

COPFS Application Pack

Office & Finance Administrator

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# Introduction

This pack is to guide you through the COPFS recruitment process. It is vital that you read this carefully as hints and tips are contained.

If you have any further questions or require the application pack in an alternative format, you can contact:

Email - [Recruitment@copfs.gov.uk](mailto:Recruitment@copfs.gov.uk)

Telephone – 0300 020 3874

# About COPFS

This is an exciting opportunity to join the Crown Office and Procurator Fiscal Service (COPFS), Scotland’s only prosecution service. We receive reports about crimes from the police and other reporting agencies and then decide what action to take, including whether to prosecute someone. We also look into deaths that need further explanation and investigate allegations of criminal conduct against police officers.

COPFS plays a pivotal part in the justice system, working with others to make Scotland safe from crime, disorder and danger. The public interest is at the heart of all we do as independent prosecutors. We take into account the diverse needs of victims, witnesses, communities and the rights of those accused of crime. We support the Strategy for Justice in Scotland and, in particular, its priorities of:

* Reducing crime, particularly violent and serious organised crime
* Tackling hate crime and sectarianism
* Supporting victims and witnesses
* Increasing public confidence and reducing fear of crime

For further information about COPFS please visit our website - <http://www.copfs.gov.uk/about-us/about-us>

Click here for information regarding COPFS Recruitment Privacy Notice

# Vacancy Information

**Band C Office & Finance Administrator   
Closing Date 11th June 2023 at 11.55pm  
Sift Date – W/C 12th June 2023  
Interviews – W/C 19th June 2023**  
**Whilst we will endeavour to meet the dates as specified there may be occasions when these dates will change.**

**Location**

Victoria Quay and Crown Office, Edinburgh

KLTR is based in Victoria Quay, Edinburgh and we also have an office at Crown Office on Chambers Street, Edinburgh. There will also be some options for working remotely, including day-to-day working. Attendance in both offices will be expected as and when required, generally on average around 2 days per week.

**Contract terms**

Permanent

Full Time

**Salary**

Starting salary would be £28,702 with the maximum salary on this scale being £31,541 subject to future COPFS pay awards. All salaries are pro rata for part-time staff.

**Job Description**

The King’s and Lord Treasurer’s Remembrancer (KLTR) is the Crown’s representative in Scotland who deals with ownerless property. We deal with the property and assets of dissolved companies, the property of individuals who die without heirs and we work with the Treasure Trove team based in the National Museum.

**Key responsibilities and duties will include:**

* Bookkeeping/basic accounting support
* Assisting with and carrying out certain daily, weekly and monthly departmental finance processes
* Contributing to meetings and being involved in projects regarding the department’s governance and finance matters
* Data input and monitoring on our banking and case management electronic systems
* Office management support as required
* Assistance with meeting/event/senior colleague calendar organisation
* Minute taking at meetings
* Any other general administrative tasks that arise, to support the busy KLTR team

You may be starting out in your career or already have a administrative background and looking for a change, but you should have an interest in the Criminal Justice Sector.

**Please note this is not an exhaustive list and other duties may be required as appropriate to the role**

**Essential Criteria**

The competencies outlined in this application pack form the key essential criteria for this post. Candidates will also be expected to demonstrate:

* Bookkeeping/accounting knowledge
* Strong organisation and communication skills
* Confident in using Microsoft Office applications including Excel, Outlook, and Word.

**Desirable Criteria**:

* A demonstrable understanding of basic bookkeeping

|  |  |
| --- | --- |
| Recruitment Activity | Anticipated Dates |
| Closing Date | 11th June 2023 at 11.55pm |
| Sift | W/C 12th June 2023 |
| Interviews | W/C 19th June 2023 |

Please note that these dates may be subject to change

# Application and Selection

**Completing your Application**

COPFS follow the Civil Service approach to competency based recruitment. This means the panel will be looking for specific examples of how you have met the competencies that you will be assessed against.

The [COPFS Competency Framework](https://www.copfs.gov.uk/about-copfs/careers/how-your-application-is-assessed/) details the level of competence required for each Grade, a description for each competency and what behaviours are expected at each level. You should refer to the Framework to gain an understanding of role; however for the purposes of this exercise we have detailed the key competencies within this pack.

Candidates must remember that the Competency Framework is not exhaustive and provides an indication of the general level of working. Your evidence should also take account of your skills, the job role and its accountabilities.

The recruitment panel expect you to ensure that the examples given in your application form are concise and meet with the recommended word count of 250 words per competency. Answers in excess of 300 words will not be assessed beyond this count which will likely affect your score.

The examples you provide will ideally be from a recent work-related context but might equally well be derived from other activities away from the workplace (e.g. voluntary work, outside interests) provided they are relevant to the job role. The Selection Panel will consider the suitability of the example used (i.e. relevance and complexity) in assessing your application and/or performance at interview.

**Part B**, **section 4** of the application form is where you must provide specific and job relevant evidence of competency related behaviours in each of the key competencies detailed on pages 12-15.

In order to do this, we recommend you adhere to the ‘STAR’ (Situation, Task, Action, Result) method to present your answers:

**S – Situation**

This part of your answer is to describe the scenario you are going to use. A brief overview is all that is necessary.

**T – Task**

Again, a brief sentence or two is all that is needed. The task will be your objective or goal, it may also be relevant to note any consequences to you not achieving it.

**A – Actions.**

This is the most important part of your example in terms of assessment. You should explain what you did within your described situation and task.

It is important to note what YOU did, so actions should start with **“I”** and contain a specific action word (e.g. organised, presented, researched, etc). You should also note how you carried out actions (e.g. face to face, over the phone, etc).

When preparing your answers at home, actions should read like bullet points.

**R – Result**

Like the situation and task, this should be kept brief and describe the outcome of your situation. You may also consider some reflection points (e.g. would you do anything differently, has there been an evaluation).

Following the STAR method helps present your example in a chronological order which focuses on what you have done.

# Understanding the sift procedure

Where there are specific essential criteria or a post attracts more applicants than can reasonably be handled at interview, applications may be “sifted” and a shortlist produced. This formal action will be conducted by a Sift Panel who will usually (but not always) be the same as the Selection Panel. The information you provide in part 4 of the application will form the basis for the sift.

## Further Assessment of Suitability

The board in advance of the interviews may require further evidence to assess candidates for specific posts.  This may be used as a method to further sift candidates or as part of their overall assessment.

Should this be the case you will be advised directly.

# The Interview

When at interview, the Selection Panel will try to put you at ease. The Chairperson will explain what is going to happen and who will ask the questions. You can also ask questions, seek clarification or add extra information at any time and will be given a specific opportunity to do so at the end.

The selection panel will comprise at least two members. If you find that your line manager (or someone with whom you are familiar) is interviewing you do not be surprised if they treat you formally, they must treat all candidates equitably and must not give you an unfair advantage through over-familiarity.

For any particular post, everyone’s interview will be similar in that all candidates will be asked the same core questions. Any follow-up questions will depend on the answers you give and won’t necessarily be the same as those for other candidates.

Interview Questions

Competency Based Selection is based on the underlying principle that past behaviors are the best predictor of future behavior. If a candidate can demonstrate how they have faced challenges and achieved success with similar issues in the past, they will be able to apply these to the challenges of the new job in the future.

All questions for candidates will be designed to test suitability based on the knowledge, skills and understanding of the candidate in relation to the requirements of the role and the competencies associated with the vacancy. The candidates should then provide specific examples to demonstrate how they have met the competencies required.

You will be asked competency based questions and you will be expected to talk about how you actually tackled a real problem. The questions will relate to competencies and essential criteria stated in the advert, therefore the key is to prepare examples from your career that highlight the various skills that you would be required to show in your new job. You should also be prepared to answer questions about any desirable criteria which is stated within the advert.

In answering these questions, you should respond by giving a real specific example, ideally using the STAR method. Candidates are reminder to use ‘I’ not ‘WE’ so that the Selection Panel obtains a full understanding of what you did within a specific example.

Candidates should be prepared to talk about their example in a lot of detail. The Selection Panel will ask you probing questions to ensure they fully understand the situation you are describing. The Panel will also be interested in the outcome of the situation and whether there was anything you learned from the experience.

**There are things you can do to help yourself prepare for the competency interview:**

Read and understand the “STAR” method, this will help you to answer the question correctly, and maximise your score.

Prepare examples for each of the competencies. The perfect competency answer may be one element of a bigger picture - if you use too big an example you will just skim over the surface of the actions rather than providing the detailed answers they need to hear. It may be helpful to have an example of the following sorts of situations to hand:

* A situation where you resolved conflict with a colleague
* A time you worked to a pressured deadline
* The performance or project you are most proud of
* A time when something went wrong and what you did to resolve it
* An example of working as a team to achieve a common goal
* An example of motivating others, if relevant
* Examples of showing specific skills relevant for the job you're going for

Rehearse your answers in front of a friend or family member.

We would advise that you don’t use jargon unless you are absolutely sure all the members of the selection panel will understand.

By preparing in this way you will feel more comfortable with being able to perform at your best at interview. Focus and hone in on your own contribution and ensure that you show yourself in a good light, whilst of course being honest.

Candidate Notes  
Candidates are advised that they may bring personal notes to their interview, however these should be used as reference material only.

**The Scoring System**

The same 3 point scale is used to score applications at the sift stage and candidates at the interview stage.

|  |  |
| --- | --- |
| **Score** | **Evidence** |
| 3 | The candidate provided evidence that **demonstrated highly effective behaviour** against the requirements of the role and level of competence required. |
| 2 | The candidate provided evidence that **demonstrated effective behaviour** against the requirements of the role and level of competence required. |
| 1 | The candidate provided evidence that **partially demonstrated effective behaviour** against the requirements of the role and level of competence required, but there are a few minor gaps that can be investigated at interview or developed on the job. |
| 0 | The candidate **failed** **to demonstrate** that they meet the level of competence required. |

Board members set the sift pass mark for each individual campaign however candidates will usually be required to obtain a score of at least ‘2’ at each stage, although a score of ‘1’ for a single essential competency should not rule a candidate out if scores are high for all other competencies.

Applicants who score zero in any of the competences or essential skills/experience/qualifications will not be selected for appointment.

**Guaranteed Interview Scheme**

COPFS is committed to valuing diversity and equality of opportunity and participates in the Disability Confident scheme as awarded by Job Centre Plus.

Under this scheme, all candidates who consider them to be disabled in terms of the Equality Act 2010, and who meet the essential minimum criteria for the post, will be guaranteed an interview.

For the purposes of the scheme, the minimum criterion to quality for interview requires adequate demonstration of all competences tested and to meet the essential criteria.

This will be applicable at all stages of recruitment, i.e. if you do not pass the standard required at sift or technical assessment (if applicable), you will not proceed to interview.

**Selection Information**

The selection panel will recommend the candidate(s) for appointment in order of merit.

You may ask for feedback on your performance however this may not be available. However candidate rating forms will be available.

Please note that we will not meet any expenses you may incur in association with this recruitment exercise (tests or interview), nor if you have to relocate to take up appointment (this is also applicable to any current COPFS staff who may make an application for an externally advertised post).

**Appeal**

All candidates are entitled to the right of appeal against any selection decision (i.e. at sift or interview).

Appeals against selection decisions can be made on the following grounds:

* + There has been a procedural irregularity that can be seen to have materially disadvantaged the individual candidate; and/or
  + There has been an infringement of COPFS’ equal opportunities policy causing actual disadvantage

Appeals out with these grounds will not be considered. The appeal must be submitted in writing, justifying the grounds, to the HR Resource Team within five working days of receiving the results or feedback (if available). Where an appeal is upheld, COPFS will take steps to remove disadvantage or compensate for actual loss.

**Equality & Diversity**

COPFS is proud to maintain an inclusive workplace and we encourage applicants from all backgrounds.

COPFS have set out a strategy to ensure we continue to promote equality of opportunity and treatment and to eliminate unfair discrimination in its employment practises.

Our policy is to provide equal opportunities for employment, career development and promotion to all where eligible, based on ability, qualifications and suitability for the work.

No job applicant or employee will receive less favourable treatment than others because of their gender, gender identity, gender expression, sexual orientation, marital or family status, part-time status (unless such treatment is objectively justified), socioeconomic background (or is perceived as belonging to), racial group (includes colour, race, nationality, national or ethnic origin), religion, disability (unless such treatment is objectively justified), age (subject to the operation of a retirement age policy) or trade union membership/non-membership/activities.

COPFS has several staff network groups which include:

### **Equality Ambassadors**

As part of our commitment to equality for all staff we have a number of Equality Ambassadors who are responsible for promoting their characteristic across the service and beyond.

### **Sheriffdom Equality Networks (ShEN)**

Each Sheriffdom has their own equality network, which supports internal and external engagement and awareness of equality issues. The groups advise on policy issues and some run events, like autism awareness sessions, Pride attendance and the Schools’ Public Speaking Competition. Each ShEN has a leader, responsible for the work of the network, and an administrative contact.

#### **Proud in COPFS**

The Proud in COPFS network supports lesbian, gay, bisexual, transgender and intersex (LGBTI) staff. They also provide support and guidance for parents and carers of LGBTI children.

#### **Staff Disability Advisory Group**

The Staff Disability Advisory[Group](https://glwweb02/my-workplace/equalities-inclusion?title=Staff_Disability_Advisory_Group&layout=article&id=9518)comprises of disabled staff, carers and staff with a special interest in disability equality. It was established to meet the specific requirement in disability equality legislation that disabled people be directly involved in improving policy and practice. The Group acts as a forum for the exchange of information and ideas on disability equality, and to advise and influence the development, assessment and implementation of policies relating to disabled staff.

#### **Believe...in COPFS**

The Believe…in COPFS group is for everyone, all staff are welcome to join the network to discuss and consider faith and belief issues. The only requirement is respect for the religion or belief of all members. You can be an active contributor or just sit quietly and reflect.

#### **Carers Network**

The Carers Network group supports colleagues across the organisation who have caring responsibilities.

#### **Mental Health Network**

The Mental Health Network group supports staff with mental health conditions by raising awareness of and signposting appropriate support mechanisms.

#### **Inclusion in COPFS**

Inclusion in COPFS is a BAME staff network which aims to provide support and information to colleagues across the service on equalities issues related to race and ethnicity.

Gender Equality Network (GEN)

The Gender Equality Network (GEN) is your employee network for support on gender-based issues.

The Neurodiversity Support Network (NSN)

The NSN is a resource for all staff to access advice and guidance on all aspects of neurodiversity including autism, ADHD, epilepsy, migraines, and dyslexia and other learning difficulties.

We have created information pages for Autism and Epilepsy that can be found under guidance above. We are working on pages for other areas too.

If you are interested in joining the NSN, contact Sarah McCall, SPFD at SOCU West and Equality Ambassador for Autism and Epilepsy.

# Competencies

**COPFS Competency Framework**

The COPFS Competency Framework applies to all staff. The Competency Framework has been developed to recognise the general range of skills and behaviours expected across all job roles within COPFS. It is based on the same competency framework used by nearly all other Civil Service organisations. The COPFS Competency Framework is central in understanding how best to use the considerable resources available in Civil Service Learning. This includes access to National Occupational Standards (NOS), recognised nationally in industry and Government as indicators of how professionals should be performing. COPFS Learning & Development can provide advice about management development in particular to a level 7 of the Chartered Management Institute standard.

The Competency Framework enables COPFS to recruit and select staff by considering evidence on how an individual achieved an objective or completed a task. It further allows selection based on specific past occurrences which can be indicators of future behaviours or performance.

The Competency Framework should give all candidates an equal opportunity to describe their behaviours when working towards an objective or performing a task.

**Competency Levels**

Competency levels determine the level that someone would be expected to demonstrate indicative behaviours in their day to day work and interaction with others, these differ by grade. The levels go from level one up to level six. It would be assumed that someone performing at level six would be aware of and routinely performing at levels one to five.  
  
For the purposes of this exercise, you are asked to provide examples and evidence against the following key competencies.

# 

# Delivering at Pace

|  |  |  |
| --- | --- | --- |
| Description | Effectiveness in this area means focusing on delivering timely performance with energy and taking responsibility and accountability for quality outcomes. For all staff, it’s about working to agreed goals and activities and dealing with challenges in a responsive and constructive way. At senior levels, it is about building a performance culture to deliver outcomes with a firm focus on prioritisation and addressing performance issues resolutely, fairly and promptly. It is also about leaders providing the focus and energy to drive activities forward through others and encourage staff to perform effectively during challenging and changing times. | |
|  | ***Effective Behaviour People who are effective are likely to…*** | ***Ineffective Behaviour People who are less effective are likely to…*** |
| Level 2 | * Create regular reviews of what and who is required to make a project/activity successful and make ongoing improvements * Be interested and positive about what they and the team are trying to achieve * Take ownership of problems in their own area of responsibility * Remain positive and focused on achieving outcomes despite setbacks * Check own and team performance against outcomes, make improvement suggestions or take corrective action when problems are identified * Set and achieve challenging goals and monitor quality | * Fail to maintain pace and progress * Display limited interest or positivity for their role or purpose * Avoid responsibility for dealing with problems * Fail to adjust or react negatively when things change or go wrong * Neglect performance reviews and so be unable to give timely and constructive feedback * Blame others for poor quality work |

# Leading and Communicating

|  |  |  |
| --- | --- | --- |
| Description | At all levels, effectiveness in this area is about leading from the front and communicating with clarity, conviction and enthusiasm. It’s about supporting principles of fairness of opportunity for all and a dedication to a diverse range of citizens. At senior levels, it is about establishing a strong direction and a persuasive future vision; managing and engaging with people with honesty and integrity, and upholding the reputation of the Department and the Civil Service. | |
|  | ***Effective Behaviour People who are effective are likely to…*** | ***Ineffective Behaviour People who are less effective are likely to…*** |
| Level 2 | * Display enthusiasm around goals and activities – adopting a positive approach when interacting with others * Listen to, understand, respect and accept the value of different views, ideas and ways of working * Express ideas effectively, both orally and in writing, and with sensitivity and respect for others * Confidently handle challenging conversations or interviews * Confront and deal promptly with inappropriate language or behaviours, including bullying, harassment or discrimination | * Express limited interest in goals and activities * Adopt a biased, exclusive or disrespectful manner in their dealings with others * Demonstrate no awareness of the impact of their behaviour on others nor consider the potential reactions of others to the ideas put forward * Unable to deal objectively with conflicts and disputes when they arise * Avoid challenging inappropriate language or behaviours |

# Making Effective Decisions

|  |  |  |
| --- | --- | --- |
| Description | Effectiveness in this area is about being objective; using sound judgement, evidence and knowledge to provide accurate, expert and professional advice. For all staff, it means showing clarity of thought, setting priorities, analysing and using evidence to evaluate options before arriving at well-reasoned justifiable decisions. At senior levels, leaders will be creating evidence based strategies, evaluating options, impacts, risks and solutions. They will aim to maximise return while minimising risk and balancing social, political, financial, economic and environmental considerations to provide sustainable outcomes. | |
|  | ***Effective Behaviour People who are effective are likely to…*** | ***Ineffective Behaviour People who are less effective are likely to…*** |
| Level 2 | * Demonstrate accountability and make unbiased decisions * Examine complex information and obtain further information to make accurate decisions * Speak with the relevant people in order to obtain the most accurate information and get advice when unsure of how to proceed * Explain clearly, verbally and in writing, how a decision has been reached * Provide advice and feedback to support others to make accurate decisions * Monitor the storage of critical data and customer information to support decision making and conduct regular reviews to ensure it is stored accurately, confidentially and responsibly | * Miss opportunities or deadlines by delaying decisions * Only use evidence sources that support arguments or are easily accessible * Come to conclusions that are not supported by evidence * Give little consideration to the people and resources impacted by decisions. * Create confusion by omitting to inform relevant people of amendments or decisions causing delays in implementation * Consistently make decisions in isolation or with a select group |

# Collaborating and Partnering

|  |  |  |
| --- | --- | --- |
| Description | People skilled in this area create and maintain positive, professional and trusting working relationships with a wide range of people within and outside the Civil Service to help get business done. At all levels, it requires working collaboratively, sharing information and building supportive, responsive relationships with colleagues and stakeholders, whilst having the confidence to challenge assumptions. At senior levels, it’s about delivering business objectives through creating an inclusive environment, encouraging collaboration and building effective partnerships including relationships with Ministers. | |
|  | ***Effective Behaviour People who are effective are likely to…*** | ***Ineffective Behaviour People who are less effective are likely to…*** |
| Level 2 | * Demonstrate interest in others and develop a range of contacts outside own team to help get the job done * Change ways of working to facilitate collaboration for the benefit of the team’s work * Proactively seek information, resources and support from others outside own immediate team in order to help achieve results * Readily identify opportunities to share knowledge, information and learning and make progress by working with colleagues * Listen attentively to others and check their understanding by asking questions * Take responsibility for creating a working environment that encourages equality, diversity and inclusion | * Ignore the knowledge and expertise that a wider network of colleagues and partners can bring to the work of the team * Continue to work in set ways that make it difficult for colleagues to contribute to or benefit from the team’s work * Take a narrow approach to resolving resourcing issues in own area and fail to explore other resourcing opportunities and possibilities * Rarely share information, or restrict it to immediate colleagues only * Show a lack of interest or skill in interacting with others * Adopt a biased, exclusive or disrespectful manner in their dealings with others |

# Additional Information

**General Pre Employment Requirements**

Should you be successful in your application you will be recommended for appointment subject to our standard pre recruitment checks. These include:

* **Identity** – you will be asked to provide evidence of your identity if invited to interview and potentially at another time during the recruitment process.
* **Nationality and Immigration Status** – you will be asked to provide proof of your eligibility to work and remain in the UK. Successful candidates will also be required to satisfy the Civil Service Nationality requirements. <https://www.gov.uk/government/publications/nationality-rules>
* **Employment/ Academic History Verification** – if you are successful, we will conduct a verification of your 3 year history
* **Criminal History** – COPFS has exemptions from the Rehabilitation of Offenders Act (1974). This check will be undertaken through an Enhanced Disclosure check (of which, COPFS will meet the expense)
* **Health** – prior to appointment, candidates will also undergo a pre-employment health assessment through our Occupational Health provider.

When full checks are satisfactorily completed, a formal offer of employment will be made.

**Terms of Appointment**

Salary is paid monthly by credit transfer to your nominated bank account.

Successful candidates will be expected to complete a 9 month probation period.

Successful applicants will be expected to work a five day week of 37 hours excluding lunch breaks. You will have an annual leave allowance of 25 days per year (rising to 30 days after 4 years’ service) and will also benefit from an additional 11.5 public and privilege holidays per year.

Part time allowances will be calculated as a pro rata amount and confirmed within the contract of employment.

On joining COPFS, employees will be automatically enrolled in the Civil Service pension arrangements. You can find further information on Civil Service Pensions via the [Cabinet Office](http://www.civilservice.gov.uk/pensions/) ([www.civilservice.gov.uk/pensions](http://www.civilservice.gov.uk/pensions)).

# Civil Service Code

As a Civil Servant, you will be expected to carry out your role with dedication and a commitment to the Civil Service and its core values. The Civil Service Code defines the core values that you, as a Civil Servant, are expected to work within and uphold. These core values are:

* Honesty
* Impartiality
* Integrity
* Objectivity

The Code forms part of the terms and conditions of every Civil Servant. Further information can be obtained from <http://www.civilservice.gov.uk/about/values>.

# Civil Service Commission

The Crown Office and Procurator Fiscal Service’s recruitment processes are underpinned by the principle of selection for appointment on merit on the basis of fair and open competition as outlined in the Civil Service Commission Recruitment Principles which can be found at <http://civilservicecommission.independent.gov.uk/>

If you feel your application has not been treated in accordance with the Principles and you wish to make a complaint, you should contact The Recruitment Manager, Crown Office and Procurator Fiscal Service, Crown Office, 25 Chambers Street, Edinburgh, EH1 1LA in the first instance.  If you are not satisfied with the response you receive from the Service you can contact the Office of the [Civil Service Commission](http://civilservicecommission.independent.gov.uk/contact-us/) directly.

The Code forms part of the terms and conditions of every Civil Servant. Further information can be obtained from <http://www.civilservice.gov.uk/about/values>.