LOCAL GOVERNMENT SERVICES JOB EVALUATION SCHEME:

TECHNICAL NOTE NO. 7: SKILLS PATHWAYS AND CAREER GRADERS & JOB EVALUATION

1. **Introduction**

1.1 Career Grades represent a basis for progression within or through a grade structure or hierarchy. They are generally associated with professions or careers within which the acquisition of competence and skills adds to the employee’s potential to contribute to the organisation.

1.2 Career Grades have tended to occur historically in those areas where local authorities were major employers and training providers, for example, finance, highways engineering and planning, but in more recent times they have also been found in other areas, such as social work.

1.3 **Job evaluation evaluates jobs and not individuals. Thus it is the knowledge and the skills required to do the job which is measured and not that which an individual employee may personally happen to have.**

1.4 **A career grade should be viewed as a series of jobs with different levels of job demands and responsibilities, requiring different knowledge and skill levels leading to different grades. These outcomes will form the basis of criteria for progression to higher levels of the career grade.**

1.5 **An example of how this would look is as follows:**

<table>
<thead>
<tr>
<th>Career Grade Levels</th>
<th>Title</th>
<th>Example Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Newly Qualified Social Worker</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>Qualified Social Worker</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Senior Social Worker</td>
<td>9</td>
</tr>
</tbody>
</table>

1.6 **Movement within a career grade will be based on the measurement of objective progression criteria linked to the evaluation at each level in the career grade scheme. Progression should be based on job requirements and not the personal attributes and achievements of the individual.**

2. **Benefits of Career Grades**

2.1 Career grades are one way to encourage recruitment and retention as they can help a potential employee see a career or personal development path which they might reasonably expect to progress along. They represent a commitment to the development of the individual if delivered. They may also be a useful means of breaking down occupational segregation and ensuring succession planning.
**3. Training**

3.1 Significant steps within career grades should be identified along with any training to progress. Access to training should be made available to all groups.

3.2 Any career grade scheme should set out openly what is expected of both the employer and the employee. It is essential that any grades/schemes are deliverable. In order to ensure that a career grade system works it is important to ensure there are realistic opportunities to progress to the higher level. Otherwise expectations are raised, which if not delivered, could lead to loss of motivation and morale.

**4. General Equalities Considerations**

4.1 Each level of the career grade must be individually evaluated to ensure it reflects increasing job demands. This may mean redesigning / recalibrating career grade systems to deliver the appropriate level of responsibility at each grade.

4.2 Each employee should be undertaking the actual work commensurate with their career grade level rather than just having the training to allow them to potentially undertake such work.

4.3 Subject to a sustainable business case, career progression systems should be considered in all areas where work is done at a number of levels. This should be irrespective of the equality profile and available to both full time and part time workers.

4.4 There should be fair and consistent application and management of career grades across the organisation.

**5. Monitoring**

5.1 It is important that the establishment and application of career grades are closely and regularly monitored to maintain equality.

5.2 Check that career grades are open to all employees with the required entry skills and knowledge, irrespective of protected characteristics as defined by the Equality Act. If they are dominated by one gender for example there must be an objective reason for this.