Grade : 4	Profile reference:ER04
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Job Family Role Profile: Environment & Regulation, 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

These are roles engaged in the delivery of operational and regulatory services that are key to the protection and improvement of our water, land and air.

This job family hosts a variety of skills and activities, such as monitoring enforcement through to licensing and permitting. Roles can be field based, gathering data or 'auditing' customers, or office based carrying out analysis or providing advice on environmental issues to customers.

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 achievement of environmental outcomes by working to ensure operational and /or regulatory standards are met and maintained.

Roles are likely to interact with internal and / or external customers and can be field or office based. They include a range of activities from enforcement and field monitoring tasks through to providing analysis and advice that support operations.

May supervise small teams and / or contribute to projects on behalf of the team.

Some roles in this job family participate in incident response as part of their accountability.

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

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.

- Delivers operational and / or regulatory activities and information within an assigned geographical area, in accordance with Environment Agency policy and best practice, to enable team delivery of business plans.

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- Guides, advises and supports team members on policies and practices to help resolve issues and problems. Ensures decisions are made on sound technical grounds and in line with best practice and timeframes.
- Produces information and documentation to support team business plans and management decisions so that Environment Agency interests are accurately and effectively presented.
- Monitors progress of work, identifies gaps in the delivery of priorities and takes appropriate action, or recommends reallocation of time and effort.
- Maintains a good customer focus ensuring effective relationships and partnerships to achieve environmental goals. Sometimes this may involve dealing with difficult customers.
- Participates in local projects and working groups to achieve well planned and managed solutions that bring about improvement for the organisation and support the best environmental outcomes.
- Where supervising, will support recruitment, training and development of team members to ensure an effective and appropriately skilled team is maintained.
- 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.

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.

- Roles require specialised knowledge based on experience and / or suitable qualifications. Depending on the role, this usually entails regulatory or operational skills relevant to role requirements.
- Requires depth of knowledge that enables working authoritatively within a regulatory or operational environment.
- 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 regulatory and operational activities 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 a strong grasp of theoretical principles 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.

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