

Management, Specialist and Administrative Job Family - GRADE 5

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 4. Roles at this level will have delegated responsibility for a specialist administrative function, system and/or process, or will line manage a sizeable administrative support team (or smaller team of more specialised roles) operating within a School/Unit. Role holders will provide advice and support to a School/Unit/service user based on their detailed knowledge and understanding of specialist/complex systems, processes, policies, legislation etc. They will require an appreciation of wider University and HE issues, and will exercise initiative and judgement, within established procedures/policies, to resolve daily work issues and problems, some of which will be non-standard/complex in nature. They will be responsible for planning and prioritising their work and, where appropriate, the work activities of a team ensuring that targets/deadlines are met. They will also be required to propose and implement improvements to current working methods/practices. 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. HND or equivalent) plus approximately 4 years relevant work experience.

HERA Elements

Communication
<ul style="list-style-type: none">Regularly required to communicate information, both orally and in writing, of a non-routine nature to staff, students and others 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 complex staff/student enquiries; explaining technical/specialist information relating to the work being undertaken; drafting publicity material, letters, minutes; creating reports/presentations; contributing to handbooks and guidance manuals; writing office procedures 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.May be recognised as the main point of contact for a particular process, system or procedure as the most experienced team member.Those with line management responsibilities will be required to delegate work, build team morale, monitor day-to-day performance of individuals and achievements of the team, provide feedback to team members, and ensure 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.May be required to attend committees/networks to share information and keep people informed.
Service Delivery
<ul style="list-style-type: none">Provide a range of more specialist support tasks/activities within established procedures/processes to maximise service quality, efficiency and continuity.While the service is mainly reactive, the role holder will be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs.Required to monitor, review and act accordingly to improve service/operational delivery of own area of work in consultation with line manager (e.g. recommending/implementing changes to work practices, systems and procedures).
Decision Making
<ul style="list-style-type: none">Make timely and considered independent and collaborative decisions, based on their detailed knowledge of processes, systems etc, which will affect own area of work and immediate team.Some decisions made or contributed to, may have a broader impact across the larger team, School/Unit or

<p>other areas of the Institution.</p> <ul style="list-style-type: none"> ▪ May be required to provide specific advice, guidance and recommendations to others.
<p>Planning and Organising</p>
<ul style="list-style-type: none"> ▪ Required to plan, organise and prioritise their work and, depending on the role, may be required to plan and organise the work of others within their team, ensuring that work requirements and objectives are met. ▪ Likely to input to longer term plans/programmes of work. ▪ May be required to plan, organise and co-ordinate small-scale School/Unit/Department projects.
<p>Initiative and Problem Solving</p>
<ul style="list-style-type: none"> ▪ Required to deal with a range of standard and non-standard problems largely without reference to others. Solutions to problems are not always apparent and therefore require the application of initiative and creativity and a detailed understanding of specialist procedures/processes in order to facilitate a resolution 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. Only the more complex problems/issues will be referred elsewhere.
<p>Analysis and Research</p>
<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. ▪ May also be involved in more complex/detailed investigations and analyses, where conclusions and recommendations will be sought e.g. analysis of complex statistics; highlighting and reporting on trends and patterns; conducting enquiries into complex issues; contributing to the management of large amounts of data and information used, for example, in official government returns.
<p>Sensory and Physical Demands</p>
<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.
<p>Work Environment</p>
<ul style="list-style-type: none"> ▪ Work is undertaken in a low risk/relatively stable environment e.g. offices, library etc.
<p>Pastoral Care and Welfare</p>
<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. ▪ Those with staffing responsibilities will be required to deal with standard pastoral care and HR issues for their team (e.g. performance issues, informal grievances/disputes etc) recognising when staff problems should be referred on to others e.g. line manager or other support services.
<p>Team Development</p>
<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 specialist knowledge may be expected to coach/train others within the team e.g. on specific software, complex procedures or systems. ▪ Those with line management responsibilities will be required to conduct standard performance reviews for staff

at Grade 4 and below.

Teaching and Learning Support

- May be required, on a routine basis, to introduce staff, students or others outside own team to standard information or procedures.

Knowledge and Experience

- Extensive knowledge and experience of relevant specialist/complex systems, processes, policies and working practices, together with an appreciation of wider University and HE issues/systems which impact on the role/service.
- A thorough understanding of standards, regulations and legislation which relate to/impact on the role and team.
- Extensive knowledge of specific/specialised software packages/databases.
- Experience of working independently and dealing with unforeseen problems and circumstances.
- Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HND or equivalent) plus approximately 4 years relevant work experience. Where no certificate/qualification is held, evidence of progression and development gained through 5 to 6 years relevant work experience will typically be required.
- Required to undertake further training and CPD on a routine basis.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Well developed communication and interpersonal skills.
- Sound analytical and problem solving capability.
- Ability to provide a high quality service responding to needs of colleagues/clients within deadlines and to agreed standards.
- Effective management/supervisory skills, where appropriate.
- Proven planning, organisational and prioritising capability.
- Sound financial skills sufficient to monitor budgets, where appropriate.
- Receptive to new ideas, approaches and change.