

Management, Specialist and Administrative Job Family - GRADE 3

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 2. Roles at this level will perform a range of administrative/clerical activities in support of School/Unit/Department systems and processes. Work will be undertaken within established procedures and processes, but role holder will be required to exercise some personal responsibility and judgement in organising and carrying out their work. While the role will not usually be subject to direct/regular supervision, managerial guidance will be readily available. Role holders will require a good working knowledge of relevant systems, equipment, processes and procedures, and may be required to provide guidance to team members at lower grades. Knowledge required for the role is typically gained through a period of practical training or elementary study (e.g. Standard Grades (GCSEs), NVQ 2/3 or equivalent) and approximately 2 years experience in a similar post.

HERA Elements

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| Communication |
| <ul style="list-style-type: none">▪ Regularly required to receive and convey routine factual information, both orally and in writing, to staff, students and/or visitors e.g. responding to requests for information, passing on messages, dealing with enquiries, record keeping, composing straightforward emails/letters etc.▪ May have to deal with more involved enquiries and/or communicate information of a non-routine nature, orally and/or in writing, which needs careful explanation and interpretation e.g. reiterating policies and procedures, using tact and diplomacy, explaining more specialist information relating to the work being undertaken, drafting letters, minutes, straightforward reports 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. There may also be a regular requirement to co-ordinate the dissemination of key information in the right format to the right people at the right time. |
| Service Delivery |
| <ul style="list-style-type: none">▪ Provide a defined administrative service e.g. administrative and clerical activities which contribute to and support the smooth operation of an office, work unit or service (preparation of standard documents/information, compiling/analysing data, running reports, responding to requests for information in a timely and responsive manner 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 considering impact on own area of work and immediate team.▪ Likely to contribute to collaborative or advisory decisions in relation to own area of work e.g. suggesting ways of improving working practices, recommending appropriate course of action etc. |
| Planning and Organising |
| <ul style="list-style-type: none">▪ Required to plan and organise own work activities in accordance with established processes and procedures in order to ensure work requirements/objectives are met, reprioritising according to demand/workload.▪ Organisational activities are likely to include some or all of the following: assisting with/organising School/Unit events, activities and meetings, managing diaries, dealing with travel/accommodation arrangements, supporting committees etc. |

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| Initiative and Problem Solving |
| <ul style="list-style-type: none"> ▪ Required to deal with/resolve a range of straightforward problems/issues independently in accordance with procedures/working practice (e.g. reprioritising tasks due to workload/issues which have arisen, sourcing missing information/data, filtering calls etc) using judgement to determine when to re-direct more complex issues to others. ▪ May be expected to deal with some problems where solutions may not be immediately apparent and where various options need to be considered e.g. complex travel/meeting arrangements, dealing with data anomalies, having to take decisions in absence of line manager, dealing with unforeseen issues etc. |
| Analysis and Research |
| <ul style="list-style-type: none"> ▪ Required to gather and analyse routine/standard data using predetermined procedures/processes, reporting and presenting findings as appropriate e.g. running reports from databases and extracting relevant data, carrying out database searches, data manipulation, cross-checking of more complex data, researching data from various information sources etc. |
| 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. In certain roles this may be a regular requirement. |
| Team Development |
| <ul style="list-style-type: none"> ▪ 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 typically required to teach/train others outwith the team. |
| Knowledge and Experience |
| <ul style="list-style-type: none"> ▪ Requires good working knowledge of systems, equipment, processes and procedures relevant to area of work, and an appreciation of the work activities and objectives of the broader team. ▪ Competent in the use of standard software packages (eg MS Office, Excel, internet, email). ▪ Knowledge required for the role is typically gained through a period of practical training or elementary study (e.g. Standard Grades (GCSEs), NVQ 2/3 or equivalent) and approximately 2 years experience in a similar post. Where no certificate/qualification is held, 3 to 4 years relevant work experience will typically be required. ▪ 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

- Ability to communicate clearly and effectively both orally and in writing.
- Competent numeracy and literacy skills.
- Ability to provide effective and efficient customer service.
- Accuracy and attention to detail.
- Ability to work with minimal supervision.
- Flexible approach to work.
- Sound planning and organisational skills, able to (re)prioritise work and plan/schedule workdays ahead.
- Ability to contribute to the effective work of the team and assist/guide colleagues as required.