

Management, Specialist and Administrative Job Family - GRADE 4

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 3. Roles at this level are responsible for the delivery of a wide range of administrative and/or client services in support of existing systems and processes, and will be responsible for/oversee specific activities and processes. Role holders will require a well developed knowledge of specialised procedures, support systems and software/databases relevant to the role, together with a sound understanding of the work activities and systems of the broader team. They will also require sufficient personal initiative and judgement to deal with/resolve day-to-day problems and work issues within established procedures/policies, and will be responsible for planning and organising their own work, with the ability to react to changing priorities. There will be minimal day-to-day supervision, but managerial guidance will be available when required. The role may involve the supervision of other staff. Knowledge and skills required for the role are typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HNC, NVQ3 or equivalent) plus approximately 3 years relevant work experience.

HERA Elements

Communication
<ul style="list-style-type: none">▪ In addition to standard/day-to-day communication, the role holder is required to receive and convey information, orally and/or in writing, of a non-routine nature to staff, students, visitors etc which needs careful explanation and interpretation e.g. explaining or interpreting policies, systems, processes; dealing with matters of a sensitive nature which require higher levels of tact and diplomacy; formulating responses to more complex staff/student enquiries; drafting publicity material/letters/minutes; creating straightforward reports/presentations.
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.▪ Those with supervisory responsibilities will oversee the work of a small team or section, building team morale, monitoring day-to-day performance of individuals and achievements of the team, allocating day-to-day tasks, providing feedback, and ensuring standards and team objectives are met.
Liaison and Networking
<ul style="list-style-type: none">▪ Required to proactively and reactively liaise with internal contacts (e.g. staff, students, colleagues in the wider University community, visitors etc) and possibly contacts outwith the University (e.g. external bodies/agencies) in order to disseminate key information in the right format to the right people at the right time and/or to build relationships and contacts to facilitate future exchange of information.
Service Delivery
<ul style="list-style-type: none">▪ Provide a defined administrative service (e.g. a wide range of administrative activities and/customer services in support of processes and systems), however will also be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs.▪ Required to contribute to changes and improvements in the standards/delivery of own area of service, taking customer feedback into account.
Decision Making
<ul style="list-style-type: none">▪ Make timely and considered independent decisions on day-to-day work related matters considering impact on own area of work and immediate team.▪ Will actively contribute to team decisions affecting own area of work (e.g. suggesting ways of improving working practices, contributing to service developments and changes) and/or will be required to provide routine advice and recommendations to others based on their knowledge of systems, processes and procedures.

Planning and Organising
<ul style="list-style-type: none"> ▪ Required to plan, organise and prioritise own work and, where in a supervisory role, the work activities of others, ensuring that work requirements/objectives are met. ▪ Organisational activities are likely to include some or all of the following: supporting committees, organising and co-ordinating key events and activities for the School/Unit ensuring they run smoothly, maintaining and prioritising senior managers' diaries, organising complex travel/accommodation arrangements etc.
Initiative and Problem Solving
<ul style="list-style-type: none"> ▪ Required to deal with/resolve a range of standard problems/issues independently in accordance with procedures/policies. ▪ Will be expected to deal with some non-standard problems where solutions are not immediately apparent and therefore require the application of some initiative and creativity e.g. staffing problems; performance issues; data anomalies; budgetary issues; complex customer enquiries/complaints; acting as a filter for problems/issues addressed to the manager, aiming to resolve them where possible.
Analysis and Research
<ul style="list-style-type: none"> ▪ Regularly required to gather, analyse and interpret standard data/information using predetermined procedures/processes, reporting and presenting findings as appropriate e.g. running reports from databases and extracting relevant data, producing statistics, carrying out database searches, researching data from various information sources, monitoring and reporting on expenditure/resource usage, cross-checking of more complex/varied data, investigating problems/faults/anomalies, responsibility for the integrity of local databases, records and information systems 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.
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 on standard work practices, equipment etc e.g. demonstrating tasks, advising casual staff on standard procedures, carrying out inductions for new starts, training/guiding others on how to perform day-to-day tasks/activities. ▪ Those with supervisory responsibilities may be required to conduct standard performance reviews.
Teaching and Learning Support
<ul style="list-style-type: none"> ▪ May be required, on a routine basis, to introduce staff, students or others outside own team to standard information or procedures.

Knowledge and Experience

- Comprehensive knowledge of systems, procedures and processes relevant to area of work/service, and a good understanding of how these relate to broader School/Unit/Institutional processes and systems.
- Extensive knowledge of a range of standard software packages (eg MS Word, Excel, Access, internet, email etc) and more specialised databases/bespoke systems.
- Initiative and judgement to resolve a range of problems independently.
- Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HNC, NVQ3 or equivalent) plus approximately 3 years relevant work experience. Where no certificate/qualification is held, evidence of progression and development gained through 4 to 5 years relevant work experience will typically be required.
- Required to update training/knowledge on a regular basis.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Effective communication and interpersonal skills.
- Well developed numeracy and literacy skills.
- Problem solving capability including ability to deal with/react to unforeseen problems or issues.
- Effective planning, organisational and prioritising skills including ability to respond to changing pressures or requirements.
- Ability to work independently.
- Supportive and co-operative team member.
- Supervisory skills and ability to delegate work to others, where appropriate.