



## **1625 Independent People Employment Application Process**

**You have downloaded the Job Pack for this role, which includes the Summary of Main Terms, Job Description, Job Profile and our Competency Development Framework.**

**Please also download the word document application form linked in the advert.**



**Please complete the word application form, including your supporting statement by answering the questions at the end.**



**Click apply on the online advert and complete the private online application questions (safeguarding, referees and equalities monitoring).**



**Attach your completed word application form at the end of the online application, where you can upload a CV or cover letter.**

**Please do not also attach a CV or cover letter as these are NOT necessary and will not be reviewed.**

## 1625 Independent People Summary of Main Terms of Employment

<b>Employer:</b>	1625 Independent People
<b>Job title:</b>	Heritage Project Manager
<b>Duration of contract:</b>	Fixed term until 27 September 2024
<b>Main place of work:</b>	Kingsley Hall
<b>Salary scale:</b>	NJC scale 34 - 37 starting at the bottom of the scale
<b>Salary range:</b>	£40,478 - £43,516 per annum (pro-rata) starting at the bottom
<b>Hours of work:</b>	22.5 hours/week (this represents 0.6 FTE)
<b>Holidays:</b>	30 days per annum plus the usual public and bank holidays in England and Wales (pro rata for part time roles)
<b>Company sick pay:</b>	<p>Less than 6 consecutive months continuous employment, SSP only (annual leave can be used so no loss of pay)</p> <p>6 - 12 consecutive months' continuous employment, 3 weeks' full pay, 3 weeks' half pay</p> <p>12 -18 consecutive months' continuous employment, 6 weeks' full pay, 6 weeks' half pay</p> <p>18 - 36 consecutive months' continuous employment, 9 weeks' full pay, 9 weeks' half pay</p> <p>36 consecutive months' plus continuous employment, 12 weeks' full pay, 12 weeks' half pay</p>
<b>Probationary period:</b>	6 months
<b>Notice on termination: (unless gross misconduct)</b>	<p>During probation -    employee must give four weeks' notice    employer must give statutory notice</p> <p>After -                            employee must give two months' notice    employer must give four weeks' or statutory notice, whichever is longer</p>
<b>Pension:</b>	Employer's contribution 4%. Mandatory requirement for employees to contribute 3.2% subject to eligibility.

**Please note there may be supplementary provisions in the contract of employment accompanying the above terms. In the event of any inconsistency between the contents of this document and any subsequent contract of employment provided by the employer, the terms of the contract of employment shall prevail.**

## 1625 Independent People Job Description

<b>POST:</b>	Heritage Project Manager
<b>RESPONSIBLE TO:</b>	Partnerships Director
<b>DIRECT REPORTS:</b>	External consultants (including QS, Design Team, Business Plan and Interpretation Plan consultants etc)

An experienced Project Manager with a proven track record of delivering conservation building projects with high levels of participation from target groups, preferably projects funded by the National Lottery Heritage Fund (NLHF).

Following 1625ip's successful application to NLHF, this is an exciting opportunity to lead and manage the Development Phase of the Kingsley Hall heritage project bringing together a team of consultants with a wide range of skills in business planning, interpretation planning and fundraising to develop and submit a high-quality Round 2 application to NLHF. Subject to confirmation of Delivery Phase funding and satisfactory performance this appointment may be extended to lead and manage the Delivery Phase of the project.

There will be support from a construction industry Project Manager who will be the key contact for the architect and design team, as such liaison between this Project Manager role and construction project management support will be critically important.

### **AIMS AND OBJECTIVES:**

As with all 1625ip work, this project must be achieved in line with our ethos of *keeping young people at the heart of everything we do*.

- To have overall responsibility for leading, overseeing and project managing the Development Phase of the Kingsley Hall Heritage Project in accordance with all NLHF requirements. Working closely on a day to day basis with the construction industry project management support, Design Team and all stakeholders, to ensure a successful joined up approach to all stages of the project.
- To lead and deliver effective project management and oversight of a diverse team of consultants and staff in the Development Phase of the project to produce a high-quality Round 2 application.
- To provide high-quality, effective partnership working with young people and our external partners, such as We Are Bristol History Commission the University of Bristol, and NLHF.

## RESPONSIBILITIES

### 1. DEVELOP AND DELIVER THE KINGSLEY HALL HERITAGE PROJECT

- 1.1 Lead, develop and deliver the project in the Development Phase, working with the Partnership Director, Project Board and Youth Project Board, and to comply with the requirements of funding bodies including NLHF.
- 1.2 Support and lead on the submission of a high-quality Round 2 application to NLHF for Delivery Phase funding, ensuring the requirements for the submission are fully met.
- 1.3 Lead on the recruitment of external consultants, developing tender documentation and procuring the services required, working closely with the Project Boards and the construction industry Project Manager, and collaborating with key stakeholders.
- 1.4 Commission and manage key external consultants (for example in business planning, interpretation planning and fundraising), working with to ensure that the delivery of the work is carried out as described in the relevant briefs.
- 1.5 Work collaboratively with the construction industry Project Manager to commission and manage key external consultants, working with the Design Team including Conservation Architect, and other consultants (for example Conservation Plan Consultant and QS Consultant).
- 1.6 Ensure that all tender briefs include clear expectations in relation to apprenticeships, employment, and training opportunities for young people, and how these will be assessed and monitored through the contract.
- 1.7 Ensure that specialist consultants deliver the agreed programmes of work with the active involvement of young people, within budget and to agreed timescales, and in accordance with the requirements of NLHF and other funding bodies.
- 1.8 Monitor progress and resolve issues, providing regular reports, including those to NLHF, the Project Board, Youth Project Board and 1625ip Strategic Leadership Team.
- 1.9 Liaise between the Participation and Learning Team and all externally appointed consultants to represent the interests of young people and 1625ip.
- 1.10 Work with the construction industry Project Manager, specialist consultants, the Design Team, and Project Boards to achieve RIBA Stage 3 designs for Kingsley

Hall, statutory consents and NLHF Stage 2 documentation to submit to NLHF – and upon successful Stage 2 funding, lead the project through RIBA Stages 4 through 7 (subject to satisfactory performance).

- 1.11 Work with the Partnerships Director and Project Boards to ensure that the Participation and Conservation aims of the project meet the needs of the young people and 1625ip staff, and the requirements of the NLHF.
- 1.12 Update the risk registers and manage risks.
- 1.13 Lead reviews of policies, procedures, protocols and risk assessments relating to the NLHF project as required.

## **2. FINANCIAL MANAGEMENT, RESOURCE PROCUREMENT AND FUNDRAISING**

- 2.1 Lead the project budget, keep financial records and work with the Finance Team and construction industry Project Manager to prepare monthly reports on expenditure including cashflow reports for NLHF – and ensure that project adheres to budget.
- 2.2 Ascertain the timetable, terms and conditions of each financial resource to ensure the compliance of the funded development and delivery work.
- 2.3 Prepare and submit grant claims for the project, working with the Finance Team.
- 2.4 Assess and approve payments to consultants and professional advisors and advise the Partnerships Director and Corporate Services Director of all payments.
- 2.5 Manage the work of the Fundraising Consultant and in-house Fundraising team working closely with the Partnerships Manager to deliver the match funding requirements, contribute to grant applications for capital and revenue work, supporting exploratory talks with funding bodies, and report as required to funders.

## **3. INTERPRETATION, ACTIVITY AND BUSINESS PLANS AND VOLUNTEERING**

- 3.1 Manage production and delivery of the Development Phase NLHF Activity Plan and Volunteering Programme, providing guidance to and supporting the 1625ip Participation and Learning Team and young people, and building on existing consultation data and formative evaluation.
- 3.2 Develop and cost a high-quality, 5-year Activity Action Plan as part of the NLHF Round 2 application in September 2024.

- 3.3 Commission and manage consultants in the delivery of interpretation, evaluation and special projects:
- (a) for example, commission the Interpretation Planning Consultant and support creation of the Development Phase Interpretation Plan for Kingsley Hall;
  - (b) for example, commission and work closely with the Business Plan Consultant and specialist catering advisers on the development of the Project Business Plan and Skills Kitchen and social enterprise.
- 3.4 Work closely with the Participation and Learning team and Youth Project Board, ensuring that young people's ideas and materials are central to all elements of the project.
- 3.5 Work with the Participation and Learning Team and partners providing support and guidance to ensure that the activity and volunteering programmes are designed with a diverse group of young people and that young people are involved in decision making.
- 3.6 Work with our Partners to provide key skills and expertise, forming strong links with heritage initiatives and organisations across the city and the South West, and with educational partners.
- 3.7 Ensure that the Activity, Interpretation and Business Plans inform the design of Kingsley Hall.
- 3.8 Work with the Communications Team to ensure stories and successes are shared regionally and nationally through key partners.

#### **4. REPORTING AND EVALUATION**

- 4.1 Develop and implement the evaluation framework with the support of the Business Plan Consultants, Youth Project Board and Participation and Learning Manager ensuring young people's involvement in the design and delivery of the evaluation.
- 4.2 Work closely with Participation and Learning Manager to monitor and evaluate impact on young people, covering key indicators such as satisfaction to NLHF project aims (Participation, Activity, Learning, Skills and Wellbeing).
- 4.3 Set up data collection systems in line with the evaluation framework and embed these into 1625ip's Impact Framework.

4.4 Work with the construction industry Project Manager to set up, produce and analyse relevant performance reports e.g. monthly progress reports (for Project Board, NLHF etc), quarterly formal NLHF progress reports with updated cashflow report.

## **5. SAFEGUARDING**

5.1 Working closely with the Participation and Learning Manager, ensure safeguarding of the welfare of children, young people and vulnerable adults - working within 1625 Independent People's safeguarding policies, Southwest Child Protection Procedures and local procedures for safeguarding vulnerable adults.

## **6. OTHER ORGANISATIONAL AND GENERAL RESPONSIBILITIES**

6.1 Adopt, in all aspects of the role, the organisation's psychologically informed framework (training will be provided).

6.2 Carry out day-to-day administration functions to ensure that all records and files are maintained and stored securely in line with the data protection legislation.

6.3 Provide a diverse and culturally sensitive service, ensuring that anti-discriminatory practice and equality of opportunity are promoted within all aspects of Independent People's services.

6.4 Ensure and promote a safe working environment in line with policies on Health and Safety, highlighting any significant deficiencies to the Partnerships Director.

**The list of tasks is not exclusive, and duties may be varied from time to time, with the job description being subject to review and periodic amendments.**

**1625 Independent People  
Job profile  
Heritage Project Manager**

Competency	Level of Competency			Assessment Method	
	Level 1	Level 2	Level 3	Tested at Application	Tested at Interview
<b>Taking Responsibility</b> Showing pride and passion for role and purpose, leading by example, taking ownership, and seeing things through to fruition.			✓	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Empathetic Communication</b> The ability to communicate with clarity, integrity, and enthusiasm, listening to and respecting the needs, responses, and opinions of others.			✓	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Emotionally aware</b> Seeking to understand different perspectives, acting with sensitivity, compassion, and warmth. The ability to adopt emotionally intelligent behaviors and control emotions in stressful situations.			✓	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Delivering Quality</b> Delivering objectives professionally and efficiently, putting young people's needs and aspirations at the centre and delivering in a timely manner and without bias.			✓	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Transparency and Inclusivity</b> Building trust by being open about what we have done and why we have done it, keeping promises and valuing difference, diversity, and inclusion, ensuring fairness and opportunity for all.			✓	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Working Collaboratively</b> The ability to build relationships with people from diverse backgrounds, and form effective working partnerships, both internally and externally.			✓	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Developing Capability</b> Proactively maintaining and developing own job knowledge and skills and promoting learning and growth in others.			✓	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Technical competency</b> The skills, knowledge, and ability to meet the technical requirements that are specific to the job role.			✓	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Technical competencies:**

- Experience of delivering high quality heritage activity plans that meet the requirements of the National Lottery Heritage Fund.
- Project Management methods and tools.
- An understanding of and ability to work within safeguarding, confidentiality and equal opportunities frameworks when working with children and young people.



# Values based Competency Development Framework





The competency development framework is a set of core skills, behaviours and attitudes required by all colleagues that define “how” we are expected to approach our work, and sits alongside “what” we do, as defined in our job descriptions. The framework ensures that we work in a way that exhibits behaviours aligned to 1625IP values, therefore leading to optimal performance.

The framework is a tool that enables discussions around recruitment and selection, supervision, performance and development. It helps to define the standards for each job role against which colleagues and managers can identify current strengths and develop training and development plans.

*At 1625IP we are driven by **Social Justice and Passion**: We strive to do something that matters and see the results of our work in social outcomes. We show pride in our work to improve young people’s lives and deliver the best service we can.*

*We are guided by our Values of **Ownership / Integrity / Humility / Empathy / Equity***

Ownership	Empathy	Integrity	Humility	Equity
<p>We take responsibility for and are accountable for our role and its delivery.</p> <p>We do not wait to be asked or told but identify what needs to be done.</p> <p>We embrace accountability for seeing our work through to fruition.</p>	<p>We see another’s perspective or circumstance whether we agree with this person or not.</p> <p>We approach things in a person-centred way.</p>	<p>We uphold the values of honesty and sincerity while remaining fair and ethical in even the most difficult situations.</p> <p>We treat our colleagues, partners and young people with fairness, honesty and respect.</p> <p>We lead by example and do what we say we will do.</p>	<p>We value openness and curiosity to learn from others.</p> <p>We are open to personal change and continual growth.</p> <p>We learn from both successes and mistakes in equal measure.</p>	<p>We recognise that everyone has a different but equal worth and that everyone deserves the right to be supported to reach their potential.</p> <p>We welcome Equality Diversity Inclusion and to create an equitable environment for all colleagues, partners and young people.</p>



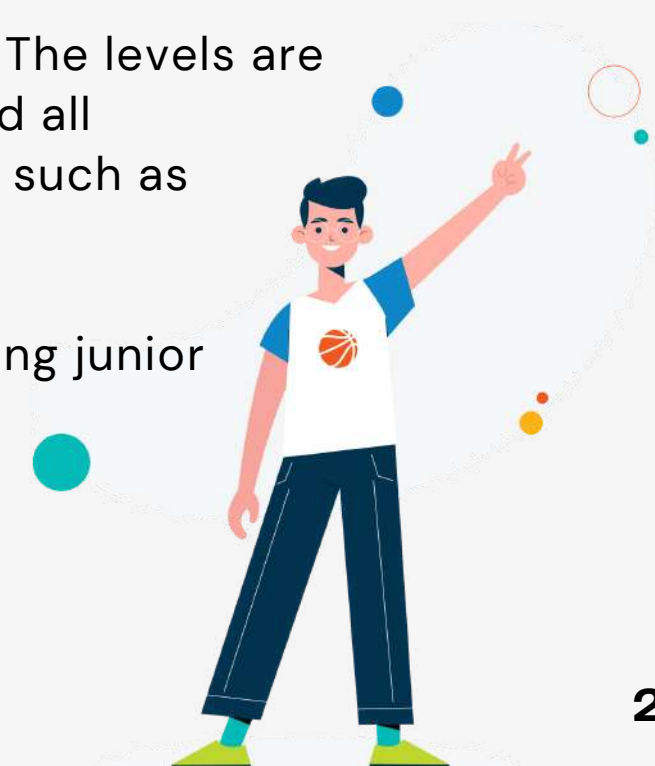
And deliver through our competencies: *Taking responsibility / Empathetic communication / Emotionally aware / Delivering quality / Transparency & inclusivity / Working collaboratively / Developing capability*

Taking responsibility	Empathetic communication	Emotionally aware	Delivering quality	Transparency & inclusivity	Working collaboratively	Developing capability
Showing pride and passion for role and purpose, leading by example, taking ownership and seeing things through to fruition.	The ability to communicate with clarity, integrity and enthusiasm, listening to and respecting the needs, responses and opinions of others.	Seeking to understand different perspectives, acting with sensitivity, compassion and warmth. Adopting emotionally intelligent behaviours and controlling emotions in difficult or challenging situations.	Delivering objectives professionally and efficiently, delivering the aims of 1625IP which is to put young people’s needs and aspirations at the centre, and executing in a timely manner without bias.	Building trust by being open about what we have done and why we have done it, keeping promises and valuing difference, diversity and inclusion, ensuring fairness and opportunity for all.	The ability to build relationships with people from diverse backgrounds and form effective partnerships both internally and externally.	Pro-actively maintaining and developing job knowledge and skills and promoting learning and growth in others.

Each competency has a description and a list of behaviours which indicate that a person is displaying that particular competence.

Each competency is split into three levels, which are intended to be used flexibly to allow for a good fit with different roles. The levels are designed to be cumulative, so those working at higher levels should also demonstrate each preceding level’s behaviours, and all colleagues can aspire to develop the highest level of competency. Higher levels of competency are required for some roles, such as leadership and senior practitioner roles, as defined in the role profile.

- Level 1 – required behaviours for all colleagues.
- Level 2 – all colleagues should seek to demonstrate these behaviours. They are required behaviours for some roles, including junior leadership and some specialist roles.
- Level 3 – aspirational behaviours for colleagues looking to develop into leadership roles. They are required behaviours for those in managerial and leadership positions and some senior practitioner roles.





Role profiles also include Technical Competencies: the experience and knowledge required to carry out the role (for example, a role in Finance may require that the individual was numerate and had some prior financial experience, knowledge and/or qualifications). These are defined in more detail in existing job descriptions

## Taking Responsibility

Showing pride and passion for role and purpose, leading by example, taking ownership and seeing things through to fruition.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• I actively identify and respond to situations as they arise without waiting to be told.</li> <li>• I approach tasks with enthusiasm.</li> <li>• I take responsibility for my own actions; I fulfil my promises and do what I say I will.</li> <li>• I recognise where I can help others and willingly take on additional tasks to support them, where appropriate.</li> <li>• I see things through to completion.</li> <li>• I deliver on time and to the right quality.</li> </ul>	<ul style="list-style-type: none"> <li>• I proactively create a culture of ownership within my areas of work and support others to display personal responsibility.</li> <li>• I am accountable for the decisions my team make and the activities within our teams.</li> <li>• I take personal responsibility for seeing events through to a satisfactory conclusion and for correcting any problems promptly and openly.</li> <li>• I am comfortable in working with autonomy and independence.</li> <li>• I engage with the purpose of the role and will go beyond the specifics of the job description.</li> </ul>	<ul style="list-style-type: none"> <li>• I take responsibility for making improvements to policies, processes and procedures, actively encouraging others to contribute their ideas.</li> <li>• I foster a culture of personal responsibility, encouraging and supporting others to make their own decisions and take ownership.</li> <li>• I act as a role model, leading by example and proactively sharing purpose and the bigger picture.</li> <li>• I put in place support processes that allow delegated decision making and help to improve performance and accountability.</li> <li>• I take an organisation-wide view, acknowledging where improvements can be made and taking responsibility for making these happen.</li> </ul>

## Empathetic communication

The ability to communicate with clarity, integrity and enthusiasm, listening to and respecting the needs, responses and opinions of others

### Level 1

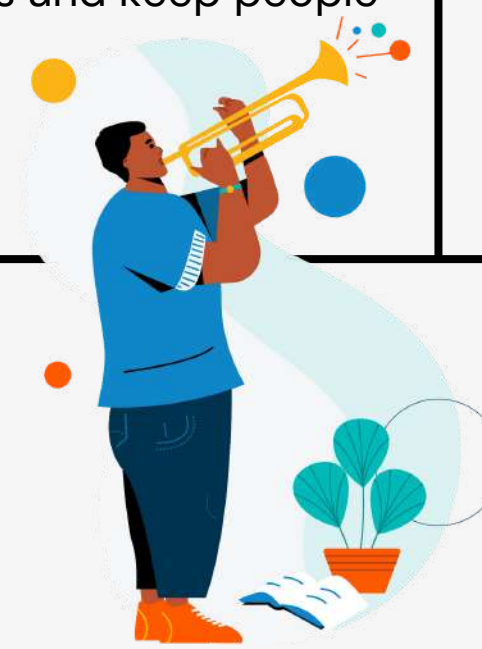
- I communicate orally and in writing in a clear, fluent and concise way that is easy to understand.
- I am open and show respect for others.
- I use an appropriate communication medium and language for each person.
- I respond constructively to comments and questions and handle challenging conversations with confidence and sensitivity.
- I listen to and value different ideas, views and ways of working.
- I check for understanding with messages that I both send and receive.

### Level 2

- I deliver complex and difficult messages with clarity and sensitivity whilst showing empathy with others' needs.
- I ensure communication has a clear purpose and addresses others' individual needs.
- I monitor the effectiveness of my own and my team communications and initiate improvements where necessary.
- I am flexible and open, always seeking to discuss and understand others' needs.
- I advocate for young people.
- I show interest in colleagues and keep people involved and informed.

### Level 3

- I continually communicate with colleagues to ensure understanding of goals and activities and links between these and organisational strategies.
- I develop a culture where colleagues consider individual needs when deciding how and when to communicate and understand the impacts of the different methods.
- I demonstrate and promote communicating with honesty, integrity, impartiality, objectivity, appreciation and respect.
- I proactively support colleagues to make a positive difference and to be sensitive to different views and opinion.



## Emotionally aware

Seeking to understand different perspectives; acting with sensitivity, compassion and warmth. The ability to adopt emotionally intelligent behaviours and control emotions in stressful situations

### Level 1

- I treat others with respect, tolerance and compassion.
- I acknowledge and respect a range of different perspectives, values and beliefs.
- I understand my own emotions and I know which situations might affect me negatively.
- I ask for help and support when I need it.
- I understand the value that diversity offers.
- I am able to be open about my own feelings.
- I seek to understand the thoughts and concerns of others even when they are not expressed clearly.

### Level 2

- I remain calm and think about how to best manage the situation I face, including asking for help and suggestions from others.
- I adapt my style and approach according to the needs of the people I am working with.
- I promote a culture that is compassionate and supportive.
- I empathise with young people and the difficulties that they face.
- I am transparent and open about my personal values.
- I am open to feedback and to change.

### Level 3

- I am responsive to others' needs, knowing when to offer support and challenge.
- I am accessible and present when needed.
- I am confident to challenge without blaming.
- I accept that other people may carry out the role better than I can.
- I am able to see things from a variety of perspectives and I use this knowledge to challenge my own thinking, values and assumptions.
- I take responsibility for helping to ensure the emotional wellbeing of those in my team(s).



## Delivering quality

Delivering objectives professionally and efficiently, putting young people's needs and aspirations at the centre and executing in a timely manner and without bias.

### Level 1

- I work with accuracy and pace to complete tasks on time and to a high standard.
- I plan, organise and manage my time.
- I regularly check performance against objectives and take corrective action where necessary.
- I show enthusiasm for my role and the work I do.
- I complete tasks, keeping notes and records transparent and up to date.
- I am flexible in my approach.
- I look for ways to improve services and processes.

### Level 2

- I act to reassess workloads and priorities when there are conflicting demands.
- I develop, implement, maintain and review systems and processes.
- I am self-organised and can be trusted to work independently.
- I value and seek feedback in order to improve my performance.
- I work with a positive, solution focus approach.
- I am resilient, able to manage challenging situations and competing demands.
- I proactively seek innovative ways to overcome difficulties and make improvements.

### Level 3

- I promote a culture which allows people space and authority to deliver results and to seek and implement innovative solutions.
- I act as a role model for delivery by showing efficiency and focus, whilst welcoming new ideas and being honest about challenges.
- I am able to balance helping and doing, showing good judgement on when to intervene and not micro-manage.
- I establish objectives and priorities that are focused on delivering our purpose and mission.
- I am creative in managing resources, risks and areas of responsibility.



## Transparency & inclusivity

Building trust by being open about what we have done and why we have done it, keeping promises and valuing difference, diversity and inclusion, ensuring fairness and opportunity for all

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• I am open and honest about my actions and motivations.</li><li>• I am consistent and truthful in my dealings with others.</li><li>• I represent the opinions of others without bias.</li><li>• I keep my commitments and promises.</li><li>• I treat people with respect.</li><li>• I maintain appropriate confidentiality.</li><li>• I treat everyone with dignity, fairness and respect, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</li></ul>	<ul style="list-style-type: none"><li>• I take the time to get to know others and their perspective in order to build rapport.</li><li>• I treat people with respect as individuals and address their specific needs and concerns.</li><li>• I actively involve others, especially young people, in making the decisions that affect them.</li><li>• I understand the value that diversity offers.</li><li>• I am clear about what I can and cannot do.</li><li>• I promote the importance of treating others with dignity, fairness and respect, regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.</li></ul>	<ul style="list-style-type: none"><li>• I drive an inclusive culture which welcomes and values diversity and encourages openness, approachability and sensitivity.</li><li>• I promote a culture that demonstrates a belief in the work that we do and delivers a service that is free from bias.</li><li>• I use my influence to create a working environment free of bullying, harassment, victimisation and unlawful discrimination, and where all individual differences and the contributions are recognised and valued.</li><li>• I encourage reflective practice among others and take the time to support others to understand reactions and behaviours.</li></ul>





## Working collaboratively

The ability to build relationships with people from diverse backgrounds and form effective partnerships both internally and externally.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• I work cooperatively with others to get things done, willingly giving help and support to colleagues.</li> <li>• I am approachable and explain things well so that I generate a common understanding.</li> <li>• I am open to taking on new and different tasks.</li> <li>• I am supportive of my colleagues.</li> <li>• I actively create positive relationships at work.</li> </ul>	<ul style="list-style-type: none"> <li>• I manage relationships and partnerships for the long term, sharing information and building trust to find the best solutions.</li> <li>• I help create joined-up solutions across the organisation and with partner organisations.</li> <li>• I work with colleagues and partners to decide who is best placed to take the lead on initiatives.</li> <li>• I am willing to help others across teams and agencies to deliver a service.</li> <li>• I work to aid cooperation within and between teams in order to achieve results.</li> </ul>	<ul style="list-style-type: none"> <li>• I remove practical barriers to collaboration to enable others to build relationships across and outside the organisation.</li> <li>• I take the lead in partnerships so that 1625IP has a major influence in the design and delivery of services to our community.</li> <li>• I actively offer support and help whilst being careful to not take over.</li> <li>• I invest time to develop a common focus and genuine positive sense of community where colleagues feel valued and respected.</li> </ul>





## Developing capability

Pro-actively maintaining and developing own job knowledge and skills. and promoting learning and growth in others.

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• I show a desire to improve by identifying gaps in my skills and knowledge and actively seeking to develop.</li><li>• I look for and suggest improvements to current working methods.</li><li>• I actively reflect on my actions and practice in order to improve.</li><li>• I openly share knowledge and skills to contribute to the learning and development of the whole team.</li><li>• I encourage, support and listen to developmental feedback from colleagues.</li><li>• I recognise my own limitations.</li></ul>	<ul style="list-style-type: none"><li>• I identify and address team and individual requirements to ensure delivery of work.</li><li>• I proactively manage own development and carry out workplace learning opportunities.</li><li>• I devote time to train/coach/mentor to support the development of others and practice improvement.</li><li>• I am flexible and comfortable with change.</li><li>• I actively seek supervision and act on feedback to evaluate and improve own and others' performance.</li><li>• I promote inclusiveness by respecting different personal needs in the team and use these to develop others.</li></ul>	<ul style="list-style-type: none"><li>• I develop and maintain an organisational commitment to empowering individuals to take responsibility for their own learning.</li><li>• I role model continuous self-learning and development, evaluate the effectiveness and plan next steps</li><li>• I provide colleagues with opportunities for development, coaching, supervision and reflective practice, and to share their knowledge and skills with others.</li><li>• I actively seek opportunities to increase my knowledge and insights of people from different backgrounds and perspectives.</li><li>• I develop and deliver strategies to grow sustainable capability that welcomes and values diversity and inclusivity.</li></ul>





## Technical competency

The skills, knowledge and ability to meet the technical requirements that are specific to the job role

Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• I have a basic level of understanding and/or experience of the technical competency.</li><li>• I am able to apply the competency with guidance.</li></ul>	<ul style="list-style-type: none"><li>• I have a good level of understanding and/or experience of the technical competency.</li><li>• I am able to apply the competency with little or no guidance.</li></ul>	<ul style="list-style-type: none"><li>• I have an expert level of understanding and/or experience of the technical competency.</li><li>• I role model the application of the competency and can coach and guide others.</li></ul>

