

**University of Bristol**  
**Job Evaluation Scheme**

**Role Profiles for the Purpose of Matching Academic Related Roles**

**Latest Version 13<sup>th</sup> May 05**

This document contains role profiles for five levels of contribution by Academic Related staff, covering the range currently covered by Academic Related Grades 1 to 6.

These profiles have been developed locally but are based on models offered by Hay, the AUT and work undertaken on behalf of UCEA on national role profiles. It was agreed by the Reward Steering Group on 13 May 2005 that Academic Related job descriptions will be matched to this set of role profiles. The process will enable individuals to be moved from their current grades (which will cease to exist when the new Pay and Grading structure comes into operation) to new grades, as set out in the Framework Agreement and the Memorandum of Understanding.

## University of Bristol Academic Related Roles

To achieve its goals, as set out in the *University Plan* and the Research, Education and Enterprise Strategies, the University needs effective and committed support services. These support services are provided for university staff, students and/or the wider public and assist, directly or indirectly, the delivery of teaching and research by the University. The Academic Related roles covered by these profiles provide the professional leadership, management and/or senior administrative guidance to these support services.

Support roles exist in a wide range of possible locations and cover a wide range of activities. They can be located within the University's central administration, within specialist services or at Faculty or Departmental level. They provide the University with a wide range of particular expertise in different contexts including:

- central university management and administration
- professional advice (for example, on legal or personnel issues)
- financial management and advice
- information services, including library and computer services
- student services (for example, providing careers advice, support services for particular needs, accommodation and leisure facilities)
- estate and facility management
- faculty and departmental administration
- enterprise and commercial development
- public relations and services to the local area

Central support services at the University of Bristol are configured into functional and operational divisions of varying size and complexity (and may be reconfigured from time to time), each led by a Divisional Head under the overall responsibility of the Vice-Chancellor and Registrar. There are also support roles in the Faculty offices (some of which are the responsibility of the Academic Registry and some the responsibility of the Dean) that can be multi-functional as well as specifically focused. Much support is provided at departmental level, including substantial responsibilities in the larger departments.

Academic related roles may involve developing, operating, or maintaining site facilities or services; developing and implementing policy; providing specialist advice and/or support; providing planning advice and project management. Contacts with internal and external service users, and with external suppliers, are a common feature of many of these roles.

All such role holders require an understanding of the university's systems and processes, and of the higher education environment. As role holders progress through the various levels they will require increasing knowledge (sometimes broad, sometimes specialist) in their field and in relation to legislative and regulatory requirements. The higher level roles will often combine professional

qualification and managerial experience, and will have a substantial impact on the running and resource management of the university.

These role profiles set out the generic competencies required of role holders at the particular level. It is unlikely that any single member of staff will be applying all the competencies at any one time but they would be expected to display them over a period of time. 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. The most appropriate level in each case will be the profile for which the match is a three-quarters fit (or more).

Each role profile incorporates the competencies of any lower levels. The role summary at the start of each profile is intended to give an overview of each level's activities and is free-standing, whereas all other sections of the role profiles assume the competencies of the lower levels.

## **Academic Related Role Profile Summaries**

### **Academic Related Level A**

This is the normal entry level for staff who are recruited to train and/or develop to take on more senior academic related roles. Role holders at this level will be expected to be developing and extending their administrative, specialist or professional experience and expertise. They may be expected to be working towards a relevant qualification.

At this level, role holders will typically have tasks assigned to them by a more senior colleague. They will have ready access to advice and support but some degree of independence is permitted and a degree of initiative is expected. Role holders will be involved in the provision of general advice and/or defined services to colleagues, students and other service users within a clear policy framework and approach defined by others, but with support readily available to help in more difficult or complex situations. Individuals will be responsible for planning and organising their own work. They may be the first point of contact for service users and staff requiring advice or support. They will be expected to contribute to the identification of gaps in information and systems, and report accordingly to their line managers. They may conduct analyses to solve/resolve problems and issues with short-term consequences where necessary. On occasions role-holders in this grade will have to respond effectively to changing priorities. As they develop their experience and expertise, they may be expected to make a contribution towards the resolution of more complex problems or longer-term issues. They will need to be acquiring a growing awareness of wider university policies and priorities, and of developments in higher education and their particular field.

### **Academic Related Level B**

Role holders at this level will have a sound understanding and theoretical knowledge of a relevant professional, specialist, technical or administrative field and will be developing and extending their experience within the higher education context. At this level, a greater degree of independence is granted and a significantly greater degree of initiative is expected than from somebody in Level A. Role holders will be involved in the provision of advice and/or defined services to colleagues, students and other service users, which is more complex than that provided at Level A, but still within a clear policy framework and approach defined by others and with support available to help in difficult situations. Individuals will be responsible for planning and organising their own work and, in some areas, may be expected to be leading a small team with clear responsibilities. They may be the first point of contact for service users and staff requiring advice or support. They will be expected to identify gaps in information and systems, and report accordingly to their line managers. They may conduct analyses to solve/resolve problems and issues with short-term consequences where necessary. Role holders at this level will have to respond effectively to changing priorities. They will be expected to make a contribution towards the resolution of more complex problems or longer-term issues. They should be able to respond readily to

changes in the work environment, with appropriate guidance. They will need to be acquiring further awareness of wider university policies and priorities, and of developments in higher education and their particular field.

### Academic Related Level C

Role holders at this level will have a broad knowledge of their discipline and, where appropriate, they will be professionally qualified and have in depth specialist skills and knowledge. They will have the ability to lead/manage a team either permanently or in project activity and/or will be regarded as experts in their technical field. They will be responsible for providing professional or specialist or technical or administrative (as the case may be) advice and expertise, direction and input across a range of activities. Work may involve interpreting and/or assessing needs, identifying trends, generating and testing innovative solutions. Role holders will play a significant part in setting operational procedures. Role holders will typically be accountable for the quality of service delivery in their own practice and/or immediate area of responsibility. They will provide inputs to the development of new systems and procedures and will require an understanding of the professional, legal, regulatory and policy requirements of the environment in which they work. They will have significant autonomy and freedom to act within operational policies and precedents. They will need to resolve relatively complex issues, respond to the changing work environment and manage change in their area of responsibility.

### Academic Related Level D

Role holders at this level will be professional specialists, administrators and/or managers with high-level expertise based upon relevant professional qualifications and/or extensive vocational experience. They will exercise, within their particular functional area or faculty or department a substantial degree of independent responsibility and discretion to develop, implement or revise policies and processes. They will typically either be managing a team or teams or, as senior individual expert contributors, tackling significant planning and/or operational projects. They will be expected to set quality and professional standards in their area, develop relevant systems/procedures and have significant influence upon the structure and development of that area of activity. These roles will be responsible for developing and implementing operational plans, and contributing to longer-term plans for their area that fit within broader functional and university strategies. They will have some input into university plans with long term impact. They will initiate and lead changes in response to University policy or pressures from the external environment.

### Academic Related Level E

Role holders at this level will be the most senior member of staff with their expertise working within their area of the University and they will be responsible for leading and managing a major area of activity or professional function across or within a major part of the University. They will typically lead

a team of experienced managers and/or professionals across an area of strategic importance to the University. They will ultimately be responsible for developing and delivering the strategic plans for their area of activity and will be responsible for ensuring that the University meets both internal and external requirements. They will initiate and, through appropriate consultations and negotiation, establish policy changes to tackle new challenges, issues and situations. They will review and evaluate the development and delivery of their service and make a significant impact upon longer-term direction, strategy and objectives, advising the Senior Management Team where appropriate. Roles at this level will make a significant contribution to the overall management and future strategy of the University.

## **Role Profile for Academic Related Level A**

### **1.0 Role Summary**

This is the normal entry level for staff who are recruited to train and/or develop to take on more senior academic related roles. Role holders at this level will be expected to be developing and extending their administrative, specialist or professional experience and expertise. They may be expected to be working towards a relevant qualification.

At this level, role holders will typically have tasks assigned to them by a more senior colleague. They will have ready access to advice and support but some degree of independence is permitted and a degree of initiative is expected. Role holders will be involved in the provision of general advice and/or defined services to colleagues, students and other service users within a clear policy framework and approach defined by others, but with support readily available to help in more difficult or complex situations. Individuals will be responsible for planning and organising their own work. They may be the first point of contact for service users and staff requiring advice or support. They will be expected to contribute to the identification of gaps in information and systems, and report accordingly to their line managers. They may conduct analyses to solve/resolve problems and issues with short-term consequences where necessary. On occasions role-holders in this grade will have to respond effectively to changing priorities. As they develop their experience and expertise, they may be expected to make a contribution towards the resolution of more complex problems or longer-term issues. They will need to be acquiring a growing awareness of wider university policies and priorities, and of developments in higher education and their particular field.

### **2.0 Qualifications, Skills, Knowledge and Experience**

- 2.1 Typically will possess an academic qualification or part of a relevant professional qualification or sufficient vocational/practical experience to demonstrate equivalent professional development.
- 2.2 A basic knowledge of practices, processes and systems related to their area of activity.
- 2.3 Some evidence of basic analytical skills.
- 2.4 Ability to communicate clearly.
- 2.5 Ability to operate within financial and resource management regulations.

### **3.0 Responsibilities**

#### *Service Delivery Expectations*

- 3.1 Contribute to the effective delivery of a service which requires administrative, specialist, technical or professional knowledge and that

- meets users' requirements (although within a clear policy framework and approach defined by others).
- 3.2 Apply developing knowledge/expertise/judgement to the analysis and assessment of problems and issues within the role holder's area of responsibility, and make recommendations to support decision making.
  - 3.3 Interpret and apply university policies and procedures in relation to operational requirements, where policy is clear and well developed (with ready access to advice on more complex issues)
  - 3.4 Provide advice and support, as appropriate, to others within the service.
  - 3.5 Identify shortfalls in information and report to supervisor/manager.
  - 3.6 Advise on the analysis/interpretation of data and identify trends, sourcing additional information where appropriate, to support the resolution of issues.
  - 3.7 Monitor records and targets, where set.
  - 3.8 Undertake, with support and supervision, small projects of a short term nature within required standards and contribute appropriately to larger projects.
  - 3.9 Within their own area of responsibility, help to draft revised procedures for approval by more senior staff and contribute to their successful implementation.

#### *Resource Management Expectations*

- 3.10 May have delegated responsibility for monitoring use of an allocated budget.
- 3.11 May make recommendations about the maintenance, development and improvement of physical resources within their defined area of authority.
- 3.12 May contribute information to the annual operational and financial planning process of the immediate team.

#### *Further Responsibilities*

- 3.13 May make some contribution to planning processes in their own area of activity.
- 3.14 Maintain professional and quality standards in own work
- 3.15 Develop own knowledge and expertise through appropriate training, continuous development and work experience.
- 3.16 Learn about university structures, policies and procedures and relevant issues in the higher education environment
- 3.17 Under supervision, seek to maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

#### **4.0 Relationships and Contacts**

- 4.1 Will have an identified individual(s) responsible for their regular supervision as well as their training and development programme.



- 4.2 May have responsibility for day to day supervision for a small number of staff with clearly defined responsibilities.
- 4.3 Regular contact with academic and/or support staff across own Division/School/Department and/or with students.
- 4.4 External contacts with suppliers and providers of services.

## **Role Profile – for Academic Related Level B**

### **1.0 Role Summary**

Role holders at this level will have a sound understanding and theoretical knowledge of a relevant professional, specialist, technical or administrative field and will be developing and extending their experience within the higher education context. At this level, a greater degree of independence is granted and a significantly greater degree of initiative is expected than from somebody in Level A. Role holders will be involved in the provision of advice and/or defined services to colleagues, students and other service users, which is more complex than that provided at Level A, but still within a clear policy framework and approach defined by others and with support available to help in difficult situations. Individuals will be responsible for planning and organising their own work and, in some areas, may be expected to be leading a small team with clear responsibilities. They may be the first point of contact for service users and staff requiring advice or support. They will be expected to identify gaps in information and systems, and report accordingly to their line managers. They may conduct analyses to solve/resolve problems and issues with short-term consequences where necessary. Role holders at this level will have to respond effectively to changing priorities. They will be expected to make a contribution towards the resolution of more complex problems or longer-term issues. They should be able to respond readily to changes in the work environment, with appropriate guidance. They will need to be acquiring further awareness of wider university policies and priorities, and of developments in higher education and their particular field.

### **2.0 Qualifications, Skills, Knowledge and Experience**

- 2.1 A relevant professional qualification or academic qualification (where required) or sufficient vocational experience to demonstrate equivalent professional development.
- 2.2 Sound knowledge of principles, theory, practices, processes and systems related to their area of activity and some understanding of relevant external and internal regulations and requirements.
- 2.3 Well-developed analytical skills.
- 2.4 Ability to communicate clearly on complex issues.
- 2.5 Ability to operate within financial and resource management regulations.
- 2.6 Experience of managing own workload and competing demands.

### **3.0 Responsibilities**

#### *Additional Service Delivery Expectations*

*(these are in addition to the expectations included in academic related level A role profile)*

- 3.1 Apply administrative, specialist, technical or professional knowledge and expertise to contribute to the effective delivery of a service that meets users' requirements, (although still within a clear policy framework and approach defined by others)
- 3.2 Apply knowledge, expertise and judgement to the analysis and assessment of problems and issues within the role holder's area of responsibility.
- 3.3 Advise on the analysis/interpretation of data and identify trends, developing new approaches where appropriate to support the resolution of issues.
- 3.4 Maintain and monitor records as required to meet internal and external regulations and requirements
- 3.5 Interpret and apply university policies and procedures in relation to operational requirements
- 3.6 Contribute to skills based training within their area of expertise for other staff and/or students
- 3.7 May either manage colleagues within an administrative team with a clear remit or lead small operational projects of a short term nature (i.e. weeks and months duration). This will involve planning and organising the group's activity, ensuring that work complies with internal and external requirements, mentoring and coaching where relevant to help build team capacity, and operating within a delegated budget.
- 3.8 Where there are no team or project leadership responsibilities, operate as an individual responsible for the organising of one's own specialist or professional work and advice, to meet division/faculty or department's objectives.
- 3.9 Within their own area of responsibility, draft revised procedures for approval by senior staff and contribute to their successful implementation.

#### *Additional Resource Management Expectations*

*(these are in addition to the expectations included in academic related level A role profile)*

- 3.10 May have delegated responsibility for use of an allocated budget and/or resources.
- 3.11 Offer input into resource and budget planning within their immediate area of activity.
- 3.12 May contribute information to the annual operational and financial planning process of the sub-organisation.

*Additional Further Responsibilities  
(these are in addition to the expectations included in academic related  
level A role profile)*

- 3.13 Will be expected to contribute to planning processes in their own area of activity.
- 3.14 Maintain professional and quality standards in own work and where appropriate in the work of their team/project group.
- 3.15 Attend internal, and sometimes external, meetings to ensure that their own work issues are appropriately reported and understood.
- 3.16 Maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

**4.0 Relationships and Contacts**

- 4.1 May manage an administrative and / or specialist team with clearly defined responsibilities or provide leadership to small project teams.
- 4.2 Will have a clearly defined line manager. Regular contact with academic and/or support staff across own Division/School/Department and/or with students.
- 4.3 External contacts with suppliers and providers of services.

## **Role Profile for Academic Related Level C**

### **1.0 Role Summary**

Role holders at this level will have a broad knowledge of their discipline and, where appropriate, they will be professionally qualified and have in depth specialist skills and knowledge. They will have the ability to lead/manage a team either permanently or in project activity and/or will be regarded as experts in their technical field. They will be responsible for providing professional or specialist or technical or administrative (as the case may be) advice and expertise, direction and input across a range of activities. Work may involve interpreting and/or assessing needs, identifying trends, generating and testing innovative solutions. Role holders will play a significant part in setting operational procedures. Role holders will typically be accountable for the quality of service delivery in their own practice and/or immediate area of responsibility. They will provide inputs to the development of new systems and procedures and will require an understanding of the professional, legal, regulatory and policy requirements of the environment in which they work. They will have significant autonomy and freedom to act within operational policies and precedents. They will need to resolve relatively complex issues, respond to the changing work environment and manage change in their area of responsibility.

### **2.0 Qualifications, Skills, Knowledge and Experience**

- 2.1 Breadth of knowledge of their discipline / field through vocational experience and full relevant professional qualification (where appropriate).
- 2.2 Good understanding and appreciation of relevant external and internal regulations and requirements. Ability to take on a leadership role in relation to professional expertise, a team of staff, a project group or a small number of specialists, to ensure the successful delivery of an administrative, specialist, technical or professional service.
- 2.3 Experience of managing own workload and developing innovative solutions to problems and implementing consequent changes.
- 2.4 Some experience of working within a university (or similar) environment.
- 2.5 Good analytical skills and the ability to apply creativity to solve problems
- 2.6 Ability to communicate clearly on complex and specialist issues, sometimes to non-specialists. Ability to motivate staff.

### **3.0 Responsibilities**

*N.B. At this level, role holders may be managing a team of staff and / or managing operational projects and / or contributing as an individual technical expert*

#### *Additional Service Delivery Expectations*

*(these are in addition to the expectations included in academic related level B role profile and below)*

- 3.1 Apply knowledge/experience and use judgement to address issues where the solutions are not clear.
- 3.2 Generate original policy ideas through the provision of specialist knowledge.
- 3.3 Identify additional service requirements or areas for service improvement and then co-ordinate and/or design innovatory solutions to optimise service quality, efficiency and continuity
- 3.4 Develop and test proposed solutions to problems that are identified or as they arise.
- 3.5 Manage, monitor and maintain records and targets, where set, to meet internal and external regulations and requirements.
- 3.6 May manage a team of staff or a number of specialists to ensure the successful delivery of a significant administrative, specialist, technical or professional service.
- 3.7 May manage projects and ensure that they are completed to the required standard, on time and within budget, typically over a timescale of weeks and months with a contribution to the longer term.
- 3.8 Deliver briefings and/or skills based training within their area of expertise for other staff and/or students
- 3.9 Draft revised policies, procedures and processes within own area of responsibility.

#### *Additional Resource Management Expectations*

*(these are in addition to the expectations included in academic related level B role profile and below)*

- 3.10 Deliver services within budget and may be accountable for a budget.
- 3.11 Manage the maintenance, development and improvement of relevant physical resources.
- 3.12 Contribute to resource and budget planning within their own area of responsibility

#### *Additional Further Responsibilities*

*(these are in addition to the expectations included in academic related level B role profile and below)*

- 3.13 Makes a significant contribution to planning in own area and may contribute to planning processes outside own area of activity.
- 3.14 Review outputs / results over time in area of responsibility and make recommendations for improving service delivery.

- 3.15 Maintain continuous professional development and review of best practice in their field of expertise.
- 3.16 Use membership of professional bodies to improve capabilities (if applicable).
- 3.17 Ensure that professional and/or quality service standards are maintained within their area of activity
- 3.18 Operate with a clear awareness of relevant university structures, policies and procedures.
- 3.19 Represent and/or promote own section, faculty or department, as required, at internal and external meetings and events.
- 3.20 Co-operate with other areas of the University to develop new and/or improved processes and supporting systems.

#### **4.0 Relationships and Contacts**

- 4.1 Likely to manage a team of staff or a number of specialists.
- 4.2 Likely to be line managed by a senior manager in the division / department or head of department.
- 4.3 Likely to spend time dealing with staff from across the University or Faculty on policy and delivery issues.
- 4.4 Will actively support those in more junior positions.
- 4.5 May take active role in professional bodies and inter-university organisations (as appropriate).
- 4.6 Regular contact with academic and/or support staff across own Division/School/Department and/or with students.
- 4.7 External contacts with suppliers and providers of services.

## **Role Profile for Academic Related Level D**

### **1.0 Role Summary**

Role holders at this level will be professional specialists, administrators and/or managers with high-level expertise based upon relevant professional qualifications and/or extensive vocational experience. They will exercise, within their particular functional area or faculty or department a substantial degree of independent responsibility and discretion to develop, implement or revise policies and processes. They will typically either be managing a team or teams or, as senior individual expert contributors, tackling significant planning and/or operational projects. They will be expected to set quality and professional standards in their area, develop relevant systems/procedures and have significant influence upon the structure and development of that area of activity. These roles will be responsible for developing and implementing operational plans, and contributing to longer-term plans for their area that fit within broader functional and university strategies. They will have some input into wider university plans with long term impact. They will initiate and lead changes in response to University policy or pressures from the external environment.

### **2.0 Qualifications, Skills, Knowledge and Experience**

- 2.1 Relevant professional qualifications and/or extensive vocational experience.
- 2.2 Successfully carrying out a series of progressively more demanding roles.
- 2.3 Highly developed knowledge of the principles, theory and practice relevant to their area of responsibility.
- 2.4 Well-developed knowledge of their own systems (and of the University as a whole) and services and how they relate to other university systems as well as relevant external regulations and requirements.
- 2.5 Sound understanding of financial and resource management procedures, with some experience of controlling a budget and setting priorities.
- 2.6 Strong interpersonal skills, including the capacity to motivate staff and to negotiate, influence and network effectively both within and outside the University.
- 2.7 Ability to lead a team of administrative, specialist, technical and/or professional staff .
- 2.8 High level of analytical skills and ability to deliver on substantial projects.



### **3.0 Responsibilities**

#### *Additional Service Delivery Expectations*

*(these are in addition to the expectations included in academic related level C role profile and below)*

- 3.1 Apply broad and/or deep knowledge and experience of field of expertise to address significant problems or unresolved issues, some of which may be multi-disciplinary in nature.
- 3.2 As a leading university or faculty expert on a particular issue, provide expert guidance and advice to other professional staff and academic leaders, where necessary.
- 3.3 Anticipate service user needs and requests, identifying new opportunities and facilitating the management of change.
- 3.4 Identify trends, strengths, weaknesses, opportunities and threats in own specialist area of responsibility that may have an impact, and enable appropriate and timely action to be taken in response.
- 3.5 Ensure the development and training needs of staff are identified and met.
- 3.6 Be accountable to a Head of Department, Dean or Divisional Head for the service delivery in their area of responsibility as set out in university, faculty or departmental policies.
- 3.7 Shape strategic direction of own area of activity, considering implications for the immediate and long-term futures.
- 3.8 Ensure that the service responds to changes in requirements, regulations and legislation.
- 3.9 Lead a team (or teams) of administrative, specialist, technical and / or professional staff on substantial projects of wide significance.
- 3.10 Plan and organise work for self and others over periods of typically at least a year's timeframe.
- 3.11 Develop and/or implement new policies and/or procedures.

#### *Additional Resource Management Expectations*

*(these are in addition to the expectations included in academic related level C role profile and below)*

- 3.12 Manage the allocated budget for their area of responsibility and/or projects effectively
- 3.13 Contribute to forward financial and resources planning, including promoting cost effectiveness.

#### *Additional Further Responsibilities*

*(these are in addition to the expectations included in academic related level C role profile and below)*

- 3.14 Set targets where appropriate and review performance over time in their area of responsibility, compare it to best practice and appropriate benchmarks elsewhere, identify areas for improvement and make recommendations for improving performance.

- 3.15 Evaluate service provision and service user feedback and ensure that this information is used to improve performance in their area of responsibility.
- 3.16 Make some contribution, as required, to wider faculty and university plans with long-term impact.
- 3.17 Provide advice to Heads of Department, Deans and the University's senior managers.
- 3.18 Represent the University (as required) in liaison, collaboration and/or negotiation with external bodies, including sector groups.
- 3.19 Play an active part in university structures and governance beyond their immediate area of responsibility, working with colleagues from across the university and participating in committee work to provide expert advice.

#### **4.0 Relationships and Contacts**

- 4.1 Will usually be line managed by Head of Division, Faculty or Department.
- 4.2 Will interact regularly with senior University managers
- 4.3 Will have contact with individuals from across the full spectrum of the University.
- 4.4 Will interact with people of similar status outside the University.
- 4.5 May participate in the activities of national professional bodies.
- 4.6 External contacts with suppliers and providers of services

## **Role Profile for Academic Related Level E**

### **1.0 Role Summary**

Role holders at this level will be the most senior member of staff with their expertise working within their area of the University and they will be responsible for leading and managing a major area of activity or professional function across or within a major part of the University. They will typically lead a team of experienced managers and/or professionals across an area of strategic importance to the University. They will ultimately be responsible for developing and delivering the strategic plans for their area of activity and will be responsible for ensuring that the University meets both internal and external requirements. They will initiate and, through appropriate consultations and negotiation, establish policy changes to tackle new challenges, issues and situations. They will review and evaluate the development and delivery of their service and make a significant impact upon longer-term direction, strategy and objectives, advising the Senior Management Team where appropriate. Roles at this level will make a significant contribution to the overall management and future strategy of the University.

### **2.0 Qualifications, Skills, Knowledge and Experience**

- 2.1 Extensive experience in their area of activity.
- 2.2 Extensive relevant professional leadership and/or management experience in a range of progressively broader, more demanding and more influential roles.
- 2.3 Ability to contribute to university planning processes at a strategic level
- 2.4 Well-developed understanding of financial matters and experience of managing a substantial budget.
- 2.5 Detailed knowledge of their area of activity and how it relates to and impacts on all other parts of the University.
- 2.6 Breadth of vision not only within their own area of responsibility but also in relation to the wider needs of the University.
- 2.7 Experience of leading large and diverse teams.
- 2.8 Excellent interpersonal skills and capacity to motivate staff, negotiate, influence and network effectively, and impact at a senior staff level.

### **3.0 Responsibilities**

#### *Additional Service Delivery Expectations*

*(these are in addition to the expectations included in academic related level D role profile and below)*

- 3.1 Lead and manage a major administrative and/or professional function across or within the University and make decisions on the most difficult issues.
- 3.2 Contribute to the overall management and future of the University, including debates on policy and long-term strategy.

- 3.3 Provide expert advice, based upon deep knowledge and substantial experience, to members of UPARC\* (or equivalent senior managers) and take responsibility, through chairing committees or running projects, for major initiatives that have significant resource and strategic implications.
- 3.4 Anticipate future demands upon their service and identify the strengths, threats, weaknesses and opportunities in their area of responsibility in order to generate appropriate policies for the University.
- 3.5 Take overall responsibility for staffing policies, recruitment and staff development in their area of activity, assisting their immediate subordinates to improve and develop their careers and raise their performance.
- 3.6 Co-ordinate the work of those whose line manager they are.
- 3.7 Manage competing demands and priorities within their area of responsibility and set priorities within overall university plans and strategies

*Additional Resource Management Expectations*

*(these are in addition to the expectations included in academic related level D role profile and below)*

- 3.8 Take overall responsibility for forward planning in their area of responsibility.
- 3.9 Ensure that services operate effectively within budget.
- 3.10 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.
- 3.11 Make and oversee arrangements for the maintenance, development and improvement of physical resources required for their area of responsibility.

*Additional Further Responsibilities*

*(these are in addition to the expectations included in academic related level D role profile and below)*

- 3.12 Develop further, through professional development, expertise in area of responsibility and knowledge of university and higher education issues.
- 3.13 Ensure that they, and all the staff for whom they are responsible, maintain professional and academic standards in accordance with university policies (e.g. equal opportunities, health and safety).
- 3.14 Ensure that there is good user feedback and quality processes are in place and that this information informs policies to improve the service.

\* UPARC is the 'University Planning and Resources Committee', comprised of the Vice-Chancellor, the Pro-Vice Chancellors, the Deans, the Dean Elect, the Registrar and Heads of Division as appropriate.

#### **4.0 Relationships and Contacts**

- 4.1 Will report, and be accountable, to a senior manager of the University.
- 4.2 They will typically lead a team of experienced managers and/or professionals across an area of strategic importance to the University.
- 4.3 Will relate regularly with members of UPARC and equivalent senior managers.
- 4.4 Will link with, both informally and formally, senior administrative staff in other institutions, particularly members of the Russell Group of universities.
- 4.5 Will operate, on behalf of the University, with funders of university activities and representatives of local and regional bodies.