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OPERATIONAL SERVICES GROUP – OUTLINE

Roles in this group are concerned with operating and running the facilities of the University. They involve direct or indirect service provision for students and staff, through residential, catering, cleaning and other site services or sport and sporting activity. Some roles are about providing these services personally, others' enable or manage services

Level 1

Roles in this level involve providing support services to students and staff, often as part of a team engaged in similar activities. The procedures and routines are generally straightforward and repetitive and are directly supervised. There is no requirement for planning beyond the prioritisation of tasks. The range of tasks is typically narrow and specified by the routine or detailed instructions. Consequently there is little or no need to plan or prioritise work. As the tasks are focused and specific, there is little need for the job holder to have more than a basic understanding of work activities going on in related teams.

Level 2

Roles in this level involve providing support services to students and staff, often as part of a team engaged in similar activities. The range of tasks at this level can be broader and more varied than at level 1. Therefore, day-to-day activities will need to be prioritised in order to fit them into broader routines and the job holder will need to be aware of and understand related work activities. The post holder will work within established routines and procedures, with clear and close guidance and tight or short timescales. Planning and prioritising are characterised by the need to decide on timing and sequencing of tasks in order to meet allocated deadlines.

Level 3

Roles at this level carry out a range of activities mainly using established routines and procedures and working to quite tight or short timescales, although posts are not normally closely supervised on a daily basis. They involve, planning and scheduling work; interpretation of instructions and some choice of methods or tools; and accountability for the quality of an end product or service. Post holders are often required to liaise with staff, students and the public, including dealing with less straightforward queries. They may also be involved in supervising the work done by level 1 and 2 staff. Some jobs at this grade may require formal training and/or qualifications.

Level 4

Roles at this level have a greater depth and breadth of knowledge and experience and are required to carry out a range of more complex duties and tasks than at lower grades, drawing on several years of learning through formal training and qualifications and/or through experience. They involve: planning and scheduling own work and often responsibility for others; the capacity to diagnose what the problem or issue is and how it can be tackled before selecting a solution; and monitoring/reviewing the quality of work. The role may concentrate on the exercise of specialist skills, but there may be a requirement to guide and review the work of others, and to be responsible for materials, equipment and work records.

Level 5

Roles at this level either manage operational services work of some volume or complexity or provide advice and technical input based on extensive practical learning. Dealing with people is an important ingredient, whether they are staff managed by the postholder, contractors or customers, and there is often budgetary responsibility or impact.

OPERATIONAL SERVICES GROUP

Level 1

Roles in this level involve providing support services to students and staff, often as part of a team engaged in similar activities. The procedures and routines are generally straightforward and repetitive and are directly supervised. There is no requirement for planning beyond the prioritisation of tasks. The range of tasks is typically narrow and specified by the routine or detailed instructions. Consequently there is little or no need to plan or prioritise work. As the tasks are focused and specific, there is little need for the job holder to have more than a basic understanding of work activities going on in related teams

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Perform a limited number of straightforward or repetitive tasks within a straightforward routine or established process. Tasks might involve e.g. cleaning, catering support, moving or storing materials.
- Operate common, standard, single purpose equipment in a straightforward/repetitive way to achieve the required tasks.
- Carry out basic equipment maintenance according to detailed instructions.
- Carry out basic record keeping as required.
- Comply with procedures, including those governing health and safety

Planning and Organising

- Perform routine, straightforward tasks to the standard and time scales required, following simple oral, or written, instructions and routine guidelines.
- Work to well established simple routines under regular direct supervision, with tasks and work priorities being allocated to job holders by a line manager.
- Clarify work instructions as necessary and raise concerns and problems, which arise during the work with appropriate, staff e.g. line manager.
- May carry out basic, routine prioritising and organising of standard tasks.
- May carry out basic, routine record keeping e.g. accidents, cleaning schedule.
- Maintain awareness of levels of basic stock and report back when levels run low.

Resource Management (e.g. Finance, People, Equipment etc.)

- Report low supplies/resources to others for re-ordering.
- Responsible for the safe-keeping of allocated equipment, keys or other items during work hours and for ensuring they are kept in good working order.

Internal and External Relationships

- Check and pass on information as required through contact with staff, students and others.

Qualifications, Knowledge, Skills and Experience

- Generally no specific qualifications or experience required prior to appointment. Knowledge and skills are normally acquired during induction and/or on the job training and reinforced by experience over a period of days or several weeks.
- Ability to gain basic knowledge about routines and make basic use of simple equipment.
- Knowledge of the relevant aspects of the University, such as site locations, procedures and practices.
- Ability to exchange basic information verbally and, if required, in writing.
- Understanding of relevant Health and Safety and security requirements.

OPERATIONAL SERVICES GROUP

Level 2

Roles in this level involve providing support services to students and staff, often as part of a team engaged in similar activities. The range of tasks at this level can be broader and more varied than at level 1. Therefore, day-to-day activities will need to be prioritised in order to fit them into broader routines and the job holder will need to be aware of and understand related work activities. The post holder will work within established routines and procedures, with clear guidance and tight or short timescales. Planning and prioritising are characterised by the need to decide on timing and sequencing of tasks in order to meet allocated deadlines.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Carry out a range of straightforward activities/tasks working within a routine or established process. Activities might involve, portering, catering, providing security, gardening, cashier and basic, routine support of other operational and sport-related activities.
- Operate straightforward equipment to carry out duties and activities effectively.
- Carry out basic maintenance as required.
- Carry out routine record keeping e.g. accidents, crime incidents.
- Comply with procedures, including those governing health and safety.

Planning and Organising

- Carry out activities, following a rota or plan set by others, or by following a general daily routine, working flexibly to re-prioritise urgent and/or unscheduled activities/tasks into the daily schedule.
- May be responsible for allocating straightforward tasks to others within an established schedule/routine.
- Carry out some planning to ensure adequate resources and equipment or stock are in place and to ensure sufficient time is allocated to an activity in order to meet the objective(s).
- Clarify work instructions as necessary and raise concerns and problems, which arise during the work with appropriate staff.

Resource Management (Finance, People, Equipment etc.)

- Provide guidance, support and informal coaching on specific tasks to new colleagues.
- Follow set ordering procedures to ensure that low value supplies/resources are available to meet work requirements.
- Responsible for the safe-keeping of allocated equipment, vehicle(s), keys, or other items and for ensuring they are kept in good working order including responsibility for basic maintenance.
- Handle cash and debit/credit card transactions, following established procedures.

Internal and External Relationships

- Communicate with University colleagues and know who to contact to seek information needed to carry out work.
- Receive visitors and exchange straightforward information with staff/students/public and service providers.
- Respond to routine staff/students/public enquiries, providing answers to general queries, offering directions, basic advice, etc.
- Will often be the initial point of contact for staff/students/public.

Qualifications, Knowledge, Skills and Experience

- Secondary education and learning gained through work experience. Generally a few months' previous experience in the relevant area of work may be required.

- Building on the demand of level 1, some certification, short courses and practical training relevant to the job will normally be required, e.g. manual handling, customer care, storage/transport of specialist materials, basic first aid, lifeguard training, etc. Processes and practices normally take months/up to a year to learn.
- Ability to use appropriate equipment. May also require knowledge of specialised equipment e.g. a full driving licence and/or fork lift truck licence.
- Numeracy and literacy skills, generally at GCSE level required for some posts.
- Basic IT skills.
- Knowledge of the relevant systems and procedures, etc., plus a wider appreciation of the relevant area of the University/work.
- Interpersonal and customer service skills to communicate/exchange straightforward information with customers and others.
- Building on the demand of level 1, understanding of relevant Health and Safety and security requirements.
- Use judgements based on knowledge, experience and general procedural awareness to deal with work.

OPERATIONAL SERVICES GROUP

Level 3

Roles at this level carry out a range of activities mainly using established routines and procedures and working to quite tight or short timescales, although posts are not normally closely supervised on a daily basis. They involve, planning and scheduling work; interpretation of instructions and some choice of methods or tools; and accountability for the quality of an end product or service. Post holders are often required to liaise with staff, students and the public, including dealing with less straightforward queries. They may also be involved in supervising the work done by level 1 and 2 staff. Some jobs at this grade may require formal training and/or qualifications.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities:

- Put in place a schedule of activities or elements for straightforward processes to ensure that staff are clear about what is required of them (e.g. a cleaning schedule, a work rota, a weekly menu, etc.)
- Monitor and review the quality of work done.
- Take action to improve standards where needed
- Communicate requirements and any concerns to staff, and raise major problems (discipline, recruitment etc.) with line management.
- Assess the work requirements, material required etc. and decide how to go about it.
- Plan own work preparing for specific tasks and prioritising immediate requirements (e.g. for the day or week)
- Provide guidance and support through on-the-job training to junior colleagues in own area, in the use of basic equipment, skills, techniques and procedures.
- Discuss and resolve any immediate problems with colleagues, manager or customer,
- Ensure core requirements such as health and safety regulations are fully met.
- Train others to help them acquire skills and experience.

Planning & Organising

- Clarify the work requirement with colleagues, line management or staff/students/public as needed.
- Follow a plan or schedule set by others to a pre-determined level of service, prioritising own work and/or allocating tasks and activities to other staff to ensure they are completed on time and to appropriate standards.
- Carry out planning so that resources, equipment and stock are available to meet specific work objectives.
- Maintain routine documentation and report basic information to manager.

Resource Management (Finance, People, Equipment etc.)

- In supervisory roles, supervise a schedule of activities or elements for straightforward processes and communicate work requirements (e.g. supervise a cleaning schedule, work rota, weekly menu, etc.)
- Responsible for routine maintenance of particular piece(s) of equipment and/or responsible for the allocation and collection of equipment and keys to staff during working hours.
- Raise any unresolved problems (e.g. equipment failure, staff discipline, etc) with line management.
- In non-supervisory jobs, occasionally assign tasks to others and be responsible for ensuring tasks are completed accurately and on time, to ensure quality standards are maintained.
- Monitor and replenish levels of stocks/stores of basic equipment and supplies, following set ordering procedures.

Internal and External Relationships

- Maintain a network of contacts throughout own work area, knowing who key individuals are.
- Exchange straightforward information with staff/students/public and service providers through established connections.
- Deal with staff/students/public enquiries, using knowledge and experience, whilst judging when to pass more complex queries on to or involve others, to provide a courteous and effective service.
- Deliver a range of customer services that support existing systems to an agreed standard of quality.
- Monitor and review the quality of work done by self or others, and identify where further action is needed.

Qualifications, Knowledge, Skills and Experience

Either

- Relevant academic/vocational qualifications (e.g. GCSE O Level, NVQ2 or equivalent) and typically at least 1 years' previous work experience in a relevant area of work.

Or

- Equivalent work experience (typically 2 years). Some relevant practical training may also be required. Processes, practices, etc. normally take up to a year to learn.

Plus

- Ability to use standard and specialist equipment and a full driving licence may be required for some jobs.
- Ability to plan or schedule work for days and weeks ahead.
- Understanding of relevant procedures and quality standards
- Ability to communicate clearly explaining questions and requirements and responding to customers, colleagues and contractors.
- Knowledge of relevant systems, processes, policy, legislation, quality standards and procedures.
- Basic IT skills.
- For supervisory roles, an ability to handle staff effectively to achieve results.

OPERATIONAL SERVICES GROUP

Level 4

Roles at this level have a greater depth and breadth of knowledge and experience and are required to carry out a range of more complex duties and tasks than at lower grades, drawing on some years of learning through formal training and qualifications and/or through experience. They involve: planning and scheduling own work and often responsibility for others; the capacity to diagnose what the problem or issue is and how it can be tackled before selecting a solution; and monitoring/reviewing the quality of work. The role may concentrate on using more specialist skills, but there may be a requirement to guide and review the work of others, and to be responsible for materials, equipment and work records.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities:

- In supervisory roles, ensure a range of relatively standard activities are scheduled and delivered according to agreed deadlines and standards
- Follow a clear brief supplied by others to carry out a range of prescribed, skilled tasks, e.g. maintenance tasks requiring a specific trade qualification.
- Apply knowledge of facilities, systems or equipment to provide services, drawing on skills gained through training and experience.
- Use, monitor and maintain specialist and/or technical equipment to carry out duties
- Responsible for keeping accurate records for reporting internally with the University.
- Supervise and review the work done by junior staff or allocate work to colleagues to provide a service to others, ensuring the unit/facility, etc. runs smoothly and to an appropriate standard.
- Ensure core requirements such as health and safety regulations are fully met.
- Make suggestions for improving service and efficiency, taking staff/students/public comments and feedback into account.

Planning & Organising

- Assess the workload and related situation, put in place a schedule of activities or elements and, where appropriate ensure that staff are clear what is required of them.
- Carry out planning so that adequate resources, equipment and stock are available to meet specific work objectives.
- Where appropriate monitor and review the quality of scheduled work that has been allocated to others.
- Carry out analysis of information, data and/or calculations and present results accurately and appropriately.
- Take responsibility for maintaining documentation and preparing standard reports.

Resource Management (Finance, People, Equipment etc.)

- Take responsibility for processing resources or sums of money following established procedures. For example, may check and process invoices.
- Monitor and replenish levels of stocks/stores of equipment and supplies, following set ordering procedures.
- Provide routine and non-standard support, and provide guidance through on-the-job training.
- In non-supervisory jobs, assign tasks to others and be responsible for ensuring work is completed, to the required standards and timescales.
- In supervisory jobs, oversee the work of others to provide a service or perform a work process, allocating work and supervising staff, to ensure the work runs smoothly and to standard.

Internal and External Relationships

- Develop a network of contacts throughout own work area, knowing who key individuals are.
- Liaise with staff/students/public and service providers, as required, establishing the most appropriate form of contact.
- Deal with routine and non-standard queries, possibly including those which require an understanding of information outside the immediate work area and knowing who else to involve.
- Use initiative to provide an appropriate level of customer service whilst ensuring that work conforms to agreed quality standards, guidelines and procedures.

Qualifications, Knowledge, Skills and Experience

Either

- Relevant academic/vocational qualifications (e.g. GCSE O Level, NVQ2, City and Guilds Advanced Crafts for specialised posts) and previous work experience of typically 3 years in a relevant job would normally be required

Or

- Equivalent work experience (typically 4 years). Some relevant practical training may also be required.

Plus

- Skills and knowledge in using relevant equipment and systems.
- Good Numeracy skill (where appropriate)
- Ability to plan or schedule work for days and weeks, and to respond to changing pressures or requirements.
- Should be capable of undertaking a range of activities without constant guidance.
- Ability to understand and address non-routine work, where applicable.
- Understanding of relevant health and safety legislation and quality standards.
- Initiative and judgement to resolve many problems independently.
- For supervisory roles, an ability to handle staff effectively to achieve results.
- Building on the demand of Grade 3, knowledge of the work and function of other areas of the University required to deal effectively with others.
- Ability to communicate clearly, explaining questions, clarifying requirements and responding to staff/colleagues/contractors etc.
- IT literacy and/or ability to use computer package(s) relevant to the area of work.
- Ability to organise resources and prioritise activities within a general schedule and to undertake a range of activities without constant guidance.

OPERATIONAL SERVICES GROUP

Level 5

Roles at this level either manage operational services work of some volume or complexity or provide advice and technical input based on extensive practical learning. Dealing with people is an important ingredient, whether they are staff managed by the postholder, contractors or customers, and there is often budgetary responsibility or impact.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Organise the delivery of effective and efficient day-to-day services and/or operations/facilities for a designated site/work unit, following established procedures and taking account of customer needs and available resources.
- Ensure staff are trained to required standards, monitor performance and take action to improve this where needed, communicating any requirements to staff.
- Apply knowledge of facilities, systems or specialist service apparatus and equipment acquired through formal training and relevant qualifications.
- Point of contact for queries, providing detailed information and a range of options to choose from based on their knowledge, highlighting any potential implications and raising issues of concern. May need to discuss more complex queries with senior colleagues.
- Monitor customer feedback and make proposals for improving service through suggestions for changing current working methods, standards and processes.
- Implement changes to service provision as requested by senior colleagues, using discretion and initiative to ensure the service can continue to meet agreed quality standards, guidelines and procedures.
- Ensure staff and service users comply with all relevant Health and Safety regulations
- Carry out analysis of information, data and/or calculations etc. as directed, identifying issues which require addressing, and presenting results accurately and appropriately.

Planning & Organising

- Establish and review work requirements for a specific area/facility/service, discussing and resolving any problems or new requirements with customers and colleagues as appropriate.
- Plan and prioritise own work and where appropriate, a team's short and medium term work activities, in response to a manager's general instructions.
- Implement plans for a service or facility type or area, which ensures effective operation on a day to day basis.

Resource Management (Finance, People, Equipment etc.)

- Take delegated responsibility for small-medium scale budgets, or for processing sums of money following established procedures e.g. inventory or consumable budget.
- Take responsibility for stocks/stores of equipment and supplies within a delegated budget, so that supplies/resources are available when required.
- Take delegated responsibility for the general maintenance, servicing and repair of equipment, etc. in a work area.
- Where appropriate, supervise staff and delegate work, monitoring and reviewing individual and team progress and performance.

Internal and External Relationships

- Liaise with key contacts in the wider University body to support own activities/specific tasks, as required.

- Oversee the circulation of information to customers and others to ensure awareness of issues
- Provide advice to colleagues and customers based on knowledge and experience of practices and procedures.

Qualifications, Knowledge, Skills and Experience

Either

- Relevant academic/vocational qualifications (e.g. ONC/OND, A Levels, NVQ 3 and City and Guilds Advanced Crafts for specialised posts)and previous work experience of up to 4 years in a relevant job would normally be required

Or:

Typically 6 years work experience in a similar environment.

Plus:

- For operational specialist roles: Comprehensive knowledge and experience in own specialism which will have been acquired over a number of years.
- For supervisory roles, ability to motivate staff, tackling poor performance and encouraging good performance.
- Experience of and ability to understand, conceptualise and interpret operational and service requirements.
- Comprehensive knowledge of relevant systems, processes, policies, procedures, internal and external regulations, legislation and quality standards.
- IT literacy and/or up to date knowledge of relevant packages, software, databases, information systems.
- May also require awareness of external changes which impact on the job and an ability to adapt/transfer skills to use new technology, innovation, changes in legislation, etc.
- Analytical and problem solving skills may be required e.g. for analysing reports, understanding and interpreting statistical data etc.
- Organisational and time management skills and ability to plan and organise short-term activities and events.

More senior operational roles, involved in either line management responsibility for significant areas of estate, operation or leisure facilities and services, or design and project management will be included in the Administrative and Professional Services Group.

CLERICAL/SECRETARIAL SERVICES GROUP: OUTLINE

Overall Definition: Roles in this group are engaged in the provision of clerical/secretarial support services to University staff and students and sometimes to the wider public. Contacts with internal and external customers and suppliers are a common feature. All roles require an understanding of the University's systems and processes.

Level 1 (It is unlikely that the University will recruit clerical/secretarial staff at this level)

Roles at this level will be engaged in performing straightforward, often repetitive tasks and routines under direct supervision. They involve responding to simple queries issues/circumstances, and referring any unusual or non-routine situations to others. The range of tasks at this level is generally narrow and work follows a rigid routine. The work is typically to short deadlines, providing courteous and effective service to others. As a consequence, there is very little need for planning or organising work beyond the very short term. Often, the rigidity of the routine means that the work is effectively planned for the job holder.

Level 2 (Entry level for clerical/secretarial staff)

Roles at this level will be engaged in performing a range of clerical/secretarial routines within basic procedures under regular and close supervision. They involve responding to routine queries issues/circumstances and referring any unusual or non-routine situations to others. The work is typically to short deadlines, providing courteous and effective service to others. The range of tasks performed can be varied and will therefore require a general understanding of office/departmental routines and how the work fits into or supports school/departmental objectives. Planning and prioritising are characterised by the need to decide on timing and sequencing of tasks in order to meet allocated deadlines.

Level 3

Roles at this level will perform a range of tasks as part of a specific clerical/secretarial service or service team, working within established processes and procedures. While the work may not be subject to close supervision, managerial guidance is readily available. 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. This means there will be responsibility for prioritising tasks within the agreed schedule and for resolving many problems or queries, although more complex issues will be referred to others.

Level 4

Roles at this level will be responsible for providing or contributing to the provision of clerical/secretarial support services to an agreed quality standard or specification. Work will require a greater depth and breadth of knowledge and experience and will carry out a range of more complex clerical/secretarial duties and tasks than at lower grades. The roles require an understanding of often complex procedures and support systems, and the ability not only to order the allocated workload but also to react to changing priorities. The jobs require staff to work with minimal supervision on a day-to-day basis, and may take on greater responsibility for work of junior staff and exercising a greater amount of initiative to develop solutions to problems and to ensure work conforms to agreed quality standards, guidelines and procedures.

Level 5

Roles at this level will provide clerical/secretarial support within a department/school/work unit and/or produce a range of documents to a general specification or brief, using skills and knowledge acquired through qualification and practical experience. Staff are often involved in: interpreting user/customer requirements and providing advice (based on their own knowledge); analysing data or information; or diagnosing and solving issues within an area of expertise and responsibility. May also supervise/allocate work to more junior staff and co-ordinate some activities and events

Level 6 (This is the same as level 1 in the Administrative and Professional Services Group)

Roles at this level require understanding of methods, systems and procedures gained through significant practical experience and/or through formal training. The work involves some guidance

and general instructions from more senior colleagues and requires the exercise of initiative and judgement on how to address and resolve short to medium term priorities possibly 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 of relatively straightforward data.

CLERICAL/SECRETARIAL SERVICES GROUP

Level 1

Roles at this level will be engaged in performing straightforward, often repetitive tasks and routines under direct supervision. They involve responding to simple queries/issues/circumstances, and referring any unusual or non-routine situations to others. The range of tasks at this level is generally narrow and work follows a rigid routine. The work is typically to short deadlines, providing courteous and effective service to others.

As a consequence, there is very little need for planning or organising work beyond the very short term. Often, the rigidity of the routine means that the work is effectively planned for the job holder.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities.

Representative Work Activities

- Carry out straightforward and repetitive tasks such as copy-typing, data entry and photocopying papers according to clear instructions, shelving books, filing papers etc.
- Transcribe clearly defined documents/presentations, using standard formats and templates or following detailed instructions.
- Carry out simple record keeping, filing, data entry etc. to ensure accurate records are maintained on a day to day basis.
- Run simple, automated or scheduled reports to support basic Department/School/work unit information procedures.
- Receive, and respond to, everyday enquiries from/to staff/students/public 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.
- Carry out simple clerical and/or support activities, to contribute to the smooth operation of an office or work unit.

Planning and Organising

- 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.
- Carry out defined tasks according to detailed instructions and under direct supervision to ensure work is completed to time and to an appropriate standard.

Resource Management (Finance, People, Equipment etc.)

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

Internal and External Relationships

- 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.

Qualifications, Knowledge, Skills and Experience

- Secondary school education and learning gained through on-the-job training and limited work experience of several weeks/months.
- Basic I.T. skills.
- Basic numeracy and literacy, with potential for further study where appropriate.
- Accuracy and ability to follow instructions.
- Ability to exchange basic information orally and in writing.
- Where appropriate, knowledge of simple office equipment, typing skills etc.
- Ability to apply relevant health and safety and other University policies and procedures.

CLERICAL/SECRETARIAL SERVICES GROUP

Level 2

Roles at this level will be engaged in performing a range of clerical/secretarial routines within basic procedures under regular or close supervision. They involve responding to routine queries/issues/circumstances and referring any unusual or non-routine situations to others. The work is typically to short deadlines, providing courteous and effective service to others.

The range of tasks performed can be varied and will therefore require a general understanding of office/departmental routines and how the work fits into or supports school/departmental objectives. Planning and prioritising are characterised by the need to decide on timing and sequencing of tasks in order to meet allocated deadlines.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. Some roles may have a greater secretarial content and focus, while others may be predominantly clerical in nature.

Representative Work Activities

- Carry out routine daily tasks such as typing-up-work, photocopying papers according to clear instructions, shelving books, filing papers etc.
- Reproduce or prepare clearly defined documents/presentations, typically following standard formats or templates or following clear instructions.
- Carry out routine, prescribed, record keeping, filing, data entry etc. to ensure accurate records are maintained on a day to day basis.
- Run straightforward, automated or routine reports to support basic Department/School/work unit information procedures
- Carry out routine record keeping.
- Respond to routine customer enquiries, in person. by telephone, email etc, providing answers to general queries, escalating requests outside one's knowledge base to the appropriate person/area.
- Carry out straightforward clerical and/or support activities, to contribute to the smooth operation of an office or work unit.

Planning and Organising

- 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.
- Arrange allocated, prescribed tasks within daily routine to ensure work is completed within the agreed timescales.
- Clarify work instructions as necessary and raise concerns and problems, which arise during the work with appropriate staff e.g. more senior supervisor

Resource Management (Finance, People, Equipment etc.)

- Provide guidance, support and informal coaching on specific tasks to new colleagues.
- Follow set ordering procedures to ensure that low value supplies/resources are available to meet office/work requirements.
- Responsible for the safe-keeping of allocated equipment, keys, or other items and for ensuring they are kept in good working order including responsibility for basic maintenance.
- Handle cash and debit/credit card transactions, following established procedures.

Internal and External Relationships

- Communicate with University colleagues and know who to contact to seek information needed to carry out work.

- Receive visitors and exchange straightforward information with staff/students/public and service providers.
- May receive visitors and provide/request basic information to staff, students and public in a courteous and correct manner, to promote a positive image of one's school/ department

Qualifications, Knowledge, Skills and Experience

- Secondary school education and learning gained through work experience. Numeracy and literacy skills, generally at GCSE level (A-C) required for some posts. (Current entry requirements: Secretarial 4 GCSE's; Clerical 5 GCSE's)
- Some roles will require specific qualifications/skills e.g. RSA/OCR II (or equivalent) word processing, accounting, shorthand/speedwriting/audio typing, where appropriate
- A few months' previous experience in the relevant area of work may be required.
- Processes and practices normally take 6-12 months to learn. Some certification, short courses and practical training relevant to the job will normally be required, e.g. customer care,
- Basic familiarity with Microsoft Word, databases, spreadsheets, E-mail and the Internet.
- Knowledge of the relevant systems and procedures, etc, plus a wider appreciation of the relevant area of the University/work.
- Interpersonal and customer service skills to communicate/exchange straightforward information with customers and others.
- Ability to deal with confidential matters.
- Understanding of relevant Health and Safety and security requirements.
- Use judgements based on knowledge, experience and general procedural awareness to deal with work

CLERICAL/SECRETARIAL SERVICES GROUP

Level 3

Roles at this level will perform a range of clerical/secretarial tasks as part of a specific service or service team, working within established processes and procedures. While the work may not be subject to close supervision, managerial guidance is readily available. 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. This means there will be responsibility for prioritising tasks within the agreed schedule and for resolving many problems or queries, although more complex issues will be referred to others.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. . Some roles may have a greater secretarial content and focus, while others may be predominantly clerical (or library focused) in nature.

Representative Work Activities:

- Provide a range of clerical/secretarial support ensuring that established processes and procedures are adhered to.
- Prepare documents, presentations and other materials to a clear brief, using established formats and standard software.
- Perform straightforward analysis, manipulation and interpretation of data.
- Run and present standard reports to support effective department/School/University processes.
- Maintain information on databases and other work records as required.
- Take action to improve standards where needed
- Communicate requirements and any concerns/problems to staff, and raise major problems (discipline, recruitment etc.) with supervisor.
- Monitor and take responsibility for resources/cash, within defined procedures.
- Follow established ordering procedures to ensure adequate resources are available to meet work requirements.
- Deal with student/staff/public enquiries, using knowledge and experience, whilst judging when to pass more complex queries on to or involve others, to provide a courteous and effective service.
- Monitor and review the quality of work done by self or others, and identify where further action is needed.

Planning & Organising

- Arrange and/or support internal and external activities/events, collating and recording relevant information/documentation as requested, to ensure activities/events are administered efficiently. This will include updating diaries, arranging appointments, meetings etc.
- Plan and prioritise own work activities, responding to manager's/ work unit requirements, in addition to own responsibilities, to ensure operational efficiency.
- Refer to more senior colleagues for prioritising and scheduling of non-standard work

Resource Management (Finance, People, Equipment etc.)

- Provide guidance and support through on-the-job training to junior colleagues in own area, in the use of basic equipment, skills, techniques and procedures.
- Monitor and take responsibility for small-scale resources/cash, following established procedures to ensure adequate resources are available to meet work requirements.
- Raise any unresolved problems (e.g. equipment failure, staff discipline, etc) with supervisor.
- Occasionally oversee the work of more junior colleagues, ensuring tasks are completed accurately and on time, to ensure quality standards are maintained.

- Monitor and replenish levels of stocks/stores of basic equipment and supplies, following set ordering procedures.

Internal and External Relationships

- Maintain a network of contacts throughout own work area, knowing who key individuals are.
- Exchange straightforward information with students/staff/public and service providers through established connections.
- Communicate and liaise with service users and/or external contacts usually through established procedures/protocols.

Qualifications, Knowledge, Skills and Experience

Either

- Building on level 2 relevant academic/vocational qualifications (e.g. GCSE O Level, NVQ2/ or equivalent) and typically at least 1 years' previous work experience in a relevant area of work. Some roles will require specific relevant qualifications/skills e.g. RSA Stage II (or equivalent), word processing, accounting, shorthand/speedwriting/audio typing at the requisite level, where appropriate.

Or

- Equivalent work experience (typically 2 years). Some relevant practical training may also be required. Processes, practices, etc. normally take up to a year to learn.

Plus

- Ability to use standard and specialist equipment.
- Good keyboard skills.
- Ability to plan or schedule work for days and weeks ahead.
- Ability to communicate clearly explaining questions and requirements and responding to customers, colleagues and contractors.
- Ability to deal with confidential matters.
- Knowledge of relevant systems, processes, policy, legislation, quality standards and procedures e.g. Data Protection, Health and Safety.
- Written and verbal skills. Supervisory roles require an ability to motivate and organise staff.
- Awareness of how to handle confidential information appropriately.
- IT literacy and/or ability to use computer package(s) relevant to area of work, Typing skills, high attention to detail, and accuracy of inputting information required for some jobs.

CLERICAL/SECRETARIAL SERVICES GROUP

Level 4

Roles at this level will be responsible for providing or contributing to the provision of clerical/secretarial support services to an agreed quality standard or specification. Work will require a greater depth and breadth of knowledge and experience and will carry out a range of more complex clerical/secretarial duties and tasks than at lower grades. The roles require an understanding of often complex procedures and support systems, and the ability not only to order the allocated workload but also to react to changing priorities. The jobs require staff to work with minimal supervision on a day-to-day basis and may take on greater responsibility for work of junior staff and exercising a greater amount of initiative to develop solutions to problems and to ensure work conforms to agreed quality standards, guidelines and procedures.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. . Some roles may have a greater secretarial content and focus, while others may be predominantly clerical (or library focused) in nature.

Representative Work Activities:

- Use understanding of the departments/school/University's processes and systems to prepare reports and other materials, using standard and some non-standard formats and software.
- Responsible for keeping accurate records for reporting internally with the University.
- Organise and service relevant Committees including preparation of agendas, minutes, follow up correspondence and other administrative arrangements.
- Create documents and presentations for others based on a general brief, making decisions on appropriate presentation.
- Respond and resolve enquiries and problems, judging when to pass complex queries onto or involve others, to provide an effective service and clear advice to colleagues and students/staff/public.
- May focus on providing a personal secretarial service, requiring diary management, prioritising of meetings/appointments, dealing with confidential matters etc.
- Carry out analysis of information, data and/or calculations and present results accurately and appropriately.
- May take delegated responsibility for work done by junior staff or allocate work to colleagues to provide a service to others, ensuring the unit/facility, etc. runs smoothly and to an appropriate standard.
- May provide support tasks which contribute towards an area which is specialist in nature, managing own work from start to finish.
- Use initiative to provide an appropriate level of customer service whilst ensuring that work conforms to agreed quality standards, guidelines and procedures.
- Make suggestions for improving service and efficiency, taking customer comments and feedback into account.

Planning & Organising

- Prioritise own work within a general schedule and may allocate work to other staff on a daily and weekly basis to meet deadlines or work unit/customer demands and appropriate standards.
- Carry out planning so that adequate resources, equipment and stock are available to meet specific work objectives. May involve organising or supporting small events, timetables, meetings and co-ordinating the associated arrangements to ensure the activities/ events are administered efficiently.
- May set short term priorities or work schedules for other staff.

Resource Management (Finance, People, Equipment etc.)

- Take responsibility for processing resources or sums of money following established procedures.
- Monitor and replenish levels of stocks/stores of equipment and supplies, following set ordering procedures.
- Provide routine and non-standard support, and provide guidance through on-the-job training.
- May oversee/assign the work of others to provide a service or perform a work process, allocating work and supervising staff, to ensure the work runs smoothly and to standard.

Internal and External Relationships

- Develop and maintain a network of contacts, knowing who key individuals are.
- Liaise with staff, students, public and service providers, as required, establishing the most appropriate form of contact (e.g. email, correspondence, face to face, etc.) to exchange information. Will have to deal with more responsible and wide-ranging contacts at this level, requiring some discussion and negotiation rather than exchange of factual information.

Qualifications, Knowledge, Skills and Experience

Either

- Relevant academic/vocational qualifications (e.g. GCSE O Level, NVQ2 or equivalent) and previous work experience, typically 3 years in a relevant job. Some roles will require specific relevant qualifications/skills e.g. RSA Stage II (or equivalent), word processing, accounting, shorthand/speedwriting/audio typing at the requisite level, where appropriate.

Or

- Equivalent work experience, typically 4 years relevant work experience in the unit or comparable setting. Some relevant practical training may also be required.

Plus

- Capable of undertaking a range of activities without constant guidance.
- Ability to understand and address non-routine work, where applicable.
- Ability to use standard and specialist equipment.
- Building on the demand of level 3, knowledge of the work and function of other areas of the University required to deal effectively with others.
- Building on the demand of level 3, more thorough knowledge of relevant systems, processes, policy, legislation, quality standards and procedures. e.g. data protection, Health and Safety.
- Written and oral skills required including the ability to communicate information of some complexity and report to external agencies, government bodies etc. with clarity and accuracy.
- IT literacy and/or ability to use computer package(s) relevant to the area of work.
- Use judgements based on initiative, knowledge, experience and general procedural awareness to deal with non-standard work issues and resolve problems independently, occasionally referring more complex issues to, and seeking advice from, senior colleagues.
- Ability to organise resources and prioritise activities within a general schedule and to undertake a range of activities without constant guidance.

CLERICAL/SECRETARIAL SERVICES GROUP Level 5

Roles at this level will provide support within a department/school/work unit and/or produce a range of documents to a general specification or brief, using skills and knowledge acquired through qualification and practical experience. Staff are often involved in: interpreting user/customer requirements; providing solutions (based on their own knowledge) and providing advice; analysing data or information; or diagnosing and solving issues within an area of expertise and responsibility. May also supervise/allocate work to more junior staff and co-ordinate some activities and events

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. Some roles may have a greater secretarial content and focus, while others may be predominantly clerical in nature.

Representative Work Activities:

- Maintain departmental information and documentation, manual and electronic records, databases, computerised information systems and generate reports as required.
- Create a combination of standard and more complex documents or materials for others, using computer packages/software/equipment based on a general brief.
- Carry out analysis of information, data and/or calculations etc. as directed, identifying issues which require addressing, and presenting results accurately and appropriately.
- Be responsible for overseeing specific activities and processes in support of a service.
- Contribute to short-term projects within own area/section or contribute as part of a larger department-wide project teams to support the achievements of project objectives.
- May supervise a team of staff and delegate work, monitoring and reviewing individual and team progress and performance.
- May service and provide administrative support to relevant committees e.g. preparing and despatching agendas, minutes and other committee related papers, monitoring and ensuring that follow up action has been carried out etc.
- May focus on providing a personal secretarial service , requiring more complex diary management, prioritising of meetings/appointments, dealing with confidential matters etc.and ensuring that all papers/documents and other relevant information are available.
- Point of contact for queries, providing information and a range of options to choose from based on their knowledge, highlighting any potential implications and raising issues of concern. May need to discuss more complex queries with senior colleagues.
- Monitor customer feedback and make proposals for improving service through suggestions for changing current working methods, standards and processes.
- Implement changes to service provision as requested by senior colleagues, using discretion and initiative to ensure the service can continue to meet agreed quality standards, guidelines and procedures.

Planning & Organising

- Prioritise own work within a general plan or schedule to meet deadlines and appropriate standards and assist supervisors and other senior staff in planning for future work. Includes co-ordinating arrangement and allocating tasks to others.
- Organise or support event, timescales, meetings etc. and co-ordinate the associated arrangements to ensure activities/events are administered efficiently.

Resource Management (Finance, People, Equipment etc.)

- May take delegated responsibility for small-medium scale budgets, or for processing sums of money following established procedures e.g. inventory or consumable budget.
- Take responsibility for stocks/stores of equipment and supplies within a delegated budget, so that supplies/resources are available when required.
- Take delegated responsibility for the general maintenance, servicing and repair of equipment, etc. in a work area.

- Where appropriate, supervise and train staff and delegate work, monitoring and reviewing individual and team progress and performance.

Internal and External Relationships

- Liaise with key contacts in the wider University body to support own activities/specific tasks, as required.
- Will have to deal with frequent wide—ranging contacts of a more complex nature often requiring tact, discussion and negotiation.
- May include liaison over information relating to University procedures, external body regulations, legislation etc.

Qualifications, Knowledge, Skills and Experience

Either

- Relevant academic/vocational qualifications (e.g. NVQ 3, A levels or equivalent) and previous work experience of typically 4 years in a relevant job. Some roles will require specific relevant qualifications/skills e.g. RSA Stage II (or equivalent), word processing, accounting, shorthand/speedwriting/audio typing at the requisite level, where appropriate

Or:

Typically 6 years work experience in a similar environment.

Plus

- Specialist skills and knowledge relevant to the job, including understanding the relevant terminology.
- Comprehensive knowledge of relevant systems, processes, policies, procedures, internal and external regulations, legislation and quality standards. e.g. data protection, health and safety, personnel, purchasing.
- Some jobs also require an awareness of wider University and HE issues.
- IT literacy and/or up to date knowledge of relevant packages, software, databases, information systems, development and maintenance of websites, etc. Some jobs require knowledge/skills at an advanced level.
- Good keyboard skills
- May also require awareness of external changes which impact on the job and an ability to adapt/transfer skills to use new technology, innovation, changes in legislation, etc.
- Interpersonal and communication skills, including the ability to persuade, motivate and organise others. Some jobs also require an ability to deal with issues of confidentiality and sensitive situations.
- Analytical and problem solving skills may be required e.g. for analysing reports, understanding and interpreting statistical data etc.
- Organisational and time management skills and ability to plan and organise short-term activities and events.

CLERICAL/SECRETARIAL SERVICES GROUP

Level 6

Roles at this level require understanding of methods, systems and procedures gained through significant practical experience and/or through formal training. The work involves some guidance and general instructions from more senior colleagues and requires the exercise of initiative and judgement on how to address and resolve short to medium term priorities possibly 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 of relatively straightforward data and/or research.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Apply a detailed understanding of specialised, but established, University systems, processes or procedures to analyse and resolve related problems.
- Oversee the effective maintenance of information and documentation, etc for the relevant section of work, ensuring systems, websites, reports etc. are updated as required.
- Collect and organise standard material and information for inclusion in reports and documents, and/or to answer related questions and queries.
- Oversee an area/s of work; taking responsibility for allocating resources and ensuring procedures, processes, etc are followed and that work objectives are met.
- Perform detailed manipulation, analysis and/or evaluation of specialised, but relatively straightforward, information or work flow processes, highlighting and prioritising any issues for further investigation and preparing reports to support decision making.
- Oversee the circulation of information/findings to ensure awareness of key issues/data.
- Organise and resolve most issues/queries independently, providing advice on specialised but established and related matters to staff at all levels, students and the public, recommending alternative sources/courses of action if unable to assist.
- Deliver, or oversee, a range of specialised service support tasks, advising and assisting colleagues, staff, students and others on specific systems or processes, to ensure service quality, efficiency and continuity.
- Service and provide administrative support to relevant committees e.g. preparing and despatching agendas, minutes and other committee related papers, monitoring and ensuring that follow up action has been carried out etc.
- Undertake short-term projects within own area/section or contribute as part of larger department-wide project teams, to support the achievements of project objectives.
- Deal with queries referred on from more junior staff and act as a filter for issues referred to more senior staff, to provide immediate support and problem resolution.
- Review and monitor service objectives and standards within own area of work. Build conclusions into future improvements, in discussion with more senior line managers, to ensure service quality and efficiency.

Planning & Organising

- Plan and/or allocate work and responsibilities over the short to medium term with an awareness of longer term issues, in response to line manager's general instructions.
- In appropriate circumstances, use initiative and discretion, based on knowledge and experience, to determine priorities and resolve conflicts to meet targets and deadlines.
- Building on the requirements of clerical/secretarial posts at level 5, organise more complex events, timetables, meetings, etc and co-ordinate the associated arrangements, taking into account issues such as cost and timescale.
- Carry out planning for the short-term projects in own area, or contribute to planning for department/project/school/work unit.

Resource Management (Finance, People, Equipment etc)

- Administer budgets, and take responsibility for resources/handling cash, or for processing larger sums of money by following established procedures. This may include monitoring

accounts, maintaining financial records and highlighting any required corrective actions. May also offer input into the resource planning process within the project or work area.

- Provide input into the resources planning process to help ensure that finances are appropriately and efficiently monitored.

In non-supervisory jobs:

- Operate as an individual, organising and planning own work activities and/or those of a line manager, to contribute to the achievement of departmental/school/work unit objectives and maintain and improve efficiency.

In supervisory jobs:

- Supervise a team of support staff and delegate work, monitoring and reviewing individual and team progress and performance.
- Oversee the work of others (directly or indirectly) as an experienced team member.

Internal and External Relationships

- Attend internal and external meetings as requested by manager, to support standard work activities or represent the departmental/school/work unit at the appropriate level.
- Will often have to initiate, develop and deal with wide-ranging contacts of a more complex nature. This will typically involve liaising with senior staff beyond the department/school/University, calling for tact and diplomacy and involving elements of discussion and negotiation.
- May need to co-ordinate a range of activities or communications, on behalf of a senior manager.
- May be recognised as the main point of contact for a particular specialised process, system or procedure or for a senior member of staff at the University.

Qualifications, Knowledge, Skills and Experience

Either:

- Relevant academic/vocational qualifications (e.g. A-Levels, NVQ 3 or equivalent) with typically 4/5 years relevant experience. Alternatively higher relevant qualification (e.g. a degree) with less relevant experience.

Or:

- Typically more than 4/5 years 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:

- Comprehensive knowledge and experience of relevant specialised equipment, software, policies, processes, procedures, internal and external regulations, legislation and quality standards, plus appreciation of wider University and HE issues and how they impact on the job.
- Use initiative and judgement to resolve daily problems independently or through a support team where appropriate.
- Have supervisory or line management skills (where appropriate).
- IT literacy and/or up to date knowledge of relevant packages, equipment, hardware, software, databases, information systems and procedures, development and maintenance of websites etc. Good keyboard skills also required for some roles.
- Ability to assess and organise resources, and plan and progress work activities, projects, changes within own work area, etc, using initiative and judgement with limited recourse to managers.
- Suitable analytical/problem solving capability.
- Clear understanding of the standards and regulations set for the conduct and output for the role and/or team.
- Interpersonal and communication (written and oral skills). Building on the demand of clerical/secretarial posts at level 5, this includes the ability to: understand/interpret the requirements of others, present information to others, conduct effective internal and external relations, and deal with confidential/sensitive issues.

ADMINISTRATIVE AND PROFESSIONAL SERVICES GROUP – OUTLINE

Overall Definition: Roles in this group are engaged in the provision of professional and administrative support services to University staff and students and sometimes to the wider public. The work might involve administrative support, developing and implementing policy, specialist advice and services or project management. Contacts with internal and external customers and suppliers are a common feature. All roles require an understanding of the University's systems and processes. The higher levels often combine professional qualification, managerial experience and a substantial impact on the running and resources of the institution.

Level 6

Roles at this level require understanding of methods, systems and procedures gained through significant practical experience and/or through formal training. The work involves some guidance and general instructions from more senior colleagues and requires the exercise of initiative and judgement on how to address and resolve short to medium term priorities possibly 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 of relatively straightforward data.

Level 7

Roles at this level will be providing advice and support to schools/department/work units based upon a sound understanding of a technical, professional or specialised field and role holders will be developing and extending their experience in the higher education context. They will plan and ensure progress within established professional procedures and clearly defined University policy. They will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. They will put forward recommendations on managing more complex situations. Individuals will be responsible for planning and organising their own work or that of a small project team of colleagues. There will be a need for liaison and the co-ordination of activities across a number of subsections of a school/department/University. The work will involve encountering changing priorities and differing situations.

Level 8

Roles at this level will be held by experienced professionals, responsible for providing proven specialist/technical expertise, and/or managing a team or service. Work will often involve interpreting or assessing requirements, identifying trends, generating original ideas and testing solutions where they are not obvious. 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 individual and/or team activity to integrate and co-ordinate work across different parts of the department/school/University.

Level 9

Roles at this level will be professional 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 revised or new administrative/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors who establish, and advise senior management on, policy, functional or service priorities and pursue functional service or policy development over a

substantial timescale. 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 longer-term plans for the area to fit with broader functional and University strategy.

Level 10

Roles at this level will be the most senior staff in a large area of managerial responsibility or an area of particular strategic importance or may be responsible for a substantial part of a Directorate and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major activity 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. Role-holders will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the senior management of the University where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the University and will typically have a substantial impact on University direction, strategy and objectives.

ADMINISTRATIVE AND PROFESSIONAL SERVICES GROUP

Level 6

Roles at this level require understanding of methods, systems and procedures gained through significant practical experience and/or through formal training. The work involves some guidance and general instructions from more senior colleagues and requires the exercise of initiative and judgement on how to address and resolve short to medium term priorities possibly 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 of relatively straightforward data.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Apply a detailed understanding of specialised, but established, University systems, processes or procedures to analyse and resolve related problems.
- Oversee the effective maintenance of information and documentation, etc for the relevant section of work, ensuring systems, websites, reports etc. are updated as required.
- Collect and organise standard material and information for inclusion in reports and documents, and/or to answer related questions and queries.
- Oversee an area/s of work; taking responsibility for allocating resources and ensuring procedures, processes, etc are followed and that work objectives are met.
- Perform detailed manipulation, analysis and/or evaluation of specialised, but relatively straightforward, information or work flow processes, highlighting and prioritising any issues for further investigation and preparing reports to support decision making.
- Oversee the circulation of information/findings to ensure awareness of key issues/data.
- Organise and resolve most issues/queries independently, providing advice on specialised but established and related matters to staff at all levels, students and the public, recommending alternative sources/courses of action if unable to assist.
- Deliver, or oversee, a range of specialised service support tasks, advising and assisting colleagues, staff, students and others on specific systems or processes, to ensure service quality, efficiency and continuity.
- Service and provide administrative support to relevant committees e.g. preparing and despatching agendas, minutes and other committee related papers, monitoring and ensuring that follow up action has been carried out etc.
- Undertake short-term projects within own area/section or contribute as part of larger department-wide project teams, to support the achievements of project objectives.
- Deal with queries referred on from more junior staff and act as a filter for issues referred to more senior staff, to provide immediate support and problem resolution.
- Review and monitor service objectives and standards within own area of work. Build conclusions into future improvements, in discussion with more senior line managers, to ensure service quality and efficiency.

Planning & Organising

- Plan and/or allocate work and responsibilities over the short to medium term with an awareness of longer term issues, in response to line manager's general instructions.
- In appropriate circumstances, use initiative and discretion, based on knowledge and experience, to determine priorities and resolve conflicts to meet targets and deadlines.
- Building on the requirements of clerical/secretarial posts at level 5, organise more complex events, timetables, meetings, etc and co-ordinate the associated arrangements, taking into account issues such as cost and timescale.
- Carry out planning for the short-term projects in own area, or contribute to planning for department/project/school/work unit.

Resource Management (Finance, People, Equipment etc)

- Administer budgets, and take responsibility for resources/handling cash, or for processing

larger sums of money by following established procedures. This may include monitoring accounts, maintaining financial records and highlighting any required corrective actions. May also offer input into the resource planning process within the project or work area.

- Provide input into the resources planning process to help ensure that finances are appropriately and efficiently monitored.

In non-supervisory jobs:

- Operate as an individual, organising and planning own work activities and/or those of a line manager, to contribute to the achievement of departmental/school/work unit objectives and maintain and improve efficiency.

In supervisory jobs:

- Supervise a team of support staff and delegate work, monitoring and reviewing individual and team progress and performance.
- Oversee the work of others (directly or indirectly) as an experienced team member.

Internal and External Relationships

- Attend internal and external meetings as requested by manager, to support standard work activities or represent the departmental/school/work unit at the appropriate level.
- Will often have to initiate, develop and deal with wide-ranging contacts of a more complex nature. This will typically involve liaising with senior staff beyond the department/school/University, calling for tact and diplomacy and involving elements of discussion and negotiation.
- May need to co-ordinate a range of activities or communications, on behalf of a senior manager.
- May be recognised as the main point of contact for a particular specialised process, system or procedure or for a senior member of staff at the University.

Qualifications, Knowledge, Skills and Experience

Either:

- Relevant academic/vocational qualifications (e.g. A-Levels, NVQ 3 or equivalent) with typically 4/5 years relevant experience. Alternatively higher relevant qualification (e.g. a degree) with less relevant experience.

Or:

- Typically more than 4/5 years 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:

- Comprehensive knowledge and experience of relevant specialised equipment, software, policies, processes, procedures, internal and external regulations, legislation and quality standards, plus appreciation of wider University and HE issues and how they impact on the job.
- Use initiative and judgement to resolve daily problems independently or through a support team where appropriate.
- Have supervisory or line management skills (where appropriate).
- IT literacy and/or up to date knowledge of relevant packages, equipment, hardware, software, databases, information systems and procedures, development and maintenance of websites etc. Good keyboard skills also required for some roles.
- Ability to assess and organise resources, and plan and progress work activities, projects, changes within own work area, etc, using initiative and judgement with limited recourse to managers.
- Suitable analytical/problem solving capability.
- Clear understanding of the standards and regulations set for the conduct and output for the role and/or team.
- Interpersonal and communication (written and oral skills). Building on the demand of clerical/secretarial posts at level 5, this includes the ability to: understand/interpret the requirements of others, present information to others, conduct effective internal and external relations, and deal with confidential/sensitive issues.

ADMINISTRATIVE AND PROFESSIONAL SERVICES GROUP

Level 7

Roles at this level will be providing advice and support to schools/department/work units based upon a sound understanding of a technical, professional or specialised field and role holders will be developing and extending their experience in the higher education context. They will plan and ensure progress within established professional procedures and clearly defined University policy. They will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. They will put forward recommendations on managing more complex situations. Individuals will be responsible for planning and organising their own work or that of a small project team of colleagues. There will be a need for liaison and the co-ordination of activities across a number of subsections of a school/department/University. The work will involve encountering changing priorities and differing situations.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Provide specialist/professional advice and recommendations within specific parameters/professional guidelines to support informed decision making.
- Use a sound understanding of professional or specialist field, to carry out detailed analyses, help assess complex situations and problems and test solutions where they may not be obvious
- Design and/or deliver a variety of approaches or specialist services (e.g. training or promotional materials, specialist IT solutions) to maximise service quality, efficiency and continuity.
- Deliver own work/the work of a team to meet quality service standards.
- Present results and put forward recommendations through the provision of advice, briefings, presentations or written reports, to facilitate the interpretation of specific issues/problems and support decision making
- May service, support and/or have membership of relevant committees or working parties, which contribute to strategy and development of policies and practices.
- May supervise/manage a defined/discrete work area, facility, service or operational services support team; determining and monitoring progress, ensuring agreed strategy, policies and business plans are implemented.
- May participate in and/or lead assigned short term projects, or contribute to larger University-wide projects as part of a project team to support the achievement of project objectives.
- Identify gaps or shortfalls in information and search for sources of information to fill these.
- Have responsibility for monitoring and maintaining records/reports to meet both internal and external requirements.

Planning & Organising

- Contribute to organising short or medium-term developments or process changes in a school or department, or across the University, by applying professional or specialist knowledge of a field or work area.
- Develop and determine appropriate team or individual workflow and activity scheduling in order to meet targets and/or turnaround times.

Resource Management (Finance, People, Equipment etc)

- Oversee resources and offer input into the resource planning process to ensure that finances are appropriately and efficiently managed and monitored.
- Responsible, where appropriate, for budgets(s).

In supervisory jobs:

- Supervise colleagues operating within a well defined specialist or discipline, or within a broad operational team, and may be responsible for recruiting, monitoring and supporting the performance management and development of team members to ensure that individual contributions are maximised.

In non-supervisory jobs:

- Operate as an individual responsible for organising one's own specialist or professional work and advice, to meet school/department/work unit objectives.

Internal and External Relationships

- Attend internal and external meetings to ensure that departmental/school/unit work issues are appropriately represented and reported.
- Liaise with contacts in the wider University body to support own work activities/specific tasks, as required.
- May co-ordinate activities and communicate across and outside the University and contribute to collaborative initiatives, projects or events.

Qualifications Knowledge, Skills and Experience**Either:**

- Degree, HND, NVQ4 qualified in a relevant subject and/or professional qualification and relevant formal training, plus a minimum of 3 years practical experience (which may include relevant training) in a similar or related role(s).

Or:

- Significant vocational/relevant experience, demonstrating development through the acquisition of appropriate professional or specialist knowledge and involvement in a series of progressively more demanding relevant work/roles.

Plus:

- Experience of planning and progressing work activities within general, professional guidelines or organisational policy, using initiative and independent judgement in their application.
- 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.
- Detailed operational knowledge of systems relevant to own field of work in terms of functionality and capability and/or detailed knowledge of own work area and products/services available.
- Clear understanding of the relevant professional regulations and codes of practice associated with the role.
- Suitable analytical and problem solving ability
- Good interpersonal and written skills. -
- Staff supervisory skills, where appropriate.
- Where relevant, financial training sufficient to manage budgets.

ADMINISTRATIVE AND PROFESSIONAL SERVICES GROUP

Level 8

Roles at this level will be held by experienced professionals, responsible for providing proven specialist/technical expertise, and/or managing a significant team or service. Work will often involve interpreting or assessing requirements, identifying trends, generating original ideas and testing solutions where they are not obvious. 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 individual and/or team activity to integrate and co-ordinate work across different parts of the department/school/University.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Apply specialist/professional expertise and/or broad management experience, and use independent judgement to make decisions where solutions are not obvious, to deliver professional services to meet the University requirements.
- Use substantial professional or specialist knowledge and experience to identify issues, trends and problems which may have a broad (e.g. University-wide) impact.
- Advise on the need to assess complex situations, information or data and propose and lead the application and testing of innovative solutions with broad impact.
- May take a lead role in planning, designing, developing and implementing new systems and processes with significant/University wide impact
- Report to, and participate in, relevant University committees to contribute to the overall management of the department/school and to the development of strategy, policy and practice.
- Provide advice on the analysis and interpretation of information and data, on the sourcing of additional related information where appropriate, and reporting progress to senior management (e.g. Directors, Deans, University policy committees etc.) to support the resolution of issues/problems within the professional/specialised area.
- May lead a team of staff to ensure the successful delivery of an administrative/professional/operational service and delegate work activities to deliver specific objectives ensuring agreed strategy, policies and business plans are implemented.
- Manage monitoring procedures and make appropriate interventions to meet both internal and external (e.g. legislative) requirements.
- Generate original ideas and innovative solutions through the provision of specialist know-how and advice as appropriate.
- 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.
- Ensure professional and quality service standards are maintained and applied within their area of activity.

Planning & Organising

- Plan and organise individual/and or team activity with an appreciation of longer term issues, ensuring plans complement and feed into broader operational plans.
- Project manage specialist/professional activities to facilitate major service/policy/operational changes with broad University impact.

Resource Management (Finance, People, Equipment etc)

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

In supervisory/management roles:

- Manage/supervise a large team of staff, or a small number of specialists, to ensure the successful delivery of a significant professional or specialist service with broad impact.
- Act as a mentor/coach to colleagues, which may involve training staff, to support and develop their professional effectiveness.

In non supervisory management roles:

- Manage one's time and workload on a medium-term basis to support the achievement of annual work unit objectives with broad University impact.
- May be considered as a "specialist" in a specific area gained through a detailed understanding of the theory and/or principles underpinning the particular field of work.

Internal and External Relationships

- Represent and/or promote the work area (and University) at both internal and external meetings/events to ensure that departmental/school/work unit issues are appropriately represented and acted upon.
- Contact with other areas of the University to develop new/improved processes and supporting systems.
- Interact internally and externally to generate ideas and co-ordinate policy/practice developments
- Maintain external links with professional and/or specialist bodies or groups.

Qualifications, Knowledge, Skills & Experience**Either:**

- A degree and/or post graduate or professional qualification in a relevant subject, plus a minimum of 4-6 years broad management/professional experience in similar or related roles.

Or:

- Substantial vocational and relevant management experience demonstrating management ability in an appropriate professional or specialist capacity in a similar work environment.

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.
- Authoritative knowledge of the work practices and/or professional guidelines relevant to the work area, including broader sector/commercial awareness.
- High level of specialist/professional engagement with current practice and developing knowledge.
- Understanding of the regulations and national codes of practice and the implications of non-compliance.
- Relevant knowledge of the current and future activities of the University/school/department/work unit.
- Knowledge of the work of others inside and outside the University relevant to own field of work.
- Where relevant, some financial training sufficient to manage and control budgets.
- May require a network of contacts relevant to the work unit.
- Well developed analytical and problem solving capability.
- Well developed communication and interpersonal skills.

ADMINISTRATIVE AND PROFESSIONAL SERVICES GROUP

Level 9

Roles at this level will be professional specialists, 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 revised or new administrative/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors who establish, and advise senior management on, policy, functional or service priorities and pursue functional service or policy development over a substantial timescale. 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 longer-term plans for the area to fit with broader functional and University strategy.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Responsible for implementing long-term strategic development across a large/significant specialist or professional area and/or in a significant University strategic activity or function with very broad internal/external impact ensuring that strengths, weaknesses, opportunities and threats are identified and addressed.
- 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 multidisciplinary or cross-University in nature.
- Anticipate service users' needs/requests, identifying opportunities and facilitating change management.
- May undertake project management at University-wide level, employing appropriate techniques to carry out work and ensuring that projects are delivered on time and within budget.
- 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 to maintain or enhance the quality and effectiveness of the service provided and take account of legislative changes.
- Responsible 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.
- Implement proposed changes to current work process and develop and define proposals for changes in and the formulation of University/school/ department/work unit policy to maintain or enhance quality and effectiveness of the service provided and take account of legislative changes.
- Keep up to date with developments in own field and with university developments.

Planning and Organising

- Shape strategic direction of own area of activity, planning and organising activities of others considering the implications now and in the longer term, to support University objectives.
- Key participant in operational planning process, to support strategic direction.
- Oversee a number of areas of work or a number of projects, to ensure each is managed and delivered to time and budget.
- Enable appropriate and timely action to be taken, and for key results and implications to be discussed with senior colleagues across the University and at University committees.

Resource Management (Finance, People, Equipment etc)

- Manage budgets for the section. Utilise/manage allocated budget/resources effectively and flexibly and control all related expenditure to ensure delivery of targets/objects within budget.
- Advise and plan for future physical resource.
- Contribute to planning and budgetary statements and delivery of service within budgetary constraints.
- Significant effect on budget spends e.g. large expenditure or project management responsibility

In supervisory/management roles:

- Manage a large group of administrative/specialist/professional staff across a major University function, or lead a large operational department, to ensure all relevant annual targets and goals are delivered within any allocated budgetary/resource constraints.
- Ensure the development and improvement of the capability of staff within the work area, motivating and mentoring them to better meet the current and future requirements of the department/University.

Or:

In non supervisory management roles:

- Provide expert guidance and policy development for an activity of key long-term strategic importance to the University, with significant internal/external impact on University resources.

Internal and External Relationships

- Advise at senior levels within the University (e.g. VC, Pro VCs, Deans, Directors, University Committees etc).
- Liaise with key service users to establish and implement strategic service requirements and priorities.
- Network with fellow managers/professionals in the wider community to represent and promote own work area/activity both within the University and through external bodies.

Qualifications Knowledge, Skills and Experience

Either:

- A degree and/or post graduate or professional qualification in a relevant subject plus significant relevant management and leadership experience or substantial experience and proven success in an important specialist area.

Or:

- Extensive vocational and strategic management and leadership experience demonstrating professional development through a series of progressively more demanding and influential roles, backed by evidence of significant development of appropriate specialist knowledge.

Plus:

- Experience of managing and developing: either a significant team or teams containing experienced professionals, or a significant complex project, or activity with a significant strategic influence across a large organisation and significant impact upon organisational resources.
- 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 principles, theory and practice of field of work, as well as an awareness of broader developments relevant to own area.
- Well developed knowledge of systems/services for own area and across functions and how they relate to each other.
- Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
- Effective interpersonal skills including motivating, negotiating, influencing and relationship/partnership building.

ADMINISTRATIVE AND PROFESSIONAL SERVICES GROUP

Roles at this level will be the most senior staff in a large area of managerial responsibility or an area of particular strategic importance or may be responsible for a substantial part of the work of a Directorate and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major activity 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. Role-holders will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the senior management of the University where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the University and will typically have a substantial impact on University direction, strategy and objectives.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Lead a major University function, normally at Director level or a significant part of a Directorate, or an area of particular strategic importance reviewing performance in their significant area of responsibility within the University and comparing it to best practice in the sector/market, identifying areas of improvement in structure, practices, policies and technology.
- Review service users' needs now and in the future (i.e. over the next few years) and ensure services across all the Directorate's/work unit's activities are shaped to meet them.
- Ensure service users feedback and quality processes are in place for all areas of responsibility.
- Champion and oversee the implementation of strategies and plans for a major functional area of the University, inextricably linked to taking forward the University strategy.
- Key contributor to core University strategy and policy.
- Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

Planning and Organising

- Develop and lead implementation of strategies and plans for area of responsibility. Strategies can cover developments up to 5-10 years in the future.
- Contribute to debate on University strategy and policy.
- Lead major projects and initiatives which have significant resources and strategic impact.

Resource Management (Finance, People, Equipment etc)

- Ensure/oversee that financial plans for their significant area are developed and that services operate effectively within a budget.
- Initiate and explore ways of improving efficiency and effectiveness and promote improvements in value for money.
- Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.

Internal and External Relationships

- Provide advice (on their significant area of University activity) to senior colleagues from all areas of the University, and to committees and external bodies, ensuring that broader strategic plans are coordinated with specialist requirements of the work area.
- Represent the University externally in sector groups and in negotiations.

Qualifications Knowledge, Skills and Experience

Either:

- Relevant degree and/or post graduate qualification and/or further professional qualification, plus substantially relevant management and leadership experience or in-depth experience in a specialist area.

Or:

- Extensive vocational experience demonstrating professional development and achievement 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 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.
- Effective interpersonal skills including motivating, negotiating, influencing and networking nationally and internationally.
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TECHNICAL SERVICES GROUP – OUTLINE

Roles in this family provide technical and/or scientific support to research and teaching. They 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. They support teaching, meetings and seminars, by setting up and operating equipment, and providing technical input to teaching programmes. Working as part of a support team is a common feature, and at higher levels the roles involve either specialised advice and support or supervisory responsibility.

Level 1 (It is expected that there would be very few roles in the University at this level)

Roles at this level work as part of a team to provide scientific and/or technical support to staff, students and more senior colleagues working on straightforward and /or repetitive tasks within detailed instructions and under close supervision. The range of tasks performed is narrow and specific and involves limited or no planning as work instructions will specify what needs to be done, how it needs to be done and what equipment/machinery/tools to use.

Level 2

Roles at this level work as part of a team to provide a scientific and/or technical support to staff, students and more senior colleagues working on routine activities within well established procedures and under regular supervision. The range of tasks may be broader than at Level 1 and involve some planning of timing and sequencing in order to complete the range of activities specified for the day. 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.

Level 3

Roles at this level require technical or practical skills and an ability to apply technical or scientific practices and procedures, acquired by experience on the job and/or through vocational training. Work will typically follow an established routine, with a requirement to run standard analyses or tests, record results to an agreed format etc. There is a requirement to prioritise work, but there is ready access to guidance for non-standard problems.

Level 4

Roles at this level require specific technical or practical skills and a well developed working knowledge of technical or scientific practices and procedures, acquired by experience on the job and/or through vocational training. Work will involve the application of skills and knowledge to provide a range of technical support activities. Work activities will typically follow an established working pattern. Supervision is in the form of general guidance on routine work.

Level 5

Roles at this level will provide in-depth technical or scientific skills and knowledge to interpret staff/student/customer requirements and provide a range of support activities.. Roles are often involved in: interpreting user/customer requirements; suggesting solutions (based on their own knowledge) and providing advice; analysing data or information; or diagnosing and solving technical issues within an area of expertise. May also allocate work to more junior staff and coordinate some activities and events

Level 6

Roles at this level deploy a knowledge and understanding of technical/scientific practices to provide technical advice and support to staff/student/customers. Dealing with people is an important aspect of the work, whether liaising closely with other colleagues, contractors or customers. Some roles may be a team leader, responsible for the activities of a small unit or team.

Level 7

Roles at this level will have recognised technical expertise and may be team managers with responsibility for a range of technical services. The primary focus will be to plan, oversee or review the established work of team (s) providing ongoing support to established teaching or research

activity. There may be other roles at this level which operate as individual technical advisors/experts supporting teaching or research activity through the provision of specialist support activity and who may work on novel techniques and/or procedures in support of research activity.

TECHNICAL SERVICES GROUP

Level 1

Roles at this level work as part of a team to provide scientific and/or technical support to staff, students and more senior colleagues working on straightforward and /or repetitive tasks within detailed instructions and under close supervision. The range of tasks performed is narrow and specific and involves limited or no planning as work instructions will specify what needs to be done, how it needs to be done and what equipment/machinery/tools to use.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities.

Representative Work Activities

- Operate common, standard, single purpose machinery/equipment in a straightforward or repetitive way.
- Carry out basic equipment maintenance according to detailed instructions.
- Clean and tidy the workshop/laboratory/work environment.
- Transport goods and equipment according to detailed instructions.
- Adhere to basic health and safety procedures affecting self and others.

Planning and Organising

- Perform straightforward, often repetitive tasks to appropriate time and quality requirements, following oral and/or written instructions.
- Work to detailed instructions under direct supervision, with tasks and work priorities being allocated to job holders by a supervisor/manager.

Resource Management (Finance, People, Equipment etc.)

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

Internal and External Relationships

- May receive visitors and provide/request basic information to staff, students and public in a courteous and appropriate manner, to promote a positive image of one's school/work unit.

Qualifications, Knowledge, Skills and Experience

- Secondary school education and learning gained through on-the-job training and work experience of several weeks/months. May include short courses and other formal training.
- Ability to gain basic knowledge about simple equipment and/or machinery.
- Basic understanding of Health and Safety regulations and procedures.
- Basic familiarity with standard office software packages.
- Basic numeracy and literacy, with potential for further study where appropriate.
- Accuracy and ability to follow instructions.
- Ability to exchange basic information verbally or in writing.
- Manual dexterity (in some roles).

TECHNICAL SERVICES GROUP

Level 2

Roles at this level work as part of a team to provide a scientific and/or technical support to staff, students and more senior colleagues working on routine activities within well established procedures and under regular supervision. The range of tasks may be broader than at Level 1 and involve some planning of timing and sequencing in order to complete the range of activities specified for the day. 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.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Operate straightforward machinery/equipment in a standardised way.
- Carry out basic equipment maintenance according to routine instructions.
- Clean and tidy the workshop/laboratory/work environment.
- Transport goods and equipment according to detailed instructions.
- Replenish stocks of consumables/stores of basic equipment etc. in order to ensure availability to meet work requirements.
- Carry out routine record keeping, filing, data inputting, cataloguing and maintenance of simple databases, ensuring accurate records are maintained.
- Adhere to basic health and safety procedures affecting self and others.

Planning and Organising

- Perform routine activities to appropriate time and quality requirements, following simple oral and/or written instructions.
- Work to well established simple routines under regular supervision, with broad work priorities being allocated to job holders by a supervisor/manager.

Resource Management (Finance, People, Equipment etc.)

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

Internal and External Relationships

- Communicate with University colleagues and know who to contact to seek information needed to carry out work.
- Receive visitors and exchange straightforward information with staff/students/public and service providers in a courteous and appropriate manner, to promote a positive image of one's school/ department.

Qualifications, Knowledge, Skills and Experience

- Secondary school education and learning gained through on-the-job training and work experience of months/up to a year. Will include short courses and other formal training.
- Basic knowledge about simple equipment and/or machinery.
- Basic familiarity with standard office software packages.
- Numeracy and literacy generally at GCSE level, with potential for further study where appropriate.
- Accuracy and ability to follow instructions.
- Ability to exchange basic information verbally or in writing.
- Manual dexterity (in some roles).
- Basic awareness of the activities of the work section especially in respect to Health & Safety regulations and procedures

TECHNICAL SERVICES GROUP

Level 3

Roles at this level require technical or practical skills and an ability to apply technical or scientific practices and procedures, acquired by experience on the job and/or through vocational training. Work will typically follow an established routine, with a requirement to run standard analyses or tests, record results to an agreed format etc. There is a requirement to prioritise work, but there is ready access to guidance for non-standard problems.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Follow a clear brief supplied by others to construct and/or set up basic equipment.
- Operate and carry out routine maintenance on standard equipment.
- Monitor levels of stocks/stores and ensure that equipment, consumables and work area are ready to use when required.
- Comply with Health and Safety procedures affecting self and others.
- Prepare and carry out tests/experiments/technical procedures, following clear guidelines and/or procedures.
- Maintain accurate records of test results and draft routine documentation.
- Resolve work problems where possible, referring more complex problems to supervisor.

Planning and Organising

- Carry out a range of tasks to time and quality requirements, working within established routines or procedures, with access to guidance where needed.
- Plan and prioritise own work schedule to meet work unit demands, but refer to more senior colleagues for prioritising and scheduling of non-standard work.

Resource Management (Finance, People, Equipment etc.)

- Monitor and take responsibility for small-scale resources/cash, following ordering procedures to ensure adequate resources are available to meet work requirements.
- Support student learning through the demonstration of standard equipment and techniques.

Internal and External Relationships

- Communicate and liaise with supervisor, University colleagues, service users and/or external contacts, usually through established routine connections (e.g. students/staff, regular suppliers/contractors) as own section of work requires.

Qualifications, Knowledge, Skills and Experience

- Academic or vocational qualifications (e.g. NVQ 2, at least 5 GCSEs Grade A-C/O-Level, City and Guilds level 2 or equivalents in a relevant subject) plus typically at least 1 year's work experience in a relevant role.

Plus:

- Working knowledge of relevant systems, equipment, processes and procedures.
- Manual handling skills where required.
- Appreciation of the quality standards for the processing and output of the work.
- Understanding and awareness of Health and Safety regulations and procedures.
- Ability to communicate clearly orally and in writing.
- Numeracy skills (if appropriate).
- Familiarity with work priorities and those of colleagues.

TECHNICAL SERVICES GROUP

Level 4

Roles at this level require specific technical or practical skills and a well developed working knowledge of technical or scientific practices and procedures, acquired by experience on the job and/or through vocational training. Work will involve the application of skills and knowledge to provide a range of technical support activities. Work activities will typically follow an established working pattern. Supervision is in the form of general guidance on routine work.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Construct and/or set up equipment to a specification agreed with others.
- Apply a good working knowledge of a particular system and/or equipment, to carry out maintenance and be responsible for day-to-day operation.
- Monitor levels of stocks/stores and ensure that equipment, consumables and work area are ready to use when required.
- Comply with Health and Safety procedures affecting self and others.
- Prepare and carry out defined tests/experiments/technical procedures, following clear guidelines and/or procedures.
- Analyse and interpret data/test results, using a range of standard procedures, and present findings accurately.
- Maintain accurate records of test results and draft documentation and reports of conclusions.
- Resolve many work problems independently, without reference to more senior colleagues.

Planning and Organising

- Carry out a range of tasks to time and quality requirements, working mainly within established routines or procedures, but with minimal direct supervision.
- Plan own work schedule, responding to new pressures and to manager's or work unit requirements, to adjust priorities as needed.

Resource Management (Finance, People, Equipment etc.)

- Monitor and take responsibility for small-scale resources/cash, following ordering procedures to ensure adequate resources are available to meet work requirements.
- Support student learning through the development and demonstration of standard equipment and techniques.
- May provide standard guidance and advice to junior colleagues/students through on-the-job training/coaching in the use of equipment and techniques

Internal and External Relationships

- Maintain a network of contacts, knowing who to liaise with on key issues.
- 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.

Qualifications, Knowledge, Skills and Experience

- Academic or vocational qualifications (e.g. NVQ 3, 2 A Levels, ONC/OND, City and Guilds level 3 or equivalents in a relevant subject) plus typically 2 years' work experience in a relevant role;

Plus:

- Working knowledge of relevant systems, equipment, processes and procedures.
- Manual handling skills where required.

- Understanding and of relevant policies and procedures as they affect the role, and the quality standards and outputs required.
- Understanding and awareness of Health and Safety regulations and procedures.
- Good written and/or oral communication skills.
- Good numeracy skills (if appropriate).
- Initiative and judgement to resolve many problems independently.
- Good awareness of Heath & Safety issues.

TECHNICAL SERVICES GROUP

Level 5

Roles at this level will provide in-depth technical or scientific skills and knowledge to interpret staff/student/customer requirements and provide a range of support activities. Roles are often involved in: interpreting user/customer requirements; suggesting solutions (based on their own knowledge) and providing advice; analysing data or information; or diagnosing and solving technical issues within an area of expertise. May also allocate work to more junior staff and co-ordinate some activities and events.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities:

- Provide technical advice and training/demonstration in the use of specialised equipment.
- Provide information and guidance to staff, students and others using skills drawn from learning and experience.
- Contribute to the development, testing and construction of new equipment and/or techniques. Involves installing, monitoring and maintaining technical equipment and systems for use by staff, students or other customers.
- Prepare and carry out procedures for tests/experiments, record test results and present findings accurately.
- Diagnose and solve IT faults and problems, provide IT support for computing facilities, and maintain computing equipment
- Contribute to short-term projects within own area/section or contribute as part of a larger department-wide project teams.
- Maintain departmental information and documentation, manual and electronic records, databases, computerised information systems and generate reports as required.
- Carry out analysis of information, data and/or calculations, as directed identifying issues which require addressing, and presenting results accurately and appropriately as guided by the research/project supervisor.
- Be responsible for overseeing specific activities and processes in support of a service.
- Point of contact for technical queries, providing detailed information and options and highlighting any potential implications and raising issues of concern based on their knowledge. May need to discuss more complex queries with senior colleagues.

Planning & Organising

- Prioritise own work within a general plan or schedule to meet deadlines and appropriate standards and assist supervisors and other senior staff in planning for future work. Includes co-ordinating arrangement and allocating tasks to others.

Resource Management (Finance, People, Equipment etc.)

- Take responsibility for stocks/stores of equipment and supplies within a delegated budget, so that supplies/resources are available when required.
- Take delegated responsibility for the general maintenance, servicing and repair of equipment, etc. in a work area.
- Allocate/delegate some work to others for specific activities; taking responsibility for ensuring work is completed to required standards and timescales.
- Where appropriate carry out training of junior members of staff.

Internal and External Relationships

- Communicate and liaise with users of the technical service (e.g. staff, students, external users) to establish requirements
- Liaise with key contacts in the wider University body to support own activities/specific tasks, as required.

Qualifications, Knowledge, Skills and Experience

- Academic or vocational qualifications (e.g. NVQ 3, 2 A Levels , ONC/OND, City and Guilds level 3 or equivalents in a relevant subject) plus typically 3 years' work experience in a relevant role;

Plus

- Specialist skills and knowledge relevant to the job, including understanding the relevant terminology. May also require awareness of external changes which impact on the job and an ability to adapt/transfer skills to use new technology, innovations etc.
- Comprehensive knowledge of relevant systems, processes, policies, procedures, internal and external regulations, legislation and quality standards.
- IT literacy and analytical and problem solving skills may be required e.g. for diagnosing and trouble shooting technical equipment and computer faults or for, understanding and interpreting statistical data etc.
- Interpersonal and communication (verbal and written) skills, including the ability to persuade, motivate and organise others. Some jobs also require an ability to deal with issues of confidentiality and sensitive situations.
- Building on the demand of level 4, well developed understanding of Health and Safety regulations and procedures.
- Organisational and time management skills and ability to plan and organise short-term activities and events.

TECHNICAL SERVICES GROUP

Level 6

Roles at this level deploy a knowledge and understanding of technical/scientific practices to provide technical advice and support to staff/student/customers. Dealing with people is an important aspect of the work, whether liaising closely with other colleagues, contractors or customers. Some roles may be a team leader, responsible for the activities of a small unit or team.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

- Utilise technical knowledge and experience in own area to understand concepts and interpret the requirements of staff/students/external organisations.
- Plan and oversee the day-today technical running of a work area/laboratory/research project, allocating resources and providing technical supervision of junior technical staff and/or students in order to ensure work objectives are met.
- Develop, construct and refine experimental systems, apparatus, or equipment according to specification for teaching, research and related purposes.
- Provide detailed instruction and/or advice or train others in own area of expertise, drawing upon depth of knowledge, skills, experience and expertise.
- Prepare materials and set up equipment for complex experiments and teaching demonstrations based on specialist technical knowledge and expertise.
- Carry out research or run samples and experiments and interpret results to obtain data for research and teaching.
- Carry out complex analysis of information, data and/or calculations, identifying issues which require addressing, and presenting results accurately and appropriately. .
- Manage departmental/project IT requirements including maintaining and updating software, hardware and servers, etc. and ensure departmental security, availability and accessibility needs are met.
- Contribute to the development of new or improved methods/techniques/equipment. Some jobs will involve developing or adapting new technology to make it suitable for use.
- Diagnose and rectify faults and problems with equipment and procedures.
- Monitor and maintain a safe working environment in accordance to Health and Safety procedures.

Planning and Organising

- Plan and allocate work and responsibilities over the short-medium term, with an awareness of longer term issues. Use discretion to determine priorities and resolve conflicts to meet targets and deadlines.
- Carry out planning for short-term projects in own area, or contribute to planning for department/project/school section.

Resource Management (Finance, People, Equipment etc.)

- Take delegated responsibility for budgets/resources by following established procedures.
- May contribute information about likely future physical resource requirements for the resource planning process within an area.
- Ensure maintenance of current and future stock requirements of equipment and consumables for own work area (usually within pre set limits).
- Provide specialist technical guidance and support through on-the job training to junior colleagues/students in own area, in the use of equipment, skills and techniques.

In supervisory jobs:

- Oversee a section of work, allocating resources, supervising staff, and delegating work, monitoring and reviewing individual and team progress.

Internal and External Relationships

- Communicate and liaise with users of technical service from within and outside the school/department/work unit, as well as users external consultants/suppliers (usually through clearly defined/routine liaison e.g. regular suppliers/contractors).
- May attend relevant meetings as requested by a manager, to support standard work activities or to represent the school/department/work unit at the appropriate level

Qualifications, Knowledge, Skills and Experience

- Academic or vocational qualifications (e.g. HND/HNC, NVQ 4 or equivalent standard in a relevant subject) plus typically 4 years' work experience in a relevant technical/scientific role.

Or

- Lower qualifications with more relevant experience.

Plus

- Comprehensive technical knowledge and experience in own scientific or technical specialism which will have been acquired over a number of years, including understanding of relevant technical theory.
- Experience of and ability to understand, conceptualise and interpret the technical requirements of staff, students and other clients.
- Well developed analytical and problem solving capability
- Well developed communication skills.
- Well developed understanding of regulations and procedures (including Health and Safety) and the implications of non-compliance on other users.
- Good organising skills
- Working knowledge of the broader activities of the school or discipline.

TECHNICAL SERVICES GROUP

Level 7

Roles at this level will have recognised technical expertise and may be team managers with responsibility for a range of technical services. The primary focus will be to plan, oversee or review the established work of team (s) providing ongoing support to established teaching or research activity. There may be other roles at this level which operate as individual technical advisors/experts supporting teaching or research activity through the provision of specialist support activity and who may work on novel techniques and/or procedures in support of research activity.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities

Representative Work Activities

Supervision

Responsible for the provision of a technical service through the day-to-day organisation and technical supervision of department/work area (s) workshop (s)/laboratory (s) or a research section, which involves the following responsibilities:

- Manage/supervise a technical team (s) to deliver specific goals
- Determine priorities and allocate resources to meet planned objectives and requirements.
- In conjunction with the Head of School/Dept/grant holder monitor research performance and take corrective technical/scientific action to maximise performance of support functions.
- Advise and assist staff and students on all aspects of technical support service provision, either personally or through delegation to appropriate team member.
- Ensure work is carried out and performed to the required standard, taking appropriate corrective/follow-up action to ensure effective performance.
- Advise on the future requirements within own area (s) regarding specific equipment, apparatus, space etc.
- Ensure the general maintenance/security of buildings, plant and equipment and that a safe working environment is maintained.
- May contribute to the development of policies and procedures and plans in own work area to ensure that all legislative and University requirements are met.

and/or

- Contribute to the development or teaching and/or research, in the designing of apparatus/equipment or usage/application of specialist machines/equipment or the development of new techniques.
- Provide specialist know-how and advice to generate ideas/approaches and novel techniques, typically in support of a key research activity.
- May contribute to publications and help to present research methodologies and findings at local/national level.
- Responsible for the technical organisation and/or operation of advanced scientific/technical work requiring specialist skills, techniques and knowledge.

Planning and Organising

- Plan and organise technical/scientific activities of school/department/work unit in collaboration with senior staff for short, medium and longer term.
- Take responsibility for planning and organising resources and for effective decision making to support senior colleagues in meeting planned objectives.
- Contribute to development in policies, procedures and plans in own work area or department.

Resource Management (Finance, People, Equipment etc.)

- Advise the Head of School or Research Unit on the technical/scientific organisation structure and on whether budget and staffing levels are appropriate to meet requirements.
- Monitor the stock control/purchasing system, ensuring financial procedures are adhered to, liaising and negotiating with internal and external suppliers etc.
- May contribute to the management of the School/Department as a whole through membership of the appropriate committee structure.
- Train and provide specialist technical guidance and support to others. Will act as the main point of contact and will take responsibility for the organisation and operation of technical service provision

In supervisory jobs:

- Manage/supervise a team of technical staff, operating within a well defined discipline, communicating requirements and monitoring and reviewing individual and team progress and performance, ensuring agreed strategy, policy and research/teaching plans are implemented.

In non-supervisory jobs:

- Delegate work to others, ensuring work is completed to required standards and timescales.
- Act as a source of technical advice and guidance providing training to others of specialist equipment/techniques.

Internal and External Relationships

- Develop and maintain regular contacts with internal and external suppliers and colleagues, to keep abreast of technical/scientific developments relevant to own area of responsibilities.

Qualifications, Knowledge, Skills and Experience

- Academic or vocational qualifications (e.g. HND/HNC, NVQ 4, degree or equivalent standard) in a relevant subject, plus typically 7 years relevant experience in technical/scientific roles.

Or

- Lower qualifications with more relevant experience

Plus

- If the role is managerial/supervisory, then experience in managing staff is essential.
- Experienced technical professional with substantial technical expertise in own scientific or technical specialism.
- Well developed technical/scientific problem solving skills (technical specialists may be one of a few able to provide solutions in a specialised field, operating at a high level of competency).
- Well developed understanding of regulations and procedures (including Health and Safety) and the implications of non-compliance on other users.
- High level of planning and organising skills.
- Ability to communicate clearly on technical/scientific issues to non-specialist and senior level audiences.
- Ability to persuade, motivate and lead staff, where appropriate
- Well developed understanding of funding and financial management procedures
- May be a member of an appropriate professional body.

ACADEMIC/RESEARCH GROUP – OUTLINE

Level 6

Roles at this level are generally concerned with assisting a research team, group or project (or supporting a clear and established teaching programme). Tasks are likely to be clearly prescribed, but require specialist subject/discipline skills.

Level 7

Roles at this level may represent the early stages of an academic career before the individual progresses to the next level or a specific set of responsibilities within an established research or teaching programme. There may be a combination of research or scholarly activity and teaching; with appropriate organising and managing in support of these activities, **or** special focus on research or scholarly activity or teaching. These roles are likely to be involved in routine school administration and may contribute to the community as part of the school's/unit's outreach programme.

Level 8

Roles at this level are held by individuals experienced in research and/or teaching, often after progression from level 7. In some cases, their contribution spans research or scholarly activity, teaching and administration/ contribution to the community. Although the relative importance of each of these strands will vary from role to role, in others, there remains a concentration on either research or teaching. The research or scholarly activity is reflected in a higher level of work/responsibility which may include project management; the teaching will usually involve new course design and delivery for all student levels; and the contribution to the school/work unit through administration/outreach programmes may be significant.

Level 9

Roles at this level commonly reflect extensive academic experience, and may include substantial contributions in research or scholarly activity, teaching and administration/contribution to the community. There may be a greater depth in one or two of these areas, reflecting a predominant focus on research or scholarly activity, on teaching or on leadership/management, though some roles offer an even spread between the three areas. Individuals will make a significant impact on the discipline/school and outside the unit. Roles which focus on research or scholarly activity are likely to be involved in carrying out research/scholarly activity at a higher level with a clear record of impact shown, for example in significant research income earned, publications, peer esteem etc.

Level 10

Roles at this level are individually conferred to reflect recognised leadership and substantial and sustained reputation in research or scholarly activity and teaching in a major discipline. There will also be significant leadership or management responsibilities on behalf of the School and/or the University. There will also likely to be: a high reputation internationally, based on an extensive track record of innovative research with a major influence on the discipline; and significant impact shown for example in sustained influence on research income.

ACADEMIC/RESEARCH GROUP

Level 6

Roles at this level are generally concerned with assisting a research team group or project (or supporting a clear and established teaching programme). Tasks are likely to be clearly prescribed, but require specialist subject/discipline skills.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities.

Representative Work Activities:

- Support a research team/project in the acquisition, assessment, evaluation and/or interpretation of data and other specialised information.
- Undertake basic research for example by preparing, setting up, conducting and recording the outcome of experiments and field work, the development of questionnaires and conducting surveys.
- May contribute to the development or choice of techniques, critiques, approaches, models and methods.
- Carry out prescribed analyses, tests and critical evaluations using specified and agreed techniques, approaches and/or models.
- Write up results of own work and contribute to the production of research reports, publications and proposals.
- Carry out literature and database searches.
- May contribute to introductory courses, for example, on the use of research methods and equipment.
- Supervise class activities e.g. language lab or practical work.
- Support a clear and established teaching programme by carrying out undergraduate supervision/demonstrating/teaching duties under direction.

Planning & Organising

- Plan own day-to-day activity within the framework of the agreed research/teaching programme.
- Contribute to the planning of projects, reports and publications etc.
- Timescales for most activities will range from 1-6 months in advance but will also contribute to longer term planning within the research group.

Resource Management Responsibilities (e.g., finance, people, equipment etc.)

- Deploy assigned resources towards objectives and within defined limits, to ensure operational and cost efficiency.
- Provide guidance as required to support staff and any students who may be assisting with research.

Internal and External Relationships

- Liaise with research colleagues and support staff on routine matters.
- Make internal and external contacts to develop knowledge and understanding and form relationships for future collaboration.
- Attend and contribute to relevant meetings.

Qualifications, Knowledge, Skills and Experience

- Degree or equivalent in subject relevant to research activity.
- Possess sufficient breadth or depth of specialist knowledge in the discipline and of research/teaching methods and techniques to work within own area.
- Practical experience of applying the specialist skills and techniques required for the role.
- May be working towards a PhD or post graduate qualification but not required to work at this level.
- Ability to analyse and communicate effectively.
- Ability to contribute to course or method improvement where required.

ACADEMIC/RESEARCH GROUP

Level 7

Roles at this level may represent the early stages of an academic career before the individual progresses to the next level or a specific set of responsibilities within an established research or teaching programme. There may be a combination of research or scholarly activity and teaching; with appropriate organising and managing in support of these activities, or special focus on research/scholarly activity or teaching. These roles are likely to be involved in routine school administration and may contribute to the community as part of the school's/unit's outreach programme.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. Some staff may carry out duties that focus primarily on teaching, while others may carry out duties that focus primarily on research.

Representative Work Activities:

Research or Scholarly Activity

- Develop and carry out a plan to pursue an area of personal research and expertise, and/or undertake research under supervision in accordance with a specified project and as a research team/project member.
- Provide guidance to other staff and students on own specialist area.
- Plan and develop independent, original contributions to a subject area or project, using methodologies, critical evaluations, interpretations, analyses and other techniques appropriate to this type of research.
- Publish research in appropriate journals etc. and present work at conferences.
- Engage in scholarly activity e.g. participate in conferences; apply for external funding, book reviews and teaching/professional materials published.
- May contribute to writing bids for research grants.
- May supervise the work of more junior research staff.
- May work/collaborate on original research with colleagues in other institutions.

Teaching

- Teach courses and advise students within own subject area, predominantly through allocated lectures and seminars for groups of undergraduates or postgraduates.
- Supervise practical work where it is part of the course, and advise students on techniques.
- Plan and develop independent teaching contributions and design or revise course units with guidance where appropriate.
- Set and mark coursework and exams, and advise students on their progress.
- Help to develop new teaching approaches and course proposals and contribute to curriculum development.
- May oversee students as directed by Head of School.

Administration/Contribution to the Community

- Manage personal administrative tasks related to own work.
- Contribute to the effective management and administration of the School or work unit in performing routine duties allocated by Head of area.
- May include committee membership at school level or in project teams.
- Contribute to the School's outreach strategy by developing external links.

Planning & Organising

- Plan and manage own teaching and tutorials as agreed with Head of School or nominee.
- Plan for the use of teaching and/or research resources, laboratories and workshops as appropriate.
- Plan up to 3 years ahead for research or scholarly related projects.

Resource Management Responsibilities (e.g., finance, people, equipment etc.)

- Manage own teaching, research and administrative demands under general supervision of Head.
- Assist in the development of skills and competence in others (for example through the supervision of research students).
- Manage their use of resources for research and/or teaching including the use of demonstrators, markers for exams etc.
- Participate in judgements regarding the use of resources within their research project/school.
- Act as mentor for students.

Internal and External Relationships

- Liaise on a regular basis with colleagues and students.
- Build internal contacts and participate in internal networks for the exchange of information and to form relationships for future collaboration.
- Join external networks to share information and ideas.
- Contribute to the School's approved outreach programme.

Qualifications, Knowledge, Skills and Experience

- Posts at this level will normally have or be about to obtain a relevant PhD and/or in some Schools/Units have an appropriate professional qualification or expertise.
- Possess sufficient breadth and depth of specialist knowledge in the discipline and of research methods and techniques, where appropriate, to work within established research programmes.
- Those involved in teaching will have or be working towards PGCHET and/or membership of an appropriate professional and/or teaching body e.g. HEA.
- Those involved in research will have at least 3 years relevant research experience.
- Those involved in teaching will normally have teaching experience at University level and may have designed modules/pathways and assessment methods in own specialism.
- High level of analytical capability.
- Ability to communicate complex information clearly, and to encourage commitment to learn in others.
- Ability to assess and organise resources.
- Ability to contribute to broader management and administrative processes.
- Ability Contribute to the School's approved outreach programme.

ACADEMIC/RESEARCH GROUP

Level 8

Roles at this level are held by individuals experienced in research and/or teaching, often after progression from level 7. In some cases, their contribution spans research or scholarly activity, teaching and administration/ contribution to the community. Although the relative importance of each of these strands will vary from role to role, in others, there remains a concentration on either research or teaching. The research or scholarly activity is reflected in a higher level of work/responsibility which may include project management; the teaching will usually involve new course design and delivery for all student levels; and the contribution to the school/work unit through administration/outreach programmes may be significant.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. Some staff may carry out duties that focus primarily on teaching, while others may carry out duties that focus primarily on research.

Representative Work Activities:

Research or Scholarly Activity

- Maintain a personal research plan by, managing and undertaking research activities in accordance with specific project plan in the appropriate research cluster.
- Maintain a high quality publication record by continuing to produce, publish and present work at conferences. -
- Engage in scholarly activity e.g. conference paper presentations, external funding secured, book reviews published, writing practice manuals, publication of professional materials, contribute to the pedagogy of the subject.
- Provide expert advice on own subject specialism to other staff and students.
- Develop research proposals and funding bids in collaboration with others to ensure continued growth of the research team portfolio and the overall School's research profile.
- Develop and engage in research methodologies that add to knowledge/understanding appropriate to the discipline.
- Direct, coach and develop research staff, where appropriate.
- Ensure that research projects are completed on time and within budget.
- Collaborate on, and develop, original research with colleagues.

Teaching

- Teach and examine courses within own subject specialism to relevant levels, i.e. undergraduate, postgraduate and/or higher research degree students, through lectures, seminars and personal supervision.
- Support the teaching objectives of the School/area by developing teaching methods, designing course units and delivering a range of teaching and assessment activities including lectures, setting/marking coursework, practicals, and fieldwork according to own area of subject specialism.
- Plan and review own approach to teaching.
- Be responsible for practical work where applicable, and advise students on techniques.
- Contribute to the enhancement of quality teaching within the subject or more widely.
- Develop approaches to teaching and learning, which are appropriate for the University and subject area and reflect developing practice.
- Develop and advise others on learning and teaching tasks and methods as appropriate.
- Contribute to the design of innovative teaching programmes.

Administration/Contribution to the Community

- Carry out designated administrative duties in a more senior capacity, including for example participation in committee work, admissions, contributing to the preparation of submission

for teaching quality assessment or the RAE to ensure the efficient management and administration of the School.

- Monitor and ensure effective management of assets and budgets allocated as part of the role.
- May participate in University-wide projects or working groups, or be a member of a School board or committee/s.
- Contribute to the School's outreach strategy by developing wider external links.
- Develop links with relevant industries and external bodies and learned societies to encourage knowledge transfer opportunities and create opportunities for future research projects.
- Be responsible for the record-keeping associated with teaching and the preparation of teaching materials.

Planning & Organising

- Plan for and set teaching and research objectives over a number of years.
- Plan and manage own teaching and tutorials as agreed with Head of School.
- As module leader, co-ordinate with others (such as support staff or academic colleagues) to ensure, as far as possible, student needs and expectations are met.
- Plan for the use of teaching and research resources, laboratories and workshops as appropriate.

Resource Management Responsibilities (e.g. finance, people, equipment etc.)

- Mentor colleagues with less experience and advise on personal development.
- Depending on the area of work could be expected to supervise the work of others, for example in research teams and projects.
- Manage own teaching, research and administrative demands under general direction.
- Assist in the development of skills and competencies in others (for example through the supervision of research students).
- Manage use of resources for research and teaching.
- Participate in judgements regarding the use of resources within their research project/school.
- Act as mentor for students.

Internal and External Relationships

- Ensure the communication of complex and conceptual ideas reflects the level of understanding of different audiences, using a range of media.
- Collaborate with colleagues to identify and respond to students' needs.
- Participate in and develop networks, for example to identify sources of funding, contribute to student recruitment, secure student placements, market the institution, facilitate approved outreach work, generate income, obtain consultancy projects, or build relationships for future activities.

Qualifications, Knowledge, Skills and Experience

- In addition to level 7 qualifications, a higher academic standing with a growing reputation in research and/or teaching within subject specialism.
- A sustained publication record which is RAE returnable.
- Evidence of scholarly activity e.g. conference paper presentations, external funding secured, book reviews published, writing practice manuals, publication of professional materials.
- Substantial teaching experience at University level having designed modules and assessment methods in own specialism and appropriate contribution to the teaching load of the School/area, having developed the range of modules/levels since career start.
- Teaching/research interests that are sustainable and which complement or enhance existing teaching/research activities within the School
- Evidence of a suitable standard in teaching evaluations.
- Ability to manage resources and understanding of management processes.
- Skills in managing and motivating staff (if appropriate).
- Ability to devise, advise on and manage learning or research programmes.

- Experience, achievement and growing reputation in the discipline, reflected in relevant national educational events.
- Experience of developing research methodologies and devising models, approaches, techniques, critiques and methods.
- Ability to secure grants/contracts independently, or as a leader of a section in major projects, in a chosen field of study. -
- Contribution to a wider range of administrative tasks within the School/area e.g. course development, assessment exercises, examinations, recruitment, and management of resources.
- Contribution to a wider range of approved community/outreach activities.

ACADEMIC/RESEARCH GROUP

LEVEL 9

Roles at this level commonly reflect extensive academic experience, and may include substantial contributions in research or scholarly activity, teaching and administration/contribution to the community. There may be a greater depth in one or two of these areas, reflecting a predominant focus on research or scholarly activity, on teaching or on leadership/management, though some roles offer an even spread between the three areas. Individuals will make a significant impact on the discipline/school. Roles which focus on research or scholarly activity are likely to be involved in carrying out research or scholarly activity at a higher level with a clear record of impact shown, for example in significant research income earned, publications etc.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. Some staff may carry out duties that focus primarily on teaching, while others may carry out duties that focus primarily on research.

Representative Work Activities:

Research or Scholarly Activity

- Plan, design and co-ordinate broad research activities and programmes.
- Contribute to the development of research strategies for the School/work unit.
- Develop methodologies and techniques appropriate to the type of research being pursued and that add to the knowledge/understanding appropriate to the discipline.
- Publish results of research in articles and/or books which lead to an established reputation, nationally and internationally, in the subject area and enhance the individual's and the School's/area's research profile through participation in the national RAE.
- Sustain other research-related contributions through conference papers and presentations.
- Develop innovative research proposals and lead funding bids which develop and sustain research support for the specialist area.
- Direct, coach and develop research staff, where appropriate.
- Ensure that research projects are completed on time and within budget.
- In more research focused roles, lead research activity in an area of recognised excellence for the University and develop a reputation as a research leader in a major subject area in the U.K. and internationally.
- Engage in scholarly activity that will enhance the School's/area's national/international reputation. Such activities may include membership of committees of academic bodies, contributions to the pedagogy of the subject, external examining, member of an editorial board, delivery of consultancy/knowledge transfer projects, entrepreneurial activity.
- Act as a referee and contribute to peer assessment.
- Provide expert advice and subject leadership, including research supervision.
- Develop and engage in research methodologies that add to knowledge/understanding appropriate to the discipline.

Teaching

- Play a lead part in the development of new approaches to teaching and learning in the School/area. This may be underpinned by research and evaluation of teaching methods and systems.
- Design, develop and deliver a range of new modules/pathways (sometimes for entirely new courses) at various levels.
- Responsible for the quality and management of courses and programmes, and promote the development of teaching and teaching methods in the School/area.
- Ensure that course design and delivery comply with the quality standards and regulations of the School/University.
- Design and be responsible for the practical work where it is part of the course, and advise students on techniques.

- Communicate complex and conceptual ideas to students as well as to peers using high level skills and a range of media.
- Teach and set/mark coursework according to own area of subject specialism, and advise/supervise students at all levels.
- Act as internal examiner for undergraduate and postgraduate students.
- Coach and advise others on learning and teaching methods.
- In more teaching focused roles, contribute to the development of teaching and learning policy locally, and debate nationally about policy, methods and practices through publications, conference activity and roles that advance teaching quality in the discipline.
- Develop and enhance links with relevant professional bodies to ensure that teaching reflects current best practice in own area of subject specialism.

Administration/Contribution to the Community

- May lead the development of activities and manage significant processes in the running of the School/research group/teaching programme.
- Contribute significantly to the development and running of the School, for example in, leading development activity on research or teaching assessment e.g. leading for the School on the admission process, marketing and recruitment, QAA, pastoral care, supervising the exam process etc.
- May sit on major committees within the University.
- Design or deliver approved community outreach programmes/Initiatives.
- Provide pastoral care for students within own area to ensure that all issues are dealt with in a timely, sympathetic and effective manner
- Act as mentor to junior colleagues on probation, advising on their personal development and ensuring that they are meeting the standards required.

Planning & Organising

- Responsible for the delivery of own educational programmes.
- May be involved in strategic planning over a number of years for the School/work unit and contribute to the Institution's strategic planning process.
- Plan and deliver research, teaching and approved outreach programmes and ensure that resources are available.
- Contribute to the management of quality, audit and other external assessments.

Resource Management Responsibilities (e.g., finance, people, equipment etc.)

- Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans.
- Develop and manage staff and resources, in support of major research, teaching or outreach activities.
- Act as a personal mentor to peers and colleagues.
- Contribute to the overall management of the School/work unit, in area such as budget and business planning.

Internal and External Relationships

- Lead and develop internal networks for example by participating in Institutional committee/s.
- Lead and develop links with external networks for example, with external examiners and assessors.
- Building on level 8 continue to develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration, market the Institution, identify sources of funding , obtain consultancy projects etc.

Qualifications, Knowledge, Skills and Experience

- In addition level 7/8 qualifications, an established reputation in teaching or research/scholarly activity within a subject specialism.
- Extensive track record of published research/scholarly activity and/or development and delivery of teaching units.

- Ability to provide effective leadership for groups and activities with substantial impact on finance and other resources and/or the reputation of the University.
- Understanding of resource management processes and skills to apply them effectively.
- Ability to develop and devise new programmes, models, techniques and methods.
- Recognised excellence and reputation in specialist subject area among peers in the UK and internationally. For example, may be invited to become a referee for national/international conference papers.
- For research-led roles, proven ability to plan and deliver a programme of research/knowledge transfer programmes and to develop techniques and/or sources of funding.
- For teaching-led roles, proven skills in coaching and developing others in best practice techniques.
- Be involved in productive external collaboration with industry/community organisations/other institutions.
- Contribution to a wider range of administrative tasks at a more strategic level within the School. For example, have School management or budgetary responsibilities, delivery of approved major community outreach programmes, responsibility for School's liaison or other recognised official University roles.
- Contribution to a wider range of approved community outreach programmes/Initiatives in designing and delivering new programmes.

ACADEMIC/RESEARCH GROUP LEVEL 10

Roles at this level are individually conferred to reflect recognised leadership and substantial and sustained reputation in research/scholarly activity and teaching in a major discipline. There will also be significant leadership responsibilities on behalf of the School and/or the University, and there will be a significant leadership or management contribution. There will also be: a high reputation internationally, based on an extensive track record of innovative research/scholarly activity with a major influence on the discipline; and significant impact shown for example in sustained influence on research income.

The following describes the type of work that is typically required of staff at this level. It is a representative description rather than a complete list of activities. Most staff will carry out duties that focus primarily on research and a small number of staff will focus on duties that focus primarily on teaching.

Representative Work Activities:

Research/Scholarly Activity

- Plan and lead research/scholarly activities of outstanding quality and national/international repute in a major subject area.
- Oversee staff teams and resource management processes necessary to deliver research plans.
- Lead major funding bids which develop and sustain research support for the specialist area and advance the reputation of the School and the University.
- Lead the process of acquiring, analysing and interpreting research data and information, ensuring appropriate techniques, approaches, models and methods are selected, developed and devised for the purpose.
- Secure the publication of key results in leading journals and/or books which further develop an already sustained individual and team reputation in the subject area.
- Sustain high quality research-related/scholarly contributions through conference papers and presentations.
- Provide expert advice to colleagues, students, externally e.g. government bodies.

Teaching

- Oversee the development and review of teaching provision in the subject area for all students at all levels.
- Develop and review approaches to teaching which advance techniques and standards locally, contribute to local policy and serve as a contribution to broader debate.
- Make a leading contribution to debate nationally/internationally about teaching and learning policy, methods and practices.
- Develop and teach courses or learning programmes for students at all levels, having overall responsibility for their design and quality.
- Plan and review own teaching load and approach to teaching, and coach others in doing the same.
- Design and supervise practical work where it is part of the course, and advise students on techniques.
- Set and mark coursework, and supervise and advise students at all levels.
- Act as internal and external examiner for undergraduate and postgraduate students.
- Coach and support tutorial groups, developing their knowledge and skills.
- Act as a coach and role-model through excellent practice and mentoring colleagues.
- Ensure the sustained publication of high quality pedagogical research results, through leading publications, books and national/international conferences.

Administration/Contribution to the Community

- May take responsibility for the appointment, development and management of all staff of all types in the directly managed team.

- Take responsibility for the handling of major processes within the School e.g. with forward planning, financial management, teaching or research quality and admissions.
- Contribute to the running and strategic direction of the University through designated committee representatives or project activities.
- Sit on national and international bodies; act as an advisor to government and in any other external advisory capacity.
- Manage responses to government consultations and policy, where appropriate, and acting as lead University spokesperson with regard to the subject.
- Design and deliver new community outreach programmes/Initiatives so that University's overall contribution to the educational, economic, cultural and social life is enhanced within Northern Ireland.

Planning & Organising

- Plan and deliver research, teaching and outreach programmes and ensure that resources are available. Will involve substantial forward planning over a number of years.
- Be involved in strategic planning over a number of years for the School/work unit and contribute to the Institution's strategic planning process.
- Contribute to the management of quality, audit and other external assessments.

Resource Management Responsibilities (e.g. finance, people, equipment etc.)

- Provide academic leadership to those working within programme areas, as course leader or equivalent, by for example co-ordinating the work of others to ensure that courses are delivered effectively or organising the work of a team by agreeing objectives and work plans.
- Develop and manage staff and resources, in support of major research, teaching or outreach activities.
- Act as personal mentor to peers and colleagues.
- Contribute to the overall management of the School/work unit, in areas such as budget and business planning.
- Contribute to the School and/or strategic impact on the University through leading or contributing to broader processes committee and project management activities.

Internal and External Relationships

- Lead and develop internal networks for example by chairing and participating in Institutional committee/s.
- Lead and develop links with external networks, for example, with external examiners and assessors.
- Develop links with external contacts such as other educational bodies, employers, and professional bodies to foster collaboration.
- Act as spokesperson for the University by responding to government consultations and policy.

Qualifications, Knowledge, Skills and Experience

- Extensive, high level research and teaching expertise and reputation over many years, normally supported by a relevant PhD.
- Extensive and sustained track record of published research over many years in leading journals and/or books.
- Extensive and sustained track record in attracting high levels of research income.
- Extensive experience and capability to act as role model for the areas of research, education and administration/contribution to the community, as appropriate.
- Proven ability to lead and motivate experts and manage budgets and other resources, possibly contributing to the University in a managerial role.
- Extensive experience in leading the design of research and educational programmes, techniques and methods.
- Established and widely recognised excellence and reputation in the specialist subject area and among peers nationally and internationally. This may be evidenced by: membership of appointing committee for external appointment; invited assessor for major grant awarding bodies; national/international subject association executive; leading expert in subject field; membership of research council sub-committees.

- Proven ability to plan and lead the delivery of research and/or education programmes, and to develop sources of funding and income.
- Experience in leading productive external collaboration with industry/community organisations/other institutions.
- Contribution to the school and/or strategic impact on the University through leading or contributing to broader processes, committee and project management activities.
- Contribution to a wider range of approved community outreach programmes/Initiatives in designing and delivering new programmes.