

## Job Description

**Management Grouping:** Place

**Department:** Communities

**Team:** Development Management

**Job title:** Principal Planner (Career Grade)

**Grade:** Bexley 14

**Reports to:** Development Management Team Leader

### Career Grade Scheme

#### Introduction

The Career Grade Scheme within the Development Management Division is based on the following principles:

- (a) It is a career based scheme relating to job responsibility, experience, qualifications and personal performance.
- (b) The pay level of an individual within the career grade is personal and will depend on personal achievement and accordance with the Council's Performance Related Pay Scheme.
- (c) The necessary work at the appropriate level must be available.
- (d) The scheme is intended to assist the organisation with the recruitment and retention of staff in the scarce skill area of Development Management.

#### Pay Determination

The Career Grade Scheme:

- (a) Comprises three grades enabling progression where the conditions of the career grade scheme and performance criteria are fully met; a brief description of the level of work required at each grade is specified in Appendix A; and
- (b) identifies, for each grade, the precise qualifications, experience and competence expected of an individual at that grade which, together with the annual work programme, give a full definition of that individual's responsibilities.

## Application of the Scheme

- (a) The scheme will operate within the Development Management Division;
- (b) The job definition, experience, performance and qualification criteria for each grade are listed at Appendices A, B, C, D and E. Progression between the grades will depend on the individual demonstrating full job competence at the required level, as defined, and meeting the career progression and personal criteria specified in the appendices.
- (c) An individual's contract of employment will specify the relevant grade. If an individual progresses to the next grade, a revised contract of employment will be issued.
- (d) Progression will be regularly assessed by the relevant Team Leader and considered by the Head of Development Management for approval. Review periods, and particular progression paths that are based on the individual's pattern of further education (where underway) may be agreed in advance.
- (e) Progression between one grade and the next will be dependent on the individual's ability to perform the job responsibilities as defined. This means meeting the personal criteria of qualification, experience and performance and the availability of the right level of work. Also there being sufficient funds within the Development Management division devolved staffing budget.

## Training and Education

- (a) The Division will provide practical work experience at the grade where operational circumstances (workload and availability of work) and an individual's performance permit.
- (b) Funding for courses of further education/training relevant to progression within the career grade scheme is not automatic but is dependent on an individual performance and operational circumstances.
- (c) The Division may provide financial assistance for training and/or further education conditional upon an individual meeting a proportion of the costs and/or taking annual leave to attend training. This approach will always attempt to balance the interests of the Division (in maintaining motivation and developing and relating key staff) with the interests of the individual (in achieving a portable qualification);
- (d) The Council may require reimbursement for any costs or expenses it has incurred as a result of any training undertaken by the employee in the 2 years prior to the date of leaving the Council's employment.

## APPENDIX A

### Job Description

#### 2. Principal Planner (BEXLEY 14)

- A Principal Planner will be expected to work using their own initiative with minimal direct supervision and will support the Team Leader.
- Processing a full range of planning applications, listed building and conservation area applications and other types of proposals.
- Providing information and advice to all those requesting it, including other Council officers, Senior Managers, Elected Members and Lead Members.
- Providing the Council's case at appeals, including informal hearings and Public Inquiries.  
Attendance at Committee meetings to present applications as required.
- Representing/leading (as appropriate) the Development Management Division on corporate working groups, development teams and other types of joint working as required.
- Providing advice to enforcement team officers.

## APPENDIX B

### Job Definitions

| <b>Principal Accountabilities</b>  | <b>Principal Planner (BEXLEY 14)</b>  |
|--|---|
| (a) To provide timely, relevant and up-to-date advice.   | Give advice in accordance with level of responsibility based on legislation, technical standards, Council policies and processes including Members. |
| (b) To process planning applications effectively, efficiently and in accordance with adopted policies. | Handle the most complex and contentious major and minor applications and all other minor applications, proposals and consents.                      |

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|--|--|
| <p>(c) To contribute to work of Planning Committee</p> | <p>Presenting applications to Committee as required.</p>                                       |
| <p>(d) To assist Team Leaders as required.</p>         | <p>Research planning histories. Photograph sites and surroundings. Policy analysis.</p>        |
| <p>(e) To defend Council's case at appeal.</p>         | <p>Prepare written representations unaided. Present case at hearings and public inquiries.</p> |

## APPENDIX C

### PERSONAL SEPCIFICATIONS

|   |                                      |
|---|--------------------------------------|
| <b>Personal Criteria KEY:</b><br><b>D = Desirable</b><br><b>E = Essential Principal Accountabilities</b>  | <b>Principal Planner (BEXLEY 14)</b> |
| <b>Qualifications / Experience</b>  |                                      |
| RTPI Accredited Post Graduate qualification.  | <b>D</b>                             |
| Post Graduate qualification in relevant subject.  | <b>E</b>                             |
| Eligibility for membership of RTPI.   | <b>E</b>                             |
| Demonstrable experience of working in a Development Management related role or sector.  | <b>E</b>                             |
| Experience of working in UK based Local Authority or Private Sector development management department.  | <b>E</b>                             |
| Experience of working in Local Authority or Private Sector development management department with applicability to UK based planning system.                        | <b>E</b>                             |
| Proven ability to deal with a range of complex cases in a development management context within UK or within system with applicability to UK based planning system. | <b>E</b>                             |
| Other planning related work experience.   | <b>D</b>                             |
| <b>Knowledge / Skills</b>   |                                      |
| Understanding of UK planning policy, legislation and the wider development management planning processes.   | <b>E</b>                             |

|   |   |
|---|---|
| Ability to read plans.  | E |
| Ability to draft reports, briefing notes and deal with correspondence.        | E |
| Ability to work with Office 365 and other relevant IT packages and resources. | E |
| Experience of positive conflict management.                                   | E |
| Ability to successfully negotiate.  | E |
| <b>Communication</b>  |   |
| Good oral communication and written skills.                                   | E |
| <b>Customer Service</b>   |   |
| Commitment to customer care and professionalism.                              | E |
| Commitment to promote equality and diversity.                                 | E |
| <b>Managing self and others</b>   |   |
| Sound judgement.  | E |
| Ability to take instruction, initiative and work with minimum supervision.    | E |
| Ability to work as part of a team.  | E |
| <b>Additional Specs for the post</b>  |   |
| Occasional evening availability.  | E |
| UK Driving licence or licence which allows applicant to drive within UK.      | D |
| Available to do site visits across borough.                                   | E |
| Home internet.  | D |

## APPENDIX D

### Job Progression Criteria

|                    | Academic  | Relevant Experience   |
|--------------------|---|---|
| <b>Entry level</b> | <b>Graduate Planner (BEXLEY 10 (10.1))</b>                              |   |
|                    | RTPI accredited Masters or PgDip or equivalent recognized qualification | No relevant DM experience.  |
| <b>Entry level</b> | <b>Planner (BEXLEY 12 (12.1))</b>                                       |   |
|                    | RTPI accredited Masters or PgDip or equivalent recognized qualification | Demonstrable post graduate experience dealing with a wide range or application types including small scale complex applications, appeals and committee cases.             |
| <b>Entry level</b> | <b>Principal Planner (BEXLEY 14 (14.1))</b>                             |   |
|                    | RTPI accredited Masters or PgDip or equivalent recognized qualification | Significant demonstrable post graduate experience dealing with a wide range of large scale complex application types including applications, appeals and committee cases. |

Applicants will be assessed against these criteria and high performance indicators throughout the recruitment process.



## APPENDIX E

### High Performance Indicators

| Post Title: Planner-Principal Planner<br>(Career Grade) |  | Grade: BEXLEY 10/12/14   |
|---|--|--|
| Values  | Behaviours for staff   | Behaviours for managers  |
| <b>Innovation</b>                                       | <p>I respond flexibly and adapt to changing demands</p> <p>I am prepared to take managed risks to achieve better outcomes</p> <p>I ask 'What if...?' to develop fresh thinking and innovative approaches to generate and implement solutions to improve performance and challenge the status quo</p> | <p>I routinely look for innovative and cost-effective ways to improve performance and customer service</p> <p>I champion change and deal successfully with ambiguity, enabling people to see positive and exciting possibilities for the future</p> <p>I take calculated risks based on available evidence and my professional judgement to learn and try new things</p> |
| <b>Leadership</b>                                       | <p>I demonstrate a clear sense of purpose and direction, in line with organisational objectives</p> <p>I am willing to take difficult decisions</p> <p>My personal actions promote a positive image of Bexley</p>  | <p>I take responsibility for my service and for making things happen to make a difference to my service users</p> <p>I create an environment where staff can thrive and show I value and trust staff, give praise and recognise good work</p> <p>I inspire, lead and encourage staff to move forward</p>   |
| <b>Partnership</b>                                      | <p>I show respect for others and value contributions from internal and external partners and customers</p> <p>I recognise the right solution, regardless of who initiated it</p> <p>I seek out and work with partners who can help me achieve the outcomes and objectives I need to deliver</p>      | <p>I encourage the feeling that the team is a collective unit with shared goals</p> <p>I engage with service partners and other areas of the Bexley organisation to understand the demands on others and seek solutions as One Council</p> <p>I network internally and</p>   |
| <b>Listening and Responding</b>                         | <p>I acknowledge other people's viewpoints and work with them to find a win-win solution</p> <p>I prepare and present information anticipating questions and problems</p> <p>I adapt my style to the audience and their needs, using the most appropriate communication channels</p>                 | <p>I seek regular service user feedback and review customer data to shape service improvements</p> <p>I ask staff for ideas on how to improve our service and how I can improve as a manager, listen to them and act on them</p>   |

|                            |   |   |
|----------------------------|---|---|
|                            |   | I empower staff to make decisions and changes to improve value for money, customer service and productivity   |
| <b>Open and Accessible</b> | <p>I see issues from the customer/ user perspective</p> <p>I monitor customer feedback and level of satisfaction with the service they receive, and use this to improve and pre-empt customer needs</p> <p>I seek to build and maintain relationships with customers partners</p> | <p>I am accessible to my service users, customers, staff and Members</p> <p>I communicate and share a clear vision for the bigger picture as well as specific service areas</p> <p>I outline what is expected of individuals and their contribution to the whole, and consistent in my expectations</p> |
| <b>Impact</b>              | I prioritise my activities and resources to focus on those which have the most impact for residents   | I design services that provide value for money and deliver our outcomes, informed by evidence   |
|                            | <p>I take responsibility for making things happen and achieving my objectives</p> <p>I make decisions and clear recommendations based on my professional opinion and experience, informed by a range of information and</p>   | <p>I produce, prioritise and adapt plans to meet changing requirements</p> <p>I set interim goals to achieve notable on the way to larger objectives</p> <p>I deal with poor performance</p>  |