



## Business and Executive Support Career Progression Framework Guide



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## What should the Career 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 the Personal and Executive Assistant profession
- 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 Personal and Executive Assistant colleagues and how they have successfully navigated their careers

## Business and Executive Support Career Progression Framework

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 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.

## What is the Business and Executive Support Career Progression Framework?

The framework is a development tool designed to support your thinking about career progression and development within the Business and Executive Support Job Family. 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.

### **Job Profession:**

#### **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**

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**

Roles at this level will encompass general administrative business support as well as providing support to an Assistant Director. They may work alongside an Executive Assistant. PA's act as a gateway to the Assistant Director; at times, screening and responding to routine 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.

#### **Business Support Officer / Business and Finance Support Officer**

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)**

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.

## **Executive Assistant (Range 4)**

### **Support to Assistant Director**

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 the Assistant 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 assist with projects and analysis of data.

### **Business Support Team Leader**

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 (Range 5)**

### **Support to Director**

In addition to the Executive Assistant above, roles at this level require in-depth specialist knowledge of the business area they support. They will actively contribute to projects and analysis of data. They are responsible for making the 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 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:**


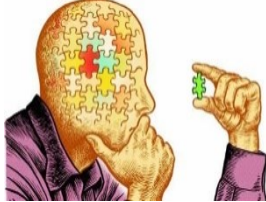


The frameworks will help you structure conversations with individuals in your team providing a narrative for you to use in development conversations.

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.

You may decide to integrate the CPF for Business and Executive Support roles into your overall CPF for your team/service. The CPF is provided as a generic framework and there may be areas you wish to modify so they are more specific to the roles within your service.

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.

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>

## 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
- Executive Assistant (Support to AD / Director and above)
- Business Support Team Leader

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 in 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.



## Evidence required to progress through the Framework:

Where there is mention below of a professional discussion and the submission of case evidence, employees can decide how best this can be demonstrated. You may wish to collate all the evidence required to demonstrate the required knowledge, skills or experience into a case example. 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:

Reports Data / Analysis Dashboards

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

Professional discussion with manager

Training records

Email correspondence etc

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

BUSINESS SUPPORT ASSISTANT		
EVIDENCE FOR PROGRESSION TO LEVEL 2A	EVIDENCE FOR PROGRESSION TO LEVEL 2B	EVIDENCE FOR PROGRESSION TO LEVEL 2C
<u>Qualifications:</u> <ul style="list-style-type: none"> <li>GCSE certificates to include Maths and English to be provided through onboarding process.</li> </ul>	<u>Qualifications:</u>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Evidence of continuous professional development.</li> <li>Able to describe how they have put the learning into practice in their role</li> </ul>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied</li> </ul>
<u>Experience:</u> <ul style="list-style-type: none"> <li>Application form criteria met.</li> <li>Interview assessment and scenario-based assessment.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>Provide at least one example for each experience criteria at level 2B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>For career progression applications – 18 months satisfactory experience at level B to progress, evidenced by performance appraisal documents.</li> <li>Provide at least one example for each experience criteria at level 2C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
<u>Skills:</u> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> <li>Test at interview</li> </ul>	<u>Skills:</u> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 2B. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>	<u>Skills:</u> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 2C. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>
PERSONAL ASSISTANT		
EVIDENCE FOR PROGRESSION TO LEVEL 3A	EVIDENCE FOR PROGRESSION TO LEVEL 3B	EVIDENCE FOR PROGRESSION TO LEVEL 3C
<u>Qualifications:</u> <ul style="list-style-type: none"> <li>GCSE certificates to include Maths and English to be provided through onboarding process.</li> </ul>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Working towards Level 3 in Business Administration.</li> </ul>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Completed Level 3 in Business Administration.</li> <li>Evidence of continuous professional development.</li> <li>Able to describe how they have put the learning into practice in their role</li> </ul>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>
<u>Experience:</u>	<u>Experience:</u>	<u>Experience:</u>

<ul style="list-style-type: none"> <li>• Application form criteria met.</li> <li>• Interview assessment and scenario-based assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of 12 months at 3A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> <li>• Provide at least one example for each experience criteria at level 3B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<ul style="list-style-type: none"> <li>• For career progression applications – 18 months satisfactory experience at level 3B to progress, evidenced by performance appraisal documents.</li> <li>• Provide at least one example for each experience criteria at level 3C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>• Interview and scenario-based assessment.</li> <li>• Test at interview</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Provide at least one example for each skills criteria at level 3B. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>• Provide at least one example for each skills criteria at level 3C. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>

### BUSINESS SUPPORT OFFICER (with and without Line Management)/ BUSINESS AND FINANCE SUPPORT OFFICER

<b>EVIDENCE FOR PROGRESSION TO LEVEL 3A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 3B</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 3C</b>
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• GCSE certificates to include Maths and English to be provided through onboarding process.</li> </ul>	<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Working towards Level 3 in Business Administration.</li> </ul>	<b>Qualifications:</b> <ul style="list-style-type: none"> <li>• Completed Level 3 in Business Administration.</li> <li>• Evidence of continuous professional development.</li> <li>• Able to describe how they have put the learning into practice in their role</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Interview and scenario-based assessment.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>
<b>Experience:</b> <ul style="list-style-type: none"> <li>• A minimum of 2 years' experience in a similar role.</li> <li>• Application form criteria met.</li> <li>• Interview assessment and scenario-based assessment.</li> </ul>	<b>Experience:</b> <ul style="list-style-type: none"> <li>• Minimum of 18 months at 3A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> <li>• Provide at least one example for each experience criteria at level 3B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<b>Experience:</b> <ul style="list-style-type: none"> <li>• For career progression applications – 18 months satisfactory experience at level 3B to progress, evidenced by performance appraisal documents.</li> <li>• Provide at least one example for each experience criteria at level 3C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b>

<ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> <li>Test at interview</li> </ul>	<ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 3B. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 3C. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>
<b>EXECUTIVE ASSISTANT (to Assistant Director)</b>		
<b>EVIDENCE FOR PROGRESSION TO LEVEL 4A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 4A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 4A</b>
<u>Qualifications:</u> <ul style="list-style-type: none"> <li>GCSE certificates to include Maths and English to be provided through onboarding process.</li> <li>Certification of Level 3 in Business Administration / customer service, or equivalent</li> </ul>	<u>Qualifications:</u>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Evidence of continuous professional development.</li> </ul>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>
<u>Experience:</u> <ul style="list-style-type: none"> <li>Application form criteria met.</li> <li>Interview assessment and scenario-based assessment.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>Minimum of 18 months at 4A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> <li>Provide at least one example for each experience criteria at level 4B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>For career progression applications – 18 months satisfactory experience at level 4B to progress, evidenced by performance appraisal documents.</li> <li>Provide at least one example for each experience criteria at level 4C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
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<b>EVIDENCE FOR PROGRESSION TO LEVEL 4A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 4A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 4A</b>
<u>Qualifications:</u> <ul style="list-style-type: none"> <li>GCSE certificates to include Maths and English to be provided through onboarding process.</li> </ul>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Working towards Level 3 in leadership and management, or equivalent / 50% completed</li> </ul>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Completed Level 3 in Leadership and Management together with any evidence of ongoing professional development.</li> </ul>

<ul style="list-style-type: none"> <li>• Certification of Level 3 in Business Administration / customer service, or equivalent</li> </ul>		<ul style="list-style-type: none"> <li>• Supporting statement to include how the employee has put the learning into practice in their role.</li> </ul>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Interview and scenario-based assessment.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied</li> </ul>
<u>Experience:</u> <ul style="list-style-type: none"> <li>• A minimum of 3 years' experience in a similar role.</li> <li>• Application form criteria met.</li> <li>• Interview assessment and scenario-based assessment</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>• Minimum of 18 months at 4A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> <li>• Provide at least one example for each experience criteria at level 4B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>• For career progression applications – 18 months satisfactory experience at level 4B to progress, evidenced by performance appraisal documents.</li> <li>• Provide at least one example for each experience criteria at level 4C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
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<b>EVIDENCE FOR PROGRESSION TO LEVEL 5A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 5B</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 5C</b>
<u>Qualifications:</u> <ul style="list-style-type: none"> <li>• GCSE certificates to include Maths and English to be provided through onboarding process</li> <li>• Certification of Level 3 in Business Administration / customer service, or equivalent</li> </ul>	<u>Qualifications:</u>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>• Completed assessments and certification of any courses undertaken, further evidenced by performance appraisal documentation</li> </ul>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Interview and scenario-based assessment.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>• Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>
<u>Experience:</u> <ul style="list-style-type: none"> <li>• Application form criteria met.</li> <li>• Interview assessment and scenario-based assessment.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>• Minimum of 18 months at 5A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>• For career progression applications – 18 months satisfactory experience at level 5B to progress, evidenced by performance appraisal documents.</li> </ul>

	<ul style="list-style-type: none"> <li>Provide at least two examples for each experience criteria at level 5B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<ul style="list-style-type: none"> <li>Provide at least two examples for each experience criteria at level 5C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> <li>Test at interview</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 5B. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 5C. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>
<b>PERSONAL ASSISTANT (to Chief Executive)</b>		
<b>EVIDENCE FOR PROGRESSION TO LEVEL 5A</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 5B</b>	<b>EVIDENCE FOR PROGRESSION TO LEVEL 5C</b>
<b>Qualifications:</b> <ul style="list-style-type: none"> <li>5 GCSEs Grade 4 - 9 (or equivalent) including English and Maths.</li> <li>Level 3 in business administration / customer service or equivalent qualification.</li> </ul>	<b>Qualifications:</b>	<b>Qualifications:</b> <ul style="list-style-type: none"> <li>Completed assessments and certification of any courses undertaken, further evidenced by performance appraisal documentation</li> </ul>
<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<b>Knowledge:</b> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>
<b>Experience:</b> <ul style="list-style-type: none"> <li>Application form criteria met.</li> <li>Interview assessment and scenario-based assessment.</li> </ul>	<b>Experience:</b> <ul style="list-style-type: none"> <li>Minimum of 18 months at 5A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> <li>Provide at least two examples for each experience criteria at level 5B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<b>Experience:</b> <ul style="list-style-type: none"> <li>For career progression applications – 18 months satisfactory experience at level 5B to progress, evidenced by performance appraisal documents.</li> <li>Provide at least two examples for each experience criteria at level 5C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> <li>Test at interview</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 5B. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 5C. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>

EXECUTIVE ASSISTANT (to Chief Executive)		
EVIDENCE FOR PROGRESSION TO LEVEL 6A	EVIDENCE FOR PROGRESSION TO LEVEL 6B	EVIDENCE FOR PROGRESSION TO LEVEL 6C
<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Good standard of education to A level or equivalent, such as BTEC in Business Studies, Public Administration</li> </ul>	<u>Qualifications:</u>	<u>Qualifications:</u> <ul style="list-style-type: none"> <li>Completed assessments and certification of any courses undertaken, further evidenced by performance appraisal documentation</li> </ul>
<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>	<u>Knowledge:</u> <ul style="list-style-type: none"> <li>Provide a minimum of 3 examples evidencing how knowledge and/or technical ability has been applied.</li> </ul>
<u>Experience:</u> <ul style="list-style-type: none"> <li>Application form criteria met.</li> <li>Interview assessment and scenario-based assessment.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>Minimum of 18 months at 6A with satisfactory performance. Evidenced by personal records and/or performance appraisal documents</li> <li>Provide at least two examples for each experience criteria at level 6B to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>	<u>Experience:</u> <ul style="list-style-type: none"> <li>For career progression applications – 18 months satisfactory experience at level 6B to progress, evidenced by performance appraisal documents.</li> <li>Provide at least two examples for each experience criteria at level 6C to demonstrate how it has been achieved. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9.</li> </ul>
<u>Skills:</u> <ul style="list-style-type: none"> <li>Interview and scenario-based assessment.</li> <li>Test at interview</li> </ul>	<u>Skills:</u> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 6B. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>	<u>Skills:</u> <ul style="list-style-type: none"> <li>Provide at least one example for each skills criteria at level 6C. This may be evidenced through written observation by line manager. Refer to '<a href="#">Evidence required to progress through the Framework</a>' at page 9 for more suggestions.</li> </ul>