

## **Administrative, Professional & Managerial Job Family**

### **Outline**

Roles in this family are engaged in the provision of a range of services in support of the staff, students, systems and resources of the University and of the wider public. The work may involve administrative support, specialist advice, data and information management, project management, or the development and implementation of systems or policy; contacts with internal and external customers, and with external suppliers, are a common feature. All roles require an understanding of the University's systems, processes and procedures. The higher levels often combine professional qualification, managerial experience and a substantial impact on the running and resources of the institution.

## **Introduction to the use of the Job Family**

This job family is a tool of job classification that will be used by a trained job matching panel to match role profile forms to an appropriate level. Roles will be matched into a level of the job family based on a "best fit" approach. The job matching panel will look at the role profile form and compare it with the levels of the job family to determine which level of work activities and skills most closely matches the individual role profile form. Once all the views of the panel members on the "best fit" to the job family have been explored (views must be justified with evidence from the role profile form and supporting information from school/department representatives), the panel must come to a consensus decision on level. If, after careful consideration, a consensus cannot be reached, the role will be referred to a Review panel.

It should therefore be noted that the representative work activities for each level of the job family are generic examples, they are intended to be illustrative not exclusive, and may not describe all of the details specific to your individual role. The activities are not intended to be a comprehensive list, each of which has to be demonstrated, rather guidance to the job matching panel on the level and range of activities undertaken at a particular level of work.

## Summary of the Level Descriptors

<p><b>Level 1</b></p> <p>Roles at this level will be engaged in performing a clearly defined range of standard tasks within established routines and procedures. They will have an understanding of the systems and procedures, which directly impact on their own work, and be supervised or work closely with colleagues they can refer to. They will be responding to routine queries/issues/circumstances, and referring any unusual or non-routine situations to other team members. The work is typically to short term deadlines and will require arranging tasks within a daily routine to provide a courteous and effective service to others.</p>
<p><b>Level 2</b></p> <p>Roles at this level will work within established procedures with minimum day to day supervision, to provide a range of support services to an agreed quality standard or specification. They will require a thorough understanding of relevant systems/processes or of the working environment, gained through vocational qualification with work experience, or relevant work experience over some years. Role holders will organise their own day-to-day work to meet clear objectives and in some cases may be responsible for the allocation and scheduling of work to others. They will typically have specific responsibility for a clearly defined section or sub-section of work and will be expected to deal with less routine queries/issues/requests, referring conflicts or more complex situations to the relevant person. Independence and initiative will be required to react to changing priorities and work circumstances, with scope to make decisions within clear parameters.</p>
<p><b>Level 3</b></p> <p>Roles at this level will require knowledge of the general principles and standard practices in a technical, financial, professional or similar field and/or require an understanding of the systems, policies, or processes of the University relevant to their section of work. Knowledge will have been gained through formal qualification/acquisition of a certificate and/or considerable relevant work experience. Work will either demand the application of specialist knowledge, or have a mainly planning and co-ordination content and/or be of a supervisory nature. A consistently high degree of personal responsibility and initiative will be required to respond independently to queries and use judgement to deal with daily unforeseen problems and circumstances, with limited guidance. This may also include responding to complaints and escalated issues, and resolving problems involving other schools/departments or external contacts. Role holders will plan and organise their own work activities and if applicable that of a team of people, with discretion to determine and change priorities as required. They will typically set and monitor standards within their own work area, with scope for improving operational effectiveness and quality service through the application of process improvements.</p>
<p><b>Level 4</b></p> <p>Roles at this level will be providing advice and support to schools/departments/work units based upon a combination of practical and theoretical knowledge of a technical, professional or specialised field and/or will be involved in the deployment of resources, including people, for a sub-section of a school/department. Knowledge will typically have been gained through a professional/part professional or academic qualification with work experience, or through a proven track record of relevant work experience. Role holders will be required to receive, understand and convey information, which needs interpretation, analysis and careful explanation. Working within established policy and practices, analysis and judgement will be used to identify the best solution to differing problems and issues, offering recommendations for managing more complex situations. Role holders will be expected to develop operational procedures and make a contribution to school/department policy. There will be a need for liaison and the co-ordination of work activities across a number of sub-sections of a school/department and with external bodies as appropriate.</p>
<p><b>Level 5</b></p> <p>Roles at this level will be providing specialist, professional or technical advice, direction and input across a range of activities and/or be responsible for managing a diverse team(s) and resources in delivering a service or in project activity. They will require a professional qualification with work experience or specialised/broad knowledge gained through considerable experience in a series of progressively more complex roles. Work will involve using the principles and concepts of their professional field to make decisions, to influence others' thinking and to negotiate with them to achieve an outcome. Role holders will typically be required to resolve problems where the optimal solution may not be immediately apparent and there is a mass of information or diverse, partial and conflicting data, with a range of potential options available. Significant evaluation and independent thought is therefore required to resolve ambiguity and work within grey areas. Wide discretion is permitted provided that activities are broadly consistent with operational policies and precedents within their function. Role holders will be expected to influence policy through advising on the impact of policy change and implementation in their specific area(s) of work. There will be a requirement for role-holders to assess the impact of their work across a school/department, with associated functions and within the broader objectives of the University.</p>

**Level descriptors 6 and 7 are detailed overleaf.**

### Summary of the Level Descriptors (continued)

**Level 6**

Roles at this level will be professional specialists with high-level expertise, exercising within their particular functional area/section a substantial degree of independent professional responsibility and discretion, including the development and implementation of administrative/technical/professional policies and processes. Role holders will typically lead and manage a functional area/section or be a senior individual expert/practitioner with responsibility for managing major projects and initiatives to ensure delivery/improvement of a service. Often roles at this level will have a deputising role for the most senior manager of the area of activity. They will be expected to resolve problems where there is a lack of precedent, requiring innovation and creative thought to develop appropriate options. They will be responsible for setting quality and professional standards and managing service delivery against this, and will have significant influence upon the structure and promotion of their area of activity. Role holders will develop and implement operational plans, which are likely to have a time horizon of more than one year and will typically involve people from several teams. They will also contribute to the longer-term plans for their work area to fit with broader functional and the University strategy.

**Level 7**

Roles at this level will be the most senior staff in their area of responsibility and will direct a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the University. They will lead the development, delivery and evaluation of the services provided by their areas of activity. They will be responsible for developing and delivering the strategic plans for their area of activity at the highest level and will be accountable for ensuring that the University meets both internal and external requirements and benefits appropriately from "state of the art" developments in their field of activity. They will initiate and establish policy through appropriate consultation and negotiation, and advise Management Group and other senior colleagues throughout the University. They will influence and shape the available resources as appropriate to meet current and future needs of the University and will have a significant impact on the direction, strategy, objectives and results of the University.

## LEVEL 1

Roles at this level will be engaged in performing a clearly defined range of standard tasks within established routines and procedures. They will have an understanding of the systems and procedures, which directly impact on their own work, and be supervised or work closely with colleagues they can refer to. They will be responding to routine queries/issues/circumstances, and referring any unusual or non-routine situations to other team members. The work is typically to short term deadlines and will require arranging tasks within a daily routine to provide a courteous and effective service to others.

### REPRESENTATIVE WORK ACTIVITIES

#### Analysis, Reporting & Documentation

- Reproduce and prepare clearly defined documents/presentations typically using standard formats or templates.
- Carry out routine record keeping, filing and data entry to ensure accurate records are maintained.
- Run automated or routine reports to support established school/departmental/work unit information requirements.
- Check information/figures against source data and report any anomalies (e.g. balancing money in cash register against till roll).

#### Customer Service/Support

- Receive and respond to everyday enquiries from/to customers, escalating requests outside their knowledge base to appropriate person/area.
- Solve problems that recur on a regular, routine basis, drawing upon pre-prepared materials or a simple choice of learned solutions/responses for the answers.
- Carry out routine database searches to respond to customer queries.
- Update database and spreadsheets and carry out standard calculations.
- Provide fundamental administrative and/or customer support activities to contribute to the smooth operation of a work unit.

#### Planning & Organising

- Make clearly defined arrangements and bookings and be involved in the preparation of materials to assist in the effective organisation of internal and external activities.
- Arrange allocated tasks within daily routine to ensure work is completed to time and appropriate standard.
- Follow set ordering procedures to ensure adequate supplies/resources are available (within pre-determined limits) to meet work requirements.
- Process routine forms (e.g. invoices, application forms) following set procedures.

#### Liaison

- Receive visitors and provide/request information from internal and external contacts in a courteous and correct manner.

#### Continuous Improvement

- Suggest improvements to current working methods.
- Work with manager and more experienced colleagues to discover and develop abilities and competence through learning and exposure to a range of tasks.

#### People Management

- Show basic sensitivity and consideration to other people's needs and feelings.
- Co-operate with other colleagues in a team/work unit to contribute to the achievement of work objectives.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 1**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- Good standard of education evidenced by GCSEs or equivalent, plus previous work experience.

**OR**

- Previous work experience in a relevant role/relevant life experience reinforced by work experience.

In both cases may include learning gained from short courses and/or formal training.

**PLUS**

- Working knowledge of Microsoft Office, e-mail and the web.
- Written and verbal communication skills.
- Numeracy and literacy.
- Awareness of the basic principles or standardised work routines of the field of work.
- Proven ability to work effectively and efficiently both when alone and in a team.

*Where relevant*

- Proficient typing/word processing/secretarial skills.
- Experience of operating common office equipment.
- Customer service experience.

## LEVEL 2

Roles at this level will work within established procedures with minimum day to day supervision, to provide a range of support services to an agreed quality standard or specification. They will require a thorough understanding of relevant systems/processes or of the working environment, gained through vocational qualification with work experience, or relevant work experience over some years. Role holders will organise their own day-to-day work to meet clear objectives and in some cases may be responsible for the allocation and scheduling of work to others. They will typically have specific responsibility for a clearly defined section or sub-section of work and will be expected to deal with less routine queries/issues/requests, referring conflicts or more complex situations to the relevant person. Independence and initiative will be required to react to changing priorities and work circumstances, with scope to make decisions within clear parameters.

### REPRESENTATIVE WORK ACTIVITIES

#### Analysis, Reporting & Documentation

- Create documents/presentations from a brief or as work requires, which may involve employing a range of language/terminology over and above that found in everyday usage.
- Develop and maintain relevant databases, spreadsheets and filing systems to ensure accurate, up to date, information is accessible to those that require it.
- Prepare non-standard documentation that may require the use of advanced word processing skills and/or integration of a range of software applications.
- Gather and manipulate routine data so that others can interpret it or incorporate it into their own work.
- Monitor trends and anomalies within source data, reporting findings accurately and appropriately.
- Perform confidential typing, filing or manipulation of confidential data, exercising due care and attention to the transfer and/or storage of such information.

#### Customer/Service Support

- Receive and respond to enquiries from/to customers, including more complex queries, judging when to forward on to or involve others.
- Use and understand common systems relevant to area of work to enable manipulation of information and initial investigation of customer queries/problems.
- Recognise/understand impact of incidents arising and raise issues of concern where necessary to ensure appropriate resolution of customer enquires/issues.
- Respond to general issues/problems and administrative matters in manager's absence.
- Demonstrate or explain the services available and/or the use of facilities to customers.

#### Planning & Organising

- Plan and prioritise own work activities, responding to manager's/school/departmental/work unit requirements, in addition to own responsibilities.
- Arrange and/or support internal and external activities/events, collating and recording relevant information/documentation as requested.
- Monitor and take responsibility for small-scale resources/cash, following established procedures.

#### Liaison

- Develop a network of contacts throughout own area, identifying who key individuals are, to support own work activities.
- Communicate with service users and/or external contacts usually through established/routine connections (e.g. regular suppliers/contractors) as own section of work requires.

#### Continuous Improvement

- Relay customer feedback and comments and contribute to proposals for improvements to current working methods.
- Keep skills up to date and develop competence through learning from colleagues and/or gaining experience of a range of work.

#### People Management

##### *Either*

- Allocate and prioritise the work/tasks of others, ensuring they are completed correctly and to schedule, and providing feedback when necessary.
- Provide guidance and support to junior colleagues through informal (on-the-job) training/coaching in own area.

##### *And/Or*

- Show sensitivity and consideration to other people's customer needs and feelings, which may include dealing with signs of obvious distress (e.g. individual in tears).
- Co-operate with and offer mutual support to colleagues in a team/work unit, adopting a flexible approach to delivering work objectives.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 2**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- Vocational qualifications (NVQ 2-3, City & Guild) or equivalent, plus some experience in a relevant role.

**OR**

- Considerable work experience in a relevant role/relevant life experience reinforced by work experience.

**PLUS**

- Proficient in Microsoft Office, e-mail and web (may include web site authoring and maintenance).
- Working knowledge of relevant systems, equipment and procedures to enable investigation of issues/problems.
- Experience of assessing and responding to non-routine work/situations.
- Appreciation of the standards set for the conduct and output of the role.
- Written and verbal communication skills and interpersonal skills.
- Familiarity with the work of the school/department/work unit and of the University.
- Awareness of relevant procedures and legal requirements.

*Where relevant*

- Advanced typing/secretarial skills - audio/shorthand.
- Competent in routine technical/systems support activities.

### LEVEL 3

Roles at this level will require knowledge of the general principles and standard practices in a technical, financial, professional or similar field and/or require an understanding of the systems, policies, or processes of the University relevant to their section of work. Knowledge will have been gained through formal qualification/acquisition of a certificate and/or considerable relevant work experience. Work will either demand the application of specialist knowledge, or have a mainly planning and co-ordination content and/or be of a supervisory nature. A consistently high degree of personal responsibility and initiative will be required to respond independently to queries and use judgement to deal with daily unforeseen problems and circumstances, with limited guidance. This may also include responding to complaints and escalated issues, and resolving problems involving other schools/departments or external contacts. Role holders will plan and organise their own work activities and if applicable that of a team of people, with discretion to determine and change priorities as required. They will typically set and monitor standards within their own work area, with scope for improving operational effectiveness and quality service through the application of process improvements.

#### REPRESENTATIVE WORK ACTIVITIES

##### Analysis, Reporting & Documentation

- Research, collate, organise and edit material for inclusion in reports/documents.
- Identify gaps or shortfalls in information and search for sources of information to fill these.
- Analyse data/statistics, interpreting and reporting patterns and trends and highlighting and prioritising any issues for further investigation to support informed decision making.

##### Customer/Service Support

- Provide advice to peers and customers to respond and independently resolve a range of standard and unforeseen issues, within pre-determined operational limits.
- Act as an effective deputy in the absence of manager(s), with discretion to make decisions with a short term impact to provide immediate support/problem resolution.
- Advise and/or train service users on specific aspects within own section of work such as design/preparation/use of existing systems, services or processes.
- Diagnose and rectify faults/problems with systems and/or procedures within own area.

##### Planning & Organising

- Plan and organise own/team activities to ensure that deadlines/customer expectations are met.
- Participate in or co-ordinate work unit based projects or development activities.
- Make recommendations about the use of equipment, facilities, space and physical resources, within defined work area.
- Ensure maintenance of current and future stock requirements for own work area within defined limits/devolved budget responsibility.
- Input into the annual resource planning process to ensure that resource requirements of own work area are recognised.

##### Liaison

- Communicate and build working relationships with key contacts from other school/departamental/work units as well as external bodies, to support own work activities.
- Advise on pricing and purchasing of equipment/software/materials, following liaison with suppliers.
- Attend meetings, as requested by manager, to support school/departamental/work unit activities and to report back on main discussion points.

##### Continuous Improvement

- Advise on and propose changes in procedures, plans, priorities and office systems to improve operational efficiency and quality of service in own work area.
- Keep skills up to date and develop depth or breadth of knowledge in a particular area through learning from more senior/experienced colleagues, exposure to a range of activities, and/or formal training/professional qualification.

##### People Management

###### *Either*

- Oversee the day-to-day running of a work area, allocating resources, scheduling work and providing support, advice and encouragement to staff in order to ensure work objectives are met.
- Select or play a significant part in the selection of staff and training of new staff for work area.
- Act as first point of contact for day to day staff welfare issues (e.g. sickness), initiating appropriate action by involving or referring to the relevant person.

###### *And/Or*

- Show sensitivity and consideration to other people's customer needs and feelings, which may include dealing with signs of obvious distress (e.g. individual in tears).
- Advise and gain the support of other people (e.g. staff, students, contractors, external agents), where there is no line management responsibility, in order to contribute to the delivery of services/project objectives.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 3**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- HNC or HND in a relevant subject, or equivalent qualifications/certification, plus considerable experience in a relevant role(s).

**OR**

- Broad substantial relevant experience demonstrating general knowledge of a technical, financial or professional practice and development through involvement in a series of progressively more demanding, relevant work.

**PLUS**

- Experience of working with relevant specialised equipment, software, hardware or procedures.
- Experience of working/responding independently and dealing with unforeseen problems and circumstances.
- Comprehensive knowledge of the work practices, processes and procedures relevant to the role.
- Operating knowledge of services/systems/processes in own area that would be required to provide first line advice and guidance, typically of a more technical/specialised nature, to customers.
- Analysis & problem solving capability.
- Well developed written and verbal communication skills and interpersonal skills.
- Planning and organisational skills, particularly workflow management.
- Clear understanding of the standards and regulations set for the conduct and output for the role.
- Working knowledge of the activities of other areas of the University relevant to the school/department/work unit.

*Where relevant*

- First line supervisory skills – scheduling, monitoring and reviewing work by others.
- Proven experience in area of technical specialism (e.g. programming).

#### LEVEL 4

**Roles at this level will be providing advice and support to schools/departments/work units based upon a combination of practical and theoretical knowledge of a technical, professional or specialised field and/or will be involved in the deployment of resources, including people, for a sub-section of a school/department. Knowledge will typically have been gained through a professional/part professional or academic qualification with work experience, or through a proven track record of relevant work experience. Role holders will be required to receive, understand and convey information, which needs interpretation, analysis and careful explanation. Working within established policy and practices, analysis and judgement will be used to identify the best solution to differing problems and issues, offering recommendations for managing more complex situations. Role holders will be expected to develop operational procedures and make a contribution to school/department policy. There will be a need for liaison and the co-ordination of work activities across a number of sub-sections of a school/department and with external bodies as appropriate.**

#### **REPRESENTATIVE WORK ACTIVITIES**

##### **Analysis & Reporting**

- Analyse and interpret management data and information and assist in the production of management reports.
- Supply data and information to other schools/departments/work units or external agencies (e.g. funding councils) as required.
- Identify an appropriate existing method of analysis or investigation according to the data and objectives of the work.
- Monitor and maintain records/reports to meet both internal and external (e.g. legislative or national) requirements.
- Manage the use of data and information and identify and assess the information and data needs of the role/others.

##### **Customer/Service Support**

- Provide specialist/professional advice and recommendations within a policy framework/professional guidelines to support informed decision making, learning, teaching and/or research activities.
- Explain and develop an understanding of technical/legal/regulatory/procedural information or other complex issues/solutions to customers.
- Design and/or deliver a variety of service support mechanisms (e.g. training, training/promotional materials, system modifications) to maximise service quality, efficiency and continuity.

##### **Planning & Organising**

- Lead assigned school/departmental/work unit projects, usually of a short term nature, or contributes to larger University wide projects as part of a project team, to improve service provision.
- Develop and determine appropriate team or individual workflow and activity scheduling in order to meet targets and/or turnaround times.
- Oversee resources and make recommendations about the allocation and use of resources within defined sub-section/work area.
- Monitor a delegated budget under the direction of more senior role holders.
- Contribute to the school/department/work unit and make recommendations about future resource requirements.

##### **Liaison**

- Present own/teams work activities to internal or external meetings as required to ensure that school/departmental/work unit issues are appropriately represented.
- Liaise, communicate and build working relationships across a number of sub-sections of schools/departments/work units and with external contacts and contractors as appropriate.

##### **Continuous Improvement**

- Identify and make recommendations for improvements (e.g. in policies and procedures) to contribute to the continuous operational improvement of own school/department/work unit.
- Develop specialist/technical/professional/vocational capability and expertise through professional study and/or practical application and experience.

##### **People Management**

###### *Either*

- Manage a team of colleagues operating within a sub-section of a department/school, recruiting, monitoring and supporting the development of team members to ensure that individual contributions are maximised.
- Ensure work of team is carried out and performed to the required standard, taking necessary follow-up measures as required.
- Manage common staff welfare issues (e.g. disciplinary or other performance issues) that are covered by documented procedures, recognising when the matter should be referred to someone else or advice on how to respond obtained.

###### *And/Or*

- Give formal and particular attention to the well being of others in terms of, for example, formal counselling or undertaking risk assessments.
- Advise and gain the support of others (e.g. staff, contractors, external agents) in order to ensure the delivery of services/project objectives, where there is no line management responsibility.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 4**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- Degree qualified in relevant subject/relevant formal training, plus some hands on experience in a similar or related role(s).

**OR**

- Proven track record of extensive relevant work experience, demonstrating practical and theoretical knowledge of a specific/specialised field of work.

**PLUS**

- Experience of planning and progressing a series of work within general guidelines, using initiative and judgement without recourse to seniors.
- Thorough knowledge and understanding of the work practices, processes and procedures relevant to the role, which may include broader sector/commercial awareness.
- Detailed operational knowledge of systems relevant to own field of work in terms of functionality and capability and/or detailed knowledge of own service area and products/services available.
- Clear understanding of the regulations and codes of practice set for the conduct and output of the role.
- Proven analytical and problem solving capability.
- Proven communication, presentation and interpersonal skills.
- Proven planning and organising skills.
- Working knowledge of the work and activities of other areas of the University relevant to their school/department/work unit.
- Growing awareness of developments in higher education and external professional environment that impact on the role.

*Where relevant*

- Management skills – coaching, motivation, managing performance.
- Financial training sufficient to manage budgets.
- Advanced technical expertise in area(s) of IT specialism.

## LEVEL 5

Roles at this level will be providing specialist, professional or technical advice, direction and input across a range of activities and/or be responsible for managing a diverse team(s) and resources in delivering a service or in project activity. They will require a professional qualification with work experience or specialised/broad knowledge gained through considerable experience in a series of progressively more complex roles. Work will involve using the principles and concepts of their professional field to make decisions, to influence others' thinking and to negotiate with them to achieve an outcome. Role holders will typically be required to resolve problems where the optimal solution may not be immediately apparent and there is a mass of information or diverse, partial and conflicting data, with a range of potential options available. Significant evaluation and independent thought is therefore required to resolve ambiguity and work within grey areas. Wide discretion is permitted provided that activities are broadly consistent with operational policies and precedents within their function. Role holders will be expected to influence policy through advising on the impact of policy change and implementation in their specific area(s) of work. There will be a requirement for role-holders to assess the impact of their work across a school/department, with associated functions and within the broader objectives of the University.

### REPRESENTATIVE WORK ACTIVITIES

#### Analysis & Reporting

- Analyse and interpret data using a range of techniques; identifying trends, testing solutions, sourcing additional related information where appropriate, and reporting on progress through briefings or formal reports.
- Apply initiative to devise varied solutions, approaching problems from different perspectives and "thinking outside the box."
- Develop and manage information systems for a school/department/work unit, making recommendations for improvements in data and information provision (e.g. new hardware and software provision).

#### Customer/Service Support

- Provide and disseminate specialist/technical advice on issues relating to the service, interpreting or assessing customer needs and exercising judgement to make decisions when solutions are not obvious.
- Interpret policy, legislation, regulations and national codes of practice, advising on the implications of non-compliance, responding to and applying any necessary changes in area of work.
- Identify additional service/system requirements or shortfalls and co-ordinate and/or design the delivery of innovative solutions to maximise service quality, efficiency and continuity.
- Ensure professional and quality service standards are maintained and applied within own area of activity.
- Design and deliver a series of training sessions/workshops within a brief to a sizeable, mixed interest groups or groups with diverse levels of understanding of the subject matter; may have responsibility for a programme of skills based training.

#### Planning & Organising

- Plan and organise individual or team activity with an appreciation of longer term issues, ensuring plans complement and feed into the broader school/department operational plans.
- Project manage activities to facilitate major service/operational changes of typically a school/departmental/section impact.
- Manage resources/budgets within defined project/area of work, preparing annual budget statements and forecasts and sharing with others decision making that impacts on the level of allocation or efficiency of the resources of the school/department.

#### Liaison

- Represent and promote the section/service and/or provide specialist input at both internal and external meetings/events, influencing differing opinions and handling questions/objections as required, to ensure that departmental/school/work unit issues are appropriately represented.
- Consult and co-operate with other areas of the University to develop new/improved processes and supporting systems.
- Network with colleagues in other higher education institutions and other sectors to share best practice and facilitate future exchange of information.

#### Continuous Improvement

- Revise or develop procedure and policy for approval and contribute to their successful implementation in order to deliver appropriate benefits and ensure external (e.g. regulatory or national codes of practice) requirements are met.
- Improve specialist/technical/professional/vocational capability and expertise through work experience and/or professional qualification.

#### People Management

##### Either

- Manage a diverse team(s) with responsibility for the deployment, recruitment, development and performance management of staff to ensure the successful delivery of an administrative/professional/technological/operational service.
- Monitor performance and take appropriate corrective action to ensure performance standards are consistently met.
- Manage common staff welfare issues (e.g. disciplinary or other performance issues) that are covered by documented procedures, recognising when the matter should be referred to someone else or advice on how to respond obtained.

##### And/Or

- Give formal and particular attention to the well being of others in terms of, for example, formal counselling or undertaking risk assessments.
- Advise and gain the support of others (e.g. staff, contractors, external agents) in order to ensure the delivery of services/project objectives, where there is no line management responsibility, but the consequences of the management of people may have a bearing outside of the confines of the role.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 5**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- Professionally qualified/relevant degree, plus significant hands-on experience in similar or related roles.

**OR**

- Proven track record of relevant extensive work experience, demonstrating deep, specialised and or broad knowledge of a field of work gained through experience in a series of progressively more complex roles.

**PLUS**

- Experience of managing the activities of self and/or others.
- Project and change management skills.
- Authoritative knowledge of the work practices, processes and procedures relevant to the role, including broader sector/commercial awareness.
- Detailed knowledge and understanding of systems/services in own area and their varied applications.
- Sound understanding of the relevant professional, legal and regulatory requirements of own field of work.
- Awareness of the current and future activities of the University/school/department/work unit.
- Working knowledge of the work of others inside and outside the University relevant to own field of work.
- May require knowledge of a network of contacts relevant to the work unit.
- Proven analytical and problem solving capability.
- Proven communication, presentation and interpersonal skills.
- Demonstrated planning and organisation skills.

*Where relevant*

- Management skills – coaching, motivation, managing performance.
- Financial training sufficient to manage and control budgets.
- Advanced technical expertise in area(s) of IT specialism.

## LEVEL 6

**Roles at this level will be professional specialists with high-level expertise, exercising within their particular functional area/section a substantial degree of independent professional responsibility and discretion, including the development and implementation of administrative/technical/professional policies and processes. Role holders will typically lead and manage a functional area/section or be a senior individual expert/practitioner with responsibility for managing major projects and initiatives to ensure delivery/improvement of a service. Often roles at this level will have a deputising role for the most senior manager of the area of activity. They will be expected to resolve problems where there is a lack of precedent, requiring innovation and creative thought to develop appropriate options. They will be responsible for setting quality and professional standards and managing service delivery against this, and will have significant influence upon the structure and promotion of their area of activity. Role holders will develop and implement operational plans, which are likely to have a time horizon of more than one year and will typically involve people from several teams. They will also contribute to the longer-term plans for their work area to fit with broader functional and the University strategy.**

### REPRESENTATIVE WORK ACTIVITIES

#### Analysis & Reporting

- Identify and review information/data needs for appropriate teams/sections/projects managed to ensure efficiency, legality and security are maintained.
- Develop new systems and processes for a function/section or for application across the University, taking into account multiple factors, analysing complex data and carrying out design and feasibility testing as required.
- Report on matters relating to functional area/section/project(s) managed using relevant management techniques (e.g. SWOT analysis), to support informed decision making, typically at school/department level.

#### Customer/Service Support

- Provide high level/expert advice on issues/problems, which are not limited to policy or procedural areas; inaccurate interpretation or advice at this level is likely to have a long term impact for those involved.
- Manage the demand and expectation of customers by setting priorities and service levels, pre-empting customer needs/requests, identifying opportunities and facilitating change management for area of responsibility.
- Evaluate existing service provision, keeping abreast of feedback and broader developments in the external market place, to ensure appropriate developments and innovative solutions are proposed that consistently enhance and maximise service quality, efficiency and continuity.
- Answerable for the service delivery of an area of activity ensuring compliance with service level agreements, regulations and national codes of practice.

#### Planning & Organising

- Shape strategic direction of own area of activity, initiating and managing change, planning and organising the activities of others now and in the longer term, to support school/department objectives.
- Manage resources and budgets with discretion to make decisions or judgements, which have an impact on the nature or scale of resources across the functional area/section/project(s) managed.
- Interpret recommendations and make decisions about significant items of expenditure on physical resources for function/project(s).
- Act as a main contributor/adviser to school/departmental annual operational and budgetary planning processes;
- Lead and manage projects which are complex and significant in terms of time and financial resources.

#### Liaison

- Interact at senior levels within the University; network with fellow professionals in the wider community and represent and promote own/school's/department's work activities on internal and external platforms.
- Provide expert input to internal and external meetings, influencing and facilitating different opinions to reach a consensus, negotiating terms and pushing forward new developments and change as required.
- Consult with service users and other institutions/bodies to establish service requirements, standards and priorities for change.

#### Continuous Improvement

- Implement and be involved in the formulation of university/school/departmental policy to consistently improve quality and effectiveness of service provision and/or take account of legislative changes.
- Keeps up to date with developments in own field, broader university developments and the higher education sector in general.

#### People Management

##### *Either*

- Manage a group of staff across a functional area/section to ensure all relevant annual targets and goals are delivered within allocated budgetary/resource constraints, making judgements and decisions regarding the level of staffing.
- Manage complex and serious staff welfare issues in conjunction with the support networks available to both themselves and the member of staff.
- Develop/improve the capability of staff within work area, motivating and mentoring them to better meet the current and future requirements of functional area/section/project(s) managed.

##### *And/Or*

- Provide expert advice and guidance across a number of teams and/or projects, or across the University, managing and leading the work of others, where there is no line management responsibility, to achieve service delivery/project objectives.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 6**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- Professional qualification/relevant degree, plus substantial, relevant managerial experience or in-depth experience in a specialist area.

**OR**

- Proven track record of relevant extensive work experience, demonstrating expertise in a field of work and management experience of projects, people and resources.

**PLUS**

- Experience of managing and developing a significant team or number of teams and/or a significant project or number of projects.
- Proven people and/or change management skills.
- Strong interpersonal skills including motivational negotiating, influencing and relationship building.
- Experience of working with and influencing senior management.
- Experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
- Experience of developing innovative solutions and contributing to strategic planning.
- Highly developed knowledge of the principles, theory and practice of field of work, as well as an awareness of broader developments relevant to own area.
- Well developed knowledge of systems/services for own area and across functions and how they relate to each other.
- Well developed understanding of regulations and legislation and the implications of non-compliance on other staff.
- Widespread awareness and understanding of the activities and objectives of the University, both current and future.
- Proven advanced analytical and problem solving capability.
- Operational planning, management and business process skills.

## LEVEL 7

Roles at this level will be the most senior staff in their area of responsibility and will direct a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the University. They will lead the development, delivery and evaluation of the services provided by their areas of activity. They will be responsible for developing and delivering the strategic plans for their area of activity at the highest level and will be accountable for ensuring that the University meets both internal and external requirements and benefits appropriately from "state of the art" developments in their field of activity. They will initiate and establish policy through appropriate consultation and negotiation, and advise Management Group and other senior colleagues throughout the University. They will influence and shape the available resources as appropriate to meet current and future needs of the University and will have a significant impact on the direction, strategy, objectives and results of the University.

### REPRESENTATIVE WORK ACTIVITIES

#### Analysis & Reporting

- Review performance over time in the area of responsibility and compare it to best practice in the market, identifying areas of improvement in structure, practices, policies and technology.
- Determine information needs across the area of responsibility to improve service efficiency and/or maintain legality.
- Generate original developments and innovative solutions that take into account the strategic implications for the institution and do not limit future choices.
- Report on matters relating to area of responsibility that will have an impact across the University, using relevant management techniques (e.g. SWOT analysis), to support informed decision making at the highest level.

#### Customer/Service Support

- Set the overall standards of service across area of responsibility with ultimate accountability for such standards being met.
- Review customer needs now and in the future and ensure services are shaped to meet them.
- Ensure customer feedback and quality processes are in place for the area of responsibility.
- Determine and direct major projects undertaken as part of continual service improvement.

#### Planning & Organising

- Define, construct and implement strategy for area of responsibility that supports and takes forward the University strategy and best practice in the sector.
- Determine annual operational plans and budgets for area of responsibility, delegating budget responsibility to management team where appropriate.
- Make individual decisions about the nature or scale of resources across area of responsibility which will have a long term impact on the provision of the service(s) offered by the area of responsibility as a whole.
- Act as a main contributor to decisions that impact on the nature and scale of resources across the University.
- Co-ordinate multiple factors – staffing, resources, systems and procedures to manage area of responsibility within budgetary constraints.
- Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

#### Liaison

- Work with senior colleagues from all areas of the University, with committees and external bodies, providing high level professional expertise and advice to support informed decision making.
- Represent the University externally in sector groups and in negotiations, networking with external professionals, agencies and organisations for the benefit of the University.
- Chair strategic decision making panels and committees, exerting influence at the highest level.

#### Continuous Improvement

- Initiate and develop policy through appropriate consultation and negotiation, and establish effective mechanisms for its implementation and monitoring.
- Advise Management Group and senior staff throughout the University about matters affecting the implementation of policy
- Identify and adopt best practice from other institutions and external benchmarks and maintain a continuous review of service quality, to ensure the best possible service.
- Maintain awareness of changes in education, economic, social, governmental and technological environments and their impact on the University.

#### Leadership

- Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.
- Develop and communicate a clear vision of what is to be achieved overall by the area of responsibility.
- Set appropriate targets for achievement, professional development and assessment of staff.
- Lead the development and implementation of major projects, policies and initiatives that will have an impact across the University.

**KNOWLEDGE, SKILLS & EXPERIENCE - LEVEL 7**

**ROLES AT THIS LEVEL WILL TYPICALLY REQUIRE**

**EITHER**

- Professionally qualified/relevant degree, plus extensive relevant managerial experience or in-depth experience in a specialist area.

**OR**

- Proven track record of relevant extensive work experience, demonstrating an authoritative understanding of a specialist field, management expertise and wide exposure to complex practices and precedents.

In both cases may have national recognition in their area of expertise.

**PLUS**

- Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.
- Strategic operational planning, management and business process skills.
- Proven people and change management skills.
- Breadth of vision gained from extensive experience in field of expertise.
- Experience of developing innovative solutions and practical implementations for strategic change.
- Experience of managing and controlling substantial budgets/resources/funding and an understanding of financial management procedures.
- Highly developed knowledge of the principles, theory and practice of field of expertise.
- Aware of changes in education, economic, social, governmental and technological environments and their impact on the University.
- In-depth knowledge of systems/services for own area and how they relate to national and international developments.
- In-depth knowledge of relevant regulations and legislation and the implications of non-compliance by the University.
- National and international awareness and understanding of the activities, objectives and strategic direction of the University, both current and future.