

INTRODUCTION TO THE JOB FAMILIES BOOKLET

JOB FAMILIES

Job Families provide an efficient means for matching individual posts to levels or grades and can help to articulate career and development routes. They can also be used in performance and development reviews, in considering any training needs and when writing job description and person specifications.

Four Job Families have been developed in partnership with and agreed by the trade unions, representing broadly distinctive groups of staff in which the main features of the roles share similar characteristics. They are:

1. Research and Teaching
2. Management, Professional and Administrative
3. Technical and Related
4. Operational

JOB FAMILY LEVEL PROFILES

Each family has up to nine broad levels, which demonstrate career pathway options for staff and provide an efficient means of matching posts to levels and grades.

Each level of work within each job family has a description summarising the representative work activities, key responsibilities and outputs required as well as detailing the level of knowledge, qualifications, skills and experience required for the role.

Each level captures the key elements that differentiate and/or distinguish between work at the different levels based on a summary description of the relevant features of work at that level.

Posts that fit within each level, regardless of family, are broadly of a similar job size.

Job family level summaries are generic rather than specific in describing any particular role and it would not normally be expected that staff would carry out all of the activities described at a particular level. In addition, staff may carry out a small number of duties which are not explicitly described within a job family level descriptor to which they appropriately match.

It is assumed that the descriptions of activities and the requirements for roles at the lower levels are subsumed into higher levels, and are therefore not explicitly stated in the higher levels.

The object of the job matching process is to establish a "best-fit" match, and where elements of a post could straddle two job family levels, a "best-fit/ majority approach should be taken, using a 75-80% rule. Job Matching should largely focus on the duties and responsibilities comprising the role as opposed to the inputs a postholder may bring i.e. Core Knowledge, Qualifications, Skills & Experience. However Core Knowledge, Qualifications, Skills & Experience Information has been included to assist the job matching process.

Research & Teaching Job Family

Job Family Outline

Roles in this family are wholly or mainly focused on research & teaching. Roles may combine elements of research, teaching, and administration or management, however the relative emphasis on these elements and the nature of the contribution will vary. Some roles will be more orientated towards research, while others will tend to concentrate on teaching, administration and/ or management activities. In the higher levels, there will be considerable reputation in the UK and internationally, and significant impact on the subject discipline and on research income.

Research & Teaching Job Family Level Summaries

LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
<p>Tasks are likely to be clearly prescribed, however roleholders will possess sufficient breadth or depth of specialist knowledge in the specialist subject/ discipline and of teaching methods/ techniques to work within subject area. Roleholders will be further developing skills and knowledge of teaching/ research methods and techniques.</p> <p>Roles at this level will either:</p> <ul style="list-style-type: none"> - Assist and contribute to pre-determined, prescribed individual or joint research objectives (under supervision in accordance with a specified project or as a research team member). Roleholders will undertake basic research, for example by: <ul style="list-style-type: none"> - preparing, setting up, conducting and recording outcomes of experiments and field work - conducting literature and database searches - developing questionnaires and conducting surveys - contributing to writing up research findings, where appropriate <p>Or:</p> <p>Conduct teaching and assessment within subject area, as a member of a team, within a clear and established course/ module. (with assistance and support as required)</p> <p>Roleholders will manage individual workload activities within the framework of the agreed teaching/ research programme.</p>	<p>Roles at this level may represent the early stages of an academic career, before progression to Level 8.</p> <p>Roleholders will possess sufficient breadth or depth of specialist knowledge in the discipline and/or research methods and techniques to work within established teaching/ research programmes, and will be expected to engage in continuous professional development, to enable progression to level 8.</p> <p>In research focused roles, roleholders will be experienced in research and will be involved in developing and progressing individual or joint research objectives as an individual or team member with the assistance of a mentor if required. Roleholders will write up research findings/ outcomes for publication in leading journals for dissemination as appropriate, and identify potential sources and secure funding as an individual or team member.</p> <p>In teaching focused roles, teaching will be carried out as a member of a teaching team up to specified requirements. Teaching will be carried out in a developing capacity within established courses/ modules, with the assistance of a mentor if required. Roleholders will collaborate with colleagues on course development, curriculum changes and application of appropriate assessment mechanisms to meet defined learning objectives.</p> <p>Roleholders will regularly update their subject related knowledge and its application to teaching.</p> <p>Roleholders will contribute to the effective management and administration of the Department/Faculty by performing duties allocated.</p> <p>Some roles may be a combination of research and teaching to the level described above, with appropriate organising and managing in support of these activities and possibly some team leadership.</p>	<p>Roles at this level are held by individuals experienced in teaching and/ or research, often after progression from Level 7, and reflect growing reputation in teaching or research.</p> <p>Roleholders will possess sufficient breadth or depth of specialist knowledge in the specialist subject/discipline to develop teaching/ research programmes/ methodologies/ learning support gained over a number of years.</p> <p>In research focused roles, roleholders will plan and deliver individual research plans/ projects and/ or collaborative research projects, project managing the research activities, supervising and taking responsibility for the research team. Roleholders may contribute to the development of Department/ Faculty research strategy.</p> <p>In teaching focused roles, teaching will be carried out across a range of modules or within a subject area to all levels. The teaching will involve innovative course design and delivery and roleholders will take a leading role in all aspects of teaching and contribute to the enhancement of quality in teaching within the subject/ Department or Faculty.</p> <p>Roleholders will be involved in the development of subject based pedagogy, where appropriate.</p> <p>Roleholders will have a track record of published research and/ or development and delivery of teaching, and proven ability to develop and devise teaching and research programmes, techniques and methods.</p> <p>Roleholders may be responsible for the supervisor/ mentoring/ coaching of new/ less experienced staff in subject/ research area, providing specialist advice/ academic leadership.</p> <p>Roleholders will manage teaching, research and administrative activities and other projects within area of responsibility, and their contribution to the department through leadership and management may be significant, with roleholders taking on specific roles such as responsibility for administrative duties.</p> <p>In some cases, contribution will span research, teaching and administration, although the relative importance of each of these strands will vary from role to role with a developed reputation at least nationally.</p>	<p>Roles at this level reflect extensive academic or professional experience and will lead, develop and co-ordinate a substantial teaching/research/ management activity of strategic importance to the Department/ Faculty.</p> <p>Roleholders will possess an in-depth understanding of their subject specialism to enable the development of new knowledge and understanding within the field. Roleholders will be externally recognised scholars/ teachers or authorities in the subject area, or an internationally recognised authority in the case of researchers.</p> <p>In research focused roles, roleholders will lead the development and implementation of individual or joint research strategies and participate actively in the development of Department/ Faculty research strategy, acting as principal investigator or project leader on major research projects. Roleholders will actively contribute to their subject specialism through learned societies, professional bodies and broader review and editorial processes.</p> <p>In teaching focused roles, roleholders will design, develop and deliver a range of programmes of study at various levels. Roleholders will act in a senior role within the Department/ Faculty to advance student academic development and will contribute to the development of teaching and learning policy locally, nationally and/ or internationally on policy, methods and practices.</p> <p>Roleholders will have an extensive track record of published research and/ or development and delivery of teaching, and proven ability to develop and devise teaching and research programmes, techniques and methods.</p> <p>Roleholders will be responsible for the supervisor/ mentoring/ coaching of junior staff in subject/ research area, providing specialist advice/ academic leadership.</p> <p>Roleholders will be responsible for the management of teaching, research and administrative activities, and of setting standards and monitoring progress.</p> <p>There may be a greater focus in one or two of these areas, reflecting a predominant focus on research, teaching and administration, although some roles may involve all three areas, with a well established reputation nationally/ internationally.</p> <p>There will be separate and significant leadership/ management responsibility greater than required at level 8.</p>

Research & Teaching Job Family

Core Knowledge, Qualifications, Skills & Experience

LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
<p>Degree or equivalent professional qualification in relevant academic/research area. May be working towards post-graduate qualification such as a Masters or PhD.</p> <p>Sufficient breadth or depth of specialist knowledge in specialist subject/ discipline and of teaching methods/ techniques to work within subject area.</p> <p>Ability to analyse and communicate information clearly.</p> <p>Ability to analyse and organise resources.</p> <p>Proven initiative and judgement to resolve problems independently and/ or through a support team.</p> <p>Clear understanding of the pre-determined standards and regulations for the conduct and output of the role and/ or team.</p>	<p>Postgraduate qualification or equivalent with some research and/ or teaching experience. Roleholders in research focused roles will normally have a PhD, or alternatively possess the equivalent in professional qualifications and experience. Those in roles involving teaching will typically have a postgraduate degree or equivalent professional experience, and be working towards membership of an appropriate professional and/ or teaching body.</p> <p>Sufficient breadth or depth of knowledge in the discipline and/ or research methods and techniques to work within established teaching/ research programmes.</p> <p>In research focused roles, an up-to-date knowledge and specialist understanding in the field to develop and progress individual or joint research projects.</p> <p>In teaching focused roles, an ability to engage the interest and enthusiasm of students to inspire learning and to apply appropriate approaches to teaching. An ability to provide pastoral care of students within a specified area.</p> <p>Ability to communicate material of a specialist or highly technical nature clearly.</p> <p>Ability to assess and organise resources.</p> <p>Experience of planning and progressing work activities within general, professional guidelines or organisational policy, using initiative and independent judgement.</p> <p>Awareness of the current and future priorities of the Department.</p> <p>Thorough knowledge and understanding of the policy, practices and procedures, relevant to the role, which may include broader University/ sector/ external (e.g. commercial) awareness.</p>	<p>Normally a relevant PhD qualification with a growing reputation in research, and/ or teaching experience within subject area.</p> <p>Sufficient breadth or depth of specialist knowledge in the specialist subject/discipline to develop teaching/ research programmes/ methodologies/ learning support.</p> <p>Track record of published research and/ or development and delivery of teaching.</p> <p>Proven ability to devise, advise on and manage learning/teaching or research programmes.</p> <p>Experience of developing and demonstrating teaching and research methods and devising models, approaches, techniques, critiques and methods.</p> <p>Ability to routinely communicate complex or conceptual ideas to those with limited knowledge and understanding as well as to peers.</p> <p>Continuing engagement with current practice and developing knowledge.</p> <p>Ability to contribute to broader departmental/faculty management and administrative processes.</p> <p>Awareness of the current and future priorities of the Department/ Faculty/ University.</p>	<p>Normally a relevant PhD qualification with an extensive and established reputation in research and/ or teaching within subject area.</p> <p>Possess in-depth understanding of subject discipline/ specialism to enable the development of new knowledge and understanding within the field.</p> <p>Extensive track record of published research and/ or development and delivery of teaching.</p> <p>Recognised excellence and reputation in subject area nationally and/ or internationally.</p> <p>Proven ability to plan and efficiently lead staff and deploy resources in support of major research and/ or teaching activities.</p> <p>Proven ability to develop and devise teaching and research programmes, techniques and methods.</p> <p>Ability to supervise/ mentor and coach junior staff in subject area/ research team, and advise on personal development.</p> <p>Ability to disseminate conceptual and complex ideas to a wide variety of audiences to promote understanding.</p> <p>Proven ability to provide academic leadership for groups/activities with substantial impact on finance and other resources.</p> <p>A thorough understanding of, and track record in contributing to broader departmental/faculty management and administrative processes.</p>

Management, Professional and Administrative Job Family

Job Family Outline

Roles in this family are engaged in the provision of professional, managerial and administrative support services to University staff and students and sometimes to the wider public. Roles may involve clerical or administrative support, developing and implementing policy and processes, providing specialist/expert advice and support, or carrying out project management and support. All roles require an understanding of University systems and processes and many at higher levels will also require specialist or professional skills. The higher levels often combine professional qualifications, managerial experience and involve a substantial role in the management of functions within the Institution.

Management, Professional & Administrative Job Family

Level Summaries

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Roles at this entry level will perform simple, and repetitive tasks according to clear/ detailed instructions with direct supervision (e.g. record keeping, filing, word processing, processing of forms, database entry, etc)</p> <p>Roleholders will receive and respond to enquiries from clients/ colleagues, referring upwards any unusual or non-routine requests as appropriate.</p> <p>Roleholders will have the ability to communicate with colleagues within the University to provide a timely and effective service in the provision of standard information.</p> <p>There is little or no requirement to plan/ organise tasks as priorities tend to be allocated by Supervisor/Manager.</p> <p>Roleholders may require to operate simple, routine equipment e.g. photocopier, fax machine etc.</p> <p>Roleholders will identify and communicate work problems to relevant senior colleague.</p>	<p>Roles at this level will carry out a range of basic activities using standard software packages, following a regular pattern to source/obtain, process/check/ analyse standard data, reporting and presenting findings as appropriate.</p> <p>Roleholders may make routine arrangements and bookings, in accordance with clear instructions, and will be involved in preparing and organising straightforward information to assist in the effective organisation of internal and external activities. This may include preparation of documentation/ information following standard format/ templates or running straightforward reports.</p> <p>The work involves undertaking a range of activities in accordance with established processes and procedures and may not be subject to direct supervision, managerial guidance is readily available. Roles require a working knowledge of relevant systems, equipment, processes and procedures, and may involve responsibility for a specific area of work.</p> <p>Roleholders will receive and respond to enquiries from/ to clients judging when to pass on, or to involve others, to provide an effective service. Resolution of common work problems, within appropriate guidelines and procedures is the norm, with complex problems referred to senior colleagues as appropriate.</p> <p>Some planning and organisation of workload is required to ensure delegated departmental workload is maintained, however the nature of planning is essentially about timing and sequencing of assigned tasks.</p> <p>Roleholders will apply knowledge of a particular system and/or piece(s) of standard equipment, and be responsible for day-to-day operation.</p>	<p>Roles at this level will be responsible for delivering a range of administrative and/or client services in support of existing systems, reporting issues, trends and conclusions into Department/ Faculty information and decision making authority. There will be minimum supervision, but clear guidance.</p> <p>Roleholders will require to use and integrate a range of standard software packages, in collating/ recording defined information/ documentation.</p> <p>Roleholders will require to provide an effective service and clear advice to colleagues and clients, and the ability not only to plan and prioritise own work activities but to react to changing issues/ priorities as required.</p> <p>There will be a requirement to resolve problems based on experience and judgment largely without reference to others to provide an effective service and clear advice to colleagues and customers.</p> <p>Roles may involve setting short term priorities or work schedules and assigning straightforward and routine tasks to others.</p> <p>Roleholders may contribute to longer term developments within their Unit/ Department e.g. recommending improvements to office systems/ departmental developments, communicating with service users, and/ or external contacts and representing the Work Unit/ Department/ Faculty as required.</p> <p>Roles may include limited supervisory responsibility.</p> <p>Roleholders will apply specialist knowledge of a particular system and/or piece(s) of standard or non-standard equipment, and be responsible for day-to-day operation.</p>	<p>Roles at this level will be responsible for the implementation of complex processes and procedures, using detailed knowledge and experience of relevant specialised software, processes, procedures and equipment.</p> <p>Work delegated by senior colleagues/ supervisors however, requires the exercise of initiative and judgement within pre-determined guidelines, in addressing and resolving problems, to ensure effective service delivery.</p> <p>Roleholders will filter issues/ problems addressed to a supervisor/manager, seeking to achieve resolution, and may act as main point of contact within the Department/ Division for a specialised process, system or procedure on behalf of a senior member of staff.</p> <p>There is discretion in determining short-term priorities, prioritising work and if appropriate, those of a team involved in similar work. Priorities will be set within a predetermined plan or schedule to meet deadlines and appropriate standards. Roleholders will assist supervisors and other senior staff in planning future work.</p> <p>Roleholders will implement changes to service provision, and be responsible for overseeing specific activities and processes in support of a service, utilising discretion and initiative to ensure services continue to meet agreed quality standards, guidelines and procedures.</p> <p>Roleholders may supervise staff, delegating and allocating work, monitoring progress and performance as appropriate.</p>

Management, Professional & Administrative Job Family Level Summaries

LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
<p>Roles at this level may involve line management responsibility for a team operating within a sub-section of the Department, maximising individual contribution.</p> <p>Roles require detailed knowledge and experience of relevant specialised software, policies and processes and equipment gained through significant practical experience and/or through formal training.</p> <p>Work at this level will organise and resolve issues/queries independently, providing advice on specialised but established procedures and related matters to staff at all levels and to clients, recommending alternative sources/ courses of action as appropriate.</p> <p>Roles will be responsible for planning and prioritising work and where appropriate/ short and medium term team work activities within similar area to meet targets/ deadlines.</p> <p>Roleholders will have an appreciation of wider University and HE issues and potential impact on role/team and may have delegated budgetary/responsibility.</p> <p>Roleholders may perform detailed manipulation, analysis and/or evaluation of specialised, but relatively straightforward, information or work flow processes, highlighting and prioritising issues for further investigation and preparing reports to support decision making.</p> <p>Roles will implement plans for a service, facility or area to ensure effective operation on a day-to-day basis, reviewing and monitoring service objectives and standards within own area of work.</p> <p>Roleholders may service and provide administrative support to relevant University committees e.g. preparing and despatching agendas, minutes and other committee related papers, monitoring and following actions through to conclusion.</p>	<p>Roles at this level will provide advice and support to work units/ Departments/ Faculties based upon a full understanding of a professional or specialised field and appropriate University policies & procedures. This may include broader University/ sector/ external (e.g. commercial) awareness.</p> <p>Roleholders will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. Work will involve providing specialist/ professional advice putting forward recommendations on managing specific issues/ problems through the provision of advice, briefings, presentations or written reports, to facilitate resolution/ action plans and support informed decision making.</p> <p>Delegated responsibility for projects/ budgets, where appropriate to support the achievement of objectives.</p> <p>There will be a need for liaison and co-ordination of activities, across a number of subsections of a Department/ Faculty or the University. The work will involve encountering changing priorities.</p> <p>Roleholders will be responsible for planning and organising their work and/or that of a team of colleagues who may be involved in similar/ different types of work.</p> <p>Roles will contribute to organising short or medium-term developments or process changes in service delivery within defined unit or across the University, by applying full professional or specialist knowledge to meet service requirements.</p>	<p>Roles at this level will be responsible for providing specialist/ technical expertise and leading advice and will be involved in and/or managing a large or diverse team and significant resources in the delivery of effective and efficient service(s).</p> <p>Work will often involve interpreting or assessing client needs, identifying trends, generating original ideas and innovative solutions, which may have a broad (e.g. University wide) impact.</p> <p>Individuals will typically be accountable for the quality and professionalism of service delivery and may apply discretion in co-ordinating activities in accordance with operational policies and precedents.</p> <p>There will be a requirement to plan and organise individual and where appropriate, a large team of employees undertaking similar work or a small number of specialists to ensure work is integrated and co-ordinated in line with broad operational plans.</p> <p>Roleholders will contribute to the formulation of department/ Faculty/ University policy to consistently improve quality and effectiveness of service provision, taking into account, where relevant, legislative changes.</p> <p>There may be responsibility for assigned project teams, which may contribute to University-wide projects in support of the achievement of project objectives as appropriate.</p> <p>Roleholders will manage significant resources and/ or budgets within allocated project/area, with discretion to take decisions or judgements which have an impact on the nature or scale of resources across the area/ project.</p>	<p>Roleholders at this level will have responsibility for implementing long-term strategic developments across a large/significant specialist or professional area and/or in a significant strategic activity or function of the University with very broad internal/external impact.</p> <p>Roleholders will regularly advise and influence at senior levels within the University.</p> <p>Roles at this level will be professional specialists with high-level expertise. Roleholders will normally be members of the Unit/ Department/ Faculty/ Division Management Group, and will deputise for the Director or equivalent as necessary.</p> <p>Individuals will typically be managers of functional areas or senior individual contributors shaping long-term strategic direction of an area of activity.</p> <p>Roleholders will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity.</p> <p>Roleholders will be accountable for the development of service delivery and compliance with legislation, University objectives, service level agreements, professional standards, best practice, regulations and national codes of practice.</p> <p>Roleholders will have significant input to strategic planning with management responsibility which may include financial resources, with a significant impact on the University.</p>

Management, Professional & Administrative Job Family Core Knowledge, Qualifications, Skills & Experience

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>Basic familiarity with standard office software such as Microsoft Office, E-mail and the Internet.</p> <p>Ability to gain knowledge of work routines and utilise simple office equipment, where appropriate.</p> <p>Basic numeracy and literacy skills.</p> <p>Ability to follow clear instructions.</p> <p>Accuracy and attention to detail.</p> <p>Ability to exchange basic information verbally and in writing.</p> <p>Awareness of the range of activities carried out by the work section.</p> <p>Familiarity with procedures and service requirements relative to the role, gained through induction.</p> <p>Basic awareness of the activities of the work section gained through induction.</p> <p>Manual Dexterity, where appropriate.</p> <p>Knowledge and understanding of relevant Health and Safety and Equal Opportunities & Diversity requirements gained through induction.</p> <p>Learning gained through relevant work experience or training (up to a year).</p>	<p>Working knowledge of relevant systems, equipment, processes and procedures including standard software packages, with limited use of non-standard software.</p> <p>Competent written and/or oral communication skills.</p> <p>Competent numeracy and literacy skills.</p> <p>Familiarity with own work priorities and those of colleagues.</p> <p>Understanding of relevant policies and procedures, relative to the role.</p> <p>Knowledge and understanding of relevant Health and Safety and Equal Opportunities & Diversity requirements.</p> <p>Either:</p> <p>VQ 2/3, Standard Grades, (GCSEs), City & Guilds or equivalent, plus typically 1 years relevant work experience.</p> <p>Or:</p> <p>Typically 2 years relevant work experience.</p>	<p>Working knowledge of relevant systems, equipment, processes and procedures including standard and non-standard software packages.</p> <p>Initiative and judgement to resolve problems independently.</p> <p>Ability to supervise staff, where appropriate.</p> <p>Ability to communicate clearly, clarifying requirements, responding to colleagues and clients.</p> <p>Effective planning, organising and prioritising.</p> <p>Ability to plan or schedule workdays and weeks ahead, and to respond to changing pressures or requirements.</p> <p>Understanding of relevant policies and procedures relative to the role, and the quality standards and outputs required.</p> <p>Either:</p> <p>VQ 2/3, Standard Grades (GCSEs), City & Guilds, or equivalent, plus typically 1-2 years relevant work experience.</p> <p>Or:</p> <p>Evidence of progression and development gained through 3-4 years relevant work experience.</p>	<p>Detailed knowledge and experience of relevant specialised equipment, software, processes or procedures acquired over a number of years, including relevant theory.</p> <p>Proven initiative and judgement to resolve problems independently.</p> <p>Proven interpersonal and communication (written and oral) skills.</p> <p>Working knowledge of the activities of other areas of the University relevant to work unit.</p> <p>Where appropriate, proven supervisory or line management skills.</p> <p>Well developed analytical and problem solving capability, and proven planning, organising and prioritising.</p> <p>Experience of, and ability to understand and interpret the administrative requirements of staff and students.</p> <p>Well-developed understanding of regulations, procedures including Health and Safety and Equal Opportunities and Diversity and the implications of non-compliance on other users.</p> <p>Either:</p> <p>HNC, VQ 3, Higher Grades, City & Guilds, or equivalent, plus typically 3 years relevant work experience.</p> <p>Or:</p> <p>Evidence of progression and development gained through 4-5 years relevant work experience.</p>

Management, Professional & Administrative Job Family Core Knowledge, Qualifications, Skills & Experience

LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9
<p>Detailed knowledge and experience of relevant specialised equipment, software, policies, processes, procedures, and an appreciation of wider University and HE issues and their impact on the role/ Department.</p> <p>Proven initiative and judgement to resolve problems independently and/or through a support team.</p> <p>Clear understanding of the pre-determined standards and regulations for the conduct and output of the role and/or team.</p> <p>Experience of, and ability to understand, conceptualise and interpret service requirements.</p> <p>Ability to motivate staff and manage performance.</p> <p>Either: HND, VQ 3/4, Higher or equivalent plus typically 4 years relevant experience.</p> <p>Or: Evidence of progression and development gained through 5-6 years relevant work experience. Financial skills sufficient to monitor budgets, where appropriate.</p>	<p>In addition to requirements of level 6, experience of planning and progressing work activities within general, professional guidelines or organisational policy, using initiative and independent judgement.</p> <p>Thorough knowledge and understanding of the policy, practices and procedures, relevant to the role, which may include broader University/sector/external (e.g. commercial) awareness.</p> <p>Detailed operational knowledge of systems relevant to specific field of work in terms of functionality and capability and/or detailed knowledge of work area and products/services available.</p> <p>Proven analytical and problem solving capability.</p> <p>Clear understanding of regulations/ codes of practice set for the conduct and output of the role.</p> <p>Knowledge of key internal and external contacts relevant to the defined work area.</p> <p>Proven communication and interpersonal skills.</p> <p>Proven staff management and supervisory skills, where appropriate.</p> <p>Financial skills sufficient to manage budgets, where appropriate.</p> <p>Either: Degree, VQ4 or equivalent in a relevant subject, or postgraduate/professional qualification with relevant formal training, plus typically 3 years practical experience in a similar or related role(s).</p> <p>Or: Higher degree, plus typically 2 years practical experience in a similar or related role.</p> <p>Or: Evidence of progression and development gained through 7-10 years relevant work experience.</p>	<p>Direct managerial/professional track record.</p> <p>Project and/or people management skills gained through previous experience, where appropriate.</p> <p>Authoritative knowledge of specialist work practices and/or professional guidelines relevant to the work area.</p> <p>Continuing engagement with current practice and developing knowledge.</p> <p>Broad understanding of related work areas and wider sector/external awareness.</p> <p>Awareness of the current and future priorities of the Department/Faculty/ University.</p> <p>Proven analytical and problem solving capability in a specialist area or across a broad range of management functions.</p> <p>Proven high level communication skills, obtained through representational, influencing and/or negotiating activities.</p> <p>Experience of managing and controlling budgets.</p> <p>Member of professional body where necessary.</p> <p>Either: Professionally qualified with a relevant degree/post graduate qualification, plus typically 4-6 years broad professional/ management experience in similar or related roles.</p> <p>Or: Substantial vocational and relevant management experience (at least 10 years) demonstrating management ability and knowledge in an appropriate professional/specialist area.</p>	<p>Experience of managing and developing:</p> <p>Either: A significant team or teams containing experienced professionals;</p> <p>Or: A complex project or activity with strategic influence across a large organisation and significant impact upon organisational resources.</p> <p>Experience of working with and influencing senior management.</p> <p>Experience of managing and controlling budgets/resources/funding and understanding of financial management procedures.</p> <p>Experience of developing innovative solutions and managing strategic planning processes.</p> <p>Highly developed knowledge of the principles, theory and practice of field of work, as well as an awareness of broader developments relevant to individual area of responsibility.</p> <p>Extensive knowledge of systems/services for area of responsibility and across functions.</p> <p>Understanding of regulations and procedures and the implications of non-compliance.</p> <p>Effective interpersonal skills including negotiating, motivating, influencing and relationship/partner building.</p> <p>Either: Professionally qualified with a relevant degree/post graduate qualification and/ or professional qualification plus approximately 7+ years relevant management and leadership experience or substantial experience and proven success in a strategically important specialist area.</p> <p>Or: Extensive vocational and strategic management and leadership experience (10 + years) demonstrating professional development supported by evidence of significant development of appropriate specialist knowledge.</p>

Technical & Related Job Family

Job Family Outline

Roles in this family provide technical, specialist IT and/or scientific support to research, teaching, and support services. Roles may offer research support to academic staff and students, for example by setting up and operating equipment, running analyses and tests, providing technical design services and giving technical advice. Roles may support teaching, meetings, lectures and seminars, by setting up and operating equipment, and providing technical input to teaching programmes. Roles may provide specialist technical/IT support to the University's Management functions and support services. Working as part of a support team is a common feature. At higher levels the roles involve either highly specialised technical expert advice and support or management responsibility for a substantial technical service or group.

Technical & Related Job Family Level Summaries

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<p>Roles at this level operate as part of a team to provide scientific and/or technical support to staff, students and senior colleagues.</p> <p>Roleholders will work on routine activities within well-established procedures and under regular supervision.</p> <p>Roleholders will be involved in the exchange of routine information verbally and/or in writing. Where appropriate, carrying out routine, straightforward record keeping.</p> <p>Roleholders will operate simple, routine machinery/equipment, and carry out basic equipment maintenance according to clear instructions as required.</p> <p>Work will involve transporting goods and equipment according to instructions, as appropriate.</p> <p>Roleholders will communicate problems or difficulties to a supervisor/manager.</p> <p>Roleholders will receive/respond to enquiries from clients, colleagues, referring upwards any unusual or non-routine requests as appropriate.</p> <p>Roles will follow simple oral and/or written instructions or guidelines, and perform routine technical activities to appropriate time and quality requirements.</p>	<p>Roles at this level will be involved in preparing and carrying out straightforward tests/experiments/technical procedures, following clear guidelines and/or procedures.</p> <p>Roles require technical or practical skills and an understanding of technical or scientific practices and procedures.</p> <p>Roles require a working knowledge of relevant systems, equipment, processes and procedures, and may involve responsibility for a specific area of work.</p> <p>Work activities will typically follow an established working pattern, and roleholders will be familiar with work unit priorities.</p> <p>There will be a requirement to prioritise work and undertake a range of technical support activities in accordance with established processes, procedures and may not be subject to direct supervision, guidance will be available.</p> <p>Roleholders will be expected to follow clear guidance to construct and/or set up basic equipment.</p> <p>Operate and carry out routine maintenance on standard equipment.</p>	<p>Roles at this level may involve developing skills in a particular specialist area or planning and supervising the work of others.</p> <p>Roles require specific technical or practical skills and a well-developed working knowledge and understanding of technical or scientific practices and procedures.</p> <p>Work activities will mainly follow established patterns, in carrying out a range of specialised tasks to time and quality requirements.</p> <p>Roleholders will largely resolve work problems independently without access to senior colleagues in providing an effective service.</p> <p>Roles will analyse and interpret data/test results, using a range of standard procedures and present findings accurately.</p> <p>Work will involve identifying and rectifying faults/problems with equipment and protocols and/or diagnose and solve IT faults and problems.</p> <p>Roleholders will apply knowledge of a particular system and/or piece(s) of standard equipment, to carry out maintenance and be responsible for day-to-day operation.</p> <p>Roles will contribute to the provision of work resources including specialist technical and/or IT equipment.</p> <p>Roleholders will provide guidance and assistance to junior colleagues/students in the use of equipment and techniques, as appropriate.</p>	<p>Roles at this level will provide in-depth technical or scientific skills and knowledge, to interpret client/user requirements and provide a range of technical support activities.</p> <p>Roles are often involved in proposing solutions, providing advice, analysing data or information and, diagnosing and solving technical issues within an area of expertise.</p> <p>Roles will be involved in monitoring technical standards in a specific area of responsibility, highlighting and prioritising issues as appropriate.</p> <p>Roleholders may supervise staff, delegating and allocating work, monitoring progress and performance as appropriate.</p> <p>Work requires roleholders to exercise initiative and judgement within pre-determined guidelines within technical remit to ensure effective service delivery.</p> <p>Diagnose and rectify faults/problems with equipment and protocols and/or problems and solve IT faults and problems.</p> <p>Roleholders will advise and assist staff and students on the development, design, preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques.</p> <p>Work will involve planning and organising a range of specialised technical support tasks to time and quality standards.</p> <p>Roleholders will contribute to short-term projects within work area/section or contribute as part of a larger department-wide project team.</p>	<p>Roles at this level will provide technical advice and support to clients using a detailed knowledge and understanding of technical/scientific practices and specialist expertise. Roles may include the development of specific technical/IT skills leading to the roleholder becoming widely recognised as an expert in the skills area.</p> <p>Roleholders will take responsibility for managing aspects of a technical service, e.g. within a workshop, laboratory or technical facility, and may be a team leader responsible for the activities of a small unit or team.</p> <p>Work at this level will plan and organise the day-to-day IT, technical aspects, operation of a work area/laboratory/research project ensuring objectives are achieved in accordance with pre-determined timescales/ deadlines providing guidance/training to colleagues/ clients as appropriate.</p> <p>Roleholders may manage departmental/ technical/ project/ IT requirements and may have delegated budgetary responsibility.</p> <p>Roles may participate in secondment arrangements within Faculties/ Departments to provide gap cover, additional support (e.g. IT Support) and may be expected to operate largely on their own without immediate supervision or technical back-up.</p> <p>Roles will monitor, review and act accordingly to improve service/operational delivery in consultation with senior managers.</p> <p>Roleholders will have an appreciation of wider University and HE issues and their potential impact on role/team and may involve a liaison function between Faculties/ Departments in the dissemination and implementation of University procedures/ best practice.</p>	<p>The primary focus of roles at this level will either be on planning, overseeing and reviewing the work of the team and/or operating as a senior technical adviser, supporting teaching, administrative, commercial or research activity through the provision of a specialist support activity.</p> <p>Roleholders will provide specialist/ technical advice and recommendations within specific parameters/professional guidelines to support informed decision-making.</p> <p>Roleholders may be recognised as independent researchers, leading their own research projects and contributing to grant/contract applications, and writing papers or parts thereof, for publication.</p> <p>Roles will have delegated responsibility for projects/budgets, where appropriate to support the achievement of objectives.</p> <p>Roleholders will advise on future physical resource requirements within work area, and may advise on future technical requirements within the Department/ Faculty.</p> <p>Roles will contribute to organising short or medium-term developments or process changes in defined work area, by applying specialist knowledge and experience.</p> <p>Roleholders will plan and organise an area of technical support, ensuring that different aspects of work are carried out and performed to the required standard.</p>

Technical & Related Family

Core Knowledge, Qualifications, Skills & Experience

LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<p>Basic familiarity with relevant IT systems, where appropriate.</p> <p>Knowledge of simple equipment and/or machinery.</p> <p>Numeracy and literacy skills.</p> <p>Accuracy and attention to detail.</p> <p>Ability to follow general instructions.</p> <p>Ability to exchange routine information verbally and/or in writing.</p> <p>Awareness of the range of activities of the work section.</p> <p>Manual handling skills where appropriate.</p> <p>Familiarity with procedures and service requirements relative to the role.</p> <p>Knowledge and understanding of relevant Health and Safety and Equal Opportunities & Diversity requirements relative to the role gained through induction.</p> <p>Learning gained through work experience or training (up to a year).</p>	<p>Working knowledge of relevant systems, equipment, processes and procedures.</p> <p>Competent written and oral communication skills.</p> <p>Competent numeracy and IT skills.</p> <p>Familiarity with work priorities and those of colleagues.</p> <p>Experience of undertaking a range of technical support activities without constant guidance.</p> <p>Understanding of relevant policies and procedures relative to the role.</p> <p>Ability to plan or schedule workdays ahead.</p> <p>Either: VQ 2/3, Standard Grades (GCSEs), City & Guilds or equivalent plus typically 1 year's work experience in a relevant role. Or: Typically 2 years relevant work experience.</p>	<p>Detailed knowledge of relevant systems, equipment, processes and procedures.</p> <p>Understanding of relevant policies and procedures relative to the role, and the quality standards and outputs required.</p> <p>Ability to communicate clearly, clarifying requirements and responsibilities from/to clients and colleagues.</p> <p>Effective planning, organising and prioritising.</p> <p>Ability to supervise/coach staff, where appropriate.</p> <p>Initiative and judgement to resolve problems independently.</p> <p>Ability to plan or schedule workdays and weeks ahead, and to respond to changing pressures or requirements.</p> <p>Knowledge and understanding of relevant Health and Safety and Equal Opportunities & Diversity requirements.</p> <p>Either: VQ 2/3, Standard Grades (GCSEs), City & Guilds or equivalent plus typically 1 to 2 year's work experience in a relevant role. Or: Typically 3-4 years work experience.</p>	<p>Detailed technical knowledge and experience in relevant scientific or technical specialism acquired over number of years including relevant theory.</p> <p>Experience of, and ability to understand and interpret the technical requirements of staff and students.</p> <p>Well developed analytical and problem solving capability.</p> <p>Working knowledge of the broader activities of the department/discipline.</p> <p>Proven supervisory or line management skills, where appropriate.</p> <p>Proven interpersonal and communication (written and oral) skills.</p> <p>Proven planning, organising and prioritising.</p> <p>Proven initiative and judgement to resolve problems independently.</p> <p>Well developed understanding of regulations and procedures including Health and Safety and Equal Opportunities and Diversity relative to the role and the implications of non-compliance on other users.</p> <p>Either: HNC, VQ 3, Higners or equivalent in a relevant subject plus typically 3 years relevant work experience, 1 of which must be in a relevant technical scientific role. Or: Typically 4-5 years' work experience in a relevant technical or scientific role.</p>	<p>Detailed technical knowledge and experience in relevant scientific or technical specialism including a basic understanding of relevant technical theory and an appreciation of wider University and HE issues and their impact on the role/department.</p> <p>Experience of and ability to understand, conceptualise and interpret the technical requirements of staff, students and other clients.</p> <p>Clear understanding of the standards and regulations set for the conduct and output of the role and/or team.</p> <p>Working knowledge of the broader activities of the Faculty/Department/ work unit.</p> <p>Ability to motivate staff and manage performance.</p> <p>Proven initiative and judgement to resolve problems independently and/or through a support team.</p> <p>Financial skills, sufficient to manage out/ budgets, where appropriate.</p> <p>Either: HND, VQ 3, Higners or equivalent in a relevant subject plus typically 4 years relevant work experience, 2 of which must be in a relevant technical scientific role. Or: Typically 5-6 years work experience in a relevant technical/scientific role.</p>	<p>In addition to the requirements of level 6, experience of planning and progressing technical/scientific work activities within general, professional guidelines or organisational policy, using initiative and independent judgement.</p> <p>Thorough knowledge and understanding of the technical or scientific practices, procedures and outcomes relevant to the role.</p> <p>Well developed understanding/ specialist knowledge in relevant scientific or technical specialism.</p> <p>Proven analytical and technical/scientific problem solving capability.</p> <p>Proven communication and interpersonal skills.</p> <p>Proven staff management and supervisory skills, where appropriate.</p> <p>Financial skills to manage budgets.</p> <p>Either: Degree, VQ4 or equivalent in a relevant subject with relevant formal training, plus typically 4 years' work experience in a relevant technical/scientific role. Or: Evidence of progression and development gained through 7-10 years relevant work experience</p>

Operational Job Family

Job Family Outline

Roles in this family are concerned with operating and running the facilities and services of the university. Roles involve direct or indirect service provision for students and staff, through maintenance, grounds, security, portering, residences, catering, cleaning and other site services or sporting activity and related services. Some roles are about providing these services personally, others' enable or manage the services.

Operational Job Family Level Summaries

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<p>Roles at this level carry out basic support activities involving tasks of a simple and often repetitive nature, contributing to the efficient and effective operation of the service, normally as part of a team engaged in similar tasks.</p> <p>Work is to detailed oral/written instructions under direct supervision, with tasks and work priorities being allocated by a supervisor/manager.</p> <p>Roleholders will have the ability to gain knowledge about work routines, and the utilisation /operation of simple processes on equipment, and to communicate and exchange routine information effectively and where appropriate, undertake basic record keeping.</p> <p>Roleholders will carry out basic equipment maintenance according to clear and detailed instructions.</p> <p>Roleholders will be responsible for the preparation of food serving areas and carry out basic food preparation/production duties under instruction/supervision as appropriate.</p> <p>Roleholders will receive/ respond to enquiries from clients/ colleagues, referring upwards any unusual or non-routine requests as appropriate.</p>	<p>Roles at this level carry out a range of straightforward support activities within a routine or established process, which will be varied and broader than at Level 1, contributing to effective service delivery.</p> <p>Work is to established procedures and routines under regular supervision, with work priorities being allocated by a Supervisor/ Manager.</p> <p>Roleholders will operate simple and straightforward processes, utilising equipment to achieve the required tasks. This may include carrying out basic equipment maintenance as required or transport goods and equipment according to clear instructions.</p> <p>Some planning and organisation of workload is required to ensure delegated departmental workflow is maintained, however the nature of planning is essentially about timing and sequencing of assigned tasks.</p> <p>Roles may involve routine, straightforward record keeping.</p> <p>Roleholders will carry out basic food production duties in accordance with Food Policy/legislation.</p> <p>Roleholders will respond to routine client enquiries providing answers to general queries escalating requests outside post holder's knowledge base to the appropriate person/area.</p>	<p>Roles at this level undertake a range of operational and practical activities/ services drawing on some prior experience in accordance with established processes/ procedures.</p> <p>Roleholders will be expected to follow clear instructions supplied by others to carry out daily activities, reporting basic findings and/or responding to straightforward queries.</p> <p>Activities may involve: planning, organisation and scheduling of work; interpretation of instructions, with degree of independence, within parameters determined by set procedures, in the decision making in the choice of methods/ tools required; sequencing and prioritising of tasks; and accountability for the quality of service. Roles may not be subject to direct supervision but managerial guidance is readily available.</p> <p>There may be a requirement to guide/ plan the work of others and/or to make efficient use of materials and equipment.</p> <p>Roleholders will have a working knowledge of relevant systems, equipment, processes and procedures, and the ability to give clear instructions and guide other staff, where appropriate.</p> <p>Roleholders will undertake food production duties and will have responsibility for monitoring limited stock supplies.</p> <p>Work may include routine documentation and reporting basic information to manager, where appropriate.</p> <p>Roleholders will resolve routine work problems independently, referring complex problems to senior colleagues where appropriate.</p>	<p>Roles at this level provide practical problem solving, support and operational services drawing on a number of years' prior learning through either formal training and qualifications and/or experience.</p> <p>Work will involve an assessment of the work to be carried out, resources required and determination of an appropriate work plan, undertaking work through to conclusion to meet quality standards and responding to changing priorities as required.</p> <p>Activities may involve: planning and scheduling of work with responsibility for others; the capacity to diagnose problems or issues, selection and application of solution, appropriate monitoring/ review of the quality of work to agreed deadlines.</p> <p>Roleholders may use specialist skills and be responsible for materials, equipment and work records.</p> <p>Roleholders will undertake a variety of food production duties and be responsible for monitoring/administering stock supplies relative to area of responsibility.</p> <p>Roleholders will largely resolve work problems independently without reference to senior colleagues in the provision of an effective service, and where appropriate, may supervise a small team of staff.</p>	<p>Roles at this level may be responsible for co-ordinating/ overseeing operational services of some volume or complexity or will provide advice and operational input based upon extensive practical learning.</p> <p>Ability to work with people is an important element of the role in a supervisory capacity or dealing with contractors or customers, there may be budgetary responsibility or impact.</p> <p>Roleholders will maintain regular liaison with service users and/or external suppliers/ contractors to identify and review service requirements, monitoring client feedback to improve service/ operational delivery.</p> <p>Roleholders will have experience of, and ability to, understand and interpret operational and service requirements, and be responsible for materials, equipment and work records.</p> <p>Where appropriate, roleholders will apply a detailed understanding of established procedures, to organise the delivery of effective and efficient day-to-day services, operations/facilities for a designated work unit, taking account of client needs and available resources, applying assigned resources towards defined objectives within specified limits.</p> <p>Roles will ensure work, resources, including equipment and finances, where appropriate, are efficiently monitored and maintained initiating corrective action as required.</p> <p>Roleholders will supervise a team, allocating and prioritising their work, and monitoring individual progress and performance in line with the Department/Faculty/Work unit objectives.</p> <p>Roleholders will filter issues/problems addressed to a supervisor/manager, seeking to achieve resolution.</p>	<p>Roles at this level may involve either line management responsibility for a work unit or will provide analysis and advice drawing upon extensive practical operational understanding and may include some team leadership.</p> <p>Roleholders may assume responsibility for project or contract management, and for financial performance (at least cost control and possibly some aspects of income). All roles involve a wide range of contacts with others and roleholders will act accordingly to improve service/ operational delivery in consultation with senior managers.</p> <p>Roleholders will plan and allocate work and responsibilities in the short-medium term, with an awareness of longer term issues. Roleholders will apply discretion to determine priorities and resolve conflicts to meet targets and deadlines.</p> <p>Roleholders may have delegated budgetary responsibility.</p> <p>Roles will carry out planning for short-term projects in area of responsibility, or contribute to planning for Faculty/Department/Work Unit.</p> <p>Roleholders will monitor, review and act accordingly to improve service, operational delivery in consultation with senior managers.</p>	<p>Roles at this level either lead the operational management of a service or department, or will apply a full understanding of a specialist trade, drawing upon significant practical/ operational understanding and experience.</p> <p>In addition to the requirements of Level 6, there will be a requirement to plan and progress work activities within general, professional guidelines or organisational policy, using initiative and independent judgement.</p> <p>Roleholders will draw on experience and expertise to develop practical solutions to problems. This may include specifying standards for service delivery or for service contracts.</p> <p>Roles will be involved in contributing to policy setting and service improvement discussions, and will help establish annual plans for the service area. Roleholders may provide specialist advice/ recommendations within specific parameters/ professional guidelines to support informed decision making and delegated responsibility for projects/ budgets where appropriate to support the achievement of objectives.</p> <p>Roles will co-ordinate activities across different parts of the Service/Department as appropriate.</p> <p>Roleholders will have a thorough knowledge and understanding of the policy, practices and procedures, relevant to the role, which may include broader University/sector/external (e.g. commercial) awareness.</p> <p>Roles will advise senior management on the need to address problems of service or financial performance.</p>

Operational Job Family

Core Knowledge, Qualifications, Skills & Experience

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<p>Ability to gain knowledge about work routines and utilise simple equipment.</p> <p>Basic numeracy and literacy where required.</p> <p>Accuracy and attention to detail.</p> <p>Ability to follow clear instructions.</p> <p>Ability to exchange basic information verbally.</p> <p>Manual Dexterity, where appropriate.</p> <p>Basic awareness of the activities of the work section gained through induction.</p> <p>Familiarity with procedures and service requirements relative to the role gained through induction.</p> <p>Knowledge of the relevant aspects of the University e.g. site locations gained through induction.</p> <p>Knowledge and understanding of relevant Health and Safety and Equal Opportunities & Diversity requirements gained through induction.</p> <p>Learning gained through on-the-job training and limited work experience (weeks to months).</p>	<p>Basic familiarity with relevant IT systems, where appropriate.</p> <p>Numeracy and literacy skills, where required.</p> <p>Ability to follow general instructions.</p> <p>Ability to exchange routine information verbally and, if required in writing.</p> <p>Manual handling skills, where appropriate.</p> <p>Familiarity with procedures and service requirements relative to the role.</p> <p>Knowledge of simple equipment and/or machinery.</p> <p>Awareness of the range of activities of the work section.</p> <p>Driving Licence as appropriate.</p> <p>Learning gained through relevant work experience or training (up to a year).</p>	<p>Working knowledge of relevant systems, equipment, processes and procedures</p> <p>Competent numeracy and literacy skills.</p> <p>Competent written and/or oral skills.</p> <p>Ability to plan or schedule workdays ahead.</p> <p>Ability to give clear instructions and guide other staff, where appropriate.</p> <p>Ability to communicate clearly, and respond to clients, colleagues and contractors.</p> <p>Familiarity with work priorities and those of colleagues.</p> <p>Understanding of relevant policies and procedures, relative to the role.</p> <p>Well developed understanding of regulations, procedures including Health and Safety and Equal Opportunities and Diversity relative to role.</p> <p>Either: Standard Grades or equivalent vocational qualification (VQ 2/3 or equivalent e.g. City & Guilds Advanced Crafts for Specialist posts) plus typically 1 years relevant work experience. Or: Typically 2 years relevant work experience.</p>	<p>Detailed knowledge of relevant systems, equipment, processes and procedures.</p> <p>Ability to plan or schedule workdays and weeks ahead, and to respond to changing pressures or requirements.</p> <p>Ability to communicate clearly, clarifying requirements and responding to clients, colleagues and contractors.</p> <p>Ability to supervise staff, where appropriate.</p> <p>Effective planning, organising and prioritising.</p> <p>Initiative and judgement to resolve problems independently.</p> <p>Understanding of relevant policies and procedures relative to the role and the quality outputs and standards required.</p> <p>Either: Standard Grades or equivalent vocational qualification (VQ 2/3 or equivalent e.g. City & Guilds Advanced Crafts for specialist posts) plus typically 1–2 years relevant work experience. Or: Typically 3-4 years relevant work experience.</p>	<p>Detailed knowledge and experience in relevant specialism, which will have been acquired over a number of years, including limited understanding of relevant theory, where appropriate.</p> <p>Well developed analytical and problem solving capability.</p> <p>Proven interpersonal and communication (written and oral) skills.</p> <p>Where appropriate, proven supervisory or line management skills.</p> <p>Proven planning, organising and prioritising.</p> <p>Proven initiative and judgement to resolve problems independently</p> <p>Require, where appropriate awareness of external changes which impact on the post and ability to respond to these as appropriate.</p> <p>Well developed understanding of regulations, procedures including Health and Safety and Equal Opportunities and Diversity relative to the function and the implications of non-compliance on other users.</p> <p>Either: VQ 3, Higher or equivalent in a relevant subject plus typically 3 years relevant work experience. Or: Typically 4-5 years' work experience in a relevant specialist role.</p>	<p>Detailed knowledge and experience in relevant specialism which will have been acquired over a number of years, including an understanding of relevant theory, where appropriate and an appreciation of wider University and HE issues and their impact on the role/department.</p> <p>Experience of, and ability to, understand, conceptualise and interpret operational and service requirements</p> <p>Ability to motivate staff and manage performance.</p> <p>Financial skills sufficient to monitor budgets, where appropriate.</p> <p>Proven initiative and judgement to resolve problems independently and/or through a support team.</p> <p>Clear understanding of the pre-determined standards and regulations for the conduct and output of the role and/or team.</p> <p>Either: HN/C, VQ 3, Higher or equivalent in a relevant subject plus typically 4 years relevant work experience. Or: Typically 5-6 years work experience in a relevant specialist role.</p>	<p>Detailed operational knowledge of systems relevant to field of work in terms of functionality and capability and/or detailed knowledge of work area and products/services available.</p> <p>Proven ability to analyse and solve a wide range of practical problems with people, service performance and development.</p> <p>Clear understanding of the regulations and code of practice for the role.</p> <p>Knowledge of key internal and external contacts relevant to the defined work area.</p> <p>Proven communication and interpersonal skills</p> <p>Proven staff management and supervisory skills.</p> <p>Financial skills to manage budgets</p> <p>Either: HND, Degree, VQ4 or equivalent in a relevant subject, or professional qualification and relevant formal training, plus typically 3 years practical experience in a similar or related role(s).</p> <p>Or: Evidence of progression and development gained through typically 7-10 years relevant work experience..</p>