

Table 4: Job evaluation factors, weights and factor descriptor and nursery nurse outcomes		
Factor, Weight and Descriptor	NN modal scores, and job requirements as reported by survey and focus group respondents*	Other job scores
Knowledge 16%: all forms (breadth, complexity and depth).	Score: 4 of 9 - conceptual and specialist policy, procedural and organisational knowledge; practical knowledge; utilising knowledge in complex contexts.	4: technical jobs (e.g. IT, training) 5: degree-led occupations (social workers, solicitors)
Initiative & Independence 10%: nature/degree of supervision/guidance available through instructions, procedures, practices, checks, policy, precedent, regulation, strategy and statute.	Score: 2 of 8 - planning and prioritising work within parameters set out by the relevant national regulations; ability to take initiative as a key role requirement; specific and general tasks involving the exercise of judgement within guidelines and procedures; involvement in ascertaining each individual child's developmental needs.	2: plant operators, skip attendants, refuse collectors, cleaners, keyboard operators, gardeners 3: secretaries and administrators.
Mental skills 8%: cognitive requirements, including problem solving, creativity, innovation, imaginative and developmental skills, planning and the ability to conceptualise.	Score: 2 of 7 - considerable planning activity; use of creative, imaginative and innovative skills to enable educating through play.	2: lower level clerical and administrative staff and certain manual workers 3 or 4: occupations with technical/ problem solving dimensions 5: supervisory jobs
Communication 8%: spoken and written skills in normal working (excluding intra-team): purpose, sensitivity and complexity of the subject matter, nature/diversity of the intended audience. Includes informing, exchanging information, listening, persuading, advising, presenting, facilitating, counseling, negotiating and advocacy.	Score 1 or 2 of 8 - extensive communications skills required to deal with specific demands of service users; need to communicate factual information regularly, orally and in writing; influencing skills; engaged in communicating complex, personal and sensitive information; linguistic skills of key service users means that communication is not straightforward .	1 or 2: lower level clerical and manual workers 3 or 4: jobs with young adults or adults as primary service users
Responsibility for employees 8%: Supervision, co-ordination and management of employees; work allocation, supervision and evaluation, provision of guidance, training and development.	Score 1 of 7 - some involvement in training and supervising students; duties in relation to informal peer supervision; engagement in supervision, co-ordination, motivation, conflict resolution and discipline on a daily basis in relation to children.	[This measure focuses on activities associated with managing employees only (supervising, co-ordinating, mediating between, managing disputes and conflict, discipline etc). Involvement in these activities in relation to non-employees may be under-estimated for nursery nurses and other occupations].
Responsibility: for services to others 8%: quality and delivery of physical, mental, social, economic business and environmental services to clients, service users, customers, contractors and members of the public.	Score 2 of 8 – provide educational and caring services, the quality of which is regularly inspected, to children, parents and to society as a whole; provide a wide range of services to specific user groups rather than similar services to a wider range of user groups.	2: golf starter on a public golf course 3 or 4: librarians 4 or 5: administrative services officers
Responsibility for financial resources 8%: cash or equivalent; contribution to budgeting, income generation, financial accuracy, processing, checking, need for economy and efficiency.	Score 2 of 7 - no data collected.	N/A
Responsibility for physical/information resources 8%: tools, equipment, vehicles, buildings, information systems and records.	Score 2 of 7 - actual, if not formal, responsibility for safekeeping of a range of physical resources, including IT equipment; explicit responsibilities relating to record keeping (but no formal responsibilities for managing information systems).	3: janitors, IT officers 4: technicians, administrative assistants

Physical Co-ordination 6%: nature and degree of physical co-ordination required in terms of manual dexterity, hand-eye co-ordination, and co-ordination of limbs and/or senses.	Score 2 of 5 - responsibilities for developing the physical co-ordination skills of young children; demonstrating and participating in a range of physical and creative activities.	2: clerical/admin grades, customer services 3: cook, training coordinator 4: typist, driver
Working Environment 5%: exposure to disagreeable, unpleasant, uncomfortable or hazardous working conditions, their nature and degree, the frequency and duration of exposure, and the effects of variations or combinations of disagreeable conditions.	Score 2 of 5 – adverse environmental factors: personal care of small children; high levels of noise; regular exposure to short-term emotional distress; exposure to ongoing emotional, behavioural and social distress of children and parents in vulnerable families; risks of minor physical injury (e.g. from lifting; minor accidental and/or deliberate injuries from children); stressful environmental factors (visibility of actions; regular and significant inspection, potential impact of errors ranging from trivial to catastrophic).	3: youth workers 4: school crossing patrol 5: refuse collectors
Physical Effort 5%: all forms, including the greatest demand, and frequency/ duration of physical effort.	Score 4 of 5 - significant physical effort; activities to support children’s physical development (outdoor play, gym work, dancing etc); frequent lifting and carrying of babies and small children; occasional restraint of children; requirement for explosive physical effort and stamina.	4: drivers, cleaners, gardeners, road sweepers 5: road workers, gravediggers
Concentration 5%: requirement for mental or sensory attention, awareness, interruptions, simultaneous demands, and nature and degree of the highest level of concentration required.	Score 5 of 6 - considerable mental focus, including visual concentration and aural concentration; maintaining concentration on several things at the same time; maintaining concentration while shifting from one task to another, and maintaining concentration in distracting circumstances.	5: playscheme assistant, trainee solicitor, health and safety inspector 6: project managers, services managers
Dealing with relationships¹ 5%: ¹ circumstances and/or behaviour of those with whom a jobholder comes into contact - people who are upset, unwell, difficult, angry, frail, confused, have special needs, are at risk of abuse and/or are disadvantaged; extent, frequency and duration of such contacts; exposure to abuse and aggression.	Score 3 of 6 – service users regularly exhibit many of the characteristics and/or behaviours specified; considerable responsibility for managing the emotional needs/demands of children.	4: family support workers, support for learning workers 5: classroom assistants, youth workers, supported employment workers, welfare rights officers

***It is important to note that it is not possible to score zero under the scheme.**

¹ Caring skills are not directly measured, although they may be taken into account in terms of dealing with relationships.