Support Staff Role Profile Matrix

Level 1

	Administrative & Business Services	Operational & Facility Support	Technical & Learning Support
Purpose of the Job	• Carry out specified routine daily task(s) of a repetitive nature such as copy typing, data entry, filing papers, photocopying, shelving books, tidying files and shelves according to clear and specific instructions to ensure accurate records/systems are maintained. • Reproduce simple letters or documents following standard formats/templates or following clear instructions.	• Carry out specified routine daily task(s) of a repetitive nature such as cleaning, preparing food, grounds maintenance, erecting and taking down sports equipment, moving/storing materials to clear and specific instructions to ensure that service standards are achieved. • Operate straightforward equipment (e.g. cash register, cleaning machinery) in a standardised way to ensure tasks are carried out effectively.	• Carry out specified routine task(s) of a repetitive nature such as cleaning laboratory equipment, filing, cataloguing, data inputting, moving & laying out equipment as directed, storing materials to clear and specific instructions to ensure that service standards are achieved. • Operate straightforward equipment (e.g. cleaning machinery, computer keyboard) in a standardised way to ensure tasks are carried out effectively.
Service Support & Delivery	• Receive and respond to basic enquiries from/to service users/colleagues, generally relating to the provision of information and facts relating to the task in hand. Requests outside one's knowledge base will be escalated to the relevant person/area to ensure the provision of a timely and effective service to others. • Complete assigned tasks with due regard for quality, timeliness and accuracy.	• Receive and respond to basic enquiries from/to service users/colleagues, generally concerning the provision of information and facts relating to the task in hand. Requests outside one's own knowledge base will be escalated to ensure the provision of a timely and effective service to others. • Complete assigned tasks with due regard for quality, timeliness and service standards.	• Receive and respond to basic enquiries from/to service users/colleagues, generally concerning the provision of information and facts relating to the task in hand. Requests outside one's own knowledge base will be escalated to ensure the provision of a timely and effective service to others. • Complete assigned tasks with due regard for quality, timeliness and service standards.
Planning & Organising	• Work is highly prescribed and limited in scope (i.e. filing) and/or with tasks carried out in the order given. The supervisor will check progress and allocate additional work typically during the course of the day.	• Work is highly prescribed and limited in scope (e.g. cleaning) and/or with tasks carried out in the order given. The supervisor will check progress and allocate additional work typically during the course of the day.	• Work is highly prescribed and limited in scope (e.g. cleaning, transporting materials) and/or with tasks carried out in the order given. The supervisor will check progress and allocate additional work typically during the course of the day.
Initiative, Problem Solving & Decision Making	• Detailed work instructions permit little scope for discretion but may allow some scope for thinking about the sequence of actions required to complete the allocated task (e.g. most efficient way of filing papers or shelving allocated books).	• Detailed work instructions permit little scope for discretion but may allow some scope for thinking about the sequence of actions required to complete the allocated task (e.g. which room to clean first, most efficient way of moving materials into store).	• Detailed work instructions permit little scope for discretion but may allow some scope for thinking about the sequence of actions required to complete the allocated task (e.g. which items of equipment to clean first, most efficient way of setting out equipment for the next class).

Communicating, Liaising & Networking	• Provide basic information to others to promote a positive image of one's own department/school to others.	• Provide basic information to others to promote a positive image of one's own department/school to others.	• Provide basic information to others to promote a positive image of one's own department/school to others.
Supporting & Developing Others	• Provide support and assistance to others in an appropriate manner to support the effective service delivery within the work area.	• Provide support and assistance to others to support effective service delivery within the work area.	• Provide support and assistance to others to support effective service delivery within the work area.
Core Knowledge, Skills & Experience	• Basic numeracy and literacy with potential for further development where appropriate. • Learning gained through on-the-job training. • Knowledge of simple office equipment (e.g. using a photocopier) and systems (e.g. filing systems). • Accuracy and ability to follow instructions. • Ability to exchange basic information verbally or in writing. • Equal Opportunities and basic Health & Safety awareness.	• Basic numeracy and literacy with potential for further development where appropriate. • Learning gained through on-the-job training. • Knowledge of simple equipment and tools (dishwasher, cash register, floor polisher), systems (e.g. stores) and procedures (e.g. relating to hygiene). • Accuracy and ability to follow instructions. • Ability to exchange basic information verbally and, if required, in writing. • Knowledge of relevant aspects of the university (e.g. site locations) • Equal opportunities and basic Health & Safety awareness, with qualifications/training as appropriate	• Basic numeracy and literacy with potential for further development where appropriate. • Learning gained through on-the-job training. • Knowledge of simple equipment and tools (computer keyboard, cleaning equipment), systems (e.g. stores, cataloguing,) and procedures (e.g. relating to handling chemicals). • Accuracy and ability to follow instructions. • Ability to exchange basic information verbally and, if required, in writing. • Equal Opportunities and basic Health & Safety awareness.
Environment & Physical Demands	• Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	• Job holders will typically work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. • Work involves physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	• Job holders will typically be required to move equipment and materials around the workplace which may be sensitive or hazardous. • Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 2

Purpose of the Job	• Carry out a <mark>variety</mark> of routine daily tasks such as typing simple documents, data entry, filing papers, photocopying, record-keeping according to clear instructions to ensure accuracy. • <mark>Prepare</mark> letters or documents following typically standardised formats/templates or clear instructions.	• Carry out a <mark>variety</mark> of routine daily tasks such as food preparation and cooking, portering, mail distribution, stock delivery, driving, housekeeping, security patrols according to clear instructions to ensure that service standards are achieved. • Operate in a standardised way, and <mark>carry out routine checks to, car/van, equipment and/or tools</mark> to ensure tasks can be carried out efficiently.	• Carry out a <mark>variety</mark> of routine daily tasks such as store-keeping, preparing basic data, installing computer software, storing of materials, maintaining simple databases according to clear instructions and/or close supervision to ensure that service standards are achieved. • <mark>Operate in a standardised way, and carry out routine maintenance to laboratory or other technical equipment and/or tools</mark> to ensure tasks can be carried out efficiently.
Service Support & Delivery	• Receive and respond to basic enquiries from/to service users/colleagues, generally relating to the provision of information and facts relating to the task or tasks in hand. Requests outside one's knowledge base will be escalated to the relevant person/area to ensure the provision of a timely and effective service to others. • Complete assigned tasks with due regard for accuracy, timeliness and quality.	• Receive and respond to basic enquiries from/to service users/colleagues, generally concerning the provision of information and facts relating to the task or tasks in hand. Requests outside one's own knowledge base will be escalated to the relevant person/area to ensure the provision of a timely and effective service to others. • Complete assigned task with due regard for quality, timeliness and quality.	• Receive and respond to basic enquiries from/to staff or students, generally concerning the provision of information and facts relating to the task or tasks in hand. Requests outside one's own knowledge base will be escalated to the relevant person/area to ensure the provision of a timely and effective service to others. • Complete assigned tasks with due regard for accuracy, timeliness and quality.
Planning & Organising	• Work is prescribed and involves the <mark>prioritisation of routine tasks</mark> allocated by the supervisor. The supervisor will check progress and allocate additional work typically during the course of the day.	• Work is prescribed and involves the <mark>prioritisation of routine tasks</mark> allocated by the supervisor. The supervisor will check progress and allocate additional work typically during the course of the day.	• Work is prescribed and involves the <mark>prioritisation of routine tasks</mark> allocated by the supervisor. The supervisor will check progress and allocate additional work typically during the course of the day.
Initiative, Problem Solving & Decision Making	• Work instructions provide some limited scope for the job holder to think about the order in which tasks are carried out. • Job holder will be expected to <mark>resolve routine problems</mark> but any difficulties encountered will be referred to the supervisor.	• Work instructions provide <mark>some limited scope for the job holder to think about the order in which tasks are carried out.</mark> • Job holder will be expected to <mark>resolve routine problems</mark> but any difficulties encountered will be referred to the supervisor.	• Work instructions provide some limited scope for the job holder to think about the order in which tasks are carried out. • Job holder will be expected to <mark>resolve routine problems</mark> but any difficulties encountered will be referred to the supervisor.
Communicating, Liaising & Networking	• <mark>Receive and direct visitors</mark> and/or provide information to others in an appropriate and correct manner to	• Provide information to others to promote a positive image of one's own work area/unit to others.	• Provide information to others to promote a positive image of one's own work area/unit to others.

	promote a positive image of one's own work department/school/work unit to others.		
Supporting & Developing Others	• Provide support and assistance to colleagues to support the effective service delivery within the work unit.	• Provide support and assistance to colleagues to support effective service delivery within the work unit/area.	• Provide support and assistance to colleagues to support effective service delivery within the work unit/area.
Core Knowledge, Skills & Experience	• <mark>Learning gained through some prior work experience</mark>. • <mark>Knowledge of a range of office equipment</mark> (e.g. requiring basic keyboard skills) and systems (e.g. telephony systems) • Familiarity with procedures and service requirements as they affect the role. • <mark>Familiarity with Microsoft Word, e-mail and internet</mark> to type letters and carry out searches. • Accuracy and ability to follow instructions. • Ability to exchange basic information verbally or in writing. • Equal opportunities and basic Health & Safety awareness	• <mark>Learning gained through some prior work experience</mark>. • Ability to drive a car/van and carry out routine maintenance (e.g. check oil/water) and/or knowledge <mark>to operate and check a range of equipment and tools</mark> (dishwasher, cash register, floor polisher). • <mark>Knowledge of relevant techniques, systems</mark> (e.g. stores) and <mark>procedures</mark> (e.g. relating to basic food hygiene). • Accuracy and ability to follow instructions. • Ability to exchange basic information verbally and, if required, in writing. • Knowledge of relevant aspects of the university (e.g. site locations) • Equal opportunities and basic Health & Safety awareness, with qualifications/training as appropriate	• <mark>Learning gained through some prior work experience.</mark> • Ability to <mark>operate and carry out routine maintenance to a range of simple laboratory or other equipment and tools.</mark> • <mark>Knowledge of relevant techniques, systems</mark> (e.g. stores) and <mark>procedures</mark> (e.g. relating to handling hazardous chemicals). • Accuracy and ability to follow instructions. • Basic awareness of the work of the section or work unit. • Ability to exchange basic information verbally and, if required, in writing. • Equal opportunities and basic Health & Safety awareness
Environment & Physical Demands	• Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	• Job holders will typically work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. • Work involves physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	• Job holders will typically be required to move equipment and materials around the workplace which may be sensitive or hazardous. • Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 3

Purpose of the Job	• Carry out a broad range of largely routine daily tasks such as arranging meetings, taking messages, filing, photocopying, booking venues and travel arrangements, maintaining databases, compiling statistical information, completing forms, preparing draft documentation and ordering of stationery to support the delivery of an administrative service in a defined area.	• Supervisory roles ensure that a routine activity such as cleaning and caretaking, security patrols, kitchen and bar duties are delivered across a single site according to agreed standards and deadlines. • Non-supervisory roles carry out a broad range of largely routine tasks such as repairs, maintenance (e.g. painting & decorating) and checks to facilities, following a clear brief supplied by others.	• Carry out a broad range of largely routine daily tasks (e.g. setup, routine maintenance and day-to-day operation of equipment, stores and general record keeping/cataloguing) and the provision of first line support to students within a defined area and clear remit under readily available guidance and direction.
Service Support & Delivery	• Receive, and respond to enquiries from/to service users and/or colleagues, generally relating to the provision of information and facts relating to the service area. Judgement is required when to pass more complex queries on to or involve others to ensure the provision of an appropriate and effective service. • Deliver a range of administrative support service related tasks, within established systems and processes, to support the achievement of service objectives in a defined work area.	• Receive, and respond to, enquiries from/to service users and/or managers, generally relating to the provision of information and facts relating to the service area. • Deliver a range of operational & facility support service related tasks either personally and/or through the allocation and review of the work of others.	• Receive, and respond to, enquiries from/to students and/or staff, generally relating to the provision of information and facts relating to the service area (e.g. whether materials are available or if chemicals have been prepared). • Deliver a range of technical or learning support service related tasks under close supervision and established systems and procedures to support the achievement of service objectives in a defined work area.
Planning & Organising	• Plan and prioritise own work activities within a fixed deadline, typically on a daily basis but with some need to consider the requirements for the days ahead.	• Plan and prioritise own work activities within a fixed deadline, or the implementation of work rotas for a team (at level 1 and/or 2), on a daily basis but with some need to consider the requirements for the days ahead.	• Plan and prioritise own standard work activities (within clear guidelines and fixed deadlines) on a daily basis to meet work area demands but with some need to consider the requirements for the days ahead. More senior colleagues would advise on the scheduling and prioritising of non standard work.
Initiative, Problem Solving & Decision Making	• Work is typically within a clear remit and job holders are required to resolve a range of problems and make decisions where there are well established precedents and working practices. Guidance and direction is readily available in new or unusual situations.	• Work is typically within a clear remit (e.g. work schedule), and job holders are required to resolve a range of problems where there are well established precedents and working practices.	• Work is typically within a clear remit (e.g. work schedule), and job holders are required to resolve a range of small scale, straightforward problems where there are well established precedents and working practices.

Managing Resources	• Advise supervisor or others when supplies/resources are required to carry out the tasks allocated.	• Job holders would typically advise the supervisor or others when supplies/resources are required to carry out the tasks allocated.	• Job holders will typically maintain appropriate records for their defined area advising the supervisor or others when supplies/resources are required to carry out the tasks allocated.
Communicating, Liaising & Networking	• Communicate and liaise with service users (e.g. staff, students) and/or external contacts (e.g. suppliers, external examiners) to deliver required service standards. Sensitivity may be required to handle difficult situations in communicating with service users/colleagues.	• Communicate and liaise with service users (e.g. staff, students) and/or external contacts (e.g. suppliers, contractors) to deliver required service standards. • Sensitivity may be required to handle difficult situations and/or communicate information.	• Communicate and liaise with service users (e.g. staff, students) and/or external contacts (e.g. suppliers, contractors) to deliver required service standards. • Sensitivity may be required to handle difficult situations and/or communicate information (e.g. dealing with an anxious student)
Supporting & Developing Others	• Provide support and assistance to colleagues to support the effective service delivery within the work unit. • May be involved in the induction of temporary staff and students on activities or services relating to own work area.	• Provide support and assistance to colleagues to support the effective service delivery within the work unit. • May support the induction of staff on activities or services relating to own work area.	• Provide support and assistance to students, colleagues (e.g. ensuring the correct use of equipment, locating the required information source) to support the effective service delivery within the work area. • May support the induction of staff on activities or services relating to own work area.
Core Knowledge, Skills & Experience	• Learned through training/study and prior work experience. • Competent user of basic Windows packages e.g. Word, Excel, Powerpoint and maintenance of databases • Good, accurate and fast typing/keyboard skills • Sound understanding of departmental procedures, processes, methods and systems as they relate to the work area. This may include, for example, library operating systems, Efinancials. • Familiarity with own work priorities and those of colleagues. • Ability to plan and schedule work for the day and days ahead. • Ability to communicate clearly, explaining questions and requirements and responding appropriately to service users, colleagues and/or contractors. • Good written and/or verbal	• Learning gained through training/study and prior work experience which may require a vocational qualification such as C&G Painting & Decorating. • Supervisory roles will require experience in the day to day supervision of staff to achieve end results. • Competent to operate tools, check and carry out routine maintenance (where appropriate) to a range of equipment (fitness equipment, pool vacuum, bar equipment, radios). • Competent in the relevant techniques (e.g. relating to painting & decorating), systems (e.g. stores) and procedures (e.g. relating to food preparation and storage) and legislation. • Ability to plan and schedule work for the day and days ahead. • Ability to communicate clearly, explaining questions and requirements	• Learning gained through training/study and prior work experience which may require a vocational qualification • Competent to operate tools, check and carry out routine maintenance to a range of equipment (e.g. printing & photocopy machines, lighting, cameras and videos etc.). • Competent in the relevant techniques (e.g. model-making), systems (e.g. stores, databases) and procedures (e.g. relating to the operation of equipment). • Ability to plan and schedule work for the day and days ahead. • Ability to communicate clearly, explaining questions and requirements and responding to service users and colleagues. • Equal Opportunities and Sound Health and Safety awareness

	communications skills. • Good numeracy skills (if relevant). • Equal Opportunities and Health & Safety awareness	<mark>and responding to service users, colleagues and/or contractors.</mark> • Knowledge of relevant aspects of the university (e.g. site locations) • Equal opportunities and sound Health & Safety awareness, with qualifications/training as appropriate	
Environment & Physical Demands	• Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	• Job holders will typically work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. • Work involves physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day	• Job holders will typically be required to move equipment and materials around the workplace which may be sensitive or hazardous. • Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 4

Purpose of the Job	• Carry out a full range of administrative support activities required to ensure the delivery of a service in a defined area. Activities are typically more diverse and complex than at level 3 e.g. diary management, minuting meetings, preparing agendas, handling enquiries, meaning a greater level of knowledge is required to perform them (which may take longer to acquire)	• Supervisory roles ensure that a range of routine activities such as caretaking & cleaning, security, kitchen and bar duties are delivered across a single site according to agreed standards and deadlines or that a single activity is delivered across a number of sites. • Non-supervisory roles carrying out a range of more complex activities, in a specialist field (which indicates a level of knowledge or a skill requiring specific technical training) relating to the repairs and maintenance of plant, grounds, equipment and facilities, following a clear brief supplied by others.	• Specialists carrying out a range of more complex (e.g. setup, operation and routine maintenance of electrical & electronic equipment, computer hardware, software and peripherals, design and construction of technical solutions, use of information resources) and/or diverse (e.g. setup, operation and routine maintenance of theatre light & sound equipment), activities than at level 3. Work is within a broader remit typically supporting managers or colleagues to help determine how services should be delivered and providing advice/support to staff and or students.
Service Support & Delivery	• Receive, and respond to, enquiries from/to service users and/or colleagues which involve the explanation of processes and procedures relating to the service area. Judgement is required when to pass more complex queries on to or involve others to ensure the provision of a responsive, appropriate and effective service. • Deliver a full range of administrative support activities, in a defined area, within established systems and processes to ensure the achievement of service objectives in a specific work area. • Work with colleagues and/or service users to develop and implement improvements to service delivery.	• Receive and respond to enquiries from/to service users and/or managers which involve the explanation of processes, procedures and courses of action relating to the service area. Judgement is required when to pass more complex queries on or to involve others to ensure the provision of a courteous and effective service. • Deliver a full range of operational & facility support activities in a defined area(s) within established systems and processes to ensure the achievement of service objectives within a defined work area. • Work with colleagues, contractors and/or service users to develop and implement improvements to service delivery.	• Receive and respond to enquiries from/to students, staff or other service users which involve the explanation of processes, procedures, techniques and the provision of advice relating to the service area (e.g. the best way to present an exhibition or display). Judgement is required when to pass more complex queries on or to involve others to ensure the provision of a courteous and effective service. • Deliver a full range of technical or learning support activities in a defined area(s) within established systems and processes to ensure the achievement of service objectives within a defined area. • Maintain accurate records and ensure that materials, equipment and other resources are stored and maintained in an appropriate manner. • Work with colleagues, and/or service users to develop and implement improvements to service delivery.
Planning & Organising	• Plan and prioritise own work activities or work rotas for a team (at lower levels) for the coming week given fixed	• Plan and prioritise own work activities, or develop and implement work rotas for a team (at levels 1 and/or 2), for the	• Plan and prioritise own work activities for the coming week given fixed deadlines, with some requirement to

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	deadlines, with some requirement to consider further ahead.	==coming week== given fixed deadlines, with some requirement to consider further ahead.	==consider further ahead.==
Initiative, Problem Solving & Decision Making	• Work is typically within a broader remit than level 3 and job holders will be required to ==use their initiative to resolve more complex problems==. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or service users to contribute to the development of procedures, systems and methods to improve service delivery.	• Work is typically within a broader remit than at level 3 and ==incorporates multiple activities== (e.g. cleaning & security) ==or sites== and ==due to the greater number of situations encountered,== job holders will be required to use their ==initiative to resolve more complex problems==. At this level specialists will be required to ==diagnose and resolve problems which may require working from technical diagrams or drawing on specialist knowledge==. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or service users to contribute to the development of procedures, systems and methods to improve service delivery.	• Work is typically within either a broader remit than at level 3 (e.g. theatre lighting and sound) or deeper range of activities (e.g. assisting with studies into the manufacture and characterisation of polymers) and job holders will be required to use their ==initiative to resolve more complex problems==. At this level specialists will be required to diagnose and resolve problems which may require working from technical documentation, diagrams or drawing on specialist knowledge. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and managers to contribute to the development of procedures, systems and methods to improve service delivery.
Managing Resources	• ==Monitor and take responsibility for small-scale resources, such as placing orders==, stationery and petty cash, following established ordering procedures to ensure adequate resources are available to meet work requirements.	• ==Monitor and take responsibility for small-scale resources== such as electrical supplies and petty cash, following established ordering procedures to ensure adequate resources are available to meet work requirements.	• Monitor and take responsibility for small-scale resources following established ordering procedures to ensure adequate resources are available to meet work requirements.
Communication, Liaising & Networking	• Provision of information, communication and liaison with service users (e.g. staff, students) and/or external contacts (e.g. suppliers, external examiners) to deliver required service standards. • ==Sensitivity and diplomacy is required== as the job holder may be communicating difficult information.	• Provision of information, communication and liaison with service users (e.g. students, staff) or external contacts (e.g. suppliers, contractors) to deliver required service standards. • ==Sensitivity and diplomacy is required== in supervisory positions to handle difficult situations and/or communicate information.	• Provision of information and advice to service users (e.g. students, staff) and/or communication with external contacts (e.g. suppliers, contractors) to deliver required service standards. • ==Sensitivity and diplomacy may be required== to handle difficult situations. • Clarity is required to communicate information of a technical nature to others.
Supporting & Developing Others	• Work proactively, collaboratively and flexibly with colleagues to support the effective service delivery within the work	• Work pro-actively, collaboratively and flexibly with colleagues to support effective service delivery within the work	• Work pro-actively, collaboratively and flexibly with colleagues to support effective service delivery within the work

	area. • Support the induction/coaching of staff and students on activities or services relating to own work area.	area. • Support the induction/coaching of staff and students on activities or services relating to own work area.	area. • Support the induction/coaching of staff and students on activities or services relating to own work area.
Core Knowledge, Skills & Experience	• Learned through training and demonstrable work experience. • Detailed knowledge and understanding of relevant systems, equipment, processes and procedures. • Sound understanding of colleagues and work area's priorities. • Ability to plan and schedule work for the week ahead. • Ability to communicate clearly, explaining questions and requirements and responding to service users, colleagues and/or contractors. • Good written and/or verbal communications skills • Good numeracy skills (if relevant). • Equal opportunities and Health & Safety awareness	• Learning gained through training and demonstrable work experience which may require a vocational qualification in a specialist craft. • Detailed knowledge and understanding of relevant systems, equipment, tools, techniques, processes, procedures and legislation relating to work area. • Sound understanding of colleagues and work area's priorities. • Supervisory roles will require experience in the day to day supervision of staff to achieve end results. • Ability to plan and schedule work for the week ahead. • Ability to communicate clearly, explaining questions and requirements and responding to service users, colleagues and/or contractors. • Knowledge of relevant aspects of the university (e.g. site locations) • Equal opportunities and sound Health & Safety awareness, with qualifications/training as appropriate	• Learning gained through training and demonstrable work experience which may require a vocational qualification (e.g. certificate level or BTec) in a specialist discipline. • Detailed knowledge and understanding of relevant systems, equipment, tools, techniques, processes, procedures and legislation relating to work area. • Sound understanding of colleagues and work area's priorities. • Ability to plan and schedule work for the week ahead. • Ability to communicate clearly, explaining questions and requirements and responding to service users, colleagues and/or contractors. • Experience of undertaking a range of technical support activities without constant guidance. • Equal Opportunities and sound Health and Safety awareness.
Environment & Physical Demands	• Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	• Job holders will typically work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. • Work involves physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	• Job holders will typically be required to move equipment and materials around the workplace which may be sensitive or hazardous. • Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 5 Specialist

Purpose of the Job	• Specialists carrying out a full range of complex administrative/business support activities which require specific technical training, required to ensure the delivery of a service in a defined area which may impact across several departments/schools/work areas	• Specialists carrying out a facility support or operational service activity of a complex technical nature (which indicates a level of knowledge or a skill requiring specific technical training) supporting the delivery of a service in a defined area across several sites/work units.	• Individuals requiring a depth of knowledge on specialised equipment or specialist software/hardware or specialist information resources. Roles require the application of techniques, processes and methods to undertake complex technical work and/or organise, prepare and deliver demonstration or training programmes within given parameters or to meet specific requirements. •
Service Support & Delivery	• Organise and resolve most issues/queries of an administrative/business support nature independently, providing advice on specialised but established procedures and related matters to staff at all levels and to service users, recommending alternative sources/course of action if unable to assist. • Deliver, or oversee, a range of specialised support service activities advising and assisting colleagues and/or service users on relevant systems, processes and procedures to ensure effective service delivery. • Monitor and report on service standards within own area of work and work with others towards the improvement of service delivery.	• Organise and resolve most issues/queries of a technical/operational or facility support nature independently, providing advice on specialised but established procedures and related matters to staff at all levels and to service users, recommending alternative sources/course of action if unable to assist. • Deliver, or oversee, a specialised support service advising and assisting colleagues and/or service users on relevant systems, processes and procedures to ensure effective service delivery. • Monitor and report on service standards within own area of work and work with others, towards the improvement of service delivery.	• Organise and resolve most issues/queries of a technical/learning support nature independently, providing technical instruction to groups of students, providing advice on specialised but established techniques, methods, procedures and related matters to students and staff at all levels recommending alternative sources/course of action if unable to assist. • Plan and deliver demonstrations and/or a range of specialised technical/learning support service activities advising and assisting colleagues and/or service users on relevant equipment, information resources, techniques, systems, processes and procedures to ensure effective service delivery. Preparation of materials to support technical instruction to students. • Maintain accurate records and ensure that materials and equipment within the designated area are stored and maintained in an appropriate manner. • Monitor and report on service standards within own area of work and work with others towards the improvement of service delivery.
Planning & Organising	• Individual planning & prioritising own activities to contribute to the achievement of departmental/school/work area	• Individual planning and prioritising own work activities to contribute to the achievement of work unit objectives.	• Individual planning & prioritising own activities to contribute to the achievement of departmental/school/work unit

	objectives. • ==Planning and prioritising of work is generally concerned with the weeks ahead, i.e. ensuring set milestones are hit as well as reacting to other work demands.==	==Planning and prioritising of work is generally concerned with the weeks ahead, i.e. ensuring set milestones are hit as well as reacting to other work demands==. Within this the job holder will be concerned with implementation on a day to day basis to ensure effective service delivery.	objectives. • ==Planning and prioritising of work is generally concerned with the weeks ahead, i.e. ensuring set milestones are hit as well as reacting to other work demands.==
Initiative, Problem Solving & Decision Making	• Work at this level is not closely supervised and job holders will be required to ==use initiative to resolve highly complex problems and provide advice based on a detailed knowledge== of methods, processes, procedures and systems. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or service users to contribute to the development of procedures, systems and methods to improve service delivery. • ==Undertake research/analysis and/or evaluation== of specialised but relatively straightforward information in response to enquiries, highlighting issues requiring further investigation and escalating issues outside one's own authority or knowledge base to others.	• Work at this level is not closely supervised and ==due to the number of differing situations encountered,== job holders will be required to ==use their initiative to resolve highly complex problems and provide advice== based on a detailed knowledge of methods, processes, procedures, systems and techniques. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or service users to contribute to the development of procedures, methods, systems and techniques to improve service delivery. • ==Undertake analysis and evaluation of specialised but relatively straightforward information== (e.g. planning and costing of menus), highlighting issues requiring further investigation and escalating issues outside one's own knowledge base to others.	• Work at this level is not closely supervised and job holders will be required to ==use initiative to resolve highly complex problems in their field and provide advice based on a detailed knowledge== of information resources, equipment, techniques, methods, processes, procedures and systems. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or managers to contribute to the development of working practices, techniques, procedures, systems and methods to improve service delivery. • ==Undertake research/analysis and/or evaluation== on specialised but relatively straightforward information in response to enquiries, highlighting issues requiring further investigation and escalating issues outside one's own knowledge base to others.
Managing Resources	• Deploy assigned small scale resources towards defined objectives and within defined limits to ensure operational and cost efficiency. • ==Provide input into the resource planning process== to help ensure that finances are appropriately and efficiently monitored.	• Deploy assigned small scale resources towards defined objectives and within defined limits to ensure operational and cost efficiency. • Ensure finances and other work resources, including equipment are appropriately and efficiently monitored and maintained, highlighting corrective action where appropriate. • ==Provide input into the resource planning process== to help ensure that appropriate resources are available in a timely an effective manner.	• Deploy assigned small scale resources towards defined objectives and within defined limits to ensure operational and cost efficiency. • Ensure materials and other work resources are appropriately and efficiently monitored and maintained. • ==Evaluate new developments and provide input into the resource planning process== to help ensure that appropriate resources are available to enable service continuity.

Communicating, Liaising & Networking	• Ensure regular liaison and communication with colleagues in other work areas, schools and/or departments and help foster good relations with representatives of other bodies. • May attend relevant meetings as requested by manager, to support standard work activities or to represent the department/school/area. • May need to co-ordinate a range of activities or communications on behalf of a senior manager. • Sensitivity is required as the job holder may be required to communicate complex or difficult information.	• May attend meetings as requested by manager to support standard work activities or to represent the work area. • May need to co-ordinate a range of communications to service users and/or staff on behalf of a senior manager. • Sensitivity and clarity is required to communicate difficult and/or technical information to others. • Provide advice to colleagues and service users based on knowledge and experience of practices and procedures.	• Ensure regular liaison and communication with users of the technical/learning support service from within and outside the School to help foster good relations. • Provision of advice and assistance to service users (e.g. staff and students) to deliver service standards. • May attend relevant meetings as requested by manager, to support standard work activities or to represent the department/school/work area. • Sensitivity is required as the job holder may be required to communicate difficult information of a technical and/or complex nature.
Supporting & Developing Others	• Specialists will typically be required to act as coaches or mentors to less experienced colleagues.	• Specialists will typically be required to act as coaches or mentors to less experienced colleagues.	• Specialists will typically be required to act as coaches or mentors to less experienced colleagues.
Core Knowledge, Skills & Experience	• Learned through a combination of vocational training and significant work experience, demonstrating development in a series of progressively more demanding work roles. • Comprehensive knowledge and experience relating to the relevant procedures, processes, methods, legislation and software. • Clear understanding of the standards and outputs required within the role and/or team. • Working knowledge of the activities of other areas of the university and external bodies relevant to the school/area. • Well developed written and verbal communication skills to communicate difficult information or explain findings. • Sound understanding of Health and Safety, and Equal Opportunities	• Learning gained through a combination of vocational training and significant on-the-job experience demonstrating development in a series of progressively more demanding work roles. • Comprehensive knowledge and experience relating to the relevant systems, equipment, tools, techniques, processes, procedures and regulations relating to the work area. • Clear understanding of the standards and outputs required within the role and/or team. • Ability to plan and schedule work for the weeks ahead. • Well developed written and verbal skills to communicate difficult information or explain findings. • Comprehensive Equal Opportunities and Health & Safety awareness, and training/qualifications as appropriate.	• Learning gained through a combination of vocational training and significant on-the-job work experience demonstrating development in a series of progressively more demanding work roles. • Comprehensive knowledge and experience relating to relevant systems, equipment, tools, techniques, processes and procedures relating to the work area. • Clear understanding of the standards and outputs required within the role and/or team. • Working knowledge of the activities of other areas of the university and external bodies relevant to the role. • Well developed written and verbal skills to demonstrate, communicate and advise on difficult information or explain findings of a technical nature. • Excellent knowledge of Health and Safety, Equal Opportunities and other legislation relating to the work area.
Environment & Physical Demands	• Job holders will typically work in a normal office environment and may be required to move books, files and other	• Job holders will typically work in an environment where there is frequent exposure to noise and heat and may be	• Job holders will typically be required to move equipment and materials around the workplace which may be sensitive

	documentation around the workplace.	required to work outdoors for a considerable part of the working day. • Work involves physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	or hazardous. • Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 5 - Supervisor

Purpose of the Job	• Supervisors co-ordinating the delivery of a range of administrative/business support services within a department/school/work area.	• Supervisors co-ordinating the delivery of a facility or operational service of a technical nature or service support nature across a single site according to agreed standards and deadlines.	• Supervisory roles will typically involve the scheduling and prioritisation of work for a section or large team.
Service Support & Delivery	• Organise and resolve most issues/queries of an administrative/business support nature independently, providing advice on specialised but established procedures and related matters to staff at all levels and to service users, recommending alternative sources/course of action if unable to assist. • Oversee the delivery of a range of specialised support service activities advising and assisting colleagues and/or service users on relevant systems, processes and procedures to ensure effective service delivery. • Monitor and report on service standards within own area of work and work with others towards the improvement of service delivery.	• Organise and resolve most issues/queries of a technical/operational or facility support nature independently, providing advice on specialised but established procedures and related matters to staff at all levels and to service users, recommending alternative sources/course of action if unable to assist. • Oversee the delivery of a range of specialised support service advising and assisting colleagues and/or service users on relevant systems, processes and procedures to ensure effective service delivery. • Monitor and report on service standards within own area of work and work with others, towards the improvement of service delivery.	• Organise and resolve most issues/queries of a technical/learning support nature independently, providing technical instruction to groups of students, providing advice on specialised but established techniques, methods, procedures and related matters to students and staff at all levels recommending alternative sources/course of action if unable to assist. • Oversee a range of specialised technical/learning support service activities advising and assisting colleagues and/or service users on relevant equipment, information resources, techniques, systems, processes and procedures to ensure effective service delivery. Preparation of materials to support technical instruction to students. • Maintain accurate records and ensure that materials and equipment within the designated area are stored and maintained in an appropriate manner. • Monitor and report on service standards within own area of work and work with others towards the improvement of service delivery.
Planning & Organising	• Supervise a team of support staff allocating and prioritising their work and monitoring individual progress and performance in line with this, to contribute to the achievement of departmental/school/work area objectives.	• Supervise a small team of operational & facility support staff carrying out broadly similar activities. The job holder will allocate and prioritise the team's work, monitor individual progress and performance in line with this, to contribute to the achievement of work	• Supervise a team of support staff allocating and prioritising their work (e.g. planning work rotas, workshop duties) and monitoring individual progress and performance in line with this, to contribute to the achievement of departmental/school/work unit

	• Oversee the work of others (either directly or indirectly) as an experienced team member. • <mark>Planning and prioritising of work is generally concerned with the weeks ahead, i.e. ensuring set milestones are hit as well as reacting to other work demands.</mark>	unit objectives. • <mark>Planning and prioritising of work is generally concerned with the weeks ahead, i.e. ensuring set milestones are hit as well as reacting to other work demands.</mark> Within this the job holder will be concerned with implementation on a day to day basis to ensure effective service delivery.	objectives. • Oversee the work of others (either directly or indirectly) as an experienced team member. • <mark>Planning and prioritising of work is generally concerned with the weeks ahead, i.e. ensuring set milestones are hit as well as reacting to other work demands.</mark>
Initiative, Problem Solving & Decision Making	• Work at this level is not closely supervised and job holders will be required to <mark>use initiative to resolve highly complex problems and provide advice based on a detailed knowledge</mark> of methods, processes, procedures and systems. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or service users to contribute to the development of procedures, systems and methods to improve service delivery. • <mark>Undertake research/analysis and/or evaluation</mark> of specialised but relatively straightforward information in response to enquiries, highlighting issues requiring further investigation and escalating issues outside one's own authority or knowledge base to others.	• Work at this level is not closely supervised and job holders will be required to <mark>use their initiative to resolve highly complex problems and provide advice</mark> based on a detailed knowledge of methods, processes, procedures, systems and techniques. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or service users to contribute to the development of procedures, methods, systems and techniques to improve service delivery. • <mark>Undertake analysis and evaluation of specialised but relatively straightforward information</mark> (e.g. planning and costing of menus), highlighting issues requiring further investigation and escalating issues outside one's own knowledge base to others.	• Work at this level is not closely supervised and job holders will be required to <mark>use initiative to resolve highly complex problems in their field and provide advice based on a detailed knowledge</mark> of information resources, equipment, techniques, methods, processes, procedures and systems. Guidance and direction is available in unusual situations or where no clear precedent exists. • Requirement to work with colleagues and/or managers to contribute to the development of working practices, techniques, procedures, systems and methods to improve service delivery. • <mark>Undertake research/analysis and/or evaluation</mark> on specialised but relatively straightforward information in response to enquiries, highlighting issues requiring further investigation and escalating issues outside one's own knowledge base to others.
Managing Resources	• Deploy assigned small scale resources towards defined objectives and within defined limits to ensure operational and cost efficiency. • <mark>Provide input into the resource planning process</mark> to help ensure that finances are appropriately and efficiently monitored.	• Deploy assigned small scale resources towards defined objectives and within defined limits to ensure operational and cost efficiency. • Ensure finances and other work resources, including equipment are appropriately and efficiently monitored and maintained, highlighting corrective action where appropriate. • <mark>Provide input into the resource planning process</mark> to help ensure that appropriate resources are available in a timely an effective manner.	• Deploy assigned small scale resources towards defined objectives and within defined limits to ensure operational and cost efficiency. • Ensure materials and other work resources are appropriately and efficiently monitored and maintained. • <mark>Evaluate new developments and provide input into the resource planning process</mark> to help ensure that appropriate resources are available to enable service continuity.

Communicating, Liaising & Networking	• Ensure regular liaison and communication with colleagues in other work areas, schools and/or departments and help foster good relations with representatives of other bodies. • May attend relevant meetings as requested by manager, to support standard work activities or to represent the department/school/area. • May need to co-ordinate a range of activities or communications on behalf of a senior manager. • Sensitivity is required as the job holder may be required to communicate complex or difficult information.	• May attend meetings as requested by manager to support standard work activities or to represent the work area. • May need to co-ordinate a range of communications to service users and/or staff on behalf of a senior manager. • Sensitivity and clarity is required to communicate difficult and/or technical information to others. • Provide advice to colleagues and service users based on knowledge and experience of practices and procedures.	• Ensure regular liaison and communication with users of the technical/learning support service from within and outside the School to help foster good relations. • Provision of advice and assistance to service users (e.g. staff and students) to deliver service standards. • May attend relevant meetings as requested by manager, to support standard work activities or to represent the department/school/work area. • Sensitivity is required as the job holder may be required to communicate difficult information of a technical and/or complex nature.
Supporting & Developing Others	• Supervisors will be accountable for the induction/coaching of staff and students on activities or services relating to their own work area.	• Supervisors will be accountable for the induction/coaching of staff or service users on activities or services relating to their own work area.	• Supervisors will be accountable for the induction/coaching of staff and students on activities or services relating to their own work area.
Core Knowledge, Skills & Experience	• Learned through a combination of vocational training and significant work experience, demonstrating development in a series of progressively more demanding work roles. • Comprehensive knowledge and experience relating to the relevant procedures, processes, methods, legislation and software. • Clear understanding of the standards and outputs required within the role and/or team. • Working knowledge of the activities of other areas of the university and external bodies relevant to the school/ area. • Well developed written and verbal communication skills to communicate difficult information or explain findings. • Sound understanding of Health and Safety, and Equal Opportunities	• Learning gained through a combination of vocational training and significant on-the-job experience demonstrating development in a series of progressively more demanding work roles. • Comprehensive knowledge and experience relating to the relevant systems, equipment, tools, techniques, processes, procedures and regulations relating to the work area. • Clear understanding of the standards and outputs required within the role and/or team. • Supervisory roles will require experience in the day to day supervision of staff to achieve end results including the ability to motivate staff and tackle underperformance where necessary. • Ability to plan and schedule work for the weeks ahead. • Well developed written and verbal skills to communicate difficult information or explain findings. • Comprehensive Equal Opportunities	• Learning gained through a combination of vocational training and significant on-the-job work experience demonstrating development in a series of progressively more demanding work roles. • Comprehensive knowledge and experience relating to relevant systems, equipment, tools, techniques, processes and procedures relating to the work area. • Clear understanding of the standards and outputs required within the role and/or team. • Working knowledge of the activities of other areas of the university and external bodies relevant to the role. • Well developed written and verbal skills to demonstrate, communicate and advise on difficult information or explain findings of a technical nature. • Excellent knowledge of Health and Safety, Equal Opportunities and other legislation relating to the work area.

		and Health & Safety awareness, and training/qualifications as appropriate.	
Environment & Physical Demands	• Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	• Job holders will typically work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. • Work involves physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	• Job holders will typically be required to move equipment and materials around the workplace which may be sensitive or hazardous. • Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 6 – Specialist

Purpose of the Job	• Individuals requiring a sound understanding of specialised university systems, methods and procedures and/or some theoretical knowledge (which implies an understanding of how things work; not just how to work them) to analyse, advise and resolve problems within a defined service area/specialist discipline.	• Specialists requiring a sound understanding of specialised systems, methods, procedures and techniques and/or some theoretical knowledge (which implies an understanding of how things work; not just how to work them) to analyse, advise and resolve problems within a specialist discipline or field of work.	• Individuals requiring a sound understanding of specialist and/or university systems, methods and procedures and/or some theoretical knowledge (which implies an understanding of how things work; not just how to work them) to analyse advise and resolve problems within a defined service area/specialist discipline/set of information resources.
Service Support & Delivery	• Provide specialist/professional advice and recommendations within specific parameters to support informed decision making. • Deliver own work/the work of the team to meet service standards. • Review and make recommendations to improve service standards/delivery within own area of work.	• Provide specialist/professional advice and recommendations within specific parameters to support informed decision making. • Deliver own work/the work of the team to meet service standards. • Review and make recommendations to improve service standards/delivery within own area of work.	• Provide specialist/professional advice and recommendations and/or develop solutions within specific parameters to support informed decision making and/or service delivery. • Review and make recommendations to improve service standards/delivery within own area of work.
Planning & Organising	• Individual planning and prioritising own activities, advising on the organisation/utilisation of resources in their given area. • Planning and prioritisation of work is generally concerned with the months ahead, i.e. balancing between meeting recurring periodic milestones as well as planning to deliver on an ad-hoc or project basis.	• Individual planning and prioritising own work activities and/or advising service users on the organisation of resources in their given area. • Planning and prioritising is generally concerned with the months ahead, i.e. balancing between meeting recurring periodic milestones as well as planning to deliver on an ad-hoc or project basis.	• Individual planning and prioritising own work activities and/or advising service users on specialist technical/learning support within a defined area/field of expertise. • Planning and prioritisation of work is generally concerned with the months ahead, i.e. balancing between meeting recurring periodic milestones as well as planning to deliver on an ad-hoc or project basis.
Initiative, Problem Solving & Decision Making	• Roles require the use of initiative and judgement to resolve a range of problems within the area of expertise/scope of work area. • Job holders will generally be working within the framework of a broad range of procedures, methods, processes and systems but will be expected to recommend ways in which they can be improved to enhance service delivery.	• Roles require the use of initiative and judgement to resolve a range of problems within the area of expertise/scope of the work area. • Job holders will generally be working within the framework of a broad range of procedures, methods, processes, systems and techniques, determined by the technical depth or breadth of work, but will be expected to recommend	• Roles require the use of initiative and judgement to interpret the needs of students and/or staff to resolve a range of problems within the area of expertise/scope of work area. • Job holders will generally be working the framework of a broad range of working practices, procedures, methods, processes and systems but will be expected to recommend ways in

	■ May lead research and or project work generally of a short term nature within a given framework, in job holder's specialist area of expertise, requiring the development and presentation of recommendations and advice to facilitate the interpretation of specific issues/problems.	ways in which they can be improved to enhance service delivery. ■ Job holder may be required to analyse service requirements, prepare contract specifications and make appropriate recommendations to ensure effective service delivery	which they can be improved to enhance service delivery. ■ May support research and/or contribute to project work and plans generally of a short term nature within a given framework, in job holder's specialist area of expertise.
Managing Resources	■ Individuals will provide specialist professional advice and assistance to service users/colleagues to ensure the effective utilisation and development of resources concerning their given area of expertise.	■ Individuals will provide specialist professional advice to service users/managers to ensure the effective utilisation of resources concerning their given area of expertise.	■ Individuals will provide specialist professional advice to students/managers to ensure the effective utilisation of resources concerning their given area of expertise.
Communicating, Liaising & Networking	■ Maintain an effective network of contacts with colleagues, service users and external bodies to facilitate effective service delivery. ■ Attend relevant meetings to support work activities or to represent the department/school/work area. ■ Co-ordinate activities or communications on behalf of a more senior colleague/team leader. ■ Sensitivity is required as the job holder will be required to communicate complex and difficult information. ■ Individuals will need to communicate information in their specialist field in a manner that influences positive behaviours/actions in service users/colleagues. ■	■ Maintain an effective network of contacts with colleagues, service users and contractors to facilitate effective service delivery. ■ Attend relevant meetings to support work activities or to represent the work area. ■ Co-ordinate activities and/or communications on behalf of a more senior manager/team leader. ■ Sensitivity is required in managerial positions as the job holder will be required to communicate difficult information. ■ Specialists will need to communicate information in their specialist field in a manner that influences positive behaviours in service users, contractors and managers. ■	■ Maintain an effective network of contacts with colleagues, service users and external bodies (e.g. contractors and suppliers) to facilitate effective service delivery. ■ Attend relevant meetings to support work activities or to represent the department/school/work area. ■ Sensitivity is required as the job holder will be required to communicate difficult information of a technical or specialist nature.
Supporting & Developing Others	■ Specialists will typically be required to act as coaches or mentors to less experienced colleagues and advisors to service users in their area of expertise.	■ Specialists will typically be required to act as coaches or mentors to less experienced colleagues and advisors to service users in their area of expertise.	■ Specialists will typically be required to act as advisors to service users/managers in their area of expertise
Core Knowledge, Skills & Experience	Either ■ Learning gained through advanced vocational training and the development of appropriate specialist knowledge acquired through considerable work	Either ■ Learning gained through advanced vocational training and the development of appropriate specialist knowledge acquired through considerable work	Either ■ Learning gained through advanced vocational training and the development of appropriate specialist knowledge acquired through considerable work

	experience in a series of progressively more demanding roles. Or ▪ Degree and/or relevant part-professional qualification plus significant experience in the practical application of theoretical knowledge. Plus ▪ Understanding of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. ▪ Detailed operating knowledge of the systems relevant to own field of work and capability and/or detailed knowledge of own work area and products/services available. ▪ Analytical and problem solving capability. ▪ Communication and interpersonal skills. ▪ Staff management and supervisory skills (where appropriate). ▪ Good understanding of Health and Safety, and Equal Opportunities ▪ Financial training sufficient to monitor or manage budgets (where appropriate).	experience through a series of progressively more demanding roles. Or ▪ Degree and/or relevant part-professional qualification plus significant work experience in the practical application of theoretical knowledge. Plus ▪ Understanding of the practices, procedures, methods, techniques and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. ▪ Detailed operating knowledge of the systems relevant to own field of work and capability and/or detailed knowledge of own work area and products/services available. ▪ Proven analytical and problem solving capability. ▪ Proven communication and interpersonal skills. ▪ Proven staff management and supervisory skills (where appropriate) ▪ Financial training sufficient to manage budgets (where appropriate).	experience in a series of progressively more demanding roles. Or ▪ Degree and/or relevant part-professional qualification plus significant work experience in the practical application of theoretical knowledge. Plus ▪ Understanding of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. ▪ Detailed operating knowledge of the systems, equipment and practices relevant to own field of work and capability and/or detailed knowledge of own work area and products/services available. ▪ Proven analytical and problem solving capability. ▪ Proven communication and interpersonal skills. ▪ Proven staff management and supervisory skills (where appropriate). ▪ Financial training sufficient to manage budgets (where appropriate).
Environment & Physical Demands	▪ Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	▪ Job holders may work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. ▪ Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	▪ Job holders may be required to move equipment and materials around the workplace which may be sensitive or hazardous. ▪ Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 6 – Supervisor/Manager

Purpose of the Job	• Managers co-ordinating the delivery of all the administrative/business support services in a department/school or area.	• Operational managers co-ordinating and leading the delivery of all operational & facility support services of an ancillary nature across a single site or work area OR managers co-ordinating and leading the delivery of a large facility or operational service of a technical or service support nature across a single site or work unit. •	• Technical/Learning Support managers' co-ordinating the provision of technical/learning support and resources for a large section or school.
Service Support & Delivery	• Provide specialist/professional advice and recommendations within specific parameters to support informed decision making. • Deliver own work/the work of the team to meet service standards. • Review and make recommendations to improve service standards/delivery within own area of work.	• Provide specialist/professional advice and recommendations within specific parameters to support informed decision making. • Deliver own work/the work of the team to meet service standards. • Review and make recommendations to improve service standards/delivery within own area of work.	• Provide specialist/professional advice and recommendations and/or develop solutions within specific parameters to support informed decision making and/or service delivery. • Deliver own work/the work of the team to meet service standards. • Review and make recommendations to improve service standards/delivery within own area of work.
Planning & Organising	• Manage and co-ordinate a team of support staff, allocating and prioritising work and monitoring individual progress and performance to ensure the achievement of departmental/school/work area objectives. • Planning and prioritisation of work is generally concerned with the months ahead, i.e. balancing between meeting recurring periodic milestones as well as planning to deliver on an ad-hoc or project basis.	• Manage and co-ordinate a team of support staff, allocating and prioritising work and monitoring individual progress and performance to ensure the achievement of site/work area objectives. • Planning and prioritising is generally concerned with the months ahead, i.e. balancing between meeting recurring periodic milestones as well as planning to deliver on an ad-hoc or project basis.	• Manage and co-ordinate a team of technical/learning support staff and resources, allocating and prioritising work and monitoring individual progress and performance to ensure the achievement of departmental/school/work area objectives. • Planning and prioritisation of work is generally concerned with the months ahead, i.e. balancing between meeting recurring periodic milestones as well as planning to deliver on an ad-hoc or project basis.
Initiative, Problem Solving & Decision Making	• Roles require the use of initiative and judgement to resolve a range of problems within the area of expertise/scope of work area. • Job holders will generally be working within the framework of a broad range of procedures, methods, processes and systems but will be expected to recommend ways in which they can be improved to enhance service delivery. • May lead research and or project work generally of a short term nature within a	• Roles require the use of initiative and judgement to resolve a range of problems within the area of expertise/scope of the work area. • Job holders will generally be working within the framework of a broad range of procedures, methods, processes, systems and techniques, determined by the technical depth or breadth of work, but will be expected to recommend ways in which they can be improved to enhance service delivery.	• Roles require the use of initiative and judgement to interpret the needs of students and/or staff to resolve a range of problems within the area of expertise/scope of work area. • Job holders will generally be working the framework of a broad range of working practices, procedures, methods, processes and systems but will be expected to recommend ways in which they can be improved to enhance service delivery.

	given framework, in job holder's specialist area of expertise, requiring the development and presentation of recommendations and advice to facilitate the interpretation of specific issues/problems.	▪ Job holder may be required to analyse service requirements, prepare contract specifications and make appropriate recommendations to ensure effective service delivery	▪ May support research and/or contribute to project work and plans generally of a short term nature within a given framework, in job holder's specialist area of expertise.
Managing Resources	▪ Managers will typically be accountable for developing, gaining approval for and monitoring administrative/business support budgets to ensure effective service delivery.	▪ Managers will typically be accountable for developing, gaining approval for and monitoring operational and facility support budgets and other resources. and maintaining appropriate records to ensure effective service delivery.	▪ Technical/Learning Support managers will typically be accountable for developing, gaining approval for and monitoring budgets to ensure effective service delivery.
Communicating, Liaising & Networking	▪ Maintain an effective network of contacts with colleagues, service users and external bodies to facilitate effective service delivery. ▪ Attend relevant meetings to support work activities or to represent the department/school/work area. ▪ Co-ordinate activities or communications on behalf of a more senior colleague/team leader. ▪ Sensitivity is required as the job holder will be required to communicate complex and difficult information. ▪ Managers will be required to motivate staff and maintain an effective working environment.	▪ Maintain an effective network of contacts with colleagues, service users and contractors to facilitate effective service delivery. ▪ Attend relevant meetings to support work activities or to represent the work area. ▪ Co-ordinate activities and/or communications on behalf of a more senior manager/team leader. ▪ Sensitivity is required in managerial positions as the job holder will be required to communicate difficult information. ▪ Managers will be required to motivate staff and maintain an effective working environment and negotiate with contractors/suppliers.	▪ Maintain an effective network of contacts with colleagues, service users and external bodies (e.g. contractors and suppliers) to facilitate effective service delivery. ▪ Attend relevant meetings to support work activities or to represent the department/school/work area. ▪ Sensitivity is required as the job holder will be required to communicate difficult information of a technical or specialist nature. ▪ Technical/Learning Support managers will be required to motivate staff and maintain an effective working environment.
Supporting & Developing Others	▪ Managers will be accountable for the recruitment, induction, coaching & development of team members to ensure that individual contributions are maximised.	▪ Managers will be accountable for the recruitment, induction, coaching and development of team members to ensure that individual contributions are maximised.	▪ Technical/Learning Support managers will be accountable for the induction, coaching & development of team members to ensure that individual contributions are maximised.
Core Knowledge, Skills & Experience	Either ▪ Learning gained through advanced vocational training and the development of appropriate specialist knowledge acquired through considerable work experience in a series of progressively more demanding roles.	Either ▪ Learning gained through advanced vocational training and the development of appropriate specialist knowledge acquired through considerable work experience through a series of progressively more demanding roles.	Either ▪ Learning gained through advanced vocational training and the development of appropriate specialist knowledge acquired through considerable work experience in a series of progressively more demanding roles.

	Or ▪ Degree and/or relevant part-professional qualification plus significant experience in the practical application of theoretical knowledge. Plus ▪ Understanding of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. ▪ Detailed operating knowledge of the systems relevant to own field of work and capability and/or detailed knowledge of own work area and products/services available. ▪ Analytical and problem solving capability. ▪ Communication and interpersonal skills. ▪ Staff management and supervisory skills (where appropriate). ▪ Good understanding of Health and Safety, and Equal Opportunities ▪ Financial training sufficient to monitor or manage budgets (where appropriate).	Or ▪ Degree and/or relevant part-professional qualification plus significant work experience in the practical application of theoretical knowledge. Plus ▪ Understanding of the practices, procedures, methods, techniques and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. ▪ Detailed operating knowledge of the systems relevant to own field of work and capability and/or detailed knowledge of own work area and products/services available. ▪ Proven analytical and problem solving capability. ▪ Proven communication and interpersonal skills. ▪ Proven staff management and supervisory skills (where appropriate) ▪ Financial training sufficient to manage budgets (where appropriate	Or ▪ Degree and/or relevant part-professional qualification plus significant work experience in the practical application of theoretical knowledge. Plus ▪ Understanding of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. ▪ Detailed operating knowledge of the systems, equipment and practices relevant to own field of work and capability and/or detailed knowledge of own work area and products/services available. ▪ Proven analytical and problem solving capability. ▪ Proven communication and interpersonal skills. ▪ Proven staff management and supervisory skills (where appropriate). ▪ Financial training sufficient to manage budgets (where appropriate).
Environment & Physical Demands	▪ Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	▪ Job holders may work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. ▪ Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	▪ Job holders may be required to move equipment and materials around the workplace which may be sensitive or hazardous. ▪ Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 7

Purpose of the Job	- Individuals requiring a detailed understanding and conceptual knowledge of specialised and complex university systems, methods and procedures (which implies the ability to break something down and put it back together again to work more effectively) to provide specialist professional expertise/advice in a specialist discipline or - Professional team leaders, typically reporting into a Head of Department/Service Manager, accountable for providing a defined service either across the university or within an important business support unit.	- Operational manager co-ordinating and leading the delivery of a large operational and facility support service across the university. - Professional specialist or team leader accountable for providing a defined operational service across the university.	- Individuals requiring a detailed understanding and conceptual knowledge of specialised and complex university procedures, methods and systems (which implies the ability to break something down and put it back together again to work more effectively) who are the lead practitioners and/or advisors in a specialist discipline or management of an information resource. - Technical/Learning Support managers' co-ordinating the provision of technical/learning support across several schools or a faculty or of a large/complex and/or diverse nature.
Service Support & Delivery	- Provide specialist/professional advice and recommendations to support informed decision making/development & delivery in relation to the defined service area. - Deliver own work/the work of the professional team to meet service standards. - Design and/or deliver a variety of approaches or specialised services (e.g. communications materials, training solutions) to ensure effective service delivery. - Develop, implement and maintain systems, methods, processes and resources to ensure effective service delivery and/or contribute to the development of policies/strategies within the department/school/faculty.	- Provide specialist/professional advice and recommendations to support informed decision making in relation to the defined service area. - Deliver own work/work of the team to meet service standards. - Design and/or delivery of a variety of approaches or specialised services (e.g. reprographic services, conferences) to ensure effective service delivery. - Develop, implement and maintain systems, methods, procedures and processes to ensure effective service delivery and contribute towards the development of policies/strategies within the department.	- Provide specialist/professional advice and recommendations to support informed decision making in relation to the defined service area. - Deliver own work/the work of the technical/learning support team to meet service standards. - Design and/or delivery a variety of approaches or specialised services (e.g. systems design solutions, training) to ensure effective service delivery. - Develop, implement and maintain procedures, methods and systems to ensure effective service delivery and/or contribute to the development of policies/strategies within the faculty/technical/learning support area.
Planning & Organising	Either Manage and co-ordinate a team of professional staff, allocating and prioritising work and monitoring individual progress and performance to ensure the achievement of departmental/school/work area	Either Managing and co-ordinating a large team of support staff (usually through intermediate supervisors), allocating and prioritising work and monitoring individual progress and performance to ensure the deliver of the support service	Either Manage and co-ordinate a team of technical/learning support staff, allocating and prioritising work and monitoring individual progress and performance to ensure the achievement of departmental/school/work area

	objectives within established policy.. Or ▪ Individual planning and prioritising own activities and/or advising service users on the organisation of resources and/or resource requirements in their given area of expertise or business service. ▪ For both, the ==planning and prioritisation is focused towards the medium term (typically 6 months to one year==).	objectives within established policy. Or ▪ ==Professional specialist or team leader planning and prioritising own activities/work of the team== and/or advising service users on the resources in their given area. ▪ For both, the ==planning and prioritising is focused towards the medium term (typically 6 months to one year).==	objectives within established policy. Or ▪ Individual planning and prioritising own activities and/or advising service users on the specialist technical/learning support in a given area. ▪ For both, the ==planning and prioritisation is focused towards the medium term (typically 6 months to one year).==
Initiative, Problem Solving & Decision Making	▪ Roles require ==considerable initiative and judgement to resolve complex problems==/seek innovative opportunities within the area of expertise/scope of work area. ▪ ==Job holders will generally be required to ensure that procedures, systems, methods and resources appropriate to the work area/scope of work are developed, implemented and maintained.== ▪ ==May contribute to larger university-wide projects== (or external projects) as part of a project team to support the achievement of project objectives e.g. commercial strategy.	▪ Roles require ==considerable initiative and judgement to resolve complex problems== within the area of expertise/scope of the work area. ▪ Job holders will generally be required to ==ensure that procedures, systems and methods appropriate to the work area/scope of work are developed, implemented and maintained.== ▪ ==May contribute to larger university-wide projects== (or external projects) as part of a project team to support the achievement of project objectives.	▪ Roles require ==considerable initiative and judgement to resolve complex problems== within the area of expertise/scope of work area. ▪ Job holders will generally be required to ==ensure that, methods and systems appropriate to the work area/scope of work are developed, implemented and maintained.== ▪ ==May contribute to larger university-wide projects== (or external projects) as part of a project team to support the achievement of project objectives.
Managing Resources	▪ Professional team leaders will ==contribute to the resource planning process== and oversee allocated resources to ensure that they are managed appropriately and efficiently. ▪ Individuals will provide specialist professional advice to service users/colleagues and contribute to the resource planning process to ensure the effective use of resources concerning their given area of expertise. ▪ May be required to monitor resources/budgets within own service area and make appropriate recommendations to improve resource utilisation.	▪ Operational managers and professional team leaders ==will contribute to the resource planning process== and oversee allocated resources to ensure they are managed appropriately and efficiently. ▪ Individuals will provide specialist advice to service users/managers and contribute to the resource planning process to ensure the effective utilisation of resources relating to their given area of expertise.	▪ Technical/Learning Support managers will ==contribute to the resource planning process== and oversee allocated resources to ensure that they are managed appropriately and efficiently. ▪ Individuals will provide specialist professional advice to service users/managers and contribute to the resource planning process to ensure the effective development and/or utilisation of resources concerning their given area of expertise.
Communicating, Liaising &	▪ Maintain an effective network of contacts with colleagues, service users	▪ Maintain an effective network of contacts with colleagues, contractors,	▪ Maintain an effective network of contacts with colleagues, service users

Networking	- and external bodies to keep up to date and facilitate effective service delivery. - Attend relevant meetings to support area activities or to represent the department/school/ work area. - Co-ordinate activities or communications on behalf of a senior colleague. - Sensitivity is required as the job holder will be required to communicate complex and difficult information. - Will need to <mark>communicate information as an expert in their specialist field</mark> in a manner that influences effective behaviour/actions in service users/colleagues/external partners. - Professional team leaders will be required to manage staff and promote an effective working environment.	- service users and external bodies to facilitate effective service delivery. - Attend relevant meetings to support work unit activities or to represent the department/school/work area. - Co-ordinate activities or communications on behalf of a senior manager. - Sensitivity is required as the job holder will be required to communicate difficult information. - Will need to <mark>communicate information as an expert in their specialist field</mark> in a manner that influences positive behaviours/actions in service users/managers. - Operational managers and professional team leaders will be required to motivate staff and maintain an effective working environment.	- and external bodies to facilitate effective service delivery. - Attend relevant meetings to support work unit activities or to represent the department/school/work area. - Co-ordinate activities or communications on behalf of a senior manager. - Sensitivity is required as the job holder will be required to communicate difficult information. - Will need to <mark>communicate information as an expert in their specialist field</mark> in a manner that influences positive behaviours/actions in service users/managers. - Technical/Learning Support managers will be required to motivate staff and maintain an effective working environment.
Supporting & Developing Others	- Specialists will typically be required to act as coaches or mentors to less experienced colleagues and advisors to service users/colleagues in their area of expertise. - Professional team leaders will be accountable for the induction, coaching & development of team members to ensure that individual contributions are maximised.	- Specialists will typically be required to act as coaches or mentors to less experienced colleagues and advisors to service users/managers in their area of expertise. - Operational managers and professional team leaders will be accountable for the induction, coaching & development of team members to ensure that individual contributions are maximised.	- Specialists will typically be required to act as coaches or mentors to less experienced colleagues and advisors to service users/managers in their area of expertise - And/Or - Technical/Learning Support managers will be accountable for the induction, coaching & development of team members to ensure that individual contributions are maximised.
Core Knowledge, Skills & Experience	Either - Learning gained through <mark>extensive vocational training</mark> and the development of appropriate <mark>detailed specialist knowledge</mark> acquired through significant experience in a series of progressively more demanding roles. Or <mark>Degree and/or professional qualification plus considerable work experience</mark> in the practical application of theoretical/conceptual knowledge. Plus <mark>Experience of planning and progressing work activities</mark> within	Either - Learning gained through <mark>extensive vocational training</mark> and the development of appropriate <mark>detailed specialist knowledge</mark> through a series of progressively more demanding roles. Or <mark>Degree and/or professional qualification plus considerable work experience</mark> in the practical application of theoretical/conceptual knowledge. Plus <mark>Experience of planning and progressing work activities</mark> within general/professional guidelines or	Either - Learning gained through <mark>extensive vocational training</mark> and the development of appropriate <mark>detailed specialist knowledge</mark> relating to broad university procedures gained through a series of progressively more demanding roles. Or <mark>Degree and/or professional qualification plus considerable work experience</mark> in the practical application of theoretical/conceptual knowledge in a specialist technical discipline. Plus <mark>Experience of planning and progressing</mark>

	- general/professional guidelines or organisational policy <mark>using initiative and independent judgement</mark>. - Thorough knowledge and understanding of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. - <mark>Clear understanding of the regulations and codes of practice set for the conduct and output of the role.</mark> - Detailed operating knowledge of the systems relevant to own field of work (in terms of functionality) and capability and/or detailed knowledge of own work area and products/services available. - Analytical and problem solving capability. - Communication and interpersonal skills. - Staff management and supervisory skills (where appropriate). - Financial training sufficient to manage budgets (where appropriate). - Ability to implement and promote Health and Safety, and Equal Opportunities policies	organisational policy <mark>using initiative and independent judgement.</mark> - <mark>Thorough knowledge and understanding</mark> of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. - <mark>Clear understanding of the regulations and codes of practice</mark> set for the conduct and output of the role. - Detailed operating knowledge of the systems relevant to own field of work (in terms of functionality) and capability and/or detailed knowledge of own work area and products/services available. - Proven analytical and problem solving capability. - Proven communication and interpersonal skills. - Proven staff management and supervisory skills (where appropriate). - Financial training sufficient to manage budgets (where appropriate). - Ability to implement and promote Health and Safety, and Equal Opportunities policies	<mark>work activities</mark> within general/professional guidelines or organisational policy using initiative and independent judgement. - <mark>Thorough knowledge and understanding</mark> of the practices, procedures, methods and regulations relevant to the role which may include broader university/function/sector/external (e.g. legislation) awareness. - <mark>Clear understanding of the regulations and codes of practice</mark> set for the conduct and output of the role. - Detailed operating knowledge of the systems relevant to own field of work (in terms of functionality) and capability and/or detailed knowledge of own work area and products/services available. - Proven analytical and problem solving capability. - Proven communication and interpersonal skills. - Proven staff management and supervisory skills (where appropriate). - Financial training sufficient to manage budgets (where appropriate). - Ability to implement and promote Health and Safety, and Equal Opportunities policies
Environment & Physical Demands	- Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.	- Job holders may work in an environment where there is frequent exposure to noise and heat and may be required to work outdoors for a considerable part of the working day. - Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.	- Job holders may be required to move equipment and materials around the workplace which may be sensitive or hazardous. - Work may involve physical effort in standing and walking and/or moving, lifting and transporting equipment and materials for a significant part of the working day.

Level 8 for all Groups

Purpose of the Job	• Experienced professionals providing individual specialist expertise and advice of strategic importance to the university. • Managers of divisions leading the development of a broad range of professional service activities across a large school/department.
Service Support & Delivery	• Apply specialist/professional expertise and/or broad management experience, and use independent judgement, to manage unforeseen situations and/or medium term developments and to deliver effective and efficient services throughout to meet service user requirements. • Generate original ideas and innovative solutions, where precedents may not exist, through the provision of appropriate in-depth specialist, or broad management, knowledge and advice. • Identify additional service requirements or service shortfalls and co-ordinate and/or design the delivery of innovative solutions to maximise service delivery/commercial opportunities and effectiveness and contribute to overall policy and service development. • Ensure professional and quality standards are maintained and applied within service area.
Planning & Organising	• Plan and organise individual and/or team activity over the medium term, with an appreciation of longer term issues, to ensure service delivery is in line with department/school/university strategy. • Plan and integrate and/or advise on changes to service delivery across different parts of the school/department or area of specialist expertise. • Project manage specialist/professional activities to facilitate major service/policy/ operational changes with university-wide impact, or impact on external parties (e.g. partner colleges, consultancies etc.).
Initiative, Problem Solving & Decision Making	• Use substantial professional or specialist knowledge to assess service user needs, identify trends, generate original ideas and approaches which may have a broad or university-wide impact, or impact on external parties (e.g. partner colleges, consultancies etc.). • Provide lead advice on the analysis and interpretation of data and information, on the sourcing of related information where appropriate, and on reporting progress to senior management to support the resolution of issues/problems within a professional/specialised area. • Advise on the need to assess complex situations, information or data and propose and lead the application and testing of innovative solutions with broad impact. • Ensure that all systems, methods, procedures and processes relevant to the service area and/or specialist expertise are appropriate and fit for purpose.
Managing Resources	• Manage or monitor resources/budgets within allocated project/area where appropriate to ensure maximum value is delivered for resources deployed. • Contribute to resource planning and budgeting within own area.
Communicating, Liaising & Networking	• Represent and/or promote the work area/university at both internal and external meetings/events to ensure that department/school/work issues are appropriately represented and acted upon. • Contact with other areas of the university to develop new/improved processes and supporting systems. • Interact internally and externally to generate and co-ordinate original ideas and policy/practice developments/collaborations. • Maintain external links with professional and/or specialist knowledge. • Managers will be required to motivate staff and develop and maintain an effective working environment.

Supporting & Developing Others	- As the 'specialist' in a field of work the job holder will act as coach and mentor to less experienced colleagues and advisor to service users/colleagues. - The job holder will ==typically be regarded as 'the point of reference' in their area of expertise.== - Managers will be accountable for the induction, coaching & development of team members to ensure that individual contributions are maximised.
Core Knowledge, Skills & Experience	Or - Degree/post graduate qualification in a relevant subject and a professional qualification ==plus significant broad managerial/specialist experience, including successful outcomes, in a similar work environment.== ==Substantial and relevant management experience demonstrating management ability in an appropriate professional or specialist area== and success in a similar work environment, backed by evidence of significant appropriate specialist knowledge. Plus ==Successful managerial/professional track record== ==Project and/or people management skills== gained through previous experience. ==Authoritative on the specialist work practices== and/or professional guidelines relevant to the work area. ==High level of specialist/professional engagement with current practice and developing knowledge.== - Broad understanding of related work areas and wider sector/external awareness. ==Awareness of the current and future priorities for the department, school, faculty and university.== - Proven analytical and problem solving capability in a specialist area or across a broad range of management functions. ==High level communication skills obtained through representational influencing and/or negotiating activities==. - Experience in managing and controlling budgets. - Ability to implement and promote Health and Safety, and Equal Opportunities policies
Environment & Physical Demands	Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.

Level 9 for all Groups

Purpose of the Job	- <mark>Experienced managers responsible for developing and co-ordinating a substantial professional service activity with significant strategic impact and/or external impact across the whole university</mark>, e.g. assistant head/director; major project director.
Service Support & Delivery	- <mark>Apply broad or deep knowledge and experience of work area</mark> or field of expertise to provide <mark>advice/guidance</mark> to others or to address problems <mark>or unresolved issues</mark> which may have <mark>university-wide impact</mark>, or impact on external parties (e.g. partner colleges, consultancies etc.). - <mark>Anticipate user needs/requests, identifying opportunities and facilitating change management</mark>. - <mark>Evaluate existing service provision, and develop and advise senior management</mark>/external partners on policy, functional service priorities or commercial opportunities to ensure effective service continuity and delivery. - <mark>Accountable for ensuring that service delivery meets university objectives</mark>, service level agreements, professional standards, codes of best practice and regulatory requirements
Planning & Organising	- <mark>Plan, develop and implement longer term objectives</mark> for own area of activity to support university strategy. - <mark>Contribute to the annual planning process</mark> to support the strategic direction for the whole professional service activity/department. - <mark>Oversee several areas of work/projects</mark> to ensure that each is managed and delivered to time and budget.
Initiative, Problem Solving & Decision Making	- Job holder is <mark>concerned with the development and implementation of policies, systems, methods and processes across the service activity which requires significant judgement and innovative thought</mark> to ensure that service delivery is aligned with broader service/activity objectives. - Job holder has overall accountability for the service delivery within a substantial professional service activity.
Managing Resources	- Manage or co-ordinate allocated resources effectively and control all related expenditure to ensure delivery of targets/objectives within budget. - <mark>Contribute to the resource planning process for the whole professional service activity/department</mark>.
Communicating, Liaising & Networking	- <mark>Advising and influencing at senior levels within the university (e.g. SMT, university Committees etc.) and externally</mark> (e.g. strategic partners). - Network with fellow professionals/senior managers and others in the wider community to represent and promote own work area on internal and external platforms. - <mark>Negotiate with contractors/suppliers and partners</mark> to influence outcomes favourable to the university. - Liaise with key service users and stakeholders to establish and implement service requirements and priorities. - Motivate staff and develop and maintain an effective working environment.
Supporting & Developing Others	- Ensure processes and systems are developed and implemented to support the effective induction, coaching and development of team members. - Job holder will act as coach and mentor to less experienced professionals and managers in their area of work/expertise.
Core Knowledge, Skills & Experience	- Degree/post graduate qualification in a relevant subject and a professional qualification plus <mark>substantial broad managerial and leadership experience with a strategic impact</mark>. Or - <mark>Extensive vocational, management and leadership experience with a strategic impact</mark> demonstrating professional development through a series of progressively more demanding and influential work roles, backed by evidence of significant development of appropriate specialist knowledge. Plus - <mark>Experience of managing multiple professional teams, complex projects or activities with a strategic influence</mark> across a large organisation or impact on a large resource.

	▪ <mark>Experience of working with and influencing senior management and/or key suppliers/partners</mark>. ▪ <mark>Experience of leading innovative solutions and managing strategic planning processes</mark>. ▪ Experience in managing and controlling budgets/resources/funding and a good understanding of financial management procedures. ▪ <mark>Highly developed knowledge of the principles, theory and practice of work in own area of expertise and awareness of current developments</mark>. ▪ Well developed knowledge of systems/services for own area and across functions/departments and how they relate to each other. ▪ <mark>Well developed understanding of relevant regulations and procedures</mark> and the consequences of non-compliance. ▪ <mark>Strong interpersonal skills</mark> for motivating, negotiating, influencing and relationship/partnership building. ▪ Good understanding of and ability to implement and promote Health and Safety, and Equal Opportunities policies
Environment & Physical Demands	▪ Job holders will typically work in a normal office environment and may be required to move books, files and other documentation around the workplace.

Update February 2010