

# ROLE PROFILES

Academic and Administrative  
Clerical and Technical support



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**The University has developed a series of role profiles that set out the type of activity that can reasonably be expected from colleagues at every level, and are complementary to the **Values for Working Together** and **Professional Behaviours**.**

The role profiles have been grouped by job family, of which there are four:

- Academic and Research
- Professional and Managerial
- Academic and Administrative Support (Clerical & Technical)
- Ancillary and Operational Support.

The job families are convenient categories that allow the main elements of the majority of roles to be defined. The job family an individual is placed in is based on the elements that most directly relate to their position within the University.

The role profiles are primarily a reference document for line managers that will assist with:

- Preparing job descriptions and person specifications.
- Understanding the grading of posts.
- Inducting new staff.
- Clarifying expectations at an early stage, particularly for probationary staff.
- Allocating balanced and reasonable workloads.
- Setting reasonable objectives and reviewing achievements via the Performance and Development Review (PDR) process.
- Identifying and addressing under-performance.
- Recognising excellent contributions and making proposals for rewarding staff.

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## GRADE 1 ROLE PROFILE

It is not expected that Clerical roles will be appointed to this Grade.

# GRADE 2 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide basic clerical support to staff, students and more senior colleagues, and external customers, working on straightforward tasks with well-established routines and procedures under regular, direct supervision. The work is typically to short deadlines, providing courteous and effective service to others. Entry requirement to this grade require little or no prior work experience.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- First point of contact with staff, students or members of the public. Receive visitors.
- Respond to routine enquiries and provide basic information. Refer queries outside own experience and knowledge to supervisor or line manager.
- Be polite and courteous to present a positive image of the department.
- Prepare routine letters/documents/presentations using standard formats or templates.

### Teamwork & People Management

- Work as part of a team of people carrying out identical, or very similar, duties under direct supervision.
- Actively participate in the team, share information and support others.
- Maintain a positive outlook and show flexibility to new ideas and work practices.
- Understand and follow basic work instructions and procedures with accuracy and reliability.

### Service Delivery

- Receive and respond to everyday enquiries from customers, escalating requests outside own knowledge or experience to a supervisor or manager to provide a timely and effective service.
- Carry out straightforward support activities to contribute to running a smooth service.
- Consistently meet service standards
- Display an awareness of customer needs

### Planning and Organising

- Perform routine, straightforward tasks following basic instructions and routine guidelines.
- Tasks and priorities will be allocated by a supervisor or manager. Work is very task-orientated, working to short timescales.
- Carry out allocated, prescribed tasks to time and to the standard required.
- Make routine arrangements and bookings, according to clearly defined instructions.

## GRADE 2 ROLE PROFILE CONTINUED

### **Analysis and Problem Solving**

- Carry out routine daily tasks such as filing, typing-up work, photocopying, shelving books etc. according to clear instructions.
- Process standard forms (e.g. invoices).
- Solve problems that occur on a regular basis and where detailed guidelines or manuals are available.
- Input routine data onto a system or database to ensure accurate records are maintained on a day to day basis and file any paper records accordingly.

### **Knowledge and Experience**

- No formal qualifications needed, however a good standard of general education or previous basic 'office-based' work experience is advantageous.
- Some keyboard/word processing skills.
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Training will be provided on all equipment/ systems used.
- Knowledge is gained through continual experience on the job.
- Apply a basic knowledge of established practice and procedures.

# GRADE 3 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide clerical support to staff, students, more senior colleagues and external customers. The role holder will work within standard routines and established procedures under regular supervision. The role holder will provide a courteous and effective service, respond to routine queries and refer any unusual or non-routine situations to others. The work is typically to daily deadlines; some planning and organising of own workload is required to ensure that the departmental workflow is maintained.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Communicate and liaise with service users both internal and external to the Department/School, usually through established routine contacts (e.g. regular suppliers/contractors).
- Receive and respond to enquiries and provide basic information. Judge when to refer queries outside own experience and knowledge to team leader or line manager to provide a timely and effective service.
- Be polite and courteous to present a positive image of the department.

### Teamwork & People Management

- Actively participate in the team, share information and support others.
- Maintain a positive outlook and show flexibility to new ideas and approaches.
- Assist with training new team members and provide basic instruction and guidance to junior colleagues.
- Receive regular supervision from team leader/line manager.

### Service Delivery

- Recognise and understand the impact of incidents arising and escalate where necessary to ensure appropriate resolution of customer enquiries or issues.
- Consistently meet service standards.
- Deliver a range of standard administrative and/or customer services in support of established processes to an agreed quality standard to maximise service quality.

### Planning and Organising

- Prepare standard documentation using relevant software packages and databases.
- Support the organisation of internal and external activities/events.
- Plan and prioritise own defined work activities within established routines or procedures to meet regular work demands and the overall team/department objectives.
- Refer to more senior colleagues/supervisor for prioritising and scheduling of non-standard work.
- Follow established ordering processes to ensure adequate resources are available to meet work requirements.

## GRADE 3 ROLE PROFILE CONTINUED

### **Analysis and Problem Solving**

- Gather and collate standard data and information, using routine procedures, spreadsheets and databases and present findings accurately.
- Use a variety of data sources to answer straightforward queries.
- Resolve routine work problems independently, referring more complex problems to senior colleagues.
- Keep appropriate records to ensure effective reporting of information.

### **Knowledge and Experience**

- Some prior work experience in another clerical/relevant role.
- May have achieved a first level certificate in relevant knowledge area/skill.
- Likely to have worked with other systems and procedures.
- Good IT skills.
- Some Customer Service experience.
- May have held a previous role in the University, so will have some familiarity with the Schools/Departments systems and procedures.

# GRADE 4 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide administrative and customer/client support to staff, students, clients, more senior colleagues and the wider public working on a range of activities within well-established procedures under regular supervision. They will require a thorough understanding of relevant systems and processes. Roles at this grade may have supervisory responsibilities for staff at lower grades. The role holder will carry out a range of tasks which will require planning and prioritising in order to deliver the specified services for the week/weeks or months ahead. This may include allocating and scheduling the work of others. The role holder is likely to have the scope to make decisions within clear parameters.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Communicate and liaise with service users and/or external contacts, usually through established routine connections (e.g. regular customers, suppliers, or contractors) as own section of work requires.
- Ensure effective liaison and communication with colleagues in other teams or departments.
- Attend relevant meetings as requested by a manager, to support standard work activities.
- Receive and respond to enquiries and provide information. Judge when to refer queries outside own experience and knowledge to team leader or line manager to provide a timely and effective service.
- Be polite and courteous to present a positive image of the department.
- Adapt standard letters and templates as appropriate.

### Teamwork & People Management

#### In supervisory roles:

- Give instructions, feedback and guidance to colleagues at lower levels where appropriate.
- Supervise a team carrying out standard, routine activities and determine individual responsibilities. Ensure tasks are completed to time and quality standards.
- Provide guidance and on the job training to new team members.
- Plan and prioritise work requests and rota.
- Communicate requirements to staff and raise any concerns or problems (absence, performance) with line manager.

#### In non-supervisory roles:

- Actively participate in the team, share information and support others.
- Contribute to the achievement of the team's goals.
- Assist with training and provide guidance to new members of the team.



# GRADE 4 ROLE PROFILE CONTINUED

## Service Delivery

- Contact customers both internal and external to the Department/School to understand and meet their needs.
- Provide advice on established procedures to staff and students.
- Ensure all customers receive a positive University of Reading experience.
- Receive, and respond to, enquiries from/to customers and from those escalated by staff, taking appropriate action to ensure a resolution and to deliver a courteous and effective service.
- Deliver a range of customer services to an agreed quality standard or specification to maintain service quality and continuity.

## Planning and Organising

### In supervisory roles:

- Assess workload and put in place a schedule to ensure a range of standard, routine activities are delivered according to agreed deadlines and standards.
- Ensure that staff are clear what is required of them.

### In non-supervisory roles:

- Plan, organise and prioritise a range of tasks to quality standards and to deadlines.
- Plan and prioritise own work activities for weeks/months ahead in response to a manager's general instructions.
- Support a senior colleague in the planning and co-ordination of a specific programme, project or event.
- May provide PA Support to a senior manager including full diary management.

## Analysis and Problem Solving

- Apply a good working understanding of established University processes and procedures to answer queries and resolve problems.
- Collate, manipulate and analyse standard information. Run reports to support information requests.
- Contribute to the development of processes and systems to improve efficiency.
- Monitoring and maintain data quality.
- Monitor budgets. Follow established ordering processes to ensure adequate resources are available to meet work requirements.

## Knowledge and Experience

- Likely to have a vocational qualification.
- Proven experience within a relevant role.
- Experience of working with minimal supervision.
- Strong experience with a range of IT packages/systems.
- Experience of other processes/procedures in other administrative roles (possibly within the University and Academic sector).
- Experience of producing documentation/reports.

# GRADE 5 ROLE PROFILE

## ROLE SUMMARY

The role holder will have specific administrative and specialist area knowledge, and will have a good understanding of the systems and processes of the University. All roles will have some control of own work load and priorities for some weeks or months ahead. Role holders are expected to work without close supervision, although managerial guidance is available. In supervisory roles, there will be responsibility for co-ordinating and prioritising the work of others. The role will support the enhancement of the service provided, through the development of new processes and the implementation of process improvements. The role holder will use judgement to deal with daily unforeseen problems. Some roles will involve the supervision of staff, others will involve undertaking specialist functions or the provision of broad, comprehensive administrative services.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Ensure regular liaison and communication with colleagues in other departments or schools and help build good working relationships with representatives of other bodies and organisations.
- Maintain and develop a network of contacts, which may be both internal and external to the University.
- Provide technical advice to customers and colleagues, based on in-depth knowledge and experience.
- Be a point of contact for specialist queries or operational problems.
- Elicit information to identify specific customer needs.
- Communicate clearly, explaining questions, clarifying requirements and responding to customers, colleagues and contractors.
- Attend relevant meetings as requested by manager to represent the department at the appropriate level.

### Teamwork & People Management

#### In supervisory roles:

- Supervise a team of support staff, allocating and prioritising their work and monitoring individual progress and performance.
- Communicate regularly and effectively with team members. Conduct team briefings.
- Positively influence the way a team works together.
- Ensure team members are trained to required standards, monitor performance and communicate requirements to staff. Coach and train staff.
- Ensure team members are clear about changing work priorities and service expectations.
- Monitor performance and deal with initial absence, performance and disciplinary issues, escalating problems to line manager as appropriate and seeking appropriate guidance.
- Co-ordinate own work area with other units to deliver, for example, major functions and events.

## GRADE 5 ROLE PROFILE CONTINUED

### **In non-supervisory roles:**

- Work with minimal supervision.
- May be recognised as the main point of contact for a particular specialised process, system or procedure.

### **Service Delivery**

- Contact customers both internal and external to the Department/School to understand and meet their needs, adapting the service provided where appropriate.
- Resolve most issues and queries independently, providing advice on specialised, but established procedures to staff at all levels and customers.
- Act as a filter for issues and problems addressed to a manager, resolving them where appropriate in order to provide effective support and problem resolution.
- Promote and encourage the team to provide excellent service.
- Contribute to policy and procedural developments where appropriate.
- Monitor and review quality of service and customer satisfaction within work unit.

### **Planning and Organising**

#### **In supervisory roles:**

- Plan delivery of operational work load and prioritise accordingly over a period of weeks and months.
- Apply a detailed understanding of established procedures to organise the delivery of effective and efficient day-to-day services for designated site/work unit.

#### **In non-supervisory roles:**

- Plan and prioritise a range of one's own short and medium-term work activities in response to a manager's instructions, changing pressures or requirements.
- Plan and progress work activities within longer-term schedules.
- Respond appropriately to requests for unscheduled or emergency work and reschedule tasks as necessary keeping all parties informed.
- Able to carry out standard tasks to time and to the standard required, following straightforward instructions and guidelines.
- May provide PA Support to a senior manager including full diary management.

- Organise internal and external activities and events; booking venues and speakers, making catering arrangements, production of welcome documentation and hand-outs, co-ordinating diaries and ensuring activities are run efficiently.

## GRADE 5 ROLE PROFILE CONTINUED

### **Analysis and Problem Solving**

- Apply a detailed understanding of a specialised, but established, University system, process or procedure to analyse and resolve problems.
- Research standard information for inclusion in reports and documents.
- Collate, manipulate, analyse and interpret specialised, but relatively straightforward, information, highlighting any issues for further investigation.
- Extract and analyse information from systems and databases  
e.g. RISIS, Agresso.
- Oversee the circulation of information.
- Support the preparation of financial and/or management information.  
Monitor budgets.
- Use initiative and judgement to resolve many problems independently.
- Contribute ideas and innovative solutions to improve processes and procedures.
- Take responsibility for maintaining documentation and preparing standard reports.

### **Knowledge and Experience**

- Considerable experience in a relevant/specialist role.
- May be working towards a management certificate.
- Advanced skill levels within a range of IT systems.
- Evidence of initiating process improvements in other roles.

## GRADE 1 ROLE PROFILE

It is not expected that Technical roles will be appointed to this Grade.

# GRADE 2 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide scientific and/or technical support to staff, students and more senior colleagues working on straightforward tasks with well-established routines and procedures under regular, direct supervision.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Provide and obtain basic information and assistance.
- First point of contact with staff, students or members of the public. Deal with basic enquiries and information. Refer queries outside own experience and knowledge to supervisor or line manager.
- Be polite and courteous to present a positive image of the department.

### Teamwork & People Management

- Work as part of a team of people carrying out identical, or very similar, duties under direct supervision.
- Follow simple oral or written instructions with accuracy and reliability and seek advice from line manager/supervisor as appropriate.
- Actively participate in the team, share information and support others.
- Maintain a positive outlook and show flexibility to new ideas and work practices.
- Provide guidance and basic instruction to new colleagues as required.

### Service Delivery

- Respond to simple requests such as:
  - basic equipment maintenance;
  - replenishing stocks of consumables;
  - transporting goods or equipment;
  - tidying of workshop/laboratory;
- Deal with enquiries in a positive and polite manner.
- Carry out straightforward support activities to contribute to running a smooth service.
- Consistently meet service standards
- Display an awareness of customer needs

### Planning and Organising

- Perform routine, straightforward tasks to appropriate time and quality requirements;
- Working to well established routines under regular direct supervision by supervisor/line manager.
- Tasks and priorities will be allocated by a supervisor or manager. Work is very task-orientated, working to short timescales.

## GRADE 2 ROLE PROFILE CONTINUED

### **Analysis and Problem Solving**

- Maybe required to carry out routine record keeping, filing, data inputting, logging and maintenance of simple databases ensuring accurate records are maintained;
- Solve basic problems by adhering to established practices and procedures, or where detailed guidelines/manuals are available.

### **Sensory and Physical/ Work Environment**

- Operate standard equipment to carry out straightforward tasks.
- Safe keeping of work equipment.
- Carry out basic equipment maintenance according to clear instructions.
- Clean and tidy the workshop/laboratory/ work environment.
- Understand and comply with basic health and safety procedures affecting self and others and wear appropriate protective clothing.
- Drive University vehicles e.g. to deliver goods and equipment around campus.
- Manual handling and manual dexterity.

### **Knowledge and Experience**

- No formal qualifications needed. May have GCSE or NVQ1/2 or City & Guilds, or equivalent.
- No prior work experience is required at this level.
- Able to demonstrate a sufficient knowledge of relevant equipment.
- Able to demonstrate a basic knowledge of health and safety policy and procedures affecting self and others.
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Able to apply a basic knowledge of established practice and procedures
- Undertake on-the-job or vocational training.
- Full, valid and clean driving licence.

# GRADE 3 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide scientific and/or technical support to staff, students and more senior colleagues. Support may be provided to one or more specific areas or to the University as a whole. Roles at this level determine the schedule of own work on a day to day basis within clear procedures. The range of tasks is typically broader and more varied and/or at a higher level than Grade 2 and flexibility is required regarding the tasks undertaken. Roles at this level typically require the ability to work with specialist equipment and techniques and/or a basic level of computer literacy.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Communicate and liaise with service users both internal and external to the Department/School, usually through established routine contacts (e.g. regular suppliers/contractors).
- Receive and respond to enquiries and provide basic information. Judge when to refer queries outside own experience and knowledge to team leader or line manager to provide a timely and effective service.
- Be polite and courteous to present a positive image of the department.

### Teamwork and People Management

- Actively participate in the team, share information and support others.
- Maintain a positive outlook and show flexibility to new ideas and approaches.
- Assist with training new team members.
- Receive regular supervision and follow a clear brief from team leader/line manager.

### Service Delivery

- Respond to straightforward requests from staff and students. On occasion, initiate contact with service users to explore their needs and adapt the service to meet them.
- Demonstrate a solid understanding of good customer service.
- Recognise and understand the impact of incidents arising and escalate where necessary to ensure appropriate resolution of customer enquiries or issues.
- Consistently meet service standards.
- Deliver a range of standard technical services in support of established processes to an agreed quality standard to maximise service quality.

### Planning and Organising

- Plan and prioritise own work schedule on a day to day basis to meet work demands.
- Refer to more senior colleagues/supervisor for prioritising and scheduling non-standard work.
- Prepare equipment, samples, glassware for practical laboratory classes.
- Follow established ordering processes to ensure adequate resources are available to meet work requirements.



## GRADE 3 ROLE PROFILE CONTINUED

### **Analysis and Problem Solving**

- Set-up and conduct straightforward but specialist tests/experiments/technical procedures, following clear guidelines and procedures;
- Gather and collate standard data and information, using routine procedures, spreadsheets and databases and present findings accurately.
- Solve basic problems by adhering to established practices and procedures, where clear guidelines and instruction manuals are available. Basic trouble-shooting, but more difficult decisions will be referred to supervisor or line manager.
- Carry out routine maintenance and servicing of equipment
- Carry out straightforward record keeping e.g. experimental results, data input, consumption of materials and stock from stores.

### **Sensory and Physical/ Work Environment**

- Operate and maintain a range of tools, materials, machinery and equipment in a standardised way to carry out the required tasks.
- Care, precision and accuracy will normally be required, for example, when setting up and maintaining audio-visual or laboratory equipment or when using specialists tools or pieces of equipment.
- Understand and comply with basic health and safety procedures affecting self and others and wear appropriate protective clothing.

### **Knowledge and Experience**

- GCSE or NVQ1/2 or City & Guilds, or other relevant qualification, with some relevant work experience.
- Proficient standard relating to the use and maintenance of relevant equipment. Able to set up basic laboratory or IT/AV equipment.
- Able to demonstrate a good working knowledge of health and safety policy and procedures
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Able to apply a basic knowledge of established practice and procedures relevant to area of work.

# GRADE 4 ROLE PROFILE

## ROLE SUMMARY

The role holder will work as part of a team to provide scientific and/or technical support to staff, students, more senior colleagues and the wider public working on a range of activities within well established procedures. Support may be provided to one or more specific areas, or to the University as a whole. The range of tasks involves some planning of timing and sequencing in order to deliver the services specified for the week or weeks ahead. Work activities will tend to fall within an established working pattern applying skills and knowledge to provide a range of technical or operational support activities. Roles may require skills acquired through significant on the job or vocational training.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Liaise with service users and/or external contacts, usually through established routine connections (e.g. regular customers/suppliers/contractors) as own section of work requires.
- Communicate clearly, explaining questions and requirements and responding to customers, colleagues and contractors.
- Attend relevant meetings as requested by a manager, to support standard work activities or to represent the School/work unit at the appropriate level.
- Requirement to develop and maintain accurate records and draft non-routine documentation.
- Receive and respond to enquiries and provide information. Judge when to refer queries outside own experience and knowledge to team leader or line manager to provide a timely and effective service.
- Be polite and courteous to present a positive image of the department.

### Teamwork and People Management

- Support student learning through the development and demonstration of standard equipment and techniques.
- Assist with training and provide guidance to junior colleagues/students in the use of equipment and techniques through on-the-job training/coaching in own area.
- Actively participate in the team, share information and support others.
- Contribute to the achievement of the team's goals.

### Service Delivery

- Receive, and respond to, enquiries from/to customers and from those escalated by staff, taking appropriate action to ensure a resolution and to deliver a courteous and effective service.
- Deliver a range of customer services to an agreed quality standard or specification to maintain service quality and continuity.
- Contact customers both internal and external to the Department/School to understand and meet their needs, adapting work practices where appropriate.
- Provide advice on established procedures to staff and students.

# GRADE 4 ROLE PROFILE CONTINUED

## Planning and Organising

- Plan and organise a range of specialist/technical support tasks to time and quality standards.
- Plan and prioritise own standard and non-standard work for the week or weeks ahead to deliver scheduled services.
- Assist in the preparation of work rotas and activity scheduling in own work area for routine tasks.
- Assist in the organisation of the day-to-day technical running of a small work area/research project;

## Analysis and Problem Solving

- Apply a good understanding of specialised techniques, equipment and systems to carry out a range of defined tests and analyses and contribute to the interpretation of results;
- Monitor technical standards in own area of work, highlighting and prioritising any issues for further investigation;
- Diagnose and rectify faults/problems with equipment and procedures.
- Ensure stock levels for consumables and equipment are maintained at the appropriate level to ensure that they meet work requirements. Order and store materials following established procedures.

- Maintain documentation and records using spreadsheets and databases.
- Contribute to developing work practices.

## Sensory and Physical/ Work Environment

- Operate a large range of highly specialised, hazardous or complex tools, equipment or instruments particular to the post which require high levels of accuracy and dexterity;
- Use well-developed skills acquired over time, such as the preparation of drawings or graphics, or creating models or samples;
- Carry out equipment maintenance as required.
- Ensure that the work environment is maintained to the standard required to deliver the appropriate level of service. Wear appropriate protective clothing and follow safety protocols.

## Knowledge and Experience

- Prior technical work experience;
- Technical or scientific education to ONC, NVQ3 or AS/A level;
- Proficient in the use and maintenance of specialist equipment requiring significant training and/or a certificate.
- Understanding of relevant health and safety policy and procedures and quality standards

# GRADE 5 ROLE PROFILE

## ROLE SUMMARY

The role holder will require specific technical or practical skills and a well developed working knowledge of technical or scientific practices and procedures acquired through specialist education in a technical discipline and substantial experience. The work will involve the application of skills and knowledge to provide specialist technical support to staff, students, more senior colleagues and the wider public working on a range of activities within well established procedures. Roles at this grade may provide technical support for defined research or consultancy projects. Role holders are expected to work without close supervision. The range of tasks will involve planning of timing and sequencing in order to deliver the services specified over many months.

## REPRESENTATIVE WORK ACTIVITIES

### Communication & Relationships

- Liaise with customers and colleagues, internal and external contacts e.g. regular customers, suppliers, contractors, to review requirements and resolve problems.
- Maintain and develop a network of contacts, which may be both internal and external to the University.
- Clarify complex issues in writing and/or verbally including:
  - writing up the results of an experiment;
  - monitoring and maintaining records/ reports to meet School requirements;
  - preparing work rotas and activity schedules for own work area;
- Attend relevant meetings as requested by manager.

### Teamwork and People Management

#### In supervisory roles:

- Communicate regularly and effectively with team members. Conduct team briefings.
- Positively influence the way a team works together.
- Ensure team members are trained to required standards, monitor performance and communicate requirements to staff. Coach and train staff.

- Ensure team members are clear about changing work priorities and service expectations.
- Monitor performance and deal with initial absence, performance and disciplinary issues, escalating problems to line manager as appropriate and seeking appropriate guidance.
- Train and provide technical supervision for students, academic staff and junior technicians in the use of equipment and techniques in own area of expertise;

#### In non-supervisory roles:

- Support a research team in obtaining, analysing and/or interpreting data and other specialised information.
- Work with minimal supervision.
- May be recognised as the main point of contact for a particular specialised process, system or procedure.

# GRADE 5 ROLE PROFILE CONTINUED

## Service Delivery

- Initiate contact with customers, explore their needs and adapt and refine work practices and procedures in own area, where appropriate, and respond flexibly to customer needs and requirements.
- Provide technical advice to staff and students, based on in-depth knowledge and experience. Advise and assist staff and students on the development, design, preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques.
- Promote and encourage the team to deliver excellent service.
- Apply knowledge of systems or equipment to provide services, drawing on skills gained through training and experience.
- Receive and respond to enquiries from/to customers, escalating requests outside own knowledge or experience to a supervisor or manager to provide a timely and courteous service.

## Planning and Organising

### In supervisory roles:

- Prepare work rotas and activity scheduling for routine tasks.
- Organise the day-to-day technical running of a small work area/research project.
- Plan and organise resources to ensure operational and cost-efficiency.

### In non-supervisory roles:

- Plan and organise a range of specialist/technical support tasks to time and quality standards. Typically, planning will be over many weeks or months;
- Contribute to organising short or medium-term developments or process changes in own work area, by applying one's specialist knowledge and experience.

## Analysis and Problem Solving

- Apply a detailed understanding of specialised techniques, equipment and systems to carry out a range of defined tests and analyses and contribute to the interpretation of results.
- Contribute to the development or choice of techniques, approaches, models and methods;
- Act as an internal and external consultant, identifying problems, generating original ideas and innovative solutions and advising on the development and application of specialist techniques and/or procedures and on the analysis and interpretation of results.
- Apply technical, specialist knowledge to solve more complex, non-routine problems.
- Diagnose and rectify faults with equipment and procedures.
- Ensure accurate completion of documentation, records and reports;

## GRADE 5 ROLE PROFILE CONTINUED

### **Sensory and Physical/ Work Environment**

- Use highly detailed and developed skills where precision, speed and co-ordination of the senses will be essential such as creating objects using sophisticated tools, multiple or high value materials or conducting experiments using high cost equipment on high risk samples;
- May work in high risk environments that require vigilance and care;
- Responsible for ensuring the general maintenance/security of building areas and/or laboratories, equipment and for maintaining a safe working environment;
- Carry out equipment maintenance as required
- Ensure core legal and health and safety requirements are fully met and that others comply with the relevant legislation.

### **Knowledge and Experience**

- Apply a detailed knowledge of complex systems or specialist apparatus and equipment acquired through training and/or relevant qualifications.
- Technical or scientific education to HNC, A-level, NVQ3, City & Guilds, or equivalent, with substantial relevant work experience.
- May have a basic supervisory qualification.
- Able to demonstrate an in-depth knowledge in a particular area of technical expertise and be recognised as an expert in this area.
- Good numeracy and literacy
- The role holder will have a well-developed understanding of health and safety regulations and procedures.

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

Each level incorporates and builds upon the responsibilities and tasks of the previous levels.

## COMMUNICATION & RELATIONSHIPS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>Follow simple written or oral instructions with accuracy and reliability.</li> <li>Check and pass on basic information as required in contact with staff, students, or the public.</li> <li>Refer more complex queries to supervisor or line manager.</li> <li>Be polite and courteous to present a positive image of the department.</li> </ul>	<ul style="list-style-type: none"> <li>Understand routine work instructions and procedures.</li> <li>Follow simple written or oral instructions with accuracy and reliability.</li> <li>Respond to basic enquiries and provide standard information.</li> <li>Refer more complex queries to supervisor or line manager.</li> </ul>	<ul style="list-style-type: none"> <li>Give instructions, feedback and guidance to colleagues at lower grades where appropriate.</li> <li>Respond appropriately to enquiries from staff, students and members of the public.</li> <li>Exchange routine information.</li> </ul>	<ul style="list-style-type: none"> <li>Liaise and build relationships with customers, colleagues and external contacts.</li> <li>Communicate work requirements clearly.</li> <li>Respond to non-routine/more complex requests for information.</li> </ul>	<ul style="list-style-type: none"> <li>Build relationships with customers.</li> <li>Maintain and develop a network of contacts which may be both internal and external to the University.</li> <li>Be a point of contact for specialist queries and operational problems.</li> <li>Communicate regularly and effectively with team members.</li> <li>Conduct team briefings and convey important information to team members.</li> </ul>

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

## TEAMWORK & PEOPLE MANAGEMENT

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>• Work as part of a team of people carrying out identical, or very similar tasks, under direct supervision.</li> <li>• Maintain a positive and helpful outlook.</li> <li>• Show flexibility to new ideas and practices and to undertake new tasks anywhere across the University.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively participate in the team.</li> <li>• Maintain a positive and helpful outlook.</li> <li>• Show flexibility to new ideas and work practices.</li> <li>• Provide basic guidance to new team members.</li> <li>• Will receive regular and detailed supervision.</li> </ul>	<p><b>In supervisory roles:</b></p> <ul style="list-style-type: none"> <li>• Provide routine supervision to staff at Grades 1 and 2.</li> <li>• Ensure team is focused on allocated tasks and aware of service standards.</li> <li>• Assist with training team members. Demonstrate work tasks.</li> </ul> <p><b>In non-supervisory roles:</b></p> <ul style="list-style-type: none"> <li>• Actively participate in the team, sharing information and supporting others.</li> <li>• Positively adapt to changes and new practices.</li> </ul>	<p><b>In supervisory roles:</b></p> <ul style="list-style-type: none"> <li>• Supervise a team carrying out routine, standard activities.</li> <li>• Determine individual responsibilities.</li> <li>• Provide guidance and training to team members.</li> <li>• Provide initial feedback on performance and conduct job chats.</li> </ul> <p><b>In non-supervisory roles:</b></p> <ul style="list-style-type: none"> <li>• Follow a clear brief supplied by others to carry out a range of skilled tasks</li> <li>• Assist with training team members, demonstrating equipment and work tasks.</li> </ul>	<p><b>In supervisory roles:</b></p> <ul style="list-style-type: none"> <li>• Build effective team work.</li> <li>• Communicate requirements to staff and monitor performance.</li> <li>• Conduct job chats/PDR.</li> <li>• Monitor performance and absence issues, escalating to manager when appropriate.</li> <li>• Deputise for manager.</li> <li>• Ensure team members have relevant training and qualifications to carry out their roles. Delegate effectively.</li> <li>• Train and provide technical supervision for staff and students in the use of equipment and techniques.</li> </ul> <p><b>In non-supervisory roles:</b></p> <ul style="list-style-type: none"> <li>• Work with minimal supervision.</li> <li>• Provide expert guidance and advice to colleagues to resolve complex problems.</li> <li>• Proactively work with colleagues to achieve outcomes.</li> </ul>



# ROLE PROFILE SUMMARY TABLE GRADES 1–5

## SERVICE DELIVERY

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>• Provide a courteous service.</li> <li>• Deliver customer service to set standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a courteous service.</li> <li>• Receive and respond to enquiries and requests.</li> <li>• Refer requests outside own knowledge, or experience to supervisor.</li> <li>• Display an awareness of customer needs.</li> <li>• Consistently meet service standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Receive and respond to enquiries and requests, judging when to refer requests to supervisor.</li> <li>• Consistently meet service standards and check the quality of work carried out by team members at lower grades.</li> <li>• Carry out a range of support activities to contribute to running a smooth service.</li> </ul>	<ul style="list-style-type: none"> <li>• Receive and respond to enquiries and requests, taking appropriate action to deliver a courteous and effective service.</li> <li>• Judge when it's appropriate to escalate matters.</li> <li>• Deliver a range of customer services to an agreed quality standard.</li> <li>• Build relationships with customers.</li> <li>• Identify ways to improve service quality.</li> </ul>	<ul style="list-style-type: none"> <li>• Build relationships with customers, as key contact.</li> <li>• Specify service requirements and establish customer needs.</li> <li>• Handle customer complaints diplomatically.</li> <li>• Monitor and review customer satisfaction.</li> <li>• Apply specialist knowledge to provide advice to colleagues and customers.</li> <li>• Ensure service and quality standards are met and maintained by team members.</li> </ul>

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

## PLANNING & ORGANISATION

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>Carry out allocated, prescribed tasks to time and to the standard required.</li> <li>Work to well-established routines.</li> <li>Tasks will be allocated by a supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out a range of standard tasks within an established process and within clear guidelines.</li> <li>Tasks will generally be allocated by a supervisor, but role holder may prioritise standard tasks.</li> </ul>	<p><b>In supervisory roles:</b></p> <ul style="list-style-type: none"> <li>Prioritise and organise a range of standard tasks at Grade 1 and 2.</li> </ul> <p><b>In non-supervisory roles:</b></p> <ul style="list-style-type: none"> <li>Follow a clear brief to carry out a range of tasks and activities.</li> <li>Work to allocated schedules and priorities.</li> <li>Prioritise own defined work activities.</li> </ul>	<p><b>In supervisory roles:</b></p> <ul style="list-style-type: none"> <li>Plan and organise own work and that of others to ensure a range of standard, routine activities are scheduled and delivered according to agreed deadlines and service standards.</li> </ul> <p><b>In non-supervisory roles:</b></p> <ul style="list-style-type: none"> <li>Follow a clear brief supplied by the team leader.</li> <li>Plan own work for specific tasks and prioritise tasks for the short-term (day or week).</li> <li>Refer to team leader for the scheduling non-standard work.</li> <li>Support colleagues in planning and organising a specific programme, project or event.</li> </ul>	<p><b>In supervisory roles:</b></p> <ul style="list-style-type: none"> <li>Plan and prioritise work tasks for the team over the short and medium term (weeks and months ahead).</li> <li>Overall direction provided by manager.</li> <li>Delegate effectively.</li> <li>Ensure effective day to day operation of the team/function.</li> <li>Effectively reschedule work to cope with emergencies.</li> </ul> <p><b>In non-supervisory roles:</b></p> <ul style="list-style-type: none"> <li>Carry out tasks to time and to the standard required.</li> <li>Plan and prioritise own work over the short and medium term and adapt appropriately to changing requirements.</li> <li>Plan and progress work activities within longer-term work schedules.</li> </ul>

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

## ANALYSIS & PROBLEM SOLVING

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>• Solve basic problems using instruction manuals and user guides.</li> <li>• Know when to refer problems to supervisor.</li> <li>• Basic record keeping, filing or data entry.</li> </ul>	<ul style="list-style-type: none"> <li>• Solve basic problems where detailed instruction manuals and guidelines are available.</li> <li>• Work within established practices and procedures.</li> <li>• Complete simple forms and basic paperwork.</li> <li>• Routine record keeping.</li> <li>• Maintain stock lists, cash receipts etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Make an initial assessment of the situation following defined guidelines and escalate as appropriate.</li> <li>• Solve routine problems using established procedures, guidelines and user manuals.</li> <li>• Keep appropriate records to ensure effective reporting of information. Undertake inventory checks.</li> <li>• Record till floats and cash-up.</li> <li>• Prepare and carry out straightforward, but specialist, test and experiments, following clear guidelines.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and solve problems by adhering to established practices and procedures.</li> <li>• Contribute improving work practices.</li> <li>• Maintain routine documentation.</li> <li>• Check timesheets.</li> <li>• Maintain information on relevant databases, e.g. crime/incident logs, WREN, Kinetix, RISIS, Agresso.</li> <li>• Carry out a range of defined tests and analyses using specialised techniques and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply technical, specialist knowledge to solve non-routine problems.</li> <li>• Assist in the development of new systems or procedures.</li> <li>• Ensure resources (equipment, finance) are monitored and maintained.</li> <li>• Extract and report on information from databases.</li> <li>• Assist with the preparation of financial and/or management information.</li> <li>• Contributes ideas and innovative solutions.</li> <li>• Apply a detailed understanding of specialised techniques, equipment and systems to carry out a range of defined tests and analyses.</li> </ul>

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

## SENSORY & PHYSICAL DEMANDS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>Operate basic equipment according to instructions</li> <li>Manual handling skills.</li> </ul>	<ul style="list-style-type: none"> <li>Operate standard equipment.</li> <li>Carry out basic equipment maintenance.</li> <li>Drive University vehicles e.g. deliver post or catering, security patrols, grounds vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>Carry out maintenance and servicing of tools and equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of tasks requiring specific skills, using specialist tools and equipment.</li> <li>Carry out equipment maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>Perform a range of tasks requiring highly developed skills, using specialist tools and equipment.</li> <li>Carry out maintenance of specialised equipment.</li> </ul>

## WORK ENVIRONMENT

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>Awareness of relevant health and safety issues.</li> <li>Comply with relevant health and safety regulations.</li> <li>Wear appropriate protective clothing.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of relevant health and safety issues.</li> <li>Comply with relevant health and safety regulations.</li> <li>Wear appropriate protective clothing.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of relevant health and safety issues.</li> <li>Comply with relevant health and safety and statutory regulations.</li> <li>Advise team members.</li> <li>Environmental awareness.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of relevant health and safety issues.</li> <li>Comply with relevant health and safety regulations.</li> <li>Ensure safety of self and others e.g. erect notices and screening.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure core legal and health and safety requirements are met and adhered to.</li> <li>May work in high risk environments that require vigilance and care.</li> </ul>

# ROLE PROFILE SUMMARY TABLE GRADES 1–5

## KNOWLEDGE & EXPERIENCE

Minimum qualifications, knowledge & experience (skills and experience may take the place of formal qualifications where appropriate)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> <li>• Learning gained through some work experience and training.</li> <li>• Basic numeracy and literacy.</li> <li>• Basic knowledge of established practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of work systems, equipment and processes.</li> <li>• Basic vocational qualifications with some relevant work experience.</li> <li>• Demonstrate a basic knowledge of health and safety and University procedures.</li> <li>• Valid, clean driving licence.</li> </ul>	<ul style="list-style-type: none"> <li>• Proficient standard relating to the use of relevant systems, equipment, processes and relevant IT packages.</li> <li>• Demonstrate a good working knowledge of health and safety policy and procedures.</li> <li>• Relevant vocational qualifications e.g. NVQ 2, GCSE, City &amp; Guilds.</li> <li>• Relevant work experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational qualifications e.g. HNC, A-level, NVQ3.</li> <li>• Proven work experience in relevant roles.</li> <li>• Relevant trade qualifications.</li> <li>• Qualified by appropriate body to comply with statutory regulations e.g. Gas Safe</li> <li>• Proficient with IT packages and databases.</li> <li>• Strong understanding of University systems and procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Detailed knowledge of University procedures and regulations, complex facilities, systems or specialist equipment through training and relevant vocational qualifications.</li> <li>• Qualified to A-level, HNC, NVQ4 or equivalent. Some roles may require a degree.</li> <li>• Qualified by appropriate body to comply with statutory regulations</li> <li>• Able to conduct workplace assessments and certify work of others.</li> <li>• Basic supervisory experience.</li> <li>• Proven experience of planning and progressing work activities within broader programme of work.</li> <li>• Recognised as a technical expert in area of work.</li> </ul>