



Management & Administration

Job Family

Version 3.1

Management & Administration

Roles in this family are engaged in management and / or the provision of specialist and / or administrative support services to University staff and students and sometimes to the wider public. The work might involve developing and implementing policy and processes, providing specialist advice and support, carrying out project management and support or the provision of administrative support. The higher levels may combine a professional qualification, specialist skills and managerial experience. Roles at the higher levels may perform a regulatory function and / or have a substantial impact upon the running and resources of the institution. At the higher levels, roles are likely to be responsible for the development and implementation of policy and operational plans and contribute to strategic planning.

Level 1

Summary: Roles at this level will be engaged in prescribed, reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. The work is typically to short deadlines, providing courteous and effective service to others. Entry requirements to this level require little or no prior work experience.

Level 2

Summary: Roles at this level will be engaged in performing a limited range of well established routines within basic procedures and under regular supervision. They involve providing courteous and effective service, responding to routine queries/issues/circumstances and referring any unusual or non-routine situations to others. The work is typically to daily deadlines; some planning and organising of own workload is required to ensure that the departmental workflow is maintained but timescales will be hour-to hour and day to day. The nature of planning in roles at this level is essentially about timing and sequencing of assigned tasks – i.e. working out the most effective way in which to carry out particular tasks to make sure the deadline is met.

Level 3

Summary: Roles at this level typically work as part of a team to provide administrative or procedural support through working on a broad range of routine activities within well established procedures and under regular supervision. The range of tasks will be broader than at Level 2. Roles at this level may plan and sequence their own work for the day or days ahead within clear procedures. This implies a broader understanding of the work objectives of the department so that the timing and sequencing of tasks will support the work of others effectively. Entry to this level may be through some relevant work experience and general education.

Level 4

Summary: Roles at this level will perform a range of activities as part of a specific service or service team. There will be clear specification or brief and the roles will be responsible for resolving problems or queries, although the more complex issues will be referred to others. The work is within established processes and procedures and whilst it may not be subject to direct supervision, managerial guidance is readily available. The range of tasks involves some planning of timing and sequencing in order to deliver the services specified for the week or weeks ahead. The roles require a good working knowledge of systems and processes, and may involve responsibility for a specific area of work from start to finish and/or the supervision of others.

Level 5

Summary: Roles at this level will be responsible for providing or contributing to the provision of support services to an agreed quality standard or specification. There will be minimum day to day supervision, but clear guidance. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. Initiative is needed to handle processes and casework and to resolve problems and queries based on experience and judgment, mainly without reference to others. Some roles involve supervision of staff, others involve undertaking specialist functions or the provision of broad, comprehensive secretarial services.

Level 6

Summary: Roles at this level will display an in-depth knowledge of methods, systems and procedures gained through significant practical experience and/or education typically to degree level. The work involves the exercise of initiative and judgment required to resolve operational problems. They will be expected to identify gaps in information and apply discretion to determine short term priorities and, if applicable, priorities of a team of people involved in the same type of work. Contributions include proposing and implementing improvements to current working methods and detailed manipulation, analysis and interpretation of data.

Level 7

Summary: Roles at this level will be providing advice and support to schools/departments/work units based upon a full understanding of a professional or specialised field. They will plan and ensure progress within established professional procedures and clearly defined University policy. They will contribute to the development of policy in their area of specialism. Individuals will be responsible for planning and organising their own work or that of a team of colleagues, who may be involved in different types of work. Where there is little or no supervisory/management element, roles at this level will be experts in a professional or specialised field. There will be a need for liaison and co-ordination of activities with a range of other work groups within and may be without the University. The work will involve responding effectively to changing institutional priorities and different situations.

Level 8

Summary: Roles at this level will require a deep conceptual understanding of a technical, professional or specialised field. Work will often involve interpreting or assessing customer needs, identifying trends, generating original ideas, recommending policy changes where appropriate and testing innovative solutions. Individuals will typically be accountable for the quality and professionalism of service delivery and are permitted some discretion provided that activities are consistent with operational policies and precedents. There will be a requirement to plan and organise own and/or team activity and to integrate and co-ordinate work with a range of other work groups across the University.

Level 9

Summary: Roles at this level will be professionals or specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to broad parameters and policy guidance. Work will include significant professional expertise and/or experience to develop and implement new policies and processes. Individuals will typically be managers of functional areas or senior individual contributors who are the University's leading experts in a professional, technical, technological or specialised field. Planning and organising takes place over a timescale of a year or more. They 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. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

Level 10

Summary: Roles at this level will be the most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified specialists across major activities of strategic importance to the University. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the University meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and will influence and shape the available resources as appropriate to meet the current and future needs of the University. Role as this level will make a significant impact on long-term direction, strategy and objectives.

Management & Administration Family

Level 1

Roles at this level will be engaged in prescribed, reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. The work is typically to short deadlines, providing courteous and effective service to others. Entry requirements to this level require little or no prior work experience.

Representative Work Activities

1. Analysis, Reporting & Documentation

- 1.1. Carry out simple and repetitive tasks such as data entry and photocopying papers according to clear instructions.
- 1.2. Carry out simple record keeping, filing, data entry, etc. to ensure accurate records are maintained on a day-to-day basis.

2. Customer Service & Support

- 2.1. Run simple, automated or scheduled reports to support basic Department/School/work unit information procedures
- 2.2. Carry out simple administrative and/or support activities, to contribute to the smooth operation of an office or work unit

3. Planning & Organising

- 3.1. Make simple arrangements and bookings, according to detailed instructions, and be involved in the preparation of straightforward materials to assist in the effective organisation of external and internal activities.
- 3.2. Carry out defined tasks according to detailed instructions and under direct supervision to ensure work is completed to time and to an appropriate standard.

4. Finance/Resource Management

N/A

5. Liaison

- 5.1. Receive visitors and provide basic information in person and by telephone in a courteous and appropriate manner, to promote a positive image of one's work unit to others.

6. People Management

N/A

7. Continuous Improvement

N/A

Representative Knowledge, Skills & Experience

- No prior work experience is required for entry to this level.
- The focus of jobs at this level is often on discovery and developing aptitude and capabilities through learning on the job and/or formal study.
- Numeracy and literacy skills.

Typical Performance Indicators

- Development of knowledge, skills and experience.
- Reliability and consistency.
- Compliance with health and safety regulations.

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Level 2

Roles at this level will be engaged in performing a limited range of well established routines within basic procedures and under regular supervision. They involve providing courteous and effective service, responding to routine queries/issues/circumstances and referring any unusual or non-routine situations to others. The work is typically to daily deadlines; some planning and organising of own workload is required to ensure that the departmental workflow is maintained but timescales will be hour-to hour and day to day. The nature of planning in roles at this level is essentially about timing and sequencing of assigned tasks – i.e. working out the most effective way in which to carry out particular tasks to make sure the deadline is met.

Representative Work Activities

1. Analysis, Reporting & Documentation

- 1.1. Carry out routine tasks such as copy-typing, data entry and photocopying papers, shelving books, filing papers according to clear instructions.
- 1.2. Carry out record keeping, filing, data entry etc, to ensure accurate records are maintained on a day-to-day basis.
- 1.3. Run automated reports to support basic Department/School/work unit information procedures.

2. Customer Service & Support

- 2.1. Receive and respond to everyday enquiries from/to customers referring requests outside one's knowledge base to the appropriate person/area, to provide a timely and effective service to others in the provision of standard information.
- 2.2. Carry out administrative and/or support activities, to contribute to the smooth operation of an office or work unit.

3. Planning & Organising

- 3.1. Make simple arrangements and bookings, according to detailed instructions, and be involved in the preparation of straightforward materials to assist in the effective organisation of external and internal activities.
- 3.2. Carry out defined tasks according to detailed instructions and under direct supervision to ensure work is completed to time and to an appropriate standard.

4. Finance/Resource Management

- 4.1. Inform Supervisor of stock levels for low value supplies/resources to ensure they are available to meet office/work requirements.

5. Liaison

- 5.1. May receive visitors and provide/request basic information in person and by telephone in a courteous and appropriate manner, to promote a positive image of one's work unit to others.

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Level 2 - Continued

Representative Knowledge, Skills & Experience

- Some prior work experience of a generalist nature.
- NVQ Level 1 / 2 or equivalent.
- Courteous and effective exchange of basic information.
- Numeracy and literacy skills.
- Working knowledge of routine office procedures and basic equipment such as word processor and facsimile machines.
- Accurate keyboard skills

Typical Performance Indicators

- Development of knowledge, skills and experience.
- Perform duties to the required standard and on time.
- Client/customer satisfaction.
- Compliance with regulations, including health and safety.

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Level 3

Roles at this level typically work as part of a team to provide administrative or procedural support through working on a broad range of routine activities within well established procedures and under regular supervision. The range of tasks will be broader than at Level 2. Roles at this level may plan and sequence their own work for the day or days ahead within clear procedures. This implies a broader understanding of the work objectives of the department so that the timing and sequencing of tasks will support the work of others effectively. Entry to this level may be through some relevant work experience and general education.

Representative Work Activities

1. Analysis, Reporting & Documentation

- 1.1. Prepare documents/presentations, typically following standard formats or templates or following daily work instructions.
- 1.2. Organise information according to procedures by filing, shelving books, data entry, checking/matching data, etc. to ensure accurate records are maintained on a day-to-day basis.
- 1.3. Run straightforward reports to support basic Department/School/work unit information procedures.
- 1.4. Use discretion to identify and resolve first line problems or difficulties, referring to supervisor for assistance as necessary.

2. Customer Service & Support

- 2.1. Receive and respond to, everyday enquiries from/to customers to provide a timely, courteous and effective service to others.
- 2.2. Carry out straightforward administrative and/or support activities, to contribute to the smooth operation of an office or work unit.

3. Planning & Organising

- 3.1. Make routine arrangements and bookings, according to clearly defined instructions, and be involved in the preparation of straightforward materials to assist in the effective organisation of external and internal activities.
- 3.2. Assess the range and volume of work to be undertaken for the day or days ahead and plan to ensure work is completed to time and to an appropriate standard.

4. Finance/Resource Management

- 4.1. Follow set ordering procedures to ensure adequate low value supplies/resources are available to meet office/work unit requirements.

5. Liaison

- 5.1. Receive visitors and provide/request basic information in person and by telephone in a courteous and appropriate manner, to promote a positive image of one's work unit to others.

6. People Management

N/A

7. Continuous Improvement

N/A

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Level 3 – Continued

Representative Knowledge, Skills & Experience

- Some prior broadly related work experience.
- Five GCSE passes at Grade C or above.
- Familiarity with standard office software packages.
- Courteous and effective exchange of basic information.
- Accurate and fast (c.60 wpm) keyboard skills.

Typical Performance Indicators

- Development of knowledge, skills and experience.
- Work to required standards and on time.
- Procedures implemented effectively.
- Customer/client satisfaction.
- Compliance with regulations, including Health and Safety.
- Productivity.

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Level 4

Roles at this level will perform a range of activities as part of a specific service or service team. There will be clear specification or brief and the roles will be responsible for resolving problems or queries, although the more complex issues will be referred to others. The work is within established processes and procedures and whilst it may not be subject to direct supervision, managerial guidance is readily available. The range of tasks involves some planning of timing and sequencing in order to deliver the services specified for the week or weeks ahead. The roles require a good working knowledge of systems and processes, and may involve responsibility for a specific area of work from start to finish and/or the supervision of others

Representative Work Activities

1. Analysis, Reporting & Documentation

- 1.1. Prepare documents, presentations and other materials to a clear brief, using established formats and standard software.
- 1.2. Prepare straightforward analysis, manipulation and interpretation of data.
- 1.3. Run and present standard reports to support effective department/School/University information processes.

2. Customer/Service & Support

- 2.1. Receive and respond to, everyday enquiries from/to customers to provide a timely, courteous and effective service to others.
- 2.2. Recognise/understand impact of incidents arising and devise solutions to a range of practical problems to ensure appropriate resolution of customer queries or other issues.
- 2.3. Deliver a range of administrative and/or customer services in support of existing systems or processes to an agreed standard or specification, to maximise service quality and continuity.

3. Planning & Organising

- 3.1. Plan and prioritise own work activities for the week or weeks ahead, responding to manager's or work unit requirements, in addition to own responsibilities, to ensure operational efficiency.
- 3.2. Refer to more senior colleagues for prioritising and scheduling of non-standard work.

4. Finance/Resource Management

- 4.1. Monitor and take responsibility for resources/cash, with defined procedures.
- 4.2. Follow established ordering procedures to ensure adequate resources are available to meet work requirements.

5. Liaison

- 5.1. Maintain a network of contacts, knowing who to liaise with on key issues.
- 5.2. Communicate and liaise with service users and/or external contacts, usually through established routine connections (e.g. regular suppliers/contractors) as own section of work requires.

6. People Management

In Supervisory Roles:

- 6.1. Allocate work to others and monitor to ensure that work processes are delivered.
- 6.2. Plan work schedules and issue instructions/guidance to others.
- 6.3. Provide instruction and guidance to colleagues to deliver operational safety standards effectively.
- 6.4. Take part in the recruitment process relating to own team.
- 6.5. Take part in the appraisal of staff performance and training/development needs.

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Level 4 - Continued

Representative Knowledge, Skills & Experience

Either:

- Either academic or vocational qualifications (NVQ 2/3, GCSE Grades A-C, City and Guilds or equivalents) plus at least typically at least one year's work experience in a relevant role;

Or:

- Typically 2-3 years' relevant work experience in the unit or a comparable setting.

Plus:

- Working knowledge of relevant systems, equipment, processes and procedures including standard software packages.
- Appreciation of the standards for the conduct and output of the role.
- Ability to communicate clearly orally and in writing to ensure effective reporting and customer/contact handling
- Numeracy skills.
- Familiarity with work priorities and those of colleagues.
- Basic understanding of relevant policies and procedures, as they affect the role.
- Ability to apply relevant Health and Safety and other University policies and procedures.
- Ability to assess data and information, and to identify problems.

Typical Performance Indicators

- Effective planning and organising of own and team's (where applicable) allocated work activities/tasks.
- Level of resourcefulness to ensure effective, accurate task completion.
- Assessment of problems and effective action to resolve them.
- Development of knowledge, skills and experience.
- Work on time and to prescribed standards.
- Procedures implemented effectively.
- Customer/client satisfaction.
- Compliance with regulations including Health and Safety.
- Productivity.

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Level 5

Roles at this level will be responsible for providing or contributing to the provision of support services to an agreed quality standard or specification. There will be minimum day to day supervision, but clear guidance. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. Initiative is needed to handle processes and casework and to resolve problems and queries based on experience and judgment, mainly without reference to others. Some roles involve supervision of staff, others involve undertaking specialist functions or the provision of broad, comprehensive secretarial services.

Representative Work Activities

1. Analysis, Reporting & Documentation

- 1.1. Use understanding of the department/School/University's processes and systems to prepare reports and other materials, using standard and some non-standard formats and software.
- 1.2. Analyse, present and draw conclusions from relatively straightforward information, identifying trends and problems.
- 1.3. Feed suggestions and consultations into department/School/University information systems.

2. Customer/Service & Support

- 2.1. Respond and resolve enquiries and problems, judging when to pass complex queries on to or involve others, to provide an effective service and clear advice to colleagues and customers.
- 2.2. Deliver a range of administrative and/or customer services in support of existing systems or processes to an agreed standard or specification, to maximise service quality and continuity.
- 2.3. Perform support tasks which contribute towards an area which is specialist in nature, delivering own work from start to finish.

3. Planning & Organising

- 3.1. Support the organisation of internal and external activities/events, collating and recording defined information documentation as requested and establishing deadlines, to ensure activities are administered efficiently. Preparation may take place over a period of months.
- 3.2. Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency, responding to new pressures, including those arising from non standard work, and to manager's or work unit requirements. Adjust priorities as needed.

4. Finance/Resource Management

- 4.1. Monitor and take responsibility for resources/cash, with defined procedures.
- 4.2. Monitor budgets, report variances and highlight areas of potential overspend or concern.
- 4.3. Follow established ordering procedures to ensure adequate resources are available to meet work requirements.
- 4.4. Maintain financial, and/or stock records, and review data to contribute to resource planning.

5. Liaison

- 5.1. Maintain a network of contacts, drawing on support and advice from others to resolve problems where possible.
- 5.2. Communicate and liaise with service users and/or external contacts, representing the work unit/department/School as required.

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Level 5 - Continued

6. People Management

In Supervisory Roles:

- 6.1. Ensure a range of activities and schedules are delivered according to agreed deadlines and standards.
- 6.2. Take responsibility for the training and quality of work within work unit.
- 6.3. Review performance of staff, providing feedback and putting in place corrective action where required through, for example, training / instruction, coaching or referral for formal disciplinary action.
- 6.4. Provide instruction and guidance to colleagues to deliver operational safety standards effectively.

7. Continuous Improvement

- 7.1. Review and investigate issues/problems and identify trends and solutions, referring the most difficult concerns to supervisor/manager.

Representative Knowledge, Skills & Experience

Either:

- Either academic or vocational qualifications (NVQ 3, general education to A-Level, City and Guilds or equivalents) plus at least typically at least 1-2 year's work experience in a relevant role;

Or:

- Typically 3-4 years relevant work experience in a comparable setting.

Plus:

- Working knowledge of relevant systems, equipment, processes and procedures including standard software packages.
- Initiative and judgment to resolve many problems independently.
- Ability to communicate clearly orally and in writing to ensure effective reporting and customer/contact handling.
- Numeracy skills.
- Good I.T. skills.
- Familiarity with work priorities and those of colleagues.
- Understanding of relevant policies and procedures, as they affect the role, and the quality standards and outputs required.
- Ability to apply relevant health and safety and other University policies and procedures.
- Where relevant, ability to train/develop and supervise other staff.
- Ability to assess data and information, and to identify problems.

Typical Performance Indicators

- Effective planning and organising of own and others allocated work activities/tasks.
- Level of resourcefulness to ensure effective, accurate task completion.
- Development of knowledge, skills and experience.
- Work delivered to required standards and on time.
- Procedures implemented effectively.
- Customer/client satisfaction.
- Compliance with regulations, including health and safety.
- Productivity
- Flexibility to respond to customer needs.

Management & Administration Family

Level 6

Roles at this level will display an in-depth knowledge of methods, systems and procedures gained through significant practical experience and/or education typically to degree level. The work involves the exercise of initiative and judgment required to resolve operational problems. They will be expected to identify gaps in information and apply discretion to determine short term priorities and, if applicable, priorities of a team of people involved in the same type of work. Contributions include proposing and implementing improvements to current working methods and detailed manipulation, analysis and interpretation of data.

Representative Work Activities

1. Analysis, Reporting & Documentation

- 1.1. Prepare and analyse management information, including, financial reports and project plans, recommending action where appropriate.
- 1.2. Perform more detailed analysis and manipulation of data or calculations, highlighting and prioritising any issues for further investigation and preparing reports to support decision making.
- 1.3. Research, collate, organise and edit material for inclusion in reports/documents.
- 1.4. Circulate information/findings appropriately to ensure awareness of key issues/data.
- 1.5. Identify gaps or shortfalls in information and search for sources of information to fill these.

2. Customer Service & Support

- 2.1. Resolve issues/queries independently and recommend alternative sources/courses of action if unable to assist, to ensure that efficient, day to day customer service is delivered.
- 2.2. Advise staff, students, internal groups and external contacts within area of specialism to ensure, for example, compliance with University procedures, regulations and legislation or to influence operational decision making.
- 2.3. Act as a filter for issues/problems referred to supervisor/manager, processing various aspects of supervisor's/manager's responsibilities where appropriate, to provide immediate support/problem resolution.
- 2.4. Deliver a range of specialist services, advising and assisting customers on specific aspects within own section of work such as design/preparation/use of existing systems or processes, to maximise service quality, efficiency and continuity.

3. Planning and Organising

- 3.1. Set and monitor service objectives and standards within own area of work to maximise service quality and efficiency.
- 3.2. Plan and prioritise own work activities for the months ahead, to ensure operational efficiency, responding to new pressures, including those arising from non standard work, and to manager's or work unit requirements. Adjust priorities as needed.

4. Finance/Resource Management

- 4.1. Deploy assigned resources towards defined objectives and within defined limits/devolved budget responsibility, to ensure operational and cost efficiency.
- 4.2. Offer input into the resource planning process to ensure that finances are appropriately and efficiently managed.

5. Liaison

- 5.1. Liaison, communication and relationship building with other university school and departments as well as outside bodies, to support/represent departmental/school/work unit activities.
- 5.2. Participate in project/working groups as requested by manager, to support/represent departmental/school/work unit activities.

Management & Administration Family

Level 6 - Continued

6. People Management

Either:

- 6.1. Manage staff, allocating and prioritising their work to deliver a range of services.
- 6.2. Evaluate and appraise individual progress and performance to contribute to the achievement of departmental/school/work unit objectives.
- 6.3. Oversee the work of others (directly or indirectly) as the most experienced team member.

And/Or:

- 6.4. Operate as an individual organising and planning own work activities, to contribute to the achievement of departmental/school/work unit objectives and maintain and improve efficiency.
- 6.5. May be recognised as the main point of contact for a particular process, system or procedure as the most experienced team member.

7. Continuous Improvement

- 7.1. Maintain and improve operational efficiency and quality of service of own area via input to and develop of procedures and the application of process improvements.
- 7.2. Keep skills up to date and develop depth or breadth of knowledge in a particular area through learning from more senior/experienced colleagues exposure to a range of activities and/or professional qualifications.

Representative Knowledge, Skills & Experience

Either:

- Degree level or equivalent often with some relevant post graduate education such as part professional qualification.

Or:

- Broad vocational experience, acquired through a combination of job related vocational training and considerable on-the-job experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles.

Plus:

- Experience of working with relevant specialised equipment, software or procedures.
- Experience of working/responding independently and dealing with unforeseen problems and circumstances.
- Comprehensive knowledge of the work practices, processes and procedures relevant to the role.
- Operating knowledge of service/systems/processes in own area that would be required to provide first line advice and guidance, typically of a more technical/specialised nature, to customers.
- Clear understanding of the standards and regulations set for the conduct and output for the role.
- Working knowledge of the activities of other areas of the university relevant to school/department/work unit.
- Proven written and verbal communication skills.
- Proven management skills (where relevant)

Typical Performance Indicators

- Continuing development of knowledge, skills and experience.
- Ability to plan and organise own (and possibly others') work activities/tasks.
- Ability to assess problems and take appropriate action.
- Quality of customer/client service.
- Level of resourcefulness.

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Level 6 – Continued

- Continuing development of knowledge, skills and experience.
- Effective transfer of skills to others.
- Procedures implemented effectively.
- Customer/client satisfaction.
- Compliance with regulations.
- Productivity.
- Morale of work group.
- Flexibility to respond to differing situations.

Management & Administration Family

Level 7

Roles at this level will be providing advice and support to schools/departments/work units based upon a full understanding of a professional or specialised field. They will plan and ensure progress within established professional procedures and clearly defined University policy. They will contribute to the development of policy in their area of specialism. Individuals will be responsible for planning and organising their own work or that of a team of colleagues, who may be involved in different types of work. Where there is little or no supervisory/management element, roles at this level will be experts in a professional or specialised field. There will be a need for liaison and co-ordination of activities with a range of other work groups within and may be without the University. The work will involve responding effectively to changing institutional priorities and different situations.

Representative Work Activities

1. Analysis Reporting & Documentation

- 1.1. Assess or conduct analysis, presenting results and putting forward recommendations through the provision of briefings, presentations or written reports, to support decision making.
- 1.2. Analysis, identification of options and recommendations for improvement or development of existing systems, processes or policy.
- 1.3. Monitor and maintain records/reports to meet both internal and external (e.g. legislative or national) requirements.

2. Customer/Service & Support

- 2.1. Provide specialist/professional advice and recommendations within specific parameters/professional guidelines to support informed decision making.
- 2.2. Design and/or deliver a variety of service support mechanisms (e.g. training/promotional materials, system modifications) to maximise service quality, efficiency and continuity.
- 2.3. Deliver own work/ the work of a team to meet quality service standards.

3. Planning/Organising

- 3.1. Lead assigned School/Department/unit projects/project teams usually of a short-term nature, or contribute to larger university-wide projects as part of a project team, to support the achievement of project objectives.
- 3.2. Develop and determine appropriate team or individual workflow and activity scheduling in order to meet targets and/or turnaround times.

4. Finance/Resource Management

- 4.1. Contribute to the budgetary planning process, identifying resources required to deliver the objectives of own team or of an assigned area of the University.
- 4.2. Oversee resources and offer input into the resource planning process to ensure that finances are appropriately and efficiently managed.
- 4.3. May have delegated responsibility, where appropriate, for a budget(s).

5. Liaison

- 5.1. Liaison, communication and relationship building with other university school and departments as well as outside bodies, to support/represent departmental/school/work unit activities.
- 5.2. Participate in project/working groups as requested by manager, to support/represent departmental/school/work area and influence decisions made.

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Level 7 – Continued

6. People Management

Either:

- 6.1. Manage a team of colleagues operating within a well defined specialist area or overseeing the delivery of a range of general management and support services to a department/school/work area.
- 6.2. Lead the recruitment and selection process for own area.
- 6.3. Monitor and support the performance management and development of team members to ensure that individual contributions are maximised.

And/Or:

- 6.4. Operate as an individual responsible for the organisation and/or operation of specialised practical/technical/vocational work, to meet school/departmental/work unit objectives.

7. Continuous Improvement:

- 7.1. Identify and make recommendations for improvements (e.g. in policies and procedures) to contribute to the continuous operational improvement of their school/department/work unit.
- 7.2. Improve specialist/technical/professional/vocational capability and expertise through work experience and/or professional qualification.

Knowledge, Skills & Experience

Either:

- Degree qualified typically in relevant subject/relevant formal training, plus a track record of hands on experience in a similar or related role(s). Some roles at this level will require a professional qualification.

Or:

- Significant vocational experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles.

Plus:

- Experience of planning and progressing work activities within general guidelines, using initiative and judgement without recourse to seniors.
- Thorough knowledge and understanding of the work practices, processes and procedures relevant to the role, which may include broader sector/commercial awareness.
- Detailed operational knowledge of systems relevant of own field of work in terms of functionality and capability and/or detailed knowledge of own service area and products/services available.
- Clear understanding of the regulations and codes of practice set for the conduct and output of the role.
- Working knowledge of the work and activities of other areas of the university relevant to school/department/work unit.
- May require knowledge of a network of contacts relevant to the work unit.
- Proven analytical and problem solving capability.
- Proven communication and interpersonal skills.

Where relevant

- Proven management skills – coaching, motivation, managing performance.
- Financial training sufficient to manage and control budgets.

Typical Performance Indicators

- Continuing development of knowledge, skills and experience.
- Ability to plan and organise own and others' work activities/tasks.

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Level 7 – Continued

- Quality of customer/client service.
- Effective transfer of skills to others.
- Policies and procedures implemented effectively.
- Customer/client satisfaction.
- Compliance with regulations.
- Productivity.
- Morale of work group.
- Flexibility.
- Ability to adapt to changing priorities.

Management & Administration Family

Level 8

Roles at this level will require a deep conceptual understanding of a technical, professional or specialised field. Work will often involve interpreting or assessing customer needs, identifying trends, generating original ideas, recommending policy changes where appropriate and testing innovative solutions. Individuals will typically be accountable for the quality and professionalism of service delivery and are permitted some discretion provided that activities are consistent with operational policies and precedents. There will be a requirement to plan and organise own and/or team activity and to integrate and co-ordinate work with a range of other work groups across the University.

Representative Work Activities

1. Analysis Reporting & Documentation

- 1.1. Advise on the analysis and interpretation of data, identify trends and test solutions, source additional related information where appropriate, and report on progress, to support the resolution of issues/problems.
- 1.2. Manage, monitor and maintain records to meet both internal and external (e.g. legislative) requirements.
- 1.3. Lead the development of policy in own area of specialism, contributing to the delivery of University and department objectives.

2. Customer Service & Support

- 2.1. Apply specialist/professional expertise and use judgement to make decisions where solutions are not obvious, to deliver professional services to meet customer requirements.
- 2.2. Generate original ideas and innovative solutions through the provision of specialist know-how and advice as appropriate.
- 2.3. Identify additional service requirements or service shortfalls and co-ordinate and/or design the delivery of innovative solutions to maximise service quality, efficiency and continuity.
- 2.4. Ensure professional and quality service standards are maintained and applied within their area of activity.

3. Planning & Organising

- 3.1. Lead, plan and organise individual or team activity with an appreciation of longer term issues, ensuring plans complement and feed into the broader annual School/Department/work unit operational plans.
- 3.2. Project manage activities to facilitate major service/operational changes of typically a Departmental/School/work unit impact.

4. Finance/Resource Management

- 4.1. Manage resources/budgets within allocated project/area where appropriate to ensure maximum value is delivered for resources deployed.
- 4.2. Contribute to resource and budget planning within own area.

5. Liaison

- 5.1. Represent and/or promote the section/service at both internal and external meetings/events to ensure that departmental/school/work unit issues are appropriately represented and acted upon.
- 5.2. Work with other areas of the university to develop new/improved processes and supporting systems.

Management & Administration Family

Level 8 - Continued

6. People Management

Either:

- 6.1. Manage/supervise a diverse group of staff to ensure the successful delivery of an administrative/professional/technological service.
- 6.2. Act as a mentor/coach to colleagues, which may involve training staff, to support their occupational development.

And/Or:

- 6.3. Manage own time and workload on weekly and monthly basis to support the achievement of school/departmental/work unit objectives.

7. Continuous Improvement

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

Knowledge, Skills & Experience

Either:

- Professionally qualified/relevant degree, plus substantial experience in a similar or related roles.

Or:

- Typically a graduate with substantial vocational experience demonstrating development through involvement in a series of progressively more demanding work/roles.

Plus:

- Experience of managing the activities of self and/or others.
- Project and/or people management skills that may have been gained/be identifiable through previous experience.
- May require a direct managerial track record.
- Authoritative knowledge of the work practices, processes and procedures relevant to the role, including broader sector/commercial awareness.
- Detailed knowledge and understanding of systems/services in own area and their varied applications.
- Understanding of the regulations and national codes of practice and the implications of non-compliance.
- Awareness of the current and future activities of the university/school/department/work unit.
- Working knowledge of the work of others inside and outside the university relevant to own field of work.
- May require knowledge of a network of contacts relevant to the work unit.

Typical Performance Indicators

- Continuing development of knowledge, skills and experience.
- Effective transfer of skills to others.
- Policies and Procedures implemented effectively.
- Customer/client satisfaction.
- Student Development.

Management & Administration Family

Level 8 - Continued

- Student employability.
- Compliance with regulations University-wide.
- Productivity.
- Morale of work group.
- Staff satisfaction.
- Flexibility.
- Cross functional working.
- Effective organisation and delivery of work including long-term projects (one year plus).

Management & Administration Family

Level 9

Roles at this level will be professionals or specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to broad parameters and policy guidance. Work will include significant professional expertise and/or experience to develop and implement new policies and processes. Individuals will typically be managers of functional areas or senior individual contributors who are the University's leading experts in a professional, technical, technological or specialised field. Planning and organising takes place over a timescale of a year or more. They 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. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

Representative Work Activities

1. Analysis Reporting & Documentation

- 1.1. Identify trends, strengths, weaknesses, opportunities and threats in specialist area/area of responsibility that may have an impact on the university/school/department/work unit, to enable appropriate and timely action to be taken.

2. Customer/Service & Support

- 2.1. Apply broad and/or deep knowledge and experience of work area or field of expertise to provide advice/guidance to others or to address significant problems or unresolved issues, some of which will be multi-disciplinary in nature.
- 2.2. Pre-empt customer needs/requests, identifying opportunities and facilitating change management.
- 2.3. Evaluate existing service provision, keeping abreast of feedback and broader developments in the external market place, to ensure appropriate developments and innovative solutions are proposed that consistency enhance and maximise service quality, efficiency and continuity.
- 2.4. Answerable for the service delivery of area of activity in respect of compliance with current and future school/department/work unit objectives, service level agreements, regulations and national codes of practice.

3. Planning & Organising

- 3.1. Shape strategic direction of own area of activity, leading planning and organising activities of others over many months, considering the implications now and in the longer term, to support school/department/work unit objectives.
- 3.2. Participate in the annual school/department/work unit operational planning process, to support the school/department/work unit strategic direction.
- 3.3. Oversee a number of projects, to ensure each project is managed and delivered to time and budget.

4. Finance/Resource Management

- 4.1. Utilise/manage allocated budget/resources effectively and flexibly and control all related expenditure to ensure delivery of targets/objectives within budget.
- 4.2. Contribute to planning and budgetary statements and delivery of service within budgetary constraints.

5. Liaison

- 5.1. Interact at senior levels within the university. Network with fellow professionals in the wider community and represent and promote own work area/activity on internal and external platforms.
- 5.2. Liaise with service users to establish service requirements and priorities.

Management & Administration Family

Level 9 - Continued

6. People Management

Either:

- 6.1. Manage a group of administrative/specialist/professional staff across a function, or as a significant part of a wider function to ensure all relevant annual targets and goals are delivered within any allocated budgetary/resource constraints.
- 6.2. Develop/improve the capability of staff within work area, motivating and mentoring them to better meet the current and future requirements of the school/department/work unit.

Or:

- 6.3. Provide expert guidance to other specialists and encourage them to achieve university/school/department/work unit objectives.

7. Continuous Improvement

- 7.1. Implement proposed changes to current work processes and develop and define proposals for changes in and the formulation of university/school/departmental/work unit policy, to consistently improve quality and effectiveness of service provided and take account of legislative changes.
- 7.2. Keep up to date with developments in own field and with university developments.

Representative Knowledge, Skills & Experience

Either:

- Degree and typically a post graduate professional qualification, plus substantial relevant managerial experience or in-depth experience in a specialist area.

Or:

- Typically a graduate with extensive vocational experience demonstrating professional development through involvement in a series of progressively more demanding and influential work/roles.
- Experience of managing and developing: (either/or)
 - A significant team or number of teams.
 - A significant project or number of projects.
- Experience of working with and influencing senior management.
- Experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
- Experience of developing innovative solutions and contributing to strategic planning.
- Highly developed knowledge of the principles, theory and practice of field of work. As well as an awareness of broader developments relevant to own area.
- Well developed knowledge of systems/services for own area and across functions and how they relate to each other.

Typical Performance Indicators

- Continuing development of knowledge, skills and experience
- Quality of customer/client service.
- Effective transfer of skills to others.
- Policies implemented effectively.
- Customer/client satisfaction.
- Student satisfaction.
- University-wide compliance with regulations.
- Productivity.
- Morale of team.

Management & Administration Family

Level 9 - Continued

- Staff satisfaction.
- Flexibility.
- Cross functional working.
- Effective organisation and delivery of work, including long-term projects (one year plus).
- Student development.
- Student employability.

Management & Administration Family

Level 10

Roles at this level will be the most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified specialists across major activities of strategic importance to the University. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the University meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and will influence and shape the available resources as appropriate to meet the current and future needs of the University. Role as this level will make a significant impact on long-term direction, strategy and objectives.

Representative Work Activities

1. Analysis Reporting & Documentation

1.1. Review performance over time in the area of responsibility and compare it to best practice in the market, identifying areas of improvement in structure, practices, policies and technology.

2. Customer/Service Support

2.1. Review customer needs now and in the future and ensure services are shaped to meet them.

2.2. Ensure customer feedback and quality processes are in the place for the area of responsibility.

3. Planning & Organising

3.1. Develop and lead the implementation of strategies and plans for the area of responsibility, which support and take forward the university strategy.

3.2. Contribute to debate on university strategy and policy.

3.3. Lead major projects and initiatives which have significant resources and strategic impact.

4. Finance/Resource Management

4.1. Ensure financial plans are developed and that services operate effectively within budget.

4.2. Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

5. Liaison

5.1. Work with senior colleagues from all areas of the university, with committees and external bodies, providing high level advice.

5.2. Represent the university externally in sector groups and in negotiations.

6. People Management

6.1. Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.

7. Continuous Improvement

7.1. Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

Management & Administration Family

Level 10 – continued

Knowledge, Skills & Experience

Either:

- Degree and typically a post graduate professional qualification, plus a minimum of 10 years relevant managerial experience or in-depth experience in a specialist area.

Or:

- Typically graduate level education with extensive vocational experience (15 years+) demonstrating professional development through involvement in a series of progressively more demanding, influential and broad/work roles.

Plus:

- Breadth of vision gained from extensive experience in field of expertise.
- Experience of developing innovative solutions and practical implementations for strategic change.
- Experience of managing and controlling substantial budget/resources/funding and an understanding of financial management procedures.
- Highly developed knowledge of the principles, theory and practice of a field of work. As well as an awareness of broader developments relevant to the University.
- Aware of likely effect of change in economic, social and governmental and technological environment.
- Well developed knowledge of systems/services for own area and across functions and how they relate to national and international developments.
- Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
- National and international awareness and understanding of the activities, objectives and strategic direction of the university, both current and future.
- Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.

Typical Performance Indicators

- Delivery of targets/objectives to agreed specification, time, cost and quality standards.
- Quality of planning and link to strategy.
- Quality and timeliness of advice and recommendations.
- Proposals for policy and procedure meet both internal and external requirements.
- Effective utilisation of finance and resources.
- Effective transfer of skills and knowledge to colleagues and “customers”.
- Feedback on effectiveness.
- Generation of new ideas and approaches.
- Quality of innovative contribution.

Where relevant:

- Performance of teams/teams against objectives.
- Development of team to meet individual and University requirements.
- Image/view of team
- Team morale.