

University of Greenwich

ROLE PROFILE	SAMPLE SG8 (483 HERA Points)
	ROLE REQUIREMENTS
COMMUNICATION	<p><u>Oral</u></p> <ul style="list-style-type: none"> • Frequently receive, understand and convey straightforward information in a clear and accurate manner • In addition, frequently receive understand and convey information that needs careful explanation or interpretation to help others understand eg explain procedures or regulations • On occasions understand and convey issues of a complex and/or conceptual nature, typically not understood by non specialists eg deliver lectures on specialist subjects; present on legal requirements/regulations; explain technical aspects of systems; present specialist research findings <p><u>Written</u></p> <ul style="list-style-type: none"> • Frequently receive, understand and convey straightforward information in a clear and accurate manner • In addition, frequently receive understand and convey information that needs careful explanation or interpretation to help others understand eg write minutes of formal meetings • On occasions understand and convey complex, specialist or conceptual issues not immediately understood by those outside the area of work eg prepare lectures, write procedures or guidelines on complex systems or subjects; draft user manuals
TEAMWORK & MOTIVATION	<ul style="list-style-type: none"> • Agree clear task objectives and/or be a team leader overseeing the completion of a project • Organise and delegate work fairly according to individual abilities • Help the team focus efforts on the task in hand and motivate individual team members as necessary
LIAISON & NETWORKING	<ul style="list-style-type: none"> • Carry out day to day liaison with people outside the work team in order to build relationships, ensure people do the right things and influence events or decisions eg internal departments, individuals from external organisations or agencies • Participate in, and provide input to networks – within the institution or externally – to disseminate information and build or maintain relationships • Within the institution, initiate, build or lead a network or communication channels eg to pass on information or obtain feedback
SERVICE DELIVERY	<ul style="list-style-type: none"> • Explore and understand customers' needs • Adapt the service accordingly to ensure the usefulness or appropriateness and quality of service (content, accuracy, level of information, cost) eg discuss customer requirements and agree specifications, value for money and information needed/provide new service(s) for students/service users
DECISION MAKING	<ul style="list-style-type: none"> • Take independent decisions that affect the work of people outside your immediate work team and may last for some time eg allocating space, buying equipment • Play a part in collaborative decisions made by a group or committee and/or work with others to reach a conclusion that has a moderate impact and may last for some time eg participate in recruitment interviews, buy non-routine stock or equipment, authorise expenditure from a previously agreed budget • Provide advice or information to others that will influence the development of business plans or working alliances for a faculty or wider area over a significant period of time eg develop a new service or change existing working practices that affect a broad area; advise how legislation affects institutional practice and help determine the actions needed to implement change
PLANNING & ORGANISING RESOURCES	<ul style="list-style-type: none"> • Plan, prioritise and organise the work or resources of yourself and others (within own area) on a daily, weekly or monthly basis • Plan and manage small projects, ensuring the effective use of resources • Receive information from and provide information to others to complete your planning; monitor progress against plans • From time to time take responsibility for the operational planning and organisation of larger projects or an area of work and/or coordinate a number of teams or projects; set performance standards and establish monitoring procedures to keep track of progress across these different aspects of work • From time to time provide input to longer term planning

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INITIATIVE & PROBLEM SOLVING	<ul style="list-style-type: none"> • Use judgement, initiative or creativity to resolve problems that are predictable but are not routine – the range of options will be defined by a set or organisational procedure or by the application of training or specific knowledge • From time to time resolve problems that occur infrequently and where available guidance is not specific eg identifying potential external partners or other sources of funding; investigate an area of ineffective working; develop new approaches to improve operational effectiveness
ANALYSIS & RESEARCH	<ul style="list-style-type: none"> • Analyse routine data or information using predetermined procedures and gathering information from standard sources • Work accurately to complete the task precisely as specified eg monitor resource usage, produce statistics on spreadsheet, carry out database searches • On occasions, recognise and interpret trends or patterns in data, identify or source additional information that could potentially help the investigation as the analysis progresses
SENSORY & PHYSICAL DEMANDS	<ul style="list-style-type: none"> • Carry out tasks which require either learning certain methods or routines or involve moderate physical effort
WORK ENVIRONMENT	<ul style="list-style-type: none"> • Work in a low risk, relatively stable environment eg office, library, teaching space
PASTORAL CARE & WELFARE	<ul style="list-style-type: none"> • Show consideration to others and refer to relevant people if necessary • On occasions, give advice on commonly occurring welfare issues or queries; follow standard welfare procedures for the institution; recognise when an individual should be referred elsewhere for professional help; respect confidentiality
TEAM DEVELOPMENT	<ul style="list-style-type: none"> • Advise or guide new starters working in the same role or unit on standard information or procedures • Have expertise within the team and provide ongoing guidance and advice to others • Contribute to the coaching, development and instruction of others and/or identify the training and development needs of a small team eg conduct regular staff appraisals and performance reviews of one or two people
TEACHING & LEARNING SUPPORT	<ul style="list-style-type: none"> • Provide standard information or regular and routine introductions to students or others outside the work team (teaching or training) • In addition, deliver regular one-off training sessions or lectures in a specific subject or area eg running staff training courses, coaching others on conducting a survey or research project. (Information may be standard and repeatable or material may be developed by others.)
KNOWLEDGE & EXPERIENCE	<ul style="list-style-type: none"> • Show full working knowledge and proficiency in your own area of expertise • Be qualified in specialist, technical or professional areas (eg CIPD, ACCA, AAT, Graduate/Postgraduate) or be able to demonstrate equivalent experience gained over time • Influence others by advising/guiding as appropriate • Demonstrate continuous specialist development by acquiring and refining relevant skills and expertise in new or related areas through internal or external development activity