



Grade Profiles

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A. Introduction

All Profiles

This document sets out changes to academic grade profiles as proposed by a University-level working group. This group, which involved UCU and Joint Unions representation, was tasked to review the academic grade profiles and to bring forward revisions which would reflect the University's current Strategic Plan 2008-2012.

The overall 10-grade structure which took effect on 1st August 2006 remains in place and the only changes being proposed are set out below.

The profiles are summarised by grade in section B and presented in detail for each grade in section C below. For each grade level, the knowledge, skills and experience required are specified and representative work activities are listed that are typical for that grade. It is not expected that all jobs will carry out all the activities listed in the grade profiles. The work activities are representative of those required at each grade and describe competent performance of roles at each level. Job descriptions allow for more detailed specification of individual roles/responsibilities and may be part of the discussion during regular annual review meetings.

Academic Profiles (Grades 6-10)

Academic roles centre on research, teaching, knowledge exchange¹, and academic leadership and management. Knowledge Exchange will permeate Research & Teaching where appropriate.

Academic work of the University is driven by three key strategic goals within its current Strategic Plan. These are:

- (i) Excellence in learning and teaching;
- (ii) Excellence on research;
- (iii) Excellence in commercialisation and knowledge exchange.

The balance of activities varies from role to role and over time within the same role. Most posts will involve the balancing of individual responsibilities with a wider contribution to the work of the team or disciplinary unit and to the wider academic community. Individual responsibilities will be informed by School and College Strategic Plans and individual objectives will be agreed in annual review meetings and will be linked to these Plans. At all levels appropriate subject knowledge, combined with high level analytical ability and well-developed communication skills, are required, increasing through the levels. At the higher levels, there will be an increasing emphasis on academic leadership and strategic management and/or on impact on the field in the UK and internationally.

Normally, the requirements associated with each level in terms of knowledge and skills and performance criteria continue to apply to those individuals who progress to the next level and beyond. There is an expectation that individuals in academic roles will continue to contribute to some activities associated with the lower grades as they move up the grade structure, as detailed in job descriptions. In addition, and in the interests of career development but subject to the needs of the academic unit, individuals may contribute to some activity associated with the level above that of their current grade. Such contributions will be identified and recorded in annual review meetings.

Notes:

Veterinary clinical work within academic roles: In recognition of the significant element of professional practice included in the jobs of academic veterinary clinicians, a supplement to the academic profiles has been developed to enable clinical activities to be considered alongside the other key aspects of academic work. This supplement is attached as the Appendix to this document.

Academic titles: The academic titles of Senior Lecturer, Reader or Professor may be conferred on those who meet the criteria for the award of these titles, either on appointment or by virtue of academic promotion. The title of Professor will carry with it a range of responsibilities within the role/grade profile for grade 10 and

¹

The term is used broadly, to include the commercialisation of research, enterprise, the provision of consultancy and advice to industry, policy makers and professional practice, and bringing the University's research and scholarship to the community at large, e.g. promoting public engagement with research; contributing to the work of cultural institutions or advancement of aspects of the University's civic mission.

those of Senior Lecturer/Reader within grade 9. The University has intimated that it intends to initiate a review of these titles at some stage in 2006-7.

Profile Summaries

B.1 Academic Profile Summaries

Grade 6: Roles at this level will generally be concerned either with assisting in a research team or project on specified tasks, where methods are predominantly pre-defined, or with contributing to elements of teaching within a clear and established programme.

Grade 7: Roles at this level may represent the early stages of an academic career before progress to Grade 8, or a clearly defined set of responsibilities within a research or teaching programme, e.g. for part of a research project or teaching programme. There may be a combination of research and teaching, or a specific focus on research or teaching alongside related administrative responsibilities. In addition, postholders may be required to assist in the supervision of postgraduate students. Support in the form of appropriate mentoring will normally be provided and those in teaching roles given the opportunity to undertake at least the first stage in the Postgraduate Certificate in Academic Practice.

Grade 8: Roles at this level are held by individuals experienced in research and/or teaching. In some cases, the contribution spans research and teaching. In others there may be a concentration on one or the other. In all cases, there will normally be accountability for the design, delivery and quality of at least a whole course, small research project or part of a larger research project, with measurable outcomes, as well as for contributing to the development of wider programmes/portfolios, supervising doctoral students or developing more high quality teaching. There may be responsibility for representing the work of the University in the specific field locally and nationally in appropriate networks and/or in public engagement activities and for contributing to the wider academic community beyond the University.

Grade 9: Roles at this level commonly reflect extensive professional/academic experience, and will include substantive contributions in research and/or teaching with knowledge exchange activities included as appropriate. Individuals will have a well-established reputation in their field, and be making a demonstrable impact on their field at national or international level. Roles which focus on research will require a clear record of impact, shown in substantial and sustained high quality research output and where appropriate, engagement with research users. Those which focus on teaching will require a record of leading development activity in relation to teaching and learning policy and practice. In all cases, there will be responsibility for development and leadership within a specific area of activity e.g. for a research theme or a range of projects or for a programme of study, the supervision of doctoral students and/or developing more high-quality teaching. Some roles may have a particular focus on leadership or management. There will also be responsibility for provision of expert advice to colleagues and some contribution to the implementation of institutional strategy.

Grade 10: Roles at this level carry significant academic leadership responsibilities. Individuals whose roles are focussed on research and/or teaching will have a substantial international reputation in their field. In research, this will involve leading original research of an international standard, maintaining an appropriate level of research activity and output, engaging with the relevant international research community and relevant research users and collaborators beyond academia. Individuals will have a clear understanding of the potential value of their research beyond academia and a reputation among relevant stakeholders locally, nationally or internationally. Any teaching specialists at this level will have broadened and deepened their impact on curricula, teaching methods and teaching, learning and assessment systems through extensive and widely recognised innovation of an international standard. They will normally lead developments in teaching, learning and assessment across a field or more widely.

Academic managers at this level will be responsible for all aspects of a significant area of work, including strategy, and for the management of staff, programmes and projects, finance and other resources and for overall quality assurance in the area of work. Roles will carry responsibility for embedding a positive student-focused culture which provides a model of good practice both internally and externally.

B.2 Administrative Services Profile Summaries

Grade 2: Roles at this grade will be engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual situations to others. The range of tasks performed is generally specified in detail and instructions or training will make it clear what needs to be done and how. The work is typically to short deadlines, but may involve planning own time within the working day to provide courteous and effective service to others.

Grade 3: Roles at this grade will be engaged in performing a range of duties within basic procedures and under regular supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual or non-routine situations to others. The work is typically to daily deadlines, providing courteous and effective service to others. The range of tasks performed can be varied and will therefore require some understanding of office/departmental routines. As a consequence, some planning and organising of own workload is required to ensure that the departmental workflow is maintained. Timescales will still be day to day. The nature of planning and organising in roles at this grade is essentially about timing and sequencing of assigned tasks – i.e. working out the most effective way in which to carry out particular tasks to make sure the deadline is met.

Grade 4: Roles at this grade work within established processes and procedures to provide a range of support services to an agreed quality standard or specification. Supervision may not be close, but clear guidance will be available. The role requires a working knowledge of systems/processes and may have specific responsibility for a sub-section of work. Some planning and organisation of workload is required, but the nature of planning is essentially about timing and sequencing of assigned tasks over days to weeks.

Grade 5: Roles at this grade will be responsible for providing or contributing to the provision of support services to an agreed quality standard or specification, within clear procedures or practices. There will be minimal day to day supervision, but clear guidance. The roles require an understanding of the allocated workload but also to react to changing priorities. Initiative is needed to handle processes and resolve problems and queries based on procedures plus experience and judgment, mainly without reference to others. May involve supervision of other staff.

Grade 6: Roles at this grade will be providing advice and support based on a detailed understanding of methods, systems and procedures gained through significant practical experience and/or formal training. They will exercise initiative and judgement to resolve daily problems within a range of established policies/procedures, seeking advice on more complex issues. There is discretion to determine short-term priorities and if applicable the priorities of a team of people involved in the same type of work. Contributions include proposing and implementing improvements to current working methods

Grade 7: Roles at this grade will be providing advice and support to schools/departments/work units based upon a full understanding of a technical, professional or specialised field. They will plan and ensure progress within established professional procedures and university policy. They will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. They will put forward recommendations on managing more complex situations. Individuals will be responsible for planning and organising their own work or that of a team of colleagues who may be involved in different types of work and will encounter changing priorities. There will be a need for liaison and the co-ordination of activities, across a number of subsections of a school/department/university.

Grade 8: Roles at this grade will be experienced professionals responsible for providing specialist/technical expertise and/or managing a diverse team and resources. Work will often involve interpreting or assessing customer needs, identifying trends, generating original ideas and testing innovative solutions where these are not obvious. Individuals will typically be accountable for the quality and professionalism of service delivery within their area of responsibility and are permitted some discretion provided that activities are consistent with operational policies and precedents. There will be a requirement to plan and organise individual and/or team activity to integrate and coordinate work across different parts of the department/school/university as appropriate.

Grade 9: Roles at this grade will be professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to develop and implement revised or new administrative/technical/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or years. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

Grade 10: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

B.3 Technical Services Profile Summaries

Grade 2: Roles at this grade will be engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual situations to others. The range of tasks performed is generally specified in detail and instructions or training will make it clear what needs to be done and how. The work is typically to short deadlines, but may involve planning own time within the working day to provide courteous and effective service to others.

Grade 3: Roles at this grade work to provide technical support to staff, students and more senior colleagues, working on routine activities within well established procedures and under regular supervision. The range of tasks will be broader than at the previous grades and involve some planning of timing and sequencing in order to complete the range of activities specified, normally within the day.

Grade 4: Roles at this grade will be involved in preparing and carrying out straightforward tests/experiments/technical procedures, following clear guidelines and/or procedures. Roles require technical or practical skills and an understanding of technical or scientific practices and procedures, and may involve responsibility for a specific area of work. The role involves prioritising work and undertaking a range of technical support activities in accordance with established processes/procedures. Supervision may not be close, but clear guidance will be available.

Grade 5: Roles at this grade require specific technical or practical skills and a well-developed working knowledge of technical or scientific practices and procedures, acquired through practical experience on the job and/or vocational training. Work will mainly follow established patterns, but there will be a need to resolve most problems without access to more senior colleagues. It may involve developing skills in a particular specialist area or planning and allocating the work of others.

Grade 6: Roles at this grade will display an in-depth knowledge of technical or scientific practices, methods and procedures gained through either considerable experience and/or formal qualification. Work will involve a range of technical support and analysis and may involve planning and supervising a small service and other staff.

Grade 7: Roles at this grade will have recognised technical expertise gained through a degree and/or extensive experience and may have supervisory responsibility for a technical service or team, where the primary focus will be on planning, overseeing and reviewing the work of the team and/or will operate as individual technical advisers, supporting teaching or research activity through the provision of specialist support activity.

Grade 8: Roles at this grade will have recognised technical OR managerial experience and will EITHER have management responsibility for the delivery of a technical service OR will operate as individual technical advisers supporting teaching or research activity through the provision of specialist activity. Whilst technically up to date, managers at this grade will not necessarily be seen as experts, whereas individual specialists definitely will.

Grade 9: Roles at this grade will be professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to develop and implement revised or new administrative/technical/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or years. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

Grade 10: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

B.4 Operational Services Profile Summaries

Grade 2: Roles at this grade will be engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual situations to others. The range of tasks performed is generally specified in detail and instructions or training will make it clear what needs to be done and how. The work is typically to short deadlines, but may involve planning own time within the working day to provide courteous and effective service to others.

Grade 3: Roles at this grade involve providing services in support of students and staff often as part of a team engaged in similar activities. The procedures and routines are well established and subject to supervision. The range of tasks at this grade will be more varied than at the previous grades. Therefore, daily activities will need to be prioritised in order to fit them into broader routines and the job holder will need to be aware of related work activities. Planning and prioritising are characterised by the need to decide on timing and sequencing of tasks within the day.

Grade 4: Roles at this grade undertake a range of routine operational and practical activities/ services drawing on some prior experience, in accordance with established processes/ procedures. Activities may involve: organisation and scheduling of work; interpretation of instructions, within parameters determined by set procedures; and accountability for the quality of service. Roles may not be subject to direct supervision but managerial guidance is readily available. There may be a requirement to guide/ plan the work of others and/or to make efficient use of materials and equipment.

Grade 5: Roles at this level provide technical and practical problem solving, support and services drawing on know-how obtained through formal training and qualifications and/or practical experience. They involve: planning and scheduling own work and often responsibility for others; the capacity to diagnose what the problem or issue is and how it can be tackled before selecting a solution; and monitoring/reviewing the quality of work. The role may concentrate on the exercise of specialist skills or there may be a requirement to guide and review the work of others, and to be responsible for materials, equipment and work records.

Grade 6: Roles at this grade either manage operational services work of some volume or complexity or provide advice and technical input based on extensive practical learning and/or vocational qualifications. Dealing with people is an important ingredient, whether they are staff supervised by the jobholder, contractors or customers, and there is often a budgetary responsibility or impact.

Grade 7: Roles at this grade involve either line management responsibility for a significant unit or analysis and advice drawing on extensive practical technical understanding, possibly some team leadership. There may be responsibility for project or contract management, and for financial performance (at least cost control and possibly some aspects of income). All roles involve a wide range of contacts with others, and some – the less technical, more managerial – call for influencing and motivation.

For Grades 8 to 10, refer to the Administrative Services, Technical Services and General profiles.

Profiles

Grade 2 - General (Administrative/Technical/Operational Services)

Summary: Roles at this grade will be engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual situations to others. The range of tasks performed is generally specified in detail and instructions or training will make it clear what needs to be done and how. The work is typically to short deadlines, but may involve planning own time within the working day to provide courteous and effective service to others.

2.1 Knowledge, Skills & Experience Required

- 2.1.1 Learning gained through on-the-job training and/or short formal training and work experience over days, weeks or a few months.
- 2.1.2 Numeracy, literacy and, where relevant, IT skills, at a basic level.
- 2.1.3 Ability to follow instructions, gain basic knowledge about routines and apply this correctly.
- 2.1.4 Ability to exchange basic information verbally or in writing.
- 2.1.5 Knowledge of simple equipment and/or machinery
- 2.1.6 Manual dexterity in some roles.
- 2.1.7 Basic understanding of, and ability to apply, relevant health and safety policies and procedures.

2.2 Representative Work Activities

Maintenance and Management of Work Environment:

- 2.2.1 Perform a limited range of tasks within a straightforward routine or practice. Tasks might involve e.g. catering support, portage, cleaning, shelving books, photocopying, grounds work, providing a security presence, basic filing and/or data entry.
- 2.2.2 Operate common, standard, single purpose machinery/equipment in a simple or repetitive way.
- 2.2.3 Carry out basic equipment maintenance according to detailed instructions.
- 2.2.4 Transport goods and equipment according to detailed instructions.
- 2.2.5 Inform supervisor of stock levels for consumables/stores of basic equipment etc. in order to ensure availability to meet work requirements.
- 2.2.6 Comply with standard procedures, including those governing health and safety (as at Grade 1).

Analysis, Reporting & Documentation

- 2.2.7 May carry out routine record keeping, filing, data inputting, cataloguing, logging and maintenance of simple databases to ensure accurate records are maintained.
- 2.2.8 May carry out basic filing or data entry using standard formats and templates or following detailed instructions.
- 2.2.9 Clarify work instructions and communicate problems or difficulties to a supervisor/manager.

Planning and Organising

- 2.2.10 Perform basic, routine tasks to appropriate time and quality requirements, following simple oral and/or written instructions e.g. make basic arrangements and bookings, prepare straightforward materials to instructions given.
- 2.2.11 Work to detailed instructions under direct supervision, with tasks and work priorities being allocated to job holders by a supervisor/manager on a day-to-day basis.

Finance/Resource Management

- 2.2.12 Inform Supervisor of stock levels for low value supplies/resources to ensure that they are available to meet work unit requirements.

Customer Service & Liaison

- 2.2.13 Request basic information and/or receive and respond to everyday enquiries from/to customers in person, by telephone or by email in a courteous and correct manner, referring requests outside one's knowledge base to the appropriate person/area, to provide a timely, effective service and promote a positive image of the work unit and the wider University.
- 2.2.14 Carry out basic support activities, to contribute to the smooth operation of an office or work unit.

2.3 Performance Criteria

- 2.3.1 Complete work accurately, on time and to appropriate standards.
- 2.3.2 Courteous and effective exchange of basic information.
- 2.3.3 Customer feedback
- 2.3.4 Flexible approach to duties and willingness to learn.

Grade 3 – Administrative Services Profile

Summary: Roles at this grade will be engaged in performing a range of duties within basic procedures and under regular supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual or non-routine situations to others. The work is typically to daily deadlines, providing courteous and effective service to others. The range of tasks performed can be varied and will therefore require some understanding of office/departmental routines. As a consequence, some planning and organising of own workload is required to ensure that the departmental workflow is maintained. Timescales will still be day to day. The nature of planning and organising in roles at this grade is essentially about timing and sequencing of assigned tasks – i.e. working out the most effective way in which to carry out particular tasks to make sure the deadline is met.

3A.1 Knowledge, Skills & Experience Required

- 3A.1.1 Learning gained through work experience (typically at least six months). May include short courses.
- 3A.1.2 Basic IT skills.
- 3A.1.3 Numeracy and literacy skills.
- 3A.1.4 Accuracy and ability to prioritise tasks within a routine.
- 3A.1.5 Ability to exchange basic information verbally or in writing.
- 3A.1.6 Appropriate knowledge of basic office equipment and software, typing skills etc.
- 3A.1.7 Basic awareness of the activities of the work section.
- 3A.1.8 Basic understanding of, and ability to apply, relevant standard procedures, including those governing health and safety.

3A.2 Representative Work Activities

Analysis, Reporting and Documentation

- 3A.2.1 Carry out activities such as typing up work, photocopying papers, filing papers etc.
- 3A.2.2 Raise standard letters in response to routine queries.
- 3A.2.3 Prepare documents following standard formats or templates or following daily work instructions.
- 3A.2.4 Organise information according to procedures by filing, data entry, checking/matching data, etc. to ensure accurate records are maintained on a day-to-day basis.

Planning & Organising

- 3A.2.5 Make routine arrangements and bookings, according to clearly defined instructions, and be involved in the preparation of straightforward materials to assist in the effective organisation of external and internal activities.
- 3A.2.6 Arrange allocated activities within a daily routine to ensure work is completed to time and to an appropriate standard.

Finance/Resource Management

- 3A.2.7 Inform Supervisor of stock levels for low value supplies/resources to ensure that they are available to meet work unit requirements (as at Grade 2)

Customer Service & Liaison

- 3A.2.8 Receive and respond to, everyday enquiries from/to customers, knowing when it is appropriate to refer requests outside one's knowledge base to the appropriate person/area, to provide a timely and effective service to others in the provision of standard information.
- 3A.2.9 Carry out straightforward activities, to contribute to the smooth operation of an office or work unit.
- 3A.2.10 Receive visitors and provide/request straightforward information in person and by telephone in a courteous and appropriate manner, to promote a positive image of one's work unit to others.
- 3A.2.11 Communicate effectively to maintain favourable working relationships with fellow workers.

3A.3 Performance Criteria

- 3A.3.1 Complete work accurately, on time and to appropriate standards.
- 3A.3.2 Courteous and effective exchange of basic information.
- 3A.3.3 Flexible approach to duties.
- 3A.3.4 Willingness to learn.

Grade 3 – Technical Services Profile

Summary: Roles at this grade work to provide technical support to staff, students and more senior colleagues, working on routine activities within well established procedures and under regular supervision. The range of tasks will be broader than at the previous grades and involve some planning of timing and sequencing in order to complete the range of activities specified, normally within the day.

3T.1 Knowledge, Skills & Experience Required

3T.1.1 Learning gained through work experience of typically at least six months. May include short courses and other formal training.

Plus

3T.1.2 Basic knowledge about simple equipment and/or machinery.

3T.1.3 Basic understanding of, and ability to apply, relevant standard procedures, particularly those governing health and safety.

3T.1.4 Familiarity with standard IT equipment.

3T.1.5 Numeracy and literacy skills.

3T.1.6 Accuracy and ability to follow instructions.

3T.1.7 Ability to exchange basic information verbally or in writing.

3T.1.8 Manual dexterity in some roles.

3T.2 Representative Work Activities

Maintenance and Management of Work Environment

3T.2.1 Operate straightforward machinery/equipment in a standardised way.

3T.2.2 Carry out basic equipment maintenance according to routine instructions.

3T.2.3 Ensure 'good housekeeping' of the workshop/laboratory/work environment, with an awareness of health and safety procedures.

3T.2.4 Transport goods and equipment according to instructions.

3T.2.5 Adhere to basic health and safety procedures affecting self and others.

Analysis & Reporting

3T.2.6 Carry out routine record keeping, filing, data inputting, cataloguing, logging and maintenance of simple databases, ensuring accurate records are maintained.

3T.2.7 Communicate problems or difficulties to a supervisor/manager.

Planning and Organising

3T.2.8 Perform routine activities to appropriate time and quality requirements, following oral and/or written instructions or routine guidelines.

3T.2.9 Work to well established routines under regular supervision, with work priorities being allocated to job holders by a supervisor/manager.

Finance/Resource Management

3T.2.10 Inform Supervisor of stock levels for low value supplies/resources to ensure that they are available to meet work unit requirements (As at Grade 2)

Customer Service & Liaison

3T.2.11 Receive visitors and provide/request straightforward information in a courteous and correct manner, to promote a positive image of one's school/work unit.

3T.2.12 Communicate effectively to maintain favourable working relationships with fellow workers.

3T.3 Performance Criteria

3T.3.1 Work on time and to prescribed standards.

3T.3.2 Courteous and effective exchange of basic information.

3T.3.3 Flexible approach to duties and willingness to learn.

3T.3.4 Accuracy and precision.

Grade 3 – Operational Services Profile

Summary: Roles at this grade involve providing services in support of students and staff often as part of a team engaged in similar activities. The procedures and routines are well established and subject to supervision. The range of tasks at this grade will be more varied than at the previous grades. Therefore, daily activities will need to be prioritised in order to fit them into broader routines and the job holder will need to be aware of related work activities. Planning and prioritising are characterised by the need to decide on timing and sequencing of tasks within the day.

30.1 Knowledge, Skills & Experience Required

- 30.1.1 No specific qualifications are required prior to appointment, but the learning process at work will involve short courses and other formal training. Posts with supervisory duties will require experience of approximately six months.
- 30.1.2 Basic knowledge of routines in the work unit and use of straightforward equipment.
- 30.1.3 Knowledge of the relevant aspects of the University e.g. site locations.
- 30.1.4 Ability to exchange straightforward information verbally and, if required, in writing.
- 30.1.5 Basic understanding of, and ability to apply, relevant standard procedures, particularly those governing health and safety.

30.2 Representative Work Activities

Maintenance and Management of Work Environment

- 30.2.1 Carry out a range of straightforward activities within a routine or established process. Activities might involve e.g. catering support, grounds, gardening, moving/storing materials, sorting mail, providing security presence and routine support to trade or sport-related activities.
- 30.2.2 Operate straightforward equipment in a standardised way to achieve the required results.
- 30.2.3 Carry out basic equipment maintenance as required.
- 30.2.4 Comply with procedures, including those governing health and safety.
- 30.2.5 May provide basic, routine supervision, guidance and advice to colleagues and new staff.

Analysis, Reporting and Documentation

- 30.2.6 Clarify work instructions as necessary and raise concerns and problems, which arise during the work e.g. with staff, customers, a manager, with supervisor.
- 30.2.7 Carry out routine, straightforward activities to the standard and at the time required, following oral, or written instructions and routine guidelines.
- 30.2.8 Work to well-established straightforward routines under regular supervision, with work priorities being allocated to job holders by a supervisor/manager.
- 30.2.9 Carry out daily prioritising and organising of routine tasks and activities.
- 30.2.10 Carry out straightforward, routine record keeping

Finance/Resource Management

- 30.2.11 Inform Supervisor of stock levels for low value supplies/resources to ensure that they are available to meet work unit requirements (As at Grade 2)

Customer Service & Liaison

- 30.2.12 Receive, and respond to, everyday enquiries from/to customers, escalating requests outside one's knowledge or experience to the appropriate person/area, to provide a timely and effective service.
- 30.2.13 Carry out a range of straightforward support activities, to contribute to running a smooth service.
- 30.2.14 Check and pass on straightforward information as required in contacts with staff, students or the public.
- 30.2.15 Communicate effectively to maintain favourable working relationships with fellow workers.

30.3 Performance Criteria

- 30.3.1 Review of timeliness, quality and accuracy of work.
- 30.3.2 Customer feedback.
- 30.3.3 Flexibility around basic routines.
- 30.3.4 Basic supervisory and organisation skills, where appropriate.

Grade 4 – Administrative Services Profiles

Summary: Roles at this grade work within established processes and procedures to provide a range of support services to an agreed quality standard or specification. Supervision may not be close, but clear guidance will be available. The role requires a working knowledge of systems/processes and may have specific responsibility for a sub-section of work. Some planning and organisation of workload is required, but the nature of planning is essentially about timing and sequencing of assigned tasks over days to weeks.

4A.1 Knowledge, Skills & Experience Required

Either

4A.1.1 Vocational qualifications (N/SVQ 2/3, ONC or equivalent) plus typically 1 year's relevant work experience

Or

4A.1.2 School education to Standard Grade or equivalent plus typically 2 years' relevant work experience.

Plus

4A.1.3 Working knowledge of relevant systems, equipment, processes and procedures including standard software packages and possibly some knowledge of non-standard software.

4A.1.4 Competent written and oral communication skills.

4A.1.5 Competent numeracy and literacy skills.

4A.1.6 Familiarity with own work priorities and those of colleagues.

4A.1.7 Understanding of policies and procedures relevant to the role.

4A.1.8 Knowledge and understanding of relevant Health and Safety requirements.

4A.2 Representative Work Activities

Analysis, Reporting & Documentation

4A.2.1 Prepare and organise straightforward information to assist in the effective organisation of internal and external activities.

4A.2.2 Create documents/presentations, typically following standard formats or templates

4A.2.3 Run straightforward reports to support basic department/school/work unit information procedures, e.g. staff lists.

4A.2.4 Carry out straightforward calculations

4A.2.5 Undertake some more specialised administrative functions within defined procedures such as processing invoices or payroll data

4A.2.6 Deal with incoming written communication and understand the nature of the inquiry in order that it can be dealt with by the appropriate individual.

Planning & Organising

4A.2.7 Make routine arrangements and bookings, in accordance with clear instructions

4A.2.8 Apply knowledge of a particular system and/or piece(s) of standard equipment, and be responsible for day-to-day operation.

4A.2.9 Plan and prioritise own work activities on a day-to-day basis, responding to manager's/team/departmental/school/work unit requirements, in addition to own responsibilities, to ensure operational efficiency.

Finance/Resource Management

4A.2.10 Monitor and take responsibility for resources such as stationery stocks or petty cash, following set ordering procedures to ensure adequate supplies/resources are available to meet office/work unit requirements

Customer Service & Liaison

4A.2.11 Receive and respond to enquiries (e.g. about information, services or products) from/ to customers judging when to pass on, or to involve others, to provide an effective service.

4A.2.12 Resolve common work problems, within appropriate guidelines and procedures, with complex problems referred to senior colleagues as appropriate.

4A.2.13 Handle queries, tasks and issues which may relate to set procedures within the department, and provide information to others, seeking guidance where necessary.

4A.2.14 Demonstrate standard services and/or prepare basic equipment, to support customer learning.

4A.2.15 Identify and respond to customer enquiries, providing responses as appropriate, escalating requests outside knowledge base to the appropriate person/area.

4A.2.16 Communicate and liaise with customers and/or external contacts usually through established routine connections (e.g. regular suppliers/contractors) as own section of work requires.

People Management

Either

4A.2.17 Provide informal guidance and support to junior colleagues to maintain operational effectiveness.

Or

4A.2.18 Organise and prioritise own work activities within established routines or procedures and subject to minimal supervision, to support the achievement of departmental/school/work unit objectives.

4A.3 Performance Criteria

4A.3.1 Competence with equipment and technical tools.

4A.3.2 Proven ability to plan and organise work activities/tasks.

4A.3.3 Effective organisation/presentation of information/documentation

4A.3.4 Quality of customer service, e.g. from feedback.

4A.3.5 Accuracy/attention to detail.

4A.3.6 Flexibility and positive attitude to work.

Grade 4 – Technical Services Profile

Summary: Roles at this grade will be involved in preparing and carrying out straightforward tests/experiments/technical procedures, following clear guidelines and/or procedures. Roles require technical or practical skills and an understanding of technical or scientific practices and procedures, and may involve responsibility for a specific area of work. The role involves prioritising work and undertaking a range of technical support activities in accordance with established processes/procedures. Supervision may not be close, but clear guidance will be available.

4T.1 Knowledge, Skills & Experience Required

Either

4T.1.1 Vocational qualifications (N/SVQ 2/3, ONC or equivalent) plus typically 1 year's work experience in a relevant role.

Or

4T.1.2 School education to standard grade or equivalent plus typically 2 years relevant work experience.

Plus

4T.1.3 Working knowledge of relevant systems, equipment, processes and procedures.

4T.1.4 Competent written and oral communication skills.

4T.1.5 Competent numeracy and IT skills.

4T.1.6 Familiarity with own work priorities and those of colleagues.

4T.1.7 Experience of undertaking a range of technical support activities without constant guidance.

4T.1.8 Understanding of policies and procedures relevant to the role, particularly those governing health and safety.

4T.1.9 Ability to plan or schedule workdays ahead.

4T.2 Representative Work Activities

Maintenance & Management of Work Environment

4T.2.1 Construct straightforward equipment, following clear guidance.

4T.2.2 Operate and carry out routine maintenance on standard equipment.

4T.2.3 Resolve routine work problems independently, referring more complex problems to senior colleagues.

4T.2.4 Comply with Health & Safety procedures affecting self and others.

Analysis, Reporting & Documentation

4T.2.5 Resolve routine work problems independently, referring more complex problems to senior colleagues.

4T.2.6 Carry out basic interpretation of data/test results and present findings accurately.

4T.2.7 Maintain accurate records and draft routine documentation.

Planning & Organising

4T.2.8 Carry out a range of tasks to time and quality requirements, working within established routines or procedures, but with minimal direct supervision.

4T.2.9 Prepare and carry out straightforward tests/experiments.

4T.2.10 Plan own work schedule to meet work unit demands, but refer to more senior colleagues for prioritising and scheduling of non-standard work.

Finance/Resource Management

4T.2.11 Replenish stocks of consumables/stores of basic equipment etc, following routine stock control procedures, in order to meet work requirements

Customer Service & Liaison

4T.2.12 Handle queries, tasks and issues relating to set procedures within the work area, and provide information to others, including basic 'helpdesk' duties, seeking guidance where necessary.

4T.2.13 Assist students and/or staff in the preparation and use of equipment and techniques and advise on any specific aspects of work within own area.

4T.2.14 Support student learning and/or provide user-support through the demonstration of straightforward equipment and techniques.

People Management

4T.2.15 May provide informal guidance and support to students/junior colleagues in the use of equipment and techniques.

Continuous Improvement

4T.2.16 Continue to develop technical skills and ability in own area.

4T.3 Work Examples May Include

- 4T.3.1 Setting out routine equipment/kit for laboratory teaching and experiments or research project.
- 4T.3.2 Basic repair and maintenance of equipment.
- 4T.3.3 Installing and reinstalling equipment/standard software packages.
- 4T.3.4 Maintaining desktop equipment to meet service level agreements
- 4T.3.5 Implementing changes to existing systems, with guidance, in order to fix problems and implement enhancements

4T.4 Performance Criteria

- 4T.4.1 Competence with equipment and technical tools.
- 4T.4.2 Work scheduling and prioritising
- 4T.4.3 Standards of written documentation
- 4T.4.4 Satisfaction of staff and/or students with the quality of technical support provided.
- 4T.4.5 Consistency, accuracy/precision and following agreed methods
- 4T.4.6 Flexibility and enthusiasm
- 4T.4.7 Effectiveness of training
- 4T.4.8 Observance of Health & Safety regulations

Grade 4 – Operational Services Profile

Summary: Roles at this grade undertake a range of routine operational and practical activities/ services drawing on some prior experience, in accordance with established processes/ procedures. Activities may involve: organisation and scheduling of work; interpretation of instructions, within parameters determined by set procedures; and accountability for the quality of service. Roles may not be subject to direct supervision but managerial guidance is readily available. There may be a requirement to guide/ plan the work of others and/or to make efficient use of materials and equipment.

4O.1 Knowledge, Skills & Experience Required

Either

4O.1.1 Vocational qualifications (N/SVQ 2/3, ONC or equivalent) plus typically 1 year's relevant work experience.

Or

4O.1.2 School education to standard grade or equivalent plus typically 2 years' relevant work experience.

Plus

4O.1.3 Working knowledge of relevant systems, equipment, processes and procedures

4O.1.4 Competent numeracy and, if required, IT skills.

4O.1.5 Competent written and/or oral communication skills.

4O.1.6 Ability to plan or schedule workdays ahead.

4O.1.7 Ability to give clear instructions and guide other staff, where appropriate.

4O.1.8 Ability to communicate clearly, and respond to clients, colleagues and contractors.

4O.1.9 Familiarity with own work priorities and those of colleagues.

4O.1.10 Understanding of policies and procedures relevant to the role, particularly those governing health and safety.

4O.2 Representative Work Activities

Operation & Management of Work Environment

4O.2.1 Operate and carry out routine maintenance on standard equipment.

4O.2.2 Ensure core requirements of health and safety and similar procedures are followed

Analysis, Reporting & Documentation

4O.2.3 Resolve routine work problems independently, referring more complex problems to senior colleagues.

4O.2.4 Assess the work circumstances and materials required to ensure the job can be done properly, seeking advice on any unusual circumstances.

4O.2.5 Maintain routine information on databases and other work records as required

Planning & Organising

4O.2.6 For supervisory roles, put in place a day-to-day schedule of activities or elements for straightforward processes to ensure that staff are clear what is required if them (e.g. a cleaning schedule, a work rota, a weekly menu, etc)

4O.2.7 For non-supervisory roles, plan own work, preparing for specific tasks and prioritising immediate requirements for the day or week.

Finance/Resource Management

4O.2.8 Replenish stocks of consumables/stores of basic equipment etc, following routine stock control procedures, in order to meet work requirements

Customer Service & Liaison

4O.2.9 Monitor and review the quality of work done.

4O.2.10 Clarify the work requirement with colleagues, manager or customer, discussing and resolving any straightforward problems.

4O.2.11 In supervisory roles, communicate requirements and any minor concerns to staff, and raise more complex issues (e.g. discipline, recruitment etc) with line management.

4O.2.12 Coach others to help them acquire skills and experience, including demonstrating standard work tasks.

4T.4 40.3 Performance Criteria

40.3.1 Quality of services/individual work

40.3.2 Effectiveness of planning and prioritising

40.3.3 Customer Satisfaction

40.3.4 Flexibility and positive attitude to work

40.3.5 Where appropriate, effectiveness in dealing with staff

Grade 5 – Administrative Services Profile

Summary: Roles at this grade will be responsible for providing or contributing to the provision of support services to an agreed quality standard or specification, within clear procedures or practices. There will be minimal day to day supervision, but clear guidance. The roles require an understanding of the allocated workload but also to react to changing priorities. Initiative is needed to handle processes and resolve problems and queries based on procedures plus experience and judgment, mainly without reference to others. May involve supervision of other staff.

5A.1 Knowledge, Skills & Experience Required

Either

5A.1.1 Vocational qualifications (N/SVQ 3, ONC or equivalent) plus typically at least 2 years' work experience in a relevant role;

Or

5A.1.2 School education to standard grade or equivalent plus typically 3 years' relevant work experience.

Plus

5A.1.3 Working knowledge of relevant systems, equipment, processes and procedures including standard software packages and possibly non-standard software.

5A.1.4 Initiative and judgment to resolve many day-to-day problems independently.

5A.1.5 Good written and oral communication skills

5A.1.6 Good numeracy skills (if appropriate).

5A.1.7 Good IT skills.

5A.1.8 Familiarity with work priorities and those of colleagues.

5A.1.9 Understanding of relevant policies and procedures, as they affect the role, and the quality standards and outputs required.

5A.1.10 Ability to apply relevant health and safety and other University policies and procedures.

5A.1.11 Where relevant, ability to train/develop and supervise other staff.

5A.2 Representative Work Activities

Analysis, Reporting & Documentation

5A.2.1 Use understanding of the department/School/University's processes and systems to prepare reports and other materials, using standard and some non-standard formats and software.

5A.2.2 Analyse, present and draw conclusions from relatively straightforward information, identifying trends and problems.

5A.2.3 Feed suggestions and consultations into department/School/University information systems.

Planning & Organising

5A.2.4 Support the organisation of internal and external activities/events, collating and recording defined information documentation as requested, to ensure activities are administered efficiently.

5A.2.5 Plan and prioritise own work activities to ensure operational efficiency, responding to new pressures and to manager's or work unit requirements, adjusting priorities as needed.

Finance/Resource Management

5A.2.6 Monitor and take responsibility for resources/cash, with defined procedures.

5A.2.7 Follow established ordering procedures to ensure adequate resources are available to meet work requirements.

5A.2.8 Maintain financial and/or stock records and review data to contribute to resource planning.

Customer Service & Liaison

5A.2.9 Respond and resolve enquiries and problems, judging when to pass complex queries on to or involve others, to provide an effective service and clear advice to colleagues and customers.

5A.2.10 Deliver a range of administrative and/or customer services in support of existing systems or processes to an agreed quality standard or specification, to maximize service quality and continuity.

5A.2.11 Review issues/problems and raise consistent trends or concerns requiring attention from others for the supervisor/manager to resolve.

5A.2.12 Demonstrate standard services and/or prepare equipment to support customer learning.

5A.2.13 May perform support tasks which contribute towards an area which is specialist in nature, managing own work from start to finish.

- 5A.2.14 Maintain a network of contacts, drawing on support and advice from others to resolve problems where possible.
- 5A.2.15 Communicate with customers and/or external contacts, representing the work unit/department/School as required,

People Management

Either

- 5A.2.16 Operate as an individual, organising and planning own work activities, with minimal supervision, to contribute to the achievement of school/department/work unit objectives.

Or

- 5A.2.17 Assign standard or routine tasks to others and be responsible for making sure they are completed correctly and to schedule, to ensure service quality standards are maintained.
- 5A.2.18 Provide standard guidance and support to colleagues through informal (on the job) training/coaching in own area to maintain operational effectiveness.

5A.3 Performance Criteria

- 5A.3.1 Ability to use systems, software packages and processes.
- 5A.3.2 Ability to plan and organise own (and possibly others) work activities/tasks.
- 5A.3.3 Ability to analyse and assess problems and identify solutions.
- 5A.3.4 Evidence of high quality of customer service.
- 5A.3.5 Level of resourcefulness to ensure effective, accurate task completion
- 5A.3.6 Ability to communicate well, to ensure effective reporting and requesting of non-standard information.

Grade 5 – Technical Services Profiles

Summary: Roles at this grade require specific technical or practical skills and a well-developed working knowledge of technical or scientific practices and procedures, acquired through practical experience on the job and/or vocational training. Work will mainly follow established patterns, but there will be a need to resolve most problems without access to more senior colleagues. It may involve developing skills in a particular specialist area or planning and allocating the work of others.

5T.1 Knowledge, Skills & Experience Required

Either

5T.1.1 Either Vocational qualifications (N/SVQ 3, ONC or equivalent), plus typically at least 2 years' work experience in a relevant role.

Or

5T.1.2 School education to standard grade or equivalent plus typically 3 years work experience in the unit or comparable setting

Plus

5T.1.3 Working knowledge of relevant systems, equipment, processes and procedures.

5T.1.4 Initiative and judgement to resolve many day-to-day problems independently.

5T.1.5 Good written and oral communication skills.

5T.1.6 Good numeracy skills (if appropriate).

5T.1.7 Familiarity with work priorities and those of colleagues.

5T.1.8 Understanding of and ability to apply relevant Health and Safety and other University policies and procedures.

5T.1.9 Manual handling skills where required.

5T.2 Representative Work Activities

Maintenance and Management of Work Environment

5T.2.1 Construct and/or install/set up equipment to a specification agreed with others or using installation instructions and tools.

5T.2.2 Assist with the development, testing and construction of new equipment, materials, systems and/or techniques.

5T.2.3 Apply a good knowledge of a particular system and/or equipment to carry out maintenance and be responsible for day-to-day operation.

5T.2.4 Comply with Health and Safety procedures affecting self and others.

Analysis, Reporting and Documentation

5T.2.5 Prepare and carry out defined tests/experiments/technical procedures. Following clear guidelines and/or procedures.

5T.2.6 Analyse and interpret data/test results, using a large range of standard procedures, and present findings accurately.

5T.2.7 Maintain accurate records of test results and draft documentation and reports of conclusions.

5T.2.8 Resolve most work problems independently, without reference to more senior colleagues. Assist in the investigation of and devise solutions to more complex faults/problems or customer requirements.

Planning and Organising

5T.2.9 Carry out a range of tasks to time and quality requirements, working mainly within established routines or procedures, with minimal direct supervision

5T.2.10 Plan own work schedule, responding to new pressures and to manager's or work unit requirements, adjusting priorities as needed.

Finance/Resource Management

5T.2.11 Monitor and take responsibility for resources/cash, following ordering procedures to ensure adequate resources (e.g. equipment, consumables) are available to meet work requirements.

Customer Service & Liaison

5T.2.12 Respond to queries, tasks and issues relating to area of expertise and work area, seeking guidance where necessary.

- 5T.2.13 Advise and assist staff and students in the preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques within established procedures and practices.
- 5T.2.14 Support student learning and/or provide user-support through the demonstration of standard equipment and techniques.
- 5T.2.15 Maintain a network of contacts, knowing who to liaise with on key issues.
- 5T.2.16 Communicate and liaise with service users and/or external contacts, usually through established routine connections (e.g. regular suppliers/contractor) as own section of work requires.

People Management

- 5T.2.17 May provide standard guidance and advice to junior colleagues/students through on the job training/coaching in the use of equipment and techniques.
- 5T.2.18 May assign standard or routine tasks to others and be responsible for making sure they are completed correctly and to schedule, to ensure service quality standards are maintained.

Continuous Improvement

- 5T.2.19 Offer suggestions for the refinement of work practices and procedures in own area.
- 5T.2.20 May start to develop depth or breadth of knowledge in a particular area of technical expertise.

5T.3 Performance Criteria

- 5T.3.1 Competence with equipment, systems and technical tools.
- 5T.3.2 Ability to plan and organise own (and possibly others) work activities/tasks.
- 5T.3.3 Ability to assess problems and take appropriate action.
- 5T.3.4 Quality of technical service.
- 5T.3.5 Level of resourcefulness to ensure effective, accurate task completion
- 5T.3.6 Ability to communicate well, to ensure effective reporting, handling of non-standard information, and clarification of customer requests.

Grade 5 – Operational Services Profile

Summary: Roles at this level provide technical and practical problem solving, support and services drawing on know-how obtained through formal training and qualifications and/or practical experience. They involve: planning and scheduling own work and often responsibility for others; the capacity to diagnose what the problem or issue is and how it can be tackled before selecting a solution; and monitoring/reviewing the quality of work. The role may concentrate on the exercise of specialist skills or there may be a requirement to guide and review the work of others, and to be responsible for materials, equipment and work records.

50.1 Knowledge, Skills and Experience Required

Either

50.1.1 Vocational qualification (NVQ 3, ONC or equivalent) plus typically at least 2 years' work experience in a relevant role.

Or

50.1.2 School education to standard grade or equivalent plus relevant work experience of typically 3 years in the unit or a comparable setting.

Plus

50.1.3 Skills and knowledge in using relevant equipment, systems and processes.

50.1.4 Initiative and judgement to resolve many day-to-day problems independently.

50.1.5 Good numeracy skills (where appropriate)

50.1.6 Ability to plan or schedule work for days and weeks, and to respond to changing pressures or requirements.

50.1.7 Understanding of, and ability to apply, relevant health and safety and other university policies and procedures.

50.1.8 Ability to communicate clearly, explaining questions, clarifying requirements and responding to customers, colleagues and contractors.

50.1.9 Understanding of the quality standards and outputs required.

50.1.10 (For supervisory roles) ability to supervise staff effectively to achieve results.

50.2 Representative Work Activities

Operation and Management of Work Environment

50.2.1 Apply a good knowledge of a particular system and/or equipment to carry out maintenance and be responsible for day-to-day operation.

50.2.2 Ensure core requirements of health and safety and similar regulations are fully met

Analysis, Reporting and Documentation

50.2.3 Assess the work circumstances and the equipment required to ensure it can be done properly and decide how best to carry out the work.

50.2.4 Receive and check or agree a specification for the work to be done, resolving straightforward queries independently.

50.2.5 Take responsibility for maintaining documentation and preparing standard reports.

50.2.6 Maintain information on databases and other work records as required, reviewing and highlighting trends and areas of concern so that service can be improved.

50.2.7 In supervisory roles, ensure a range of relatively routine activities are scheduled and delivered according to agreed deadlines and standards.

50.2.8 In non-supervisory roles, plan own work preparing for specific tasks and prioritising immediate requirements for the day or week and responding to the need to cover exceptional demands and changing service/ team priorities.

Finance/Resource Management

50.2.9 Assess equipment and resources required to undertake tasks and ensure their availability.

50.2.10 Responsibility for stock and equipment, ensuring adequate supplies by monitoring stock and ordering.

Customer Service & Liaison

50.2.11 Monitor and review the quality of scheduled work that has been allocated to others.

50.2.12 Apply knowledge of facilities, systems or equipment to provide services, drawing on skills gained through training and experience.

50.2.13 Clarify work requirements with colleagues, manager or customer, aiming to resolve most problems and complete most tasks/jobs without reference to others.

- 50.2.14 Receive, and respond to, enquiries from/to customers, judging when to pass more complex queries on to or involve others, to provide an effective service and clear advice to colleagues, customers and suppliers.
- 50.2.15 Deliver a range of standard customer services in support of existing processes to an agreed quality standard or specification, to maximise service quality and continuity.
- 50.2.16 Review issues/problems and raise consistent trends or concerns requiring attention from others for the manager to resolve.
- 50.2.17 Demonstrate standard services and/or prepare basic equipment, in accordance with customer requirements.
- 50.2.18 May perform support tasks which contribute towards an area which is specialist in nature.
- 50.2.19 Liaise with service users and/or external contacts, usually through established connections (e.g. regular customers/suppliers/contractors), to review requirements and resolve problems.

People Management

- 50.2.20 Communicate requirements and any concerns to staff, addressing minor performance/development issues independently, but raising more complex issues(e.g. discipline, recruitment etc) with line management.
- 50.2.21 Coach others to help them acquire skills and experience, including demonstrating work tasks.

50.3 Performance Criteria

- 50.3.1 Ability to assess problems and take appropriate action.
- 50.3.2 Effectiveness in tackling non-standard as well as standard of planning and prioritising.
- 50.3.3 Quality of skilled work, customer service and supervisory skill.
- 50.3.4 Level of resourcefulness to ensure effective, accurate task completion.
- 50.3.5 Level of communication skills.

Grade 6 – Academic Profile

Jobs will be matched to the profile which provides the best overall 'fit', although they may include some activities relating to the grade above (see section 1 above). No job is expected to include all the activities listed; most will only include a subset.

Summary: Roles at this level will generally be concerned either with assisting in a research team or project on specified tasks, where methods are predominantly pre-defined, or with contributing to elements of teaching within a clear and established programme.

6.1 Required Knowledge, Skills & Experience

- 6.1.1 Degree in a field relevant to research or teaching area;
- 6.1.2 Ability to apply relevant knowledge, skills and techniques in research and/or teaching;
- 6.1.3 Ability to communicate effectively both orally and in writing at a level appropriate to the activity.

6.2 Representative Work Activities

Teaching-focused roles

Contribute to teaching through:

- 6.2.1 Contributing to the delivery of elements of an established programme;
- 6.2.2 Supporting learners and/or supervising class activities in specific areas of activity according to established procedures and guidelines, e.g. language lab or practical work;
- 6.2.3 Monitoring student progress and providing formative feedback;
- 6.2.4 Assisting with the administration and marking of assessments;
- 6.2.5 Assisting other teaching staff with the preparation of course materials.
- 6.2.6 Contributing to knowledge exchange and public engagement events and projects.

Research-focused roles

Contribute to research through:

- 6.2.7 Gathering research data using defined methods;
- 6.2.8 Running analyses/interpreting data using specified and agreed techniques/models;
- 6.2.9 Preparing summary reports of research methods/findings;
- 6.2.10 Carrying out literature searches within pre-specified parameters;
- 6.2.11 Contributing to dissemination and publication of research findings;
- 6.2.12 Contributing to knowledge exchange and public engagement events and projects.

6.3 Performance Criteria [not to be used as part of Matching Process]

- 6.3.1 Evidence of appropriate level of knowledge of the relevant field, methods and techniques;
- 6.3.2 Effective management of own time including prioritization of tasks within agreed work schedule;
- 6.3.3 Delivery of required outputs on time and to required quality level;

Grade 6 – Administrative Services Profile

Summary: Roles at this grade will be providing advice and support based on a detailed understanding of methods, systems and procedures gained through significant practical experience and/or formal training. They will exercise initiative and judgement to resolve daily problems within a range of established policies/procedures, seeking advice on more complex issues. There is discretion to determine short-term priorities and if applicable the priorities of a team of people involved in the same type of work. Contributions include proposing and implementing improvements to current working methods

6A.1 Knowledge, Skills & Experience Required

Either

6A.1.1 HNC/HND or equivalent level qualifications plus typically a minimum of 3 years' relevant work experience.

Or

6A.1.2 Broad experience (typically a minimum of 5 years), acquired through a combination of job-related training and considerable on-the-job experience, demonstrating development through involvement in progressively more demanding relevant work/roles.

Or

6A.1.3 For entry-level Professional roles, a degree plus some relevant experience.

Plus

6A.1.4 Experience of working with relevant specialised equipment, software or procedures.

6A.1.5 Comprehensive knowledge of the work practices, processes and procedures relevant to the role.

6A.1.6 Operating knowledge of service/systems/processes in own area that would be required to provide first line advice and guidance, typically of a more technical/specialised nature, to customers.

6A.1.7 Clear understanding of the standards and regulations set for the output of the job and how it is carried out.

6A.1.8 Working knowledge of the activities of other areas of the university relevant to school/department/work unit.

6A.1.9 Proven written and verbal communication skills.

6A.1.10 Experience of working/responding independently and dealing with unforeseen problems and circumstances.

6A.1.11 Where relevant, ability to supervise and train/develop other staff.

6A.2 Representative Work Activities

Analysis, Reporting & Documentation

6A.2.1 Research, collate, organise and edit material for inclusion in reports/documents.

6A.2.2 Co-ordinate the collection of data from a variety of sources to be used by others.

6A.2.3 Perform more detailed analysis and manipulation of data or calculations, highlighting and prioritising any issues for further investigation and preparing reports to support decision making.

6A.2.4 Circulate information/findings appropriately to ensure awareness of key issues/data.

Planning & Organising

6A.2.5 Undertake small-scale school/department/unit projects or contribute to larger-scale projects as part of a project team.

6A.2.6 Plan own work activities to ensure effective service delivery, resolving conflicting timescales and priorities independently.

Finance/Resource Management

6A.2.7 Deploy assigned resources towards defined objectives and within defined limits/devolved budget responsibility, to ensure operational and cost efficiency.

6A.2.8 Offer input into the resource planning process to ensure that finances are appropriately and efficiently managed.

Customer Service & Liaison

- 6A.2.9 Resolve issues/queries independently, provide advice to peers and recommend alternative sources/courses of action if unable to assist, to ensure that efficient, day to day customer service is delivered.
- 6A.2.10 Act as a filter for issues/problems referred to supervisor/manager, processing various aspects of supervisor's/manager's responsibilities where appropriate, to provide immediate support/problem resolution.
- 6A.2.11 Deliver a range of specialist service support tasks, advising and assisting customers on specific aspects within own section of work such as design/preparation/use of existing systems or processes, to maximize service quality, efficiency and continuity.
- 6A.2.12 Set and monitor service objectives and standards within own area of work to maximise service quality and efficiency.
- 6A.2.13 Liaison, communication and relationship building with other schools and departments as well as outside bodies, to support/represent departmental/school/work unit activities.
- 6A.2.14 May attend meetings as requested by manager, to support/represent departmental/school/work unit activities.

People Management

Either

- 6A.2.15 Supervise staff allocating and prioritising their work and monitoring individual progress and performance in line with this, to contribute to the achievement of departmental/school/work unit objectives.
- 6A.2.16 Identify the need for or respond to requests for developmental support or coaching.
- 6A.2.17 Oversee the work of others (directly or indirectly).

Or

- 6A.2.18 Operate as an individual organising and planning own work activities, to contribute to the achievement of departmental/school/work unit objectives and maintain and improve efficiency.
- 6A.2.19 May be recognised as the main point of contact for a particular process, system or procedure.

Continuous Improvement

- 6A.2.20 Maintain and improve operational efficiency and quality of service of own area via input to procedures and the application of process improvements.
- 6A.2.21 Critically review and make suggestions for improvements to existing processes and procedures.
- 6A.2.22 Keep skills up to date and develop depth or breadth of knowledge in a particular area through learning from more senior/experienced colleagues, exposure to a range of activities and/or professional qualifications.

6A.3 Performance Criteria

- 6A.3.1 Quality, appropriateness and timeliness of advice in response to enquiries from customers.
- 6A.3.2 Workload delivered within deadlines and to agreed standards.
- 6A.3.3 Initiative/resourcefulness
- 6A.3.4 Ability to organise own and other's activities to meet objectives.
- 6A.3.5 Feedback from customers.
- 6A.3.6 Receptiveness to new ideas and approaches.

Where relevant

- 6A.3.7 Effective delegation and performance monitoring.
- 6A.3.8 Team morale.

Grade 6 – Technical Services Profile

Summary: Roles at this grade will display an in-depth knowledge of technical or scientific practices, methods and procedures gained through either considerable experience and/or formal qualification. Work will involve a range of technical support and analysis and may involve planning and supervising a small service and other staff.

6T.1 Knowledge, Skills & Experience Required

Either

6T.1.1 HNC/HND or equivalent level qualifications plus typically a minimum of 3 years' experience of relevant technical/scientific work.

Or

6T.1.2 Typically a minimum of 5 years' experience of relevant technical or scientific work, demonstrating development through involvement in progressively more demanding work/roles.

Or

6T.1.3 For entry-level Professional roles, a degree plus some relevant experience.

Plus

6T.1.4 Proven technical experience in own scientific or technical specialism which will have been acquired over a number of years, with a basic understanding of the technical/scientific theory.

6T.1.5 Requirement to understand and interpret the requirements of staff and students.

6T.1.6 Analytical and technical problem-solving skills.

6T.1.7 Well developed communication skills to enable the identification and understanding of staff/student requirements.

6T.1.8 Clear understanding of regulations and procedures, (including Home Office, Health & Safety) and the implications of non-compliance on others.

6T.1.9 Where relevant, ability to supervise and train/develop staff.

6T.2 Representative Work Activities

Maintenance and Management of Work Environment

6T.2.1 Develop and construct equipment/apparatus/systems to a broad specification

6T.2.2 Test new equipment, materials, systems and/or processes under general instructions.

6T.2.3 Contribute to the development of new or improved methods/ techniques/ equipment.

6T.2.4 Produce detailed specifications and implement small-medium infrastructure systems in order to meet requirements.

6T.2.5 Ensure that equipment/apparatus/systems etc in own area are maintained, serviced, backed-up and repaired as required, including taking appropriate action to protect IT systems.

6T.2.6 Diagnose and rectify faults/problems with equipment and procedures.

6T.2.7 Monitor and maintain a safe working environment in accordance to Health & Safety procedures

Analysis, Reporting & Documentation

6T.2.8 Carry out complex quantitative and qualitative analyses and contributes to the interpretation of the results

6T.2.9 Ensure accurate completion of documentation, records and reports.

Planning and Organising

6T.2.10 Carry out a range of specialist technical support tasks to time and quality standards.

6T.2.11 Plan and oversee the day-to-day technical running of a work area/laboratory/research project, allocating resources and providing technical supervision of junior technical staff and/or students in order to ensure work objectives are met.

6T.2.12 May be involved in the preparation of work rotas and activity scheduling in own work area for routine tasks.

Finance/Resource Management

- 6T.2.13 Ensure maintenance of current and future stock requirements of equipment and consumables for own work area (usually within pre-set limits)
- 6T.2.14 Advise on the pricing and purchasing of equipment/apparatus/software, following consultation with appropriate staff members.

Customer Service & Liaison

- 6T.2.15 Support student learning and/or provide user-support through the demonstration of equipment and techniques.
- 6T.2.16 Set and monitor technical standards in own area of work.
- 6T.2.17 Advise and assist staff and students in the development, design, preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques.
- 6T.2.18 Utilise technical knowledge and experience in own area to conceptualise, interpret and specify the requirements of the “customer”.
- 6T.2.19 Communicate and liaise with the wider university body as well as users of university services and/or external consultants/suppliers (usually through clearly defined/routine liaison e.g. regular suppliers contractors).

People Management

- 6T.2.20 Train customers (e.g. students and academic staff) and junior staff in use of equipment and techniques in own area of expertise.

Either

- 6T.2.21 Operate as an individual, organising own work activities, with minimal supervision, to contribute to the achievement of school/work unit objectives.

Or

- 6T.2.22 Supervise staff allocating and prioritising their work and monitoring individual progress and performance in line with this, to contribute to the achievement of school/work unit objectives.

Continuous Improvement

- 6T.2.23 Contribute to the development of new or improved methods/techniques/equipment.
- 6T.2.24 adapt and refine work practices and procedures in own area.
- 6T.2.25 May start to develop depth or breadth of knowledge in a particular area of technical expertise and be recognised as a technical expert in this area.

6T.3 Work Examples May Include

- 6T.3.1 Understanding and implementation of legislation e.g. Home Office regulations; copyright law, radio frequency licensing, HSE etc
- 6T.3.2 Setting up and advising on the technical requirements for advanced research work
- 6T.3.3 Discussing and evaluating issues of application and performance of various types of equipment.
- 6T.3.4 Providing first line support for cross – functional infrastructure systems, e.g. Intranet
- 6T.3.5 Produce detailed specifications and implement small-medium infrastructure systems in order to meet requirements

6T.4 Performance Criteria

- 6T.4.1 Completion of work to agreed specification, time, cost and quality standards.
- 6T.4.2 Capability to organise own and others activities to meet deadlines
- 6T.4.3 Good time management
- 6T.4.4 Help rarely needed on routine matters
- 6T.4.5 Selects the right approach
- 6T.4.6 Compliance with Health & Safety/Home Office regulation
- 6T.4.7 Satisfaction of staff and/or students with the quality of technical support provided
- 6T.4.8 Technical problem resolution
- 6T.4.9 Acceptance of advice and recommended solutions by staff and/or students
- 6T.4.10 Quality and timeliness of advice and recommendations
- 6T.4.11 Effective transfer of skills and knowledge to junior colleagues, other staff and students
- 6T.4.12 Independent
- 6T.4.13 Proactive
- 6T.4.14 Coaching and encouraging others
- 6T.4.15 Demonstrating the development of a specialist skill through an increase in the technical/scientific level of knowledge and experience and operating at a level which is non-routine.

Grade 6 – Operational Services Profile

Summary: Roles at this grade either manage operational services work of some volume or complexity or provide advice and technical input based on extensive practical learning and/or vocational qualifications. Dealing with people is an important ingredient, whether they are staff supervised by the jobholder, contractors or customers, and there is often a budgetary responsibility or impact.

60.1 Knowledge, Skills & Experience Required

Either

60.1.1 HNC/HND or equivalent level vocational qualifications plus typically at least 3 years' relevant work experience.

Or

60.1.2 Typically a minimum of 5 years' experience of relevant work, demonstrating development through involvement in progressively more demanding work/roles.

60.1.3 Good knowledge of relevant legislation and university policies and processes

60.1.4 Ability to solve a range of day-to-day problems without reference to others

60.1.5 Skills in planning and organising work and services

60.1.6 For supervisory roles, ability to motivate and train staff, tackling poor performance and encouraging good performance.

60.2 Representative Work Activities

Operation & Management of Work Environment

60.2.1 Ensure core legal and health and safety requirements are met.

Analysis, Reporting & Documentation

60.2.2 Specify service requirements e.g. for a maintenance or improvement programme

60.2.3 Establish and review work requirements taking account of service requirements and available resources

60.2.4 Analyse problems, diagnose solutions and gain agreement to their implementation where appropriate

Planning & Organising

60.2.5 In supervisory roles, implement plans for a service type or area, which ensure they can operate effectively

60.2.6 In non-supervisory roles, plan own and, if relevant, others' work for weeks to months ahead

Finance/Resource Management

60.2.7 Review performance against budget and highlight corrective actions needed.

Customer Service & Liaison

60.2.8 Discuss and resolve problems or new requirements with customers and colleagues

60.2.9 Provide advice to the university, colleagues and customers based on in-depth knowledge of practices and procedures

60.2.10 Review customer satisfaction and build conclusions into future improvements, in discussion with more senior managers.

People Management

60.2.11 In supervisory roles, monitor performance and take action to improve where needed, communicating any requirements to staff

60.2.12 In supervisory roles, ensure staff are trained to required standards

60.2.13 Coach others to help them acquire skills and experience

60.3 Performance Criteria

- 60.3.1 Quality of services/individual work
- 60.3.2 Effectiveness of planning
- 60.3.3 Effectiveness of problem resolution
- 60.3.4 Customer satisfaction
- 60.3.5 Where appropriate, effectiveness in dealing with staff, including staff feedback
- 60.3.6 Quality of contribution to the service and its development

Grade 7 – Academic Profile

Jobs will be matched to the profile which provides the best overall 'fit', although they may include some activities relating to the grade below and/or above (see section 1 above). No job is expected to include all the activities listed; most will only include a subset.

Summary: Roles at this level may represent the early stages of an academic career before progress to Grade 8, or a clearly defined set of responsibilities within a research or teaching programme, e.g. for part of a research project or teaching programme. There may be a combination of research and teaching, or a specific focus on research or teaching alongside related administrative responsibilities. In addition, postholders may be required to assist in the supervision of postgraduate students. Support in the form of appropriate mentoring will normally be provided and those in teaching roles given the opportunity to undertake at least the first stage in the Postgraduate Certificate in Academic Practice.

7.1. Required Knowledge, Skills and Experience

7.1.1. Appropriate degree, with relevant post-graduate research and/or teaching experience. Normally a PhD or equivalent professional qualification and/or experience;

7.1.2. Ability to communicate complex information clearly, orally and in writing;

In teaching:

7.1.3. Ability to design and deliver course materials and assess student performance.

In research:

7.1.4. Expertise in relevant approaches and models, analytical techniques and methods.

In management:

7.1.5. Ability to assess resource requirements and organise and manage allocated resources.

7.2. Representative Work Activities

Teaching

7.2.1. Teach courses and support students within own subject area;

7.2.2. Supervise practical and field work, placements, projects and dissertations where these are part of the programme(s) of study; at undergraduate and, where appropriate, postgraduate level, including supporting the supervision of postgraduate students.

7.2.3. Plan and review own approach to teaching;

7.2.4. Set and mark assessments, and advise students on their progress;

7.2.5. Satisfactorily complete at least the first stage of the Postgraduate Certificate in Academic Practice.

In more teaching – focused roles, the following may take the place of some or all research work:

7.2.6. Contribute to curriculum development and the design or revision of course units in the subject area;

7.2.7. Contribute to the development of approaches to teaching, learning and assessment in the subject area;

- 7.2.8. Develop and deploy teaching and learning materials which contribute to quality enhancement of teaching provision in area of own expertise.

Research

- 7.2.9. Undertake a specific role in a research project or projects, taking responsibility for some element(s) of the planned research;
- 7.2.10. Develop and carry out a plan to open up or extend an area of personal research, or contribute as a team member to development of a broader programme. In some fields, this may include contributing to the writing of bids for research grants;
- 7.2.11. Plan and carry out a work programme appropriate to the research activity;
- 7.2.12. Contribute to dissemination/publication of personal and/or research team's findings as appropriate to the field;
- 7.2.13. Contribute to knowledge exchange and public engagement events and projects.

In more research-focused roles, the following may take the place of some or all teaching work:

- 7.2.14. Take responsibility for a core element of planned research, contributing to the refinement of methods and analytical approaches;
- 7.2.15. Plan and develop a line of research for future funding bids, as appropriate to the field;
- 7.2.16. Contribute, as appropriate, to the development of theory and practice in the field of research;
- 7.2.17. Provide guidance to other staff and students

Management

- 7.2.18. Take responsibility for organising own activities and for the management of allocated resources;
- 7.2.19. Contribute to the organisation of the wider area of work;
- 7.2.20. Contribute to the identification and exploitation of new ideas for the development of income streams.

7.3. Performance Criteria [not to be used as part of Matching Process]

- 7.3.1. Evidence of up-to-date expertise in the relevant academic field;
- 7.3.2. Evidence of effective contribution to high quality research and or teaching;
- 7.3.3. Ability to work effectively both independently and as a member of a team;
- 7.3.4. Positive impact on profile of the area of work.

Grade 7 – Administrative Services Profile

Summary: Roles at this grade will be providing advice and support to schools/departments/work units based upon a full understanding of a technical, professional or specialised field. They will plan and ensure progress within established professional procedures and university policy. They will be expected to identify gaps in information, and conduct analyses to solve/resolve problems and issues with short-term consequences. They will put forward recommendations on managing more complex situations. Individuals will be responsible for planning and organising their own work or that of a team of colleagues who may be involved in different types of work and will encounter changing priorities. There will be a need for liaison and the co-ordination of activities, across a number of subsections of a school/department/university.

7A.1 Knowledge, Skills & Experience Required

Either

7A.1.1 Degree in relevant subject or equivalent formal training, plus typically a minimum of 2 years' hands-on experience in a similar or related role(s).

Or

7A.1.2 Typically 5 to 8 years' vocational experience, demonstrating development through involvement in progressively more demanding relevant work/roles.

Plus

7A.1.3 Thorough knowledge and understanding of the work practices, processes and procedures relevant to the role, which may include broader sector/commercial awareness.

7A.1.4 Detailed operational knowledge of systems relevant to own field of work in terms of functionality and capability and/or detailed knowledge of own service area and products/services available.

7A.1.5 Clear understanding of the regulations and codes of practice set for the conduct and output of the role.

7A.1.6 Working knowledge of the work and activities of other areas of the university relevant to school/department/work unit.

7A.1.7 Experience of planning and progressing work activities within general guidelines, using initiative and judgement without recourse to seniors.

7A.1.8 May require knowledge of a network of contacts relevant to the work unit.

7A.1.9 Proven analytical and problem-solving capability.

7A.1.10 Proven communication and interpersonal skills.

Where relevant

7A.1.11 Management skills – coaching, motivation, managing performance.

7A.1.12 Financial training sufficient to manage and control budgets.

7A.2 Representative Work Activities

Analysis & Reporting

7A.2.1 Assess or conduct analysis, presenting results and putting forward recommendations through the provision of briefings, presentations or written reports, to facilitate the interpretation of specific issues/problems and support decision making.

7A.2.2 Identify gaps or shortfalls in information and search for sources of information to fill these.

7A.2.3 Monitor and maintain records/reports to meet both internal and external (e.g. legislative or national) requirements.

Planning & Organising

7A.2.4 Lead assigned School/Department/unit projects/project teams usually of a short-term nature, or contribute to larger university-wide projects as part of a project team, to support the achievement of project objectives.

7A.2.5 Develop and determine appropriate team or individual workflow and activity scheduling in order to meet targets and/or turnaround times.

Finance/Resource Management

- 7A.2.6 Oversee resources and offer input into the resource planning process to ensure that finances are appropriately and efficiently managed.
- 7A.2.7 May have delegated responsibility, where appropriate, for a budget(s).

Customer/Service & Liaison

- 7A.2.8 Provide specialist/professional advice and recommendations independently within specific parameters/professional guidelines to support informed decision making.
- 7A.2.9 Design and/or deliver a variety of service support mechanisms (e.g. training/promotional materials, system modifications) to maximise service quality, efficiency and continuity.
- 7A.2.10 Set, monitor and review service objectives/standards in own area of work, to maximise service effectiveness
- 7A.2.11 Deliver own work/ the work of a team to meet quality service standards.
- 7A.2.12 Attend internal or external meetings to ensure that departmental/school/unit work issues are appropriately represented and reported.
- 7A.2.13 Liaison, communication and relationship-building with other schools/departments/external organisations to support and promote school/department/work unit activities.

People Management

Either

- 7A.2.14 Manage/supervise a team operating within a well-defined practical/technical discipline and can be responsible for recruiting, monitoring and supporting the performance management and development of team members to ensure that individual contributions are maximised.

Or

- 7A.2.15 Operate as an individual responsible for the organisation and/or operation of specialised practical/technical/vocational work, to meet school/departmental/work unit objectives.

Continuous Improvement:

- 7A.2.16 Identify and make recommendations for improvements (e.g. in policies and procedures) to contribute to the continuous operational improvement of the school/department/work unit.
- 7A.2.17 Continue to develop specialist/technical/professional/vocational capability and expertise through work experience and/or professional qualification.

7A.3 Performance Criteria

- 7A.3.1 Advice is timely, correct and complete and leads to valuable outcomes.
- 7A.3.2 Performance of own activities to agreed time and quality standards.
- 7A.3.3 Accuracy/attention to detail.
- 7A.3.4 Effective transfer of skills to others.
- 7A.3.5 Compliance with regulations and codes of practice for self and others.
- 7A.3.6 Receptive to new ideas and approaches.

Where relevant

- 7A.3.7 Team is appropriately skilled, managed and resourced.
- 7A.3.8 Workload of work area delivered within deadlines and to agreed standards
- 7A.3.9 Effective development, performance management and motivation of staff.
- 7A.3.10 Team morale.

Grade 7 – Technical Services Profile

Summary: Roles at this grade will have recognised technical expertise gained through a degree and/or extensive experience and may have supervisory responsibility for a technical service or team, where the primary focus will be on planning, overseeing and reviewing the work of the team and/or will operate as individual technical advisers, supporting teaching or research activity through the provision of specialist support activity.

7T.1 Knowledge, Skills & Experience Required

7T.1.1 Relevant university degree or equivalent plus typically a minimum of 2 years' experience of relevant technical/scientific work

Or

7T.1.2 Typically 5 to 8 years' experience of relevant technical/scientific work, demonstrating development through involvement in progressively more demanding work/roles.

7T.1.3 Recognised and substantial technical expertise in own scientific or technical specialism.

7T.1.4 Graduate calibre

Plus

7T.1.5 Requirement to understand, conceptualise and interpret the requirements of staff and students

7T.1.6 Developed understanding, through both qualifications and experience of the scientific/technical theory.

7T.1.7 Well developed understanding of Health & Safety and other relevant regulations and procedures

7T.1.8 Excellent technical problem-solving skills

7T.1.9 Where relevant, management skills – coaching, motivation, managing performance.

7T.1.10 Ability to manage and control budgets.

7T.2 Representative Work Activities

Maintenance & Management of Work Environment

7T.2.1 Contribute to the development of teaching and/or research, or to meeting customer requirements, through the designing and testing of apparatus/equipment/systems or usage of specialist machines/equipment or the development of new techniques.

7T.2.2 Advising on future physical resource requirements within own area – general/specific equipment, apparatus, space etc.

7T.2.3 Act as a recognised source of technical expertise in own area of technical skill/expertise through the effective utilisation and application of substantial skill and experience

7T.2.4 Responsible for the technical organisation and/or operation of advanced scientific/technical work requiring specialist skills, techniques and knowledge

7T.2.5 Work with novel techniques and/or procedures, typically in support of research activity.

7T.2.6 Ensure the security of buildings/plant/machinery in own area.

7T.2.7 Ensure compliance with legal, health & safety standards in the area of responsibility

Analysis, Reporting and Documentation

7T.2.8 Generate original ideas and innovative solutions through the provision of specialist know-how and advice as appropriate.

7T.2.9 Carry out quantitative and qualitative analysis and contribute to the interpretation of results.

7T.2.10 May contribute to publications

Planning & Organisation

7T.2.11 Organise the provision of a technical service through the day-to-day organisation and technical supervision of a medium sized work area/workshop/laboratory or a research section.

- 7T.2.12 Ensure work is carried out and performed to the required standard, taking the necessary follow-up measures to ensure effective performance.
- 7T.2.13 Monitor project status and take remedial action where necessary to ensure that projects are delivered on time.
- 7T.2.14 Gather and analyse requirements for systems in order to identify optimum solutions.

Finance/Resource Management

- 7T.2.15 Under the direction of a senior staff member, monitor the budgets of the work area/research area/grant, making sure it operates effectively within budget constraints and maintaining appropriate financial records e.g. expenditure, purchasing, equipment
- 7T.2.16 Ensure maintenance of stocks of equipment and consumables within budget

Customer Service and Liaison

- 7T.2.17 Act as an internal and external consultant, advising on the development and application of specialist techniques and/or procedures and the analysis and interpretation of results.
- 7T.2.18 Liaison and communication with other University Schools and Departments as well as outside bodies
- 7T.2.19 Advise staff and students of the application, techniques and use of specialist equipment.

People Management

- 7T.2.20 In supervisory roles, manage/supervise a team, which may include non-technical staff. May be responsible for recruiting, monitoring and supporting the performance management and development (including appraisal) of team members to ensure that individual contributions are maximised.
- 7T.2.21 Allocate of work and responsibilities to junior members of staff.
- 7T.2.22 Advise and assist staff and/or students on all aspects of technical support services, either personally or through delegation to appropriate team member.

Continuous Improvement

- 7T.2.23 Contribute to developments in policies/procedures/plans in own work area.
- 7T.2.24 Continue to develop depth or breadth of knowledge in area of expertise/responsibility, keep abreast of technical developments, and maybe recognised as a technical expert in a particular area.

7T.3 Performance Criteria

- 7T.3.1 Performance of tasks to agreed time and quality standards
- 7T.3.2 Compliance with Health & Safety regulations
- 7T.3.3 Satisfaction of staff and/or students with the quality of technical support provided
- 7T.3.4 Accuracy
- 7T.3.5 Attention to detail
- 7T.3.6 Receptiveness to new ideas and approaches
- 7T.3.7 Organising ability
- 7T.3.8 Delivery to deadlines
- 7T.3.9 Effective delegation
- 7T.3.10 Focus on priority issues.

Grade 7 – Operational Services Profile

Summary: Roles at this grade involve either line management responsibility for a significant unit or analysis and advice drawing on extensive practical technical understanding, possibly some team leadership. There may be responsibility for project or contract management, and for financial performance (at least cost control and possibly some aspects of income). All roles involve a wide range of contacts with others, and some – the less technical, more managerial – call for influencing and motivation.

70.1 Knowledge, Skills & Experience Required

Either

70.1.1 Typically 5 to 8 years' relevant practical experience, demonstrating development through involvement in progressively more demanding work/roles.

Or

70.1.2 Degree-level professional qualification plus typically at least 2 years' relevant experience

Plus

70.1.3 Capable of analysing and solving a wide range of practical problems with people, service performance and development using judgement

70.1.4 Understanding of the university planning and budgeting processes and ability to control budgets and contracts for goods and services

70.1.5 For managerial roles, ability to recruit, develop and motivate staff to secure high performance

70.2 Representative Work Activities

Operation & Management of Work Environment

70.2.1 Ensure the service or facility meets the requirements of the law and best practice

Analysis, Reporting & Documentation

70.2.2 Resolve short term conflicts in priorities and ensure that long-term problems are raised with more senior management

70.2.3 Draw on experience and expertise gained in formal learning to design practical solutions to problems. This may include specifying standards for internal services for service contracts

Planning & Organisation

70.2.4 Lead the operational management of a significant facility, service or support team, clarifying requirements, monitoring progress and correcting any problems of service or financial performance.

70.2.5 Set and review new practices and procedures for the service or work areas

70.2.6 Contribute to the annual planning process

70.2.7 In supervisory roles, establish plans for the service area to ensure agreed strategy, policies and business plans are implemented.

70.2.8 In non-supervisory roles, plan own and, if relevant, others' work over weeks to months ahead, with awareness of the area's business plans and priorities.

70.2.9 Contribute to policy development and improvement

Finance/Resource Management

70.2.10 Contribute as required to business/income development as well as managing the budget and securing quality.

Customer Service & Liaison

70.2.11 Work with customers, other services and external agencies as appropriate to review and develop the service.

70.2.12 Review customer satisfaction and build conclusions into future improvements.

People Management

70.2.13 In supervisory roles, recruit, develop and motivate staff

- 70.2.14 In specialist roles, may lead a small team of staff permanently or in project activity
- 70.2.15 Coach others in area of professional expertise

70.3 Performance Criteria

- 70.3.1 Financial and service performance for relevant area, including customer feedback
- 70.3.2 Contribution to income development if applicable
- 70.3.3 Quality of advice and contribution to wider service group
- 70.3.4 Innovation in approach to developing the service
- 70.3.5 Staff feedback/climate

Grade 8 – Academic Profile

Jobs will be matched to the profile which provides the best overall 'fit', although they may include some activities relating to the grade below and/or above (see section 1 above). No job is expected to include all the activities listed; most will only include a subset.

Summary: Roles at this level are held by individuals experienced in research and/or teaching. In some cases, the contribution spans research and teaching. In others there may be a concentration on one or the other. In all cases, there will normally be accountability for the design, delivery and quality of at least a whole course, small research project or part of a larger research project, with measurable outcomes, as well as for contributing to the development of wider programmes/portfolios, supervising doctoral students or developing more high quality teaching. There may be responsibility for representing the work of the University in the specific field locally and nationally in appropriate networks and/or in public activities and for contributing to the wider academic community beyond the University.

8.1 Required Knowledge, Skills & Experience

- 8.1.1 Extensive research and/or teaching experience within subject specialism, supported by relevant qualifications (normally a PhD or equivalent);
- 8.1.2 Experience and demonstrated success in delivering research project results and/or effective learning programmes with knowledge exchange built in as appropriate.

In teaching:

- 8.1.3 Experience and achievement in the relevant field reflected in a growing personal teaching portfolio;
- 8.1.4 Ability to design effective learning programmes and to effectively deliver integrated curricula and assessment;
- 8.1.5 Extensive experience and demonstrated success in developing methods and approaches.

In research:

- 8.1.6 Experience and achievement in the specialist area, reflected in a growing personal research portfolio;
- 8.1.7 Extensive experience of developing and applying theory, models, techniques and analytical methods as appropriate to the field;
- 8.1.8 Sound understanding of the potential non-academic impacts of the research and ways of engaging in order to achieve these.

In leadership/management:

- 8.1.9 Ability to assess resource requirements, secure and organise resources effectively;
- 8.1.10 Skills in managing, motivating and supporting people (students, colleagues);
- 8.1.11 Proven ability to devise and/or manage multiple teaching, learning and assessment and/or research activities.

8.2 Representative Work Activities

Teaching

- 8.2.1 Teach, supervise and assess at all levels, including the supervision of doctoral students;
- 8.2.2 Engage in scholarship and/or research as required, to support teaching activities;

- 8.2.3 Apply knowledge derived from research and/or scholarship to teaching;
- 8.2.4 Take responsibility for design of course units and for their quality, and contribute generally to the development of teaching and enhancement of high-quality teaching in the subject area; and effective operation of course units;
- 8.2.5** Satisfactorily complete all stages of the Postgraduate Certificate in Academic Practice;
- 8.2.6 Provide advice and support to students (including acting as a Personal Tutor);
- 8.2.7 Involve external partners in teaching through knowledge exchange, collaborative studentships, student projects, and by involving students in public engagement activities.

In more teaching- focused roles, the following may take the place of some or all research work:

- 8.2.8 Plan and lead curriculum development and/or renewal in a specific aspect of the subject area and/or develop approaches to teaching and learning that are innovative for the subject area and/or institution;
- 8.2.9 Advise others on aspects of learning, teaching and assessment.

Research

- 8.2.10 Contribute to the research work of the School, pursue appropriate independent research and develop research proposals (in forms and at levels commensurate with the field) and win support for them;
- 8.2.11 Plan the research to be undertaken, as a self-contained project or as part of a broader programme;
- 8.2.12 Disseminate and publish research findings in appropriate publications and conferences, and where appropriate undertake knowledge transfer activities;
- 8.2.13 Contribute to the development of the research portfolio of the subject area;
- 8.2.14 Develop methods and techniques appropriate to the type of research being pursued and that add to the intellectual understanding of the field through new discoveries and insights;
- 8.2.15 Provide expert advice to other staff and students.
- 8.2.16 Develop and conduct public engagement activities including, for example public talks and discussions, engagements in festivals and popular and specialist media.

In more research – focused roles, the following may take the place of some or all teaching work

- 8.2.17 Plan and lead high quality research and, as appropriate to the field, project manage the research activity, supervising and taking responsibility for all or a major part of the research team’s activities;
- 8.2.18 Attract resources to support research, and knowledge exchange individually or jointly with others, as appropriate to the field.
- 8.2.19 Develop relationships with relevant external organisations in the public, private or voluntary sector, locally, nationally or internationally to exchange knowledge, evidence and expertise in order to increase the impact of research

Leadership and Management

- 8.2.20 Undertake specific co-ordinating roles;
- 8.2.21 Take responsibility for the effective management of allocated resources;
- 8.2.22 Take lead in projects and/or for courses, coordinating staff input to these;
- 8.2.23 Ability to foster a strong, student-focused culture;
- 8.2.24 Provide support and advice to colleagues as appropriate;
- 8.2.25 Engage effectively with the wider academic and professional community.

8.3 Performance Criteria [not to be used as part of Matching Process]

- 8.3.1 Evidence of reputation in the field (e.g. by published results from research, publication in peer reviewed outlets and recognition among research users);
- 8.3.2 Evidence of effectiveness in design and delivery of research projects and/or units of teaching and learning;
- 8.3.3 Effective contribution to broader processes in the work of the team/unit;
- 8.3.4 Contribution to attracting research funding and/or other financial support, or equivalent measure of impact, according to norm for the field;
- 8.3.5 Contribution to effective management of resources;
- 8.3.6 Where appropriate, effectively representing the work of the University in the field locally and nationally in relevant networks and/or in public activities.

Grade 8 – Administrative Services Profile

Summary: Roles at this grade will be experienced professionals responsible for providing specialist/technical expertise and/or managing a diverse team and resources. Work will often involve interpreting or assessing customer needs, identifying trends, generating original ideas and testing innovative solutions where these are not obvious. Individuals will typically be accountable for the quality and professionalism of service delivery within their area of responsibility and are permitted some discretion provided that activities are consistent with operational policies and precedents. There will be a requirement to plan and organise individual and/or team activity to integrate and coordinate work across different parts of the department/school/university as appropriate.

8A.1 Knowledge, Skills & Experience Required

Either

8A.1.1 Professionally qualified/relevant degree, plus typically a minimum of 4 years hands-on experience in a similar or related roles.

Or

8A.1.2 Substantial vocational experience (typically 10 years) demonstrating development through involvement in a series of progressively more demanding work/roles.

Plus

8A.1.3 Experience of managing the activities of self and/or others.

8A.1.4 Project and/or people management skills that are identifiable through previous experience.

8A.1.5 May require a direct managerial track record.

8A.1.6 Authoritative knowledge of the work practices, processes and procedures relevant to the role, including awareness of developments in the profession/field/sector.

8A.1.7 Detailed knowledge and understanding of systems/services in own area and their varied applications.

8A.1.8 Understanding of the regulations and national codes of practice and the implications of non-compliance.

8A.1.9 Awareness of the current and future activities of the university/school/department/work unit in their field.

8A.1.10 Working knowledge of the work of others inside and outside the university relevant to own field of work.

8A.1.11 May require knowledge of a network of contacts relevant to the work unit.

8A.1.12 Proven analytical and problem-solving capability.

8A.1.13 Proven communication and interpersonal skills.

Where relevant

8A.1.14 Supervisory skills- coaching, motivation, managing performance.

8A.1.15 Some financial training sufficient to manage and control budgets.

8A.2 Representative Work Activities

Analysis & Reporting

8A.2.1 Advise on the analysis and interpretation of data, identify trends and test solutions, source additional related information where appropriate, and report on progress, to support the resolution of issues/problems.

8A.2.2 Manage, monitor and maintain records to meet both internal and external (e.g. legislative) requirements.

Planning & Organising

8A.2.3 Plan and organise individual or team activity with an appreciation of longer-term issues, ensuring plans complement and feed into the broader annual school/department/work unit operational plans.

8A.2.4 Project manage activities to facilitate service/operational changes of typically a Departmental/School/work unit impact.

Finance/Resource Management

- 8A.2.5 Manage resources/budgets within allocated project/area, where appropriate, to ensure maximum value is delivered for resources deployed.
- 8A.2.6 Contribute to resource and budget planning within own area.

Customer Service & Liaison

- 8A.2.7 Apply specialist/technical/professional expertise and use judgement to make decisions where solutions are not obvious, to deliver a professional service (as an individual or through a team) to meet the customer requirements.
- 8A.2.8 Generate original ideas and innovative solutions through the provision of specialist know-how and advice as appropriate.
- 8A.2.9 Identify additional service requirements or service shortfalls and co-ordinate and/or design the delivery of innovative solutions to maximise service quality, efficiency and continuity.
- 8A.2.10 Ensure professional and quality service standards are maintained and applied within their area of activity.
- 8A.2.11 Represent and/or promote the section/service at both internal and external meetings/events to ensure that departmental/school/work unit issues are appropriately represented and acted upon.
- 8A.2.12 Contact with other areas of the university to develop new/improved processes and supporting systems.

People Management

Either

- 8A.2.13 Manage/Supervise a diverse group of staff to ensure the successful delivery of an administrative/professional/technological service.
- 8A.2.14 Act as a mentor/coach to colleagues, which may involve training staff, to support their occupational development.

Or

- 8A.2.15 Manage own time and workload on weekly and monthly basis to support the achievement of school/departmental/work unit objectives.
- 8A.2.16 May be considered as the “specialist” in a specific area gained through a detailed understanding of the theory and/or principles underpinning their particular field of work.

Continuous Improvement

- 8A.2.17 Revise or develop procedures and policies for approval and contribute to their successful implementation in order to deliver appropriate benefits and ensure external (e.g. regulatory or national codes of practice) requirements are met.
- 8A.2.18 Improve specialist/technical/professional/vocational capability and expertise through work experience and/or professional qualification.

8A.3 Performance Criteria

- 8A.3.1 Completion of work to agreed specification, time, cost and quality standards.
- 8A.3.2 Compliance with procedures, regulations and national codes of practice for self and others.
- 8A.3.3 Generation of new ideas and suggestions for change.
- 8A.3.4 Effective transfer of skills and knowledge to colleagues and customers.

Where relevant

- 8A.3.5 Performance of team against objectives.
- 8A.3.6 Team is appropriately skilled, managed and resourced.
- 8A.3.7 Workload of work area delivered within deadlines and to agreed standards.
- 8A.3.8 Team morale
- 8A.3.9 Budget controlled in line with university standards.

Grade 8 – Technical Services Profile

Summary: Roles at this grade will have recognised technical OR managerial experience and will EITHER have management responsibility for the delivery of a technical service OR will operate as individual technical advisers supporting teaching or research activity through the provision of specialist activity. Whilst technically up to date, managers at this grade will not necessarily be seen as experts, whereas individual specialists definitely will.

8T.1 Knowledge, Skills & Experience Required

Either

8T.1.1 University degree or equivalent, plus typically a minimum of 4 years' experience in relevant technical/scientific work.

Or

8T.1.2 Typically a minimum of 10 years work experience in relevant technical or scientific roles, demonstrating development through involvement in progressively more demanding work/roles

Plus

8T.1.3 If the role is management/supervisory, then the experience in managing staff is essential.

8T.1.4 Experienced technical professional with substantial technical expertise in own scientific or technical specialism.

8T.1.5 Well developed analytical and problem-solving capability

8T.1.6 Ability to communicate clearly on technical issues to non-specialist and senior level audiences

8T.1.7 Well developed understanding of Health & Safety regulations and procedures

8T.1.8 Excellent technical problem-solving skills (technical specialists may be one of few able to provide solutions in a specialised field operating at a high level of competency)

8T.1.9 High level planning and organising skills

8T.1.10 Ability to persuade, motivate and lead

8T.1.11 Well developed understanding of funding and financial management procedures

8T.1.12 Member of the appropriate professional body

8T.2 Representative Work Activities

Management

8T.2.1 Manage a large and/or complex department/work area (s), accountable for the provision of a complete technical service which involves the following responsibilities:

Planning & Organising

8T.2.2 Lead and manage a technical team to deliver specific goals

8T.2.3 Determine priorities and allocate resources to meet planned objectives and requirements

8T.2.4 Develop policies and procedures for technical support service activities in order to ensure the teaching and research of the school/ are met, both now and in the future.

Finance/Resource Management

8T.2.5 Work with the Head of School/ division/research project responsible for budgeting and controlling the staffing establishment levels

8T.2.6 Ensure the general maintenance/security of buildings, plant and equipment

8T.2.7 Advise on the future requirements within the school/division/research project) regarding general/specific equipment, apparatus, furniture and fittings, space etc.

8T.2.8 Liaise with the Head of School on the legal, health and Safety standards required and put in place policies and procedures throughout the laboratories/workshops/work areas/research section to comply with such regulations.

8T.2.9 Ensure a safe working environment is maintained

8T.2.10 Ensure the department/work area operates effectively within any budget constraints, including grant management, and maintaining accurate financial records

- 8T.2.11 Manage the stock control/purchasing system, ensuring that university financial procedures are adhered to, liaising and negotiating with internal and external suppliers etc.

Customer Service & Liaison

- 8T.2.12 Monitor performance and take appropriate corrective action to ensure performance standards are consistently met
- 8T.2.13 Advise staff and students on all aspects of technical support service provision, either personally or through delegation to appropriate team member.
- 8T.2.14 Contribute to the management of the school as a whole through membership of the appropriate committee structure.
- 8T.2.15 Communicate and liaise with the whole of the University body, as well as regular contact with external bodies

People Management

- 8T.2.16 Undertake recruitment, training, appraisal and development of staff.
- 8T.2.17 Delegate work activities and responsibilities
- 8T.2.18 Ensure effective communications with staff at all levels
- 8T.2.19 Ensure the technical organisation structure and staffing levels are appropriate to meet the work area's needs

Continuous Improvement

- 8T.2.20 Make a major contribution to the development of policies and procedures to ensure that all legislative and university requirements are met within the laboratories/workshops and work areas.
- 8T.2.21 Keep abreast of technical developments relevant to own area of responsibility and provide ad hoc technical advice and support.

And/Or

Technical Specialism

- 8T.2.22 Make a significant contribution to the development of teaching and/or research, through the designing of apparatus/equipment or usage/application of specialist machines/equipment or the development of new techniques.
- 8T.2.23 May have a scarce skill and be operating at a very high specialist level
- 8T.2.24 Conceive new opportunities and approaches
- 8T.2.25 Initiate and develop ideas/approaches and novel techniques
- 8T.2.26 Promote and deliver innovative solutions
- 8T.2.27 May present research methodologies and findings at local/national level and contribute to publications

8T.3 Performance Criteria

- 8T.3.1 Completion of work to agreed specification, time, cost and quality standards
- 8T.3.2 Performance of team against objectives
- 8T.3.3 Meeting targets and deadlines
- 8T.3.4 Leadership
- 8T.3.5 Effective use of people and resources
- 8T.3.6 Develops potential in others
- 8T.3.7 Development of team to meet individual and University needs
- 8T.3.8 Capability to organise own and others activities to meet deadlines
- 8T.3.9 Compliance of health & Safety regulations
- 8T.3.10 Satisfaction of staff and/or students with the quality of technical support provided
- 8T.3.11 Technical problem resolution
- 8T.3.12 Acceptance of advice and recommendations
- 8T.3.13 Effective transfer of skills and knowledge to junior colleagues, other staff and students
- 8T.3.14 Numbers of new ideas and approaches
- 8T.3.15 Quality of innovative contribution

Grade 9 – Academic Profile

Jobs will be matched to the profile which provides the best overall 'fit', although they may include some activities relating to the grade below and/or above (see section 1 above). No job is expected to include all the activities listed; most will only include a subset.

Summary: Roles at this level commonly reflect extensive professional/academic experience, and will include substantive contributions in research and/or teaching with knowledge exchange activities included as appropriate. Individuals will have a well-established reputation in their field, and be making a demonstrable impact on their field at national or international level. Roles which focus on research will require a clear record of impact, shown in substantial and sustained high quality research output and where appropriate, engagement with research users. Those which focus on teaching will require a record of leading development activity in relation to teaching and learning policy and practice. In all cases, there will be responsibility for development and leadership within a specific area of activity e.g. for a research theme or a range of projects or for a programme of study, the supervision of doctoral students and/or developing more high-quality teaching. Some roles may have a particular focus on leadership or management. There will also be responsibility for provision of expert advice to colleagues and some contribution to the implementation of institutional strategy.

9.1 Required Knowledge, Skills & Experience

- 9.1.1 Extensive experience and demonstrated success in research and/or teaching, supported by track record of publication and/or design, development and delivery of teaching and learning programmes;
- 9.1.2 Skill in the supervision, training and mentoring of colleagues;
- 9.1.3 Effective contribution to the wider academic community and wider work of the University including work involving the public, private and/or voluntary sectors and the general public.

In leadership/management:

- 9.1.4 Skills in managing and motivating staff;
- 9.1.5 Proven ability to plan and lead the delivery of projects and/or programmes and to ensure the delivery of the required outcomes;
- 9.1.6 Ability to provide effective leadership for groups and activities in delivering the School/University's objectives;
- 9.1.7 Proven ability to foster and embed a strong student-focused culture.

9.2 Representative Work Activities

Teaching

- 9.2.1 Maintain a portfolio of teaching activity of high quality, reputation and impact;
- 9.2.2 Lead the development, application and maintenance of academic standards in a defined area of work;
- 9.2.3 Develop approaches to teaching learning and assessment which are innovative for the subject area and reflect developing good practice elsewhere, and contribute to the enhancement of excellence in teaching and research in the unit;
- 9.2.4 Lead by example in the supervision of doctoral students by embedding excellent practice and acting as a role model to early career staff;
- 9.2.5 Develop continuing professional development courses built on existing teaching and research programmes;
- 9.2.6 Lead developments in the involvement of external organisations and knowledge exchange in teaching for example through collaborative studentships, student projects or involving students in public engagement activities.

- 9.2.7 Developing and sustaining relationships with relevant stakeholders in the private, public or voluntary sector to exchange knowledge, evidence and expertise to the benefit of the organisation as well as the University.

In more teaching-focused roles, the following may take the place of some or all research work:

- 9.2.8 Lead the development of teaching and learning policy locally, and contribute to debate nationally, about new approaches to policy, methods and practices through publications, conferences and activities that advance quality in the field;
- 9.2.9 Lead development activity in relation to a specified area eg admissions, student welfare, peer assessment of teaching, new approaches to teaching & learning etc;
- 9.2.10 Lead in programme development activities which enhance teaching quality and create opportunities for income generation

Research

- 9.2.11 Maintain a portfolio of research activity and publications of high quality and impact;
- 9.2.12 Develop methodologies and techniques appropriate to the type of research being pursued, with an emphasis on quality and innovation;
- 9.2.13 Lead funding bids or other activities which develop and sustain support for the specialist area;
- 9.2.14 Develop and engage in research methodologies that add to knowledge/understanding appropriate to the field;
- 9.2.15 Lead programmes promoting public engagement with research including public talks and discussions, festivals and popular and specialist media;
- 9.2.16 Develop and sustain relationships with relevant stakeholders in the private, public or voluntary sector to exchange knowledge, evidence and expertise to the benefit of the organisation as well as the University
- 9.2.17 Participate actively in the development of the unit's research strategy.

In more research-focused roles, the following may take the place of some or all teaching work:

- 9.2.18 Lead programmes, projects and teams, secure and manage resources as appropriate to the field;
- 9.2.19 Demonstrate and maintain research activity of high reputation in the UK and internationally in the relevant academic field;
- 9.2.20 Secure significant income for and from knowledge exchange through external grants and/or commercialisation activities
- 9.2.21 Lead major funding bids and research activity in an area of recognised excellence for the institution.

Leadership and Management

- 9.2.22 Develop and manage significant research or teaching activities;
- 9.2.23 Manage staff and other resources efficiently and effectively;
- 9.2.24 Contribute to the management of the School/subject area by chairing committees, leading on key processes;
- 9.2.25 Represent the university in the disciplinary community externally;
- 9.2.26 Play a significant part in the wider professional community for the field.

9.3 Performance Criteria [not to be used as part of Matching Process]

- 9.3.1 Evidence of developing techniques, standards and methods, acting as a role-model for best practice;
- 9.3.2 Evidence of a substantial reputation in the UK and internationally for research or teaching, reflected in sustained output, level of innovation, impact on the field and extent of recognition both within academia and beyond;

- 9.3.3 As appropriate to the field, a sustained track record in attracting significant resources (e.g., in some fields, research funding);
- 9.3.4 Demonstrable success in fostering a student-focused culture.
- 9.3.5 Contributing to the development of colleagues through mentoring or otherwise leading development activities;
- 9.3.6 Contribution to broader teaching-learning processes, e.g. programme development, assessment exercises, examinations, recruitment, projects or other initiatives; especially those which extend beyond the unit (e.g. at College or, University-wide levels)
- 9.3.7 Success as a team leader, based on team performance and feedback.

Grade 9 – General Professional Services (Administrative/Managerial/Professional)

Summary: Roles at this grade will be professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to develop and implement revised or new administrative/technical/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or years. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

9A.1 Knowledge, Skills & Experience Required

Professionally qualified/relevant degree or equivalent, plus extensive experience in relevant roles including typically a minimum of 3 years operating at a managerial/expert level.

Plus

- 9A.1.1 Experience of managing and developing (either/or):
 - A significant team or number of teams
 - A significant project or number of projects.
- 9A.1.2 Experience of working with and influencing senior management.
- 9A.1.3 Experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
- 9A.1.4 Experience of developing innovative solutions and contributing to strategic planning.
- 9A.1.5 Highly developed knowledge of the principles, theory and practice of field of work. As well as an awareness of broader developments relevant to own area.
- 9A.1.6 Well developed knowledge of systems/services for own area and across functions and how they relate to each other.
- 9A.1.7 Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
- 9A.1.8 Strong interpersonal skills including motivational negotiating, influencing and relationship building.

9A.2 Representative Work Activities

Analysis and Reporting

- 9A.2.1 Identify trends, strengths, weaknesses, opportunities and threats in specialist area/area of responsibility that may have an impact on the university/school/department/work unit, to enable appropriate and timely action to be administered.

Planning & Organising

- 9A.2.2 Shape strategic direction of own area of activity, planning and organising activities of others over many months, considering the implications now and in the longer term, to support school/department/work unit objectives.
- 9A.2.3 Participate in the annual school/department/work unit operational planning process, to support the school/department/work unit strategic direction.
- 9A.2.4 Oversee a number of projects, to ensure each project is managed and delivered to time and budget.

Finance/Resource Management

- 9A.2.5 Utilise/manage allocated budget/resources effectively and flexibly and control all related expenditure to ensure delivery of targets/objectives within budget.
- 9A.2.6 Contribute to planning and budgetary statements and delivery of service within budgetary constraints.

Customer Service & Liaison

- 9A.2.7 Apply broad and/or deep knowledge and experience of work area or field of expertise to provide advice/guidance to others or to address significant problems or unresolved issues, some of which will be multi-disciplinary in nature
- 9A.2.8 Pre-empt customer needs/requests, identifying opportunities and facilitating change management.

- 9A.2.9 Evaluate existing service provision, keeping abreast of feedback and broader developments in the external market place, to ensure appropriate developments and innovative solutions are proposed that consistently enhance and maximise service quality, efficiency and continuity.
- 9A.2.10 Answerable for the service delivery of area of activity in respect of compliance with current and futureschool/department/work unit objectives, service level agreements, regulations and national codes of practice.
- 9A.2.11 Interact at senior levels within the university. Network with fellow professionals in the wider community and represent and promote own work area/activity on internal and external platforms.
- 9A.2.12 Liaise with service users to establish service requirements and priorities.

People Management

Either

- 9A.2.13 Manage a group of administrative/specialist/professional staff across a function, or as a significant part of a wider function, to ensure all relevant annual targets and goals are delivered within any allocated budgetary/resource constraints.
- 9A.2.14 Develop/improve the capability of staff within work area, motivating and mentoring them to better meet the current and future requirements of the school/department/work unit.

Or

- 9A.2.15 Provide expert guidance to other professionals and encourage them to achieve university/school/department/work unit objectives.

Continuous Improvement

- 9A.2.16 Implement proposed changes to current work processes and develop and define proposals for changes in and the formulation of university/school/departmental/work unit policy, to consistently improve quality and effectiveness of service provided and take account of legislative changes.
- 9A.2.17 Keep up to date with developments in own field and with university developments.

9A.3 Performance Criteria

- 9A.3.1 Delivery of targets/objectives to agreed specification, time, cost and quality standards.
- 9A.3.2 Quality of planning and link to strategy.
- 9A.3.3 Quality and timeliness of advice and recommendations.
- 9A.3.4 Proposals for policy and procedure meet both internal and external requirements.
- 9A.3.5 Effective utilisation of finances and resources.
- 9A.3.6 Effective transfer of skills and knowledge to colleagues and “customers”.
- 9A.3.7 Feedback on effectiveness.
- 9A.3.8 Generation of new ideas and approaches.
- 9A.3.9 Quality of innovative contribution.

Where relevant

- 9A.3.10 Performance of teams/teams against objectives.
- 9A.3.11 Development of team to meet individual and university requirements.
- 9A.3.12 Image/view of the team.
- 9A.3.13 Team morale.

Grade 10 - Academic Profile

Jobs will be matched to the profile which provides the best overall 'fit', although they may include some activities relating to the grade below (see section 1 above). No job is expected to include all the activities listed; most will only include a subset.

Summary: Roles at this level carry significant academic leadership responsibilities. Individuals whose roles are focused on research and/or teaching will have a substantial international reputation in their field. In research, this will involve leading original research of an international standard, maintaining an appropriate level of research activity and output, engaging with the relevant international research community and relevant research users and collaborators beyond academia. Individuals will have a clear understanding of the potential value of their research beyond academia and a reputation among relevant stakeholders locally, nationally or internationally. Any teaching specialists at this level will have broadened and deepened their impact on curricula, teaching methods and teaching, learning and assessment systems through extensive and widely recognised innovation of an international standard. They will normally lead developments in teaching, learning and assessment across a field or more widely.

Academic managers at this level will be responsible for all aspects of a significant area of work, including strategy, and for the management of staff, programmes and projects, finance and other resources and for overall quality assurance in the area of work. Roles will carry responsibility for embedding a positive student-focused culture which provides a model of good practice both internally and externally.

10.1 Required Knowledge, Skills & Experience

- 10.1.1 Extensive and high-level research and/or teaching experience successfully sustained, and productive over the long-term;
- 10.1.2 Experience and capability to act as role model in the areas of research, teaching and management, as appropriate;
- 10.1.3 Ability to lead and motivate people to manage resources, and to contribute to the running of the university;
- 10.1.4 Extensive experience in leading the design of programmes and projects;
- 10.1.5 Established and widely recognised reputation for excellence in the field among peers internationally;
- 10.1.6** Recognised reputation for excellence in engaging external stakeholders and the general public in research and knowledge exchange;
- 10.1.7 Proven ability to plan and lead the delivery of high-quality research and/or teaching programmes;
- 10.1.8 Proven skills in leading, motivating and developing the performance of colleagues and contributing to the effective performance and development of the unit.

10.2 Representative Work Activities

Teaching

- 10.2.1 Oversee the development, delivery and review of teaching provision in the subject area for students at all levels;
- 10.2.2 Develop and review approaches to teaching, learning and assessment which advance techniques and standards locally, contribute to local policy and serve as a contribution to broader debate;
- 10.2.3 Make a leading contribution to debate nationally and internationally about new approaches to teaching, learning and assessment policy, methods and practices by publication, contribution to conferences and/or work with relevant national and/or international bodies, reflecting an acknowledged international reputation as an expert in teaching;
- 10.2.4** Lead developments which foster and embed a strong student-focused culture;
- 10.2.5** Lead developments in the involvement of external organisations in teaching for example through collaborative studentships, student projects or involving students in public engagement activities;

- 10.2.6 Lead developments in programme development which enhance teaching quality and create opportunities for income generation;
- 10.2.7 Sustain other teaching-focused activity as appropriate.

Research

- 10.2.8 Make a leading contribution to the development and implementation of research strategy at school level or equivalent
- 10.2.9 Plan and lead the development, implementation and publication/dissemination of research of outstanding quality and international repute for a designated area;
- 10.2.10 Where appropriate to the field, lead major funding bids which develop and sustain research support for the specialist area and advance the reputation of the University;
- 10.2.11 Make a leading personal contribution to research in the field nationally and internationally by means of publication etc;
- 10.2.12 Sustain other research-related contributions through conference papers and presentations and/or consultancy projects and advice; and public engagement activities;
- 10.2.13 Oversee the supervision of doctoral and post-doctoral research;
- 10.2.14 Secure significant income for and from knowledge exchange through external grants and/or commercialisation activities.

Leadership and Management

- 10.2.15 Take responsibility for policy and strategy in a specific area, developing and promoting a clear vision of the unit's strategic direction;
- 10.2.16 Lead and manage a team of senior colleagues, who have delegated responsibility for specific strands of work/sub-units;
- 10.2.17 Mentor and develop more junior colleagues; in particular advising on ways to integrate knowledge exchange activities within their research and teaching portfolio;
- 10.2.18 Manage staff and other resources of a significant academic area/unit, including the allocation of workloads and the annual review of senior academic staff;
- 10.2.19 Ensure all relevant quality assurance, validation and accreditation requirements for the unit are met;
- 10.2.20 Review performance, compare it with best practice and identify continuous improvement targets, taking responsibility for leading the work to achieve these;
- 10.2.21 Contribute to the running of the University through: executive responsibility for particular areas of work and for participation in decision-making and governance and chairing significant committees as appropriate, at School/College and/or University level;
- 10.2.22 Enhance opportunities for income generation through activities in teaching, research and fundraising and provide leadership and advice to other staff in the academic area/unit;
- 10.2.23 Represent and promote the University externally, nationally and internationally e.g. managing relations with external partners and stakeholders;
- 10.2.24 Play a leading role in the relevant wider academic and, where appropriate, professional community.

10.3 Performance Criteria [not to be used as part of Matching Process]

- 10.3.1 Ensuring all internal and external requirements are met in the area of work managed;
- 10.3.2 Reputation among peers externally, internationally as well as in the UK;
- 10.3.3 Consistent and sustained high quality, reputation, innovation and impact in published output;
- 10.3.4 Where the norm for the field, sustained track record in attracting high levels of resource;
- 10.3.5 Evidence of effective management, e.g. in respect of financial performance of areas under personal supervision;
- 10.3.6 Evidence of acting as a role-model for best practice;
- 10.3.7 Evidence of effective contribution to the development and performance of colleagues through mentoring and peer support;
- 10.3.8 Evidence of effective engagement with external users, stakeholders and the general public to increase the impact and awareness of research and the University;
- 10.3.9 Evidence of effective contribution to the University through leading or contributing to broader processes, governance and project activities.

Grade 10 – General Professional Services (Administrative/Managerial/Professional)

Summary: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

10A.1 Knowledge, Skills & Experience

10A.1.1 Professionally qualified/relevant degree or equivalent, plus extensive experience including typically a minimum of 5 years operating at a strategic management/expert level.

Plus

10A.1.2 Breadth of vision gained from extensive experience in field of expertise.

10A.1.3 Experience of developing innovative solutions and practical implementations for strategic change.

10A.1.4 Experience of managing and controlling substantial budget/resources/funding and an understanding of financial management procedures.

10A.1.5 Highly developed knowledge of the principles, theory and practice of a field of work. As well as an awareness of broader developments relevant to the university.

10A.1.6 Aware of likely effect of change in economic, social and governmental and technological environment.

10A.1.7 Well developed knowledge of systems/services for own area and across functions and how they relate to national and international developments.

10A.1.8 Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.

10A.1.9 National and international awareness and understanding of the activities, objectives and strategic direction of the university, both current and future.

10A.1.10 Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.

10A.2 Representative Work Activities

Analysis & Reporting

10A.2.1 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

10A.2.2 Review performance over time in the area of responsibility and compare it to best practice in the market, identifying areas of improvement in structure, practices, policies and technology.

Planning & Organising

10A.2.3 Develop and lead the implementation of strategies and plans for the area of responsibility, which support and take forward the university strategy.

10A.2.4 Contribute to debate on university strategy and policy.

10A.2.5 Lead major projects and initiatives which have significant resources and strategic impact.

Finance/Resource Management

10A.2.6 Ensure financial plans are developed and that services operate effectively within budget.

10A.2.7 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

Customer Service & Liaison

10A.2.8 Review customer needs now and in the future and ensure services are shaped to meet them.

10A.2.9 Ensure customer feedback and quality processes are in place for the area of responsibility.

10A.2.10 Work with senior colleagues from all areas of the university, with committees and external bodies, providing high level advice.

10A.2.11 Represent the university externally in sector groups and in negotiations.

People Management

10A.2.12 Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.

Continuous Improvement

10A.2.13 Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

10A.3 Performance Criteria

10A.3.1 Delivery of targets/objectives to agreed specification, time, cost and quality standards.

10A.3.2 Quality of planning and link to strategy.

10A.3.3 Quality and timeliness of advice and recommendations.

10A.3.4 Proposals for policy and procedure meet both internal and external requirements.

10A.3.5 Effective utilisation of finance and resources.

10A.3.6 Effective transfer of skills and knowledge to colleagues and “customers”.

10A.3.7 Feedback on effectiveness.

10A.3.8 Generation of new ideas and approaches.

10A.3.9 Quality of innovative contribution.

Where relevant

10A.3.10 Performance of teams/teams against objectives.

10A.3.11 Development of team to meet individual and University requirements.

10A.3.12 Image/view of team

10A.3.13 Team morale.

Academic Veterinary Clinical Work

It is recognised that some academic roles include an element of professional practice, and this is particularly significant in the case of academic veterinary clinicians. For that reason, this appendix to the Academic Role Profiles has been developed to enable clinical activities to be considered alongside the other key aspects of academic work for those affected.

In assessing academic jobs involving veterinary clinical work, it should be recognised that the balance of activities is different from most other academic roles and often there is less focus on research, given the importance of clinical practice in teaching and knowledge transfer. As for other academic jobs, it is not expected that such individuals will perform all, or even many, of the other activities in the academic profiles and it is expected that they will continue to contribute to some activities associated with the lower grades as they move up the grade structure.

As for all other academic jobs, academic veterinary clinical jobs will be matched to the profile which provides the best overall 'fit'. In the case of clinical jobs, this 'best fit' will take account of clinically-related work activities as described below alongside the main academic role profiles. No job is expected to include all the activities listed within the role profiles and below; most will only include a subset.

Grade 8

Clinical roles at this level are held by experienced individuals involved in first-opinion or referral clinical activities. In most cases the contribution also includes formal teaching (as opposed to teaching as part of clinical activities) and may include research; there may be a concentration on one or the other. In all cases, there will normally be accountability for the provision of a clinical or pathological service to members of the public, other outside bodies and/or other veterinarians.

- 8.1 Apply understanding of practical, ethical and financial issues to balance these factors in deciding on appropriate care for individuals and groups of patients.
- 8.2 Takes responsibility for a share of the clinical caseload of the unit, dealing with all aspects of planning and diagnosis and providing a clinical solution across more than one discipline to all cases presented, seeking specialist input where it is needed.
- 8.3 Provide a consultancy service to external bodies within own specialist area to provide advice on treatment and guidance on disease management and prevention.
- 8.4 Provide a clinical service to customers (who include clients, referring veterinarians, University colleagues and outside bodies), ensuring that cases under their control are effectively resourced, charged for and handled with the care expected within the university standards.
- 8.5 Liaise with professional and government bodies to ensure legal and regulatory requirements are fulfilled.
- 8.6 Apply knowledge and discoveries derived from clinical work to develop courses and CPD programmes.

Grade 9

Individuals in clinical roles at this level will normally hold RCVS, other European or American diplomas in their specialist field or have reached a senior position in a more generalist role. There will be some contribution to the implementation of clinical or organisational strategy.

- 9.1 Manage the clinical caseload of the unit, dealing with all aspects of planning and diagnosis and treatment of complex individual cases, as either a senior specialist or as leader of a generalist service.
- 9.2 Provide a clinical solution to all case challenges presented, in dialogue with specialist colleagues (in own and other disciplines) where appropriate.
- 9.3 Lead the development, application and maintenance of clinical standards and techniques in a defined area of work;
- 9.4 Manage staff, delegating clinical cases and responsibilities and overseeing the work to ensure it is effectively completed.
- 9.5 Proactively manage customer care (where “customers” may be clients, referring veterinarians, University colleagues or outside bodies), ensuring the service is effectively developed to meet the standards of the University.
- 9.6 Resolve difficult customer issues referred by more junior colleagues.

Grade 10

Clinical roles at this level carry significant clinical leadership responsibilities and individuals will have a substantial international reputation in their field. Clinically, this will involve being a recognised expert in the field, dealing with a referral caseload at secondary or tertiary level and leading clinical developments in that area.

- 10.1 Plan and strategically develop the clinical caseload of a specialist unit, overseeing its work, managing senior colleagues and properly delegating clinical cases and responsibilities.
- 10.2 Provide a clinical solution to all case challenges presented, including the most complex, acting as key decision-maker and providing clinical support and advice to colleagues.
- 10.3 Lead the development, application and maintenance of clinical standards and techniques at international level in a defined area of work.
- 10.4 Take the lead in determining policy and practice in relation to the balance of practical, ethical and financial factors as they relate to own field of expertise
- 10.5 Lead and develop the provision of customer care (where “customers” may be clients, referring veterinarians, University colleagues or outside bodies) in keeping with the standards of the University.
- 10.6 Take a lead role in liaising with professional, government and international bodies to ensure legal and regulatory requirements are fulfilled.
- 10.7 Lead the development of external partnerships to provide clinical and consultancy services to external bodies.
- 10.8 Develop the veterinary clinical standing of the University, including taking leading roles on representative bodies and at meetings and conferences of national and international organisations.

Version Control

Version 6 of this document was created in August 2018 to update the term Support Services with Professional Services.

Version 7 of this document was created in April 2024 to remove the Grade 1 profile.