

Countryside Management Association

Proposed New Membership Categories, Accreditation Process and Competency Framework



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Introduction

The original CMA accreditation system, conceived twenty years ago, was right for its time, served an acknowledged purpose and need expressed by members. The internal processes established were robust and cost effective. The CMA Accreditation Review Group has now reviewed the original system and developed a completely new, draft competency framework to much more comprehensively embrace the full range of competencies expected of those within the countryside, parks and greenspace sector, at different levels of operation. This draft competency framework has been consulted on amongst current CMA members and a number of changes have been made. The CMA now wishes to consult externally with as many employing, and/or interested, organisations as possible. All comments and suggestions received will be fully taken into account before launching this new accreditation system for professionals within the industry, from those starting out as students, volunteers or apprentices to those fully experienced in the sector.

The Countryside Management Association will ensure it:

- creatively engages with employers, industry leaders and related professions to substantially raise the profile and recognition of the countryside and greenspace profession
- positively promotes the value, integrity and professionalism of Accredited members
- sets standards for countryside and greenspace professionals to aspire to at all stages of their careers
- assists individuals and employers to utilise the accreditation process to determine, develop and promote new, appropriate training offers
- promotes membership of the Association to the broad church of countryside, landscape, parks and greenspace professionals
- utilises the inherent professionalism of Accredited members to contribute to, and develop, strategic industry relevant initiatives
- consistently and accurately oversees the fourth strand of professionalism (assessment of annual Continuing Professional Development) leading to enhanced credibility for individuals and employing organisations

The profile, value and professionalism of the countryside, parks and greenspace management sector will be profoundly enhanced by clearly demonstrating the exceptionally varied knowledge, attributes and competencies of our membership.

CMA Board
June 2020

Part 1: Proposed New Membership Categories

Whilst developing proposals for a new accreditation system, it has become apparent that CMA membership categories warrant a review to:

- broaden the appeal of CMA membership, attracting potential new members, including students, into new categories of membership
- reach, and attract, professionals working in allied professions to consider CMA membership
- continue to offer and promote a valued career progression through the membership categories

Corporate members - Corporate membership is available to relevant employing organisations bringing several benefits for all their qualifying staff, including a discount of 20% off *individual* membership for their staff. Individual membership offers further benefits, if corporate staff members take up that discounted offer.

Detail of new membership categories

Non Accredited categories

Student Member - £20.00 pa subscription (*no accreditation process*)

A student only member category to encourage students to join early in their career path. Free access to most CMA training/study days and an encouragement to see CMA membership as a valuable first step in their chosen career. CMA will work directly with Colleges and Universities to positively promote this membership category and locally based CMA members can be available to talk to students each year.

- Application form: Personal, contact and study details (course/subject), why they'd like to join CMA plus indication of 3 competencies they would like to focus on attaining. This engages students with the accreditation process early on. Would be expected to join as Supporter or Member within a year of leaving college or finishing their study period
- What they receive: *Ranger magazine, E-bulletins, regional networking (+ newsletter if produced), member rates at training/study days and conference, plus CMA certificate and various promotional items such as car sticker and pin badge*

Supporter - £25.00 per annum subscription (*£20.00 corporate member discount /no accreditation process*)

This category is intended to positively encourage volunteers to join CMA, retain retired members and offer a category for those aligned with the aims and objectives of CMA and who see the value of networking. Free access to most CMA training/study days.

- Application form: Personal, general and contact details; past work or volunteering history
- Optional: if looking to work towards future accreditation, indicate 6 competencies they would like to focus on attaining. Engages applicants with accreditation process and indicates the competencies they wish to gain; would assist CMA to know where training could be targeted.
- Sign up to CMA Professional Code of Conduct
- What they receive: *Ranger magazine, E-bulletins, regional networking (+ newsletter if produced), member rates at training/study days and conference, plus CMA certificate and various promotional items such as car sticker and pin badge*

Member - £35.00 per annum subscription (28.00 corporate member discount/ no accreditation process)

*The Member category is for those working in the sector who are not yet ready or confident to apply for accreditation **or** those who simply do not want to apply for accreditation. If a lot of members decide not to go down the accreditation route, then this could be the largest membership category, hence leaving the fee at £35 pa which is currently the main category fee. Everyone joining CMA in the Member category would need to sign up to a CMA Code of Professional Conduct.*

- Application form: Personal, general and contact details
- Optional: if looking to work towards future accreditation, indicate 6 competencies they would like to focus on attaining. Engages applicants with accreditation process and indicates the competencies they wish to gain; would assist CMA to know where training could be targeted.
- Sign up to CMA Professional Code of Conduct
- What they receive: *Ranger magazine, E-bulletins, regional networking (+ newsletter if produced), member rates at training/study days and conference, plus CMA certificate and various promotional items such as car sticker and pin badge*

Accredited Categories

Associate Member - £35.00 fee for accreditation process + £45.00 pa subscription (£32.00 corporate member) if joining this category as a new member

£35.00 fee for accreditation process + £45.00 pa subscription (£32.00 corporate member) at time of next renewal, for existing members

The use of a suffix and entry in a Members Directory, after successful accreditation award. Entry to the Members Directory is an 'opt out' decision (if people do not wish to be named in it). Purpose of the Members Directory is to allow all membership to see who members are, their region and importantly any topics they are happy to be contacted about for advice/guidance (an additional benefit to all members). Needs to be covered through GDPR acceptance; possible to have a member access only version and/or one open to anyone ie non-members too. No obligation to go into Members Directory.

- Application form: Personal, general and contact details
- Apply through accreditation process at **Entry level**
- Sign up to Professional Code of Conduct
- What they receive: *Ranger magazine, E-bulletins, regional networking (+ newsletter if produced), member rates at training/study days, conference, Entry in Members Directory (opt out available), ACMA suffix, CMA certificate and various promotional items such as car sticker and pin badge*

Practitioner Member – £35.00 fee for accreditation process + £60.00 pa subscription (*£48.00 corporate member*) if joining this category as a new member

£35.00 fee for accreditation process + £60.00 pa subscription (*£48.00 corporate member*) at time of next renewal, for existing members

Practitioner member replaces the current accredited member category (MACMA). The ‘Practitioner’ term is suggested, as this precisely describes professionals at this level. The term ‘Full’ Member is not to be used, as all members of CMA are ‘full’ members. The cost has risen to £60 (from the current £55 for accredited member). CMA subscriptions have remained constant for the last 5 years; CMA does not believe it unreasonable to make this relatively small change at the same time as the new accreditation system is launched. At the very least, there will be considerable additional work in administration.

- Application form: Personal, general and contact details
- Apply through accreditation process at **Skilled level**
- Sign up to Professional Code of Conduct
- What they receive: *Ranger magazine, E-bulletins, regional networking (+ newsletters if produced), member rates at training/study days, conference, entry in Members Directory (opt out available), CMA certificate and PrCMA suffix, various promotional items such as car sticker and pin badge*

Principal Member – £35.00 fee for accreditation process + £70.00 pa subscription (*£58.00 corporate member*) if joining this category as a new member

£35.00 fee for accreditation process + £70.00 pa subscription (*£58.00 corporate member*) at time of next renewal, for existing members

The Principal member category has been proposed at £70 a year as applicants should generally be on a higher salary.

- Application form: Personal, general and contact details
- Apply through accreditation process at **Accomplished level**
- Sign up to Professional Code of Conduct

- What they receive: Ranger magazine, E-bulletins, regional networking (+ newsletter if produced), member rates at training/study days, conference, entry in Members Directory (opt out available), CMA certificate and PCMA suffix, promotional items such as car sticker and pin badge

Fellow – £45.00 fee for accreditation process + £100.00 pa subscription (£80.00 corporate member) if joining this category as a new member

£45.00 fee for accreditation process + £100.00 pa subscription (£80.00 corporate member) at time of next renewal, for existing members

The Fellow membership category has the additional requirement to submit evidence of the contribution made to the sector over time when applying. Would normally expect a Fellow applicant to have worked in the industry for a minimum of 10 years.

- Application form: Personal, general and contact details
- Apply through accreditation process at **Accomplished level** with an **increased number of competencies** required to be evidenced plus a **2,000 word submission** setting out their contribution to the industry over time.
- Sign up to Professional Code of Conduct
- What they receive: Ranger magazine, E-bulletins, regional networking (+ newsletter if produced), member rates at training/study days, conference, entry in Members Directory (opt out available), CMA certificate and FCMA suffix, various promotional items such as car sticker and pin badge

Note:

The Continuing Professional Development (CPD) system is being reviewed in its entirety for all accredited members and will incorporate a requirement for Practitioner, Principal and Fellow members to ‘contribute to the industry’, above and beyond personal learning and development or employer expectations.

At the very least, Practitioner, Principal and Fellow members will be expected to contribute to responses by CMA on consultations/policy documents received by CMA and to submit articles for Ranger when asked. They may also be encouraged to offer to mentor others through the accreditation process.

Part 2: Background to the Proposed Accreditation

The proposed draft CMA Competency Framework has been designed to align with the new Apprenticeship Standards (some completed; some being progressed). These standards are being prepared by an experienced group of industry professionals (a Trailblazer Group).

During 2019, the Institute of Apprenticeships asked if the apprenticeship standards being prepared eg Countryside Worker; Agriculture/Landscape Operative, Countryside Ranger would be recognised through the membership categories and accreditation system of the stated industry body.

The CMA is one of the industry bodies; CIEEM being another. The Apprenticeship Standards link directly to the proposed CMA accredited membership categories, eg Countryside Worker / Agriculture/Landscape Operative Apprenticeship Standard aligns to CMA Associate category; Countryside Ranger or Landscape/Horticulture Supervisor Apprenticeship Standard aligns to CMA Practitioner category. However, this does not preclude competencies being elaborated on or added to over time, as necessary.

Principles used in this draft proposal

The original CMA accreditation system required a qualification as part of the criteria. The CMA proposes that a qualification **does not evidence competency** and should not be used as part of the accreditation process. The applicant's knowledge is evidenced through the competencies. There are also individuals who are perfectly competent, very knowledgeable professionals who do not have a qualification and they should not be barred from applying for accreditation for that reason.

The second principle used is that length of work or volunteer experience is equally **not evidence of competence**. Length of experience does not evidence competency and is therefore not part of the accreditation process. It may be that the CMA may recognise length of service in the profession in some other way (a specific long service award perhaps), yet to be determined.

There are four levels of accreditation:

1. The first accredited membership category is **Associate Member (ACMA)**. This requires providing evidence of competencies at '**Entry**' level. This would equate to the 'Countryside Worker' apprenticeship standard. This may be reflected in job titles such as Estate Worker, Maintenance Ranger, Assistant Site Warden, Horticulture and Landscape Operative, Assistant Ranger, Field Operative, Volunteer Leader. Whilst job titles in themselves are not evidence of competency, they may guide applicants to the appropriate level of competence to consider for themselves.
2. The second accredited membership category is **Practitioner Member (PrCMA)**. This requires providing evidence of competencies at '**Skilled**' level. This would equate to the 'Countryside Ranger' apprenticeship standard. This may be reflected in job titles such as Countryside Ranger, Access Ranger, Reserve Warden, Project Officer, Landscape/Horticulture Supervisor, Forest Research Officer, Estate Supervisor, River Warden, Visitor Services Officer, Gamekeeper and similar. Whilst job titles in themselves are not evidence of competency, they may guide applicants to the appropriate level of competence to consider for themselves

3. The third accredited membership category is **Principal Member (PCMA)**. This requires providing evidence of competencies at '**Accomplished**' level. This would equate to the Senior or Head Ranger, Countryside Manager apprenticeship standard (in progress). This may be reflected in job titles such as Countryside Officer, Senior Project Officer, Parks Manager, Agriculture/Horticulture Professional Advisor, Senior or Head Ranger/Warden and similar. Whilst job titles in themselves are not evidence of competency, they may guide applicants to the appropriate level of competence to consider for themselves
4. The final accredited membership category is **Fellow (FCMA)**. Applicants apply through the accreditation process at **Accomplished level** with an increased number of competencies (15) to be evidenced, plus a **2,000 max word submission** setting out their contribution to the industry over time. Would normally expect a Fellow applicant to be have worked in the industry for a minimum of 10 years.

The draft Competency Framework below is based *entirely* on applicants being able to evidence **Knowledge, Skills and Behaviours (KSBs)**. This reflects the method behind the apprenticeship standards. Members should not assume the level of accredited membership based on their job title, nor length of service.

Part 3: Outline of the Application Process

1. Administration

- The CMA Support Officer will process initial applications, payments and request references from the contacts given in the application.
- Appropriately experienced and knowledgeable External Assessors will verify and/or clarify evidence of skills, corroborate knowledge through a phone/video call and check references for required behaviours
- A small CMA Accreditation Panel, made up of time served members, will maintain oversight of the accreditation process and receive Assessor reports on applications to pass to the CMA Board for endorsement. The Panel will be tasked with identifying and rectifying any issues that arise with the process, dealing with any complaints received or challenges to decisions.
- The CMA Board will receive recommendations at its quarterly meetings from the Assessor(s) through the Accreditation Panel, for the award of Associate, Practitioner, Principal and Fellow accreditation.
- The CMA Support Officer will inform the applicant and send the appropriate paperwork, including certificate.

2. Complete application form and payment process

- Complete an online form that can be saved to allow applicants to return to it, at any time
- New applicants would need to provide some personal and contact details; current CMA members provide their membership number
- Written evidence for chosen competencies (see competencies; guidance on evidence required will be offered on web site)
- Details of 2 references; 1 reference at Entry level
- Availability for contact by assessor
- Payment

3. Evidencing Competencies – Knowledge and Skills

Submissions for accreditation will be validated by time-served industry professionals contracted by CMA. These assessors will **independently** undertake evaluation of applications for CMA accreditation.

- There are **7** transferable competencies and **15** technical competencies. These are open to change or amalgamation after consultation. There may be additional technical competencies that could be considered for inclusion eg game management/fishery management, after consultation.

- Applicants are required to provide evidence of their **skills** for a total of **10** competencies;
 - **3** transferable competencies
 - **6** technical competencies plus
 - **1** more competency that can come from either set

- Applicants should use the STARE method to set out their evidence for each competency chosen:
 - Explain the **Situation** or **Task** you were involved in
 - Identify the **Action** you took as an individual, and why
 - Explain what the **Result** was
 - Evaluate the outcomes in relation to your competence level

- Between 350-500 words should be used per competency, written in the first person. Guidance and examples will be given online to assist.

- A video/telephone interview is then arranged between the assessor and the applicant to:
 - Verify or clarify the evidence of skills given and
 - Assess the applicant's knowledge and understanding at the chosen level, for a selected number of competencies, randomly chosen by the assessor. The call should be no longer than 60 minutes

4. References

Lists of behaviours are given for Entry, Skilled and Accomplished levels of accreditation. These behaviours would need to be specifically evidenced through the reference(s).

5. Code of Professional Conduct

On joining CMA at any level, bar Student, all applicants will be required to sign up to a CMA Code of Professional Conduct as part of the application process

Summary:

1. Complete application online and submit with application fee (& annual subscription fee if new member)
2. CMA Support Officer to screen applications to ensure everything required has been submitted and if so, sent to an external assessor; if not, applicant asked to submit missing elements
3. Assessor to check **skills competency evidence**, the references provided and complete the video/telephone interview to assess the **knowledge and understanding** of a selected number of the chosen competencies (up to 60 minutes):
 - If acceptable, application sent to CMA Accreditation Panel for administrative checks, and then sent to CMA Board for final endorsement (by email if not meeting); applicant informed by CMA Support Officer
 - If not acceptable, application sent to CMA Accreditation Panel outlining issues
 - Panel confirms that a member of the Panel or assessor should contact applicant to explain what further evidence is required
 - If more evidence is deemed necessary, an applicant can resubmit evidence two further times, before another fee applies (at the discretion of the Accreditation Panel)
 - Applications to be assessed 3 times a year; applicants then also know the 3 deadlines that can be aimed for during a year. Assessment deadlines may be negotiable to fit seasonal work patterns, if necessary

Additional information:

1. The process of joining any membership category of CMA at any level will be online, including applying for the accredited categories
2. The Continuing Professional Development (CPD) requirement will remain for all accredited members; this is currently under review. CPD will be recorded online, through a Members only section
3. All current members at accredited level, retain their accredited status, although they can apply through the new process if desired
4. Members already awarded Life Membership, retain that at the level they were awarded it at (ie if currently an accredited member, they retain at Practitioner level; if not currently accredited, Life Membership retained at Member category).
5. CMA will retain discretion of awarding Life Membership and Honorary Fellow status to individual members

6. There are currently no additional benefits offered for accredited members ie Associate, Practitioner, Principal or Fellow members. The suffix denotes the professional competency of that member, as awarded by the industry body, CMA. Benefits for all members are being reviewed eg negotiated discounts from a number of clothing and equipment suppliers; additional training offers; discounts from selected bookshops etc
7. The CMA Corporate Membership system is also under review in terms of what is offered and/or expected regarding Corporate Membership. With a positive new and valued accreditation system, it is an opportunity for employers to facilitate their employees career paths through taking up Corporate Membership; enabling their staff to gain low cost/free training and the industry recognised accreditation
8. The fee for the accreditation process needs to be finally determined after the cost of engaging external assessors is confirmed. It is a one-off payment and it is prudent for CMA to pay for time-served industry professionals to **independently** undertake the evaluation of accreditation applications. One issue with the past system was the amount of volunteer time required by those within CMA, offering to administer the system. To ensure evaluation of applications is carried out **objectively, consistently, in a timely and effective manner**, it is vital to pay for independent assessors. The process however, will remain 'peer-assessed' via involvement of the CMA Accreditation Panel in overseeing the entire process
9. Fees required for accreditation processes elsewhere are generally higher than those currently proposed by CMA. There will inevitably be an increased CMA administration load and additional hours will need to be covered for the Support Officer. CMA will almost certainly be subsidising the accreditation fee for the first year and will then re-evaluate the situation
10. Full guidance notes to advise and assist applicants in completing their accredited application are being developed and will be accessed online. The need to have mentors available to assist applicants will receive further consideration
11. Potential future training offer: after the accreditation process is live, further work will explore the potential for CMA to provide targeted, accredited training. CMA anticipates that the draft competency framework, will allow applicants to see where they may need to undertake more training that focusses on competencies they cannot yet evidence. Using feedback from applicants, this would also assist CMA in determining where there are gaps in training provision regionally or nationally, that it might target through offering specific training courses. The CMA will continue to provide the current range of member organised training/study days as these are important and highly valued benefits of membership for many different reasons. CMA will, however, explore plugging these CPD targeted training gaps for its members. This would be a new venture for the Association, as any such training courses would need to be accredited, i.e. gaining accreditation for training courses would help the CMA formalise its training offer into a recognised approach to learning; training courses would be benchmarked against proven assessment criteria to ensure the required standards are met, i.e. they are educational in content, structured coherently, with clear learning objectives and outcomes. This will be considered as soon as the new accreditation system is in place and operating.

Part 4:

Draft Competency Framework

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
Transferable competencies (7)			
<p>1. Health and Safety</p>	<p>Basic knowledge and understanding of:</p> <p>Primary health and safety regulations</p> <p>Potential risks and hazards inherent in carrying out practical tasks</p> <p>How to reduce risks and hazards to an acceptable level for self, the public and colleagues</p> <p>Safe working practices, potential dangers of lone working and the need for appropriate personal protective equipment (PPE)</p> <p>The range and purpose of PPE, when it should be used and how to ensure it remains effective</p> <p>Practical basic first aid techniques for use in outdoor situations</p> <p>Your knowledge gives you the skills to:</p> <p>Use your health and safety knowledge through following safe systems of work and working practices</p> <p>Prepare risk assessments for the range of work you undertake</p> <p>Know when personal protective equipment should be worn</p> <p>Recognise potential risks to the public and know how to mitigate these</p>	<p>In depth knowledge & understanding of:</p> <p>Health and Safety legislation, organisational responsibilities and current best practice relevant to your role and duties and that of others.</p> <p>Risk assessment theory and practice</p> <p>Safe working practices and the full range, purpose and maintenance of personal protective equipment (PPE)</p> <p>How to manage emergencies and incidents</p> <p>Legislation and regulations in relation to safeguarding children, young people and vulnerable adults</p> <p>Who needs to be involved, informed and the processes and procedures including any relevant documentation</p> <p>Your knowledge gives you the skills to:</p> <p>Apply safe systems of work and working practices, including preparing risk assessments for self and others</p> <p>Select relevant and correct tools, machinery and equipment for planned work</p> <p>Use and maintain tools, equipment and PPE correctly</p> <p>Instruct others on use of tools and machinery; assess operator competence</p>	<p>Comprehensive knowledge and understanding of:</p> <p>All relevant legislation and regulations relating to your area of responsibility eg H&S, RIDDOR, COSHH</p> <p>Own responsibilities and accountability for staff compliance, reporting requirements, procedures and processes</p> <p>Training requirements for relevant staff</p> <p>Organisational responsibilities, accountability, processes and procedures that must be adhered to</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on ensuring compliance with all relevant legislation/regulations by staff</p> <p>Lead on development of safe working practices for all staff</p> <p>Regularly review, organise, deliver or provide relevant training needs of staff</p> <p>Demonstrate consistently safe working practices and compliance with legislation across work area</p> <p>Lead in the safeguarding of children and vulnerable adults in the outdoors</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>Find solutions to problems that may arise in day to day work</p> <p>Know when to ask another/ supervisor for advice or help</p> <p>Gather relevant information for emergency services within the limits of your responsibility, authority and competence</p>	<p>Dynamically assess risk; challenge unsafe activities, comply with lone working practices</p> <p>Respond to emergencies according to legislation, best practice and within the limits of your responsibility, authority and competence</p>	<p>Instruct others in their response to emergencies according to legislation and best practice</p>
<p>2. Collaborative Working</p>	<p>Basic knowledge and understanding of:</p> <p>The benefits and advantages of working with a wide range of stakeholders including colleagues, landowners, contractors, other professionals, volunteers and the public</p> <p>How to build effective, working relationships with the range of different stakeholders mentioned above</p> <p>Your knowledge gives you the skills to:</p> <p>Have a positive approach to listening to the views of stakeholders</p> <p>Work alongside others in a team environment</p>	<p>In depth knowledge & understanding of:</p> <p>Methods used to influence and build effective relationships with colleagues, volunteers, contractors, local community groups, landowners</p> <p>Building consensus and a shared vision for planned works</p> <p>Negotiation skills</p> <p>Your knowledge gives you the skills to:</p> <p>Engage and communicate clearly and effectively with stakeholders, including the public, landowners, tenants, contractors and colleagues</p> <p>Motivate, collaborate and work alongside others to deliver agreed outcomes</p> <p>Build trusted, positive and productive relationships</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Stakeholder engagement theory and practice</p> <p>A range of consultation methods</p> <p>Advanced negotiation skills</p> <p>Theory, practice and benefits of open and closed collaboration approaches</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on organisational approach to developing & nurturing multiple, complex partnerships</p> <p>Develop a strategic network of partnerships to share knowledge and best practice</p> <p>Guide, advise and instruct on a range of consultation methods</p>
<p>3. Environmental Sustainability</p>	<p>Basic knowledge and understanding of:</p> <p>Good environmental practice in the workplace in relation to, for example, all types of waste, litter, noise, disturbance, physical damage</p> <p>The importance of using products from the local area and the meaning of sustainable sources</p>	<p>In depth knowledge & understanding of:</p> <p>Good environmental practice in the workplace in relation to, for example, all types of waste, litter, noise, disturbance, physical damage</p> <p>The need, and options for, efficient and sustainable use of resources both globally, nationally and in a local context</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Good environmental practice in the workplace at all levels, and throughout the wider organisation</p> <p>Current global mega-trends in climate change and the potential environmental, economic and social impacts internationally, nationally and locally</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>The direct impacts of human activities on species, habitats and ecosystems</p> <p>Changes in climate eg temperature, rainfall, extreme weather events</p> <p>The difference between mitigation and adaptation to changes in climate</p> <p>The environmental impacts of conservation work and how to improve working practices to benefit the environment</p> <p>Different types and value of natural capital</p> <p>Your knowledge gives you the skills to:</p> <p>Explain the potential impacts of changes to the climate</p> <p>Explain the difference between mitigation and adaptation</p> <p>Suggest new ways of working that align with environmental good practice and are sustainable</p> <p>Raising awareness, promoting positive personal and community action to help reduce our contribution towards changes to our climate</p>	<p>Key environmental issues and the importance of natural cycles, ecological systems and environmental limits</p> <p>The impact of human activities or interventions upon natural ecological systems, habitats, species</p> <p>Actual or potential outcomes of climate change in the UK</p> <p>Options for mitigation of, and adaptation to, climate change</p> <p>The different types, importance and value of natural capital</p> <p>The principles of ecosystem services</p> <p>Your knowledge gives you the skills to:</p> <p>Develop work plans based on sound ecological principles</p> <p>Advise on and promote appropriate climate mitigation/adaptation options in field of work</p> <p>Develop/interpret basic natural capital accounts and describe the ecosystem goods and services that can flow from natural capital</p> <p>Utilise environmental good practice in all tasks</p> <p>Promote the sustainable use of resources</p>	<p>How past, current and future climate change may affect the environment within which you work</p> <p>Climate change mitigation and adaptation measures relevant to your sphere of work</p> <p>Ecosystem goods and services and the link to natural capital</p> <p>Natural capital accounting methods</p> <p>Threats and challenges to achieving resource efficiency / environmental sustainability in area of work</p> <p>The need, and options for, efficient and sustainable use of resources both globally, nationally and in a local context</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on educating and challenging organisational culture to improve environmental good practice and sustainability (eg supply chains)</p> <p>Embed aims and objectives for the restoration of ecosystem services in programmes of work</p> <p>Lead on natural capital accounting</p> <p>Develop and lead on initiatives to improve sustainability throughout your area of work</p> <p>Use your expert knowledge to advise others on climate change mitigation/adaptation options</p>
<p>4. Project Planning & Management</p>		<p>In depth knowledge & understanding of:</p> <p>The importance and purpose of planning ahead and developing work programmes</p> <p>The project management 'life cycle' from business case to implementation (risk</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Strategic project planning ie vision, aims, objectives, tools and resources required to deliver projects on time and to budget to achieve goals</p> <p>Different project planning tools; their content and scope</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
		<p>assessment, planning, purchasing, resources, reporting and evaluation)</p> <p>How work programmes link to organisational objectives</p> <p>Methods for managing teams, allocating work and delegation of tasks to team members</p> <p>Your knowledge gives you the skills to:</p> <p>Organise and plan environmental and land management work including assessing tasks and identifying the people and resources required to deliver effectively</p> <p>Effectively delegate tasks to team members</p> <p>Demonstrate problem solving ability, good scheduling and timekeeping skills</p> <p>Set and deliver high work standards</p> <p>Collate or report accurate data on work delivered in a timely manner</p> <p>Identify risks to work programmes and apply appropriate mitigation strategies</p> <p>Assist in the preparation of consultant or contractor briefs</p> <p>Apply adaptive management to projects based on results of monitoring and evaluation</p>	<p>Collaboration and consensus building</p> <p>The importance of risk management</p> <p>Leading and managing multiple or complex projects</p> <p>Development of indicators, monitoring and evaluation methods</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on designing and developing large scale or complex projects</p> <p>Deliver agreed project objectives</p> <p>by working effectively alongside multiple partners/teams</p> <p>Ensure expert communications are maintained throughout project delivery</p> <p>Take responsibility for capital works oversight</p> <p>Lead in the procurement process for all specialist consultants</p> <p>Develop and regularly update project risk registers</p> <p>Plan the monitoring and evaluation of resource use throughout project delivery</p> <p>Monitor and evaluate project delivery to ensure objectives are met</p> <p>Track and incorporate lessons learned into future project design</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
<p>5. Financial Management</p>	<p>Basic knowledge and understanding of:</p> <p>The variety of financial transactions at your place of work eg visitor entry fees, car park machines, cash registers in Visitor Centres, petty cash</p> <p>The handling of cash / card payments and the importance of responsible record keeping for both yourself and your employer</p> <p>The importance of finance, in terms of how you operate at your place of work eg numbers of staff, purchase of equipment or supplies</p> <p>The type of costs involved to set up a discrete project</p> <p>Your knowledge gives you the skills to:</p> <p>Account for any cash/card payments taken at work</p> <p>Explain how record keeping is undertaken in your workplace</p> <p>Explain how and why financial transactions at your workplace (eg entry or car park fees, shop sales) are important to its operation</p>	<p>In depth knowledge & understanding of:</p> <p>Principles of financial management (eg set up and manage a budget)</p> <p>Potential risks and their management</p> <p>The meaning of cost, budget and forecasting and the differences between them</p> <p>Different ways a project could potentially be funded</p> <p>Potential for on-site fundraising opportunities</p> <p>The types of funding streams relevant to organisational objectives</p> <p>Your knowledge gives you the skills to:</p> <p>Consistently deliver work to a high standard using allocated resources and a planned budget</p> <p>Prepare basic budget/cash flow reports</p> <p>Research and suggest potential funding opportunities for specific work/projects</p> <p>Collate relevant information and prepare straightforward funding bids</p> <p>Utilise crowd funding / sponsorship opportunities</p> <p>Explain the 'value for money' of your work</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Principles of strategic financial planning</p> <p>Preparing/managing/reporting on budgets</p> <p>Risk registers, mitigation and management of risks</p> <p>Organisational procurement processes and procedures</p> <p>Fundraising / commercialisation opportunities</p> <p>External funding programmes nationally or locally</p> <p>Funding bid preparation and submission</p> <p>Your knowledge gives you the skills to:</p> <p>Report on financial planning, budgeting, accounts and procurement processes of team / department as required</p> <p>Regularly audit progress of budget expenditure against achievement of objectives</p> <p>Demonstrate robust financial management</p> <p>Lead on preparation of complex funding bid preparation</p> <p>Demonstrate 'value for money' of team/departmental performance</p>
<p>6. Communications</p>	<p>Basic knowledge and understanding of:</p> <p>Different methods of communication (face to face, email, social media)</p> <p>The value of effective communications</p> <p>How a variety of communication support tools work eg projector, touch screen interpretation</p>	<p>In depth knowledge & understanding of:</p> <p>The different means of communicating effectively with colleagues, volunteers, stakeholders and the public</p> <p>The importance of clear, unambiguous, effective and timely communication and use different</p>	<p>Comprehensive knowledge and understanding of:</p> <p>The principles and value of effective communications with your organisation, colleagues, volunteers, stakeholders and the public</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>The importance of recording relevant data and information for others to access using basic IT programmes/applications</p> <p>Current General Data Protection Regulations (Data Protection Act 2018/GDPR)</p> <p>Record and save data / information in a timely and secure manner</p> <p>Your knowledge gives you the skills to:</p> <p>Communicate effectively in a range of situations with the public, contractors, colleagues or volunteers</p> <p>Present information in a way that is logical, relevant and meaningful to the recipient(s) or target audience</p> <p>Utilise basic applications such as word processing and spreadsheets</p>	<p>communication techniques to gain and maintain the attention and interest of others</p> <p>State own views clearly, concisely and confidently, providing relevant evidence to support your case</p> <p>The importance of reputation management and building effective relationships</p> <p>The variety, purpose and use of different ICT programmes/applications to record and securely maintain data/information</p> <p>Current General Data Protection Regulations (Data Protection Act 2018/GDPR)</p> <p>Mobile devices and other technology such as GPS, tablets, Apps and cameras</p> <p>Your knowledge gives you the skills to:</p> <p>Engage and communicate clearly and effectively with stakeholders, including the public, landowners, contractors and colleagues through using appropriate and/or multiple means of communication</p> <p>Utilise the most appropriate IT programmes for the recording and storage of data/information</p> <p>Utilise a wide variety of IT applications</p> <p>Operate within GDPR regulations</p>	<p>The different means of communicating effectively with colleagues, volunteers, stakeholders and the public</p> <p>The importance of clear, unambiguous, effective and timely communication and use different communication techniques in varying situations</p> <p>How good, effective communications can resolve conflicts and build consensus</p> <p>The importance of reputation management and building effective relationships</p> <p>Current General Data Protection Regulations ((Data Protection Act 2018/GDPR), Freedom of Information</p> <p>The variety, purpose and use of different ICT programmes/applications to securely maintain data/information</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on devising and delivering communication strategies with a variety stakeholders</p> <p>Advocate and promote high standards of effective communications</p> <p>Deliver training, advice and guidance and communications to team</p> <p>Monitor and ensure compliance with legislation on Data Protection and management</p> <p>Provide guidance/training on data management to others</p>
<p>7. People Management</p>	<p>Basic knowledge and understanding of:</p> <p>The benefits of working as a team</p> <p>How people are motivated; why makes different people want to do the work</p>	<p>In depth knowledge and understanding of:</p> <p>Methods for managing teams</p> <p>How to motivate teams, team development, dynamics and behaviour</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Effective leadership skills and qualities</p> <p>Different leadership styles</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>Your knowledge gives you the skills to:</p> <p>Work effectively in a team environment</p> <p>Motivate yourself and others to achieve goals</p>	<p>Instructional techniques; both formal and informal</p> <p>The characteristics and benefits of effective leaders and leadership styles</p> <p>Differences between mentoring and coaching and how to coach and mentor people</p> <p>Lines of responsibility and accountability and who to speak to if they need to escalate issues</p> <p>Your knowledge gives you the skills to:</p> <p>Effectively contributing to successful recruitment of team members</p> <p>Manage the day to day requirements for a team</p> <p>Mentor and coach members of a team</p> <p>Demonstrate problem solving skills</p> <p>Lead by example, setting and delivering high work standards</p> <p>Train/instruct team members and others</p> <p>Supervise others undertaking work and ensuring team members adhere to best practice</p>	<p>Organisational recruitment procedures</p> <p>Mentoring and coaching techniques</p> <p>Training needs analysis</p> <p>Value of Continuing Professional Development (CPD)</p> <p>Staff appraisal systems/methods and value</p> <p>Systems thinking and change management</p> <p>Your knowledge gives you the skills to:</p> <p>Lead by example, providing clear, respected and effective leadership to a team</p> <p>Motivate and inspire others to be high achievers</p> <p>Attract and recruit effective team members</p> <p>Plan and undertake regular appraisals to improve team performance</p> <p>Lead as a solution orientated thinker with excellent problem-solving skills</p> <p>Devise and deliver varied training programmes to ensure ongoing individual and team professional development</p> <p>Competently offer expert mentoring and coaching opportunities</p> <p>Manage any organisational changes through preparing, supporting and assisting individuals and teams to adapt effectively to changes</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
Technical competencies (15)			
<p>8. Countryside and environmental legislation, regulations</p>	<p>Basic knowledge and understanding of:</p> <p>The major pieces of legislation that govern the use of the countryside</p> <p>Conservation designations of the country in which you work</p> <p>The main legislation applying to the protection of species and habitats</p> <p>Local regulations/bylaws to be aware of when carrying out tasks such as building a fence, surfacing a footpath and cutting back vegetation</p> <p>Your knowledge gives you the skills to:</p> <p>Explain to others what each national designation is, why a site/area is designated, how it is looked after and differs from other countryside outside it.</p> <p>Explain to others the meaning of, and act in accordance with, local bylaws and any local regulations relevant to where you are working</p> <p>Take appropriate action to document and respond to violations encountered while at work</p>	<p>In depth knowledge & understanding of:</p> <p>Key UK environmental legislation relevant to the countryside, urban greenspace and the management of habitats and species</p> <p>Other key environmental legislation, for example covering air, water, waste management</p> <p>Permissions and licences required relevant to the management of habitats and species and other countryside management works</p> <p>All UK site designations, any restrictions, considerations and supporting legislation and how to apply this to managed sites</p> <p>Options and procedures for taking official action in the case of violations of laws and regulations</p> <p>Identification and reporting of notifiable diseases and pests which affect plant or animal health</p> <p>Your knowledge gives you the skills to:</p> <p>Comply with legislation and environmental best practices and procedures</p> <p>Apply knowledge of legislation to planning and carrying out work in the countryside / urban greenspace</p> <p>Deal with difficult situations where countryside legislation is relevant such as disturbance to wildlife, damage to wildlife sites, illegal persecution and/or unauthorised use of public rights of way</p> <p>Managing work to reduce or eliminate environmental impacts</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Key international and UK environmental legislation, regulations, conventions relevant to Protected Areas, countryside, marine and urban greenspace environments</p> <p>Other key environmental legislation, for example covering air, water, waste management</p> <p>Related sector legislation, regulations, strategies eg agriculture, forestry, planning</p> <p>Options and procedures for taking official action in the case of violations of laws and regulations</p> <p>Global best practice examples (through Europarc, IUCN)</p> <p>Your knowledge gives you the skills to:</p> <p>Provide expert advice on matters of legislation and regulations and any matters arising</p> <p>Apply expert knowledge of legislation to planning work programmes in the countryside / urban greenspace</p> <p>Take personal responsibility for ensuring compliance, and the compliance of others with legislation</p> <p>Provide timely and robust responses to consultations on legislative matters at a local, regional or national level</p> <p>Positively contribute to land use planning issues</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
		Take personal responsibility for ensuring compliance, and the compliance of others with legislation	
<p>9. Estate Skills</p>	<p>Basic knowledge and understanding of:</p> <p>How to construct and /or maintain site furniture, using standard methods or to site specific requirements</p> <p>How to construct or repair boundaries (walls, fences, hedges) and maintain access ways (a path surface, drainage)</p> <p>How to use a range of hand tools and powered tools safely, including tool maintenance and any certification required</p> <p>Your knowledge gives you the skills to:</p> <p>Construct, repair, maintain bridges, gates, stiles, boardwalks, signs, waymarks or information boards</p> <p>Construct, repair, maintain different boundaries depending on the geographic location/landscape and local natural materials</p> <p>Construct, repair, maintain structures for erosion control and water management</p> <p>Construct, repair, maintain pathways using a variety of materials</p> <p>Use and maintain a variety of tools safely and hold the relevant certification for powered equipment</p>	<p>In depth knowledge & understanding of:</p> <p>Legislation, principles and best practice for the design, construction and management of assets / infrastructure</p> <p>The use of different machinery, tools and equipment for a wide variety of habitat, access or asset management work</p> <p>Your knowledge gives you the skills to:</p> <p>Construct, maintain and manage a range of boundaries, public access routes, infrastructure and assets</p> <p>Source, select and use a wide range of work-based tools, machinery and equipment</p> <p>Select and source sustainable materials whenever possible</p> <p>Draw up specifications, designs, identifying materials and quantities required</p> <p>Effectively operate mobile devices and technology such as GPS and cameras.</p> <p>Instruct others how to use tools and machinery correctly and safely and ensure operator competence</p> <p>How to keep accurate records associated with tools and machinery</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Legislation, principles and best practice for the design, construction and management of assets / infrastructure</p> <p>The need for strategic planning of programmes of maintenance or management work</p> <p>Procurement and contract / tender management</p> <p>Mobile devices and other technology such as GPS, tablets, Apps and cameras</p> <p>Your knowledge gives you the skills to:</p> <p>Plan, schedule, prioritise and organise asset and infrastructure construction, maintenance and management works including any surveys and contingency plans</p> <p>Prepare briefs for estate maintenance and management works, contracts and tender documentation in line with organisational procurement rules and regulations</p> <p>Procure necessary materials, equipment and machinery</p> <p>Ensure team and/or contractors have relevant tickets, certificates, PPE and insurance</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
<p>10. Horticultural Skills and Practices</p>	<p>Basic knowledge and understanding of:</p> <p>The importance and benefits of greenspace</p> <p>The principles of germination, photosynthesis, respiration and transpiration; plant nutrition and requirements</p> <p>Basic principles of propagation, planting and aftercare of different types of planting material</p> <p>Controlling vegetation and methods of site clearance and removal of vegetation</p> <p>Biosecurity and phytosanitary measures for pests and diseases</p> <p>Plant identification by scientific names including genus, species and cultivar;</p> <p>Soil science; why, when and how to cultivate soils for differing purposes; different growing media and mulches</p> <p>Plant health; basic pest & disease identification/symptoms and control methods; invasive alien species and their potential impact</p> <p>Your knowledge gives you the skills to:</p> <p>Care for plants correctly in different environments, including basic irrigation methods, planting methods and identifying plant deficiencies.</p> <p>Install various soft-landscape materials including site preparation, planting, sowing, turfing, preparation of seed beds and mulching</p> <p>Cultivate and improve soils by mechanical methods and by hand,</p>	<p>In depth knowledge & understanding of:</p> <p>The importance and benefits of greenspace and the types of horticultural skills appropriate to different situations</p> <p>Plant growth and development including nutrition and plant requirements, propagation and soils and growing media</p> <p>Plant health, horticultural pests and diseases and invasive species and associated biosecurity methods</p> <p>Plant identification and classification including scientific names</p> <p>Biosecurity and phytosanitary measures for pests and diseases</p> <p>Soil science; why, when and how to cultivate soils for differing purposes; different growing media and mulches</p> <p>Plant health; basic pest & disease identification/symptoms and control methods; invasive alien species and their potential impact</p> <p>Your knowledge gives you the skills to:</p> <p>Care for plants correctly in different environments, trouble shoot problems and implement corrective regimes</p> <p>Easily identify plants by scientific names including genus, species and cultivar</p> <p>Apply correct pruning and training techniques for a range of plants</p> <p>Plan and implement propagation programmes using a variety of methods</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Horticultural and plant science</p> <p>Hard landscaping materials and purpose</p> <p>Soft landscaping design and purpose</p> <p>Recreational / play area design</p> <p>Garden planning and design</p> <p>Procurement and oversight of landscape management contracts</p> <p>The health and wellbeing benefits of greenspace assets</p> <p>Plant growth and development including nutrition and plant requirements, propagation and soils and growing media</p> <p>Plant health, horticultural pests and diseases and invasive species and associated biosecurity methods</p> <p>Plant identification and classification including scientific names</p> <p>Biosecurity and phytosanitary measures (for pests and diseases)</p> <p>Your knowledge gives you the skills to:</p> <p>Prepare/interpret design briefs; design and create soft landscaping works</p> <p>Coordinate horticultural and hard landscaping management and maintenance works to a high standard</p> <p>Plan programmes of legally required maintenance for all gardening equipment, machinery and any chemicals used</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	Control vegetation; follow processes and methods of site clearance, using tools and machinery for pruning and vegetation control, including basic turf management and weed control	Cultivate and improve soils; deal with soil related problems or threats to plant health Identify basic tree health threats and hazards, including various pests and diseases determining how best to manage the threat	Provide expert knowledge of current and topical plant/tree diseases and be conversant with advised courses of action
11. Ecology and Environmental Land Management	<p>Basic knowledge and understanding of:</p> <p>The principles behind how our flora and fauna thrive, are interconnected and how to use this knowledge when carrying out habitat management work effectively.</p> <p>How habitats and vegetation are managed to promote conservation.</p> <p>The benefits and drawbacks of non-intervention ie rewilding</p> <p>Identification, potential impacts and control of invasive species</p> <p>Your knowledge gives you the skills to:</p> <p>Recognise the main habitats of your work site/ area</p>	<p>In depth knowledge & understanding of:</p> <p>Main UK ecosystems, habitat classification, species and indicator species</p> <p>Detailed knowledge of different management regimes, timings of work, licences required and specialist techniques and current best practice for a range of habitats and species</p> <p>The Lawton Review / Nature Recovery Network</p> <p>The theory of rewilding; its advantages and disadvantages</p> <p>The identification, protection and requirements for a broad range of species of flora and fauna</p> <p>Identification, potential impacts and control of invasive species</p> <p>Importance of habitat/site management plans and links to Biodiversity Action Plans</p> <p>The purpose and content of species, habitat or site management plans</p> <p>Practical and technical land / habitat management techniques</p> <p>Your knowledge gives you the skills to:</p> <p>Plan site, habitat or species management / action plans</p>	<p>Comprehensive knowledge and understanding of:</p> <p>National and international legislative/regulatory framework; biodiversity, conservation designations, legislation, regulations, conventions, directives (SSSI/SAC/SPA, PAs, IUCN Red List, CITES, Habitats Directive)</p> <p>Current, relevant UK Acts of Parliament relating to landscape, biodiversity, agriculture, riparian and marine environment</p> <p>Main UK ecosystems, habitat classification, species/indicator species</p> <p>Different management regimes, timings of work, licences required and specialist techniques and current best practice for a range of habitats and species, including threatened species</p> <p>The theory and practice of rewilding and best practice examples</p> <p>Requirements for a broad range of species of flora and fauna</p> <p>Potential impacts and control of invasive species</p> <p>Current governmental strategies/plans: 25 Year Environment Plan/The Lawton Review/Nature Recovery Network/Glover Review</p> <p>Your knowledge gives you the skills to:</p> <p>Prepare site/area management plans and lead on the delivery of objectives, outputs and outcomes</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>Recognise common, typical and important species of flora</p> <p>Recognising common, typical and important species of fauna and their signs in the field</p> <p>Determine and appropriately manage vegetation in a range of different situations to conserve native flora and fauna</p> <p>Undertake effective control of invasive species</p>	<p>Manage habitats and species using a variety of specialist techniques which takes account of the local area, habitat, species of flora and fauna and levels of protection / desired outcomes</p> <p>Identify conservation work to increase or enhance habitat connectivity/permeability</p> <p>Identifying the threats (current and potential) posed by alien invasive species</p> <p>Plan and undertake effective control of invasive species</p>	<p>Plan and lead on the survey, monitoring and evaluation of habitats/species</p> <p>Provide authoritative ecological advice and guidance; condition monitoring</p> <p>Evaluate potential for, and lead on, enhancing habitat permeability/connectivity at a site and landscape scale</p> <p>Respond to relevant planning enquiries/applications to include mitigation and biodiversity offsetting</p>
<p>12. Threatened Species Conservation</p>	<p>Basic knowledge and understanding of:</p> <p>Threatened species within your work site/area and requirements for their conservation and protection</p> <p>Your knowledge gives you the skills to:</p> <p>Follow management prescriptions relevant to the conservation, protection and management of threatened species</p>	<p>In depth knowledge & understanding of:</p> <p>Principles of ecology and conservation biology</p> <p>Relevant Red Lists/ species of conservation concern within your area of work</p> <p>Specific requirements for their conservation, management and protection</p> <p>Your knowledge gives you the skills to:</p> <p>Develop detailed management prescriptions for inclusion in management plans or project proposals</p> <p>Plan, oversee and undertake management relevant to the conservation, protection and management of threatened species</p> <p>Identify biodiversity information/data gaps and propose means to improve data collection</p>	<p>Comprehensive knowledge and understanding of:</p> <p>National and international legislative/regulatory framework; biodiversity, conservation designations, legislation, regulations, conventions, directives (SSSI/SAC/SPA, PAs, IUCN Red List, CITES, Habitats Directive)</p> <p>National/international best practice and sources of expert advice</p> <p>Principles of ecology and conservation biology</p> <p>Threatened species / species of conservation concern in your area of work</p> <p>Your knowledge gives you the skills to:</p> <p>Lead the development and implementation of appropriate measures for in situ conservation of threatened species</p> <p>Incorporate those conservation measures into an overall management plan</p> <p>Offer expert advice on the protection and conservation of threatened species</p> <p>Develop partnerships with research institutions</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
			Provide guidance and input to development of policy for improving protection and management of threatened species
13. Survey, Monitoring, and Evaluation	<p>Basic knowledge and understanding of:</p> <p>The common techniques which can be used to carry out a range of surveys to help determine habitat management work required</p> <p>Common techniques that can be used to monitor impacts on, and changes to the status of species and habitats</p> <p>The types of damage that can be caused by threats to the environment eg pollution, species extinction, soil degradation</p> <p>Your knowledge gives you the skills to:</p> <p>Undertake surveys which feed into site management plans and habitat and species work plans</p> <p>Maintain field note books and observation records and pass information on as appropriate</p>	<p>In depth knowledge & understanding of:</p> <p>A range of survey techniques for different habitats and species</p> <p>How to examine and interpret a variety of survey data, including GIS, in relation to how this data will be used</p> <p>Assessing current populations of flora and fauna in relation to current and future habitat management requirements</p> <p>The variety of techniques that can be used to monitor impacts on, and changes to, the status of species and habitats</p> <p>Using, processing and storage of survey and monitoring data</p> <p>Your knowledge gives you the skills to:</p> <p>Undertake Phase 1 surveys</p> <p>Use survey and monitoring data to develop and update management, action or work plans</p> <p>Process, store and manage data to pass on to appropriate authorities and partners</p>	<p>Comprehensive knowledge and understanding of:</p> <p>A range of survey techniques for different habitats and species</p> <p>How to examine and interpret a variety of survey data, including GIS, in relation to how this data will be used</p> <p>Habitat permeability/connectivity</p> <p>Threat and impact monitoring of the environment</p> <p>Your knowledge gives you the skills to:</p> <p>Prepare survey briefs and supervise contracts</p> <p>Survey outcome monitoring, data management/analysis, interpretation of GIS mapping, reporting</p> <p>Determine habitat permeability/connectivity</p> <p>Monitoring and reporting on the results of management measures on the status of threatened species.</p> <p>Train and supervise others in survey and analysis techniques</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
<p>14. Ecological and/or Environmental Assessments</p>		<p>In depth knowledge & understanding of:</p> <p>Legislation and principles of ecological assessments</p> <p>When an ecological assessment is required and why</p> <p>Designations, habitats or species that may be subject to ecological assessments</p> <p>Legislation and principles of environmental assessments</p> <p>Your knowledge gives you the skills to:</p> <p>Highlight when an ecological or environmental assessment may be required and who to contact for advice</p> <p>Input to/undertake relevant assessments</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Legislation and principles of ecological assessments</p> <p>When an ecological assessment is required and why</p> <p>Designations, habitats or species that may be subject to ecological assessments</p> <p>Legislation and principles of environmental assessments</p> <p>Details of the variety of environmental assessments eg Environmental Impact Assessment, Habitat Regulations Assessment, Strategic Environmental Assessment etc</p> <p>Your knowledge gives you the skills to:</p> <p>Identify when an ecological assessment is required</p> <p>Undertake relevant ecological or environmental assessments</p> <p>Develop briefs for contractors and supervise the work</p>
<p>15. Agricultural, Forestry and Game Management Systems</p>	<p>Basic knowledge and understanding of:</p> <p>Common farming and forestry practices</p> <p>The farming calendar and how that may affect the timing and nature of conservation work</p> <p>How estate and conservation work complements/interacts with other land management uses such as farming, forestry, recreation, game keeping and tourism</p>	<p>In depth knowledge & understanding of:</p> <p>Land use in the UK such as agriculture, forestry, game keeping, recreation, tourism and their potential effects on conservation objectives</p> <p>Common farming and forestry practices eg arable, livestock, dairy, mixed, organic practices</p> <p>Common game / fishery management practices</p> <p>Potential interactions, conflicts between and added value of, different land uses</p> <p>Current agri-environment grant systems, eg Basic Payment Scheme, Countryside Stewardship Schemes</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Main uses of land in UK such as agriculture, forestry, game keeping, recreation, highways, housing/business development, tourism and their potential effects on conservation objectives</p> <p>Farming, forestry and game/fishery practices eg predator control, and the multiple pressures on, and/or opportunities for, public/private businesses in relation to conservation objectives</p> <p>How conservation, production and recreational objectives can add value or conflict</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>Your knowledge gives you the skills to:</p> <p>Be confident talking/liaising with landowners/farmers regarding planned works on, or near, their holding</p> <p>Take appropriate action when working near to agriculture, forestry or game operations</p>	<p>The principle behind 'public goods for public money'</p> <p>Your knowledge gives you the skills to:</p> <p>Liaise and collaborate effectively with private landowners, game keepers regarding planned work</p> <p>Provide advice and guidance to farmers, foresters and game keepers on the potential integration of their work practices with conservation management objectives</p> <p>Discuss and liaise with farmers and landowners on the basis for current and future land management schemes and proposals for change</p>	<p>Current financial, social or political influences impacting on agriculture, forestry and game management</p> <p>Current agri-environment grant systems, eg Basic Payment Scheme, Countryside Stewardship Schemes</p> <p>Implications of leaving the European Union with regard to the Common Agricultural Policy (CAP)</p> <p>The principle behind 'public goods for public money'</p> <p>Current development of proposals for the New Environmental Land Management Scheme (NELMS)</p> <p>Current issues and opinions regarding NELMS proposals of relevant organisations</p> <p>Your knowledge gives you the skills to:</p> <p>Lead in collaboration with farmers, foresters, land managers and game/shoot managers</p> <p>Understand and diffuse conflict between agricultural, forestry and game practitioners and any potential negative effects of actions on countryside or environmental land management objectives</p> <p>Provide advice and guidance to landowners, farmers and foresters on current Agri-Environment, and Forestry Schemes and forthcoming NELMS proposals</p> <p>Advise on, and signpost to specialist sources of agri-environment advice or information</p>
<p>16. Landscape Scale Conservation and Management</p>		<p>In depth knowledge & understanding of:</p> <p>Protected Area network in UK</p> <p>The principle and purposes of a Landscape Character Assessment</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Protected Area network in UK and internationally; relevant legislation relating to, and purposes of Protected Areas</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
		<p>The variety of characteristics included within a Landscape Character Assessment</p> <p>The key principles of landscape connectivity / permeability</p> <p>Potential forces for change impacting on future landscape scale management</p> <p>The importance of partner collaborative working in the management of landscapes</p> <p>Basic content and purpose of 25 Year Environment Plan</p> <p>The holistic approach to landscape management, aiming to reconcile the competing objectives of nature conservation and man's activities</p> <p>Your knowledge gives you the skills to:</p> <p>Undertake a basic Landscape Character Assessment</p> <p>Contribute to the development of landscape management plans, encouraging the input of landowners and other stakeholders</p> <p>Work in close partnership with others in the delivery of landscape scale initiatives</p> <p>Undertake a variety of landscape condition monitoring</p> <p>Contribute to advice and guidance on the management of land to achieve multiple land management objectives</p>	<p>The holistic approach to landscape management, aiming to reconcile the competing objectives of nature conservation and man's activities</p> <p>The principle, purposes and detail of the European Landscape Convention; Landscape Character Assessment; Landscape & Visual Impact Assessments; Landscape Sensitivity appraisals</p> <p>The principle and purpose of Seascape Character Assessments that relate to coastal and marine areas</p> <p>Key principles of ecological networks and landscape connectivity/permeability</p> <p>Detailed content and purpose of 25 Year Environment Plan</p> <p>Landscape character condition/change monitoring techniques</p> <p>Your knowledge gives you the skills to:</p> <p>Undertake detailed Landscape Character Assessments</p> <p>Advise and guide on the process of undertaking Landscape Character Assessments to others</p> <p>Utilise Landscape Character Assessments as an evidence base to underpin and guide planning and landscape management</p> <p>Lead in the development and delivery of landscape scale management plans working collaboratively with a range of internal and external partners and stakeholders</p> <p>Plan and lead on the monitoring of landscape condition over time</p> <p>Advise on potential effects of proposals for change which may affect the landscape</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
			<p>Provide advice and guidance on the management of land, at varying scales, to achieve multiple land management objectives</p> <p>Contribute to responses on relevant planning applications that may have an effect on the landscape</p>
<p>17. Historic and Cultural Environment</p>	<p>Basic knowledge and understanding of:</p> <p>The type of elements and assets that make up the historic environment and the historic periods they originate from</p> <p>The type of elements and assets that make up the cultural environment</p> <p>The legal status, and protection of, historic/cultural environment assets</p> <p>The range of national, local and community groups with an interest in cultural heritage</p> <p>Your knowledge gives you the skills to:</p> <p>Identify historic and cultural heritage assets</p> <p>Explain why historic and/or cultural assets are important to visitors</p> <p>Know when, who and what to ask regarding planned work in the historic environment</p>	<p>In depth knowledge & understanding of:</p> <p>Principles and legislation behind management of valued historic structures</p> <p>The importance and value of cultural heritage to a site or area</p> <p>Know who to contact for advice or information on heritage assets, such as Scheduled Ancient Monuments</p> <p>The range of national, local and community groups with an interest in cultural heritage</p> <p>Your knowledge gives you the skills to:</p> <p>Comply with historic environment best practices, through use of the local historic environment record, designated sites and buildings information</p> <p>Comply with necessary procedures in advance of work within the historic environment</p> <p>Identify historic/cultural heritage assets and associated interest groups or individuals</p> <p>Confidently include historic landscape characterisation and the management of heritage and cultural assets within management planning</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Principles and legislation behind management of valued heritage and historic structures both in the UK and internationally</p> <p>Sources of information/advice such as Historic Environment Records, Designated Heritage Assets, Conservation Areas etc</p> <p>The importance and value of cultural heritage to a site or area</p> <p>Historic Landscape Characterisation</p> <p>Your knowledge gives you the skills to:</p> <p>Embed the conservation of heritage assets and landscapes within management planning</p> <p>Offer authoritative advice on historic landscapes and be an advocate for their conservation through input to heritage management plans</p> <p>Contribute to a wider understanding of the importance of conserving and restoring heritage landscapes and assets</p> <p>Provide specialist advice and guidance on historic landscape character and heritage issues</p> <p>Advise others on the processes for gaining permissions for work in/near Scheduled Ancient Monuments (SAMs) and other historic/cultural assets</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
<p>18. Information and Interpretation</p>	<p>Basic knowledge and understanding of:</p> <p>The differences between interpretation and information</p> <p>The purpose of devising stories and/or messages for visitors</p> <p>Your knowledge gives you the skills to:</p> <p>Provide basic information and interpretation to visitors</p>	<p>In depth knowledge & understanding of:</p> <p>Key reference documents and guidance related to interpretation</p> <p>How to identify relevant source material and stories to inform your interpretation</p> <p>How to involve and communicate with project teams and/or stakeholders</p> <p>The differences between interpretation and information</p> <p>Methods of delivery; their uses and benefits</p> <p>Developing interpretive themes or messages</p> <p>The range of evaluation techniques and methods that can be used to inform interpretation</p> <p>Your knowledge gives you the skills to:</p> <p>Research appropriate media through which to deliver interpretation</p> <p>Plan, design and produce environmental interpretation in relevant media eg person to person, printed or displays</p> <p>Develop themes or storylines for different audiences</p> <p>Produce text, visual, spoken or interactive content for your target audience(s)</p> <p>Input to major interpretative themes</p> <p>Input to and support consultants to deliver interpretation</p> <p>Assist in the analysis and evaluation of the effectiveness of the information and interpretation against the set objectives</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Key reference documents, guidance and good practice related to interpretation</p> <p>The ‘bigger picture’ when planning interpretation by taking a lead from site management plans, business plans, other documents</p> <p>Developing interpretive themes and messages</p> <p>The wide variety of media options available through which to deliver interpretation</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on the strategic planning of interpretative services</p> <p>Oversee the design and development of strategic interpretative plans for target audiences</p> <p>Project manage the delivery of interpretive media eg. In Visitor Centres, high tech or major installations</p> <p>Plan and implement monitoring and evaluation techniques to gauge outcomes against objectives</p> <p>Use evaluation techniques to inform future interpretation delivery</p> <p>Demonstrate how evaluation has improved the quality of your interpretive planning or delivery</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
<p>19. Environmental Education</p>	<p>Basic knowledge and understanding of:</p> <p>How environmental education can help people of all ages gain the knowledge and be motivated take responsibility for their impact on the environment</p> <p>Your knowledge gives you the skills to:</p> <p>Assist with delivery of environmental education events or activities</p>	<p>In depth knowledge & understanding of:</p> <p>Key Stages 1-4 of the National Curriculum</p> <p>Resources offered by environmental education organisations such as the National Association for Environmental Education (NAEE), Sustainability and Environmental Education (SEEd), Field Studies Council (FSC) and others</p> <p>A range of environmental educational techniques/tools and their value in encouraging awareness and understanding of the natural world</p> <p>The content and purpose of Forest School programmes</p> <p>Your knowledge gives you the skills to:</p> <p>Plan and deliver a public programme of environmental education events and activities</p> <p>Deliver environmental education activities or events to schools, community groups of all ages and abilities</p> <p>Regularly use feedback and evaluation methods to gauge achievement of objectives</p>	<p>Comprehensive knowledge and understanding of:</p> <p>The Early Years Foundation Stage (0-5yrs) and Key Stages 1-4 of the National Curriculum</p> <p>The full range of educational resources, techniques and tools that can be utilised in the classroom and outdoors</p> <p>The role and value of environmental education in encouraging awareness and understanding of the natural world</p> <p>The relative role of environmental education in secondary education</p> <p>The potential links between environmental education and Sustainable Development Goals</p> <p>The role of environmental education as set out in the 25 year Environment Plan</p> <p>Your knowledge gives you the skills to:</p> <p>Devise, promote and lead delivery of a series of environmental education programmes to all ages and abilities</p> <p>Demonstrate how evaluation has improved the quality of your environmental education outreach and achievement of objectives</p>
<p>20. Volunteer Management</p>	<p>Basic knowledge and understanding of:</p> <p>The motivations, and needs, of volunteers</p> <p>The roles volunteers can play in conservation work</p> <p>Benefits of volunteering to volunteers</p>	<p>In depth knowledge & understanding of:</p> <p>Benefits of volunteering to volunteers and the organisation</p> <p>Best practice volunteer management to include recruitment, training, supervision, motivation, mentoring and individual performance monitoring</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Investing in Volunteers (IiV) as the UK quality standard for good practice in volunteer management</p> <p>Best practice volunteer management to include recruitment, training, supervision, motivation, mentoring and individual performance monitoring</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>Your knowledge gives you the skills to:</p> <p>Welcome, encourage and work alongside volunteers promoting a positive team environment</p> <p>Work with volunteers to run community events and practical outdoor activities</p> <p>Work alongside volunteers to achieve effective habitat management maintenance of boundaries, access routes and associated countryside assets</p>	<p>Purpose behind good practice volunteer management</p> <p>Your knowledge gives you the skills to:</p> <p>Recruit, supervise, motivate, mentor and retain volunteers</p> <p>Help volunteers to access knowledge or gain confidence to achieve their role</p> <p>Delegate tasks, maintain good team relations, monitor individual volunteers' performance and assess possible / actual problems and how to resolve them.</p> <p>Develop the potential of possible volunteer team leaders</p>	<p>The diversity, demographics, goals and motivations of volunteers</p> <p>The extent of delivery eg hours and the cash in-kind contribution that volunteers can provide</p> <p>The wider contribution of volunteers to the sustainability and growth of your organisation</p> <p>Your knowledge gives you the skills to:</p> <p>Benchmark your processes against best practice</p> <p>Publicly recognise achievements of your volunteers, including qualifications gained, number of hours contributed, outstanding achievements, outcomes</p> <p>Report the benefits of volunteer input both to your organisation and the personal, social and economic benefits they gain from the experience</p>
<p>21. Recreation and Visitor Management</p>	<p>Basic knowledge and understanding of:</p> <p>The importance of customer service and providing a positive experience for visitors</p> <p>Understand the physical and mental benefits of being actively engaged with the natural environment</p> <p>How different cultural backgrounds may influence perception of the outdoors or use of it</p>	<p>In depth knowledge & understanding of:</p> <p>Best practice customer service principles including types and needs of different customers/visitors</p> <p>How customers use a site/visitor expectations and how to manage these</p> <p>The role played by Visitor/Information Centres</p> <p>Specifications and siting of recreational facilities offered eg bird hide/trails</p> <p>How cultural factors may affect communications, attracting and providing a good experience for all visitors</p>	<p>Comprehensive knowledge and understanding of:</p> <p>The principles of visitor management and sustainable tourism</p> <p>Tools and techniques for the management of visitors including recreation management plans or long term strategies</p> <p>Appropriate design, maintenance and management of recreational facilities</p> <p>The use of branding and marketing strategies to manage visitors</p> <p>A full range of diversity, gender, ethnicity, disability and inclusivity issues</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>Your knowledge gives you the skills to:</p> <p>Welcome and communicate clearly and effectively with visitors regarding the site/planned works/what to see</p> <p>Effectively maintain facilities aimed at visitors eg play areas, hire equipment</p> <p>Proactively engage with visitors to further enhance their experience of the natural/historic environment</p> <p>Provide clear messages around safety and caring for the site/area</p>	<p>How to approach and effectively manage challenging visitors and resolving any issues arising</p> <p>Different methods of visitor feedback</p> <p>Your knowledge gives you the skills to:</p> <p>Confidently engage with a wide range of visitor audiences on a variety of topics</p> <p>Promote inclusivity and diversity working practices</p> <p>Effectively manage Visitor /Information Centres to offer a consistently positive visitor experience</p> <p>Monitor visitor numbers and activities</p> <p>Evaluate visitor feedback</p>	<p>The role, design and potential of Visitor or Information Centres</p> <p>Management of franchise facilities eg café, cycle hire, retail</p> <p>The purpose, design and use of quantitative and qualitative visitor survey, monitoring and evaluation techniques</p> <p>Your knowledge gives you the skills to:</p> <p>Lead on strategic visitor management planning across a variety of sites/areas</p> <p>Develop effective visitor monitoring plans</p> <p>Direct and lead the operational management of visitor facilities to a high standard</p> <p>Promote inclusivity, wellbeing and celebrate cultural diversity through the visitor experiences offered</p>
<p>22. Rights of Way and Access</p>	<p>Basic knowledge and understanding of:</p> <p>Legal status of the four main categories of Rights of Way and open access to the countryside, including who may use which Rights of Way</p> <p>Additional relevant access legislation eg ownership/maintenance issues</p> <p>Working knowledge of rights of way and access management</p> <p>The different types of surfaces and furniture/structures and their suitability for different areas and usage, such as multi-user access paths</p>	<p>In depth knowledge & understanding of:</p> <p>Legal status of Rights of Way and open access to the countryside</p> <p>Current planning regulations, legal processes and procedures in relation to managing public rights of way</p> <p>Purpose of, and issues relating to, Open Access and 'Right to Roam'</p> <p>Public rights of way and permissive access including a technical understanding of their type, usage, cost, lifespan and historic value</p> <p>Multi-user trails – value and issues</p>	<p>Comprehensive knowledge and understanding of:</p> <p>Current legislation, planning regulations, legal processes and procedures in relation to managing public rights of way and other public</p> <p>Statutory responsibilities of Local Authority Highways Departments</p> <p>Legal responsibilities of landowners in relation to rights of Way</p> <p>Purpose and use of Rights of Way Improvement Plans</p> <p>How planning policy, development proposals and planning management can provide improvements to the network</p>

Competence	Entry (Blank competency = not expected)	Skilled	Accomplished
	<p>How different types of boundaries relate to their location and usage; how their management varies depending on the area and their function</p> <p>Your knowledge gives you the skills to:</p> <p>Undertake construction and maintenance of a range of public rights of way / permissive paths, boundaries and infrastructure</p> <p>Undertake and ensure accuracy of waymarking</p> <p>Encourage the responsible use of Rights of Way</p>	<p>Definitive Maps, Tithe maps and other records to help determine routes and their status</p> <p>Your knowledge gives you the skills to:</p> <p>Plan, schedule, prioritise and organise asset and infrastructure construction, maintenance including supervision of contracts</p> <p>Encourage responsible use of Rights of Way</p> <p>Oversee/undertake construction and maintenance of a range of public rights of way / permissive paths / open access, boundaries and infrastructure</p> <p>Liaison with user groups and user conflict resolution</p>	<p>Location, value and efficacy of Definitive Maps, Tithe maps and other records to help determine route locations and validity</p> <p>Processes available for dealing with disputes, violations with or between private owners and the public</p> <p>Your knowledge gives you the skills to:</p> <p>Plan and manage a strategic RoW/open access network, its ongoing management and improvement</p> <p>Lead on user group liaison and conflict resolution</p> <p>Manage processing applications for public path orders and Traffic Regulation Orders</p> <p>Provide authoritative advice to Local Access fora</p> <p>Give evidence at enquiries and appeals</p> <p>Provide an expert witness statement</p> <p>Initiate/undertake enforcement action in relation to rights of way/open access</p>

Two references required

Expected Behaviours – to be evidenced through 2 references. Referees asked to **focus on expected behaviours** at different accredited levels & **give examples** of how those behaviours are delivered. One should be line manager plus one other who knows the candidate and their way of working.

Entry:

- Enthusiasm for the countryside and environment; a positive approach to working outdoors, and undertaking practical tasks in all weathers
- Work ethic; reliability and punctuality, commitment, diligence and a pride in doing a job well
- Work constructively; both within a team environment and be self-motivated as a lone worker; be comfortable working both with other paid colleagues as well as unpaid volunteers
- Flexibility and adaptability; to working locations, hours and requirements, including changes in weather conditions, situations and working environment
- Skills development; responsibility for continual personal skills development
- Communication and behaviour; demonstrates appropriate behaviour with a wide range of people including colleagues, landowners, contractors and other professionals and the public
- Understands diversity and inclusivity respecting gender, ethnicity and disability
- Safety conscious; promoting safe working practices for themselves and others
- Consistently acts in an environmentally conscious manner

Skilled:

- Has a self-disciplined, self-motivated, and proactive approach to work with the ability to work outside in all weather conditions
- Is conscious of time constraints and takes personal responsibility for delivering their work to time and budget
- Is positive and responds well to feedback and is open to change
- Has sound judgement and focuses on solutions rather than problems
- Behaves in accordance with the organisational policies, procedures, values and behaviours to build rapport, trust, develop networks and maintain good working relationships
- Demonstrates good communication skills, a positive attitude and an inclusive and collaborative approach
- An ambassador for the organisation and takes personal responsibility for identifying and addressing the needs of customers (stakeholders, public, landowners), ensuring they are satisfied with the outcomes in a polite, professional manner whilst delivering the organisations objectives

- Understands diversity and inclusivity demonstrating and promoting respect for gender, ethnicity and disability
- Proactively promotes and champions health, safety and wellbeing within their organisation and always acts in an environmentally conscious manner
- Takes personal responsibility for developing their knowledge and skills and continually seeks to improve their performance
- Seeks relevant advice, feedback and support when appropriate.
- Promote the work of their organisation in a positive light
- Be adaptable, manage workload effectively and demonstrate problem solving ability

Accomplished:

- Is highly professional in all dealings with team members, the organisation, politicians, stakeholders and the public
- Has a high level of self-discipline, self-motivation, and a strong personal work ethic that leads to a pro-active approach to work
- Is acutely aware of time and budget constraints accepting accountability for team's delivery of work on time and to budget, whilst always acting in an environmentally conscious manner
- Is results-oriented through encouraging and empowering team members, involving them in decision making
- Is an excellent communicator and listener
- Understands diversity and inclusivity, demonstrating and promoting respect for gender, ethnicity and disability
- Takes time to encourage team members pursue their career development through effective appraisals and ongoing support
- Has a clear vision and strategy for their team and a clearly defined plan to achieve that vision
- Uses expert knowledge and skills to support, advise and guide a team towards increasing levels of personal, and team, performance
- Has excellent coaching and mentoring skills
- Takes pride in the team's success whilst ensuring their personal safety, physical and mental well-being
- Is a respected advocate for the organisation, team and work achieved
- Aligns with goals of organisation and acts as ambassador for its aims and achievements
- Is highly flexible, adaptable, innovative and creative with a can-do attitude
- Has a highly positive attitude to change management offering progressive solutions