

JOB FAMILY FRAMEWORK FOR MANAGERIAL AND ADMINISTRATIVE ROLES (8 July 2005)**1.0 Notes on Using the Managerial and Administrative Job Family Framework**

- 1.1 Job families are a means of describing jobs of different levels, which are similar in character. They can provide a simple and efficient means for matching individual roles to levels or grades and help to articulate career and development routes. The University's Job Families ensure all staff can perceive a potential career pathway up or across each of the families of work activities described. The Job Families will help to inform fair promotion and grading decisions.
- 1.2 The Specialist and Managerial/Administrative Job Families should be used in conjunction with the Managerial and Administrative Job Family to outline the full range of professional specialist, management and administrative roles. Such roles may involve administrative support, developing and implementing policy, specialist advice or project management. Contacts with internal and external customers and external suppliers are a common feature. All roles require an understanding of the University's systems and processes. The higher levels often combine professional qualification, managerial experience and a substantial impact on the running and resources of the institution. Specialist roles provide technical and/or scientific or functional support to research and teaching and/or the management/administration of the University.
- 1.3 The various levels at which work is done is described by a role profile. Essentially these are the key factors which differentiate one level of job from another and include the range of indicative knowledge, skills and experience, communications activities, problem-solving and organisational skills that may be required to operate successfully at each level and/or be undertaken, as appropriate. It is not expected that the role-holder will undertake all the responsibilities or be required to possess all the skills and experience identified at each level. Just as individuals will not match to the most appropriate role profile in every respect, they may provide evidence of some of the competencies and responsibilities associated with a higher level.
- 1.4 Each role profile assumes the competencies of any lower levels.

APPENDIX B

Framework for Managerial and Administrative Roles

Level	Knowledge	Skills & Experience	Communications	Dealing with Problems	Organisational Skills	Responsibilities
9	<ul style="list-style-type: none"> ▪ Highly developed knowledge of the principles, theory and practice of field of work, and aware of broader developments relevant to own area. ▪ Has a well-developed knowledge of the systems and services for own area and across functions, and how they relate to one another, so able to identify need for and make recommendations for significant changes. ▪ Able to exercise a substantial degree of independent professional responsibility and discretion. 	<ul style="list-style-type: none"> ▪ Typically professionally qualified/relevant degree (with a higher degree or equivalent, where appropriate) plus substantial relevant managerial experience ▪ Requires experience of managing and developing teams of people from diverse professional backgrounds ▪ Requires the skills and experience to manage budgets, resources and funding, and make sustainable long-term improvements across area. ▪ Requires the skills and experience to work with and influence senior management. 	<ul style="list-style-type: none"> ▪ Interact at senior levels within the University to keep abreast of developments to ensure service provision is in line with broader agendas ▪ Keep abreast of needs, priorities and satisfaction levels of service users. ▪ Network with fellow professionals in the wider community to stay up-to-date professionally. ▪ Significant human resource management challenge, usually motivating large teams through intermediary managers. 	<ul style="list-style-type: none"> ▪ Evaluate service provision and recommend and implement innovative solutions to improve service quality, efficiency and continuity. ▪ Ensure effective resolution of all issues in own areas, often requiring complex problem solving through others. ▪ Identify trends, which could have an impact on the University, recommend approaches to address these changes and implement them. 	<ul style="list-style-type: none"> ▪ Manage a group of administrative/specialist/professional staff across a function and ensure all relevant targets and goals are achieved, within allocated budget/resource constraints. ▪ Shape strategic direction develop and implement operational plans for own area ▪ Participate in, and make significant contributions to, annual school or dept strategic planning process. 	<ul style="list-style-type: none"> ▪ Typically managers of functional areas, tackling planning and operations over time-scales of years. ▪ Set quality and professional standards for others. ▪ Answerable for the service delivery of activity area with regard to quality, efficiency and service standards. ▪ Develop/improve capability of staff in own working area ▪ Evaluate existing provision in order to identify improvements. ▪ Significant input to structure and development of area.
8	<ul style="list-style-type: none"> ▪ 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 ▪ Working knowledge of the work of others inside and outside the university, relevant to own area. 	<ul style="list-style-type: none"> ▪ Likely to be either professionally qualified/relevant degree plus significant experience in a related area OR substantial on the job experience to reach the equivalent level. ▪ People and/or project management skills where needed. ▪ Proven analytical and problem-solving skills used to identify and implement significant improvements to service area. ▪ Experience of developing policy. 	<ul style="list-style-type: none"> ▪ Regular contact with user/customer areas to understand their requirements and then deliver them. ▪ Supervisory and coaching skills to manage, motivate and develop staff, often dealing with emotionally demanding HR issues. ▪ Provide advice to others and often required to persuade them to follow a particular course of action. 	<ul style="list-style-type: none"> ▪ Anticipate, interpret or assess customer needs, identifying trends, generating original ideas and testing innovative solutions. ▪ May have to resolve issues, which may not have arisen before, relying on own experience and judgement, but with regard to the wider policy implications. 	<ul style="list-style-type: none"> ▪ Plan and organise individual and or team activity to meet broader defined objectives. ▪ Often a requirement to integrate and co-ordinate work across different parts of the department/ school/university, sometimes on a project basis. ▪ May manage a diverse group of staff to ensure the successful delivery of an administrative/ professional service in a defined area. 	<ul style="list-style-type: none"> ▪ Experienced professionals responsible for providing proven specialist/technical expertise, and managing a diverse team and resources. ▪ Develops policy within functional guidelines, and contributes to strategic developments within own area. ▪ Typically held accountable for the quality and professionalism of service delivery, recommending improvements where required. ▪ May be seen as the 'specialist' in a functional area and act as mentor/coach to support occupational development.

Framework for Managerial and Administrative Roles

7	<ul style="list-style-type: none"> • Has a broad understanding of an administrative or professional field, which will contribute to analytical or developmental work or provide services to others • Detailed operational knowledge of relevant systems in functionality and capability. • Detailed knowledge of own service area, work practices, processes and procedures, and how they interface with the rest of the University. 	<ul style="list-style-type: none"> • Typically requires a relevant degree (or equivalent) plus a number of years' practical managerial experience OR Experience typically gained through significant vocational on the job experience demonstrated through involvement in progressively more demanding roles • Experience, usually including financial and people management and customer/supplier relations. • Capable of developing models of new arrangements (financial, service, organisational etc) and identifying costs and benefits. • Requires skills in relating different services, and coordinating own area with different departments. 	<ul style="list-style-type: none"> • May negotiate budgets & contract elements internally & externally. • Likely to have major role in managing & motivating staff. • People managers need skills to deal with sensitive and/or emotionally demanding human resources issues. • Skills in influencing decision makers and winning support for proposals are often central to jobs at this level. • Need for liaison and coordination of activities across a number of subsections of a school /department/the university. • Some roles require liaison with external bodies. 	<ul style="list-style-type: none"> • Can review, develop and propose solutions for problems with staff, budgets, services and systems • Authoritative on own admin area and may provide specialist advice and recommendations to support decision-making. • Identify and make recommendations for improvements (eg in policies and procedures). • Need to be able to respond to changing priorities and differing situations. 	<ul style="list-style-type: none"> • Develop and determine appropriate team or individual workflow and activity scheduling in order to meet targets and turnaround times, often subject to unexpected or uncontrollable variation. • Oversee resources and input into resource planning to ensure finances are appropriately and efficiently managed. • May lead projects of a short-term nature or contribute to larger University-wide projects as part of a project team. 	<ul style="list-style-type: none"> • Plan the running and development of services within established procedures and clearly defined University policy. • Agree, develop and implement standards for delivery from own area. • Plan the training and development for the service group. • Review and take corrective action on budget issues & manage the budget once allocated. • May provide technical advice, guidance and support to colleagues within and outwith the department.
6	<ul style="list-style-type: none"> • Has specialist expertise in their area (eg. personnel, finance) which can be used to support or develop services • Has detailed understanding of methods, systems and procedures to support work in the professional area, gained through significant practical experience and/or formal training. 	<ul style="list-style-type: none"> • Can think ahead to review the shape of the team and/or service • Familiar with activities of other areas of the University relevant to their work area. • Has the skills to provide specialist advice within own professional or service area 	<ul style="list-style-type: none"> • Likely to manage a team carrying out a focussed activity. Jobholder is required to direct, motivate and develop them. • Communicates up and down the structure, explaining policies and decisions to staff, providing comment and feedback to influence those decisions. • May well have high-level internal and external contacts and make presentations. • May attend meetings as requested by manager to support/represent department/school/work unit activities. 	<ul style="list-style-type: none"> • Required to develop initiatives & approaches proactively, rather than just tackling problems as they arise. • Recommends improvements within own area or service. • Requires skills in planning to organise team and services & relate them to other services • Focus on determining short-term priorities of work area, and how to maximise quality, efficiency and continuity. • Will include making local procedural improvements and contributing to improving the broader service area. 	<ul style="list-style-type: none"> • Provides advice, deploys resources, works within budgets set by manager. • Receives limited supervision and has considerable scope for initiative, within established practices and procedures. • Likely to manage staff doing a similar kind of work. • Sets priorities for a wide range of tasks and duties. • Requires skills in planning to organise team and services & relate them to other services. 	<ul style="list-style-type: none"> • Typically the recognised expert for a particular process, system or procedure, providing expert advice and procedural guidance to users to maximise service quality, efficiency and continuity. • May manage a team of people doing a similar kind of work, prioritising their work, monitoring and appraising them. • Maintain and improve operational efficiency and quality of service of own area by ensuring procedures are followed and applying process improvements. • Contributes to budget planning.