



*Environmental Services  
Environmental Protection Division  
Trading Standards & Licensing Group*

# Trading Standards & Licensing

## Competency Framework

Job Descriptions and Person Specifications supplied separately

[www.tradingstandards.gov.uk/oldham](http://www.tradingstandards.gov.uk/oldham)

*Last Updated March 2006*

## **COMPETENCIES AND PERSONAL DEVELOPMENT PLANNING**

### **1.0 General**

- 1.1 The process of competence assessment and personal development planning forms an integral part of the Council's appraisal process and is linked to Oldham's Business Planning Process.
- 1.2 Once a Personal Development Plan for the year is agreed both the employee and line manager need to work toward achieving the development needs identified. It is recognised that managers will need to create equitable opportunities for their staff to develop certain attributes. However, it is also the personal responsibility of all individuals to identify opportunities and to take them when they become available.

### **2.0 Competency Levels**

- 2.1 The competencies are grouped according to their level of importance, ie. core, key and then general. The competency levels are identified for the following levels of Professional & Operational Support Officer in the Trading Standards & Licensing Group;
  - i) Entry Level
  - ii) Competent Level
  - iii) Senior Level
  - iv) Advanced Level
- 2.2 Initially the emphasis is on developing the basic level competencies and, as appropriate, obtaining qualifications. Once this is achieved full competence and experience should be aimed for. Finally when competencies can be demonstrated beyond this level managerial competencies needed for promotion to Principal level can be aimed for.
- 2.3 At Team Leader level, the main differences relate to 'managing and supervising', 'development of others' and 'accounting and resources'. Also work planning becomes key as this level will involve leading on projects/key tasks, mentoring and coaching new staff and providing support to less experienced staff.

### **3.0 Self Assessment**

- 3.1 Self assessment should be undertaken prior to the individuals appraisal with reference to the competency matrix which shows the expected level of competence for each position. Under each attribute the employee will decide the level which best describes their present level of experience and quality of work and provide evidence to support this.
- 3.2 Once the self assessment is complete this is discussed with the line manager and a full base line assessment agreed and allocated.

### **4.0 Personal Development Plan**

- 4.1 An individual personal development plan is then drawn up detailing development needs, how they will be met and by when. This gives an

opportunity to agree the areas of development to concentrate upon in the following year.

## 5.0 Competency Matrix

5.1 Each Broadband level in the Group Competency Framework has a competency matrix, set out below. Officers are required to show all core competencies, as many key competencies and other competencies as possible.

5.2 The matrix has a total score, as a guide to the overall level of competence required for the post. A Core competence has a triple score and a key competence a double score.

### OPERATIONAL SUPPORT OFFICERS

Attribute	Operational Support (Entry) SCP 14 - 17	Operational Support (Competent) SCP 18 - 21	Operational Support (Senior) SCP 22 - 25	Operational Support (Advanced) SCP 26 - 28
1. Written Skills	1 (Core)	2 (Core)	2 (Core)	2 (Core)
2. Oral Skills	1 (Core)	2 (Core)	2 (Core)	2 (Core)
3. IT Skills	1 (Key)	2 (Key)	3	3
4. Technical Skills	0	1	1	1
5. Managing and Supervising	0	0	1	1
6. Teamworking /Leadership	1	1	2	2 (Key)
7. Analysis & Decision skills	0	1 (Core)	2 (Key) 3 (Desirable)	2 (Core) 3 (Desirable)
8. Work Planning Skills	0	1	1 (Key)	1 (Key)
9. Staff Selection Skills	0	0	1	1
10. Development of others	0	1	2	2 (Key)
11. Qualifications/ Experience	1 (Core)	2 (Core)	3 (Core)	4 (Core)
12. Best Value & Performance	0	1	2	2 (Key)
13. Customer Care	1 (Key)	2 (Key)	2 (Key)	3 (Key)
14. Accounting & Resources	0	0	1	1
15. Corporate Knowledge	0	0	1	2
16. Health & Safety	1	1	2	2
17. Political Sensitivity	2	2	2	2
18. Personal Work Style	1 (Key)	2 (Key)	2 (Key)	2 (Key)
19. Commitment to Change	2 (Key)	2 (Key)	2 (Key)	2 (Key)
20. Commitment to Equality of opportunity	2	2	2	2
<b>TOTAL SCORE</b>	<b>25</b>	<b>44</b>	<b>59</b>	<b>73</b>

## PROFESSIONAL OFFICERS

Attribute	Professional Officer (Entry) SCP 26 - 28	Professional Officer (Competent) SCP 29 - 34	Professional Officer (Senior) SCP 35 - 38	Professional Officer (Advanced) SCP 39 - 42
1. Written Skills	2 (Core)	3 (Core)	3 (Core)	3 (Core) (4 Desirable)
2. Oral Skills	2 (Core)	3 (Core)	3 (Core)	3 (Core) (4 Desirable)
3. IT Skills	2 (Key)	2 (Key)	2 (Key) (3 Desirable)	3 (Key)
4. Technical Skills	2 (Core)	2 (Core)	3 (Core)	4 (Core)
5. Managing and Supervising	0	0	1	1
6. Team working/Leadership	1 (Core)	2 (Core)	2 (Core)	2 (Core)
7. Analysis & Decision skills	1 (Core)	2 (Core)	2 (Core)	2 (Core)
8. Work Planning Skills	1	1	1 (Key)	2 (Key)
9. Staff Selection Skills	0	0	1	1
10. Development of others	0	1	2 (Core)	3 (Core)
11. Qualifications/ Experience	5 (Core)	6 (Core)	7 (Core)	8 (Core)
12. Best Value & Performance	1	2	2	2
13. Customer Care	2 (Core)	3 (Core)	3 (Core)	3 (Core)
14. Accounting & Resources	0	0	1	1
15. Corporate Knowledge	1	1	2	2
16. Health & Safety	2 (Key)	2 (Key)	3 (Key)	3 (Key)
17. Political Sensitivity	3	3	3	3
18. Personal Work Style	2 (Core)	3 (Core)	3 (Core)	3 (Core)
19. Commitment to Change	2 (Core)	2 (Core)	2 (Core)	2 (Core)
20. Commitment to Equality of opportunity	2	2	2	2
<b>TOTAL SCORE</b>	<b>73</b>	<b>96</b>	<b>111</b>	<b>127</b>

## TEAM LEADERS

Attribute	Team Leaders SCP 41 - 44
1. Written Skills	4 (Core)
2. Oral Skills	4 (Core)
3. IT Skills	3 (Core)
4. Technical Skills	3
5. Managing and Supervising	2 (Key)
6. Team working/Leadership	3 (Core)
7. Analysis & Decision skills	3 (Core)
8. Work Planning Skills	2 (Core)
9. Staff Selection Skills	2 (3 Desirable)
10. Development of others	4 (Key)
11. Qualifications/ Experience	9 (Core)
12. Best Value & Performance	3 (Key)
13. Customer Care	5 (Key)
14. Accounting & Resources	2
15. Corporate Knowledge	3 (4 Desirable)
16. Health & Safety	5
17. Political Sensitivity	4
18. Personal Work Style	4 (Key) (5 Desirable)
19. Commitment to Change	3
20. Commitment to Equality of opportunity	3
<b>TOTAL SCORE</b>	<b>147</b>

## Attribute 1 : Written Communication Skills

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1 (Core)          Competent – Level 2 (Core)          Senior – Level 2 (Core)          Advanced – Level 2 (Core)</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Core)          Competent – Level 3 (Core)          Senior – Level 3 (Core)          Advanced – Level 3 (Core) (4 Desirable)</p> <p><b>Team Leaders</b>          Competent – Level 4 (Core)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 1/Level 1</b>          Able to complete standard forms clearly</p> <p><b>Supporting Evidence (generic)</b></p> <ul style="list-style-type: none"> <li>• Possesses Good Basic hand-writing and comprehension skills</li> <li>• Writes about simple issues with clarity</li> </ul>	<p>Keeps file notes / records which are accurate and easily understood          Produces written standard responses to complaints          Produces basic reports detailing factual information          Writes simple instructions for the team, e.g. in the use of equipment</p>
<p><b>Attribute 1/Level 2</b>          Able to draft section letters &amp; memos.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A good standard of literacy and comprehension</li> <li>• Good Grammar and composition skills</li> <li>• Written communication reflects a good understanding of service issues and writes with clarity</li> </ul>	<p>Writes letters which accurately, clearly and concisely describe the issues          Writes letters which are well constructed, informative and grammatically correct.          Prepares various types of straightforward written educational/promotional material which show a clear understanding of trading standards or licensing functions and the audience          Prepares clear &amp; concise reports for managers (evidence actual reports)          Provides reports for the Group on technical matters e.g. proposed amendments to documented procedure for agreement/approval of the section          Writes accurate witness statements when gathering evidence          Drafts simple operational procedures / policies for the Group, e.g. a sampling procedure</p>
<p><b>Attribute 1/Level 3</b>          Able to compile reports &amp; letters on Service issues.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A good standard of literacy and comprehension</li> <li>• Good Grammar and composition skills.</li> <li>• Ability to compose reports and letters on service issues</li> <li>• Demonstrable past practical experience of writing or composing similar reports, including preparation for W.P.O or typing.</li> <li>• Puts complex issues into clear, simple language and demonstrates extensive</li> </ul>	<p>Writes accurate letters and reports about complex issues /situations which are constructed in a logical manner and can be easily understood by the reader.          Prepares press releases and other promotional materials with clear messages – showing an in-depth and holistic understanding of trading standards or licensing          Writes articles for magazines, journals, newspapers, in a clear and understandable way.          Drafts accurate summonses for proceedings          Prepares comprehensive reports on complex legal issues for the Legal Services Department          Drafts informative letters to Councillors on complex issues involving the interpretation of legislation or requiring political sensitivity, in clear and precise language.          Produces accurate reports for the team on cross service issues          Drafts responses to complainants who are unhappy</p>

<p>knowledge of service issues and can write about them with clarity</p>	<p>with outcome of an investigation, explaining concisely the action that was taken and the outcomes achieved. The replies display an understanding of the customers expectations</p> <p>Drafts internal memos to Legal Services Department seeking an opinion on legislative interpretation</p> <p>Produces clearly understood press releases following straight forward court cases</p> <p>Prepares clear and concise reports and businesses cases (with costings) on proposed initiatives, projects or funding opportunities for the unit manager.</p> <p>Prepares a cost benefit analysis or business case for the purchasing of new equipment.</p> <p>Develops written draft responses to consultation documents.</p> <p>Drafts internal working documents outlining an operational procedure or policy for a statutory function including legislative authority, precedent, reference to enforcement policy and procedures, technical issues and guidance</p>
<p><b>Attribute 1/Level 4</b> Able to write reports at departmental / interdepartmental level and able to create effective letters to internal &amp; external recipients at all levels.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possess a high degree of literacy and an ability to write in an influential, persuasive manner <b>OR</b> possess a capacity to draft &amp; write reports and memos on complex, departmental issues</li> <li>• Ability to prepare letters and communicate information in writing to a wide variety of internal &amp; external recipients</li> <li>• Demonstrates ability to communicate complex service issues in a way which is appropriate to the recipient clarity</li> <li>• Settles complaints sympathetically and to good effect</li> <li>• Writes about sensitive or contentious issues in a suitable way which seeks to enhance the reputation of the Council</li> </ul>	<p>Produces written material to explain complex technical or legal matters to members of the public and the business community in a way which is likely to influence behaviour.</p> <p>Provides written responses to dissatisfied customers / formal complainants or elected members in a suitable and sensitive way, which enhances the reputation of the Council. These could give an outline of the investigation and findings, address the specifics of the complaint, detail any procedural changes resulting and clarify the Council's priority of continuous service improvement</p> <p>Writes press releases and other promotional materials on complex /sensitive / legal issues. For example, on new legal powers, landmark cases, new legislative controls, etc.</p> <p>Demonstrates effective written communication with external partners</p> <p>Prepares reports for Director / SMT / other Departments on complex issues (e.g. update on corporate/ departmental project, etc.)</p> <p>Prepares reports for committee</p> <p>Prepares written submissions for responses to government consultation documents</p> <p>Writes comprehensive business plans</p> <p>Contributes to the production of a corporate / strategic documents</p>
<p><b>Attribute 1/Level 5</b> Able to write highly complex reports, memos and letters of corporate significance.</p> <p><b>Supporting Evidence</b></p>	<p>Writes comprehensive letters to other govt. depts on partnership working, authority to commit funding, etc.</p> <p>Oversees the annual preparation of timely and comprehensive Service business plans and other action plans agreed by Group MT</p>

<ul style="list-style-type: none"> <li>• Capacity to draft &amp; write reports and other documents on highly complex issues in clear language.</li> <li>• Evidence of written information prepared, both at an operational and strategic level</li> <li>• An ability to write in a highly influential and persuasive manner.</li> <li>• Writes in clear language about complex issues affecting different parts of the organisation</li> <li>• Conveys important information with impact</li> <li>• Can convey or reflect the strategic importance of issues, policies and programmes</li> <li>• Able to raise the profile and enhance the reputation of the Council</li> </ul>	<p>Prepares reports on service wide issues such as staff increases and presents these to committee</p> <p>Drafts responses to complex Government Consultation documents for inclusion in Committee reports</p> <p>Develops, reviews and has the ability to articulate in writing, a meaningful Trading Standards or Licensing Strategy for the Service</p> <p>Produces written reports / protocols for partner organisations which have influenced major policy decisions</p>
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### **Personal Competency**

- Communicates clearly in written form in a variety of situations;
- Considers the purpose and audience, tailors communication accordingly;
- Writes clearly, concisely, and uses words easily understood by the reader.
- Varied checking that audience understands.
- Quality assures work.

### **Areas for Development**

- Presents facts in an overly basic/complex form.
- Uses inappropriate style (e.g. tense, arrogant, and patronising).
- Uses jargon or language not commonly known.
- Rarely checks that others understand.
- Does not check work for quality

**Attribute 2 : Oral Communication Skills**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1 (Core)          Competent – Level 2 (Core)          Senior – Level 2 (Core)          Advanced – Level 2 (Core)</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Core)          Competent – Level 3 (Core)          Senior – Level 3 (Core)          Advanced – Level 3 (Core) (4 Desirable)</p> <p><b>Team Leaders</b>          Competent – Level 4 (Core)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 2/Level 1</b>          Able to communicate orally at an operational level</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Effective oral communication with colleagues and line management.</li> <li>• Can convey simple operational instructions and information with clarity</li> <li>• Listens and absorbs straightforward information and can convey it to others with accuracy</li> </ul>	<p>Listens to instructions on uncomplicated work activities and follows these instructions accurately. Conveys information to members of the public / businesses on a one to one level (e.g. on the telephone, during visits / inspections or on exhibition stands)</p> <p>Expresses opinions clearly and concisely at Team meetings</p> <p>Effectively communicates the role of Trading Standards or Licensing and the purpose of a visit / investigation in a way that is understandable to the complainant/business (evidence from post inspection surveys)</p> <p>Engages actively in informal group discussions on technical issues</p>
<p><b>Attribute 2/Level 2</b>          Able to give clear oral instructions and information to subordinates and operational information to managers including educational communications</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Effective oral communication on operational issues</li> <li>• Capacity to listen to, assimilate information and transfer it to others.</li> <li>• Listens effectively and can absorb and understand complex information on service issues</li> <li>• Can instruct others on complex service issues</li> <li>• Handles complaints on service issues effectively</li> <li>• Has received and can act on training in relation to team briefings</li> </ul>	<p>Explains complex work practices and operational and enforcement procedures clearly to colleagues (including new officers and students) in a manner in which they are clearly understood and can be followed (assessed at Team meetings).</p> <p>Explains outcomes of and actions needed following straightforward investigations clearly to customers and colleagues</p> <p>Provides effective updates / briefings to the team on non-routine, new or complex work (evidence – minutes). For example, a briefing on a new procedure or demonstration on how to use new equipment, which includes a follow up evaluation of whether those people are competent at using equipment or have a clear understanding of new aspects to the procedure</p> <p>Presents factual evidence at court, concisely and clearly, listening to the questions from the legal profession and answering appropriately</p> <p>Demonstrates ability to listen to explanations of complex operational matters by business owners and convey these to colleagues or managers.</p> <p>Plans and carries out straightforward educational talks to small groups</p> <p>Makes presentations using visual aids at student workshops or business planning days</p>
<p><b>Attribute 2/Level 3</b>          Able to provide supportive and advisory communications at a middle management level.</p>	<p>Presents high quality training/briefings to small groups of colleagues or others, and handles discussion generated.</p>

<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Capacity for addressing groups and meetings clearly, enthusiastically &amp; effectively and listening to and addressing responses authoritatively</li> <li>• Has good presentational skills for small audiences</li> <li>• Can listen to and convey to managers complex service information effectively</li> <li>• Skilled at interviewing individuals and obtaining all relevant information</li> </ul>	<p>Handles questions professionally and sensitively at a public forums, even when they are of a political nature or about the effectiveness of the services provided by the Council.</p> <p>Provides a wide range of educational activities (including design of entirely new subject areas) to a wide variety of different audiences with differing needs</p> <p>Delivers presentations to groups of professionals (e.g. Housing Advisors, solicitors, etc.) on a complex technical issue</p> <p>Conveys complex information verbally to the rest of the team and to other units within the service</p> <p>Articulates various Trading Standards or Licensing issues to a variety of service users (e.g. licensees, consumers, businesses community groups, etc.) through meetings, talks, focus groups, training sessions etc</p> <p>Carries out interviews under caution and ascertains all relevant information in a professional manner.</p> <p>Negotiates their role in, and actively contributes to, external partnerships</p> <p>Uses persuasive powers at team or service meetings to influence an important issue, e.g. the way in which we handle certain licensing consultations, types of complaint etc</p>
<p><b>Attribute 2/Level 4</b> Able to persuade and influence others, in both formal and informal settings</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of clear &amp; effective oral communication of idea's and information in a persuasive and influential manner</li> <li>• Ability to speak confidently &amp; audibly in both large, formal groups and in small informal settings, teaching &amp; persuading others.</li> <li>• Make effective use of visual aid's</li> <li>• Has excellent presentational skills, conveying complex information in a formal setting with clarity and enthusiasm</li> <li>• Can deploy persuasive arguments and reasoning to influence others</li> <li>• Can conduct effective negotiations with outside organisations or individuals on complex issues relating to a service</li> <li>• Listens to, absorbs and reports orally to others on complex information</li> </ul>	<p>Conveys complex information and influences service managers, as well as outside bodies, on policy issues. For example, on delivering various partnership agendas and co-ordinating departmental /Council/ nationwide action ( e.g. Alcohol Strategies, Doorstep Crime, Under Age Sales, Economic Regeneration, etc)</p> <p>Participates effectively in corporate working groups (evidence of input / outcomes from minutes, etc.)</p> <p>Demonstrates ability to lead an informed debate and influence and persuade managers on corporate working groups</p> <p>Carries out press interviews on complex issues</p> <p>Makes effective presentations on new and complex subject areas, new initiatives and policies to large / high level groups</p> <p>Uses negation and influencing skills to influence other Service decisions and actions</p>

**Attribute 2/Level 5**

Able to make effective presentations; influence, negotiate and persuade at a corporate level by clear oral communication.

**Supporting Evidence**

- Excellent presentation skills with the ability to make a structured and effective presentation to a variety of audiences at the appropriate level.
- Ability to listen to others and quickly assimilates complex thoughts.
- A persuasive, influential speaker, with the ability to motivate and enthuse others.
- Has inspirational presentation skills
- Can report orally with clarity and precision on complex issues affecting the whole of the Council
- Uses persuasive arguments and reasoning to influence others
- Handles robust and difficult questions with equanimity and good sense

Participates in an active way in high level inter-agency partnerships and other Groups  
 Negotiates with external agencies to lever funding  
 Uses presentational skills to introduce new ideas and concepts to large / high level groups which result in decisions and action on a way forward  
 Makes presentations to managers or stakeholders on complex policy or legal issues  
 Uses negotiating and influencing skills to influence Council decisions  
 Uses negotiation and persuasive skills to influence the agendas of other agencies and partnerships

**Personal Competency**

- Communicating clearly in oral form in a variety of situations and size of audience;
- Considering the purpose and audience, tailors communication accordingly;
- Speaks clearly, concisely, and uses words easily understood by the listener.
- Displays high level verbal skills in various modes (e.g., telephone, face-to-face).
- Does not make assumptions about a speakers message, listens for understanding.
- Varied checking that audience understands.
- Presents professional image.
- Receives positive feedback from audience – formally/informally

**Areas for Development**

- Presents facts in an overly basic/complex form.
- Inappropriate style (e.g. tense, arrogant, patronising).
- Uses jargon or language not commonly known.
- Interrupts or talks over.
- Rarely checks that others understand.
- Fails to present a professional image.
- Uses non-verbal behaviour, indicating that he/she is not paying attention.

**Attribute 3 : Information Technology Skills**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1 (Key)          Competent – Level 2 (Key)          Senior – Level 3          Advanced – Level 3</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Key)          Competent – Level 2 (Key)          Senior – Level 2 (Key) (3 Desirable)          Advanced – Level 3 (Key)</p> <p><b>Team Leaders</b>          Competent – Level 3 (Core)</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 3/Level 1</b>          Capable of inputting and extracting information from a computer</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of practical experience of using a computer</li> <li>• Capacity for assimilating simple training in computer use and keyboard skills</li> <li>• Has basic key-board or mouse skills</li> <li>• Can send and access e-mails</li> </ul>	<p>Effectively inputs data into various record systems / databases /shared folders, etc.          Effectively searches for and finds straightforward information on a premises / complaints etc. on specific systems.          Effectively accesses various web-sites relevant to the work of the Service.          Effectively creates simple Microsoft Word documents.</p>
<p><b>Attribute 3/Level 2</b>          Able to use standard office programmes, including word-processing, spreadsheets and databases.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possession of good keyboard skills</li> <li>• Evidence of past practical experience using standard office programmes.</li> <li>• Evidence of attending a training course in use of standard office programmes.</li> <li>• Capacity for assimilating training in the use of standard office programmes.</li> <li>• Can use a number of standard software packages effectively in processing work</li> <li>• Can manipulate databases to access information</li> </ul>	<p>Effectively uses section specific database to input, retrieve and manipulate data          Regularly checks outstanding work by manipulation of computerised data.          Effectively uses most basic Office packages including Power Point.          Has successfully applied learning from IT courses in the use of Microsoft Office.          Creates shared folders and sort / store electronic files accurately.          Downloads photographs from digital camera.          Effectively uses spreadsheets to collate data, or checks programmed work being actioned.</p>

<p><b>Attribute 3/Level 3</b> Able to operate specialist software packages and understand how computer programmes and new technology generally can increase business efficiency</p> <p><b>Supporting Evidence</b></p> <p>Evidence of using or managing the use by others of</p> <ul style="list-style-type: none"> <li>o Complex presentation programmes</li> <li>o Desktop publishing.</li> <li>o Graphic information systems</li> <li>o Computer aided design</li> <li>o Scientific programmes or</li> <li>o Specialised computerised systems</li> </ul> <p style="text-align: center;"><b>OR</b></p> <p>Capacity for training to make skilful use of the appropriate specialised programme</p>	<p>Effectively uses and manipulates section specific database / system to its full capacity, e.g. can access, collate and download performance information for the Group</p> <p>Effectively uses software for desktop publishing, project management, mapping (e.g. GIS) survey design and analysis or other specialised software. Oversees the use of software by others in the Unit. Has identified software that will be useful in improving business performance. Has carried out work on system integration Assists in design development of IS / IT system for unit</p>
<p><b>Attribute 3/Level 4</b> An outstanding ability to manage an Information Technology operation at a high level, with a full, up to date understanding of the industry and its applications. Able to advise senior managers and the Council on both hardware and the strategic use of information technology.</p> <p><b>Supporting Evidence</b></p> <p>A high level of training and possession of outstanding ability in information technology. Documented evidence of high level I.T. skills, e.g. High level reports Research papers. Learned dissertations.</p>	<p>A track record of success as a manager of IT projects, with wide experience in the field. Can analyse highly technical Information and or advanced Technology Consultancy issues so as to be able to make decisions about corporate needs</p>

**Personal Competency**

- Willingness to develop own range of skills e.g. EDCL and other training courses
- Willingness to try out new things e.g. excel spreadsheets into graphs

**Areas for Development**

- Stuck in a rut attitude – lack of interest in developing new technology skills
- Not interested in trying out new ideas

**Attribute 4 : Technical Skills**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 1          Senior – Level 1          Advanced – Level 1</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Core)          Competent – Level 2 (Core)          Senior – Level 3 (Core)          Advanced – Level 4 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 3</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 4/Level 1</b>          Capable of working at a basic level in an operational capacity</p> <p><b>Supporting Evidence</b></p> <p>Previous experience in a similar post <b>OR</b> is capable of training to carry out the basic tasks required.</p>	<p>Holds appropriate technical skills qualification.          Has carried out straightforward educational and promotional activities under some supervision.          Provides advice on straightforward trading standards &amp; licensing issues.          Is consistently able to deal with simple queries.          Carries out database updating under close supervision.          Accurately interprets guidance on regulatory standards, enforcement and the law          Has successfully completed and applied basic training in specific aspects of the job, relevant to the unit          Carries out basic inspections to assess compliance with relevant legislation under supervision</p>
<p><b>Attribute 4/Level 2</b>          Technically proficient through experience and or training</p> <p><b>Supporting Evidence</b></p> <p>Evidence of previous experience in a similar role <b>OR</b> can demonstrate the capacity for training to this level through other practical or educational achievements.          Has the capacity to work to the specific technical criteria laid down by the (employing) department.          Able to undertake tasks required because of direct experience or experience of related tasks.</p>	<p>Consistently carries out high quality inspections and interactions with businesses/licenseses          Is deemed competent to inspect food premises in risk category A. (Food Standards and Port Health only)          Is deemed competent to licensed premises.          Carries out effective investigations of complaints and deals with a range of requests for service with little or no supervision.          Effectively plans and carries out a range of recurring educational and promotional activities without supervision.          Effectively plans and gathers evidence and interprets guidance to aid investigations.          Enforces statutory provisions and briefs solicitors on routine proceedings, e.g. failure to comply with a Notice or seeking forfeiture.          Drafts and serves accurate notices and similar documents (e.g. suspension notices, improvement, prohibition notices, licensing enforcement notices etc).          Has achieved a minimum of 10 core hours of CPD (core as defined by TSI/IoL).          Has developed technical procedural notes relevant to the Group on use of equipment and cascaded this to the rest of staff who use the equipment.          Effectively carries out routine monitoring / testing using appropriate equipment.</p>

<p><b>Attribute 4/Level 3</b> Possessing Advanced technical job skills requiring diploma level study and experience</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Appropriate high level technical skills and evidence of the ability to work diligently without supervision.</li> <li>• Evidence of specific experience in a similar role and the ability to assimilate additional skills quickly.</li> <li>• Ability to satisfy any specific technical criteria for the post laid down by the (employing) department.</li> <li>• Appropriate qualification gained.</li> <li>• Experience of undertaking similar tasks albeit at a lower level of responsibility.</li> </ul>	<p>Has at least 2 years experience in enforcement of the full range of food control work and is deemed competent to serve enforcement notices</p> <p>Demonstrates sufficient competence in all areas of the professional competence standards developed for the Trading Standards or Licensing Team</p> <p>Designs new and innovative promotional activities showing creativity.</p> <p>Designs and delivers new tailored training / education courses, particularly on high risk activities.</p> <p>Participates in an external working group which has developed a technical protocol / technical guidance.</p> <p>Has achieved a minimum of 15 core hours or CPD (core as defined by TSI/IoL)</p> <p>Has been involved in complex investigations or legal proceedings, licensing appeals etc, requiring extensive consultation with legal services and / or the use of Junior or Senior Counsel / giving evidence in court, industrial tribunal etc.</p> <p>Leads/supervises complex investigations or complex legal proceedings involving consultation with Junior and Senior Counsel.</p> <p>Contributes significantly to projects or initiatives on a complex technical area of work.</p> <p>Leads projects or initiatives on complex technical area of work.</p> <p>Demonstrates advanced skills on interpretation of the law, evaluating risks and making decisions on actions and outcomes in complex cases</p> <p>Coaches and mentors others in looking at different ways to achieve successful outcomes.</p> <p>Undertakes and oversees a wide range of non-routine or complex tasks required of the Unit.</p> <p>Has developed specialist knowledge of specific aspects of the Service</p> <p>Responds, on behalf of the Group, to external consultation documents on new legislation or important guidance</p> <p>Contributes to and understands the role of Trading Standards or Licensing in addressing underlying causes of detriment related to social, environmental and economic problems</p>
<p><b>Attribute 4/Level 4</b> Possessing Advanced Technical job skills requiring an essential degree</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of a degree, which demonstrates the capacity to operate in the post <b>OR</b> evidence of working successfully in a post which demands the same level of skills but in another area of competence <b>OR</b> evidence of specific experience working in the same role but in another</li> </ul>	<p>Has worked with external organisations on strategy development and delivery.</p> <p>Has made changes to service plans and been involved with partnerships which have steered the Service towards achieving the 2012 vision.</p> <p>Has co-ordinated input of various sections of the Dept. and Council to national strategies and partnerships.</p>

<p>organisation</p> <ul style="list-style-type: none"> <li>• Ability to demonstrate competence in the specific technical criteria as prescribed by the (employing) department.</li> <li>• Post qualification experience gained in a similar field of work</li> </ul>	
<p><b>Attribute 4/Level 5</b> Possessing Advanced Technical job skills requiring a professionally recognised qualification.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of considerable experience and achievement working in a similar environment</li> <li>• Outstanding ability to lead teams in the achievement of tasks and projects through high level performance</li> <li>• Ability to demonstrate outstanding competence in specific technical criteria as laid down by the (employing) department.</li> <li>• Professional qualification obtained</li> <li>• Post qualification experience</li> </ul>	

**Attribute 5 : Managing & Supervising People**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 1</p>	<p><b>Professional Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 1</p> <p><b>Team Leaders</b>          Competent – Level 2 (Key)</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 5/Level 1</b>          Supervising a small group of basic level employees</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to directly supervise and control a small group of employees, <b>OR</b> capable of being trained in supervisory skills.</li> <li>• A capacity for management development</li> <li>• Able to set simple but clear work targets for individuals and a small team and monitors performance against these</li> <li>• Has been trained in supervisory skills</li> </ul>	<p>Successfully co-ordinates new enforcement activities or other key tasks in the business plan, including instructing other team members and monitoring the group’s performance (i.e. acts as a lead officer).          Successfully leads groups on specific projects such as the design and delivery of a promotional initiative, improvements to various aspects of the service or the development or review of a protocol.          Demonstrates the ability to lead on a specific area of Unit responsibility          Regularly assists others in obtaining educational and promotional skills through mentoring and coaching.          Organises and manages a number of colleagues in relation to the Group’s input into a regional enforcement or promotional initiative.          Provides support and supervision to less experienced members of staff in complex or difficult situations.          Uses powers of influence to engage others in the unit to problem solve and use their initiative.          Provides some deputising functions for Team Leaders checks log sheets, allocates some of the operational work, etc.</p>
<p><b>Attribute 5/Level 2</b>          An operational manager with responsibility for managing and directly supervising a sub section of the service</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to be a sound operational manager, responsible for directly managing a small section of employees so that they deliver agreed goals, <b>OR</b> a successful track record as a supervisor and capable of additional training in simple management skills.</li> <li>• A capacity for further management development</li> <li>• Agrees and reviews targets for individuals and for teams</li> <li>• Develops systems to ensure that work is completed to the</li> </ul>	<p>Regularly supervises the work of staff including review of targets and performance.          Regularly identifies training needs of staff and sources training providers.          Allocates reactive work coming into the Group on a day-to-day basis, e.g. applications, queries and complaints          Approves flexi and annual leave          Empowers and mentors others (particularly new staff) on work practices and procedures.          Project manages - responsible for and engages others to work within their skill limits.</p>

<p>desired standard</p> <ul style="list-style-type: none"> <li>• Uses information to improve performance</li> </ul>	
<p><b>Attribute 5/Level 3</b> A Manager with responsibility for managing a division or section of the operation with differing subordinate levels.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possession of well developed management skills <b>OR</b> a successful track record as a manager or supervisor at a lower level and capable of additional training in management skills.</li> <li>• Ability to manage a large section of employees, delegating appropriately and encouraging responsibility in subordinates so that they deliver agreed goals.</li> <li>• Capacity for further development</li> <li>• Contributes to the development of service plans</li> <li>• Monitors performance across the service</li> <li>• Develops skills of individuals</li> <li>• Delegates effectively whilst retaining accountability</li> <li>• Can persuade others to take ownership of issues</li> </ul>	
<p><b>Attribute 5/Level 4</b> A senior manager with responsibility for a Service or large part of a department</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possessing excellent management skills with a wide understanding of departmental operation</li> <li>• Having a clear understanding of the principles and practice of performance management.</li> <li>• Possess the confidence to substantially delegate responsibility and authority appropriately. <b>OR</b> a successful track record as a manager at a lower level and capable of additional training in high-level management skills.</li> <li>• Responsible for the delivery of</li> </ul>	

<p>a service plan and monitoring performance against agreed targets</p> <ul style="list-style-type: none"> <li>• Motivates, leads and develops managers and staff</li> <li>• Can deal effectively with under performance</li> <li>• Manages resources financial and non-financial.</li> </ul>	
<p><b>Attribute 5/Level 5</b> One of the most senior managers in the Authority, responsible for managing a large number of people and resources and for corporate team working.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possession of outstanding management skills, with an above average understanding of both the corporate organisation and operational area of responsibility</li> <li>• Evidence of a highly confident individual, making use of sophisticated management techniques, including substantial delegation and empowerment of managers.</li> <li>• Corporate thinker.</li> <li>• Encouraging management development in others.</li> <li>• Forms and displays vision for the organisation</li> <li>• Motivates others by setting challenging work goals and supporting them in meeting them</li> <li>• Delegates effectively but retaining accountability</li> <li>• Can transform the way things are done</li> <li>• Able to manage cultural change</li> </ul> <p><b>OR</b> having an outstanding track record as a manager at a lower level and possessing the capacity for management development to become a corporate manager of the highest calibre.</p>	

**Personal Competency**

- Willingly co-operative in helping others as necessary to achieve objectives;
- Shows tact, sensitivity and support.
- Tactfully and respectfully offers instructive or corrective feedback, without evoking a defensive reaction in the listener.
- Listens, reflects, checks and tests own understanding.
- Asks questions to draw out others' views and concerns.
- Seeks common ground.
- Using non verbal behaviour to aid effective communication.
- Ability to quality assure work.
- Keeps programme/project team and workload in balance.

#### **Areas for Development**

- Inappropriate style (e.g. tense, arrogant, patronising) or body language.
- Interrupts or talks over.
- Rarely checks that others understand.
- Courtesy varies with mood.
- Unresponsive to others' contributions, feelings, concerns.

## **Attribute 6 : Team Working & Leadership**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1          Competent – Level 1          Senior – Level 2          Advanced – Level 2 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 1 (Core)          Competent – Level 2 (Core)          Senior – Level 2 (Core)          Advanced – Level 2 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 3 (Core)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 6/Level 1</b>          An effective team member at a basic level, contributing to the success of the team and achievement of objectives.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Shows an ability to work with others and contribute effectively to meeting team objectives.</li> <li>• Can make effective team working contributions</li> <li>• Is listened to by others</li> <li>• Builds on contributions made by others</li> </ul>	<p>Contributes in a constructive way to informal and formal team meetings.          Works well with others on team initiatives or the delivery of joint education and promotional activities.          Makes a valuable contribution to the formation of the Group Business Plan and Group improvements aimed at improving customer satisfaction and service delivery          Makes valuable suggestions for improving team working that have been carried forward.          Is or has been a member of a successful project team.          Has planned and delivered team building exercises for the Group</p>
<p><b>Attribute 6/Level 2</b>          A sub-section or small working team leader, encouraging day-to-day working by the team and the joint achievement of team goals</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A track record as an effective team member, displaying empathy with team members.</li> <li>• Being able to lead and develop a small team in an effective manner so as to meet team goals</li> <li>• Can get the team to focus on outcomes and achievements</li> <li>• Encourages all to contribute</li> <li>• Reviews and evaluates the work of the team</li> </ul>	<p>Influences people positively in a small group to ensure that they focus on outcomes and achievements.          Motivates other team members to achieve team goals.          Provides briefing sessions / training for staff on trading standards or licensing issues.          Leads a small team on the delivery of a project e.g. a promotional campaign, enforcement initiative or the delivery of a key task          Project manages teams and evaluates performance.          Is or has been an active member of a multi-agency team.          Represents or has represented a team on a Departmental Working Group / Committee.          Can show examples of using professional skills to progress work beyond what is normal and routine          Has led or is leading research on a specific topic that progresses the work of the group.          Is or has been a departmental representative on specialist group with evidence of successful team goals.          Has planned and organised the delivery of a seminar providing technical training to professional officers.</p>
<p><b>Attribute 6/Level 3</b>          Effective team leader, taking a full part in the decision making process and working with/leading others to achieve team objectives</p>	<p>Provides clear team leadership - initiating team discussions and taking and implementing decisions, utilises skills effectively in others.          Can demonstrate contribution of teams, for which he / she is responsible, in the delivery of the Trading</p>

<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An enthusiasm to work with others in a supportive manner</li> <li>• Having a track record of effective team working, capable of making a full contribution to team decision-making and achievement of objectives.</li> <li>• Possession of sound leadership qualities and the ability to motivate and control a team on a decentralised basis.</li> <li>• Works with a number of teams, encouraging, motivating and leading through example</li> <li>• Can integrate work across different groups</li> </ul>	<p>Standards &amp; Licensing Strategy.          Actively contributes or has contributed to a cross-departmental and/ or multi-agency team, can show achievements / successful outcomes.          Motivates and influences others in developing new areas of work for the team.          Persuades and influences others on strategic issues.</p>
<p><b>Attribute 6/Level 4</b>          A departmental team leader, building the team, then both taking part in and encouraging the team to work together to achieve departmental objectives.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Capacity for leading a departmental team in a highly effective manner and making a full contribution to success.</li> <li>• Ability to build an outstanding team and encourage working together to achieve outstanding departmental results.</li> <li>• Evidence of leadership qualities working at a high organisational level and the ability to establish and lead a productive mixed ability team to complete set objectives.</li> </ul> <p><b>OR</b></p> <p>Evidence of a successful track record of leadership at a lower level and capable of additional development          Can integrate work across different groups but also works with teams which comprise of people from different parts of the organisation</p>	<p>Council representative on high level multi-organisational team with evidence of successful outcomes.</p>

**Attribute 6/Level 5**

A corporate team member seeking to achieve Council wide objectives through participation. Able to lead inter-departmental teams contributing to the corporate decision making process.

**Supporting Evidence**

- Being a highly effective member of corporate teams contributing to the completion of team tasks and adding value to the working of the team.
- Having a full understanding of the corporate organisation and processes and aware of the importance of working with other departments to achieve corporate objectives.
- Evidence of outstanding qualities of leadership in a similar complex organisation including ability to:

Recognise the need to change leadership styles to meet changing situations

Manage change successfully

Encourage development of leadership skills in others

**OR**

- Evidence of a successful track record of leadership at a lower level and capable of additional development of leadership skills.
- Can motivate a team comprised of people from different parts of the organisation
- Achieves team goals

**Attribute 6/Level 6**

A Corporate team leader/Strategist in possession of considerable skills, capable of successfully building a cross departmental team and encouraging working together to achieve Council's strategic objectives.

**Supporting Evidence**

- An outstanding corporate team leader, possessing outstanding abilities to build and develop a highly effective team.
- Possession of an excellent understanding of the corporate

<p>organisation and process and the importance of decisions being arrived at in a balanced way, in line with corporate objectives.</p> <ul style="list-style-type: none"> <li>• Having a successful track record as an outstanding corporate team leader at the highest level.</li> <li>• Evidence of strategic visionary leadership and the inspiration of large organisations.</li> <li>• Will encourage development of leadership skills in others</li> <li>• Can make effective contributions to a team which has a strategic focus</li> </ul> <p><b>OR</b></p> <p>Evidence of a successful track record of leadership at a lower level and capable of additional development of leadership skills.</p>	
<p><b>Personal Competency</b></p> <ul style="list-style-type: none"> <li>• Works productively in a team</li> <li>• Co-operates and participates to the general workload of the office with no division of duties</li> </ul>	
<p><b>Areas for Development</b></p> <ul style="list-style-type: none"> <li>• Rigid approach to the work load of the team</li> <li>• Realises they can help colleagues but do nothing to assist</li> <li>• Ignores performance issues</li> <li>• Is a loner and avoids working in teams or sharing knowledge</li> <li>• Talks negatively about colleagues behind their backs</li> </ul>	

**Attribute 7 : Analytical, Problem Solving & Decision Making**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 1 (Core)          Senior – Level 2 (Key) (3 Desirable)          Advanced – Level 2 (Core) (3 Desirable)</p>	<p><b>Professional Officers</b>          Entry – Level 1 (Core)          Competent – Level 2 (Core)          Senior – Level 2 (Core)          Advanced – Level 2 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 3 (Core)</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 7/Level 1</b>          Able to make decisions about individual working at a basic level</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to make decisions on personal priorities in an effective way, to achieve personal targets.</li> <li>• Makes decisions in relation to their own work or method of working</li> </ul>	<p>Analyses what will be required before committing to various tasks.          Consistently able to set personal goals and prioritise work.          Makes appropriate decisions on which standard educational and promotional materials and approaches are suitable for which groups.          Makes decisions on appropriate courses of action to take following discovery of non-compliance, which will best achieve the desired outcome.          Has attended open site meetings with a number of different representatives and can make decisions on-site on the likelihood of risk.          Applies the most appropriate approach to achieve improvements, including persuasion and co-operation.</p>
<p><b>Attribute 7/Level 2</b>          Capable of making operational decisions that sometimes affect others and contributes to the achievement of operational objectives</p> <p><b>Supporting Evidence</b></p> <p>Ability to make operational decisions in an effective manner so that objectives are achieved.          Both seek and take into account the views of others as part of the information gathering and analysis needed during the decision making process.          Makes straightforward day-to-day decisions on operational issues but which can affect a number of people</p>	<p>Presents business cases for putting resource into a particular initiative.          Evidence of reasoned, logical argument on the most appropriate course of action following complex investigations (written report / legal brief).          Contributes to problem solving in a multi-agency group.          Effectively evaluates and interprets information provided by experts and consultants.          Drafts changes to operational procedure following trigger for change e.g. formal complaint, missed targets.          Deals with complex operational problems which involve working with other agencies to resolve issues          Interprets legislation and written procedures to make a balanced informed decision          Provides second opinions to fellow officers where the original professional judgement of the officer has been challenged.          Analyses the specific needs of groups, including disadvantaged groups and those with special needs, and specifically designs educational and health development activities for them</p>

<p><b>Attribute 7/Level 3</b> Able to make decisions that will have an effect on a Division or Section of a Service</p> <p>Able to analyse and resolve complex problems at a Divisional / Section level and contribute to successful outcomes</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to analyse complex situations and make decisions in a highly effective way.</li> <li>• Knowing the importance of having a full understanding of the issues involved and an empathy with individuals who may be affected.</li> <li>• Understands the importance of balancing careful research against the urgency of timely decision-making.</li> <li>• Able to analyse complex service issues</li> <li>• Can form valid judgements using information from different sources</li> <li>• Can make decisions within existing policies which have a lasting effect on a section of the service, including how resources are used or distributed</li> </ul>	<p>Makes decisions on allocation of resources in both time and money e.g various educational and promotional activities, timely operational decisions</p> <p>Analyses generic gaps in professional development of TS&amp;L staff and develop methods for addressing these.</p> <p>Establishes, leads and influences the debate on complex policy issues via an inter-agency approach to solving a problem.</p> <p>Makes timely decisions when equipment fails, or staff not available to ensure other mechanisms are put in place or work is allocated out.</p> <p>Compiles up-to-date information or research to aid enforcement decisions</p> <p>Makes balanced decisions on behalf of the Service e.g. whether or not to charge for a seminar, training event, etc, and at what level to set the charge.</p>
<p><b>Attribute 7/Level 4</b> Able to make decisions that will have an affect on the working of the whole Service. Service decisions may also affect the whole organisation and contribute to the achievement of corporate targets</p> <p><b>Supporting Evidence</b></p> <p>Is a highly effective decision maker, understanding the importance of making decisions at the appropriate level and of delegation.</p> <p>Possesses an understanding of the corporate organisation and process and being aware of the contribution that Service level decisions can make Council wide.</p> <p>Is able to balance the urgency of decision making against the need to take into account all of the necessary factors involved.</p> <p>Can analyse complex issues which</p>	

<p>affect a number of services Able to make sound judgements weighing complex factors Makes or contributes significantly to decisions which affect a number of functions.</p>	
<p><b>Attribute 7/Level 5</b> Able to make departmental decisions that affect the working of the whole department.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Being a highly effective decision maker, understanding the importance of making decisions at the appropriate level and of delegation.</li> <li>• Possessing an understanding of the corporate organisation and process and being aware of the contribution that departmental decisions can make to the whole Council.</li> <li>• Being able to balance the urgency of decision making against the need to take into account all of the necessary factors involved.</li> <li>• Can analyse complex issues which affect a number of services</li> <li>• Able to make sound judgements weighing complex factors</li> <li>• Makes or contributes significantly to decisions which affect a number of functions.</li> </ul>	
<p><b>Attribute 7/Level 6</b> Makes corporate decisions that affect the working of the whole organisation. Requires careful analysis of problems, obtaining information from other sources and sophisticated decision-making incorporating the views of others.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Being an outstanding decision maker, understanding the importance of making</li> </ul>	

<p>balanced decisions at corporate level and possessing excellent delegation skills.</p> <ul style="list-style-type: none"> <li>• Possessing an understanding of the corporate organisation and process and being aware of the contribution that corporate decisions make to the whole Council.</li> <li>• Having a track record of successful corporate decision making based upon adequate research, analysis and solving of complex corporate problems.</li> <li>• Able to analyse complex issues affecting the whole of the Council and make sound judgements</li> <li>• Makes decisions which affect the whole of the organisation</li> <li>• Contributes to wider corporate decisions affecting other organisation</li> </ul>	
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**Personal Competency**

- Consults with others before deciding on a course of action
- Supports decision with factual data
- Not afraid to make a recommendation / decision within own area of responsibility
- Considers some softer factors e.g. the impact on people, effort required
- Applies common sense when analysing problems

**Areas for Development**

- Prefers to let others decide without contributing
- Conclusions often based on too little / wrong information
- Makes snap decisions without considering the consequences
- Thinks in a muddled, illogical way
- Fails to consider key aspects of a problem - jumps to conclusions.
- Takes action without identifying the consequences.

## **Attribute 8 : Work Planning**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 1          Senior – Level 1 (Key)          Advanced – Level 1 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 1          Competent – Level 1          Senior – Level 1 (Key)          Advanced – Level 2 (Key)</p> <p><b>Team Leaders</b>          Competent – Level 2 (Core)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 8/Level 1</b>          Able to prioritise supervised work on a work allocated basis</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to prioritise work, understand, work plans and follow through programmes to ensure that work is completed satisfactorily</li> <li>• Can allocate and keep track of simple tasks using judgement to decide priorities</li> </ul>	<p>Effectively plans and prioritises personal work load in both the short and long term, including ability to balance both reactive and proactive work.          Achieves key and core tasks and individual targets as set out in the Business Plan, in a timely and effective manner          Consistently meets customer focused performance targets such as response times.          Has developed own system to regularly analyse outstanding complaints, inspections, investigations etc. e.g by use of software</p>
<p><b>Attribute 8/Level 2</b>          Plans divisional / sectional work for self and others.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Effective prioritisation of work for a small team</li> <li>• An understanding of the importance of short and medium term planning of divisional / sectional work.</li> <li>• Can allocate and prioritise work to a team or teams undertaking the same function</li> <li>• Can ensure a constant flow of work minimising peaks and troughs</li> </ul>	<p>Effectively uses project and action planning tools and techniques and has demonstrated their application to a task.          Achieves key tasks in Business Plan within set timeframes and standards by organising and managing the work of a small group of colleagues (evidence of how it was planned, directed, budgeted and evaluated).          Identifies other Groups / individuals involved in similar work and plans a joined-up approach to tackling the work, so as to avoid duplication / overlap.</p>
<p><b>Attribute 8/Level 3</b>          Plans the work for a whole Service.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Effective prioritisation of Service work, depending upon demand and available resources.</li> <li>• Ability to identify joint goals in the short to medium term.</li> <li>• Ability to determine forward plans with teams, on an agreed basis.</li> </ul>	

<ul style="list-style-type: none"> <li>• Can prioritise and allocate work across the whole of a service or function</li> <li>• Is able to plan work for a function by looking ahead and anticipating to ensure deadlines are adhered to and targets met.</li> </ul>	
<p><b>Attribute 8/Level 4</b> Able to determine departmental priorities and resource requirements for projects and agreed programmes, plan programmes and allocate work on the basis of available resources</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Effective prioritisation of departmental workload, dependant upon agreed programmes and resources.</li> <li>• An outstanding ability to determine and review work programmes on a medium and long-term basis using Best Value principles.</li> <li>• A high level of awareness of corporate demands, political expectations, performance standards &amp; departmental resources.</li> <li>• Can manage complex projects on time and to agreed costs</li> <li>• Uses project planning tools</li> </ul>	
<p><b>Attribute 8/Level 5</b> Able to determine large scale corporate plans and advise the Council on overall resource requirements</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An outstanding ability to advise the Council on corporate plans.</li> <li>• Excellent skills in balancing corporate demands and resources and determining short, medium and long term priorities.</li> <li>• Possession of a clear vision for the organisation and an ability to translate it into practical programmes, projects, targets &amp; performance measures.</li> <li>• A clear understanding of Best Value principles and practice.</li> <li>• Manages corporate programmes, ensuring that</li> </ul>	

targets are agreed and adhered to	
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**Personal Competency**

Consistently meets any deadlines set  
Aware of the how own work plans impact on the plans of the team  
Flexible and adjustable approach to meeting deadlines e.g. will work through lunch and tea breaks if necessary  
Knows how to avoid unnecessary stress by realising what you can and cannot achieve

**Areas for Development**

Regularly fails to meet deadlines  
Fails to monitor performance against tasks  
Gives priority to low level/ low importance tasks  
Inflexible approach to meeting work deadlines  
Takes on realistic work load

**Attribute 9 : Staff Selection Skills**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 1</p>	<p><b>Professional Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 1  <b>Team Leaders</b>          Competent – Level 2 (3 Desirable)</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 9/Level 1</b>          Able to carry out simple staff selection interviews.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Trained in interview techniques.</li> <li>• Has knowledge of legislative requirements and good practice on selection interviews</li> </ul>	<p>Has sat on an interview panel.          Trained on interview skills and techniques as well as training on core and key competencies (route map).</p>
<p><b>Attribute 9/Level 2</b>          Able to take part in a staff selection panel and operate to agreed policies.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Trained in interview techniques</li> <li>• Fully understands principles of staff selection</li> <li>• Experience at serving on an interview panel</li> <li>• Trained in interviewing skills</li> </ul>	<p>Experience of interview techniques,          Is trained and has experience of staff selection and recruitment and developing scoring matrix and questions for interview.</p>
<p><b>Attribute 9/Level 3</b>          Able to plan assessment centres</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Trained in assessment centre planning or has gained experience in same.</li> <li>• A track record of successful participation in assessment centre planning.</li> </ul>	<p>Involvement in assessment centres and developing exercises and interview questions.</p>

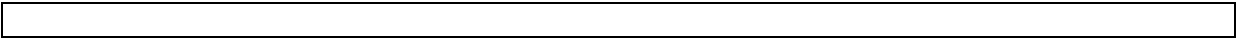
<p><b>Personal Competency</b></p> <p>Is keen to be involved in recruitment and selection activities          Is positive and unbiased towards new people / “fresh blood”</p>
<p><b>Areas for Development</b></p> <p>Unwillingness to be involved in the recruitment and selection process          Indifferent attitude to new staff</p>

## Attribute 10 : Development of skills in others

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 1          Senior – Level 2          Advanced – Level 2 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 0          Competent – Level 1          Senior – Level 2 (Core)          Advanced – Level 3 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 4 (Key)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 10/Level 1</b>          Show the ropes to new employees</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Ability to teach basic instructions accurately to ensure early competence by new personnel</li> <li>• Can show newcomers how the organisation works at a basic level</li> </ul>	<p>Has been involved in inducting new staff, such as going through the Group's Induction pack.          Participates in Group's student TSO/ LO training programme.          Instructs others, new starts / students on a specific procedure,</p>
<p><b>Attribute 10/Level 2</b>          Teach operational procedures to staff and coach.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possession of good communication skills.</li> <li>• Possesses sound, current job knowledge and the ability to communicate the information to others.</li> <li>• Can demonstrate operational tasks and procedures</li> </ul>	<p>Has inputted to the section's induction pack / programme.          Delivers briefings / cascaded training to others.          Willingly carries out joint visits with new members of staff, including follow-through procedures, and assisting with decision making / required action / completion of forms etc.</p>
<p><b>Attribute 10/Level 3</b>          Train groups in formal settings and mentor others.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An enthusiastic communicator with a genuine interest in the job.</li> <li>• A sound, up to date, knowledge of the area of professional practice and academic requirements.</li> <li>• The ability to communicate the knowledge to students preparing for professional development and to technicians as part of their personal development.</li> </ul>	<p>Has designed specific training for student officers          Coaches and mentors new staff          Specialises in some core area of work, updates procedures and keeps others informed of new developments and research          Delivers briefing seminars on technical issues to professional staff</p>
<p><b>Attribute 10/Level 4</b>          Proactively manage the development of professional staff</p>	<p>Organises and manages induction programmes for new staff</p>

<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A strong personal commitment to staff development and encouraging personal competence.</li> <li>• The ability to act as a teacher, mentor, coach and guide to individuals during the process of development.</li> <li>• An outstanding understanding of current practice.</li> <li>• Trained and experienced at conducting developmental interviews with staff</li> <li>• Can offer advice and encouragement to senior staff on career and personal development opportunities</li> </ul>	<p>Identifies training needs and developed training programmes for staff Works with staff on the development of PDPs, setting goals and targets etc Organises student training programmes Develops and delivers structured training to the Group that includes an assessment of how effective the training has been in improving knowledge etc Produces written guidance for the Group on how to deal with complex issues e.g. PACE, Human Rights, guidance on disclosure, etc</p>
<p><b>Attribute 10/Level 5</b> Proactively manage the development of senior managers</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An enthusiastic ability to identify and encourage personal development by the most able senior managers.</li> <li>• An excellent grasp of local government management practice and an enthusiasm for management development</li> <li>• The ability to act as a teacher, mentor, coach and guide to individuals during the process of development.</li> <li>• Can advice senior managers on development issues</li> <li>• Can develop and maintain corporate systems for identifying development needs across the council</li> </ul>	

<p><b>Personal Competency</b></p> <p>Shares knowledge Understands that everyone has to learn Remembers what it was like be in that position Approachable</p>
<p><b>Areas for Development</b></p> <p>Inappropriate style (e.g. tense, terse, arrogant, patronising) or body language Impatient with Interrupts or talks over Rarely checks that others understand Courtesy varies with mood Unresponsive to others' contributions, feelings, concerns</p>



## Attribute 11 : Qualifications / Experience

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1 (Core)          Competent – Level 2 (Core)          Senior – Level 3 (Core)          Advanced – Level 4 (Core)</p>	<p><b>Professional Officers</b>          Entry – Level 5 (Core)          Competent – Level 6 (Core)          Senior – Level 7 (Core)          Advanced – Level 8 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 9 (Core)</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 11/Level 1</b>          Operational Support (Entry Level) Qualifications</p>	<p>Two General Certificate of Secondary Education at grade C or above  <b>OR</b>          A similar equivalent qualification or higher acceptable to the Group Manager (Trading Standards &amp; Licensing)</p>
<p><b>Attribute 11/Level 2</b>          Operational Support (Competent Level) Qualifications</p>	<p>BIIAB Level 2 National Certificate for Licensing Practitioners;  <b>OR</b>          NVQ Level 2 Certificate in Data Analysis;  <b>OR</b>          NVQ Level 2 Certificate in Administration;  <b>OR</b>          A similar NVQ Level 2 qualification or higher acceptable to the Group Manager (Trading Standards &amp; Licensing)</p>
<p><b>Attribute 11/Level 3</b>          Operational Support (Senior Level) Qualifications</p>	<p>BIIAB Level 3 Advanced Certificate for Licensing Practitioners;  <b>OR</b>          NVQ Level 3 Certificate in Advanced Administration;  <b>OR</b>          NVQ Level 3 Certificate in a related discipline;  <b>OR</b>          ILM Level 3 Certificate in Team Leadership;  <b>OR</b>          A similar NVQ Level 3 qualification or higher acceptable to the Group Manager (Trading Standards &amp; Licensing)</p>
<p><b>Attribute 11/Level 4</b>          Operational Support (Advanced Level) Qualifications</p>	<p>Training in Committee Administration  <b>OR</b>          Advanced Specialist Administration or Operational Support Training</p>
<p><b>Attribute 11/Level 5</b>          Professional Officer (Entry Level) Qualifications</p>	<p>A Foundation Certificate in Consumer Affairs and Trading Standards  <b>OR</b>          A Foundation Package in Licensing Enforcement  <b>OR</b>          A similar equivalent qualification or higher acceptable to the relevant professional body or the Group Manager</p>
<p><b>Attribute 11/Level 6</b>          Professional Officer (Competent Level) Qualifications</p>	<p>A Diploma in Consumer Affairs and Trading Standards  <b>OR</b>          A Certificate of Higher Education in Licensing Law  <b>OR</b>          A similar equivalent qualification or higher acceptable to the relevant professional body or the Group Manager</p>

<p><b>Attribute 11/Level 7</b> Professional Officer (Senior Level) Qualifications</p>	<p>A Higher Diploma in Consumer Affairs and Trading Standards <b>OR</b> A Senior Package in Licensing <b>OR</b> A similar equivalent qualification or higher acceptable to the relevant professional body or the Group Manager</p>
<p><b>Attribute 11/Level 8</b> Professional Officer (Advanced Level) Qualifications</p>	<p>Additional specialist formal training or qualification in a particular aspect of the Group's work.</p>
<p><b>Attribute 11/Level 9</b> Team Leader Qualifications</p>	<p>A relevant professional qualification acceptable to the Assistant Director (Environmental Protection) <b>AND</b> Leadership Beyond Modules (10) <b>OR</b> Competence certificate in staff development &amp; Leadership <b>OR</b> Management Training <b>OR</b> An equivalent similar qualification or experience acceptable to the Assistant Director (Environmental Protection)</p>

**Attribute 12 : Knowledge of Best Value & Performance Management**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 1          Senior – Level 2          Advanced – Level 2 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 1          Competent – Level 2          Senior – Level 2          Advanced – Level 2  <b>Team Leaders</b>          Competent – Level 3 (Key)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 12/Level 1</b>          Has a basic awareness of standards of performance and the need to work to achieve established targets.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A disciplined and enthusiastic approach to basic work.</li> <li>• Personal performance above average and a willingness to understand laid down standards.</li> <li>• Awareness of the four Cs (Compare Compete Challenge &amp; Consult)</li> <li>• Understands the concept of continuous improvement</li> <li>• Understands the concept of working to Performance Indicators</li> </ul>	<p>Positive and enthusiastic, customer focused approach including positive feedback from post inspection surveys</p> <p>Achieves individual key and core tasks as specified in Business Plan (evidence - review of BP performance data, etc)</p> <p>Ability to meet response times and other agreed performance targets (evidence - performance data)</p> <p>Has identified areas of improvement in operational procedures through the Business Planning process</p>
<p><b>Attribute 12/Level 2</b>          Has an operational understanding of the principals and methodologies of Best Value.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of standards.</li> <li>• A willingness to work within a Best Value regime and achieve or exceed agreed targets.</li> <li>• Can identify performance indicators for their own area of work and monitor performance against them</li> <li>• Applies Best value principles to their own work through adherence to BV performance improvement plans.</li> </ul>	<p>Involved in design of various forms of customer consultation</p> <p>Carries out or monitors customer surveys, analyses results and suggests recommendations to improve service delivery based on customer information and follows this through</p> <p>Regularly makes suggestions for improvement of service and follows this through (need to provide examples i.e. carbon copy inspection reports, task force inspection approach, joint working with other Groups etc.)</p> <p>Drafts questionnaires for specific areas of work for benchmarking purposes</p> <p>Regularly reviews team project/key task targets for which they have responsibility.</p>
<p><b>Attribute 12/Level 3</b>          Implements Best Value and performance management Principals &amp; Methodologies</p> <p><b>Supporting Evidence</b></p>	<p>Actively involved in setting standards for the group and redefines targets for the section</p> <p>Involved in comparison activities</p> <p>Representative on Best Value review team or equivalent</p>

<ul style="list-style-type: none"> <li>• Is actively involved in the management of the implementation of performance Improvement Plans.</li> <li>• Has an in-depth knowledge of Best Value and local performance standards.</li> <li>• Demonstrates a willingness to contribute to the development of departmental performance standards.</li> <li>• Can set targets or goals for a section or work area</li> <li>• Monitors performance against targets</li> <li>• Works to Best Value principles</li> </ul>	
<p><b>Attribute 12/Level 4</b>  Develops &amp; Drives best value &amp; performance management reviews</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Takes a lead role in the developing of Best Value reviews</li> <li>• Takes a lead role in the driving of Best Value reviews</li> <li>• A thorough knowledge of Best Value, performance indicators, benchmarking and quality assurance.</li> <li>• Evidence of ability to establish and apply Best Value standards to departmental performance.</li> <li>• A successful track record in management of performance.</li> <li>• Works to implement Best Value</li> <li>• Sets targets to meet service delivery plans</li> <li>• Monitors performance by reference to meeting targets and working to best value principles</li> </ul>	

**Attribute 12/Level 5**

Has a full understanding of managing corporate performance and Council wide application of Best

**Supporting Evidence**

- An excellent knowledge of corporate management of performance and achievement of Best Value.
- An enthusiasm for the application of performance management and Best value to Council services and a determination to succeed.
- An outstanding track record in the systematic management of performance.
- Works to achieve Best value on a corporate basis
- Ensures that targets match corporate objectives
- Can take remedial action at any level if targets not met

**Personal Competency**

- Observes organisational standards and procedures
- Pays close attention to small details and strives for exactness and accuracy
- Repeats tasks when necessary to improve quality and fine-tune output
- Takes pride in own work
- Has a "can do" attitude

**Areas for Development**

- Careless, lacking attention to details
- Inadequate testing, leaving to others
- Leaves a job half done
- Has a "it will do" attitude

## Attribute 13 : Understanding & Applying Customer Care Principles

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1 (Key)          Competent – Level 2 (Key)          Senior – Level 2 (Key)          Advanced – Level 3 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Core)          Competent – Level 3 (Core)          Senior – Level 3 (Core)          Advanced – Level 3 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 5 (Key)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 13/Level 1</b>          Capable of applying a customer focus with internal customers</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Possesses people skills at a low level,</li> <li>• Capable of being trained to a higher level of skill.</li> </ul>	<p>Handles enquiries well, is always helpful, respectful and courteous to customers          Consistently treats complainants fairly and displays sensitivity to customer needs          Demonstrates a constructive working relationship with Business Support          Has developed and agreed informal procedures with other sections to improve service delivery          Has a good working relationship with staff in other units          Contributes to customer service improvements within the Group</p>
<p><b>Attribute 13/Level 2</b>          Aware of the day to day operational relationship with external customers</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A balanced individual with experience of customer relations in a similar post, <b>OR</b> capable of being trained in customer care procedures.</li> <li>• Can meet the needs of internal customers</li> </ul>	<p>Correspondence with customers reflects needs          Provides a 'joined-up' response to customers on TS&amp;L enquiries          Always considers customer needs and satisfaction in the design of tailored activities          Has undergone and applied customer care training          Consistently meets response times (evidence - performance data)          Positive feedback from post inspection surveys and customer satisfaction surveys          Displays an understanding of political sensitivity where elected members have an interest in a complaint          Receives unsolicited personal letters of gratitude regarding service delivery</p>
<p><b>Attribute 13/Level 3</b>          Aware of the importance of responding to the needs of both internal and external customers.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Good inter-personal skills</li> <li>• Experience in work where responding to internal and external customers is important.</li> <li>• Trained in customer care procedures.</li> <li>• Recognises the need to respond appropriately to the needs of internal and external customers</li> <li>• Has experience of dealing with customers in sensitive</li> </ul>	<p>Has built-up good working relations with personnel in other agencies and has developed informal arrangements with other organisations e.g. Police, HMRC, Environmental Health, etc.          Has worked successfully with groups requiring particular skills e.g. special needs, ethnic minorities          Participates positively in joint working/interagency groups.          Experience in attending residents meetings, dealing with complex issues on way the service is provided          Awareness / understanding of the role of Council as a civic leader</p>

situations	
<p><b>13/4</b> Have a sound knowledge of customer care principles and practice and is able to lead a customer care team.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Trained to lead a customer care team, <b>OR</b> a successful track record in a customer care team and capable of being trained as a team leader.</li> <li>• Has a sound knowledge of customer care principles and practice.</li> <li>• Responds appropriately to difficult or demanding customers (internal or external) who may have to be dealt with sympathetically over sensitive issues</li> </ul>	
<p><b>13/5</b> Has a detailed knowledge of customer care principles and practice and is able to manage customer care programmes</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Experienced and successful customer care manager, <b>OR</b> evidence of previous success in a similar organisation and a capacity for further training in customer care management.</li> <li>• Evidence of a detailed knowledge of customer care programmes.</li> <li>• Can undertake surveys to determine customer requirements</li> <li>• Can negotiate customer contacts or service level agreements</li> <li>• Able to manage staff who handle customers directly</li> </ul>	
<p><b>13/6</b> Has a full understanding of the management of corporate programmes, in order to give corporate advice and introduce and lead programmes of customer care.</p> <p><b>Supporting Evidence</b></p> <p>A full knowledge of customer care management and its corporate</p>	

importance.  
Ability to introduce and develop programmes, monitor performance and provide an example and a direction for senior managers.  
An outstanding track record of taking the lead on customer care programmes, both internal & external.  
Can set standards of customer care for the organisation  
Can monitor standards of customer care across the Council

**Personal Competency**

Has a reputation for being helpful  
Deals with niggles before they become a problem  
Encourages regular feed back from customers  
Can take constructive feedback regarding customer performance  
Regularly receives feedback from customers indicating satisfaction  
Takes corrective action on receiving negative feedback

**Areas for Development**

May ride rough-shod over others feelings and perspectives  
Views customers as a nuisance  
Has a 'we know better ' attitude  
Is impolite or impatient in dealing with customers  
Receives negative feedback from customers

**Attribute 14 : Accounting, Management of Finance and Resources**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 1</p>	<p><b>Professional Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 1  <b>Team Leaders</b>          Competent – Level 2</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 14/Level 1</b>          Able to control basic operational resources and being aware of budgetary constraints.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Numerically competent</li> <li>• Knowledge of the financial limits of the operation.</li> <li>• Able to control vehicles, tools, equipment, materials &amp; fuel.</li> <li>• Monitors expenditure against a budget and reports variations</li> </ul>	<p>Costs out planned projects / proposed activities for budgeting purposes          Works in collaboration with external agencies on joint funding arrangements or sourced additional resources for a project/initiative through collaborative working          Has carried out a cost benefit analysis / business case for the purchase of new equipment</p>
<p><b>Attribute 14/Level 2</b>          Have knowledge of budget preparation and account management within an operational section</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An understanding of budget preparation and limitations.</li> <li>• Ability to understand and work to simple management accounts.</li> <li>• Monitors a budget for a service and is required to take remedial action in the event of overspending</li> </ul>	<p>Manages large projects within a set budget          Monitors expenditure on certain aspects of service e.g. training          Prepares grant bids from central government, noise service, prep for evaluation of grant funding for local government auditor          Provides timely advice to the TS&amp;L Manager on identifiable costs prior to the setting of budgets</p>
<p><b>Attribute 14/Level 3</b>          Has a full knowledge of departmental budget preparation, financial and resource control and management at Service level.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of budget preparation and capable of contributing to departmental budget preparation.</li> <li>• Possesses a full knowledge of accounting procedures and</li> </ul>	

<p>financial management on a departmental basis.</p> <ul style="list-style-type: none"> <li>• A track record of successful financial and resource management in a non-finance department.</li> <li>• Monitors expenditure across several budgets as part of managing a service or services</li> <li>• Can switch resources across budgets within the same service</li> </ul>	
<p><b>Attribute 14/Level 4</b> Has a full knowledge of local authority financial and non-financial accounting systems.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An excellent knowledge of local authority finance and accounting principles, procedures and practice.</li> <li>• A track record in successfully managing financial and non-financial accounts systems in a specialist financial post.</li> <li>• Sets up operates and maintains systems for budget management</li> <li>• Contributes to building budgets for functions</li> </ul>	
<p><b>Attribute 14/Level 5</b> Has an excellent grasp of financial and non-financial control &amp; accounting systems at a corporate management level.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An excellent overall knowledge of financial control systems in local authorities.</li> <li>• High standards of probity.</li> <li>• Ability to advise the Council and senior managers on financial matters.</li> <li>• A track record of successful financial and resource management at a senior level.</li> <li>• Makes recommendations on budget strategies at a corporate level</li> </ul>	

**Personal Competency**

Spots errors or missing information  
Numerical accuracy

Meets deadlines
<b>Areas for Development</b>
Error prone
Misses deadlines
Cannot identify missing information

**Attribute 15 : Corporate Knowledge**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 0          Competent – Level 0          Senior – Level 1          Advanced – Level 2</p>	<p><b>Professional Officers</b>          Entry – Level 1          Competent – Level 1          Senior – Level 2          Advanced – Level 2  <b>Team Leaders</b>          Competent – Level 3 (4 Desirable)</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 15/Level 1</b>          Has a basic awareness of other Council departments, sufficient to enable necessary occasional contacts to be established and maintained.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the operations within the main Council departments that need to be contacted.</li> <li>• Experience of working in a large complex organisation and the capacity to understand how such an organisation operates</li> </ul>	<p>Has a good awareness of the role of each team within the Trading Standards &amp; Licensing Service          Awareness/understanding of the role of the Trading Standards &amp; Licensing Service within the Corporate Plan          Evidence of joint visits / work with staff from other sections / departments e.g. Environmental Health, Community Safety, etc. to resolve operational issues          Shows clear understanding of corporate objectives and priority areas (evidence in Business planning days and PDP)          Sources information from other departments that is relevant to the work of the Group</p>
<p><b>Attribute 15/Level 2</b>          Has an understanding of the Council structure, departments and committee system to enable regular day-to-day working contact with other departments and colleagues.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Knowledge of all Council departments, their main functions and a general understanding of the Council &amp; committee structure.</li> <li>• Awareness of the main contact points in the organisation.</li> <li>• An ability to work collaboratively with people from different professional or service backgrounds</li> </ul>	<p>Is or has been involved in inter-departmental groups          Is or has participated in a Corporate working group / corporate initiative          Is or has been involved in collaborative working with other Units, Services or Departments in developing joint policies and facilitating service delivery as well as undertaking innovative work.          Understanding of decision making processes of Council / Committees, how to prepare reports etc.          Knowledge of what other departments do and their key tasks.</p>
<p><b>Attribute 15/Level 3</b>          Possess a working knowledge of the Council and its departments (to enable inter-departmental working) and have an awareness of other public bodies</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Knowledge of the Council,</li> </ul>	<p>Represents the Service or the Council on high level inter-agency groups which set policy          Has led in the development and testing Plans</p>

<p>committees and departmental structure and functions.</p> <ul style="list-style-type: none"> <li>• Awareness of the Regional Agencies and other public bodies.</li> <li>• An ability to recognise the need for a cohesive approach to problems and issues which cross departmental boundaries</li> <li>• The ability to work with a diverse group of managers or professional to meet common objectives</li> </ul>	
<p><b>Attribute 15/Level 4</b> Possess a detailed knowledge of the Council and its departments, as well as an awareness of other public bodies to enable corporate working.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Detailed knowledge of the Council and its departments, sufficient to enable effective corporate working.</li> <li>• Wide knowledge of local government and an understanding of other public bodies.</li> <li>• Experience of working on complex corporate issues with officers from a range of departments, or</li> <li>• Experience of working with a range of important external partners on issues of importance across the Council</li> </ul>	
<p><b>Attribute 15/Level 5</b> Has an excellent knowledge and understanding of local government, its systems and inter-relationship with government departments and other public authorities. Be in a position to advise the Council, initiate corporate working and encourage relationships</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Widely experienced, with an excellent knowledge of local government and the other public bodies.</li> <li>• Sufficiently knowledgeable to advise the Council and lead the organisation on corporate working and building effective relationships with others.</li> <li>• Capacity to chair working</li> </ul>	<p>Represents the Service on high profile interagency groups involving other Government Departments</p>

<p>groups effectively</p> <ul style="list-style-type: none"> <li>• Experience of working with external partners on a range of issues</li> </ul>	
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<p><b>Personal Competency</b></p> <p>Takes an interest in departmental/sectional matters by reading corporate material Can direct basic queries to appropriate person/Service/Department</p>
<p><b>Areas for Development</b></p> <p>Lack of interest in issues relating to the organisation – does not offer information on request Inability to direct basic queries to appropriate person/Service/Department.</p>

**Attribute 16 : Health & Safety**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1          Competent – Level 1          Senior – Level 2          Advanced – Level 2</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Key)          Competent – Level 2 (Key)          Senior – Level 3 (Key)          Advanced – Level 3 (Key)</p> <p><b>Team Leaders</b>          Competent – Level 5</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 16/Level 1</b>          Understands the importance of personal responsibility for health &amp; safety compliance.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A basic understanding of health &amp; safety responsibilities, <b>OR</b> capable of basic Health &amp; safety training.</li> </ul>	<p>Takes personal responsibility for safety of themselves and others affected by their work activity, sampling, use of gas etc and is aware of when to use protective clothing/equipment provided by the Council          Knowledge of risk assessment          Has attended the OMBC basic H&amp;S and fire safety training course.</p>
<p><b>Attribute 16/Level 2</b>          Understand the health &amp; safety responsibilities of a supervisor in a low risk situation and have a full understanding of procedures.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Understands the role and responsibility for health &amp; safety of a supervisor</li> <li>• Aware of potential low risk hazards</li> </ul>	<p>Can supervise a work activity and ensure risks are not taken e.g. operational orders, searches, visits, inspections, etc          Has actively contributed to the risk assessment for the group          Regularly identifies health and safety risks associated with the work of the Group and informs Team Leader of potential risks</p>
<p><b>Attribute 16/Level 3</b>          Understand the health &amp; safety responsibilities of a manager in a low risk situation and management procedures</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Full awareness of the management responsibility for health &amp; safety.</li> <li>• Knowledge of safety standards and protective measures necessary, even in a low risk area of operation.</li> </ul>	<p>Operational Order Risk Assessments</p>
<p><b>Attribute 16/Level 4</b>          Understand the importance of health &amp; safety in a supervisory role in high risk situations and have a full understanding of all precautionary procedures.</p>	

<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the key role and responsibilities of a supervisor in a high-risk operational area.</li> <li>• Knowledge of the risks and hazards associated with the area of operation and aware of the operational procedures for health &amp; safety.</li> </ul>	
<p><b>Attribute 16/Level 5</b> Understand the direct responsibility of a manager for a high risk situation and have a full understanding of the importance of establishing safeguards &amp; safety procedures.</p> <p><b>Supporting Evidence</b></p> <p>A clear understanding of the pivotal role &amp; responsibilities of a manager for a high-risk operational area. Knowledge of the systems &amp; procedures necessary for protecting employees and the public.</p>	
<p><b>Attribute 16/Level 6</b> Understands the legal and moral responsibilities for corporate health &amp; safety arrangements and possesses a full knowledge of legal requirements and current health &amp; safety practice.</p> <p><b>Supporting Evidence</b></p> <p>A clear understanding of the legal responsibilities for health &amp; safety. Full awareness of the economic &amp; social aspects of health &amp; safety protection. An excellent knowledge of current health &amp; safety practice and standards.</p>	

<p><b>Personal Competency</b></p> <p>Displays a basic awareness of health and safety issues Updates staff on health and safety issues</p>
<p><b>Areas for Development</b></p> <p>Adopts a 'nothing to do with me' attitude</p>

**Attribute 17 : Political Sensitivity**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>  Entry – Level 2  Competent – Level 2  Senior – Level 2  Advanced – Level 2</p>	<p><b>Professional Officers</b>  Entry – Level 3  Competent – Level 3  Senior – Level 3  Advanced – Level 3</p> <p><b>Team Leaders</b>  Competent – Level 4</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 17/Level 1</b>  Has contact with colleagues only</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>Protects the reputation and image of the council, its members and its employees whilst dealing with colleagues only.</li> </ul>	<p>As per generic evidence</p>
<p><b>Attribute 17/Level 2</b>  Has limited public contact, but is aware of the need to create a good impression to enhance and protect the image and profile of the Council</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>Avoiding actions that may embarrass the Council or its members.</li> <li>Avoiding actions that may adversely affect the image of the Council or its members.</li> <li>An ability to deal with members of the public in a sympathetic and responsive way</li> </ul>	<p>Deals effectively with negative feedback in a way which will protect the reputation of the Council  Attempts to persuade other peers on forwarding/progressing civic leadership role of Council in all aspects of their work  Provides well researched and comprehensive response letters to Councillors  Reviews procedures to reflect improvement in customer care</p>
<p><b>Attribute 17/Level 3</b>  Has regular public contact and is particularly aware of the need to create a good impression to enhance and protect the image of the council.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>Able to deal with the public in a helpful and positive way</li> <li>Awareness of the importance of giving a positive image to public.</li> <li>An ability to deal with the public and representatives of outside bodies in a sympathetic way which responds to their needs</li> </ul>	<p>Deals with complaints in a way that reflects customer concerns and demonstrates political sensitivity when dealing with councillor complaints  Regularly attends residents / focus group meetings and identifies opportunities to promote the work of TS &amp; L service  Prepares press releases which have regard to political sensitivities  Receives positive feedback from customer satisfaction surveys and from other organisations  Represents the Service / Dept on interagency working groups / committees.  Evidence of having successfully dealt with a conflict of interest, e.g. where an elected representative, acting on behalf of a constituent, questions your professional opinion  Evidence that correspondence from the officer to the public or representatives of outside bodies demonstrates a tactful and appropriate use of</p>

	<p>language that protects or enhances the reputation of the Council          Prepares well researched and comprehensive response letters to Councillors</p>
<p><b>Attribute 17/Level 4</b>          Has regular contact with the press <b>AND</b> public and is conscious of the need for sound public relations and the importance of giving a positive public image on behalf of the Council.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Able to recognise the political sensitivity of issues (in the widest sense)</li> <li>• Able to deal with the public in a sensitive way which defuses any negativity</li> <li>• Awareness of the importance of positive P.R.</li> <li>• Consciousness of the pitfalls of dealing with the media.</li> <li>• An ability to deal with highly sensitive issues with regard to the need to preserve confidentiality, respond to the needs of others and to protect the Councils image</li> </ul>	<p>Produces appropriate press releases on politically sensitive issues, e.g. following a major investigation, following a high profile incident or court case, etc.</p>
<p><b>Attribute 17/Level 5</b>          Has direct contact with elected representatives and is aware of political sensitivities. Will maintain an unbiased approach and a positive public relations image.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An experienced, mature attitude, practiced at good public relations.</li> <li>• Maintenance of sound relationships with elected members, other Politicians, the media and public.</li> <li>• Conducting business/delivering service in a well-balanced and unbiased manner.</li> <li>• An ability to deal with politicians or the press (or both) on highly sensitive issues aware of the need to preserve confidentiality, respond to the needs of others and to protect the Councils</li> </ul>	

image	
<p><b>Attribute 17/Level 6</b>          Has full corporate responsibilities and maintains day-to-day contact with Councillors and other politicians in a totally unbiased manner.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A seasoned professional, with a track record of political sensitivity.</li> <li>• Maintenance of a positive public image on behalf of the Council.</li> <li>• Having excellent inter-personal ability and skilled in dealing with elected members, the public and the media.</li> <li>• An ability to develop and sustain relationships with politicians, the press or important partner organisations whilst dealing with issues of sensitivity and public interest.</li> </ul>	

## **Attribute 18 : Personal Work Style**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 1 (Key)          Competent – Level 2 (Key)          Senior – Level 2 (Key)          Advanced – Level 2 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Core)          Competent – Level 3 (Core)          Senior – Level 3 (Core)          Advanced – Level 3 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 4 (Key) (5 Desirable)</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 18/Level 1</b>          Is a consistent sound performer</p> <p><b>Supporting Evidence</b></p> <p>Meets all targets and quality standards consistently.</p>	<p>Prepares and delivers consistently good standard routine educational, promotional or other service development activities</p> <p>Meets individual core and key tasks as set out in the business plan including response times for all reactive work</p> <p>Uses procedural guidelines to ensure consistency</p> <p>Sets personal work targets, evaluates own performance e.g. outstanding complaints, licensing applications</p>
<p><b>Attribute 18/Level 2</b>          Is a consistent sound performer who is creative and innovative in their working practices.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of a determined, loyal &amp; hard working individual who consistently meets or exceeds targets and objectives</li> <li>• Able to innovate and work creatively on their own account</li> </ul>	<p>Demonstrates creativity in the development of promotional campaigns or other service development activities, designs new or reworks existing programmes</p> <p>Works enthusiastically on projects aimed at improving the service</p> <p>Makes a positive contribution to developing the Group's Business Plan</p> <p>Contributes positively at team meetings</p> <p>Evidence of taking the initiative to lead a small scale project e.g. amend administrative procedure, arrange team building away days, etc</p>
<p><b>Attribute 18/Level 3</b>          Works enthusiastically with others so that the team exceeds laid down standards</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A enthusiastic, hard working team member</li> <li>• Has a personal determination to succeed</li> <li>• Exceeds targets and objectives</li> <li>• Works with a team and can think creatively as part of that team to improve standards or performance</li> </ul>	<p>Regularly identifies opportunities and ideas for promoting the Service or new approaches for improving health</p> <p>Appreciates the holistic view of TS&amp;L and its impact on health and well being which demonstrates creativity and goes beyond core work to improve service</p> <p>Has the determination and enthusiasm to develop ideas into actions and to deliver these actions</p> <p>Sometimes exceeds targets</p> <p>Active Council representative attending stakeholder forums and meetings that may take place after hours and at weekends</p> <p>Delivers successful awareness raising programmes for new initiative/legislation</p> <p>Demonstrates a flexible approach to work e.g. will work outside normal office hours if necessary</p>
<p><b>Attribute 18/Level 4</b>          Produces new and beneficial intra departmental ideas</p>	<p>Has led in the delivery of new and innovative approaches to health development work and motivated and supervised others to deliver these</p>

<p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Solves problems / improves processes / procedures through innovative thinking</li> <li>• Works either independently or as part of a team or teams to think creatively in terms of improving the quality of a service</li> <li>• Likes to work with others to achieve results.</li> <li>• Encouraging and positively supportive of colleagues.</li> <li>• Has a strong personal desire for success.</li> </ul>	<p>approaches</p> <p>Has successfully worked in partnership with external agencies to deliver innovative initiatives on the ground, e.g PubSafe, etc</p> <p>Identifies innovative and creative approaches and has the determination and enthusiasm to successfully implement them e.g. task force approach, workshops / seminars etc.</p> <p>Has led in the implementation of innovative new services/areas of work e.g. independent advisory services</p>
<p><b>Attribute 18/Level 5</b> An innovative creative thinker, consistently producing new ideas, enabling the organisation to be at the forefront of developments and performance standards</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of creativity and original thinking, with a track record of success.</li> <li>• Possesses ideas that could be developed to produce new approaches, enabling the organisation to move forward.</li> <li>• Has a strong work ethic and absence of a "clock watching" attitude.</li> <li>• Can introduce new ideas as part of service improvements across departmental boundaries</li> </ul>	
<p><b>Attribute 18/Level 6</b> Is an energetic &amp; creative corporate manager, at the forefront of new developments, who can enable the whole Council to be seen as a forward looking efficient organisation with an outstanding record of achievement.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of an outstanding senior officer with determination and the energy to succeed.</li> <li>• Consistently strives for excellence and is always looking for new ways of doing things.</li> <li>• Is recognised by outside organisations and much in demand as an adviser and</li> </ul>	

<p>speaker.</p> <ul style="list-style-type: none"><li>• Has a track record of success.</li><li>• Sees the opportunities for the organisation as a whole to change and adapt to meet new circumstances or deliver better service</li></ul>	
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**Personal Competency**

Approachable not confrontational  
Organised approach to work  
Exhibits the following behavioural skills: honesty, personal integrity, respects confidences, reliable, takes pride in achievement, enthusiastic  
Quality versus quantity

**Areas for Development**

Cluttered approach to work

**Attribute 19 : Commitment to Change**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 2 (Key)          Competent – Level 2 (Key)          Senior – Level 2 (Key)          Advanced – Level 2 (Key)</p>	<p><b>Professional Officers</b>          Entry – Level 2 (Core)          Competent – Level 2 (Core)          Senior – Level 2 (Core)          Advanced – Level 2 (Core)</p> <p><b>Team Leaders</b>          Competent – Level 3</p>
Attribute/Level	Potential Evidence and/or Indicators of Competence
<p><b>Attribute 19/Level 1</b>          Receptive to Change</p> <p><b>Supporting Evidence</b></p> <p>Can adapt to change</p>	<p>Continues to meet agreed targets during times of changes</p> <p>Routinely shows willingness to implement new ideas and approaches - open to debate on review of the individuals work pattern</p> <p>Willing to work with changes to systems such as developing computer skills for new IT system</p> <p>Updates procedural documents following legislative amendments</p>
<p><b>Attribute 19/Level 2</b>          The ability to engage with continuous improvements in working practices and organisational change</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Commitment to change.</li> <li>• A track record of implementing changes in working practice.</li> <li>• Evidence of proactively promoting change</li> <li>• Can manage change in respect to their own area of work</li> </ul>	<p>Suggests changes needed to the service, team and individual work</p> <p>Has actively participated in a change initiative within the unit aimed at improving the service or introducing or developing new working practices</p> <p>Embraces change and identifies new ways of working to deal with it</p> <p>Is prepared to work beyond a procedure or core activity</p>
<p><b>Attribute 19/Level 3</b>          The ability to engage with continuous improvements in working practices and organisational change. The ability to secure the commitment of others to change.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Commitment to change.</li> <li>• A track record of implementing changes in working practice.</li> <li>• Evidence of proactively promoting change</li> <li>• Evidence of the management of change.</li> <li>• Understands the concepts of change management</li> <li>• Has experience of working through a change process and can demonstrate has learned from this.</li> <li>• Can motivate staff to meet</li> </ul>	<p>Contributes to corporate working groups, on change programmes and advocates good practice</p> <p>Adapts to new ways of working e.g. partnership initiatives etc</p> <p>Takes the lead in a team to introduce new working practices</p>

changes effectively	
<p><b>Attribute 19/Level 4</b> The ability to manage and drive corporate change.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• Evidence of the managing and driving corporate change in a similar post within a large organisation.</li> <li>• Has extensive change management experience</li> <li>• Can plan for change management</li> <li>• Can evaluate change processes</li> </ul>	

<p><b>Personal Competency</b></p> <p>Views change as a positive opportunity to introduce new, more effective ways of doing things  Seeks out improvements to existing working practices  Questions standard ways of doing things  Uses imagination to generate new, innovative, ideas and insights which improve product and/or organisational effectiveness  Intervenes and acts quickly to reduce or eliminate potential problems</p>
<p><b>Areas for Development</b></p> <p>Fears change – creates barriers for change</p>

**Attribute 20 : Commitment to Equal Opportunities**

<p><b>Competence standard</b></p> <p><b>Operational Support Officers</b>          Entry – Level 2          Competent – Level 2          Senior – Level 2          Advanced – Level 2</p>	<p><b>Professional Officers</b>          Entry – Level 2          Competent – Level 2          Senior – Level 2          Advanced – Level 2</p> <p><b>Team Leaders</b>          Competent – Level 3</p>
<b>Attribute/Level</b>	<b>Potential Evidence and/or Indicators of Competence</b>
<p><b>Attribute 20/Level 1</b>          Contact mainly with working colleagues only.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• An awareness of and a personal commitment to equal opportunities in employment and service delivery.</li> <li>• Demonstrates a personal commitment to equality of opportunity</li> </ul>	<p>Conveys equality of service delivery to public through an impartial, fair and consistent approach, evidence and fact gathering          Record of attendance at Equality / equal ops. Training</p>
<p><b>Attribute 20/Level 2</b>          Understanding and being committed to equality of opportunity relating to service provision to the public and or external bodies.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the principles relating to equality of opportunity in employment and service delivery.</li> <li>• Evidence of a personal commitment to equal opportunities.</li> <li>• Demonstrates a personal commitment to equality of opportunity, <b>and</b></li> <li>• Has an awareness of the equality implications of dealing with a diverse range of people</li> </ul>	<p>Refers people to other support and advice services which may be of help          Positive feedback from inspection surveys          Has considered the needs of minority / special needs groups in service delivery, e.g. has sourced an interpreter, has provided advisory leaflets in other languages, has ensured access to health development activities for special groups such as special needs and disadvantaged groups.          Has been involved in the production of information for disadvantaged / vulnerable groups e.g. small businesses, older adults etc.          Disseminates relevant information to professional staff e.g. always e-mails minutes of Community Groups, Specialist sub-groups etc.          Has identified ways of working on service development activities with a variety of community groups</p>
<p><b>Attribute 20/Level 3</b>          Managing the ability of others to be understanding and committed to equality of opportunity.          An ability to apply equality of opportunity when having regular contact with the public, outside agencies and bodies.</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the principles relating to equality</li> </ul>	<p>Screens policies and facilitates Equality Impact Assessments</p>

<p>of opportunity in employment and service delivery.</p> <ul style="list-style-type: none"> <li>• Evidence of a personal commitment to equal opportunities.</li> <li>• Evidence of past practical experience of dealing with the public, outside agencies and bodies on a regular basis.</li> <li>• Demonstrates a personal commitment to equality of opportunity,</li> <li>• Has an awareness of the equality implications of dealing with a diverse range of people, and</li> <li>• Has a knowledge of the special needs of disadvantaged people or under-represented sections of the community</li> </ul>	
<p><b>Attribute 20/Level 4</b> Leading on equality issues at all levels, maintaining regular contact with the leaders of external agencies and bodies</p> <p><b>Supporting Evidence</b></p> <ul style="list-style-type: none"> <li>• A clear understanding of the principles relating to equality of opportunity in employment and service delivery.</li> <li>• Evidence of a personal commitment to equal opportunities.</li> <li>• Evidence of past practical experience of dealing with the public and the leaders of outside agencies and bodies on a regular basis.</li> <li>• Committed to increasing the Council's capacity to deal with equality issues</li> </ul>	

**Personal Competency**

Displays an awareness of equality issues and implications for internal and external contacts

**Areas for Development**

Displays little or no awareness of equal opportunity issues or policy  
Failed to attend equal opportunities training