

Welcome to the Business & Executive Support Career Progression Framework

The framework is a development tool designed to support your thinking about career progression and development with the Business and Executive Support team. It provides clarity and detail about the different job roles in these areas, signposts potential opportunities to seek out for personal and professional development and highlights transferable skills against each role.

Career progression frameworks are a key element of supporting individuals to grow and develop their career within a profession, which in turn support creating career pathways across Medway Council.

What should the Career Progression Framework be used for?

- Reflecting on opportunities and career pathways within your own job profession
- Considering career and progression options across other professions, or the wider organisation
- Understanding behaviours linked to a successful career within Sensory Service
- Thinking about transferable skills and personal strengths
- Identifying your skills and experience gaps in reference to career progression
- Building a personal development plan
- Preparing for development or career conversations
- Learning more about Business and Executive support colleagues and how they have successfully navigated their careers
- Learning more about Business and Executive Support team colleagues and how they have successfully navigated their careers

The Business and Executive Support Career Progression framework is designed to help staff have better career conversations, plan meaningful development, and to experience fulfilling careers. This supports our long-term strategy, Employee Value Proposition and Medway Council's commitment to valuing staff. These frameworks will also help support any recruitment and retention issues as well as support managers with succession planning.

Having career progression frameworks will mean there will be one place where individuals can gain an understanding of the skills and experience needed in each role.

For some individuals thinking about their career in a professional context will be familiar and for others it will be a shift. Integrating those frameworks into the employee experience at the right points offers a real opportunity for all individuals to actively map out their own career progression journey, as they understand how to gain skills, experience and identify the right learning for themselves in a structured way and at the right time.

For information on Career Frameworks and pathways in other areas within Medway Council, please search for 'Career Progression Frameworks' on the Council's Intranet site, MedSpace.

The Framework provides the following information within each job profession:

- Core Knowledge, skills and experience at professional levels within job professions
- Transferable skills and competencies associated with each professional level
- Development activities that may support vertical and lateral career progression

The Business and Executive Support Career Progression Framework should not be considered as an exhaustive resource, or as a guarantee of progression along any defined career pathway, but rather as a tool to support you to consider, discuss and plan your career and development at Medway Council.

Job Profession: Business and Executive Support

Business Support Apprentice

This is an entry level administrative role and will be engaged in prescribed and mainly reactive work, performing a limited number of straightforward tasks within established procedures and under regular supervision.

Business Support Assistant (Range 2)

Roles at this level will be providing a range of general administrative tasks to support service delivery. Relevant training and experience is likely to have been gained through prior generalist work or related activity. Post holders will need GCSEs in English and Maths or equivalent. Most work needs to be organised to meet deadlines within the day, although some work may need to be scheduled to meet known deadlines within the week or month. May be required to support and/or provide training to colleagues.

Personal Assistant (Range 3)

Roles at this level will encompass administrative business support as well as providing support to an Assistant, Deputy Director or Director. They may work alongside an Executive Assistant. PA's act as a gateway; at times, screening and responding to queries on their behalf. Post holders will have a clear understanding of the key priorities for the area they are supporting. They will have the confidence, skills and ability to interact with a diverse range of stakeholders at different levels, both within and outside the organisation. They may work alongside an Executive Assistant.

Business Support Officer / Business and Finance Support Officer (Range 3)

Roles at this level encompass general administrative and/or finance work, which is more varied and skilled although still fairly prescribed, with minimal day to day supervision and general guidance as to what is required. A detailed understanding of methods, systems and procedures will be required. Roles at this level may provide coaching and/or training to others who are carrying out similar duties. Work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of administrative support activities.

Business Support Officer (with line management responsibilities) (Range 3)

Roles at this level encompass general administrative and/or finance work, which is more varied and skilled although still fairly prescribed, with minimal day to day supervision and general guidance as to what is required. A detailed understanding of methods, systems and procedures will be required. Roles at this level provide supervision, coaching and/or training to apprentices and Business Support Assistants. Work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of administrative support activities.

Business Support Team Leader (Range 4)

Roles at this level require an in-depth knowledge of administrative or specialist methods and procedures, gained through experience and formal qualification. The knowledge is applied to provide a range of administrative support activities. Work may still have routine elements at times, but more advanced support will be provided to the service. Roles at this level will be managing a team.

Executive Assistant to Cabinet Members/Leader (Range 4)

Roles at this level require previous experience of working in a similar role and specialist knowledge of the business area they support. The post holder will be able to manage a demanding and varied workload requiring prioritisation of conflicting tasks, along with the ability to always remain calm and professional. The post holder will be able to confidently support Cabinet Members/Leader of the Council, enabling them to function and lead effectively in an organised way. A detailed understanding of methods, systems and procedures will be required.

Programme Officer (Range 5)

Roles at this level require strong programme and project management expertise, combined with a detailed understanding of governance, compliance, and policy within a local government context. The post holder will manage a varied and demanding workload, balancing strategic priorities with operational delivery, and will provide high-level support to the Director of Children and Adults to enable effective leadership and decision-making.

The role involves coordinating complex programmes, managing budgets, and leading risk and information governance processes. The post holder will liaise with internal and external stakeholders, represent the Director when required, and contribute to policy development through research, analysis, and reporting. Advanced organisational, communication, and problem-solving skills are essential, alongside the ability to manage staff, champion equality and inclusion, and ensure compliance with statutory requirements. Roles at this level may also include leading cultural change initiatives, supporting strategic engagement, and driving continuous improvement across the Directorate.

Executive Assistant (Range 5)

Roles at this level require an in-depth specialist knowledge of administrative specialist methods and procedures, as well as the business area they support gained through experience and formal qualification. The post holder will be able to manage a demanding and varied workload requiring prioritisation of conflicting tasks, along with the ability to always remain calm and professional. The post holder will be able to confidently support the Assistant Director/Director, enabling them to function and lead effectively in an organised way. A detailed understanding of methods, systems and procedures will be required. Roles at this level may include supervision, coaching and/or training others. In addition, the post holder will be expected to contribute to projects and analysis of data. They are responsible for making the Director / Assistant Director aware of and brings their focus and attention to challenging issues, providing innovative solutions to help mitigate risk.

Personal Assistant to Chief Executive (Range 5)

This role requires the post holder to have a broad knowledge and understanding across the whole Council and an in-depth knowledge of related systems and legislation. They are responsible for working closely with the Executive Assistant. The post holder will be responsible for provide a wide-ranging support service for the Chief Executive.

Executive Assistant to Chief Executive (Range 6)

In addition to the Personal Assistant to the Chief Executive above, this role will require the post holder to have detailed organisational knowledge. They will provide a wide-ranging executive support service for the Chief Executive to enable them to focus on strategic initiatives and leadership. The post holder will also provide advisory and consultancy advice to the wider Corporate Management Team, members of the Cabinet and the Council.

How might you use the Career Framework?

The Business & Executive Support Career Progression Framework aims to support your career. It provides clear and consistent information to help you to develop, and to plan your progress.

Depending on where you are in your career journey, the Framework could be used to inform conversations with your line manager by providing a foundation for discussions about your ongoing training and development needs, or preparation for the next stage in your career.

For Individuals:

You will be able to use the available frameworks to identify the skills and experience you need at any point in time for any given professional role. You will clearly be able to see how you can progress within each Role as well as how to progress through the career framework.

The frameworks will support you to plan and manage your own career, helping you plan your learning journey to support your career aspirations.

The frameworks will help you take control of and steer your development conversations more effectively, so they reflect your professional priorities and needs.

An understanding of the professional technical and experience needed for a role will also support you if you want to look for a move, as the professional requirements are reflected in recruitment.

For Managers:

The frameworks will help you structure conversations with individuals in your team providing a narrative for you to use in development conversations.

The frameworks provide a way to build a joint understanding with individuals in your team, or the professional expectations, especially where you may be in a different profession.

Using frameworks and Job Descriptions to inform discussions on recruitment can help you ensure you get the right person in post, with the right skills needed.

How the Framework is organised

This framework is organised in the following way:

Job profession

A job profession represents a group of jobs that have similar professional characteristics. Although the level of responsibility will differ, the essential nature of activities carried out is consistent across the profession and there is a reasonable expectation that people would progress within the profession between levels.

This framework covers the following job profession(s):

- Business Support Apprentice
- Business Support Assistant
- Personal Assistant
- Business Support Officer (with / without line management responsibilities)
- Business and Finance Support Officer
- Business Support Team Leader
- Executive Assistant

A single job profession tends to represent an area of specialist expertise, described at different role levels.

Some job roles may combine more than one job profession, meaning that the post holder has expertise in more than one specialism. In these circumstances, consider how your role is reflected in one or a combination of professions, and how you would like to build your career going forward. Consider where you would like to focus your energies on building experience in your area of interest and potentially increasing your specialisation within a certain profession. Use the information in the framework relating to development and transferable skills and competencies to support your thinking.

Personal and Professional Development

The Career Progression Framework highlights different ways in which staff can actively develop their personal and professional skills.

This may include:

On the job learning (learning by doing)

Learning from others (through observing and interacting with other people or groups)

Formal learning (classroom based)

There are other ways in which staff can actively develop their personal and professional skills, such as:

Stepping Up (covering an employee's annual or sick leave to gain relevant experience and development (unpaid))

Acting Up (covering the duties of a higher-graded post on a longer-term basis (paid))

Secondments (a temporary transfer of an employee to another section or department. Usually within Medway Council but can also be an external organisation)


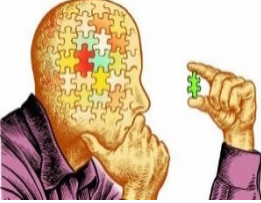


The Career progression framework points to relevant learning and development suggestions to reach the level at which they are displayed. For example, information displayed at a Level C refers to the development required to reach an Accomplished level within that job role.

In some cases, development options should not be considered as essential, but as useful suggestions to build, encourage and support staff to build expertise, confidence and experience to enable their next chosen move.

Transferable Skills

Transferable skills support a flexible approach to career planning through highlighting abilities, attributes and behaviours that underpin effective performance. They can give a preliminary basis for identifying where transferable skills could be helpful to job mobility and provide a starting point for understanding strengths. These skills can be developed and refined through working experience or learning interventions as part of any personal and professional Development.

Are you a browser, a thinker, a mover or a supporter?

How can you use the Career Progression Framework?			
			
Browsers	Thinkers	Movers	Supporters
<p>Are you reflecting broadly on a career with Medway Council?</p> <p>If so, use the framework to look at the kinds of experiences and development you might need to join different job professions at different ranges.</p> <p>You may also be interested in transferable skills to see what pathway best suits you.</p>	<p>Are you thinking about your longer-term career and may be deliberating between a few directions?</p> <p>If so, you can use the framework to understand how to gain the kind of experience you need to progress your longer-term ambitions.</p> <p>You can gain insight into the kinds of development you might consider actioning.</p>	<p>Are you ready to progress, you know exactly where you want to go?</p> <p>If so, you can use this framework to gain information for your next move. You can locate the professional job role and level you are interested in and find relevant information on job titles, experience, skills, and development.</p>	<p>Are you a manager, a coach, a mentor or a supportive friend?</p> <p>If so, you can use the framework to recruit, inspire and develop staff through meaningful conversations, even if you are not a subject matter expert in the professional field.</p>

Range 4	Job Title: Business Support Team Leader	
Duties: <ul style="list-style-type: none">Roles at this level require an in-depth knowledge of administrative or specialist methods and procedures, gained through experience and formal qualification. The knowledge is applied to provide a range of administrative support activities. Work may still have routine elements at times, but more advanced support will be provided to the service. Roles at this level will be managing a team.		
Sector Specific framework: Please provide link to national/sector specific framework if this applies		
Level A (Developing)	Level B (Practising)	Level C (Accomplished)
Required for this level	In addition to level A	In addition to levels A and B
Qualifications <ul style="list-style-type: none">GCSEs in English and Maths (grades 4-9) or equivalent.Level 3 in Business Administration or equivalent.Willingness to work towards Level 3 Management qualification	Qualifications <ul style="list-style-type: none">Working towards Level 3 Management qualification or equivalent	Qualifications <ul style="list-style-type: none">Level 3 Management qualification or equivalent.Evidence of ongoing continuous professional development.
Evidence requirements: <ul style="list-style-type: none">GCSE certificates to include Maths and English to be provided through onboarding process.Certification of Level 3 in Business Administration / customer service, or equivalent.Commitment provided to line manager.	Evidence requirements to progress to level B: <ul style="list-style-type: none">Working towards Level 3 in leadership and management, or equivalent / 50% completed.	Evidence requirements to progress to level C: <ul style="list-style-type: none">Level 3 in Leadership and Management certificate.Evidence of continuous professional development increasing skills, knowledge and behaviours for the role logged by individual with statement from manager evidencing stretch.
Knowledge <ul style="list-style-type: none">Detailed knowledge and understanding of GDPR legislation and FOIs.Detailed understanding of policies and procedures in own area of work.A good understanding of the Council’s Record Retention Policy.Detailed knowledge of the service area in which you are supporting.A good understanding of equality, diversity and inclusion.	Knowledge <ul style="list-style-type: none">A good understanding of the Council’s induction process for new staff.Knowledge of the Council’s financial procedures.Detailed knowledge of council systems to provide accurate management information.	Knowledge <ul style="list-style-type: none">Expert working knowledge of the broader activities of the service.Knowledge of different learning styles.
Evidence requirements (knowledge): <ul style="list-style-type: none">Provide an example of how you have applied your detailed knowledge of GDPR and Freedom of Information legislation in your work to ensure compliance or improve data handling processes.Provide an example of how your detailed understanding of the policies and procedures has helped you ensure compliance, improve efficiency and support colleagues.Provide an example of how your understanding of the Council’s Record Retention Policy has informed your approach o managing, storing or disposing of records in line with legal and organisation requirements.Describe your knowledge of the service area and how this will enable you to deliver effective solutions or improve outcomes.	Evidence requirements (knowledge): <ul style="list-style-type: none">Provide examples of how supported the onboarding experience for new staff.Provide examples of how you have applied your knowledge of the Council’s financial procedures to provide advice and guidance to colleagues.Evidence systems knowledge required to undertake your role and how you have used them to produce management information.	Evidence requirements (knowledge): <ul style="list-style-type: none">Provide 3 examples where your expert working knowledge of the broader activities of the service has enabled you to contribute beyond your immediate responsibilities to support and improve service outcomes.Provide 3 examples that demonstrate your knowledge and application of different learning styles to support individual development.
Experience <ul style="list-style-type: none">Significant experience of providing a comprehensive administrative and/or customer support service.Experience of coaching/supporting others in their role.	Experience <ul style="list-style-type: none">Experience in leading a team and promoting quality and continuous improvement.	Experience <ul style="list-style-type: none">Experience of responding to Freedom of Information requests.Experience of contributing to proposals for achieving savings and/or increasing income

<ul style="list-style-type: none"> • Experience of providing general information, advice and guidance on internal procedures relating to finance. • Experience of analysing and considering alternative solutions, adapting to new ways of working where necessary. • Experience of undertaking complex minute taking and taking a proactive approach to tracking actions. • Experience of dealing with highly confidential and sensitive data. • Provide an example of how you promote positive approaches to equality, diversity and inclusion. 	<ul style="list-style-type: none"> • Experience of building sound and productive working relationships with customers, colleagues, partners and staff groups and can engage others in a credible and persuasive way. • Experience of managing/resolving complex situations. 	
<p>Evidence requirements (experience): <i>A minimum of 3 years' experience in a similar role.</i></p> <ul style="list-style-type: none"> • Provide examples of providing a comprehensive administrative and/or customer support service. • Provide examples where you have provided one to one support to help colleagues build confidence and competence in their roles. • Provide examples where you have provided advise to staff on submitting expenses, raising purchase orders or processing invoices. • Provide an example where you had to analyse different options to solve a problem and successfully adapt to a new way of working. • Provide examples of minutes you have undertaken that demonstrate your ability to summarise and track key actions. • Provide details of the data you are handling and how you ensure the information is handled and stored appropriately. 	<p>Evidence requirements (experience): <i>Minimum of 18 months at 4A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents.</i></p> <ul style="list-style-type: none"> • Provide examples where you have demonstrated leadership while encouraging high standards and ongoing development within your team. • Provide a range of examples where you have worked with colleagues to deliver a shared goal, built strong working relations and established trust with partners through regular communication and follow up. • Provide examples where you have successfully managed a complex situation (one that is not common within day to day tasks and requires a response). Explain the steps you took to reach a positive outcome and achieved a positive outcome. 	<p>Evidence requirements (experience): <i>Minimum of 18 months experience at level 4B for career progression applications evidenced by HR records and/or performance appraisal documents.</i></p> <ul style="list-style-type: none"> • Provide response examples where you have coordinated FOI requests, liaised with relevant parties and ensured responses are submitted within the statutory timescale. • Provide examples of ideas you have shared to help achieve savings/increase income for the service, to include evaluation and feedback.
<p>Skills</p> <ul style="list-style-type: none"> • Ability to use Microsoft Word, Excel, Teams and Outlook. • Ability to model high levels of professionalism and promote a culture of professional standards. • Ability to use own judgement and creativity to assess situations, solve problems and adapt to new ways of working. • Ability to provide meaningful feedback to staff to enhance performance and influence outcomes. • Ability to recognise and reward excellence. • Excellent organisational skills. • Excellent interpersonal skills with a confident telephone manner, and the ability to create a welcoming environment for members of the public, staff and stakeholders. • Ability to work within defined procedures and to work independently, using initiative to deal with situations, referring to supervisor/line manager for unusual or difficult problems. 	<p>Skills</p> <ul style="list-style-type: none"> • Skilled in the use of specialist IT packages relevant to the service area in which you are working. • Ability to interpret data and prepare reports as required, demonstrating precision and speed. • Ability to communicate in a manner which is easily understood and tailored to meet the needs of the audience. • Ability to confidently challenge and effectively manage conflicting priorities in the workplace. • Ability to plan with some consideration for the medium term. 	<p>Skills</p> <ul style="list-style-type: none"> • Ability to recognise own and others' learning style. • Ability to undertake work that requires a range of imaginative solutions and responses and/or involves application of fresh and innovative thinking. • Ability to use analytical skills to interpret complex information and situations.

<ul style="list-style-type: none"> • Ability to demonstrate commitment to equality, diversity and inclusion. • Ability and willingness to travel to meet requirements of the role. • Ability to always maintain confidentiality. 		
<p><u>Evidence requirements (skills):</u></p> <ul style="list-style-type: none"> • Competent user of ICT software packages, e.g. able to use Outlook, write letters, emails, spreadsheets, reports and put together a presentation on PowerPoint, evidenced through application, and interview questions. • Provide an example where you have upheld organisational values and encouraged others to do the same. • Provide an example where you have independently identified an issue, thought through possible solutions and acted. • Provide an example where you have provided constructive feedback to staff to improve performance or address behavioural issues. • Provide an example where you recognised a team member who exceeded expectations. What steps did you take to ensure they felt appreciated and motivated to continue performing at a high level. • Provide an example where you have used your organisational skills to manage competing priorities and meet deadlines. • Ability to provide clear and accurate information both orally and in writing. • Provide a range of examples that highlights your ability to follow organisational policies and procedures whilst also using initiative to deal with situations. • Demonstrate that you understand the principles of equality, diversity and inclusion and how they are applied in the workplace together with an example of how you have applied this in your current role. • Acknowledgement of requirement to travel to meetings off site on occasions. • Provide examples where you have respected confidentiality within your role. 	<p><u>Evidence requirements (skills):</u></p> <ul style="list-style-type: none"> • Provide examples of different IT packages that highlight your technical competence and ability to adapt to digital systems. • Provide examples where you have interpreted data and produced insightful reports that support operational decision making. • Provide examples where you have translated complex information into accessible formats e.g. through written reports, presentations or verbal briefings, to ensure key messages are easily understood. • Provide examples where you have confidently challenged a decision and examples when you have managed conflicting priorities in the workplace. In all cases, describe the situation, the actions you took and the outcome. • Provide examples where you have planned in your role, considering medium-term needs such as staffing, service delivery or resource management. 	<p><u>Evidence requirements (skills):</u></p> <ul style="list-style-type: none"> • Through documented 1:1, evidence where you have discussed how different aids have helped with your own learning and how you have used this learning to help others. • Provide a range of examples where you have significantly improved efficiency through innovation. • Provide examples where you have analysed complex information, such as data or unusual tasks, relevant to your role and at least one complex situation.

Evidence requirements:

Where examples are requested, this should be a **minimum of 3 different pieces of work** (unless otherwise stated), but one piece of work may be used to demonstrate multiple competencies as appropriate. If one individual piece of work does not meet all the required criteria, please ensure additional documentation is provided to evidence all the relevant criteria as detailed in the framework has been met in full.

The discussion / evidence could include, but is not limited to, evidence such as:

- Case files
- Screen shots
- Feedback or testimonials from colleagues
- Meeting notes / minutes
- Spreadsheets
- Project plans
- Feedback from other professionals
- Presentations
- KPI data
- Service Outcomes
- Observation of practice
- Reports
- Witness Statements
- Professional discussion with manager
- Training records
- Email/written correspondence

Evidence may be supplemented with records/manager notes of discussions at 1:1s or by line manager observations

Structure Chart

Please insert structure chart(s) for relevant area of operations

