South Lanarkshire Leisure and Culture
Job Evaluation Scheme Handbook

1.   **Introduction**
1.1   This handbook is designed to provide managers and employees with an overview of the job evaluation scheme and ensure that they have an understanding of the nature and level of information that is required; know how their job is evaluated; the arrangements for assigning additional duties, progression and assessment of performance.

2.   **Background to Job Evaluation**
2.1   The Equality Act 2010 defines a job evaluation scheme as a study undertaken to evaluate the jobs being done 'in terms of the demands made on a person by reference to factors such as effort, skill and decision-making'.[1]

2.2   The South Lanarkshire Council 555 Scheme (the scheme used by SLLC as part of our Service Level Agreement for Job Evaluation services), is an analytical scheme and this means that jobs are looked at on a task basis then assessed against components or demands, known as factors, and scores are awarded for each factor. The formula per task is built up to provide an overall grade across the highest 33% of time. A job evaluation scheme must be analytical for it to be accepted by the courts as an appropriate method for determining whether jobs are, or are not, equivalent.

2.3   It is important to recognise that any assessment of a job's total demands relative to another will always contain elements of subjectivity. The aim of our job evaluation scheme and processes is to minimise subjectivity and make decisions about jobs in a rational, consistent and transparent manner. The outcomes are published on matrices.

2.4   The ACAS guide on job evaluation states that the aim of a job evaluation scheme is to provide a hierarchy of jobs that is free from discrimination and 'felt to be fair'.[2] To ensure that job evaluation is 'felt fair" they recommend:

  ♦ involvement and communication with employees;
  ♦ a thorough and systematic process for gathering information;
  ♦ employees have an understanding of the basis on which jobs are to be evaluated; and
  ♦ a consistent method of evaluation.

It is important that this handbook provides employees and managers with the knowledge of how the South Lanarkshire Council, 555 grading scheme complies with these recommendations.

2.5   Ensuring that a job evaluation scheme does not discriminate on grounds of gender, race, disability or age involves examining every aspect of the scheme and ensuring that the tasks and evidence gathered do not contain any form of bias.

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[1] Equality Act 2010, s80(5)
[2] ACAS, Job Evaluation: Considerations and Risks, ACAS, p.8

3. **Scope of the Job Evaluation Scheme**
3.1 The job evaluation scheme applies to all South Lanarkshire Leisure and Culture employees.

3.2 The South Lanarkshire Council's 555 Grading Scheme is used to determine:

- Value of jobs relative to others in the organisation;
- The spinal column point range applicable to tasks; and
- The broad band in which tasks lie.

4. **Key stakeholders and their responsibilities**
    South Lanarkshire Leisure and Culture is committed to working in partnership with South Lanarkshire Council, the trades union, management and employees. In particular, the job evaluation scheme requires all stakeholders to actively participate in the scheme and their roles and responsibilities are detailed below:

4.1 **All stakeholders**
- Participate in SLC's corporate learning and development course on job evaluation prior to starting the process.
- Full and active involvement in all meetings and ensuring consultation and collaboration on the final submission of the job evaluation tracking form to SLC's Corporate Personnel team.
- At the consultation phase, input from either the employee doing the job or a representative sample for larger employee groups, the number of which to be determined and agreed as appropriate to size of group and complexities of the job.

4.2 **Employees**
- Need to accurately describe their task descriptions, supporting evidence and actively participate in the consultation process.
- Provide detailed knowledge of the job, and ensure that important aspects of the job are not overlooked.
- Participate in follow up discussions with an evaluator to strengthen understanding of the role.
- Sign off the job evaluation tracking form prior to submission
- Sign off matrix of tasks following evaluation.

4.3 **Managers**
- Need to be fair and accurate in the description of the tasks and provide support to employees.
- Have the full understanding and knowledge of what is required in the delivery of the job.
- Support at the consultation stage on the identification of the percentage of time associated to each task and ensure that all stakeholders agree.
- Ensure that appropriate numbers of employees are represented throughout the consultation phases attempting to achieve representation across relevant groups, including gender, ethnic origin, age and disability.
- Participate in follow up discussions with an evaluator to strengthen understanding of the role.
- Sign off the job evaluation tracking form prior to submission

♦ Sign off matrix of tasks following evaluation.

4.4 Trades Union

♦ Guide and support employees through the process.
♦ Ensure that all members are represented fairly and objectively throughout the job evaluation process. Where large groups of employees are affected, ensure that wider consultation is carried out.
♦ Work in collaboration and consultation to ensure that tasks and supporting evidence is structured and relevant to the job.
♦ Ensure that job evaluation is transparent and fair for all stakeholders.
♦ Sign off the job evaluation tracking form prior to submission
♦ Sign off matrix of tasks following evaluation.
♦ Where a post is being evaluated and the post holders have no trades union membership then as part of partnership working the HR Manager will advise the TU representatives of the job evaluation process and grade outcome.

4.5 HR Team

♦ Give advice and guidance to managers, employees and trade unions throughout the process.
♦ Co-ordinate and facilitate the completion of the relevant job evaluation tracking form by managers and employees.
♦ Ensure that the process is transparent for all stakeholders.
♦ Provide structure charts and ensure compliance with agreed national diagnostic operating models:
   o NDP Management (operational and professional) model[3]
   o NDP Clerical Admin model[4]
♦ Ensure that all language is bias free and non discriminatory.
♦ Ensure all relevant information is collated, checked and submitted to SLC's Corporate Resources for evaluation. Information will include a signed copy of the Job Evaluation tracking form, Board report (where applicable) and relevant structure chart.
♦ On receipt of grade outcome, communicate to manager, employee(s) and trades union, implement and co-ordinate the sign-off of the matrix.

4.6 SLC's Corporate Personnel

♦ Provide advice and guidance at any stage throughout the process to any stakeholder.
♦ As evaluators, ensure a clear and comprehensive understanding of the tasks, contained in the job evaluation tracking form, in order that they have sufficient information to progress to evaluation.
♦ Have an appreciation of where the job sits in the service structure to set the context.
♦ Gain additional understanding of the tasks via employees and managers.
♦ Carry out an independent and objective analysis of the job and evaluate the tasks. Assessments are based on job understanding and against common criteria as outlined in South Lanarkshire Council's 555 Job Evaluation Scheme.
♦ Hold a review panel to discuss and agree grade outcome.

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[3] NDP Management (operational and professional) model
[4] NDP Clerical Admin model

- Issue memo with grade outcome to HR Manager which will include the matrix of tasks.
- Ensure consistent application of the job evaluation process across the Trust.
- Update evaluated post list on a regular basis and ensure changes are re-published in a timely manner.
- Evaluators are professionally qualified Human Resource practitioners who, as part of their continuous professional development, are responsible for keeping abreast of all employment-related equalities legislation.

5. **Six Principles of Job Evaluation**
   The following key principles must be applied.

   1. Evaluation is concerned with the job <u>not the person.</u> The strengths and weaknesses of a current postholder are not evaluated as part of this process. These are evaluated as part of the Performance and Development Review (PDR). Guidance on the PDR process can be found in the Competence Initiative handbook.

   2. The tasks of the job are evaluated which outline the responsibilities of the job, assuming that the job is being carried out satisfactorily.

   3. The job is evaluated as it exists or will exist. Evaluation considers what is done with full account taken of the demands including natural peaks and troughs in activities.

   4. Sufficient detail is provided so that the evaluator can understand the job therefore the content of the job evaluation tracking form (see 6.1.3.) is critical. Understanding the job is the key to judging the tasks. If the job is not understood, it cannot be evaluated. There are no restrictions to the number of tasks that describe a job. The tracking form mirrors the factors accessed under the job evaluation scheme.

   5. It is not necessary for every employee to have their job separately evaluated. Many employees do the same job. In that case one version of the job evaluation tracking form will be completed for 'composite jobs'. The same approach may apply to groups of jobs which differ only in minor respects. For example, Clerical Assistants, Facilities Assistant (Catering), Lifeguards. These differences, subtle nuances can be captured through inclusion of tasks specific to individuals.

   6. Present pay structures, grades and job titles are not considered when evaluating the job.

6. **The Job Evaluation process: (appendix 1: job evaluation process flow)**
   There are 5 key stages to the job evaluation process:
   - <u>Stage 1</u>**:**   gathering the tasks and evidence associated with the role by completing the job evaluation tracking form.
   - <u>Stage 2</u>:   submission of the job evaluation tracking form to Competence Initiative Co-ordinator.
   - <u>Stage 3:</u>   job analysis through tasks
   - <u>Stage 4:</u>   determining the evaluated grade outcome
   - <u>Stage 5:</u>   right of appeal

6.1 **Stage 1:** Gathering the tasks and evidence associated with the role by completing the job evaluation tracking form

6.1.1 **What is a task?**
A task clearly defines the activity of the role and what is expected of the employee in terms of delivering the role. The task requires narrative to explain to the evaluator what is done and any implications by the delivery of the task.

6.1.2 **Service plan**
Jobs exist to contribute to the delivery of services and have a clear link to Business/Service Plans. It is imperative that employees can understand how their tasks are aligned to the Business Plan. This also raises awareness of the context of the role and how it contributes to the delivery of Trust objectives and values.

6.1.3 **Job evaluation tracking form**
Information on job content is collected through the tasks that are provided by way of the job evaluation tracking form.

At the outset, the relevant tracking form should be selected:
♦ Significant change to an existing post[5]
♦ New post[6]

Using a structured job evaluation tracking form which follows the job evaluation scheme factors makes it easier for the process to be transparent. It helps employees and managers to ensure that the job is well explained. It also helps evaluators avoid making assumptions about job demands, which can result in them being omitted or undervalued in the evaluation process.

This structured approach ensures that information is gathered in a consistent manner and will highlight:

• Relationships at work (e.g. the kind and degree of supervision received; the kind and degree of supervision given; the nature and extent of co-operation with other workers);
• A short summary of the tasks of the job;
• A description of specific tasks of the job showing approximate percentage of time spent on each and the extent of discretion or responsibility in relation to each;
• The job requirements. These should be listed under the components or factors (e.g. level of guidance, creativity and problem solving).

6.1.4 **Guidance document on completion of job evaluation tracking forms[7]**
A guidance document has been produced to support all the stakeholders as they complete the required details of the tracking form and must be referred to during all meetings and consultation between the key stakeholders. This document also provides useful probes and insight into the factors and

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[5] Job evaluation tracking form (significant change to post)
[6] Job evaluation tracking form (new post)
[7] Guidance on completion of job evaluation tracking form

demands that need to be described to ensure that the evaluator understands the job.

6.1.5 **Organisational structures**: are provided to provide the evaluator with an understanding of where the post sits, or will sit, in a wider context and within the Trust. Dependent on the grade outcome and taking into account the preferred operating models (4.5) the structure may require to be re-visited and changed.

6.1.6 **Shift template[8]:** any shift increments will be calculated by SLC's Corporate Personnel using the shift template and will be submitted alongside the JE tracking form. Shift patterns should be outlined until the working pattern repeats.

6.2 **Stage 2: Submission of JE tracking form to SLC's Corporate Personnel**

6.2.1 **Signed tracking form:** the completed and agreed job evaluation form (e-mail and hard copy version) must be sent to the Support Manager (HR) who in turn will submit to SLC's Corporate Personnel team. The manual version of the form is essential from an audit trail perspective to verify the level of consultation with signatures of those involved.

6.2.2 **Review of content**: at this stage of the process, the JE tracking form will be reviewed by the Job Evaluation Co-ordinator.
- ♦ if the content is sufficient for progression to JE then a trained evaluator will be assigned the post.
- ♦ If the content is not sufficient for progression to JE then feedback will be issued to the Support Manager (HR)/relevant Manager.

The lists of tasks accompanied by an explanation of each, is then studied by the evaluator. At this stage the evaluator will be examining the information to ensure that there is no gender stereotyping or bias.

6.2.3 **Follow up meetings:** the evaluator will then have follow up discussion(s) with the manager and/or employee(s) to clarify responsibilities and understanding of all information relating to the job.

6.3 **Stage 3**: **job analysis[9]**

6.3.1 Once the evaluator has a clear understanding of the job they will then work their way analytically through each stage of the 555 Job Evaluation Scheme.

6.3.2 **Job analysis**: objective assessments are based on the evaluator understanding the key tasks of the job and analysing those against set criteria as outlined in the 555 Job Evaluation Scheme.

6.3.3 **Summary of the 555 Job Evaluation Scheme:**
This section details the process to be followed as outlined in the 555 Job Evaluation Scheme.

Each step of the process will form part of a formula which is represented in the Job Evaluation grading guide. The process to be followed in relation to each listed task is summarised below:

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[8] Shift template form
[9] SLC 555 Job evaluation scheme

1. determine task classification level
2. determine type of accountability
3. determine the accountability level
4. determine the implication level

6.3.4 **Determine task classification level**: the first stage is to select a task classification level. The 555 Grading scheme has 5 levels of task classification which are detailed on page 3 of the scheme. Task classification level 1 represents the most straightforward tasks up to level 5 which represent a variety of complex tasks that are often unpredictable. These levels are derived from national occupational standards published by Sector Skills Councils. The level of the task ascertained by the evaluator represents the nature of task expertise required of the post holder. This is the first part of the formula used to determine the Spinal Column Point (SCP) range for the task.

Example:

- Task classification: level 2
- Accountability: Process
- Accountability level: 2
- Implication level: 2
- Formula: 2 Process 2 2 and using the job evaluation grading guide this is Grade 2 Level 1.

6.3.5 **Determine type of accountability**: the second stage is to select the type of accountability that the task demands. Accountability means the degree of discretion and responsibility to perform the task. There are five types of accountability that an evaluator can choose from:

♦ Process
♦ System
♦ Projects and Programmes
♦ Resources
♦ Advisory

Page 4 of the 555 Job Evaluation Scheme provides full descriptions of the above. The evaluator must choose the most relevant accountability based on the information and evidence contained in the tracking form.

The accountability chosen will determine which assessment checklist in the scheme will be used. For process, system, projects and programmes and advisory the Accountability Checklist will be used (refer to page 11 of scheme). Where the accountability Resources has been selected, the Resource (Management responsibility). (refer to page 12 of the scheme) will be used. This is because Resources assesses management responsibility for service, people, finance, information and property.

6.3.6 **Determine the accountability level**: each type of accountability has a range of demands. Each demand has a number of dimensions and point levels against which the demand is measured. (refer to page 14 of the scheme). The evaluator will select one dimension from each demand, add the point levels together and then average. The average is part of the formula which is

used to determine the SCP range for the task. The five accountabilities demands are:

♦ <u>Guidance</u>: this reflects the autonomy, responsibility and the scope of decision making which a task requires.
♦ <u>Creativity/Problem Solving</u>: this reflects the ability to solve problems and the level of creativity and initiative which the task requires.
♦ <u>Other contributors/Stakeholders</u>: represents the requirement to work with others, represent the Trust, act and interact on behalf of the Trust and with what frequency this happens.
♦ <u>Independence</u>: this reflects the level of supervision which a task requires.
♦ <u>Resources:</u> represents the level of responsibility for physical resources that a task requires.

The evaluator then reviews the guidance (refer to pages 5-10 of the scheme) and this sets out criteria for the levels within each accountability type. These can be used as a double-check whether the average point level is consistent with detailed guidance from the assessment checklist. Any revisions should be recorded with rationale at this stage of the process.

6.3.7 **Determine the implication level:** the fourth stage of the 555 Job Evaluation scheme is selecting the appropriate implication demand and dimension. (refer to pages 13-14 of the scheme). Implications are defined as the impact and effect of decisions taken. Again, each demand has a number of dimensions, and each dimension has a corresponding point level. The points from the appropriate dimension will be added together and then averaged by the evaluator to give the last figure needed for the formula to determine the appropriate SCP range for the task. The evaluator must choose the most relevant implication level based on the information and evidence provided by the employee and manager contained in the tracking form. It is imperative that the employee clearly evidences the implications of their decisions against each task.

6.4 **Stage 4: Determining the evaluated grade (SCP range)**

6.4.1 The information gathered and analysed, as detailed in the sections above, gives the evaluator the appropriate formula to be matched to the Job Evaluation Grading Guide. This guide is the method by which evaluators take the job evaluation formula and outcome and translate this to the appropriate rate of pay and SCP range.

The Job evaluation grading guide lists pay grades and the corresponding formula under the relevant accountability type. Once the formula has been established, for example, "4 Process 2 2", the evaluator looks up the formula from the relevant column underneath the appropriate accountability type on the grading guide. This will provide a spinal column point (SCP) range of pay for the task. Each SCP has an associated hourly rate per the Scottish Joint Council circular. The overall grade for the job is determined by the SCP range for those tasks which account for more than, and amount to the highest, one third of the time required for the job. All tasks are assessed and from those recorded against the job and delivered, on the matrix, the highest third determines pay.

6.4.2 **Consistency checking**: once the outcome for the job has been determined, comparisons are made, across a range of Council/Trust jobs, to ensure consistency, equality and equity. This consistency check is carried out on a job basis and task specific basis.

6.4.3 **Objective review**: two evaluators will grade the post independently, then a review panel will be held by the Competence Initiative Co-ordinator to agree the grade outcome. A fundamental requirement of job evaluation is ensuring that a robust process is established and the review panel adheres to this process and also ensures that any potential gender bias has not been introduced at any stage of the process. Evaluators have a broad range of knowledge of jobs across the Council/Trust and this is enhanced by knowledge of employees doing the jobs and their managers.

6.4.4 **Matrix of tasks[10]**: Once the tasks have been evaluated, they will then be presented in a matrix for the appropriate section / service and an outcome memo listing the job(s) evaluated, the SCP range and grade outcome is issued to the HR Manager, Manager and Trade Union /employee representatives. This will allow employees to identify the tasks they are responsible for and the spinal column point range applicable to each.

6.4.5 **The outcome memo**: will notify the HR Manager of the SCP range and broad band applicable to the post. The 555 Job Evaluation scheme determines the SCP range in which tasks lie and hence the appropriate grade.

6.4.6 **Job evaluation records and outcomes**: It is good practice to maintain detailed evaluation records, for a number of reasons, which include:

- allowing evaluators to check back on their decision making process and thus help ensure consistent evaluations;
- allowing the reasons for evaluations to be explained to employees, for example, those considering appealing;
- providing information to appeal panel members on what information was taken into account in the initial evaluation; and
- helping to meet the legal requirement for transparency of pay determination.

6.5 **Stage 5**: **appeal process**
6.5.1 It is good practice to have a formal appeals procedure to deal with those cases where the employee(s) believe their job has been unfairly represented or unfairly evaluated.
6.5.2 **Appeal pre job evaluation[11]**: if at the consultation stage, no agreement can be established for the sign off of the job evaluation tracking form between manager, employee(s) and trade union representatives then the appeal pre job evaluation process must be followed:
6.5.3 **Appeal post job evaluation (outcome)[12]:** if at the outcome of job evaluation there is disagreement then the appeal post job evaluation process must be followed:

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[10] Master matrix template
[11] Appeals process prior to job evaluation (tracking form)
[12] Appeals process after job evaluation (outcome)

6.5.4 Appeals panel: It is important that the appeals panel is trained in job evaluation and in the avoidance of gender bias. All panel members will have attended SLC's Corporate learning and development course on the appeal process.

7. Outcomes and monitoring:

7.1 **Implementation**: The grade outcome will be implemented from the date set on the job evaluation tracking form and can be either a post or future date. As described earlier, this date will be included in the sign-off by managers, employees and trades union representatives. However, consideration should be given to the time that the employee(s) have been performing the tasks at a competent manner. Applying the basic principle of SLC's job evaluation scheme, the evaluated grade for the job as a whole is based on the highest graded 1/3 of tasks undertaken. This is an aspect separate from job evaluation, agreed with the Trades Union to give an overall pay range for the job.

7.2 **Evaluated post list**[13] is a record of all posts that have been through the job evaluation process and lists the following:

- ♦ Resource
- ♦ Service
- ♦ Section
- ♦ Post title
- ♦ Hours of post
- ♦ Evaluated SCP range
- ♦ Broadband

This document is updated on a regular basis and published per Council Resource on the intranet. The Trust's evaluated post list is held on the Corporate I: Drive.

7.3 **What happens if evaluated grade is lower?**: where the evaluated grade for the post is lower than the employee's current grade and rate of pay, the following range of options must be explored if the existing grade and rate of pay is to be maintained.

- ▪ allocation of additional tasks commensurate with employee's grade and rate of pay subject to genuine service needs and in accordance with job evaluation. (tasks will have been evaluated and deemed appropriate in the circumstances).
- ▪ allocation of additional hours and/or shifts subject to service needs. (to address any pay gap in full or in part)
- ▪ matching to an appropriate, alternative role using the redeployment procedure and in accordance with the Collective Agreement and Matching Process.

Any employee choosing to remain in their existing role or refusing to undertake additional tasks, hours, shifts or redeployment will immediately revert to the grade and rate of pay for the job.

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[13] Template evaluated post list

7.4   The Trust is committed to providing appropriate training and development to achieve competence in the allocation of additional tasks through the PDR process.

Job Evaluation Process Flow

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
What?	Gathering the tasks and evidence associated with the role by completing the job evaluation tracking form.	Submission of job evaluation tracking form to the Support Manager (HR)	Job analysis	Determining the evaluated grade	Appeal process
Who?	Employee, Manager, Trade Unions and HR if appropriate.	HR Team	SLC's Personnel Services, SLC's Finance and Corporate Resources.	SLC's Personnel Services, SLC's Finance and Corporate Resources.	Employee, Manager, Trade Unions and HR if appropriate.
When?			Within 4-6 weeks of receipt of completed Job Evaluation Tracking Form.	Within 4-6 weeks of receipt of completed Job Evaluation Tracking Form.	Within 2 weeks of grade outcome
Reference Documents?	• Tracking form – significant change to post • Tracking form – establishment of new post • Guidance on Job Evaluation tracking form	• Tracking form – significant change to post • Tracking form – establishment of new post • Guidance on Job Evaluation tracking form • Shift template	• 555 Grading Scheme	• 555 Grading Scheme • Outcome memo • Matrix of tasks	• Appeal Process • JE Appeal tracking form