

# Management and Specialist Job Family

## Job Families

A job family is a brief description of the main features of a group of roles that is similar in character, where the role holders are engaged in broadly similar work, or have broadly similar objectives. It describes career groups at a number of different levels, reflecting differences in grades. It can be used to articulate development routes, by setting out the career path and clarifying the criteria for advancement from one level to the next within the same family, or to a role within a different job family. All the families are underpinned by the same job evaluation methodology. Descriptions are general and may not explicitly describe a particular role. Staff will not necessarily carry out all of the activities described at a particular level and some staff may carry out additional duties. The objective of the job matching process is to make the best possible match of individual jobs against the job family levels. There are unlikely to be many perfect matches, but it should be possible to identify a best match in the majority of cases.

## Outline Descriptions

Roles in this family provide professional expertise and support for teaching or research activities; deliver major support or commercial services or input into the overall management of the University. They may involve direct or indirect provision for students and staff in a departmental or academic service role or through professional input in areas such as finance, estates or student administration.

### Levels 1- 5

Not appropriate for this family.

### Level 6

This is the career entry level for new graduate professionals. Role holders will develop professional skills and expertise through professional study and/or practical application and a growing awareness of developments in higher education and the external professional environment. They will provide advice and defined service to colleagues and other service users within an established policy framework and across a limited range of activity. This may involve acting as the first point of contact for the delivery of professional services to users; liaison with other service providers and team-working. In some cases, role holders will supervise a small team.

### Level 7

Role holders will have broad knowledge of their area and the higher education environment and may be professionally qualified. They will provide professional, specialist or high level technical advice, direction and input

across a range of activities. They will contribute to the development of new systems and procedures and will understand the professional, legal and/or regulatory requirements of the environment in which they work. They may lead a team permanently or in project activity and will typically be accountable for the quality of service delivery in their own practice or immediate area of responsibility. They will have professional autonomy and discretion within operational policies and precedents.

### **Level 8**

Role holders will have specialist professional and/or technical expertise based on a relevant professional qualification and/or extensive vocational or professional experience. They will provide functional leadership in a specialist area either through the management and maintenance of professional standards of one or more teams, or by being a senior individual specialist/expert practitioner responsible for managing major services and/or projects acting with a significant degree of independence. They will develop systems and procedures and determine policy and standards for their area with significant influence upon the structure and development of that area of activity. They will have considerable managerial or professional autonomy and responsibility and will input into University wide plans with long-term impact. In some functions, they will be the most senior professional member of staff.

### **Level 9**

Role holders will lead, direct and manage a major area of activity or professional function across the University and make a significant contribution to its overall management and future strategy. They will provide leadership in the development, delivery, assessment and evaluation of a major administrative or professional service. They will initiate, and through consultation and negotiation, establish policy changes to tackle major new issues and situations. They may have national recognition in their field of professional expertise.

### **Levels**

#### **Level 6**

This is the career entry level for new graduate professionals. Role holders will develop professional skills and expertise through professional study and/or practical application and a growing awareness of developments in higher education and the external professional environment. They will provide advice and defined service to colleagues and other service users within an established policy framework and across a limited range of activity. This may involve acting as the first point of contact for the delivery of professional services to users; liaison with other service providers and team-working. In some cases, role holders will supervise a small team.

## **Core Knowledge, Skills and Experience**

- Role holders are likely to have a degree or equivalent qualification together with significant periods of relevant work experience.
- In some cases role holders may have HNC level qualifications with relevant practical experience and ability, this could, for example, be demonstrated through a series of progressively more demanding roles
- Will have sufficient knowledge and understanding of their specialism in order to provide advice, support and services to colleagues and service users without recourse to others on complex but routine matters.
- Will work within policies and procedures but have the knowledge and ability to recognise where change is needed.
- Will have clear and detailed understanding of the regulations and codes of practice relevant to their work.
- Will be skilled in use of relevant specialist and/or complex IT packages.
- Will have some awareness of developments in higher education and the external professional environment.

## **Typical Work Activities**

### **Planning and Organising**

- Will plan and organise own workload.
- May supervise or oversee the work of a team or monitor the work of contractors.
- May contribute to decisions about the allocation of resources and may monitor budgets and the allocation of other resources under direction.
- May contribute to planning for future developments in own work area or School/Service.

### **Initiative and Decision Making**

- Typically will work within established procedures and defined University policy using analysis and judgement to select the best approach to problems.
- The role requires the ability to identify where changes are needed and make appropriate recommendations.
- Initiative and judgement will be required to deal appropriately with tasks with no precedent.
- Will be able to deal with changing priorities and situations.

### **Communication and Networking**

- Role holders must be able to present technical, legal, regulatory, or procedural information verbally or in writing, in ways that non experts can understand.
- Presentation skills will be needed for the provision of skills based training to staff and/or students.
- Required to liaise in the wider University community.

- There may be contact with a variety of people including those external to the University, on a number of complex but routine issues concerning own work area.
- Requires detailed understanding of and adherence to the University's Equal Opportunities Policy and how it applies to own work area.

### **Analysis, Reporting and Documentation**

- Role holders will identify and assess the often complex information and data needs of their role and manage the collection, use and presentation of data and information.
- May contribute to the management of large amounts of data and information used, for example, in official government or funding council returns.
- May participate in project/research work to improve academic, operational or administrative services under direction.

### **Maintenance and Management of Work Environment**

- Understanding of appropriate health and safety regulations and procedures, ensuring compliance with appropriate legal standards in own work area.
- In specialist technical roles there may be a requirement to construct, adapt and run sophisticated equipment for use in teaching or research.

### **Work Examples**

- Provide and disseminate specialist professional and/or technical advice on issues relating to an academic, administrative or operational service.
- Provide advice on the procurement of goods and services and monitor contracts for products and services from third party suppliers.
- Develop and maintain processes, procedures or systems within a defined area of activity for a School/Service.
- Manage, or participate in, specific projects for a School/Service, with appropriate assistance and support.
- Monitor and maintain accurate records on aspects of staff management.
- Monitor and maintain Health and Safety records, for example risk assessments and accident records.
- Participate in appropriate departmental committees/meetings.

### **Teamwork**

- Provide specialist professional activity in support of a School/Service in conjunction with other colleagues.

## **Level 7**

Role holders will have broad knowledge of their area and the higher education environment and may be professionally qualified. They will provide professional, specialist or high level technical advice, direction and input across a range of activities. They will contribute to the development of new systems and procedures and will understand the professional, legal and/or regulatory requirements of the environment in which they work. They may lead a team permanently or in project activity and will typically be accountable for the quality of service delivery in their own practice or immediate area of responsibility. They will have professional autonomy and discretion within operational policies and precedents.

### **Core Knowledge, Skills and Experience**

- Role holders are likely to have a degree or equivalent qualification and professional level experience showing success in a similar work environment, backed by evidence of appropriate up to date knowledge of relevant professional, specialist or technical issues, legal and regulatory requirements.
- In some areas a professional qualification may also be expected.
- Knowledge of University structures and systems and how they inter-relate is needed.
- Sufficient knowledge and aptitude to contribute to policy discussions, anticipate, respond to and initiate change and to take projects forward is required.
- A wide awareness of developments in higher education and the external professional environment and how these impact on service delivery is required.

### **Planning and Organising**

- Role holders will liaise with others and develop collaborative relationships.
- May manage a group of staff within a team or section, including recruitment, induction and training, to ensure completion of tasks in a timely fashion.
- Planning of service to feed into broader departmental or sectional plans will be required.
- Role holders may monitor resources/budgets and contribute to resource and budget planning and make recommendations about future requirements.
- May co-ordinate and manage projects/services within agreed budgets.

### **Initiative and Decision Making**

- Role holders will investigate complex problems and test solutions.
- Professional judgement, diplomacy and political awareness are required.

- Role holders will be creative and use initiative in carrying out their work and be able to use or incorporate new techniques and methods.
- Role holders will have significant professional autonomy within wider policies and precedents.

## **Communication and Networking**

- Role holders must be able to present complex information verbally or in writing at an appropriate level of professional complexity/specialism.
- Required to persuade others in the teams, functions and projects they lead or manage, about new ways of delivering services and the use of new working practices.
- Role holders will have a range of contacts both internal and external to the University and may participate in relevant committees.
- May represent the University externally to contractors, other HEIs and external agencies.
- Will have a detailed understanding of and adhere to the University's Equal Opportunities Policy and be responsible for ensuring that it is complied with in own work area.

## **Analysis, Reporting and Documentation**

- Role holders will be able to develop systems and processes, taking into account multiple factors and analysing complex data.
- Will supply data and information to other departments and services.
- Research and investigation may be targeted to achieve operational objectives and typically involve reviewing and seeking improvements or developments in service delivery.
- In some areas research may be as part of national projects.

## **Maintenance and Management of Work Environment**

- Thorough understanding of appropriate health and safety regulations and procedures, ensuring compliance with appropriate legal standards in own work area.
- Role holders may manage technical or operational services and have responsibility for the safe working of others.

## **Work Examples**

- Agree and set service objectives within a School/Service or for an activity.
- Implement and progress strategic and development plans, designed to maximise service delivery.
- Identify and recommend best practice from other areas of higher education and elsewhere.
- Manage specific projects/service for a School/Service.
- Maintain and develop information systems for a department.

## **Teamwork**

- May be required to manage a group of staff within a team or section (may include specialist/technical staff) or may be considered a specialist within an area of expertise working within a wider team.

## **Level 8**

Role holders will have specialist professional and/or technical expertise based on a relevant professional qualification and/or extensive vocational or professional experience. They will provide functional leadership in a specialist area either through the management and maintenance of professional standards of one or more teams, or by being a senior individual specialist/expert practitioner responsible for managing major services and/or projects acting with a significant degree of independence. They will develop systems and procedures and determine policy and standards for their area with significant influence upon the structure and development of that area of activity. They will have considerable managerial or professional autonomy and responsibility and will input into University wide plans with long-term impact. In some functions, they will be the most senior professional member of staff.

## **Core Knowledge, Skills and Experience**

- Role holders will have a high level of professional competence and knowledge and are likely to have a degree or equivalent qualification and senior professional experience gained through progressively more demanding and influential work areas, as well as demonstrating success in an important specialist area.
- In many areas a professional qualification may also be expected.
- People management skills will be required.
- A detailed knowledge of University structures and systems and how they inter-relate is needed.
- Sufficient knowledge and aptitude to create new procedures and working practices and develop future strategy is required.
- Knowledge of project management techniques may be needed.
- Role holders will be proactive in updating their knowledge of relevant technical issues and legal and regulatory requirements and developing their awareness of their field of work including best practice from other institutions or sectors.

## **Planning and Organising**

- Will make decisions about the nature or scale of resourcing across teams or complex projects.
- May make final decisions on expenditure based on recommendations from others in the section.
- May manage budgets on behalf of a Head of Department or Service and make recommendations for resources in line with future requirements.
- Role holders in line management roles will provide functional leadership and input into overall staffing policy.

- Role holders without formal line management duties may be involved in planning and management of major projects with significant impact across the University.
- Will be expected to negotiate effectively with internal or external suppliers/agencies.

### **Initiative and Decision Making**

- Role holders will develop innovative solutions, encourage the application of new ideas, contribute to strategic planning and manage change.
- High level analytical and problem solving skills will be needed to develop new knowledge, policies and procedures.
- Will have substantial professional autonomy within wider policies and precedents.

### **Communication and Networking**

- Role holders will be required to communicate with a wide range of people across the University to ensure the successful delivery of services.
- May participate in, and may chair University committees.
- Will participate in, and may lead, external networks – may include outside agencies, commercial organisations or other HEIs.
- Likely to represent the University externally on a regular basis and build positive relationships.
- Role holders may require negotiating skills to present and promote change and developments in the teams/functions/projects they lead and manage.
- Requires detailed understanding of and adherence to the University's Equal Opportunities Policy with responsibility for ensuring the compliance of others.

### **Analysis, Reporting and Documentation**

- Role holders can be required to lead research and project work activities that may involve collaborative work across functions.
- Role holders will identify trends, strengths, weaknesses, opportunities and threats in their area of responsibility to enable appropriate and timely action to be taken.
- Outcomes of project work may be shared with external professionals and could have significance for services across higher education.

### **Maintenance and Management of Work Environment**

- In specialist roles there may be a requirement to use or oversee the use and development of facilities and new technology to deliver agreed service standards.



- Role holders may manage technical or operational services and have formal responsibility for the health and safety of others.
- Detailed understanding of appropriate health and safety regulations and procedures, ensuring compliance with appropriate legal standards.

### **Work Examples**

- Agree and set service objectives for a School/Service and monitor and maintain quality of service provision.
- Ensure that service provision is amended in the light of any relevant changes in legislation or regulations.
- Make decisions regarding the allocation of resources within a professional service.

### **Teamwork**

- Lead a team within the same professional area or lead substantial operational projects.

### **Level 9**

Role holders will lead, direct and manage a major area of activity or professional function across the University and make a significant contribution to its overall management and future strategy. They will provide leadership in the development, delivery, assessment and evaluation of a major administrative or professional service. They will initiate, and through consultation and negotiation, establish policy changes to tackle major new issues and situations. They may have national recognition in their field of professional expertise.

### **Core Knowledge, Skills and Experience**

- Role holders are likely to have a degree or equivalent qualification and/or a professional qualification together with extensive, broad and deep management and leadership experience demonstrating professional development through a series of progressively more demanding and influential work areas, with evidence of significant development of specialist knowledge.
- Extensive, in-depth and up to date expertise of the professional specialism, including detailed knowledge of all legislative and regulatory requirements, and where appropriate external benchmarks and commercial expertise will be required.
- Well developed and sophisticated people management skills will be required.
- Role holders will have a broad and detailed knowledge of the University and the wider national and international higher education and professional environments.

## **Planning and Organising**

- Will lead major sections, projects or initiatives, which have significant resources and strategic impact.
- Will contribute to debate on University strategy and policy.
- Will lead and manage staff in a major functional area or service, developing them and raising their performance.
- Long lasting decisions will be made about the nature or scale of resourcing for a function across the University.

## **Initiative and Decision Making**

- Role holders will define, construct and implement strategy for their professional area, co-ordinating multiple factors – staffing, resources, systems and procedures, and relating them to best practice.
- High level professional judgement, diplomacy and political awareness will be required.
- The ability to create original developments or innovations will be required.
- Independent and collaborative decision making is likely to have a long term and/or considerable impact.

## **Communication and Networking**

- Role holders will participate in wider University structures and governance beyond immediate area of responsibility by working with senior colleagues from all areas of the University, with committees and external bodies, providing high level advice.
- Will develop and maintain effective working relationships with a wide range of contacts through formal and informal networks.
- May have national recognition in their area of expertise.
- Will have formal responsibility for managing Departmental compliance with the University's Equal Opportunities Policy.

## **Analysis, Reporting and Documentation**

- Role holders will have responsibility for the determination and management of research projects undertaken as part of continual service improvement.
- This may include direct involvement in these projects.
- High level analytical skills and creative thinking will be utilised in pathfinding situations.

## **Maintenance and Management of Work Environment**

- As Heads of Sections role holders may have formal health and safety responsibilities and be required to plan for the development or updating of facilities and equipment.

## **Work Examples**

- Demonstrate innovation in service development, design and delivery.
- Successfully implement and progress strategic and development plans.
- Determine relevant project work objectives for staff/professional teams.
- Take responsibility for the implementation of regulatory requirements across the function to ensure quality and compliance.
- Manage the budget for their function and ensure effective service operation within their budgets.

## **Teamwork**

- Will lead, direct and manage a major area of activity or professional function across the University.
- Will make a significant contribution to its overall management and future strategy.