

Management, Specialist and Administrative Job Family - GRADE 2

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 1. Roles at this level carry out a range of routine clerical activities/duties within standard procedures. Generally tasks undertaken will be more varied/involved than those at Grade 1, and the role holder will require a broader understanding of office/department routines and processes. Typically working to a given plan, however some planning and organising of own work may be required to ensure deadlines are met/departmental workflow is maintained. Role holders at this grade have sufficient knowledge to work on day-to-day issues without continuous/regular reference to others. Knowledge required for the role is typically gained through a period of practical training or elementary/introductory study (e.g. Standard Grades (GCSE's) or equivalent vocational qualification) together with approximately 1 years experience in a similar post.

HERA Elements

Communication
<ul style="list-style-type: none">Regularly required to receive and convey routine information, both orally and in writing, to staff, students, visitors etc e.g. responding to standard requests for information, passing on messages, dealing with straightforward enquiries, record keeping, composing straightforward emails/letters etc.
Teamwork and Motivation
<ul style="list-style-type: none">An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required.
Liaison and Networking
<ul style="list-style-type: none">Required to liaise with others outwith the team to exchange information and keep people informed so that work is completed effectively.
Service Delivery
<ul style="list-style-type: none">Provide a routine defined service e.g. routine clerical and/or support activities which contribute to the smooth operation of an office, work unit or service (preparation of standard documents/information, making routine arrangements and bookings, running straightforward reports etc)Standards and requirements of the service are set by others.
Decision Making
<ul style="list-style-type: none">Make timely and considered decisions on routine matters, taking into account impact on own area of work and immediate team.Recognise when a decision falls outwith the remit of the role.
Planning and Organising
<ul style="list-style-type: none">Generally working to a schedule or plan set by supervisor/line manager or established practice, but some reprioritising/forward planning of own work may be required to ensure work objectives/deadlines are met.May be required to assist with the organisation of School/Unit events and activities, deal with travel/accommodation arrangements etc.
Initiative and Problem Solving
<ul style="list-style-type: none">Respond to/solve routine day-to-day problems independently by following procedures, guidelines or by referring to what has been done before (e.g. filtering calls, re-arranging meetings, reprioritising tasks due to workload/issues which have arisen etc) with more complex problems being referred to others.

Analysis and Research
<ul style="list-style-type: none"> ▪ Expected to establish the basic facts in situations and/or perform standard checks (e.g. filling out standard forms, data entry, updating and/or filing straightforward data and records etc), informing others where necessary. ▪ May also be required to gather and analyse routine/standard data using predetermined procedures e.g. running reports from databases and extracting relevant data, carrying out database searches, cross-checking of more complex data.
Sensory and Physical Demands
<ul style="list-style-type: none"> ▪ The sensory/physical demands of the role will be straightforward, typically involving the routine use of standard office equipment e.g. PC, photocopier, fax machine, scanner etc.
Work Environment
<ul style="list-style-type: none"> ▪ Work is undertaken in a low risk/relatively stable environment e.g. offices, library etc.
Pastoral Care and Welfare
<ul style="list-style-type: none"> ▪ Required to show sensitivity to those who may need help and/or initiate appropriate action by involving relevant people.
Team Development
<ul style="list-style-type: none"> ▪ May be required to guide/advise new starts working in the same role on standard work practices, equipment etc e.g. demonstrating tasks, being shadowed by new members of the team.
Teaching and Learning Support
<ul style="list-style-type: none"> ▪ Not required to teach/train others outwith the team.
Knowledge and Experience
<ul style="list-style-type: none"> ▪ Requires sufficient knowledge and experience to work on day-to-day issues in their own area without regular/direct reference to others. ▪ Requires knowledge of standard software packages and office equipment e.g. MS Office, internet, email, photocopier, fax etc. ▪ Knowledge typically gained through a period of practical training or elementary/introductory study (e.g. Standard Grades (GCSEs) or equivalent vocational qualification) together with approximately 1 years work experience in a similar post. Where no certificate/qualification is held, 2 years relevant work experience will usually be required. ▪ Periodic refresher and update training is required. ▪ Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Work is carried out accurately, on time and to prescribed standards.
- Ability to provide good customer service.
- Courteous and effective exchange of straightforward factual information, both orally and in writing.
- Sound literacy and numeracy skills.
- Flexible approach to work and willingness to learn.
- Attention to detail.
- Ability to contribute to the effective work of the team and assist colleagues as required.