



KEELE
UNIVERSITY

Managerial & Specialist Job Family

(Managerial and Specialist Grades 7 – 10)

JUNE 2007



KEELE
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JOB FAMILIES

INTRODUCTION

The University has introduced five job families: Academic, Managerial and Specialist, Administrative, Operational and Technical. Each job family contains a role profile for each grade within that family, except the Academic job family which comprises three job groups each containing the role profiles for that group.

The job family structure is as follows:

GRADE	JOB FAMILY			
10	A C A D E M I C	M A N A G E R I A L A N D S P E C I A L I S T		
9				
8				
7				
6	A D M I N	T E C H N I C A L	O P E R A T I O N A L	
5				
4				
3				
2				
1				

Job families may be used in several activities including job matching*, recruitment and reward.

*Formal job matching does not apply to jobs in the Academic job family or to Managerial and Specialist Grade 10. Please contact Human Resources for details of these promotions procedures.

GUIDELINES FOR USE

Role profiles describe the duties and responsibilities which may be expected at each grade. The knowledge, skills, experience and performance indicators represent those expected of someone performing satisfactorily within each grade and not entry level requirements. It should be noted that the content of the role profiles is cumulative i.e. each grade includes all the responsibilities of the previous grade.

Job Matching

The job families have been developed in conjunction with Hay and matching job descriptions to them (job matching) is intended to be used as a method of job evaluation without resorting to a full job evaluation using the Hay methodology. However, as with any method of job evaluation, job matching relies on the interpretation of the profiles.

To ensure consistent interpretation across the University, formal job matching must only be carried out under the guidance of the Link Human Resources Managers/Officers. Please see the Job Grade Review Procedure available from

<http://www.keele.ac.uk/depts/uso/hr/HRpolicies.htm>

It is not expected that an individual will carry out all of the duties described in one role profile; rather the responsibilities of the actual job will match the level of those contained within the profile. It is appreciated that some duties may match those in grades above and/or below that of the actual job, however, for a job to match a profile the majority of the main responsibilities should be at the level described in the profile.

It should also be noted that, although at some grades there are distinct job families, in some jobs the boundaries may not be as clearly defined, in such cases it is expected that the grade descriptors will be considered across the families to ascertain the level the job.

If, having compared your job to a profile, you believe that your job is incorrectly graded; you should discuss the matter with your Line Manager in the first instance who should then seek the advice of your Link Human Resources Manager/Officer.

Recruitment

Job Families provide generic descriptions for jobs within each grade and family and, therefore, may be used as aids when drafting job descriptions and person specifications. Guidance should be sought from the appropriate Link Human Resources Manager/Officer.

Reward

Job families also provide broad descriptions of the expectations of performance within grades which may be used when considering individual performance, for example, when considering an application for an additional increment, the appropriate role profile will demonstrate the breadth of performance expected at that grade.

For advice on the use of job families please contact your Link Human Resources Manager or Officer.

Managerial & Specialist Family

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

These profiles describe the normal acceptance levels of performance when the job holder is fully operational in each role level in the job family. They do not describe entry level or higher than average performance.

Grade 7

Summary: Roles at this Grade will be providing advice and support to schools/departments/work units based upon a full understanding of a technical, professional or specialised field. 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 problems and issues with short-term consequences. They will put forward recommendations for policy change within their defined area of competence. Individuals will be responsible for planning and organising their own work or that of a team of colleagues, who may be involved in different types of work. There will be a need for liaison and co-ordination of activities with a range of other work groups across the University. The work will involve encountering changing priorities and differing situations.

Grade 8

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

Grade 9

Summary: Roles at this Grade will be professionals or specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to broad parameters and policy guidance. Work will include significant professional expertise and/or experience to develop and implement new policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or more. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.



Grade 10

Summary: Roles at this Grade will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified specialists 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. Roles will review and address performance and will influence and shape the available resources as appropriate to meet the current and future needs of the University. Roles at this Grade will make a significant impact on long-term direction, strategy and objectives.

Please note that the content of the profiles is cumulative: each grade includes all the responsibilities of the previous grade.



Managerial & Specialist Family

Grade 7

Roles at this Grade will be providing advice and support to schools/departments/work units based upon a full understanding of a professional or specialised field. They will plan and ensure progress within established professional procedures and clearly defined University policy. They will contribute to the development of policy in their area of specialism. Individuals will be responsible for planning and organising their own work or that of a team of colleagues, who may be involved in different types of work. Where there is little or no supervisory/management element, roles at this Grade will require specialist expertise in a professional or specialised field. There will be a need for liaison and co-ordination of activities with a range of other work groups internally and/or externally. The work will involve responding effectively to changing institutional priorities and different situations.

Representative Work Activities

1. Analysis & Reporting

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

2. Customer/Service Support

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

3. Planning/Organising

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

4. Finance/Resource Management

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

5. Liaison

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



Managerial & Specialist Family Grade 7 – Continued

6. People Management

Either:

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

Or:

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

7. Continuous Improvement:

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

Representative Knowledge, Skills & Experience

Either:

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

Or:

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

Plus:

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

Where relevant

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



Managerial & Specialist Family Grade 7 – Continued

Typical Performance Indicators

- Continuing development of knowledge, skills and experience.
- Ability to plan and organise own and others' work activities/tasks.
- Quality of customer/client service.
- Effective transfer of skills to others.
- Policies and procedures implemented effectively.
- Customer/client satisfaction.
- Compliance with regulations.
- Productivity.
- Morale of work group.
- Ability to adapt to changing priorities.



Managerial & Specialist Family

Grade 8

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

Representative Work Activities

1. Analysis & Reporting

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

2. Customer Service and Support

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

3. Planning & Organising

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

4. Finance/Resource Management

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

5. Liaison

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



Managerial & Specialist Family Grade 8 - Continued

6. People Management

Either:

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

Or:

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

7. Continuous Improvement

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

Representative Knowledge, Skills & Experience

Either:

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

Or:

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

Plus:

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

Typical Performance Indicators

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



Managerial & Specialist Family Grade 8 - Continued

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



Managerial & Specialist Family

Grade 9

Roles at this Grade will be professionals or specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to broad parameters and policy guidance. Work will include significant professional expertise and/or experience to develop and implement new policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or more. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

Representative Work Activities

1. Analysis and Reporting

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

2. Customer/Service Support

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

3. Planning & Organising

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

4. Finance/Resource Management

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

5. Liaison

- 5.1. Interact at senior levels within the university. Network with fellow professionals in the wider community and represent and promote own work area/activity on internal and external platforms.



Managerial & Specialist Family Grade 9 - Continued

5.2. Liaise with service users to establish service requirements and priorities.

6. People Management

Either:

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

Or:

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

7. Continuous Improvement

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

Representative Knowledge, Skills & Experience

Either:

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

Or:

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

Typical Performance Indicators

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



Managerial & Specialist Family

Grade 9 - Continued

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



Managerial & Specialist Family

Grade 10

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

Representative Work Activities

1. Analysis & Reporting

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

2. Customer/Service Support

- 2.1. Review customer needs now and in the future and ensure services are shaped to meet them.
- 2.2. Ensure customer feedback and quality processes are in the place for the area of responsibility.

3. Planning & Organising

- 3.1. Develop and lead the implementation of strategies and plans for the area of responsibility, which support and take forward the university strategy.
- 3.2. Contribute to debate on university strategy and policy.
- 3.3. Lead major projects and initiatives which have significant resources and strategic impact.

4. Finance/Resource Management

- 4.1. Ensure financial plans are developed and that services operate effectively within budget.
- 4.2. Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

5. Liaison

- 5.1. Work with senior colleagues from all areas of the university, with committees and external bodies, providing high level advice.
- 5.2. Represent the university externally in sector groups and in negotiations.

6. People Management

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

7. Continuous Improvement

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



Managerial & Specialist Family

Grade 10 – continued

Knowledge, Skills & Experience

Either:

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

Or:

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

Plus:

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

Typical Performance Indicators

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

Where relevant:

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

