

Management, Specialist and Administrative Job Family - GRADE 7

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 6. Roles at this level will typically combine providing specialist or highly technical expertise with the management of resources (staff, budgets, systems etc). Role holders will be regarded as an expert in their area/specialism, with a detailed knowledge of the higher education environment. They are likely to play a key role in University-wide projects/initiatives, or will lead and manage large-scale operational projects which have a considerable impact at School/Unit level. They will be expected to use creativity, initiative and analytical skills to independently address/resolve complex and diverse problems and issues. They will be accountable for the quality of service delivery in their area of responsibility, and will contribute to the development of new systems and processes within the overall service/function. Work will often involve interpreting or assessing client needs, identifying trends, generating original ideas and innovative solutions, which may have a broad (e.g. University wide) impact. Knowledge and skills required for the role are typically gained following a significant period of study resulting in a formal/specialist qualification (e.g. Degree/Postgraduate Qualification or equivalent) plus approximately 5 years relevant work experience at a senior level.

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 will be specialist, legal and/or regulatory in nature and may include: explaining policies and detailed procedures to others; explaining the operation of a specialist systems/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. ▪ Also required to communicate (verbally and in writing) complex conceptual ideas or complex information which is highly detailed, technical or specialist e.g. conveying new legal requirements/Government initiatives – explaining how these will impact on policy and practice; making presentations to mixed interest groups; influencing others' thinking; negotiating a complex or detailed contract; preparing and presenting complex reports to senior staff/external bodies; writing policy documents; writing explanations of complex systems, regulations etc; delivering briefings within their area of expertise to colleagues/peers; making business cases to senior management.
Teamwork and Motivation
<ul style="list-style-type: none"> ▪ Typically considered a specialist within the team; will contribute to building team morale and will be supportive and encouraging of other team members; will show a flexible and proactive approach to delivering team results and meeting team and School/Unit objectives. ▪ Those with responsibility for staff will set objectives, build team morale and monitor performance of individuals and achievements of the team, ensuring standards are met and enhanced. ▪ Likely to be part of/input to the departmental/senior management team within the School/Unit.
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 participate in internal/external networks to, for example, build relationships and contacts, facilitate future exchange of information, represent and promote own area of work and/or School/Unit.
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, and

adapting the service accordingly.

- Accountable for the quality and professionalism of service delivery within area of responsibility.
- Required to review service delivery/outputs, identify additional service requirements or shortfalls, and develop innovative solutions to maximise service quality, efficiency and continuity.
- Required to ensure that service provision is amended in the light of any relevant changes in legislation or regulations.

Decision Making

- Make timely and considered decisions (independent, collaborative and advisory) which will typically have an impact across the School/Unit or wider areas of the University and may endure for some time.
- Will contribute to and/or influence strategic policy and decision making within the School/Unit.

Planning and Organising

- Required to plan, organise and manage individual, and where appropriate, team activities taking account of longer-term issues and ensuring plans are co-ordinated with and feed into the broader operational/strategic plans of the School/Unit.
- Role holders will typically manage resources and/or budgets within allocated project/area, and will make recommendations about future resource requirements.
- Lead large-scale School/Unit projects in order to facilitate major service/operational changes, or, as a key member of the project team, will play a significant role in University-wide projects/planning.
- Input to longer-term strategic plans of School/Unit.

Initiative and Problem Solving

- Will have professional autonomy within wider policies and precedents. Required to apply in-depth knowledge and use judgement and creativity to investigate and resolve non-standard problems within area of responsibility.
- Also required to apply expertise to resolve longer-term, complex problems and to generate original and innovative ideas e.g. investigating and managing an area of ineffective working/system failure, developing approaches to improve operational effectiveness, developing and implementing policy, developing key operating systems etc.

Analysis and Research

- Regularly required to investigate and analyse complex data/information, draw conclusions and make recommendations e.g. analysing and interpreting complex statistics from diverse sources; conducting enquiries/research into complex complaints/issues, identifying and highlighting patterns and trends; sourcing additional related information which will assist the investigation; designing, developing, adapting and testing software and specialist equipment; monitoring/management of large amounts of data and information used, for example, in official government returns; providing recommendations on the basis of the analysis or research in the form of briefings, formal reports etc.

Sensory and Physical Demands

- 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

- 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 manage staff welfare, pastoral and HR issues covered by documented procedures (e.g. dealing with disputes, grievance, disciplinary or other 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, on a regular basis, 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 standard performance reviews for staff, and identify training needs of the team.

Teaching and Learning Support

- May be required 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

- Advanced expertise/authoritative knowledge in the specialist/professional area, together with a broad and detailed understanding of University structures and systems, and wider sector/external awareness.
- Ability to contribute to service and policy development.
- Experience of managing and controlling sizeable budgets/resources.
- Knowledge and skills typically gained following a significant period of study resulting in a formal/specialist qualification (e.g. Degree/Postgraduate Qualification or equivalent) plus approximately 5 years relevant work experience at a senior level. Where no qualification is held, evidence of progression and development gained through approximately 8 to 10 years relevant work experience will typically be required.
- Proactively engage in continuing professional development/training to keep knowledge and skills up-to-date.
- Likely to be a member of a professional body.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Strong communication, interpersonal and presentation skills.
- Effective negotiation skills with the ability to influence others' thinking at a senior level.
- Strong analytical and problem solving capability within a specialism or across a broad management function.
- Ability to deliver on significant projects.
- Effective leadership/management skills.
- Ability to motivate and support others and build team morale.
- Advanced planning, organisational and prioritising skills.
- Innovative and creative – ability to generate new ideas and recommendations for change/improvement.