Grade : 4	Profile reference:PC04
Doc Version: V1	Date latest version: 22/05/2017

Job Family Role Profile: Partnerships & Customers, Grade 4

- *This is a generic role profile. It aims to outline the requirements of roles broadly within the job family and grade detailed above rather than provide the requirements of a specific job*
- *This profile should be used as a template to help 'frame' the right size and shape of work undertaken locally*
- *For further guidance on how to use job family role profiles effectively, please see the Easinet*

Job Family Description

Roles here involve working in partnership with our customers and stakeholders to improve the environment for wildlife and people.

This may involve the planning and co-ordination of project activities, using evidence to engage stakeholders or working in a customer facing role providing assistance and information to groups and individuals. Many of the themes addressed by roles in this job family involve working across the organisation.

Purpose Statement

The contribution and key purpose of roles in this job family at this grade. It indicates the typical degree of independence these roles hold. Note: names of roles are intended to illustrate the type of roles at this grade and are not related to job title.

Acts as an officer or analyst supporting the relationship between the Environment Agency and other organisations, developing partnerships that promote sustainability and environmental outcomes.

Usually involved in the delivery of customer services, typically providing advice and guidance on complicated issues or comprehensive information and data.

Roles at this level are characterised by the requirement to work proactively, seeking out information and keeping customers and service users appraised of progress.

Roles at this grade may also supervise small teams or be engaged on projects.

Typically these roles have autonomy to work within established processes and procedures but refer to others and are subject to supervision.

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Representative Accountabilities

The key areas of work and responsibilities for these roles. Points identify typical areas of outputs and suggest anticipated results but are not exhaustive or specific.

- Provides specialist advice and support to customers, internally and externally. Takes the lead in an area of specific expertise using skills, knowledge and judgement to advise on the best actions / solutions.
- Builds and sustains effective relationships within the organisation. Develops a good understanding of relevant issues and uses this information to inform customer responses.
- Ensures information is recorded accurately, is up to date and readily accessible to support team activities. This may involve the use of specialised systems and databases.
- Maintains commercial awareness of work undertaken and in some cases may act as key customer contact.
- Where involved in supervision, organises day to day activities for team, providing support in resolution of issues and training staff to ensure they have understanding to carrying out their roles.
- May participate in projects or working groups to bring about effective change and improvement to our operations. Typically these will involve implementing improvements to the service or developments, or introducing new ways of working.
- Maintains good relationships and level of service with our customers and partners, enhancing the Environment Agency's reputation.

Typical skills, knowledge and experience

The knowledge, skills and experience indicated usually reflect the minimum levels required for competent performance in the role. Due to the generic nature of job family profiles, detailed requirements need to be specified in supporting documentation, such as the advert.

- Requires specialised knowledge based on experience and / or suitable qualifications. Depending on the role, this usually entails regulatory or operational skills relevant to role requirements.
- Depth of knowledge that enables working authoritatively within customer or partner facing context.
- Required to build relationships based on understanding customers' needs and providing the service required.
- Required to use judgement / experience to tackle routine issues, may seek advice on more complex problems.
- Possibly requires project management skills.
- Roles may require a graduate qualification in a relevant field, relevant vocational qualifications or equivalent experience.

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Expectations for these roles

Sets relevant expectations for roles by grade, including health and safety, equality and diversity, communications required, quality assurance and level of organisational wide understanding required for role. This section is common to all job families at this grade.

- Encourages and develops a positive health, safety & wellbeing culture within the team. Delivers work programmes safely.
- Promotes inclusion by respecting differences in our workforce and works to build a supportive & engaging workplace.
- Able to communicate with a wide audience and explain technical / regulatory issues to non-technical colleagues and partners.
- Uses judgement in delivery of partnering and / or customer engagement activity that meet the needs of customers and fulfil required standards and service levels.
- Understands colleague priorities, operational context, and their contribution to environmental outcomes. Able to describe wider organisation and its services to others.

Grade Distinction

Outlines the difference in expectations and/or accountabilities for roles at grade above and below this profile. This section is common to all job families at this grade.

Roles at grade 3:

- Works within well-defined procedures where decision making is based on a range of options.
- Undertake interpretation and straightforward analyses of information and data.
- Usually co-ordinate and collate data and information.
- Interact with customers and stakeholders rather than ‘own’ or manage relationships.
- Usually require specific on the job training and / or experience to carry out routine activities, whereas roles at this grade usually require background knowledge associated with previous practical experience or specialised training.

Roles at grade 5:

- Manage a range of issues requiring consideration of broader practices rather than process or policy.
- Require a level of specialist knowledge that is usually gained through extensive practical experience or academic qualification.
- Usually require strong grasp of theoretical principle determining activity within their field of activity.
- Are likely to lead the production of documentation and advice.
- Develop and further relationships with customers and stakeholders.