>	Manager
6	<ul style="list-style-type: none"> <li>Provides effective leadership to ensure the best use of resources. May develop strategic plans and ensures compliance with essential standards of quality and safety in accordance with legislation. Named individual usually registered with CQC.</li> </ul>	Senior Manager

### Additional Notes:

- Roles at Job Level 2 include those carrying out a fairly limited range of tasks (e.g. laundry assistant / domestic assistant as well as roles undertaking a wider range of personal care activities that involve deeper and more analytical interactions with service users and their families.
- Roles per job level on the Career Framework might 'typically' be found at that level. However, this does not mean that the roles shown are exclusively at one job level, and the table should not be interpreted as such. The way in which individual organisations are structured and how job titles are applied will inevitably create some variation. Using the framework to level a single role in isolation is also more difficult, whereas establishing relativities between roles is often a better way to confirm that they have been levelled correctly.
- Probationary/ trainee levels are not covered by the Framework. Pay and progression for individuals at these levels will be determined according to local policy.

## NHS Agenda for Change Bands

NHS Band	Years' Experience	NHS Role Examples
2	2+ years < 2 years' experience	Examples of roles at band 2 – domestic support worker, housekeeping assistant, driver, nursery assistant, domestic team leader, security officer, secretary / typist and healthcare assistant.
3	2+ years < 2 years' experience	Examples of roles at band 3 – emergency care assistant, clinical coding officer, estates officer and occupational therapy worker.
4	3+ years < 3 years' experience	Examples of roles at band 4 – assistant practitioner, audio visual technician, pharmacy technician, dental nurse and theatre support worker.
5	4+ years 2-4 years < 2 years' experience	Examples of roles at band 5 (includes many newly qualified clinical professionals) – operating department practitioner (ODP), podiatrist, learning disability nurse, therapeutic radiographer, practice manager and ICT test analyst
6	5+ years 2-5 years < 2 years' experience	Examples of roles at band 6 – school nurse, experienced paramedic, health records manager, clinical psychology trainee and biomedical scientist.

## 2. About the Local Care Worker Job Evaluation Framework

The Local Care Worker Job Evaluation Framework has been designed to help those using it measure the requirements of different jobs found within the Health and Social Care sector. The framework comprises seven factors – each is typically associated with the most common components of the work process – and each factor has five levels.

	Factors
1	Knowledge and Skills
2	Communication and Relationships
3	Problem Identification and Solving
4	Autonomy, Independence and Initiative
5	Working Conditions and Environmental Demands
6	Management / Optimisation of Resources
7	Service Delivery and Impact

The levels assigned to each factor represent descriptive steps – from Level 2 for the most junior jobs as shown on the Care Worker Career Framework through to Level 5/6 for the most senior – and are intended to reflect a hierarchy and distinct levels of work found across Health and Social Care.

Not all factors are necessarily hierarchical. The factor Working Conditions and Environmental Demands is an example of this – demands may be physical, emotional, or mental (i.e. level of concentration required). Knowledge and Skills is another factor where a hierarchy of seniority cannot always be assumed. This contrasts with the ‘Autonomy, Independence and Initiative’, and ‘Management / Optimisation of Resources’ factors, where higher factor levels would typically be associated with increased seniority. All factors are treated equally in the Framework in terms of how they are scored.

Across all seven factors, points for each level are as shown below. **Remember, the Local Care Worker Job Evaluation Framework starts at Level 2, to align with NHS Agenda for Change.**

Factor Levels	Points Assigned by Level	Maximum Points (if same level assigned for each factor)
2	05 points	35
3	10 points	70
4	20 points	140
5	40 points	280 (Threshold for a Level 5 overall is 210 (75%))
6	80 points	560 (Threshold for a Level 6 overall is 420 (75%))

Following extensive testing of the Framework, it has been decided not to assign specific weightings to the different factors. Instead, point differences between the levels (5, 10, 20, 40, 80) represent increasing responsibilities / demands placed on jobholders as they progress.

**Important!**

*When using the Framework, it should not be assumed that a job will score the same level across all seven factors. It is not unusual – and often quite typical – to see some variation in levels / points across the different factors for an individual role.*

If factors at different levels are assigned to a particular role, the total points score for that role will fall between two levels (see ‘maximum points’ column above). On occasion the total points score for an individual role will fall just above or just below the threshold for a particular level. In these situations, we recommend you confirm the appropriate level by looking at other ‘similar’ roles as well as roles where the total points score is well ‘above’ and/or ‘below’ the role you have evaluated.

On the next page, we present some examples to show how roles in Health and Social Care have been evaluated against the Local Care Worker Job Evaluation Framework.

## Testing the Framework: Example Evaluation Results

The following are examples of ‘*real life*’ roles that have been assessed against the Local Care Worker Job Evaluation Framework. Please remember that every job is different, and a job title is not always a good indicator of job content. The examples presented here are given for illustrative purposes only and are not intended to suggest that a specific job title or role should be evaluated at a particular level.

### A. Support Worker (Residential)

Factors	Level	Points Assigned
Knowledge and Skills	Level 2	05
Communication and Relationships	Level 2	05
Problem Identification and Solving	Level 2	05
Autonomy, Independence and Initiative	Level 3	10
Working Conditions and Environmental Demands	Level 3	10
Management, Optimisation of Resources	Level 2	05
Service Delivery and Impact	Level 3	10
<b>Total</b>	<b>Level 2</b>	<b>50</b>

### B. Domiciliary Care Worker\*

Factors	Level	Points Assigned
Knowledge and Skills	Level 3	10
Communication and Relationships	Level 2	05
Problem Identification and Solving	Level 3	10
Autonomy, Independence and Initiative	Level 3	10
Working Conditions and Environmental Demands	Level 4*	20
Management, Optimisation of Resources	Level 2	05
Service Delivery and Impact	Level 2	05
<b>Total</b>	<b>Level 2</b>	<b>65</b>

\*Assessment at both Level 4 and Level 5 by different providers.



### C. Reablement Support Worker

Factors	Level	Points Assigned
Knowledge and Skills	Level 3	10
Communication and Relationships	Level 3	10
Problem Identification and Solving	Level 3	10
Autonomy, Independence and Initiative	Level 3	10
Working Conditions and Environmental Demands	Level 4	20
Management, Optimisation of Resources	Level 2	05
Service Delivery and Impact	Level 2	10
<b>Total</b>	<b>Level 3</b>	<b>75</b>

### D. Senior Carer (Residential)

Factors	Level	Points Assigned
Knowledge and Skills	Level 3	10
Communication and Relationships	Level 3	10
Problem Identification and Solving	Level 3	10
Autonomy, Independence and Initiative	Level 3	10
Working Conditions and Environmental Demands	Level 4	20
Management, Optimisation of Resources	Level 3	10
Service Delivery and Impact	Level 3	10
<b>Total</b>	<b>Level 3</b>	<b>80</b>

## E. Team Coordinator

Factors	Level	Points Assigned
Knowledge and Skills	Level 4	20
Communication and Relationships	Level 4	20
Problem Identification and Solving	Level 4	20
Autonomy, Independence and Initiative	Level 4	20
Working Conditions and Environmental Demands	Level 5	40
Management, Optimisation of Resources	Level 4	20
Service Delivery and Impact	Level 4	20
<b>Total</b>	<b>Level 4</b>	<b>160</b>

## F. Registered Manager

Factors	Level	Points Assigned
Knowledge and Skills	Level 4	20
Communication and Relationships	Level 5	40
Problem Identification and Solving	Level 5	40
Autonomy, Independence and Initiative	Level 6	80
Working Conditions and Environmental Demands	Level 5	40
Management, Optimisation of Resources	Level 5	40
Service Delivery and Impact	Level 5	40
<b>Total</b>	<b>Level 5</b>	<b>300</b>

### 3. Pay

As part of the work to develop the Local Care Worker Job Evaluation Framework we looked at the hourly and annual salaries paid across Health and Social Care and assigned pay ranges to align with each Job Level, **to create a pay dashboard**. Due to the extremely varied pay landscape that characterises the sector, the analysis did not cover the wider remuneration package (i.e. benefits, additional allowances).

This work is not intended as a cost of care exercise, and the review of hourly / annual salaries **does not include calculations of the actual cost to employers of employing particular roles**. Instead, the aim has been to provide a generally understood framework for career progression and job stratification within Health and Social Care, as well as an understanding of the pay structure for the sector as it currently exists and the pay differential between roles at the same job level, and at different job levels.

#### 3.1 Pay Ranges

Pay ranges assigned to the Local Care Worker Job Evaluation Framework reflect the situation between August 2021 and January 2022 and have been created as follows:

- From over 200 job descriptions with published pay rates, covering roles across all five job levels and across distinct types of care providers including domiciliary care, care-homes and learning disability care providers.
- Supplemented with additional information from six different care providers during stakeholder interviews.
- By looking at Agenda for Change pay rates (pay and conditions structure for the NHS) and mapping to the job levels we have created.

The pay dashboard shows minimum, mid-point and maximum salary points (both mean and median for each salary point) for all five job levels as at February 2022 but does not address how roles progress through the pay ranges. As a general principle, progression through a range will usually be based on experience in the role. A 'pay calculator' has also been developed which allows the user to enter any percentage uplift and see the resulting impact across all five job levels.

In April 2022 the National Living Wage (23+) increased from £8.91 per hour to £9.50 per hour. This represents a 6.62% increase. In April 2023 the National Living Wage (23+) increased from 9.50 per hour to £10.42 per hour. This represents a 9.7% increase. These increases have been applied to the 2021-2022 pay data in the 'pay calculator' to give a more accurate reflection of current pay. Going forward, our intention is to update the pay dashboard and pay calculator with real-time data from social care providers using the Framework in its digitised form.

## 4. Guidance when using the Local Care Worker Job Evaluation Framework

### a) Focus on the role requirements

- Remember that you are concerned with assessing the role and not the person / people doing the role, or any aspect of their performance, pay or workload. However, you should assume optimum / fully effective performance in role (i.e. not in a training / probationary period).

### b) Take a balanced view

- When mapping roles to the Framework, try to think about what is required in the regular and routine course of the role. Consider typical tasks and regular or frequent responsibilities involved in the role; these will usually occur daily, weekly, or monthly though some may also take place annually / bi-annually. This is more likely, though not exclusively, for senior roles involved in undertaking or supporting audits.
- Do not include unusual or one-off assignments, which happen infrequently. Always consider the balance of the job rather than the extremes.

### c) Be aware of preconceptions

- Be aware of the influence of any preconceptions you may have about a role. Pay and performance of the individual are typically two areas where preconceptions may prevail. Alternatively, there may be situations where you previously did the same or a similar role yourself, or there may be roles in your organisation / team / department that are perceived as being more challenging than others. In summary, you should try to be as objective as possible when using the Framework and ideally obtain the views of others before finalising decisions.

### d) Do not look for an expected pattern

- The factor level descriptors have been designed in such a way as to avoid assigning levels for a particular role consistently at the top, bottom or in the middle. This means that you should carefully consider all the levels for each factor before selecting the appropriate response, although it may be more clear-cut for certain roles on some factors. However, there will not necessarily be an obvious pattern of responses across the factors.

### e) If in doubt, go for the lower score initially

- You may find that some roles fall between two levels on a particular factor. In line with good job evaluation practice, a job should meet at least 80% of a level descriptor to be assigned to that level. If not clear cut, it is always advisable initially to select the lower of the two factor levels. If necessary, the job can be reviewed against the Framework at a later stage once further corroborating evidence has been collected.

### f) Remember – evaluation is relative

- The Framework has been designed to apply to all types and all levels of role within the Health and Social Care sector, although the nature and duties of roles compared may be quite different. When all roles within your organisation have been evaluated, the results should be reviewed and calibrated to ensure accuracy and consistency.

## 4.1 Additional Points

- When evaluating roles against the framework you should have a good understanding of the tasks and responsibilities required to do the job. Up-to-date job descriptions and /or other relevant supporting material can be used to help you with this and can provide a comprehensive outline of the tasks and responsibilities required in the role. You may also find it helpful to discuss the role with the relevant line manager. However, the actual jobholder should not be involved in such discussions.
- Familiarise yourself with the format of the Framework. To begin with, it may seem unfamiliar but once you start to work through it, it should become straightforward to use. A supplementary description for each factor has also been provided, to help place the factor in context.
- Work through the Framework in order and factor by factor. Read the factors levels and guidance notes first, which explain what the factor is trying to measure.
- Read each factor level description carefully, from left (Level 2) to right (Level 6). Also read the factor level either side of the one you think fits best, to provide points of comparison.
- In a similar vein, try and think about jobs that sit above and below the role you are currently evaluating. This helps you get a better sense of internal relativities.
- When you have completed an evaluation, it is recommended that you go back and review how you have assigned all the factor levels, to check that it makes sense and can be justified if challenged.
- You might also find it helpful to use the Framework to review and / or update your existing job descriptions or create new ones. As well as providing a basis for thinking about pay / pay progression, the framework is a useful reference point for thinking about the alignment of and comparison (value) between distinct roles in your own organisations. It can also help to identify typical training and CPD requirements for achieving and maintaining full competence at each level and provide the basis of a career framework that can be used by providers to overlay roles in their own organisations.



## Local Care Worker Job Evaluation Framework

## 1A Knowledge and Skills – Overview

### Overview

- This factor measures the theoretical knowledge / equivalent practical experience required to fulfil job responsibilities satisfactorily including specialist, technical, administrative, operational or professional knowledge and its application to the role.
- The factor also considers the breadth, diversity and range of knowledge, and the depth and complexity of understanding required.

### Additional Information

- The factor takes account of the hierarchy of work from directed tasks (i.e. single / multi-step activities) through to consideration of a range of options and application of theory to practice (i.e. "accredited qualification or equivalent" in a subject / discipline).
- Manual skills are covered by this factor e.g. keyboard skills, driving, manual handling, use of specific machinery and equipment etc.
- Interpersonal / communication skills are covered separately by the Communication and Relationships factor.

## 1B Knowledge and Skills Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>The range of tasks undertaken at this level will vary according to the role. The emphasis is not on the number of tasks undertaken but the level of underpinning knowledge and skills required to perform the task competently.</p> <p>At this level most tasks will be routine, and the skills/ knowledge required can be gained through a short induction period or on-the-job training, including the use of equipment associated with these tasks.</p> <p>Some tasks/procedures may take between 3 and 6 months to learn, after which time the jobholder will be largely self-sufficient. However, help and advice will always be on hand.</p> <p>Jobholders also need to have achieved, or be working towards, levels of literacy and numeracy sufficient to enable them to follow oral and written instructions and maintain work records.</p>	<p>Jobholders meet all requirements found at Level 1 but will have additional knowledge and experience enabling them to carry out a wider and more varied range of work tasks. They may have developed a specialism which they are expected to share with others either informally or through coaching, mentoring, training.</p> <p>They will be expected to know how to share knowledge, observe and feedback to more newer colleagues to support their development.</p> <p>Work will typically be undertaken with limited assistance and tasks may occasionally fall outside of the norm requiring the use of initiative and knowledge of company protocols/ procedures.</p>	<p>Jobholders will understand and apply a range of work procedures and practices, some of which are non-routine and may require a level of knowledge which is normally gained through accredited training (NVQ L3 or higher) or equivalent and demonstrable experience.</p> <p>At this level, jobholders will be expected to share relevant knowledge, assess the competence of others and give guidance. They will also require working knowledge and understanding of relevant organisational policies / standard operating procedures. More widely, they will need to understand and interpret key legislation to assist with the development and delivery of planned activities to meet the changing demands and needs of the local population.</p> <p>The application of expertise and subject knowledge is used to generate agreed outcomes and jobholders require limited assistance or direction from others.</p>	<p>Significant experience in a comparable environment is typically required at this level. Jobholders are expected to have full professional knowledge gained through an extended period of formal professional / technical training (NVQ L4 or higher) and relevant work experience. Jobholders will also demonstrate a good understanding of principles, practices, frameworks, standards and regulations that apply to their own discipline.</p> <p>Knowledge may be in a specialist area or at an equivalent level in relation to organisational, procedural and policy knowledge and may be used by others as the basis for decision-making. Jobholders will be expected to keep specialist / industry knowledge up to date through continuing professional development, and which may be applied through responsibility for drawing up policies / guidelines in relation to new areas of work. They will also act as a role model to others in exemplifying good practice.</p> <p>They will be expected to acquire new knowledge/ specialisms in order to deal with a specific issue or lead on a particular project.</p>	<p>Jobs at this level will have in-depth knowledge and understanding of policies and procedures relating to service provision and delivery in their own organisations.</p> <p>They will apply subject matter expertise acquired through relevant training (NVQ L5 or higher), specialist experience and continuing professional development, to support the planning, development and provision of services to meet the needs of service users.</p> <p>Jobholders will also require knowledge and understanding of other organisations and key stakeholders that impact upon services provided to ensure effective partnership / consultative working.</p> <p>Jobholders will have the professional know-how to anticipate and proactively deal with potential challenges and to drive the performance of employees, teams, departments and organisations overall.</p>



## 1C Knowledge and Skills Care Family Level Descriptors

### **Level 2 – A Level 2 worker who is fully competent in their role:**

- Understands fully how to safely deliver personal and social care including the use of associated equipment to support service users, how to maintain and update daily records and service user care logs. Jobholders will have basic knowledge and understanding of key legislation to meet user needs including mental capacity and safeguarding and can respond appropriately if there are any concerns. They will have good basic understanding of, and can respond to, service users with a range of conditions including autism, dementia, mental health concerns, learning disabilities, behavioural challenges and communication difficulties.
- Understands the value of good hydration, nutrition, end-of-life care ensuring maximum independence and a person-centred approach. Jobholders are alert and responsive to any signs of deterioration in the service user.
- Brings relevant knowledge of both the individual service user and their changing needs and input effectively into regular service user reviews and reassessments. The care worker will have successfully completed some basic vocational training (e.g. the Care Certificate) and be regularly undertaking consolidation training.

### **Level 3 – In addition to Level 2 requirements, the Level 3 worker:**

- Has a broader awareness and understanding of procedures and requirements that impact the service as a whole (e.g. data protection and client confidentiality, care/support assessments, mental capacity assessment, safeguarding, health and safety, the range of professionals involved in a person's care).
- Has additional specialist knowledge and is confident to share it with others, observe performance, advise and give feedback. This may include creating, updating and amending MAR charts; administering medicines, dementia, autism, learning disabilities, assistive technology, reablement, or non-verbal communication.
- Feels confident in working alongside other health, housing and social care professionals as well as families to ensure the service user's needs continue to be met.
- May contribute to, update or draft non-complex care and/or support plans based on initial Social Worker assessments.
- May be given specific responsibilities (e.g. updating MAR charts) for which they are fully accountable
- Will work proactively alongside local safeguarding teams as required to support the protection of service users.
- Will input their specialist knowledge to help with on and off the job training as required.

### **Level 4 – In addition to Level 2 and Level 3 requirements, the Level 4 worker:**

- Is fully conversant with, and competent in all aspects of service user care relevant to the care setting including safeguarding of vulnerable adults. Has working knowledge and understanding of all organisational policies/standard operational procedures relevant to their work, or that of their team.
- Demonstrates knowledge and understanding of the skills required to allocate work and manage staff effectively and is able to respond to the changing demands and needs of service users under their direct or indirect care.
- May be qualified to NVQ L3 or higher.

## 1C Knowledge and Skills Care Family Level Descriptors

### **Level 5 – In addition to previous level requirements, the Level 5 worker:**

- Will have a full understanding of the health and social care regulations, the fundamental standards and the Care Quality Commission inspection framework – in particular, those relevant to their own organisation. Also has detailed understanding of local and regional quality assurance frameworks, which may differ to the CQC framework.
- Has significant experience of working in the health care sector with a nursing, health or social care qualification.
- May also have responsibility for drawing up policies / guidelines in relation to new areas of work.
- Works alongside and in partnership with local safeguarding and Quality Assurance teams, and the Care Quality Commission, to ensure the protection of service users from any institutional, individual or collective poor practice that could constitute abuse or neglect.
- Qualified to NVQ L4 or higher.

### **Level 6 – In addition to previous level requirements, the Level 6 worker:**

- Has extensive knowledge of CQC standards and Key Lines of Enquiry and ensures these are achieved in own organisation through the development of policy, practice and quality assurance processes.
- Has considerable experience of working with clinical / other appropriate professionals and next of kin in carrying out complex, changing and challenging service user assessments.
- Has a good understanding of the management and leadership skills required to ensure organisational success - reputation, profitability, safety, people
- Is qualified to NVQ L5 or higher.

## 2A Communication and Relationships – Overview

### Overview

- This factor measures the level of interactions and relationship development required by the role, both internally and externally. Relationships may involve dealing with the physical, mental, social, financial and environmental well-being of others.
- The factor takes account of the requirement for self-awareness by the jobholder when having to communicate difficult news or information sensitively, deal with potentially challenging and complex behaviours and provide counselling and reassurance. It also recognises the skill involved in identifying communication barriers and being pro-active in overcoming these.
- Relationships and interactions should consider, and be sensitive to, cultural diversity and show empathy, respect, and build rapport.

### Additional Information

- This factor also considers the application of verbal, nonverbal (e.g. signing), written and technical communication skills required of jobholders to perform their role.
- Intuition based on experience and understanding is relevant for this factor, where jobholders are called upon to recognise and act upon non-verbal cues as part of their regular work.
- Contacts / interactions range from the factual exchange of information through to assessing, evaluating, influencing, persuading and negotiating and may be present to a lesser or greater degree at all levels on this factor.
- Audiences / stakeholders can include: individuals using services, their families, colleagues, managers, the wider general public, professional partners, stakeholders, service commissioners, politicians and media professionals.

## 2B Communication and Relationships Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>Routine or incidental contacts involving the exchange of information on typically straightforward / non-contentious matters.</p> <p>Interactions will be with work colleagues, service users and the wider public</p> <p>Jobholders will be expected to identify and use communication methods appropriate to the situation, listening to and respecting the views of others both within and outside of their immediate workplace, observing confidentiality at all times.</p> <p>For some roles at this level, interactions with stakeholders will typically be quite transactional and often involve asking routine / closed questions to determine a course of action.</p> <p>Other roles at this level will be applying more open-ended questioning to inform and guide appropriate actions.</p>	<p>Jobholders typically provide and receive routine information orally, on paper or electronically to inform work colleagues, service users and the wider public. Interactions may be on well-established matters where information or assistance is readily available. Occasionally, jobholders may have to deal with issues where outcomes are not straightforward.</p> <p>The requirement to convey directions and / or guidance to others in a supportive and articulate manner is present at this level. This may involve breaking down information and presenting complex ideas or articulating technical / specialist language to a non-technical / non-specialist audience, or in situations when training more junior colleagues.</p> <p>Relationships with other work colleagues may involve helping to build / boost team morale and supporting the learning / development of less experienced colleagues. Jobholders can additionally be involved in sharing information to enable adaptation and change of a system or process.</p> <p>The ability to manage external relationships and ensure beneficial outcomes requires jobholders to quickly build trust, rapport and credibility.</p>	<p>Interactions at this level are typically focused on relationship-building – i.e. building trust and mutual respect – for longer-term mutual benefit. Stakeholders may include internal colleagues in own work area or the wider organisation, clients / service-users or suppliers.</p> <p>Jobholders may be required to exercise advisory, guiding, negotiating or influencing / persuasive skills either on specific topics within their remit of knowledge, or on a variety of broader topics to gain agreement or cooperation.</p> <p>Information conveyed through relationships will be more complex or challenging than at levels 1 and 2 for this factor, involving building rapport and empathy to bridge potentially divergent interests both internally and externally.</p>	<p>Interactions and relationships at this level are likely to require the management of several key relationships including internal teams and external suppliers / partners.</p> <p>Subject matter content at this level may be outside of the jobholder's own area of expertise and they are expected to acquire sufficient familiarity with new material to enable them to communicate on equal terms with specialists.</p> <p>In addition to the complexity and challenge found at level 3, jobholders may be required to resolve differences of opinion and handle adversarial situations with confidence, openness and in a sensitive manner depending on the situation and be able to adapt accordingly.</p> <p>The ability to build and nurture networks is also important at this level.</p>	<p>Jobs at this level need to be influential in leading and inspiring others, both within their own direct team(s) as well as externally. Jobholders require developed communication skills for effective partnership / consultative working with other agencies, providers etc. This includes negotiating and winning new business, as well as representing the organisation externally, including for purposes of audit and inspection.</p> <p>Jobholders are expected to build and manage potentially complex relationships and challenging conversations to achieve long-term mutually beneficial outcomes.</p> <p>Gravitas, intellectual leadership and credibility are all key attributes of jobholders operating at this level.</p>

## 2C Communication and Relationships Care Family Level Descriptors

### **Level 2 – A Level 2 worker who is fully competent in their role:**

- Demonstrates empathy and sensitivity to address a range of service user needs i.e. people with learning disabilities, dementia, the elderly and frail, companionship.
- Uses questioning and other skills to identify problems/deterioration and offer reassurance (i.e. how are you feeling today? Did you sleep well?)
- Effectively describes any issues of concern to colleagues, supervisors or other relevant professionals.

### **Level 3 – In addition to Level 2 requirements, the Level 3 worker:**

- Can effectively share learnings from their specialist area with colleagues, understanding how to deliver complex information to a range of audiences through coaching, mentoring and training input.
- Can use their specialist knowledge/experience to direct/advise and guide colleagues
- Is able to effectively demonstrate networking skills in order to build meaningful partnerships with other social care professionals and agencies, residents, carers and families, ensuring that decisions about care are shared. Jobholders can engage effectively within multi-agency / multi-professional settings to represent the interests of service users.

### **Level 4 – In addition to Level 3 requirements, the Level 4 worker:**

- Resolves potential conflicts, complaints and concerns from staff, service users and their families, helping to effectively manage and diffuse difficult and emotive situations
- Represents and interprets service user needs to an external audience – e.g. health and social care professionals, family members etc.
- Works with service-users with complex care needs and communicates these not only to family members / carers, but also to other specialist (i.e. clinical) staff, which may impact on care packages.
- Consults and represents team views on organisational policy and strategy with senior colleagues.
- Engages with their teams to ensure ongoing competence through supervision, performance reviews, observation and assessment

### **Level 5 – In addition to previous level requirements, the Level 5 worker:**

- Liaises and negotiates with wider external partners including other care providers, health teams, commissioners and quality teams / inspectorates to achieve desired outcomes. Represents their organisation / setting as required on matters which impact on the business, staffing or service user well-being.

### **Level 6 – In addition to previous level requirements, the Level 6 worker:**

- Has developed communication skills, including negotiation skills for effective partnership / consultative working with other stakeholders including the media, senior commissioners, politicians and regulators.

### 3A Problem Identification and Solving – Overview

#### Overview

- This factor measures the analytical and judgemental skills typically required for the job. It takes account of requirements to be able to recognise a problem, assess its significance, identify potential causes, assimilate complex situations and / or information; formulate solutions and recommend / decide on the best course of action or treatment.
- The factor also assesses the requirement to handle ambiguity and situations where there may often be conflicting priorities, ambiguity or uncertainty.

#### Additional information

- Problem identification and resolution involves:
  - Comprehending the details / context of a given situation
  - Recognition and interpretation of evidence
  - Potential implications of a situation
  - Complexity of problem(s) faced – this may include problems experienced with specialist equipment (i.e. malfunctions)
  - Knowing when to resolve a problem and when to escalate it
  - Consideration of alternatives and development of solutions
- Most jobholders will face situations where some problem-solving is required. The level assigned depends on the typical complexity of problems experienced by the jobholder in their role and the extent to which they are required to identify and solve problems themselves.
- This factor is also linked to Knowledge and Skills – i.e. the extent of problem identification and solving a job holder is expected to undertake will usually be linked to the breadth, diversity and range of knowledge required to resolve the issue.

### 3B Problem Identification and Solving Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>The job requires the ability to recognise and identify straightforward solutions to a range of regular and / or routine problems.</p> <p>Solutions are generally based on clear guidelines / previous practice and precedent and jobholders may consult with other colleagues, usually within their own work team(s), on an appropriate course of action.</p> <p>There may be the occasional requirement to think creatively in order to solve problems or manage conflicting priorities. However, jobholders are expected to seek advice and guidance from other colleagues.</p>	<p>Jobholders are required to interpret new or potentially conflicting information or situations and solve problems with adherence to guidelines or a selection of clear alternatives.</p> <p>There may be a requirement in some cases to assess events, problems or conditions in detail to determine the best course of action or appropriate solution. Jobholders will be expected to use their experience to help inform and potentially recommend solutions to more senior colleagues.</p> <p>Problem-solving at this level may often be in pressured situations, without advice directly at hand. The types of problems faced by the jobholder may require more questioning than at level 1, in order to clarify and shape.</p>	<p>Jobs at this level are likely to be dealing with challenges that require more detailed investigation and analysis compared with previous levels on this factor. In addition, identification and selection of solutions may require jobholders to weigh up ambiguous or partial information and report on decisions to managers etc.</p> <p>Jobholders may be finding new solutions to short-to medium-term (i.e. 6 to 12 months) problems and working in more complex situations without external support, helping to create clarity and understanding to enable decision-making at higher levels.</p> <p>Some creative thinking and detailed insight will also be required.</p>	<p>At this level, jobholders will typically be part of an operational leadership team. They will also be required to think more strategically in terms of understanding how the different elements of professional knowledge fit together, and to make links and bridge gaps in order to find solutions in the medium to longer-term (i.e. 12 to 18 months plus).</p> <p>Problems encountered may be unusual and are likely to require solutions with multiple stakeholders in mind. Solutions will also need to be future-proofed, which means that jobholders could be working with considerable ambiguity.</p> <p>Jobholders will be required to assess risk, including potential reputational implications.</p>	<p>Problems may be multi-faceted and will require the application of strategic, critical / creative thinking and problem-solving skills on a regular basis. In some situations solutions to problems may also take time to emerge and be resolved.</p> <p>Jobholders will often be navigating new territory and the choice of solution may have considerable policy or service implications in the longer-term (e.g. 2 to 3 years plus), alongside a significant element of operational, reputational and financial risk.</p>

### 3C Problem Identification and Solving Care Family Level Descriptors

**Level 2 – A Level 2 worker who is fully competent in their role:**

- Will draw on relevant experience to help service users achieve independence, varying activities according to changing circumstances within the scope of care plan outcomes.
- Is able to react and respond to events, including changes in the wellbeing of service users in their care, and escalate or signpost to appropriate support services as necessary

**Level 3 – In addition to Level 2 requirements, the Level 3 worker:**

- Has responsibility for making and reporting realistic assessments of service users to ensure continuity of care, often without direct/immediate access to supervision/support
- Assesses and responds to changing needs and may have to initiate changes to care routines
- May need to respond to unexpected or unplanned situations encountered by self, or referred to by others
- Uses judgement to carry out risk assessments and complete incident forms

**Level 4 – In addition to Level 3 requirements, the Level 4 worker:**

- Demonstrates investigation and analysis skills to produce complex care and/or support plans, undertakes service user reviews etc.
- Interacts / liaises with colleagues and wider stakeholders, including GPs, to ensure effective implementation of plans, identifying timely alternative provision where required and ensuring user-focused services
- Responds to concerns from team members and takes appropriate action
- Is actively involved in planning and or leading on determining longer-term solutions to service user needs.

**Level 5 – In addition to previous level requirements, the Level 5 worker:**

- Contributes to the development and implementation of key changes as required across the service and the system e.g. health integration
- Ensures that learnings from user experiences inform and improve practices, quality and workforce planning
- Is accountable for decisions made within their own area of responsibility

**Level 6 – In addition to previous level requirements, the Level 6 worker:**

- Carries out operational management of service provision, including balancing the demands and priorities of the service with the resources available, property maintenance and compliance with all statutory requirements. Analyses and evidences challenges facing both their organisation and sector and proposes options for change.
- Is ultimately accountable for organisation/service/unit (e.g. performance, safety, service user well-being, staffing, financial probity).



## 4A Autonomy, Independence and Initiative – Overview

### Overview

- This factor measures the type and impact of decisions that are made by jobholders in their role. It also considers the amount of freedom the role has in making decisions and reflects whether the role provides advice which others may rely on to make decisions. The impact of decision-making may cover: resource implications; the number of individuals impacted, and the possible consequences of those decisions.
- The factor also takes account of the nature and level of supervision required; the level and degree of direction and guidance provided by policies, precedents, procedures and regulations; and any requirements to organise or quality check own work.

### Additional information

- The factor considers any restrictions on the jobholder's freedom to act, imposed by, for example, supervisory control; instructions, procedures, practices and policies; professional, technical or occupational codes of practice or other ethical guidelines; the nature or system in which the job operates; the position of the job within the organisation; and the existence of any statutory responsibility for service provision.
- Broader aspects of the role are also covered by this factor, including the freedom to plan workload (for self and others) determine priorities and how services will be coordinated and deployed.

## 4B Autonomy, Independence and Initiative Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>Job-related activities are generally limited to the jobholder's own work and the performance of immediate colleagues, with few independent decisions required and the impact of decisions limited to a few days.</p> <p>Tasks are clearly defined at the outset, following standard practices - i.e. manual or verbal instructions - and are closely supervised. Outcomes / results will generally be immediate or short-term. Jobholders will need to be responsive to different / emergency situations in the absence of more senior colleagues, in line with policy and guidance, although anything unfamiliar will be escalated.</p> <p>Jobholders may have some input into decisions, through this will depend on the nature of the role.</p>	<p>Work is guided by precedent and clearly defined policies, protocols, procedures or codes of conduct. However, discretion is available to prioritise and tailor own workload to achieve desired results.</p> <p>Little close supervision for familiar tasks is required beyond that provided by working arrangements and methods.</p> <p>Progress is reviewed at regular intervals. Work involves using initiative, assessing situations as they arise and responding flexibly to changing needs, often without recourse to others.</p> <p>Jobholders will also be expected to respond appropriately, and at times autonomously, to meet unexpected needs or manage rapidly changing situations. However, supervision for new or unfamiliar tasks would typically be needed at this level.</p> <p>Actions/decisions taken at this level may occasionally impact the activities of other team members.</p>	<p>Jobholders work within recognised procedures, although there is also room for initiative which may involve organising own workload and the workload of others.</p> <p>Decisions taken at this level can relate to a wide variety of matters, impacting on short- to medium-term objectives and deliverables in relation to the jobholder's own work, or that of other teams in the work area.</p> <p>Results are generally defined, and outcomes known and there will be a range of options to choose from. Jobholders may face unexpected problems or situations from time-to-time and be required to respond independently. However, they will generally have access to a supervisor / manager for advice and guidance as needed.</p> <p>There is little direct supervision, with plans and results reviewed on an intermediate basis.</p>	<p>Work is carried out within programmes and objectives, with policies, procedures and working standards providing only general guidelines.</p> <p>Decisions made at this level typically involve setting, or helping to set, working standards in the provision of operational services, and / or decisions leading to changes within guidelines of important procedures or service practice.</p> <p>Jobholders are expected to respond independently to unanticipated problems and situations but will typically have access to a more senior colleague for advice and guidance on serious problems or challenges.</p>	<p>Jobs at this level typically have autonomy of action, working within broad parameters and legislative frameworks, under strategic direction.</p> <p>Job accountabilities typically involve monitoring and evaluating key policy, service practice and provision affecting a whole service, in making recommendations for change and managing their implementation.</p> <p>Decisions will often involve setting precedents, shaping policies and performance standards across business areas, as well as impacting on key external stakeholders. Experience will be required to guard against potentially significant reputational risk / damage to the employer.</p>

## 4C Autonomy, Independence and Initiative Care Family Level Descriptors

### **Level 2 – A Level 2 worker who is fully competent in their role:**

- Provides care in accordance with care and support plans. Notifies supervisor / senior of any changes required.
- Responds appropriately to emergency situations in line with policy and guidance, for example in the absence of a more senior member of staff

### **Level 3 – In addition to Level 2 requirements, the Level 3 worker:**

- Has some autonomy with regard to meeting unexpected needs or responding to changes in a service user's condition, particularly when working in the community and / or without direct access to a supervisor
- Is able to take initiative and respond appropriately to unplanned or unexpected care / support needs in the absence of, or preceding a formal assessment of need. This will involve knowing when to escalate, and to whom.
- Has responsibility for setting up and maintaining personal files accurately including assessments, reviews, medication records etc.
- Prepares and leads meetings, completes reports and paperwork

### **Level 4 – In addition to Level 3 requirements, the Level 4 worker:**

- Takes delegated responsibility for their designated work area. This could include co-ordination or rotas, or direct line management of staff.
- Is the first line of response for care workers seeking advice and guidance following change in service user needs or circumstances. May initiate action following team referrals regarding safeguarding or mental capacity concerns
- Responds to emergency referrals in conjunction with or in the absence of the manager, taking advice from peers or other managers.
- Is able to manage unplanned care / support needs in the absence of, or preceding a formal assessment of need. This may cover from initial response through to complete resolution, depending on the situation.

### **Level 5 – In addition to previous level requirements, the Level 5 worker:**

- May have responsibility for an individual service, or support a manager with responsibility for a number of services in a locality
- May be the designated safeguarding lead
- Plans and manages own workload, with additional supervisory responsibilities
- Contributes to the strategic development of the service.

### **Level 6 – In addition to previous level requirements, the Level 6 worker:**

- Uses initiative to make operational decisions on a day-to-day basis, e.g. staffing, budget management, site maintenance, assessment of individual needs etc.
- Takes strategic decisions regarding the future direction of their organisation.

## 5A Working Conditions and Environmental Demands – Overview

### Overview

- This factor measures the typical demands of the role created by the work situation: the nature of work, level and intensity, frequency and duration, including the impact of variations or combinations of conditions and demands.
- The factor also considers the degree of risk that the jobholder faces in their day-to-day role and the impact this may have on them.
- While some physical and emotional work demands may be seen as being more prevalent for certain roles including care and support workers, the factor does not preclude more senior roles being graded highly on this factor. Jobholders in management / comparable senior positions, for example, may experience specific and intense periods of stress associated with their work.

### Additional information

- Demands may be physical, mental or emotional. The emphasis is on the typical or usual degree of intensity and frequency required by the role.

Demands may include:

- Exposure to unpleasant working conditions - e.g. heat, odours
- Requirement to use road transportation, including in emergency situations
- Requirement to work outdoors - e.g. in all weathers
- Requirement to use VDU equipment
- Requirement to move, handle or lift weights / machinery
- Requirement to support people experiencing physical or emotional discomfort
- Requirement for intense periods of concentration and scrutiny, working to tight deadlines etc (at times of inspection, audit etc.)

## 5B Working Conditions and Environmental Demands Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>Exposure to unpleasant or difficult working conditions, risks or hazards is rare (i.e. no more than two or three times a year). There are few deadlines and work is typically undertaken at a steady pace.</p> <p>Work tasks may be interchanged but the overall programme of work is not generally interrupted.</p>	<p>Jobholders at this level may experience occasional demands (i.e. one or two times a month), requiring significant additional concentration, physical effort, exposure to some unpleasant or difficult working conditions.</p> <p>Alternatively, demands may be more frequent but are less challenging</p> <p>Work is subject to interruption but does not involve any significant change to the overall programme of tasks.</p>	<p>Jobholders at this level may experience frequent demands (i.e. at least on a weekly basis) involving long periods of high concentration, physical effort, exposure to unpleasant or difficult working conditions.</p> <p>Alternatively, demands may be more frequent but are less challenging.</p> <p>Work is subject to deadlines involving changing problems, circumstances or demands.</p>	<p>Jobholders at this level may experience very frequent demands (i.e. often on a daily basis), requiring prolonged and more intense levels of concentration, physical effort, exposure to very unpleasant or difficult working conditions.</p> <p>The intensity of work may vary from day to day but is subject to deadlines involving frequently changing circumstances and conflicting priorities.</p>	<p>Jobholders at this level may experience continuous and considerable demands (i.e. up to several times a day), which may require high levels of concentration, physical effort, exposure to very unpleasant or difficult working conditions.</p> <p>Work is subject to constant change and the management of conflicting priorities and deadlines. However, levels of intensity may vary.</p>

## 5C Working Conditions and Environmental Demands Care Family Level Descriptors

Across all levels on this factor, jobholders will experience the following demands to varying degrees, including frequency and level of intensity:

- Periods of concentration and intensity – for example working to deadlines to complete care plans, supervision reports, conducting new client assessments, risk assessments, other relevant documentation.
- Physical demands – for example, operating equipment, manual handling, toileting, feeding
- Mental demands - the requirement to organise and prioritise conflicting demands within busy environments, ensuring regulatory compliance, responding to emergencies
- Emotional demands – may be dealing with potential neglect, abuse, loss and bereavement, or support individuals with highly complex needs – physical, sensory, communication, learning disabilities, autism, end of life, mental health, behaviour that challenges etc.

While some physical and emotional work demands may be seen as being more prevalent for certain roles including care and support workers, the factor does not preclude more senior roles being graded highly on this factor. Jobholders in management / comparable senior positions, for example, may experience specific and intense periods of stress associated with their work – e.g. CQC requirements, Commissioner Quality Improvement audits, health and safety, resourcing pressures etc.

## 6A Management, Optimisation of Resources – Overview

### Overview

- This factor measures the level of responsibility for resources including people, finances, health and safety, physical assets and information.
- Responsibilities may include the physical and financial resources of service users, as well as those of the job-holder's employer.
- Responsibility for people covers a broad spectrum of supervisory responsibilities from informal guidance and on-the-job training, coordinating, coaching and mentoring through to formal line-management responsibility.
- Accountability for other resources also considers compliance to legislative requirements, either externally imposed or via internal policies.
- Responsibility for resources may not always be continuous or complete (e.g. temporary use of equipment or supervision of others), and account should be taken when reviewing this factor.

### Additional information

- Resources may include:
  - People – i.e. effectively organising a team of employees (covers: on-the-job training; work scheduling (rotas); work-shadowing; supervising; coaching / mentoring; full line-management – takes account of single / multi-site teams)
  - Third-party relationships - including regular and routine / infrequent and complex relationships
  - Financial – from responsibility to invoices through to responsibility for a significant budget, contracts, procurement processes and income generation
  - Property and capital assets including equipment
  - Health and safety
  - Policies and standard operating procedures
  - IT (including information security)
- Size and complexity of work teams, budgets, physical assets etc. should be considered when reviewing this factor alongside scope of accountability and discretion available in overseeing the resources.

## 6B Management, Optimisation of Resources Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>At this level, jobholders will have no specific responsibility for the management of resources – either physical or financial. However, the use of ancillary equipment is likely to be a feature of the job and the postholder will be expected to ensure any resources or equipment are used and maintained correctly while in their possession, according to health and safety requirements, and malfunctions reported.</p> <p>Jobholders may also be involved in supporting the work of others through on-the-job training or the provision of informal guidance.</p> <p>At this level the jobholder is responsible for completing their own work and contributing on wider tasks when required, but not for leading or managing others.</p>	<p>Jobholders at this level may be involved in coaching / mentoring less-experienced colleagues. They may on occasions be the most senior member of staff on site and be required to input into training more junior colleagues.</p> <p>Jobs at this level are responsible for planning and prioritising their own work and /or resources to achieve agreed short-term objectives or assignments in their work area.</p> <p>The following accountabilities may also be present at this level:</p> <ul style="list-style-type: none"> <li>• Involvement in running small projects or work streams of larger projects</li> <li>• Minor budgetary authority to spend specifically delegated sums on agreed items (e.g. office supplies).</li> <li>• Responsibility for overseeing access to sensitive or specialist equipment, or medication.</li> </ul>	<p>Jobs-holders will typically be guiding, quality checking and giving feedback on the work of others to achieve results.</p> <p>Jobholders may have line management or supervisory responsibility for a small- to- medium-sized team and be required to build trust and mutual respect with their teams. They will also need to ensure that feedback is given following assessments, observation and performance review and received in ways that maximises its impact.</p> <p>Alternatively, jobholders could be involved in project management activities, having management / oversight of teams both internally and external to the organisation. This may also be involved in coordinating the work of different teams.</p> <p>Jobs at this level are also accountable for the effective use of resources and may have responsibility for defined expenditure within a delegated budget. They may also have accountability for highly specialised areas with a degree of risk such as product development and compliance.</p>	<p>Jobholders typically have management responsibility for a department or project of substantial size, likely consisting of specialists and/or managers. For non-management posts, jobholders operating at this level may hold a specialist / technical advisory role and input into the direction of an area / department.</p> <p>Job accountabilities include the assignment and allocation of work, co-ordination and monitoring of performance, as well as interpreting and applying direction originating at more senior levels.</p> <p>Jobs also have operational accountability for the forecasting and deployment of resources for a programme, set performance standards and establish monitoring procedures.</p> <p>Budget responsibility may be significant, including input into setting substantially sized budgets. Jobholders also interpret legislative requirements and ensure understanding and adherence across teams/departments.</p>	<p>Jobs have full leadership responsibility and business oversight and will likely be leading teams of managers and/or specialists involving goal-setting and operational implementation.</p> <p>Jobholders will be forward-thinking and proactive in running a large service or range of services, as well as managing and inspiring others to contribute to the achievement of broader goals.</p> <p>Budget responsibility may involve managing an entire business budget, or a significant proportion of it with accountability for associated performance delivery. May have responsibility for projects with significant legal or compliance risk.</p>



## 6C Management, Optimisation of Resources Care Family Level Descriptors

### **Level 2 – A Level 2 worker who is fully competent in their role:**

- Has no supervisory responsibilities
- Establishes links with key workers to support service users
- Is responsible for the well-being of individuals in their care
- Is responsible for reporting defects in equipment used as part of their role
- May have some responsibility for building security (locking up, checking windows, fire warden duties, general health and safety), depending on the nature of the role

### **Level 3 – In addition to Level 2 requirements, the Level 3 worker:**

- Typically has no formal line management or supervisory responsibilities but is likely to influence and may direct and guide the work of others whilst on shift
- May be recognised by peers / supervisors as a role model of best care practice and an ambassador for overall organisation aims and objectives
- May be involved in mentoring less-experienced colleagues, depending on their experience

### **Level 4 – In addition to Level 3 requirements, the Level 4 worker:**

- Carries out formal training / coaching of other care assistants
- May also manage an allocated group of staff and have associated responsibilities including: completion of staff on-the-job inductions, formal assessment of competence; work-based supervision and responding to, recording and reporting any staff performance or disciplinary issues
- Is responsible for ensuring the smooth operation of their team / area when on shift.
- May also be responsible for supporting the manager / deputy; through the organisation of the staff team, including rotas and day-to-day deployment of staff, ensuing staff absence/sickness/holidays are catered for and, where necessary, providing emergency cover.

### **Level 5 – In addition to previous level requirements, the Level 5 worker:**

- Is line manager to one or more teams across organisation/service
- Deputises for the senior manager in their absence
- Liaises with field and office-based supervisors to monitor standards and initiate new or refresher training as needed, including securing necessary budgetary resources
- May have responsibility for specific organisation/setting-wide initiatives (e.g. health and safety, IT, property, HR, quality audits etc) as delegated by the senior manager.

## 6C Management, Optimisation of Resources Care Family Level Descriptors

### **Level 6 – In addition to previous level requirements, the Level 6 worker:**

- Supervises and coordinates the activities of all care staff under their jurisdiction
- Demonstrates leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others in the organisation.
- Ensures a comprehensive system of observations, checks and audits are undertaken to maintain and improve quality. May also personally undertake planned and unplanned supervision visits for team leaders and assigned carers
- Ensures and evaluates a full curriculum of in-house and external continuing professional development including mandatory courses, induction, and qualifications
- Is ultimately accountable for all operational aspects of the running of the setting/organisation including staffing, budgets, property etc.

## 7A Service Delivery and Impact – Overview

### Overview

- This factor considers three key elements:
  1. How the jobholder promotes, models and embeds organisational values in their work
  2. The range of customers / stakeholders / partners with whom the jobholder works
  3. The extent to which the jobholder is reconciling competing priorities in order to deliver service excellence

### Additional information

- This factor considers the level and scope of interactions with others, and the timebound impact i.e. short, medium or longer-term.

## 7B Service Delivery and Impact Generic Level Descriptors

05 points	10 points	20 points	40 points	80 points
Level 2	Level 3	Level 4	Level 5	Level 6
<p>Although the job holder works as part of a team, the key accountability is their own individual performance in helping to ensure that service user/customer needs are met.</p> <p>Organisational values are communicated through regular one-to-one interactions with individuals, including other colleagues and service users.</p> <p>The impact of decisions is usually felt almost immediately, or in the very short-term (i.e. within a few days).</p>	<p>The impact of roles at this level is mainly operational and focused on the work of the team, department or area of specialism.</p> <p>Organisational values are communicated through the jobholder's behaviours and interactions with colleagues, service users, families, managers and other professionals, and their actions and decisions will contribute to service users' overall perceptions of the organisation.</p> <p>Guidance will be sought from more senior colleagues / supervisor where they have to reconcile competing priorities.</p> <p>Decisions will be felt within a short time frame (i.e. a few weeks).</p>	<p>Jobs have an important impact on the overall relationship with service users, suppliers and other 3rd-party organisations. Jobs may also have some level of influence over the outcome of work in several departments.</p> <p>Jobholders may make recommendations which contribute to decision-making by others, potentially in highly-specialist areas such as legislative advice, compliance and risk.</p> <p>Actions are undertaken within a framework of goals, objectives and organisation guidelines, ensuring that operational business performance and team behaviours are consistently aligned with organisational priorities and vision. Jobholders also create a 'line of sight' by clarifying targets and setting performance standards for their teams. Advice will be sought from the line manager where jobholders are managing conflicting priorities and targets, though they will also be expected to input into solutions.</p> <p>The impact of actions is felt over the medium term i.e. 12, up to 18 months.</p>	<p>Jobs are likely to directly impact a broad range of operational performance goals and could have direct responsibility for a financial revenue stream or cost centre. Roles are also likely to be governed by substantial regulation and will be responsible for ensuring organisational compliance.</p> <p>Jobs may be helping to influence policy direction and contribute to business plans for a work area, division or region. The postholder will ensure that the standards, policies and operating procedures create a culture that maintains and enhances the organisation's vision and reputation. Where there are competing priorities, jobholders will take responsibility for reconciling these.</p> <p>Jobs may contribute towards a step change in organisation performance or direction, with results having an effect both operationally and financially. Typically the impact of results will be felt over a medium- to longer-term period e.g. 1 to 3 years.</p>	<p>Jobs at this level set the strategic direction and tone of the organisation, to create an environment of effective service delivery, excellent customer service, stakeholder engagement and ownership of outcomes.</p> <p>Jobs are responsible for driving success, process improvement and managing risk, along with significant budgetary accountability.</p> <p>A high level of senior stakeholder focus – both internally and externally – is required in order to effectively perform the role and to reconcile competing demands</p> <p>Results or actions of the jobholder could have a significant longer-term impact on the reputation, service user experience, financial performance and future viability of the organisation, felt over 3 to 5 years ahead.</p>

## 7C Service Delivery and Impact Care Family Level Descriptors

### **Level 2 – A Level 2 worker who is fully competent in their role:**

- Shares in the social activities of service users including talking to service users, helping in attempts to make and maintain contact with family, friends and the community.
- Represents the organisational ethos through their responses and interactions with service users.

### **Level 3 – In addition to Level 2 requirements, the Level 3 worker:**

- Builds long-term relationships with, and has detailed knowledge of, individual service users which is used to help others working with these individuals. Organisational values are communicated in this wider range of interactions.
- Uses their specialist knowledge (e.g. nutrition/hydration) to support both service users directly and colleagues working with individuals
- Uses their specialist knowledge of individuals to vary programmes of activity that maximise independence whilst ensuring person-centred care
- Works with other agencies/professionals, using specialist knowledge and/or understanding of individual service users' needs to optimise impact of services.
- Initiates, monitors and assists in the development of activity programmes when on shift / on duty.
- Communicates the organisational ethos through their approach and support of more junior colleagues, modelling those values in the delivery of service.

### **Level 4 – In addition to Level 3 requirements, the Level 4 worker:**

- Ensures that the service is delivered in accordance with agreed plans, with ongoing formal reviews, to achieve jointly agreed goals and outcomes.
- Liaises with colleagues and teams to ensure effective implementation of plans, identifying timely alternative provision, ensuring user-focussed services
- Is the first point of call for resolving concerns and agreeing changes to care and support plans
- Contributes ideas towards the development of the service
- Is an advocate of patient engagement to inform service improvement
- Regularly interacts with a wider range of stakeholders and communicates organisation values in the way they conduct themselves and represent the organisation

### **Level 5 – In addition to previous level requirements, the Level 5 worker:**

- Contributes towards the formulation of policy and guidance in line with national and local priorities
- Undertakes quality assurance for own care organisation and also for external care providers
- Demonstrates the impact of practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety)
- Supports the development of the service, liaising with service users, families, colleagues and other professionals as appropriate.
- Ensures that unresolved concerns and complaints are handled according to company policy and takes lead role in facilitating a speedy resolution to disagreements, to avoid escalation.

## 7C Service Delivery and Impact Care Family Level Descriptors

### **Level 6 – In addition to previous level requirements, the Level 6 worker:**

- Identifies opportunities for, and oversees implementation of differentiated care provision within the organisation
- Collects customer feedback and ensures that where appropriate, service design and development is co-produced with customers and carers
- Promotes partnership with social work, community and hospital-based nursing and therapy teams and care agencies to ensure that users receive a seamless experience of care
- Ensures ongoing liaison with procurement/contracting/quality improvement teams within local government and the NHS to maximise smooth running and profitability of the organisation.
- Lead new practice and service redesign solutions with others in response to monitoring, feedback, evaluation, data analysis and workforce and service need, working across organisation and professional boundaries and broadening sphere of influence
- Leads actively on developing practice in response to changing population needs, engaging in horizon scanning for future developments and to add value.



# **Local Care Worker Job Evaluation Framework and Supporting Guidance**