

Academic-related job family

Academic-related role profiles

Roles in this job family are concerned with the provision of the professional, administrative and/or operational services which support, directly and/or indirectly, the delivery of teaching and research by the university. These support services are provided for university staff, students and/or the wider public. The roles included in this job family provide the professional leadership, management and/or senior administrative guidance to such services.

Such roles can be located within the university's central administration, specialist services or at faculty/departmental level. They provide professional, specialist or technical knowledge, expertise, skills and advice. The roles covered by these profiles provide the university with a wide range of particular expertise in different contexts including;

- central university management and administration
- professional advice (for example, on legal or personnel issues)
- financial management and advice
- information services, including library and computer services
- student services (for example, providing careers advice, support services to meet specific needs, accommodation and leisure facilities)
- estate and facility management
- faculty and departmental administration
- enterprise and commercial development
- public relations and services to the local area

Such roles may involve developing, operating, or maintaining site facilities or services; developing and implementing policy; providing specialist advice and/or support; providing planning advice and project management. Contacts with internal and external service users, and with external suppliers, are a common feature of many of these roles.

All role holders require an understanding of the university's systems and processes, and of the higher education environment. As role holders progress through the levels of this job family they will require increasing knowledge (sometimes broad, sometimes specialist) in their field and in relation to legislative and regulatory requirements. The higher level roles in this job family will often combine professional qualification and managerial experience, and will have a substantial impact on the running and resource management of the university.

These role profiles set out the generic competences expected of role holders at each level. It is unlikely that any single member of staff will be applying all these competences at any one time but s/he would be expected to display them over a period of time. Care must be taken to ensure equality of opportunity in relation to the allocation and rotation of tasks. Each level of the job family subsumes the competences of the previous levels.

Academic-related Level 1

Role holders at this level will be expected to be developing administrative, and where appropriate professional, experience and expertise. They may be expected to be working towards a relevant qualification. Role holders, with appropriate support and guidance, will be involved in the provision of straightforward advice and/or defined services to colleagues, students and other service users, within a clear policy framework and approach defined in detail by others. Role holders will typically have tasks assigned to them by a more senior colleague. They will be expected to use their initiative and judgement in addressing and resolving regularly occurring problems but will have ready access to guidance when faced with more complex issues.

Individuals will be responsible, with guidance, for planning and organising their own work and will have some discretion to determine short-term priorities. They will need to be acquiring a growing awareness of wider university policies and priorities, and of developments in higher education as well as learning about developments in their particular field.

Academic-related Level 2

Role holders at this level will have a sound understanding of a relevant professional, specialist, technical or administrative field but will be developing and extending their experience in the higher education context. They will be involved in the provision of advice and/or defined services to colleagues, students and other service users, within a clear policy framework and approach defined by others. Individuals will be responsible for planning and organising their own work and, in some areas, may be expected to lead a small team with clear responsibilities. They may be the first point of contact for service users and staff in other areas of the university requiring advice or support. They will be expected to identify gaps in information, conduct analyses to solve/resolve problems and issues with short term consequences. Role holders at this level will experience changing priorities and will be expected to make a contribution towards the resolution of more complex problems and longer term issues. They will need to be acquiring a growing awareness of wider university policies and priorities, and of developments in higher education and their particular field.

Academic-related Level 3

Role holders at this level will have broad knowledge of their area and, where appropriate, will be professionally qualified. They will have the ability to lead/manage a team either permanently or in project activity. Role holders will be responsible for providing professional/specialist/technical/administrative advice and expertise, direction and input across a range of activities. Work may involve interpreting and/or assessing needs, identifying trends, generating and testing innovative solutions. Role holders will typically be accountable for the quality of service delivery in their own practice and/or immediate area of responsibility. They will contribute to the development of new systems and procedures and will require an understanding of the professional, legal, regulatory and policy requirements of the environment in which they work. They will have significant autonomy and freedom to act within operational policies and precedents.

Academic-related Level 4

Role holders at this level will be professional specialists, administrators and/or managers with high-level expertise based on a relevant professional qualification and/or extensive vocational experience. They will be exercising, within their particular functional area/faculty/department, a substantial degree of independent professional and/or managerial responsibility and discretion to develop and/or implement revised or new administrative/professional/technical policies and processes. Role holders will typically either be managing a team or teams or, as senior individual expert contributors, tackling significant planning and/or operational projects. They will be expected to set quality and professional standards in their area, develop relevant systems/procedures and have significant influence upon the structure and development of that area of activity. These roles will be responsible for developing and implementing operational plans, and contributing to longer term plans for their area which fit with broader functional and university strategies. Role holders will have some input into university plans with long term impact.

Academic-related Level 5

Role holders at this level will be the most senior member of staff in their area of expertise and will be responsible for leading and managing a major area of activity or professional function across the university. They will typically lead a team of managers and/or professionals across an area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area of activity and will be responsible for ensuring that the university meets both internal and external requirements. Role holders will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle new challenges, issues and situations. Role holders will review and evaluate the development and delivery of their service and make a significant impact upon longer term direction, strategy and objectives, advising the senior

management team where appropriate. Roles at this level will make a significant contribution to the overall management and future strategy of the university.

Academic-related job family

Role profile for academic-related Level 1

(A role profile sets out the generic competences expected of role holders at this level. It is unlikely that any single member of staff will be applying all these competences at any one time but s/he would be expected to display them over a period of time.)

MAIN JOB PURPOSE

Role holders at this level will be expected to be developing administrative, and where appropriate professional, experience and expertise. They may be expected to be working towards a relevant qualification. Role holders, with appropriate support and guidance, will be involved in the provision of straightforward advice and/or defined services to colleagues, students and other service users, within a clear policy framework and approach defined in detail by others. Role holders will typically have tasks assigned to them by a more senior colleague. They will be expected to use their initiative and judgement in addressing and resolving regularly occurring problems but will have ready access to guidance when faced with more complex issues.

Individuals will be responsible, with guidance, for planning and organising their own work and will have some discretion to determine short-term priorities. They will need to be acquiring a growing awareness of wider university policies and priorities, and of developments in higher education as well as learning about developments in their particular field.

BACKGROUND INFORMATION

Level 1 roles may exist in any of the range of possible locations;

- central university management and administration
- professional advice (for example, on legal or personnel issues)
- financial management and advice
- information services, including library and computer services
- student services (for example, providing careers advice, support services to meet specific needs, accommodation and leisure facilities)
- estate and facility management
- faculty and departmental administration
- enterprise and commercial development
- public relations and services to the local area

RESPONSIBILITIES

(The responsibilities at this level include those at lower levels but build upon them. The increased expectations at this level are indicated by bold text; some of the qualifying phrases included at lower levels have also been removed and some of the support provided has been reduced or removed.)

Service Delivery

- contribute to the delivery of a service which requires administrative, specialist, technical and/or professional knowledge and expertise, within a clear policy framework and approach defined by others
- apply developing knowledge/expertise/judgement to analyse/assess problems and/or issues, and make recommendations to support decision making
- resolve routine issues/queries and provide advice on routine matters, referring more complex issues to the appropriate members of staff
- interpret and apply university policies and procedures in relation to operational requirements, where policy is clear and well developed and with ready access to advice on more complex issues
- help to deliver a variety of service support mechanisms to maximise service quality, efficiency and continuity
- search for sources of information to fill identified shortfalls in information
- help with the analysis/interpretation of data and the identification of trends
- maintain records as required to meet internal and external regulations and requirements
- undertake, with support and under supervision, small projects of a short term nature within required standards
- manage, with support and advice, competing demands and pressures

Resource Management

- may have delegated responsibility for monitoring use of an allocated budget and/or resources
- offer input as requested into resource and budget planning within their immediate area of activity

- deploy assigned resources in relation to maintenance, development and improvement of the physical resources (equipment, facilities and space) within their defined area of activity

Quality Assurance

- maintain, with support, professional and quality service standards in own work

Professional Development

- develop their own knowledge and expertise through appropriate training, continuous knowledge and skills development, and work experience
- start to learn about university structures, policies and procedures and relevant issues in the higher education environment
- under supervision, seek to maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

Wider University Involvement

- provide straightforward advice to other staff and students as appropriate and required

QUALIFICATIONS, SKILLS AND KNOWLEDGE

- they may hold a degree or part professional qualification and be working towards a relevant qualification (where required), or have significant vocational experience which demonstrates equivalent occupational development
- a basic knowledge of the main principles, theory and practice relevant to their own work
- a basic knowledge of the main practices, processes and systems relevant to their own work
- ability to learn about university structures, policies and procedures and relevant issues in the higher education environment
- ability to learn relevant external and internal regulations and requirements
- ability to understand basic financial and resource management procedures
- potential to communicate information clearly, orally and through writing

- potential to develop analytical skills and problem solving capability

RELEVANT EXPERIENCE

- some experience in a relevant field of work
- some experience of progressing work activities within general guidelines
- some experience of managing own workload
- some experience of managing, with support, competing demands

RELATIONSHIPS AND CONTACTS

Line manager: will have an identified line manager

Line Manager to: not applicable

Internal Contacts: Academic and support staff across the Division/School/Department

Staff in own functional area

Students

External Contact: Suppliers and providers of services

Academic-related job family

Role profile for academic-related Level 2

(A role profile sets out the generic competences expected of role holders at this level. It is unlikely that any single member of staff will be applying all these competences at any one time but s/he would be expected to display them over a period of time.)

MAIN JOB PURPOSE

Role holders at this level will have a sound understanding of a relevant professional, specialist, technical or administrative field but will be developing and extending their experience in the higher education context. They will be involved in the provision of advice and/or defined services to colleagues, students and other service users, within a clear policy framework and approach defined by others. Individuals will be responsible for planning and organising their own work and, in some areas, may be expected to lead a small team with clear responsibilities. They may be the first point of contact for service users and staff in

other areas of the university requiring advice or support. They will be expected to identify gaps in information, conduct analyses to solve/resolve problems and issues with short term consequences. Role holders at this level will experience changing priorities and will be expected to make a contribution towards the resolution of more complex problems and longer term issues. They will need to be acquiring a growing awareness of wider university policies and priorities, and of developments in higher education and their particular field.

BACKGROUND INFORMATION

Level 2 roles exist in the full range of possible locations;

- central university management and administration
- professional advice (for example, on legal or personnel issues)
- financial management and advice
- information services, including library and computer services
- student services (for example, providing careers advice, support services to meet specific needs, accommodation and leisure facilities)
- estate and facility management
- faculty and departmental administration
- enterprise and commercial development
- public relations and services to the local area

RESPONSIBILITIES

(The responsibilities at this level include those at lower levels but build upon them. The increased expectations at this level are indicated by bold text; some of the qualifying phrases included at lower levels have also been removed and some of the support provided has been reduced or removed.)

Service Delivery

- apply administrative/specialist/technical/professional knowledge and expertise to contribute to the delivery of a service which meets users' requirements, within a clear policy framework and approach defined by others
- apply knowledge/expertise/judgement to analyse/assess problems and/or issues, and make recommendations to support decision making
- interpret and apply university policies and procedures in relation to operational requirements
- provide advice and support, within specific parameters/professional guidelines, in relation to departmental management and administration

- help to design and/or deliver a variety of service support mechanisms to maximise service quality, efficiency and continuity
- identify shortfalls in information and search for sources of information to fill them
- contribute to skills based training within their project/functional area for other staff and/or students
- advise on the analysis/interpretation of data and identify trends, sourcing additional information where appropriate, to support the resolution of issues/problems
- monitor and maintain records as required to meet internal and external regulations and requirements

Team and/or Project Leadership

(N.B. Role holders may be expected *either* to lead a small team with clear responsibilities or operational projects of a short term nature)

- plan and organise own, and (where appropriate) team's activity, to feed into broader operational plans
- ensure, with support, that work within own area of activity complies with internal and external requirements
- lead a small team of non-professional staff with clear and specific responsibilities to ensure the successful delivery of a service within the targets and goals set
- where relevant, help to mentor/coach staff to support their occupational development and build team capacity
- oversee projects of a short term nature (typically affecting a School/Department or similar sized unit) within required standards and a delegated budget
- within own area of responsibility, draft revised procedures for approval by senior staff and contribute to their successful implementation
- manage, with support, competing demands and pressures

Resource Management

- may have delegated responsibility for, or responsibility for monitoring, use of an allocated budget and/or resources
- offer input into resource and budget planning within their immediate area of activity

- make recommendations about the maintenance, development and improvement of the physical resources (equipment, facilities and space) within their defined area of activity

Quality Assurance

- maintain professional and quality service standards in own work (and, where appropriate, in the work of their team)

Professional Development

- develop their own knowledge and expertise through continuous knowledge and skills development, and work experience
- learn about university structures, policies and procedures and relevant issues in the higher education environment
- maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

Wider University Involvement

- contribute information to the annual school/department/division operational and financial planning process
- provide advice to other staff and students as appropriate and required
- attend internal and external meetings to ensure that own work issues are appropriately reported

QUALIFICATIONS, SKILLS AND KNOWLEDGE

- they will have a relevant professional qualification or degree (where required) or considerable vocational experience which demonstrates equivalent professional development
- sound knowledge of the principles, theory and practice relevant to their own work
- sound knowledge of practices, processes and systems relevant to their own work
- ability to learn about university structures, policies and procedures and relevant issues in the higher education environment
- ability to contribute information relevant to school/department/faculty planning processes

- some understanding of relevant external and internal regulations and requirements
- ability to work within financial and resource management procedures
- ability to communicate information clearly, orally and through writing
- proven analytical skills and problem solving capability

RELEVANT EXPERIENCE

- experience and credibility in own area of work
- experience of planning and progressing work activities within general guidelines
- experience of managing own workload
- some experience of managing competing demands

RELATIONSHIPS AND CONTACTS

Line manager: will have an identified line manager

Line Manager to: may manage a small team of non-professional staff with clearly defined responsibilities and (where relevant) shared technical expertise

Internal Contacts: Head of the Division/School/Department

Academic and support staff across the Division/School/Department

Staff in own functional area

Students

External Contact: Suppliers and providers of services

Academic-related job family

Role profile for academic-related Level 3

(A role profile sets out the generic competences expected of role holders at this level. It is unlikely that any single member of staff will be applying all these competences at any one time but s/he would be expected to display them over a period of time.)

MAIN JOB PURPOSE

Role holders at this level will have broad knowledge of their area and, where appropriate, will be professionally qualified. They will have the ability to lead/manage a team either permanently or in project activity. Role holders will be responsible for providing professional/specialist/technical/administrative advice and expertise, direction and input across a range of activities. Work may involve interpreting and/or assessing needs, identifying trends, generating and testing innovative solutions. Role holders will typically be accountable for the quality of service delivery in their own practice and/or immediate area of responsibility. They will contribute to the development of new systems and procedures and will require an understanding of the professional, legal, regulatory and policy requirements of the environment in which they work. They will have significant autonomy and freedom to act within operational policies and precedents.

BACKGROUND INFORMATION

Level 3 roles exist in the full range of possible locations;

- central university management and administration
- professional advice (for example, on legal or personnel issues)
- financial management and advice
- information services, including library and computer services
- student services (for example, providing careers advice, support services to meet specific needs, accommodation and leisure facilities)
- estate and facility management
- faculty and departmental administration
- enterprise and commercial development
- public relations and services to the local area

RESPONSIBILITIES

(The responsibilities at this level include those at lower levels but build upon them. The increased expectations at this level are indicated by bold text; some of the qualifying phrases included at lower levels have also been removed and some of the support provided has been reduced or removed.)

Service Delivery

- apply administrative/specialist/technical/professional knowledge and expertise to deliver a service to meet users' requirements
- apply knowledge/expertise and use judgement to address problems where solutions are not obvious

- generate original ideas and innovative solutions through the provision of specialist knowledge and advice as appropriate
- provide advice and support to Heads of Department in relation to departmental management and administration
- 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
- deliver briefings and/or skills based training within their project/functional area for other staff and/or students
- advise on the analysis/interpretation of data, identify trends and test solutions, sourcing additional information where appropriate, to support the resolution of issues/problems
- manage, monitor and maintain records to meet internal and external regulations and requirements

Team and/or Project Management

(N.B. Role holders may be either managing a small team or operational projects)

- plan and organise own, and/or team's activity, (with an appreciation of longer term issues) to complement and feed into broader operational plans
- ensure that work within own area of activity meets both internal and external requirements
- lead and manage a small team of non-professional staff to ensure the successful delivery of a service within the targets and goals set
- help to mentor/coach staff to support their occupational development and build team capacity
- oversee projects (typically affecting a School/Department or similar sized unit), to ensure that each project is managed and completed to the required standard, on time and within budget
- within own area of responsibility, draft revised policies, processes and procedures for approval by senior staff and contribute to their successful implementation
- manage, with support, competing demands and pressures

Resource Management

- manage the allocated budget/resources within their allocated area of responsibility and/or projects effectively, and deliver services within budget
- contribute to resource and budget planning within their own area of responsibility
- manage the maintenance, development and improvement of the physical resources (equipment, plant and buildings) required for their area of responsibility

Quality Assurance

- ensure professional and quality service standards are maintained within their area of activity
- review performance over time in their area of responsibility and make recommendations for improving performance

Professional Development

- maintain and develop their own knowledge and expertise through membership of appropriate professional bodies (where appropriate), continuous knowledge and skills development, and work experience
- learn about university structures, policies and procedures and relevant issues in the higher education environment
- maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

Wider University Involvement

- contribute information to the annual school/department/faculty/division operational and financial planning process
- provide advice to Heads of Department and Divisional Heads as appropriate and required
- represent and/or promote own section, as required, at internal and external meetings and events
- co-operate with other areas of the university to develop new and/or improved processes and supporting systems

QUALIFICATIONS, SKILLS AND KNOWLEDGE

- they will have a relevant professional qualification or degree (where required) or considerable vocational experience which demonstrates equivalent professional development
- broad knowledge of the principles, theory and practice relevant to their area of responsibility
- broad knowledge of practices, processes and systems in their own area of responsibility
- ability to learn about university structures, policies and procedures and relevant issues in the higher education environment
- ability to contribute to school/department/faculty planning processes
- understanding of relevant external and internal regulations and requirements
- ability to work within financial and resource management procedures
- ability to communicate information clearly, orally and through writing
- ability to take on a leadership role in relation to a staff team and/or project group
- good analytical skills and the ability to apply creativity, to solve problems

RELEVANT EXPERIENCE

- some experience of a higher education or comparable environment
- experience and credibility in area of responsibility
- experience of managing own workload
- experience of developing innovative solutions to problems and implementing consequent changes
- some experience of contributing to the management of resources
- some experience of managing competing demands
- some experience of working with academics and/or managers

RELATIONSHIPS AND CONTACTS

Line manager: will have an identified line manager

Line Manager to: may manage a small team of non-professional staff

Internal Contacts: Head of Division/Faculty/School/Department

Academic and support staff across the Division/Faculty/School/Department

All staff in own functional area

Students

External Contacts: Suppliers and providers of services

Professional bodies (as appropriate)

Academic-related job family

Role profile for academic-related Level 4

(A role profile sets out the generic competences expected of role holders at this level. It is unlikely that any single member of staff will be applying all these competences at any one time but s/he would be expected to display them over a period of time.)

MAIN JOB PURPOSE

Role holders at this level will be professional specialists, administrators and/or managers with high-level expertise based on a relevant professional qualification and/or extensive vocational experience. They will be exercising, within their particular functional area/faculty/department, a substantial degree of independent professional and/or managerial responsibility and discretion to develop and/or implement revised or new administrative/professional/technical policies and processes. Role holders will typically either be managing a team or teams or, as senior individual expert contributors, tackling significant planning and/or operational projects. They will be expected to set quality and professional standards in their area, develop relevant systems/procedures and have significant influence upon the structure and development of that area of activity. These roles will be responsible for developing and implementing operational plans, and contributing to longer term plans for their area which fit with broader functional and university strategies. Role holders will have some input into university plans with long term impact.

BACKGROUND INFORMATION

Level 4 roles exist in the full range of possible locations;

- central university management and administration
- professional advice (for example, on legal or personnel issues)
- financial management and advice
- information services, including library and computer services
- student services (for example, providing careers advice, support services to meet specific needs, accommodation and leisure facilities)
- estate and facility management
- faculty and departmental administration
- enterprise and commercial development
- public relations and services to the local area

RESPONSIBILITIES

(The responsibilities at this level include those at lower levels but build upon them. The increased expectations at this level are indicated by bold text; some of the qualifying phrases included at lower levels have also been removed and some of the support provided has been reduced or removed.)

Service Delivery

- apply broad and/or deep knowledge and experience of field of expertise to address significant problems or unresolved issues, some of which may be multi-disciplinary in nature
- apply broad and/or deep knowledge and experience of field of expertise to provide advice/guidance to other staff
- as the leading university expert on a particular issue, provide expert guidance to other professional staff
- provide advice and support to Deans in relation to their faculty and/or Heads of Department in relation to departmental management and administration
- anticipate service user needs and requests, identifying new opportunities and facilitating the management of change
- make arrangements for briefing and/or skills based training, relating to their projects and/or area of responsibility, for other staff

- identify trends, strengths, weaknesses, opportunities and threats in own specialist area of responsibility that may have an impact, and enable appropriate and timely action to be taken in response
- be answerable for service delivery in an area of specialist or faculty/departmental responsibility, in compliance with current and future department/school/faculty/division objectives, service level agreements, regulations and codes of practice

Team and/or Project Management

(N.B. Role holders may be either managing a team or teams or, as a senior individual expert contributor, tackling significant planning and/or operational projects)

- shape strategic direction of own area of activity, considering the implications now and in the longer term, to support department/school/faculty/division objectives
- ensure that work within own area of activity meets both internal and external requirements (including responding to changes in requirements, regulations and legislation)
- lead and manage a team (or teams) of administrative, specialist and/or professional staff to meet targets and goals set for that area of activity or project
- plan and organise the work of self and others over periods of several months ahead
- select and train staff, and develop the capability of team members, through motivating and mentoring them, to build team capacity
- leads substantial projects, with responsibility to ensure that each project is managed and completed to the required standard, in time and within budget
- within own area of responsibility, develop and/or implement new or revised policies, processes and procedures
- manage competing demands and pressures, and set priorities within their area of responsibility and in line with university plans and strategies

Resource Management

- utilise and manage the allocated budget for their area of responsibility and/or projects effectively, and deliver services within budget
- contribute to forward financial planning for their area of responsibility, including promoting cost effectiveness

- manage the maintenance, development and improvement of the physical resources (equipment, plant and buildings) required for their area of responsibility

Quality Assurance

- review performance over time in their area of responsibility, compare it to best practice and appropriate benchmarks elsewhere, identify areas for improvement and make recommendations for improving performance
- evaluate service provision and service user feedback and ensure that this information is used to improve performance in their area of responsibility

Professional Development

- maintain and develop their own knowledge through membership of appropriate professional bodies, continuous professional development and review of best practice in their field of expertise
- be knowledgeable about university structures, policies and procedures and relevant issues in the higher education environment
- maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

Wider University Management

- participate in the annual department/school/faculty/division operational and financial planning process
- make some contribution, as required, into wider university plans with long-term impact
- provide advice to Heads of Department, Deans, Divisional Heads and the university's senior managers as appropriate and required
- work with colleagues from across the university, participate in committee work as required and provide advice in their area of expertise to both individuals and committees
- represent the university (as required) in liaison, collaboration and/or negotiation with external bodies, including sector groups
- play a part in wider university structures and governance beyond their immediate area of responsibility (e.g. participating in university committees)

QUALIFICATIONS, SKILLS AND KNOWLEDGE

- they will have a relevant professional qualification or degree (where required) or considerable vocational experience which demonstrates equivalent professional development through a series of progressively more demanding roles
- highly developed knowledge of the principles, theory and practice relevant to their area of responsibility
- well developed knowledge of systems and services in their own area of responsibility and how they relate to other university systems and to national and international developments
- knowledge of university structures, policies and procedures and relevant issues in the higher education environment
- ability to contribute to department/school/faculty planning processes
- well developed understanding of relevant external and internal regulations and requirements
- sound understanding of financial and resource management procedures
- ability to communicate complex information clearly, orally and through writing
- strong interpersonal skills including the ability to motivate staff and to negotiate, influence and network internally and externally as required
- ability to lead a team of senior administrative and/or professional staff and/or substantial projects
- high level analytical skills and the ability to use initiative, and apply creativity, to solve problems

RELEVANT EXPERIENCE

- experience of a higher education or comparable environment
- experience and professional credibility in their area of responsibility
- some experience of team and/or project leadership
- experience of developing innovative solutions to problems and implementing consequent changes
- experience of managing and controlling a budget and resources

- experience of managing competing demands and setting priorities
- some experience of working with and influencing senior academics and/or managers

RELATIONSHIPS AND CONTACTS

Line manager: will have an identified line manager (usually Head of Division/Faculty/School/Department)

Line Manager to: administrative, specialist and/or professional staff within their team and/or project

Internal Contacts: Senior university managers

Head of Division/Faculty/School/Department

Academic and support staff across the university

All staff in own area of activity

Students

External Contacts: Administrative and academic staff at other universities

Suppliers and providers of services

Professional bodies (as appropriate)

Academic-related job family

Role profile for academic-related Level 5

(A role profile sets out the generic competences expected of role holders at this level. It is unlikely that any single member of staff will be applying all these competences at any one time but s/he would be expected to display them over a period of time.)

MAIN JOB PURPOSE

Role holders at this level will be the most senior member of staff in their area of expertise and will be responsible for leading and managing a major area of activity or professional function across the university. They will typically lead a team of managers and/or

professionals across an area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area of activity and will be responsible for ensuring that the university meets both internal and external requirements. Role holders will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle new challenges, issues and situations. Role holders will review and evaluate the development and delivery of their service and make a significant impact upon longer term direction, strategy and objectives, advising the senior management team where appropriate. Roles at this level will make a significant contribution to the overall management and future strategy of the university.

BACKGROUND INFORMATION

Divisional Head roles will probably operate at level 5 but there are likely to be some other roles in central support service and in departments which also operate at this level of responsibility.

RESPONSIBILITIES

(The responsibilities at this level include those at lower levels but build upon them. The increased expectations at this level are indicated by bold text; some of the qualifying phrases included at lower levels have also been removed and some of the support provided has been reduced or removed.)

University Management

- contribute appropriately to the overall management and future strategy of the university, including debates on policy and long-term strategy
- provide advice to the university's senior management team and other senior staff as appropriate and required
- work with senior colleagues across the university, participate in committee work as required and provide high level advice within their areas of expertise to both individuals and committees
- represent the university, as required, in liaison/collaboration/negotiation with external bodies, including sector groups
- play a part in wider university structures and governance beyond their immediate area of responsibility (e.g. chairing and/or participating in university committees)

Function Management

- lead and manage a major administrative and/or professional function across the university

- apply broad and deep knowledge and experience of fields of expertise within their function to address significant problems and unresolved issues, many of which may be multi-disciplinary in nature
- apply broad and deep knowledge and experience of fields of expertise within their function to provide advice/guidance to their senior staff
- take overall responsibility for ensuring that a major administrative and/or professional function meets both internal and external requirements (including responding to changes in requirements, regulations and legislation)
- develop, and lead the implementation of, strategic plans for a major administrative and/or professional function which fit with, support and take forward the university's strategy
- anticipate service user needs and requests, identifying new opportunities and facilitating the management of change within their function
- identify trends, strengths, weaknesses, opportunities and threats within their function that may have an impact, and enable appropriate and timely action to be taken in response
- initiate and, through appropriate consultation/negotiations, establish policy changes to respond to new challenges, issues and situations
- lead major projects and initiatives which have significant resource and strategic implications
- manage competing demands and pressures, and set priorities within their function, in line with university plans and strategies

Management of People

- lead and manage senior staff in a major administrative and/or professional function, taking overall responsibility for staffing policies, recruitment and staff development
- assist managers and/or professional staff who report to them to develop by providing systems for feedback and opportunities for continuing professional development
- co-ordinate the work of managers and/or professional staff who report to them

Resource Management

- manage the budget for their function and ensure that services operate effectively within their budgets

- take overall responsibility for forward financial planning for their function, including promoting cost effectiveness
- make and oversee arrangements for the maintenance, development and improvement of the physical resources (equipment, plant and buildings) required for their function

Quality Assurance

- review performance over time in their function, compare it to best practice and appropriate benchmarks elsewhere, identify areas for improvement and develop strategies for improving performance
- ensure that good service user feedback and quality assurance processes are in place and that this information is used to improve performance in their function

Professional Development

- maintain and develop their own knowledge through membership of appropriate professional bodies, continuous professional development and review of best practice in the fields of expertise within the function for which they are responsible
- be expert in their knowledge about university structures, policies and procedures and relevant issues in the higher education environment
- ensure that they, and other staff, maintain professional and academic standards and work in accordance with university policies (e.g. equal opportunities, health and safety policies)

QUALIFICATIONS, SKILLS AND KNOWLEDGE

- they will have a relevant professional qualification (where required) or extensive vocational experience which demonstrates equivalent professional development through a series of progressively more demanding roles
- highly developed knowledge of the principles, theory and practice relevant to their function
- well developed knowledge of systems and services in their own function and how they relate to other university systems, and to national and international developments
- well developed knowledge about university structures, policies and procedures and relevant issues in the higher education environment
- ability to contribute to university planning processes at a strategic level

- well developed understanding of relevant external and internal regulations and requirements
- breadth of vision within their own field of expertise, their own function and in relation to the wider needs of the university
- well developed understanding of financial and resource management procedures
- ability to communicate complex information clearly, orally and through writing
- strong interpersonal skills including the ability to motivate staff and to negotiate, influence and network internally and externally (as required) at senior staff level
- ability to lead a large and diverse team of professional and administrative staff
- high level analytical skills and the ability to use initiative, and apply creativity, to solve problems

RELEVANT EXPERIENCE

- extensive experience of a higher education or comparable environment
- extensive experience and professional credibility in their area of responsibility
- extensive relevant professional leadership and/or management experience in a range of progressively broader, more demanding and more influential roles
- experience of developing innovative solutions to problems and implementing consequent changes
- experience of managing and controlling a substantial budget and resources
- experience of managing competing demands and setting priorities

RELATIONSHIPS AND CONTACTS

Line manager: will report to an identified senior officer of the university

Line Manager to: team managers and senior professionals within their function

Internal Contacts: Senior management team of the university

Managers of other functions

Academic and support staff across the university

All staff in own functional area

Students

External Contacts: Senior administrative and academic staff at other universities

Funders of university activities, including national and regional bodies relevant to area of responsibility

Suppliers and providers of services

Professional bodies (as appropriate)