

Management, Specialist and Administrative Job Family - GRADE 6

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 5. Roles at this level will provide advice, guidance and support to others (e.g. staff, students, colleagues etc) based on an in-depth knowledge and understanding of their professional area or specialism. Role holders may act as the first point of contact for the delivery of professional services to users, and will have a comprehensive understanding and working knowledge of legislative/regulatory requirements, University policies/procedures and broader HE issues which relate to and impact on the role/service. They will work within an established policy/procedural framework, but will recognise when changes/modifications are required and will implement these as necessary. As well as planning and organising their own work, the role holder is likely to plan and manage the work of a team of colleagues and/or medium-scale projects. They will be expected to use creativity, initiative and analytical skills to independently address and resolve non-standard problems and work issues within their area of specialism, and will be expected to put forward recommendations/contribute to the management of more complex situations or longer-term issues. Knowledge and skills required for the role are typically gained following a significant period of study/training resulting in a formal/specialist qualification (e.g. Degree or equivalent) plus approximately 3 to 4 years relevant work experience.

HERA Elements

Communication
<ul style="list-style-type: none">▪ Regularly required to communicate information, both verbally and in writing, which requires careful explanation and interpretation, taking into account what to communicate and how best to convey the information. Information is likely to be specialist, legal and/or regulatory in nature and may include: explaining policies and detailed procedures to others; explaining the operation of a specialist system/equipment; dealing with conflicts/issues which require higher levels of tact, diplomacy and sensitivity; conducting briefing sessions and presentations; writing and contributing to handbooks and guidance manuals; writing factual reports, procedures and guidelines; writing detailed letters which deal with sensitive/complex/confidential matters.▪ There is also likely to be a requirement to communicate complex conceptual ideas or complex information which is highly detailed or specialist (verbally and/or in writing) e.g. conveying new legal requirements/Government initiatives – explaining how these will impact on policy and practice; influencing others' thinking and negotiating with various parties; preparing and presenting complex reports to senior staff/external bodies; drafting policy documents; writing explanations of complex systems, regulations etc.
Teamwork and Motivation
<ul style="list-style-type: none">▪ Will contribute to building team morale as an active participant in the team; will be supportive and encouraging of other team members; will show a flexible approach to delivering team results and meeting team and School/Unit objectives.▪ Depending on the role, may be required to manage a team of staff. This will involve allocating work, monitoring day-to-day performance of individuals and achievements of the team, providing feedback to team members, 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 and colleagues in the wider University community) and contacts outwith the University (e.g. external bodies/agencies) in order to build relationships, disseminate information and co-ordinate activities in a timely and effective manner.▪ Depending on role, the key purpose of the liaison may be to influence events and decisions and/or to undertake active collaboration.▪ Required to attend committees and/or networks, internal/external to the University, to ensure that School/Unit work issues are appropriately represented and reported, and to facilitate the exchange of information and share best practice.
Service Delivery
<ul style="list-style-type: none">▪ Working within the University policy framework, will typically provide a proactive professional/specialist service which will involve initiating contact with users and/or understanding and exploring customer needs, adapting the service accordingly.

<ul style="list-style-type: none"> ▪ Required to identify and contribute to improvements and developments in service delivery (e.g. in terms of policies, procedures, systems etc) and monitor/review standards to ensure quality and continuity of service provision. ▪ May be required to design and/or deliver a variety of service support mechanisms (e.g. training/workshops, promotional materials, system modifications) to maximise service efficiency.
Decision Making
<ul style="list-style-type: none"> ▪ Make timely and considered decisions (independent and collaborative) which affect self and team, some of which will have an impact across the School/Unit or wider areas of the University and may endure for some time. ▪ Provide specialist/professional advice and put forward recommendations, within specific parameters/professional guidelines, to support informed decision making. ▪ Advise management on operational issues affecting area of work.
Planning and Organising
<ul style="list-style-type: none"> ▪ Required to plan, organise and prioritise their work and, depending on role, may be required to plan and organise the work activities of others and/or resources, taking into account operational needs and changing circumstances, ensuring that work requirements and objectives are met. ▪ Likely to manage and co-ordinate medium-scale School/Unit/Department projects, or contribute to larger University-wide projects as part of a project team. ▪ Will typically contribute to longer term strategic/planning activities within their School/Unit.
Initiative and Problem Solving
<ul style="list-style-type: none"> ▪ Regularly required to use initiative, creativity and judgment, drawing on specialist/professional experience and expertise, to resolve problems and issues which require a process of reasoning and weighing up of various approaches e.g. identifying and managing staffing problems (performance, absenteeism etc); handling grievances or disciplinary issues; complex customer enquiries/complaints; developing and maintaining processes, procedures and/or systems within a defined area of work; identifying where changes are needed and make appropriate recommendations. ▪ May also be required to apply expertise to resolve (or contribute to the resolution of) longer-term complex problems and/or to generate original and innovative ideas e.g. investigating and managing an area of ineffective working/system failure; developing approaches to improve operational effectiveness; revising and developing policies etc.
Analysis and Research
<ul style="list-style-type: none"> ▪ Regularly required to gather, analyse and interpret information and data and present/report on findings and results e.g. running reports and extracting relevant data; cross-checking of complex data; monitoring and reporting on expenditure/resource usage; producing statistics using standard techniques; investigating problems/faults/anomalies; managing and maintaining accurate records and reports to meet both internal and external (i.e. legislative or national) requirements. ▪ In addition, will be involved in more complex/detailed investigations and analyses, where conclusions and recommendations will be required e.g. analysis of complex statistics; highlighting and reporting on trends and patterns; conducting enquiries/research into complex complaints/issues; contributing to the management of large amounts of data and information used, for example, in official government returns; testing and adapting software etc.
Sensory and Physical Demands
<ul style="list-style-type: none"> ▪ The sensory/physical demands of the role will typically be straightforward, involving the routine use of standard office equipment, however in certain roles there may be a requirement to apply more specialist sensory/physical skills.
Work Environment
<ul style="list-style-type: none"> ▪ Work is typically undertaken in a low risk/relatively stable environment where responsibility for health & safety is that of due care and diligence, however in certain roles there may be a requirement to understand and apply more

detailed health and safety regulations and procedures, ensuring compliance with appropriate legal standards in own work area.

Pastoral Care and Welfare

- Required to be sensitive to and considerate of staff and student pastoral/welfare needs which may involve dealing with signs of distress, seeking guidance where necessary and referring individual on to appropriate party where further advice is needed.
- Those with responsibility for a team will deal with/manage staff welfare, pastoral and HR issues covered by documented procedures (e.g. dealing with disputes, informal grievances and performance matters), recognising when the matter should be referred to their line manager or specialist support is required.
- Certain specialist roles will give regular, routine pastoral/welfare support, and will also be expected to provide support for more complex, severe and serious welfare issues e.g. complex personal problems, work-related stress, significant health problems etc.

Team Development

- May be involved in the induction of new members of staff, and may coach/mentor team members to enhance performance and share own knowledge and expertise.
- Those roles with line management responsibilities will be expected to conduct performance reviews for staff, and identify training needs of the team.

Teaching and Learning Support

- May be required, on a regular basis, to teach or train staff and/or students outside own team on standard information and procedures and/or specific issues and activities. This may be through the use of demonstrations, presentations, workshops and/or training sessions.
- In certain specialist roles the training of others outwith the team may form a regular and key focus of the role.

Knowledge and Experience

- Requires an extensive knowledge of the professional/specialist area of work and a clear understanding of/ability to interpret and implement policy, regulations and legislation relevant to the role.
- Ability to provide detailed specialist/professional advice and guidance to others.
- Detailed operational knowledge of systems relevant to specific field of work in terms of functionality and capability.
- Will require a sound understanding and awareness of developments in higher education and the external professional environment which relate to the service/role.
- Knowledge and skills typically gained following a significant period of study/training resulting in a formal/specialist qualification (e.g. Degree or equivalent) plus approximately 3 to 4 years relevant work experience. Where no qualification is held, evidence of progression and development gained through approximately 7 years relevant work experience will typically be required.
- Proactively engage in continuing professional development/training to keep knowledge and skills up-to-date.
- Member of professional body where required.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Proven communication, interpersonal and presentation skills, including the ability to influence others' thinking sometimes at a senior level.
- Ability to provide timely and comprehensive advice and guidance to others.
- Well developed analytical and problem solving capability, able to apply appropriate levels of initiative, judgement and creativity.
- Proactive team member, able to motivate, encourage and support others.
- Well developed planning, organisational and prioritising capability.
- Effective people/project management skills, as appropriate.
- Effective financial skills, where appropriate.
- Capable of effective transfer of skills/knowledge to others.