

## Grade 9: Professional Management

### **Role Description**

#### COMMUNICATION

##### a) Oral Communication

The role holder frequently receives, understands and conveys straightforward information in a clear and accurate manner. *Example: responding to a range of straightforward queries from students and/or staff.*

The role holder frequently receives, understands and conveys information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others. *Example: explaining a policy or procedure to those who are unfamiliar with it.*

The role holder receives, understands and conveys complex conceptual ideas or complex information which may be highly detailed, technical or specialist. *Example: co-ordinating negotiations for new agreements and contracts, or influencing other's thinking and negotiating with them to reach an outcome, or conveying new legal requirements and their implications to the University.*

##### b) Written Communication

The role holder frequently receives, understands and conveys straightforward information in a clear and accurate manner. *Example: responding to straightforward enquiries by e-mail.*

The role holder frequently receives, understands and conveys information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others. *Example: drafting a factual report.*

The role holder receives, understands and conveys complex conceptual ideas or complex information which may be highly detailed, technical or specialist. *Example: writing complex policies and procedures, or writing the School Annual Monitoring Report, or writing about issues of a highly sensitive nature.*

#### TEAM WORK AND MOTIVATION

The role holder is required to form and communicate a clear vision of what is to be achieved overall by a team and encourage individuals to contribute to this common goal to the best of their ability. They would create a sense of unity and common purpose. *Example: overall management and leadership of a number of teams, or responsibility for setting goals for the team and ensuring effective working relationship between own team and others within the University.*

#### LIAISON AND NETWORKING

The role holder is required to carry out day to day liaison using existing procedures. The purpose of this is to influence events or decisions or undertake active collaboration to pursue a shared interest. *Example: liaising with staff across the University in order to influence their decision-making.*

The role holder is required to participate in networks within the institution or externally. The purpose of this is to ensure dissemination of information in the right format to the right people at the right time, building relationships and contacts to facilitate future exchange of information. *Example: regularly attending committee meetings or working groups in order to play an active part of the group and establish useful contacts for the future.*

The role holder is required to initiate, build or lead internal networks and maintain relationships over time. They would establish communication channels for self or others to use. The purpose of this is to ensure dissemination of information in the right format to the right people at the right time, building relationships and contacts to facilitate future exchange of information. *Example: initiating and leading a network within University.*

The role holder is required to initiate, develop or lead networks which are external to the institution. The purpose of this is to ensure dissemination of information in the right format to the right people at the right time, building relationships and contacts to facilitate future exchange of information. *Example: fostering links with similar departments in other Universities or organisations and identifying opportunities for regular regional collaboration.*

#### SERVICE DELIVERY

The role holder is required to deal with internal or external contacts where the service is usually initiated by the role holder, working within the institutions overall procedures or policies. They would understand and explore customers needs, and/or adapt the service accordingly to ensure the usefulness or appropriateness and quality of service (content, time, accuracy, level of information, cost). *Example: making a key contribution to the divisional Strategic Plan, or responding to issues*

## Grade 9: Professional Management

*raised by the National Student Survey, or identifying changes that need to be made within the School as a result of the Disability Discrimination Act.*

A further important requirement of the role holder is to set the overall standards for service across a function or area of the institution. They would monitor service levels, pre-empt changes in customers, needs and anticipate future requirements. They would maintain overall quality balancing different demands, ensure others have the support they need to provide quality service and fulfil their role. *Example: setting the overall standards for service delivery for the School or Unit.*

### DECISION MAKING PROCESSES AND OUTCOMES

The role holder is required to take independent decisions which impact across a large area within the institution and have far reaching and long lasting implications. *Example: deciding on the allocation of resources to Units, or making decisions on compliance matters, or deciding how best to invest the University's money.*

The role holder is required to be party to some collaborative decisions which have a significant impact and work with others to reach an optimal conclusion. The decisions made would impact across a large area within the institution and have far reaching and long lasting implications. *Example: deciding on changes to University-wide policies and procedures, or deciding how to put a HEFCE bid together.*

The role holder is required to provide advice or input to contribute to the decision making of others. The decisions made would impact across a large area within the institution and have far reaching and long lasting implications. *Example: providing advice regarding strategic development and policy, or providing specialist guidance on complex legal issues..*

### PLANNING AND ORGANISING RESOURCES

The role holder is required to take responsibility for the operational planning and organisation of larger projects or an area of work. They would co-ordinate a number of teams or projects on a monthly, quarterly or annual basis. They would set performances and establish monitoring procedures to keep track of progress across these difference aspects of work and provide input to longer term planning. *Example: setting performance standards for projects and monitoring progress, or being responsible for setting a budget, managing staff, setting objectives and planning for the future.*

### INITIATIVE AND PROBLEM SOLVING

The role holder is required to resolve problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available. They would apply creativity to devise varied solutions, approaching the problem from different perspectives. *Example: balancing the department's budget and resources against needs and future plans, or developing far-reaching approaches to improve operational effectiveness.*

### ANALYSIS AND RESEARCH

The role holder is required to identify an appropriate existing method of analysis or investigation according to the data and objectives. They would recognise and interpret trends or patterns in data and identify or source additional information which could potentially help the investigation as the analysis progresses. *Example: carrying out the research and analysis required to write the annual report, or analysing feedback and preparing and evaluation report, or identifying study abroad or work placement opportunities*

### SENSORY AND PHYSICAL DEMANDS

The role holder is required to complete tasks which either would require either a minimum of instruction or light, if any, physical effort. *Example: using standard office equipment.*

### WORK ENVIRONMENT

The role holder is required to work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed. *Example: working in a stable office environment.*

The role holder is required to understand how the work environment could impact on their own colleagues. They would take actions, within health and safety guidelines where applicable, to adapt to the environment. *Example: being responsible for health and safety within the team.*

## Grade 9: Professional Management

### PASTORAL CARE AND WELFARE

The role holder is frequently required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress. They would initiate appropriate action by involving relevant people. *Example: showing sensitivity to staff and students.*

The role holder is required to give advice on commonly occurring welfare issues or queries following the standard welfare procedures for the institution. They would recognise when an individual should be referred elsewhere for professional help and respect confidentiality. *Example: dealing with the personal or welfare issues of members of the role-holder's team, or dealing with performance and disciplinary issues.*

### TEAM DEVELOPMENT

The role holder is required to advise or guide new starters working in the same role or unit on standard information or procedures. *Example: regularly inducting or planning the induction of new members of staff.*

The role holder is required to train or guide others on specific tasks, issues or activities. They would give advice, guidance and feedback on the basis of their own knowledge or experience and deliver training. *Example: providing training or one-to-one coaching for staff.*

The role holder is frequently required to carry out training or development activity according to the needs of the individual or group and identify current capabilities and future needs. They would define the performance standards required and identify appropriate developmental activity. They would assess the application of learning and give feedback and guidance on overall performance. *Example: conducting staff appraisals and being responsible for the development of the department as a whole.*

### TEACHING AND LEARNING SUPPORT

The role holder is required to introduce students or others who are new to the area to standard information or procedures. The role holder does this by providing standard information or delivering teaching or training. *Example: explaining standard procedures to students or other staff.*

The role holder is required to teach or train students or others on specific tasks, issues or activities. They would assess performance and provide feedback during the event. The role holder does this by designing content or learning materials within existing frameworks making appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s). *Example: designing and delivering training and guidance to others outside of the work team.*

### KNOWLEDGE AND EXPERIENCE

The role holder is required to be recognised as an authority in their field or specialism within the institution or amongst external peers, based on demonstrated experience. They would shape and influence developments within the institution through their own contribution to their area of expertise. *Example: being the University's specialist advisor on specific legal issues (e.g. tax regulations, company law, housing law).*