

**The University of Sheffield Grading Scheme
Grade Profiles**

CONTENTS

	Page
INTRODUCTION.....	2
GRADE 1	3
GRADE 2	4
GRADE 3	5
GRADE 4	7
GRADE 5	9
GRADE 6	11
GRADE 7	13
GRADE 8	15
GRADE 9	17

INTRODUCTION

The Grade Profiles are written descriptions of the typical work activities, requirements and responsibilities of each of the grades in the new 9 grade structure. They show the main factors which differentiate one level from another and demonstrate the key requirements for progression. They cover all non-clinical members of staff up to and including Senior Lecturer equivalent.

The requirements for each of the grades have been sub-divided into 7 sections.

- Specialist Activities
- Customer Service
- Planning and Organising
- Finance/Resource Management
- Internal and External Liaison
- People Management
- Knowledge, Skills and Experience

The activities and responsibilities described in the Grade Profiles are generic and broadly summarise the requirements at each grade of the University of Sheffield Grading Scheme. The relative importance of these sections will vary between jobs. The descriptions are general and not specific to staff groupings or individual roles, and therefore may not explicitly describe any particular job. Members of staff will not carry out all of the activities mentioned at any particular grade, and some staff may carry out additional activities.

The Grade Profiles provide the basis for the University's reward, recruitment, and promotion activities. For further information on the University of Sheffield Grading Scheme and the Grade Profiles, including information on the process for allocating jobs to grades, please go to: www.shef.ac.uk/payandreward

GRADE 1

Provide a support service to staff and students, either working alone or as part of a team working on similar tasks usually with short, defined timescales. The jobs require staff to work on straightforward tasks or on prescribed/directed activities, or based on clear instructions or daily work allocation within well-established routines and procedures.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Carry out routine and basic record keeping as required.
- Use straightforward equipment to carry out duties and activities effectively.
- Provide routine assistance to staff, students and others when required.

Customer Service

- Check and pass on information as required through contact with staff, students and others.
- Deliver a well-defined customer service that follows existing systems to an agreed standard of quality.

Planning and Organising

- Carry out work according to timetable/rota/routine or following a plan set by others, working within short timescales. May be required to prioritise some of own work to ensure it can be carried out within the required timescales and to the appropriate standards.
- Maintain awareness of levels of basic stock and report back when levels run low.

Finance/Resource Management

- 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 Liaison

- Communicate with other University colleagues, as required, in order to carry out work.
- Communicate with customers to respond to straightforward requests for information, for example, from staff, students and others.

People Management

- Provide guidance to new colleagues.

Knowledge, Skills and Experience

- Generally no specific qualifications or experience required prior to appointment but the learning process at work may involve short courses and certification. Processes and practices normally take 1-6 months to learn.
- Ability to use appropriate equipment.
- Knowledge of the relevant aspects of the University, such as site locations, procedures and practices.
- Verbal communication skills and an appreciation of customer service.
- Understanding of relevant Health and Safety and security requirements.
- Use judgements based on knowledge, experience and general procedural awareness to deal with straightforward work issues.

GRADE 2

Carry out a range of activities, working within routines and procedures, clear guidance and quite tight or short timescales, although not always carrying out prescribed/directed activities, or being allocated work daily. Jobs often require staff to provide general support in own work area, which may involve assisting more senior colleagues with specific activities. Staff are often required to be initial points of contact for customers.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Carry out routine record keeping and maintenance of databases.
- Run straightforward reports to support information procedures.
- Use and maintain straightforward equipment, requiring specialised techniques, to carry out duties and activities effectively.
- Set up apparatus/equipment, etc for use by staff, students or other customers.
- Carry out straightforward and routine interpretation of information, data and/or calculations.
- Provide routine assistance and information to staff, students and others using skills drawn from detailed learning.

Customer Service

- Respond to routine customer enquiries, providing answers to general queries, offering directions, basic advice, etc.
- Deliver a range of customer services that follow existing systems to an agreed standard of quality. Contribute to ideas for improving current working methods and processes.
-

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.
- 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).

Finance/Resource Management

- Handle cash and debit/credit card transactions, following established procedures.
- 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.

Internal and External Liaison

- Communicate with University colleagues and know who to contact to seek information needed to carry out work.
- Receive visitors and exchange straightforward information with customers and service providers.

People Management

- Provide guidance, support and informal coaching on specific tasks to new colleagues.

Knowledge, Skills and Experience

- A few months' previous experience in the relevant area of work may be required. Building on the demand of Grade 1, some certification, short courses and practical training relevant to the job will normally be required, eg manual handling, customer care, storage/transport of specialist materials, basic first aid, lifeguard training, etc. Processes and practices normally take 6-12 months to learn.
- Ability to use appropriate equipment. May also require knowledge of specialised equipment/apparatus, eg CCTV, defib. equipment, cartridge masks, etc. Full driving licence and/or fork lift truck licence required for some jobs.
- 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.
- Basic IT knowledge. Basic typing qualifications (RSA I/II) also required for some jobs.
- Building on the demand of Grade 1, understanding of relevant Health and Safety and security requirements.
- Use judgements based on knowledge, experience and general procedural awareness to deal with work issues.

GRADE 3

Required to carry out a range of activities mainly using routines and procedures and working to quite tight or short timescales, although staff are not normally closely supervised on a daily basis. Staff are often required to liaise with customers, including dealing with less straightforward queries. They may also be involved in supervising the work done by Grade 1 staff. Some jobs at this grade may require formal training and/or qualifications.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Maintain information on databases and other work records as required, and write/run straightforward reports to support information procedures.
- Create documents and presentations for others, based on a detailed brief, making decisions on appropriate presentation.
- Demonstrate the preparation and use of equipment and/or techniques available for use by staff, students, or other customers.
- Supervise straightforward activities and processes carried out by junior staff, usually to provide a service to others and carry out related duties, eg completing timesheets, etc.
- Carry out straightforward interpretation of information, data and/or calculations and present results accurately and appropriately.
- Provide assistance and information to staff, students and others using skills drawn from detailed learning. Includes demonstrating work tasks to others, or possibly explaining the services available to customers.

Customer Service

- Deal with customer enquiries, using knowledge and experience, whilst judging when and who else to involve.
- 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.

Planning & Organising

- 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. May involve assisting with the organisation of events, timetables, meetings, etc.

Finance/Resource Management

- Take responsibility for small-scale resources/handling cash, following established procedures. For example, may organise departmental stationery with a small, pre-set budget or take responsibility for ensuring cash taken over a sales counter is handled according to security guidelines.

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

Internal and External Liaison

- Maintain a network of contacts throughout own work area, knowing who key individuals are.
- Exchange straightforward information with customers and service providers through established connections.

People Management

- Provide guidance and support through on-the-job training to junior colleagues/students in own area, in the use of basic equipment, skills, techniques and procedures.

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.

In supervisory jobs:

- Supervise a schedule of activities or elements for straightforward processes and communicate work requirements (eg supervise a cleaning schedule, work rota, weekly menu, etc). Raise any unresolved problems (eg equipment failure, staff discipline, etc) with line management.

Knowledge, Skills and Experience

- Some previous work experience in a relevant area of work would normally be required and EITHER relevant academic/vocational qualifications, OR equivalent work experience. Some relevant practical training may also be required. Processes, practices, etc normally take 6-12 months to learn.
- Ability to use standard and specialist equipment/apparatus and for some jobs, an appreciation of the basic principles of the relevant scientific or technical discipline is required. A full driving licence may be required for some jobs.
- Knowledge of relevant systems, processes, policy, legislation, quality standards and procedures. Also understanding of the relevant area of the University/work.

GRADE 3 (continued)

- Interpersonal and communication (written and verbal) skills. Supervisory jobs require an ability to motivate and organise staff. Some jobs also require ability to demonstrate equipment/work tasks, etc to others.
- Awareness of how to handle confidential information appropriately.
- IT literacy and/or ability to use computer package(s) relevant to the area of work. Typing skills (RSA II), high attention to detail, and accuracy of inputting information required for some jobs.
- Building on the demand of Grade 2, understanding of relevant Health and Safety and security requirements.
- Use judgements based on knowledge, experience and general procedural awareness to deal with work issues and resolve problems, independently referring more complex issues to senior colleagues.
- Ability to organise resources and prioritise activities within a pre-determined plan/schedule.

GRADE 4

Staff have 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, using skills acquired through on-the-job or vocational training and relevant work experience. The jobs require staff to work with minimal supervision on a day-to-day basis, taking on greater responsibility than staff at Grades 1, 2 and 3, and exercising a greater amount of initiative to develop solutions to problems and to ensure work conforms to agreed quality standards, guidelines and procedures. They are also dealing with non-standard work situations more regularly than at lower grades.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Responsible for keeping accurate records for reporting to external agencies, government bodies or for use in legal processes.
- Create documents and presentations for others based on a general brief, making decisions on appropriate presentation.
- Use, monitor and maintain specialist and/or technical equipment to carry out duties and activities effectively and provide demonstrations to others.
- 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.
- Carry out analysis of information, data and/or calculations and present results accurately and appropriately.
- Provide routine and non-standard information and assistance to staff, students and others using skills drawn from detailed learning.
- Prepare and carry out procedures for straightforward tests/ experiments, record test results and present findings accurately.

Customer Service

- 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.
- Make suggestions for improving service and efficiency, taking customer comments and feedback into account.

Planning & Organising

- Prioritise own work within a general schedule and 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.

Finance/Resource Management

- 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.
- Responsible for the safe-keeping of items of critical importance such as master keys to University buildings.

Internal and External Liaison

- Develop a network of contacts throughout own work area, knowing who key individuals are.
- Liaise with customers and service providers, as required, establishing the most appropriate form of contact (eg email, correspondence, face to face, etc) to exchange information.

People Management

- 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.

Knowledge, Skills and Experience

- Previous work experience of 1-2 years in a relevant job would normally be required and EITHER relevant academic/vocational qualifications, OR equivalent work experience. Some relevant practical training may also be required. Should be capable of undertaking a range of activities without constant guidance.
- Ability to understand and address non-routine work, where applicable. Also the ability to use standard and specialist equipment/apparatus and for some jobs, an understanding of the basic principles of the relevant scientific or technical discipline is required.
- 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.

GRADE 4 (continued)

- Interpersonal and communication (written and verbal) skills required including the ability to communicate information of some complexity and report on information 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. Keyboard skills (RSA II/III) required in some jobs.
- Well developed understanding of Health and Safety regulations and procedures.
- 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.

GRADE 5

Provide specialist support to customers on a range of subjects and/or produce a range of products/documents for customers to a general specification or brief, using specialist skills and knowledge acquired through qualifications and practical experience. Staff are often involved in: interpreting customer requirements; producing solutions and providing advice; analysing data or information; or diagnosing and solving technical issues within an area of expertise. May also supervise/allocate work to more junior staff and co-ordinate some activities or events.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Maintain departmental information and documentation, manual and electronic records, databases, computerised information systems and generate reports as required. May be responsible for making informed decisions on how best to store information (eg how information is recorded on a database).
- Create a combination of standard and more complex documents or materials for others, using computer packages/software/ equipment based on a general brief.
- Involvement in 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.
- Provide technical advice and training/demonstrations in the use of specialised equipment.
- Diagnose and solve IT faults and problems, provide IT support for computing facilities, and maintain computing equipment.
- Be responsible for overseeing specific activities and processes in support of a service.
- Carry out analysis of information, data and/or calculations, identifying issues which require addressing, and presenting results accurately and appropriately.
- Provide detailed information and guidance to staff, students and others using skills drawn from detailed learning and experience.
- Contribute to short-term projects within own area/section or contribute as part of larger department-wide project teams, to support the achievements of project objectives.
- Prepare and carry out procedures for tests/experiments, record test results and present findings accurately.

Customer Service

- Point of contact for specialist queries, providing detailed information and a range of solutions to choose from; allowing for 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 (eg quality, Health and Safety, etc) 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 arrangements and allocating tasks to others.
- Organise or support events, timetables, meetings, etc and co-ordinate the associated arrangements to ensure activities/events are administered efficiently. May include ensuring that sufficient resources/numbers of staff are available to carry out the work.

Finance/Resource Management

- Take delegated responsibility for small-medium scale budgets, or for processing sums of money following established procedures. For example, may have delegated responsibility for an inventory or consumables 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.

Internal and External Liaison

- Liaise with key contacts in the wider University body to support own work activities/specific tasks, as required.
- Liaise closely with customers, service providers and external bodies, establishing the most appropriate type of contact (eg email, correspondence, face to face, etc) to exchange information. May include liaison over information relating to University procedures, external body regulations, legislation, etc.

People Management

- Act as a point of referral for others on particular issues related to own work area.

In non-supervisory jobs:

- Allocate/delegate some work to others for specific activities, taking responsibility for ensuring work is completed to required standards and timescales.

In supervisory jobs:

- Supervise staff and delegate work, monitoring and reviewing individual and team progress and performance.

GRADE 5 (continued)

Knowledge, Skills and Experience

- Previous work experience of 2-3 years in a relevant job and EITHER relevant academic/vocational qualifications, OR equivalent in work experience.
- Specialist skills and knowledge relevant to the job, including understanding of 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, changes in legislation, etc.
- Comprehensive knowledge of relevant systems, processes, policies, procedures, internal and external regulations, legislation and quality standards. Some jobs also require awareness of wider University and HE issues.
- 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.
- 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 (RSA III) also required for some jobs.
- Building on the demand of Grade 4, well developed understanding of Health and Safety regulations and procedures.
- Analytical and problem solving skills may be required, eg for analysing reports, diagnosing and troubleshooting technical equipment and computer faults or for understanding and interpreting statistical data, etc.
- Organisational and time management skills and ability to plan and organise short-term activities and events.

GRADE 6

Deploy a detailed understanding of methods, systems and procedures, technical or scientific practices to manage aspects of operational services, provide technical or administrative support and advice, or contribute to a research team. Dealing with people is often an important aspect of the work, whether liaising closely with other colleagues, contractors or customers, or supervising staff. Contributions include proposing and implementing improvements to current working methods and detailed manipulation of data and/or research.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Oversee the effective maintenance of information and documentation, etc for the relevant section of work, ensuring systems, websites, reports, etc are updated as required.
- Research, collate, organise and edit material for inclusion in reports and other documents.
- Develop, construct and refine experimental systems, apparatus, or equipment according to specification for teaching, research and related purposes. Includes interpreting the requirements of others and developing solutions. Also provide detailed coaching/instruction on apparatus/ equipment.
- Some jobs will involve developing or adapting new technology to make it suitable for use.
- Manage departmental/project IT requirements including maintaining and updating software, hardware and servers, etc and ensure departmental security, availability and accessibility needs are met.
- Oversee a section of work; take responsibility for allocating resources and ensuring procedures, processes, etc are followed and that work objectives are met.
- Perform detailed analysis and manipulation of information (in research this will be following analytical protocols set by others), data and/or calculations, highlighting and prioritising any issues for further investigation and contributing to reports to support decision making.
- Provide detailed instruction and/or advice or coach others in own area of expertise, drawing upon considerable depth of knowledge, skills, experience and expertise.
- Undertake short-term project management within own area/section or contribute as part of larger department-wide project teams, to support the achievements of project objectives.
- Prepare materials (eg solutions, chemicals, etc) and set up equipment for experiments and teaching demonstrations, and/or carry out research or run samples and experiments and interpret results to obtain data for research and teaching.
- Assist a research team or group to acquire and interpret research data and results where the method and purpose are clear, and contribute to the development of new techniques, models and methods. May include presenting data results to others.

Customer Service

- Independently provide advice and deal with queries of a specialist or detailed nature and/or interpret customer requirements to provide suitable work solutions. Recommend alternative courses of action if unable to assist.
- Deal with queries referred on from more junior staff and act as a filter for issues referred to supervisor, to provide immediate support and problem resolution.
- Review customer satisfaction, and monitor service objectives and standards within own area of work. Build conclusions into future improvements, in discussion with senior managers, to maximise service quality and efficiency.

Planning & 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.
- Building on the requirement of Grade 5, organise more complex events, timetables, meetings, etc and co-ordinate the associated arrangements, taking into account issues such as cost and timescale implications, resource requirements, and matching activities to the expertise of those involved.
- Carry out planning for short-term projects in own area, or contribute to planning for department/project/school/section.

Finance/Resource Management

- Take delegated responsibility for budgets, 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.
- May contribute information about likely future physical resource requirements for the resource planning process within an area.
- Oversee the general maintenance, servicing and repair of equipment, apparatus, etc in area of responsibility.
- May oversee the security/accessibility of data in area of responsibility.

Internal and External Liaison

- Liaise and build relationships with the wider University body and attend meetings as required to support and represent operational departmental, school or work unit activities.
- Liaise closely with customers, service providers and external contacts to support and represent departmental, school or work unit activities and to deal with standard and more in-depth work issues.

People Management

- Provide specialist guidance and support through on-the-job training to junior colleagues/students in own area, in the use of equipment, skills and techniques. May oversee the work of others as the most experienced team member and act as the main point of contact for a particular process, system or procedure.

In non-supervisory jobs:

- May occasionally be required to pull together a team of staff and oversee the completion of a short-medium term project or activity to the required standards and timescales.

GRADE 6 (continued)

In supervisory jobs:

- Oversee a section of work, allocating resources and delegating work whilst monitoring the process.

Knowledge, Skills and Experience

- EITHER relevant academic, vocational or professional qualifications; plus 2-3 years related experience, OR broad vocational experience of 4-7 years acquired through a combination of job related training and work experience, demonstrating development through a series of progressively more demanding relevant jobs.
- Developing expertise and theoretical knowledge in own field, with specific aspects of deeper specialist skills and knowledge.
- Comprehensive knowledge of relevant systems, processes, policies, procedures, internal and external regulations, legislation and quality standards, plus appreciation of wider University and HE issues and how they impact on the job.
- Interpersonal and communication (written and verbal) skills. Building on the demand of Grade 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.
- 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. Some jobs require in-depth skills/knowledge, eg hardware maintenance, programming skills, etc. Good keyboard skills (RSA III) also required for some roles.
- Building on the demand of Grade 5, well developed understanding of Health and Safety regulations and procedures.
- Well developed analytical/problem solving capability.
- Ability to assess and organise resources, and plan and progress work activities, projects, changes within own area of work, etc; using initiative and judgement with limited recourse to seniors.

GRADE 7

The nature of work varies considerably at this grade but staff will have recognised expertise and will either be line managing/supervising an operational unit, service or team, providing specialist advice and support, or developing a teaching or research career. Contributions include project or contract management, responsibility for financial performance (cost control and/or some aspects of income) and/or input into planning and policy development. Well-developed written and verbal reporting skills are required in jobs at this grade.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Monitor and maintain records/reports to meet both internal and external (eg legislative or national) requirements.
- Report to and participate in relevant Committees to contribute to strategy, develop policies and practice, and make recommendations.
- Plan, design, develop, construct and refine experimental systems, apparatus, or equipment for teaching, research and related purposes.
- Manage departmental/project IT requirements and contribute to improvements to IT systems on a University-wide basis.
- Lead the organisation/operation of a defined work area, facility, service or support team; clarify requirements and monitor progress, ensuring agreed strategy, policies and business plans are implemented.
- Perform detailed analysis and manipulation of information, data and/or calculations, presenting results and making recommendations via briefings, presentations or written reports, to facilitate the interpretation of specific issues/problems and to support decision-making.
- Responsible for an area of work requiring substantial knowledge, skills or techniques and act as a recognised source of expertise including providing advice and support to others, personally or through delegation.
- Provide input into departmental/work area policy development through contribution of own expertise.
- Undertake short-term departmental project management or contribute as part of larger University-wide or external project teams, to support the achievements of project objectives.
- Carry out a plan of research, contributing as a team member to a broader programme, using methodology appropriate to the type of research, and write up findings for publication and dissemination. May contribute towards the writing of bids for research grants.
- Teach courses (to undergraduates and/or postgraduates), predominantly through lectures and seminars; collect/design and deliver course materials, set and assess coursework and exams, advise students on their progress and supervise practical work where it is part of the course.

Customer Service

- Provide specialist or professional advice and make recommendations within guidelines to support informed decision-making.
- Work with customers, other services and external agencies as appropriate to review and design/deliver service support mechanisms, practices and procedures, ensuring legal requirements and best practice are met.

- Draw on experience and expertise to design practical solutions to issues/problems. Involves taking necessary follow-up measures.

Planning & Organising

- Plan and organise activities in collaboration with senior colleagues or take delegated responsibility for longer term planning, within the overall direction and longer term plans of the work area, project, etc.
- Take responsibility for planning and organising resources and for effective decision making to support senior colleagues in meeting planned objectives. This includes taking into account issues such as cost and timescale implications, resource and skill requirements.
- Lead assigned project teams (usually of a short-term nature) or contribute as part of larger University-wide/external project teams, to support the achievement of project objectives.
- Contribute to developments in policies, procedures and plans in own work or department/service area. In teaching, this may include contributing to curriculum development and in research, contributing to the planning/ development of a research programme. Some jobs may contribute to the annual planning process.

Finance/Resource Management

- Take delegated responsibility for managing budgets; overseeing resources and contracts for goods and services, ensuring budget constraints are met, maintaining financial records and highlighting any required corrective actions. Also offer input into the departmental resource planning process and contribute to business/income development.
- Ensure the purchase of stocks, equipment and consumables are maintained within a pre-set level of expenditure and contribute information about likely future physical resource requirements for the resources planning process within own area.
- Some jobs may have responsibility for information resources for the work area/project which could include; monitoring what is available, evaluating how it might be used, how it could be stored, etc, and deciding on acquisition within pre-set guidelines.
- Oversee the general maintenance and security of buildings, plant, machinery and equipment in the project or work area.

GRADE 7 (continued)

Internal and External Liaison

- Liaise with the wider University body as required to represent the department/school/work unit in supporting work area and University activities.
- Attend external meetings and liaise with external contacts to represent and report on work issues or to contribute to collaborative initiatives, projects or events. Liaise and, in some roles, negotiate, with customers, key external contacts and service providers.

People Management

- Coach and provide specialist guidance and support to others. In research this may include involvement in training research students. Also act as the main point of contact and take responsibility for the organisation and operation of an aspect of work.

In non-supervisory jobs:

- Delegate work to others, ensuring work is completed to required standards and timescales.

In supervisory jobs:

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

Knowledge, Skills and Experience

- EITHER relevant academic, vocational or professional qualifications; plus 3-5 years related experience, OR Significant vocational experience of 7-10 years, demonstrating development through a series of progressively more demanding relevant jobs. Researchers have a PhD or the equivalent in professional qualifications and experience. Those in teaching-led jobs may also have a teaching qualification. Some roles are working towards professional accreditation.
- Well developed expertise and understanding of theory and operational knowledge in own field of work. For some jobs, this includes a detailed knowledge of own service area and products/services available.
- Comprehensive knowledge and understanding of relevant work practices, processes, policies, procedures, regulations, legislation, quality standards and codes of practice, plus appreciation of wider University and HE issues and how they impact on the job. For some roles, a broader sector/commercial awareness is also required.
- Interpersonal and communication (written and verbal) skills. Building on the demand of Grade 6, this includes the ability to: explain/present complex information to non-experts, network and develop internal and external relations and motivate, develop and encourage the commitment to learn/secure high performance in others.
- In-depth/expert IT knowledge required for IT specific roles.
- Comprehensive understanding of Health and Safety regulations and procedures.
- Ability to analyse and solve problems with an appreciation of possible longer-term implications.
- Organisation and time management skills to plan and organise activities and events of some complexity.

GRADE 8

Staff have a recognised reputation and expertise at a greater breadth and depth than at lower grades and are likely to be called upon regularly to provide expert authority or specialist advice. Professional or technical staff may have management responsibility for a diverse team and resources; delivery of a significant service, area of estate, operational or leisure facility; or alternatively may be providing a support service (eg specialist activity, design or project management) as experienced individual advisers. For academic staff involved in research and teaching, Grade 8 represents the career grade, although roles focussing mainly on either teaching or research may have progressed from Grade 7.

Work often involves integration/co-ordination across different parts of the department/school/University and most roles are involved in developmental work (eg relating to strategy, policy, curriculum development, research programmes, etc). Financial impact could be significant, whether on directly managed resources, projects or income development.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Oversee and ensure that information storage and retrieval processes in the relevant work area are effective and up to date so that both internal and external (eg legislative or national) requirements can be met.
- Report to, and participate in, relevant Committees to contribute to the overall management of the department/school and to the development of strategy, policy and practice.
- Take a lead in planning, designing, developing, constructing and refining complex and specialist experimental systems, apparatus, or equipment for teaching, research and related purposes; or for developing or adapting IT systems and new technology with significant/University-wide impact.
- Lead and manage the organisation/operation of a significant/diverse facility, service or team of staff and delegate work activities and responsibilities to deliver specific goals, ensuring agreed strategy, policies and business plans are implemented.
- Design experimental/analytical protocols; identifying trends and solutions, sourcing additional information, reporting on progress and making recommendations via briefings, presentations or written reports.
- Responsible for an area of work/complete service requiring substantial knowledge, skills or techniques and act as a recognised source of expertise including providing advice and support to others, either personally or through delegation to appropriate team member.
- Contribute or take a lead in departmental/work area policy development through contribution of own expertise.
- Undertake departmental project management, and lead and/or contribute to a range of projects for the University, employing formal techniques to carry out work. Project work may be across teams and could also involve other departments/ external collaborations.
- Develop and carry out a plan of personal research and/or lead or contribute to a research team; developing methodologies and techniques appropriate to the type of research, developing and winning support for research proposals and funding bids and disseminating and presenting findings in publications and conference proceedings.

- Teach and examine courses (to all levels of student), through lectures, seminars and personal supervision; collect/design and deliver course materials; coach and support tutorial groups, advise students on their progress, supervise practical work as appropriate and set/assess coursework and exams. May also undertake co-ordination roles for the department.

Customer Service

- Provide expert advice to a variety of customers, possibly on a University-wide/external basis.
- Identify additional service requirements or shortfalls (or review and improve existing service provision), co-ordinating and/or designing the delivery of innovative customer solutions.
- Apply expertise and use judgement to make decisions where solutions are not obvious, to meet customer requirements.

Planning & Organising

- Plan and organise individual or team activity over longer-scales ensuring plans complement and feed into the plans of the relevant work area/project, and that there is cohesion with other relevant areas of the department/ school/University.
- Set, or make recommendations (eg to Committees, senior colleagues, etc) on what priorities should be in the relevant work area, and allocate resources to meet planned objectives, requirements and timescales.
- Project manage activities to facilitate major service or operational changes, or high quality research, either within department/school/section or for University-wide/external projects.
- Contribute to, or take a lead in, the development of policies, procedures and plans in own work area/ department/school/section/service. In teaching, this may include developing courses or contributing to curriculum development and in research, planning/developing research programmes. Some jobs may contribute to the annual planning process.

GRADE 8 (continued)

Finance/Resource Management

- Monitor and take responsibility for managing allocated assets, resources and budgets in the relevant work area. Also contribute to resource and budget planning and contribute to business and income development.
- Manage the stock control/purchasing system in the relevant work area, ensuring that University financial procedures are adhered to and liaising and negotiating with internal and external suppliers.
- Building on the demand of Grade 7, oversee the general maintenance and security of buildings, plant, machinery and equipment in the project or work area.

Internal and External Liaison

- Liaise and communicate with large proportions of the University body, and occasionally with the entire institution.
- Liaise and mediate with external bodies and stakeholders promoting policy, practice, or research outputs etc; establishing good relations/improving standing in the community; and contributing to collaborative initiatives, projects, meetings and events. The most experienced job holders at this grade may be involved in the initiation and leadership of networks on behalf of the department or University. Negotiate and manage contracts with customers, key external contacts and service providers on behalf of the department and University.

People Management

- Provide specialist guidance and support and act as mentor/coach, which may involve training and/or identifying development needs for others, to support their occupational development. In research this may include undertaking supervision of PhD students. Also act as main point of contact and be responsible for the organisation and operation of an aspect of work, gained through a detailed understanding of the theory and principles underpinning the particular field of work.
- Manage/supervise a diverse group of staff to ensure the successful delivery of an administrative/professional/ technological/operational service; communicating requirements and monitoring and reviewing individual and team progress and performance.

Knowledge, Skills and Experience

- EITHER Relevant academic, vocational or professional qualifications/relevant formal training; plus 3-6 years similar or related experience, OR extensive vocational experience of 10 years or more, with evidence of development through a series of progressively more demanding jobs.
- Accreditation to professional status is required for some jobs.
- Academics have a PhD or the equivalent in professional qualifications and experience. Those in teaching-led jobs may also have a teaching qualification plus considerable post-qualification teaching and/or research experience and achievement, reflected by a growing reputation and demonstrated success. Includes experience of designing, developing and delivering research programmes, course materials and learning methods/programmes and devising models, techniques and methods.
- Recognised and substantial expertise and developed understanding of theory in own field of work, which has been acquired over a number of years.
- Comprehensive knowledge of the systems and services and their varied applications, work practices, processes, policy and procedures for own area. Also, understanding of University issues, broader sector/commercial awareness and understanding of the regulations, legislation and national codes of practice and the implications of non-compliance. Understanding of relevant planning and budgeting processes and the ability to control budgets and contracts for goods and services also required.

- Interpersonal and communication (written and verbal) skills. Building on the demand of Grade 7, this includes the ability to: explain concepts and complex information to non-experts; present material to a range of audiences. Some roles also require a diplomatic manner and skills in counselling others.
- Extensive IT knowledge or an aptitude for IT, coupled with an appreciation of its relevance to the specialist area.
- Building on the demand of Grade 7, comprehensive understanding of Health and Safety regulations and procedures.
- Ability to analyse and solve problems of a complex nature and where relevant, to think strategically, eg when making decisions and formulating policy. Also requires the ability to take a lead in the development and improvement of services.
- Ability and experience of complex and long-term planning and organising, and experience of managing the activities of self and others. May include project management experience.

GRADE 9

Individuals have a substantial reputation in their field, and make a significant impact on the institution and on their discipline to a greater degree than at lower grades. Professional roles commonly reflect extensive experience with high-level expertise, exercising substantial independent responsibility and discretion and working to broad parameters and policy guidance. Academic roles often include substantial contributions in research, teaching, leadership and management.

Typical Work Activities:

The following describes the type of work that is typically required of staff at this grade. It is not expected that anyone carries out all the activities mentioned below and some carry out additional duties. However, staff are normally involved in some of the following:

Specialist Activities

- Contribute significantly to the development and running of the department, for example through chairing/contributing to departmental/faculty and University meetings and Committees to facilitate the decision making process, or by leading specific departmental processes. Also create and anticipate opportunities that will benefit the department/section/University.
- Make decisions on the use of specialist equipment and IT systems for work area, based on advice of others and own experience.
- Take overall management responsibility and leadership for the service provided by a significant section, including effective maintenance of existing systems and the innovation and implementation of new developments.
- Direct analysis and advise on presentation of results provided by others.
- Provide expert advice and guidance according to own specialist area and solve any problems that arise, either personally or through delegation to appropriate team member. Includes providing expert advice and information on relevant issues to senior management and Committees and dealing with major issues that could have a negative impact on the University if not handled appropriately.
- Contribute indirectly to the development of policy for the University, and to the development of the University's Corporate Plan, through the contribution of own specialist expertise and assistance in planning and implementation. Also develop and implement revised or new policies and processes in own area, liaising with senior management to ensure coherence with policies and practices across the University.
- Undertake project management at a University-wide level, employing formal techniques to carry out work and ensuring that each project is delivered on time and within budget.
- Demonstrate/maintain research activity of a substantial external reputation by: generating research direction for self and others within research objectives; identifying funding sources, generating funding and preparing proposals; carrying out research; disseminating findings to the wider community through a high output of publications or contributions of exceptional quality; editing and refereeing manuscripts for peer-reviewed journals; supervising research staff/students; and participating actively in the development of the department /school/section's research strategy.
- Act in senior roles within the department/school/faculty to advance student academic development at all levels by: designing, preparing, co-ordinating and delivering courses and teaching programmes, including preparing and supervising different modes of assessment; supervising and advising students; acting as internal and external examiner for postgraduate students; coaching and supporting tutorial groups; developing new approaches to learning and teaching methods and coaching/advising others; and by contributing to the development of teaching and learning policy locally, and debate nationally through publications, conference activity and roles that advance quality in the discipline. This may be underpinned by research and evaluation of teaching methods and systems.

Customer Service

- Apply broad and/or deep knowledge and experience of work area/field of expertise to provide advice and guidance to others (internal/external) or to address significant issues, some of which are multi-disciplinary in nature.
- Take responsibility for service delivery in own area regarding compliance with current and future objectives, service level agreements, internal/external regulations, and national codes of practice.
- Evaluate existing service provision, taking account of feedback and broader developments in the external market place, to ensure appropriate developments/innovative solutions are proposed that enhance service quality and efficiency.

Planning & Organising

- Plan operations, activities and programmes of work in own area over many months, considering current and longer term implications, to support school/department/work unit objectives.
- Determine priorities and allocate resources, contributing to senior management staffing/resource level planning to meet long-term objectives.
- Manage key projects, often with University-wide impact and oversee a number of projects, ensuring each project is managed and delivered on time and within budget.
- Develop and implement operational plans, participate in the annual planning process and contribute to longer-term plans for the area to fit with broader functional and University strategy and support the school/department/work unit's strategic direction.

Finance/Resource Management

- Manage budgets for the section and utilise allocated budget and resources effectively and flexibly, controlling all related expenditure to ensure delivery of targets/objectives within budget. Contribute to planning and budgetary statements and delivery of service within budgetary constraints. Also contribute to business and income development.
- Advise on future physical resource requirements within own area, eg equipment, apparatus, space, furniture and fittings, etc.
- Building on the demand of Grade 8, oversee the general maintenance and security of buildings, plant, machinery and equipment in the project or work area.

Internal and External Liaison

- Interact at senior levels and promote own work area and activity within the University.
- Develop and maintain standing and network (including initiating and leading networks) with fellow professionals in the wider community, representing and promoting own work area and activity on external platforms. Liaise with service users to establish service requirements and priorities.

GRADE 9 (continued)

People Management

- Manage staff, ensuring they have the skills and motivation to carry out their work whilst contributing to the overall aims of the department/division. Also act as coach and mentor to other, less experienced staff.

Knowledge, Skills and Experience

- EITHER Relevant academic, professional qualifications/relevant formal training; plus 7 years or more of similar or related experience, OR extensive vocational experience of 10 years or more. Experience required includes significant managerial or in-depth experience in a specialist area, demonstrating professional development in a series of progressively more demanding and influential jobs.
- Accreditation to professional status is required for some roles.
- Academics have a PhD or the equivalent in professional qualifications and experience, and possibly a teaching qualification, plus substantial teaching and/or research experience and achievement reflected in substantial external reputation. Includes wide experience of planning and leading research and teaching programmes and of developing methods, techniques and sources of funding. Also requires experience of academic supervision of students, preferably at postgraduate or doctoral level.
- Highly developed knowledge of principle, theory and practice in own field of work as well as an awareness of broader developments relevant to area.
- Authoritative knowledge of the systems, services, regulations and procedures for own area, as well as a good understanding of how the core business areas of the institution relate to each other, and how the wider HE and broader sector/commercial issues impact on work in own area. Also experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
- Interpersonal and communication (written and verbal) skills. Building on the demand of Grade 8, this includes the ability to: negotiate, influence and persuade; communicate complex concepts/policy decisions, etc to others; understand, conceptualise and interpret the requirements of others, and lead, manage, motivate, and develop others. Experience of working with and influencing senior management may also be required.
- An aptitude for the use of IT, coupled with an understanding of its relevance to the specialist area.
- Building on the demand of Grade 8, comprehensive understanding of Health and Safety regulations and procedures.
- Analytical skills, along with the ability to resolve issues and problems using own creative solutions.
- Ability and experience of complex and long-term planning and organising, and experience of managing the activities of others. Includes experience of/ability to manage high-profile change and large-scale projects.