

## **UNIVERSITY OF ABERDEEN**

### **ROLE DESCRIPTORS** **ACADEMIC RELATED STAFF GRADES 5 & 6**

#### **PROFESSIONAL/ADMINISTRATIVE/MANAGERIAL** **TECHNICAL** **FACILITIES & ESTATES**

### **INTRODUCTION**

The descriptors outline the increasing expectations for post holders at each Grade in terms of responsibility, complexity, contribution, good citizenship and achievement i.e. the level of responsibility outlined in Grade 5 builds upon the level of responsibility already assumed in Grade 4. The examples listed in the Role Descriptors are for illustrative purposes only, and are not intended to be exhaustive. Descriptors are provided for each of the 3 job families.

### **PROFESSIONAL/ADMINISTRATIVE/MANAGERIAL**

#### **Grade 5**

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.

#### **Grade 6**

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.

<b>ELEMENT 1 - COMMUNICATION</b>	
Grade 5	<ul style="list-style-type: none"> <li>• Communicates orally and in writing to staff at various levels, students and others (both internal and external to the University)</li> <li>• Communicates routine technical, specialist or professional information on a daily basis, both orally and in writing</li> <li>• Communicates information with clarity and accuracy</li> <li>• Demonstrates tact and diplomacy when dealing with sensitive information or confidential matters.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Communicates non-routine specialist or professional information, requiring analysis and synthesis, both orally and in writing. Such communication regularly influences others' thinking and requires the role holder to negotiate with various parties</li> <li>• Regularly communicates information to groups of individuals internal, and occasionally external, to the team</li> <li>• Contributes to the drafting of reports and papers for consideration by local and/or institutional committees.</li> </ul>

<b>ELEMENT 2 – TEAMWORK &amp; MOTIVATION</b>	
Grade 5	<ul style="list-style-type: none"> <li>• Works with colleagues to meet team objectives/deadlines</li> <li>• Supports less experienced colleagues as required</li> <li>• Acts as the main point of contact for a particular process, system or procedure as required</li> <li>• Attends and contributes to team meetings as required</li> <li>• Those with line management responsibilities for Support Staff colleagues will organise and delegate work appropriately, ensuring that tasks are clearly communicated to all team members, following consultation with senior colleagues as required.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Those with line management responsibilities for Support Staff colleagues will undertake supervisory/management duties on a permanent or temporary basis as required</li> <li>• Plays an active role developing the team and mentoring, motivating and supporting other team members</li> <li>• Works flexibly to manage competing demands within a team environment</li> <li>• Acts as day-to-day operational specialist lead authority within area of expertise.</li> </ul>

<b>ELEMENT 3 – LIAISON &amp; NETWORKING</b>	
Grade 5	<ul style="list-style-type: none"> <li>• Liaises with staff at various levels, students and/or external contacts (including members of the public) to provide straightforward advice or obtain information on routine matters</li> <li>• Builds relationships with such contacts to facilitate exchange of information</li> <li>• Exchanges information with external contacts as required</li> <li>• Attends committees on an ad hoc basis as required, normally within the School/Section.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Regularly co-ordinates activities with staff, students and/or external contacts to influence events and decisions and/or to undertake active collaboration</li> </ul>

	<ul style="list-style-type: none"> <li>• Regularly attends committees and/or network meetings, internal or external to the University, to represent own operational area/section and to facilitate the exchange of information and best practice</li> <li>• Liaises with staff, students and/or external contacts on a regular basis to facilitate the delivery of a high quality service.</li> </ul>
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#### ELEMENT 4 – SERVICE DELIVERY

Grade 5	<ul style="list-style-type: none"> <li>• Contributes administrative, specialist, technical and/or professional knowledge and expertise to the delivery of a service, within a clear policy framework defined by others</li> <li>• Resolves predominantly routine, and occasionally more complex, issues and queries from staff and/or students, discussing their needs as required. Initiates contact with staff and students as required, referring more complex queries to senior members of staff</li> <li>• Undertakes duties in relation to more complex issues within School/Section, either in a developmental role or (for those with line management responsibilities) as a team leader for Support Staff colleagues</li> <li>• Monitors the service and contributes to new or improved working techniques, equipment or systems, in consultation with line manager.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Initiates contact with staff, students and other users, where appropriate, to understand their needs and adapt the service accordingly</li> <li>• Assists less experienced colleagues with problems raised by staff, students and/or external contacts</li> <li>• Monitors and analyses the service, researches solutions and actively contributes to new or improved working techniques, equipment, systems, or functions within wider framework of School/Section/University systems and policies</li> <li>• Designs/delivers service support mechanisms (e.g. documentation, training/workshops, promotional materials, system modifications) as required</li> <li>• Uses knowledge and experience to deliver a high quality specialist and/or professional service in area of responsibility.</li> </ul>

#### ELEMENT 5 – DECISION MAKING PROCESSES & OUTCOMES

Grade 5	<ul style="list-style-type: none"> <li>• Makes independent and collaborative decisions within defined University policies and procedures, receiving direction in relation to more complex matters</li> <li>• May provide specific advice and guidance to others to assist their decision making</li> </ul> <p><i>For those with line management responsibilities for Support Staff:</i></p> <ul style="list-style-type: none"> <li>• Makes decisions that will impact upon the team and occasionally across the larger team or School/Section.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Makes independent and collaborative decisions within defined University policies and procedures, receiving occasional direction in relation to more complex matters</li> <li>• Regularly provides specialist/professional advice to others within and outside the team that influences decision making</li> </ul>

	<ul style="list-style-type: none"> <li>Provides assistance and support to others in making complex decisions that may have a long lasting impact across the team, School/Section or other areas of the University.</li> </ul>
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#### **ELEMENT 6 – PLANNING & ORGANISING RESOURCES**

Grade 5	<ul style="list-style-type: none"> <li>Plans and prioritises own work</li> <li>For those with Support Staff line management responsibilities, plans and prioritises work colleagues</li> <li>Inputs to longer term plans/programmes of work</li> <li>Occasionally plans, organises and co-ordinates routine School/Section project work.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Plans and organises the work activities of others and/or resources, ensuring that work requirements and objectives are met</li> <li>Manages and co-ordinates more complex School/Section projects, or contributes to larger University-wide projects as part of a project team</li> <li>Contributes to longer term strategic/planning activities within the School/Section.</li> </ul>

#### **ELEMENT 7 – INITIATIVE & PROBLEM SOLVING**

Grade 5	<ul style="list-style-type: none"> <li>Independently resolves standard problems and contributes to the resolution of more complex matters within area of responsibility</li> <li>Refers more complex problems/issues to other appropriate individuals e.g. line manager/other specialist authority/external.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Uses initiative, creativity and understanding of specialist area to resolve problems</li> <li>Resolves problems and issues within area of responsibility which require reasoning and the evaluation of various approaches</li> <li>Resolves (or contributes to the resolution of) longer-term complex problems</li> <li>Generates original and innovative ideas/approaches to improve operational effectiveness</li> <li>May contribute to the revision and/or development of policies and/or procedures which could have an impact out-with the immediate team.</li> </ul>

#### **ELEMENT 8 – ANALYSIS & RESEARCH**

Grade 5	<ul style="list-style-type: none"> <li>Prepares, collates and undertakes basic interpretation of standard data/information, reporting and presenting information as appropriate for use by others</li> <li>Investigates problems to determine causes and develops appropriate solutions for basic issues e.g. system/equipment failures, process issues/problems etc. and seeks advice as appropriate in relation to more complex problems</li> <li>Carries out a range of detailed tests and/or analyses and contributes to the interpretation of results by others</li> <li>Maintains databases, records and information systems</li> <li>Circulates information/findings appropriately to ensure awareness of key issues and data.</li> </ul>
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Grade 6	<ul style="list-style-type: none"> <li>Gathers, analyses and interprets information and data and presents and/or reports on the findings and results</li> <li>Investigates problems to determine causes and develops appropriate solutions for issues e.g. system/equipment failures, process issues/problems etc.</li> <li>Interprets results of detailed tests/analyses and makes recommendations through briefings, presentations or written reports.</li> </ul>
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#### **ELEMENT 9 – SENSORY & PHYSICAL DEMANDS**

Grade 5	<ul style="list-style-type: none"> <li>Uses standard office equipment</li> <li>Under supervision, balances competing deadlines and workload pressures</li> <li>Undertakes work that requires concentration, precision and accuracy.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Balances competing deadlines and workload pressures.</li> </ul>

#### **ELEMENT 10 – WORK ENVIRONMENT**

Grade 5	<ul style="list-style-type: none"> <li>Generally based in a low risk/relatively stable environment, where adherence to normal health and safety practices apply</li> <li>Responsibility for the health and safety of own work area</li> <li>Shared responsibility for health and safety of self, colleagues and visitors.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Generally based in a low risk/relatively stable environment.</li> <li>Responsible for the health and safety of self, colleagues and visitors within own work area.</li> </ul>

#### **ELEMENT 11 – PASTORAL CARE & WELFARE**

Grade 5	<ul style="list-style-type: none"> <li>Responds with sensitivity and tact to staff, students and/or external contacts when answering queries</li> <li>Shows sensitivity to those who may need help and/or initiate appropriate action by involving relevant people</li> <li>Respects confidentiality in relation to work carried out, particularly in relation to sensitive areas or where commercially restricted work is being undertaken</li> <li>Those with line management responsibilities will be required to deal with standard pastoral care and HR issues covered by documented procedures for their team, recognising when staff problems should be referred on to others</li> <li>Provides guidance and support to less experienced colleagues.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Handles pastoral care issues relating to students with sensitivity and in line with documented procedures, recognising when more complex problems should be referred on to others</li> <li>Provides support to colleagues taking forward complex, severe and serious welfare issues involving staff and/or students, seeking guidance when required</li> <li>Those with responsibility for a team will deal with/manage staff welfare, pastoral care and HR issues covered by documented procedures, recognising when staff problems should be referred on to others.</li> </ul>

**ELEMENT 12 – TEAM DEVELOPMENT**

Grade 5	<ul style="list-style-type: none"><li>• Guides/advises colleagues on non-routine work practices and procedures</li><li>• Contributes and shares specialist knowledge with peers and supervisors on a regular basis at team meetings and/or on an ad hoc basis</li><li>• Those with specialist knowledge may be expected to coach/train others within the team</li><li>• Provides guidance and support to less experience colleagues</li><li>• Those with supervisory responsibilities may be required to conduct and administer the outcomes of staff reviews, including the identification of training.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Coaches/trains/mentors others within the team as required to pass on relevant skills and experience</li><li>• Those with supervisory responsibilities will be required to conduct and implement the outcomes of staff reviews, including the identification of training needs.</li></ul>

**ELEMENT 13 – TEACHING & LEARNING SUPPORT**

Grade 5	<ul style="list-style-type: none"><li>• Provides routine introductions on standard information or procedures to individuals or groups out-with the team</li><li>• May be required to carry out teaching and instruction within a clear and established programme, with assistance and support</li><li>• Supports the development of appropriate training materials.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Teaches or trains staff and/or students outside own team on standard information and procedures and/or specific issues and activities e.g. by delivering demonstrations, presentations, workshops and/or training sessions</li><li>• Transfers knowledge in the form of practical skills, methods and techniques</li><li>• Develops own training/teaching materials, methods and approaches with guidance</li><li>• Ensures that content, methods of delivery and learning materials meet the defined learning objectives</li><li>• Identifies areas where current training/teaching provision is in need of revision and/or improvement and makes appropriate recommendations</li><li>• Provides advice, guidance and support to learners, seeking support from colleagues where necessary.</li></ul>

**ELEMENT 14 – KNOWLEDGE & EXPERIENCE**

Grade 5	<ul style="list-style-type: none"><li>• Extensive knowledge and experience of relevant specialist/complex systems, processes, policies and working practices and/or an appreciation of wider University and HE issues/systems which impact on the role</li><li>• Extensive knowledge of specific/specialised software packages/databases</li><li>• Experience of working independently and dealing with unforeseen problems and circumstances</li><li>• Understanding of and adherence to University Health and Safety and Equal Opportunities Policies</li><li>• Awareness and appreciation of requirement to handle information in a confidential manner, with due regard to data protection issues</li><li>• Ability to interpret routine policy, regulations and legislation relevant to the role, seeking support from senior staff as required.</li></ul>
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Grade 6	<ul style="list-style-type: none"> <li>• Ability to independently interpret and implement policy, regulations and legislation relevant to the role</li> <li>• Ability and flexibility to apply existing knowledge, skills and experience to new situations</li> <li>• Member of professional body where required.</li> </ul>
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## **TECHNICAL**

### **Grade 5**

Roles at this level will provide specialist technical support to one or more areas, and may be responsible for managing aspects of a technical service (e.g. within a workshop/technical facility/laboratory). Role holders will either be highly skilled in their specialist area/field, providing technical/scientific advice and input based on their considerable knowledge, or will line manage a team of specialised technical staff.

Personal initiative and judgement will be required to resolve more involved/complex problems independently without direct technical back up, and they will be expected to make a significant contribution to the work of the wider team. Role holders will monitor, review and act accordingly to improve service/operational delivery of own area of responsibility.

The role requires an appreciation of wider University issues and their potential impact on the role/team.

### **Grade 6**

Roles at this level will manage/lead a technical service within a School/Unit or, as a senior technical adviser, will provide a highly specialist support service. Extensive knowledge and expertise in relation to their work area will be required, together with a well developed understanding of wider University issues, policies and HE matters which relate to/impact on the role.

Role holders will require well developed analytical and technical problem solving capabilities, and will provide specialist/technical advice and recommendations to support informed decision making.

They will monitor, review and act accordingly to improve service delivery within their area of responsibility.

<b>ELEMENT 1 - COMMUNICATION</b>	
Grade 5	<ul style="list-style-type: none"> <li>• Communicates orally and in writing to staff at various levels, students and others (both internal and external to the University)</li> <li>• Communicates routine technical, specialist or professional information on a daily basis, both orally and in writing</li> <li>• Communicates information with clarity and accuracy</li> <li>• Demonstrates tact and diplomacy when dealing with sensitive or confidential matters.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Communicates non-routine specialist or professional information, requiring analysis and synthesis, both orally and in writing. Such communication regularly influences others' thinking and requires the role holder to negotiate with various parties</li> <li>• Regularly communicates information to groups of individuals internal, and occasionally external, to the team</li> <li>• Contributes to the drafting of reports and papers for consideration by local and/or institutional committees.</li> </ul>

**ELEMENT 2 – TEAMWORK & MOTIVATION**

Grade 5	<ul style="list-style-type: none"><li>• Works with colleagues to meet team objectives/deadlines</li><li>• Supports less experienced colleagues as required</li><li>• Acts as the main point of contact for a particular process, system or procedure as required</li><li>• Attends and makes a significant contribution to team meetings as required</li><li>• Those with laboratory management will organise and delegate the operational activities within the lab appropriately, ensuring that tasks are clearly communicated to all team members, following consultation with senior colleagues as required.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Those with line management responsibilities for Support Staff colleagues will undertake supervisory/management duties on a permanent or temporary basis as required</li><li>• Plays an active role developing the team and mentoring, motivating and supporting other team members</li><li>• Works flexibly to manage competing demands within a team environment</li><li>• Acts as day-to-day operational specialist lead authority within area of expertise.</li></ul>

**ELEMENT 3 – LIAISON & NETWORKING**

Grade 5	<ul style="list-style-type: none"><li>• Liaises with staff at various levels, students and/or external contacts (including members of the public) to provide straightforward advice or obtain information on routine matters</li><li>• Builds relationships with such contacts to facilitate exchange of information</li><li>• Exchanges information with external contacts as required</li><li>• Attends committees on an ad hoc basis as required, normally within the School/Section.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Regularly co-ordinates activities with staff, students and/or external contacts to influence events and decisions and/or to undertake active collaboration</li><li>• Regularly attends committees and/or network meetings, internal or external to the University, to represent own operational area/section and to facilitate the exchange of information and best practice</li><li>• Liaises with staff, students and/or external contacts on a regular basis to facilitate the delivery of a high quality service.</li></ul>

**ELEMENT 4 – SERVICE DELIVERY**

Grade 5	<ul style="list-style-type: none"><li>• Contributes administrative, specialist, technical and/or professional knowledge and expertise to the delivery of a service, within a clear policy framework defined by others</li><li>• Resolves predominantly routine, and occasionally more complex, issues and queries from staff and/or students, discussing their needs as required. Initiates contact with staff and students as required, referring more complex queries to senior members of staff</li><li>• Undertakes duties in relation to more complex issues within School/Section, either in a developmental role or (for those with line management responsibilities) as a team leader for Support Staff colleagues</li></ul>
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	<ul style="list-style-type: none"> <li>Monitors the service and contributes to new or improved working techniques, equipment or systems, in consultation with line manager.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Initiates contact with staff, students and other users, where appropriate, to understand their needs and adapt the service accordingly</li> <li>Assists less experienced colleagues with problems raised by staff, students and/or external contacts</li> <li>Monitors and analyses the service, researches solutions and actively contributes to new or improved working techniques, equipment, systems, or functions within wider framework of School/Section/University systems and policies</li> <li>Designs/delivers service support mechanisms (e.g. documentation, training/workshops, promotional materials, system modifications) as required</li> <li>Uses knowledge and experience to deliver a high quality specialist and/or professional service in area of responsibility.</li> </ul>

#### **ELEMENT 5 – DECISION MAKING PROCESSES & OUTCOMES**

Grade 5	<ul style="list-style-type: none"> <li>Makes independent and collaborative decisions within defined University policies and procedures, receiving occasional direction in relation to more complex matters</li> <li>May provide specific advice and guidance to others to assist their decision making</li> </ul> <p><i>For those with laboratory management responsibilities:</i></p> <ul style="list-style-type: none"> <li>Makes decisions that will impact upon the team and occasionally across the larger team or School/Section.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Regularly provides specialist/professional advice to others within and outside the team that influences decision making</li> <li>Provides assistance and support to others in making complex decisions that may have a long lasting impact across the team, School/Section or other areas of the University.</li> </ul>

#### **ELEMENT 6 – PLANNING & ORGANISING RESOURCES**

Grade 5	<ul style="list-style-type: none"> <li>Plans and prioritises own work</li> <li>For those with Laboratory Management responsibilities, plans and prioritises work of colleagues</li> <li>Inputs to longer term plans/programmes of work</li> <li>Occasionally plans, organises and co-ordinates routine School/Section project work.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Plans and organises the work activities of others and/or resources, ensuring that work requirements and objectives are met</li> <li>Manages and co-ordinates more complex School/Section projects, or contributes to larger University-wide projects as part of a project team</li> <li>Contributes to longer term strategic/planning activities within the School/Section.</li> </ul>

#### **ELEMENT 7 – INITIATIVE & PROBLEM SOLVING**

Grade 5	<ul style="list-style-type: none"> <li>Independently resolves standard problems and contributes to the resolution of more complex matters within area of responsibility</li> </ul>
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	<ul style="list-style-type: none"> <li>Refers more complex problems/issues to other appropriate individuals e.g. line manager/other specialist authority/external organisation.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Uses initiative, creativity and understanding of specialist area to resolve problems</li> <li>Resolves problems and issues within area of responsibility which require reasoning and the evaluation of various approaches.</li> <li>Resolves (or contributes to the resolution of) longer-term complex problems</li> <li>Generates original and innovative ideas/approaches to improve operational effectiveness</li> <li>May contribute to the revision and/or development of policies and/or procedures which could have an impact out-with the immediate team.</li> </ul>

#### **ELEMENT 8 – ANALYSIS & RESEARCH**

Grade 5	<ul style="list-style-type: none"> <li>Prepares, collates and undertakes interpretation of standard and at times complex data/information, reporting and presenting information as appropriate for use by others</li> <li>Investigates problems to determine causes and develops appropriate solutions for issues e.g. system/equipment failures, process issues/problems etc. and seeks advice as appropriate in relation to more complex problems</li> <li>Carries out a range of detailed tests and/or analyses and contributes to the interpretation of results by others</li> <li>Maintains databases, records and information systems</li> <li>Circulates information/findings appropriately to ensure awareness of key issues and data.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Gathers, analyses and interprets information and data and presents and/or reports on the findings and results</li> <li>Investigates system and equipment failures/malfunctions to determine faults and devises appropriate solutions</li> <li>Interprets results of detailed tests/analyses and makes recommendations through briefings, presentations or written reports.</li> </ul>

#### **ELEMENT 9 – SENSORY & PHYSICAL DEMANDS**

Grade 5	<ul style="list-style-type: none"> <li>Carries out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort over a prolonged period</li> <li>Undertakes work which requires the mastery of a range of physical techniques, where levels of concentration, precision and accuracy will be necessary.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>Undertakes technically specialist work which requires the mastery of a range of sensory skills or physical techniques, where high levels of concentration, precision and accuracy will be necessary for prolonged periods</li> <li>Balances, with help, competing deadlines and workload pressures.</li> </ul>

#### **ELEMENT 10 – WORK ENVIRONMENT**

Grade 5	<ul style="list-style-type: none"> <li>Responsible for general tidiness, security of equipment and chemicals and general health and safety within work environment under guidance from senior staff as appropriate</li> </ul>
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	<ul style="list-style-type: none"> <li>• May be exposed to some unpleasant/ hazardous work environments</li> <li>• May be required to supervise less experienced colleagues working in very hazardous/high risk environments</li> <li>• Proactively highlights requirements to change practice(s) in line with health &amp; safety and/or other legislative guidelines within postholder's area of expertise.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Required to manage the impact of the environment on the work or safety of others within the team and/or School/Section, and will ensure that health and safety regulations and procedures are implemented locally and adhered to</li> <li>• Implements changes in practice(s) in line with health and safety and/or other legislative guidelines within the team and/or School/Section.</li> </ul>

#### **ELEMENT 11 – PASTORAL CARE & WELFARE**

Grade 5	<ul style="list-style-type: none"> <li>• Responds with sensitivity and tact to staff, students and/or external contacts when answering queries</li> <li>• Shows sensitivity to those who may need help and/or initiate appropriate action by involving relevant people</li> <li>• Respects confidentiality in relation to work carried out, particularly in relation to sensitive areas or where commercially restricted work is being undertaken</li> <li>• Those with laboratory management responsibilities will be required to deal with standard pastoral care and HR issues covered by documented procedures for their team, recognising when staff problems should be referred on to others</li> <li>• Provides guidance and support to less experienced colleagues.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Those with responsibility for a team will deal with/manage staff welfare, pastoral care and HR issues covered by documented procedures, recognising when staff problems should be referred on to others</li> <li>• Handles pastoral care issues relating to students with sensitivity and in line with documented procedures, recognising when more complex problems should be referred on to others</li> <li>• Provides support to colleagues taking forward complex, severe and serious welfare issues involving staff and/or students, seeking guidance when required.</li> </ul>

#### **ELEMENT 12 – TEAM DEVELOPMENT**

Grade 5	<ul style="list-style-type: none"> <li>• Guides/advises colleagues on non-routine work practices and procedures</li> <li>• Contributes and shares specialist knowledge with peers and supervisors on a regular basis at team meetings and/or on an ad hoc basis</li> <li>• Those with specialist knowledge may be expected to coach/train others within the team</li> <li>• Provides guidance and support to less experience colleagues.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Coaches/trains/mentors others within the team as required to pass on relevant skills and experience.</li> <li>• Those with supervisory responsibilities will be required to conduct and implement the outcomes of staff reviews, including the identification of training needs.</li> </ul>

**ELEMENT 13 – TEACHING & LEARNING SUPPORT**

Grade 5	<ul style="list-style-type: none"><li>• Demonstrates specialist/non-standard experiments and techniques to students either independently or providing support to a senior colleague within postholder's area of expertise</li><li>• Provides specialist assistance to students and other laboratory/workshop/IT users undertaking experimental techniques.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Teaches or trains staff and/or students outside own team on standard information and procedures and/or specific issues and activities e.g. by delivering demonstrations, presentations, workshops and/or training sessions</li><li>• Transfers specialist knowledge in the form of practical skills, methods and techniques</li><li>• Develops own training/teaching materials, methods and approaches with guidance</li><li>• Ensures that content, methods of delivery and learning materials meet the defined learning objectives</li><li>• Identifies areas where current training/teaching provision is in need of revision and/or improvement and makes appropriate recommendations</li><li>• Provides advice, guidance and support to learners, seeking support from colleagues where necessary.</li></ul>

**ELEMENT 14 – KNOWLEDGE & EXPERIENCE**

Grade 5	<ul style="list-style-type: none"><li>• Qualified in a relevant subject or with sufficient experience/training to fulfil the role e.g. on the job learning/attending additional training</li><li>• Detailed technical knowledge and experience in a relevant scientific or technical specialism to enable the postholder to fulfil all elements required of the role, including the ability to provide detailed advice and guidance to others</li><li>• Experience of working independently and dealing with unforeseen problems and circumstances</li><li>• Understanding of and adherence to University Health and Safety Policies</li><li>• Ability to interpret routine policy, regulations and legislation relevant to the role, seeking support from senior colleagues as required.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Qualified in a relevant subject or with sufficient experience/training to fulfil the role e.g. on the job learning/attending additional training.</li><li>• Detailed technical knowledge and experience in a relevant scientific or technical specialism to enable the postholder to fulfil all elements required of the role, including the ability to provide detailed advice and guidance to others.</li><li>• Those with line management responsibilities will be required to interpret/implement University policies and procedures, with an understanding of wider University issues and HE matters which impact upon the role.</li><li>• Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/Procedures.</li></ul>

## **FACILITIES & ESTATES**

### **Grade 5**

Role holders at this level will either be highly skilled in their specialist area/trade, providing technical advice, input and support based on their extensive knowledge; or will manage an operational team of some volume or complexity.

Role holders will be required to exercise personal initiative and judgement (within established procedures/guidelines) to resolve a range of work issues and problems, some of which will be non-standard/complex in nature.

They will monitor, review and act accordingly to improve service/operational delivery of their own area of responsibility, and will be expected to make a significant contribution to the work of the wider team.

The level of responsibility/duties will be more varied or complex than those at Grade 4.

### **Grade 6**

Roles at this level will manage/lead a sizeable/highly specialised operational service or department within a Unit.

Role holders will be required to monitor and review service/operational delivery within their area of responsibility, recognising when changes/modifications are required, and will contribute to service improvement discussions. Working within University policies and procedures, role holders will exercise independent judgement and initiative, and where appropriate analytical skills, to develop practical solutions for a wide range of work issues and problems, some of which will be complex in nature. They are required to plan, organise and progress their work and the work activities of others over the medium term, and input to longer term plans.

<b>ELEMENT 1 - COMMUNICATION</b>	
Grade 5	<ul style="list-style-type: none"><li>• Communicates orally and in writing to staff at various levels, students and others (both internal and external to the University)</li><li>• Communicates routine technical, specialist or professional information on a daily basis, both orally and in writing</li><li>• Communicates information with clarity and accuracy</li><li>• Demonstrates tact and diplomacy when dealing with sensitive or confidential matters.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Communicates non-routine specialist or professional information, requiring analysis and synthesis, both orally and in writing. Such communication regularly influences others' thinking and requires the role holder to negotiate with various parties</li><li>• Regularly communicates information to groups of individuals internal, and occasionally external, to the team</li><li>• Produces a variety of reports and writing procedures which impact at a local level.</li></ul>

<b>ELEMENT 2 – TEAMWORK &amp; MOTIVATION</b>	
Grade 5	<ul style="list-style-type: none"><li>• Works with colleagues to meet team objectives/deadlines</li><li>• Supports less experienced colleagues as required</li><li>• Acts as the main point of contact for a particular process, system or procedure as required</li><li>• Attends and contributes to team meetings as required</li><li>• Those with line management responsibilities for Support Staff colleagues will organise and delegate work appropriately,</li></ul>

	ensuring that tasks are clearly communicated to all team members, following consultation with senior colleagues as required.
Grade 6	<ul style="list-style-type: none"> <li>• Those with line management responsibilities for Support Staff colleagues will undertake supervisory/management duties on a permanent or temporary basis as required</li> <li>• Plays an active role developing the team and mentoring, motivating and supporting other team members</li> <li>• Works flexibly to manage competing demands within a team environment</li> <li>• Acts as day-to-day operational specialist lead authority within area of expertise.</li> </ul>

### **ELEMENT 3 – LIAISON & NETWORKING**

Grade 5	<ul style="list-style-type: none"> <li>• Liaises with staff at various levels , students and/or external contacts (including members of the public) to provide straightforward advice or obtain information on routine matters</li> <li>• Builds relationships with such contacts to facilitate exchange of information</li> <li>• Exchanges information with external contacts as required</li> <li>• Attends committees on an ad hoc basis as required, normally within the School/Section.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Liaise with others within and outwith the Unit to build relationships and facilitate the exchange of information</li> <li>• Regularly attends committees and/or network meetings, internal or external to the University, to represent own operational area/section and to facilitate the exchange of information and best practice.</li> </ul>

### **ELEMENT 4 – SERVICE DELIVERY**

Grade 5	<ul style="list-style-type: none"> <li>• Provide a defined specialist operational service (e.g. providing technical advice, input and support based on their specialist area of work; managing an operational service of some volume/complexity), however may also be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs</li> <li>• Those with management responsibilities for an area will be expected to monitor, review and act accordingly to improve service/operational delivery in consultation with line manager (e.g. recommending/implementing changes to work practices, systems and procedures).</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Provides a defined specialist operational service, but will have significant responsibility for monitoring, reviewing and improving local service/operational delivery, and for ensuring the quality of service is maintained. To facilitate this, role holder will maintain regular liaison with service users and/or external suppliers/contractors</li> <li>• May be required to input to policies/procedures which will impact on the broader team.</li> </ul>

### **ELEMENT 5 – DECISION MAKING PROCESSES & OUTCOMES**

Grade 5	<ul style="list-style-type: none"> <li>• Makes independent and collaborative decisions within defined University policies and procedures, receiving occasional direction in relation to more complex matters</li> <li>• May provide specific advice and guidance to others to assist their decision making</li> </ul>
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	<p><i>For those with line management responsibilities for Support Staff:</i></p> <ul style="list-style-type: none"> <li>• Makes decisions that will impact upon the team and occasionally across the larger team or School/Section.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Discretion to make independent decisions which could have an impact across their area of responsibility, and may endure for some time</li> <li>• Will make collaborative decisions with more senior managers with regard to implementing improvements to working methods, changing processes/systems</li> <li>• Those in specialist roles will be required to provide advice and recommendations to colleagues and customers based on their in-depth knowledge of the specialist area.</li> </ul>

#### **ELEMENT 6 – PLANNING & ORGANISING RESOURCES**

Grade 5	<ul style="list-style-type: none"> <li>• Plans and prioritises own work</li> <li>• For those with Support Staff line management responsibilities, plans and prioritises work colleagues</li> <li>• Inputs to longer term plans/programmes of work taking account of the needs of the customer/user</li> <li>• Occasionally plans, organises and co-ordinates routine School/Section project work.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Plans and organises the work activities of others and/or resources, ensuring that work requirements and objectives are met</li> <li>• Manages and co-ordinates more complex School/Section projects, or contributes to larger University-wide projects as part of a project team</li> <li>• Contributes to longer term strategic/planning activities within the School/Section.</li> </ul>

#### **ELEMENT 7 – INITIATIVE & PROBLEM SOLVING**

Grade 5	<ul style="list-style-type: none"> <li>• Independently resolves standard problems and contributes to the resolution of more complex matters within area of responsibility e.g. dealing with machine breakdowns; equipment problems and maintenance; routine health and safety issues; inclement weather; customer complaints; organising cover for absent staff etc.</li> <li>• Refers more complex problems/issues to other appropriate individuals e.g. line manager/other specialist authority/external organisation</li> <li>• Issues may include staffing problems; performance issues; budgetary issues; complex customer enquiries/complaints; solving more complex equipment problems/failures; breaking equipment down into component parts, fault finding and re-assembling etc.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Uses initiative, creativity and understanding of specialist area to resolve problems</li> <li>• Resolves problems and issues within area of responsibility which require reasoning and the evaluation of various approaches</li> <li>• Resolves (or contributes to the resolution of) longer-term complex problems</li> <li>• Generates original and innovative ideas/approaches to improve operational effectiveness</li> <li>• May contribute to the revision and/or development of policies and/or procedures which could have an impact out-with the immediate team.</li> </ul>

**ELEMENT 8 – ANALYSIS & RESEARCH**

Grade 5	<ul style="list-style-type: none"><li>• Prepares, collates and undertakes basic interpretation of standard data/information, reporting and presenting information as appropriate for use by others</li><li>• Investigates problems to determine causes and develops appropriate solutions for basic issues e.g. system/equipment failures, process issues/problems etc. and seeks advice as appropriate in relation to more complex problems</li><li>• Carries out a range of detailed tests and/or analyses and contributes to the interpretation of results by others</li><li>• Maintains databases, records and information systems</li><li>• Circulates information/findings appropriately to ensure awareness of key issues and data.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Gathers, analyses and interprets information and data and presents and/or reports on the findings and results</li><li>• Investigates system and equipment failures/malfunctions to determine faults and devises appropriate solutions</li><li>• Interprets results of detailed tests/analyses and makes recommendations through briefings, presentations or written reports.</li></ul>

**ELEMENT 9 – SENSORY & PHYSICAL DEMANDS**

Grade 5	<ul style="list-style-type: none"><li>• Carries out tasks at a level which would require either learning certain methods or routines or involve considerable physical effort over prolonged periods</li><li>• Undertakes work which requires the mastery of a range of physical techniques, where levels of concentration, precision and accuracy will be necessary</li><li>• For example, undertaking skilled/strenuous work in a confined or difficult space (under floorboards, at height); operation of highly specialised, complex, hazardous tools etc.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Carries out tasks at a level which would require either learning certain methods or routines or involve considerable physical effort over prolonged periods</li><li>• Undertakes work which requires the mastery of a range of physical techniques, where levels of concentration, precision and accuracy will be necessary</li><li>• For example, undertaking skilled/strenuous work in a confined or difficult space (under floorboards, at height); operation of highly specialised, complex, hazardous tools etc.</li></ul>

**ELEMENT 10 – WORK ENVIRONMENT**

Grade 5	<ul style="list-style-type: none"><li>• Work environment will vary according to job type, but there may be exposure to:<ul style="list-style-type: none"><li>- unpleasant/moderately hazardous work environments (e.g. working outdoors, exposure to chemicals, working in a kitchen environment etc) where use of standard protective clothing/safety equipment will be required;</li><li>- some very hazardous/high risk work environments (e.g. working at dangerous heights) where specialist health and safety procedures must be adhered to</li></ul></li><li>• Those in a supervisory role will be required to ensure the safe working practices of others, and that health and safety guidelines are being adhered to.</li></ul>
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Grade 6	<ul style="list-style-type: none"> <li>• Required to manage the impact of the environment on the work and safety of other people, and will ensure that health and safety regulations and procedures are implemented locally and adhered to</li> <li>• In certain roles there may a requirement to work in hazardous/high risk environments where specialist health and safety procedures must be adhered to.</li> </ul>
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#### **ELEMENT 11 – PASTORAL CARE & WELFARE**

Grade 5	<ul style="list-style-type: none"> <li>• Responds with sensitivity and tact to staff, students and/or external contacts when answering queries</li> <li>• Shows sensitivity to those who may need help and/or initiate appropriate action by involving relevant people</li> <li>• Respects confidentiality in relation to work carried out, particularly in relation to sensitive areas or where commercially restricted work is being undertaken</li> <li>• Those with line management responsibilities will be required to deal with standard pastoral care and HR issues covered by documented procedures for their team, recognising when staff problems should be referred on to others</li> <li>• Provides guidance and support to less experienced colleagues</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Those with responsibility for a team will deal with/manage staff welfare, pastoral care and HR issues covered by documented procedures, recognising when staff problems should be referred on to others</li> <li>• Handles pastoral care issues relating to students with sensitivity and in line with documented procedures, recognising when more complex problems should be referred on to others</li> <li>• Provides support to colleagues taking forward complex, severe and serious welfare issues involving staff and/or students, seeking guidance when required.</li> </ul>

#### **ELEMENT 12 – TEAM DEVELOPMENT**

Grade 5	<ul style="list-style-type: none"> <li>• Guides/advises colleagues on non-routine work practices and procedures</li> <li>• Contributes and shares specialist knowledge with peers and supervisors on a regular basis at team meetings and/or on an ad hoc basis</li> <li>• Those with specialist knowledge may be expected to coach/train others within the team</li> <li>• Provides guidance and support to less experience colleagues</li> <li>• Those with supervisory responsibilities may be required to conduct and administer the outcomes of staff reviews.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Responsible for ensuring that all staff within the service area are trained to the required standards</li> <li>• May be directly involved in the provision of training, or may delegate responsibility to others.</li> </ul>

#### **ELEMENT 13 – TEACHING & LEARNING SUPPORT**

Grade 5	<ul style="list-style-type: none"> <li>• Not typically required to teach/train others outwith the team.</li> </ul>
Grade 6	<ul style="list-style-type: none"> <li>• Not typically required to teach/train others outwith the team.</li> </ul>

**ELEMENT 14 – KNOWLEDGE & EXPERIENCE**

Grade 5	<ul style="list-style-type: none"><li>• Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification or with sufficient experience/training to fulfil the role e.g. on the job learning/attending additional training or work experience</li><li>• Understanding and adherence to the University's Health and Safety and Equal Opportunities policies/procedures</li><li>• A comprehensive understanding of University policies, procedures and issues relevant to the role</li><li>• Detailed knowledge and experience in relevant specialism or significant supervisory experience, with a well-developed understanding/experience of the operational area</li><li>• A thorough understanding of standards and regulations which relate to/impact on the role and/or team</li><li>• Ability to understand and interpret operational and service requirements, and to provide detailed/technical advice and guidance to others</li><li>• Regularly required to update training/knowledge.</li></ul>
Grade 6	<ul style="list-style-type: none"><li>• Management expertise and, where responsible for a specialist area/trade, will also require full/practical knowledge of that area</li><li>• Extensive knowledge of their own area of work (in terms of systems, processes, products and services available etc.) and standards and regulations which relate to it</li><li>• Ability to interpret/implement University rules, policies and procedures relevant to the role, providing detailed/technical advice and guidance to others as required. Experience of managing and controlling budgets and resources</li><li>• Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification or with sufficient experience/training to fulfil the role e.g. on the job learning/attending additional training or work experience</li><li>• Required to undertake further training and CPD on a routine basis</li><li>• Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/Procedures.</li></ul>