Role Profile & Description

Administrative, Specialist and Managerial Job Family

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**Introduction**

The University of Limerick has five administrative grades:-

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| **Administrative Grade Titles** |
| Senior Administrative Officer 1 |
| Senior Executive Administrator |
| Executive Administrator |
| Senior Administrator |
| Administrator |

**Role Profiles and Descriptions**

Roles in the Administrative, Specialist and Managerial job family are engaged in the provision of professional, managerial and/or administrative support services to University staff and students and sometimes to the wider public.

These roles exist in a wide range of possible locations and cover a wide range of activities. They can be located within the University’s central administration, within specialist services or at Faculty or Departmental level. They provide the University with a wide range of particular expertise in different contexts including:

* central university management and administration
* professional advice (for example, on finance, procurement or personnel issues)
* student services (for example, providing careers advice, support services for particular needs, accommodation and leisure facilities)
* estate and facility management
* faculty and departmental administration
* public relations and marketing

Roles may involve clerical or administrative support, developing and implementing policy and processes, providing specialist/expert advice and support, or carrying out project management and support. Contacts with internal and external service users, and with external suppliers, are a common feature of many of these roles.

All such role holders require an understanding of the university’s systems and processes, and of the higher education environment. As role holders progress through the various levels they will require increasing knowledge (sometimes broad, sometimes specialist) in their field and in relation to legislative and regulatory requirements. The higher level roles will often combine professional qualification and managerial experience, and will have a substantial impact on the running and resource management of the university. At the higher levels, roles are likely to be responsible for the development and implementation of policy and operational plans and contribute to strategic planning.

**Role Profile & Description**

A standard role profile and description has been developed for each grade level.

They are not replacements for individual role descriptions or individual/job specific objectives and are not an exhaustive/minimum list of requirements at a grade.

These profiles set out the generic competencies required of role holders at the particular level. Each role profile incorporates the competencies of any lower levels. It is unlikely that any single member of staff will be applying all the competencies at any one time but they would be expected to display them over a period of time. Just as individuals will not match to the most appropriate role profile in every respect, they may provide evidence of some of the competencies and responsibilities associated with a higher level. A ¾ match is normally taken in role matching.

The role summary at the start of each profile is intended to give an overview of each level’s activities and is free-standing, whereas all other sections of the role profiles assume the competencies of the lower levels.

The duration and type of relevant work experience and qualification level have also been outlined by grade. It is important to note that these are examples of typical levels and that the necessity for a duration of work experience, or for a particular qualification may vary in relation to the actual job.

The Role Profile and Descriptions have been underpinned by the Hay Job Evaluation System.

**Job Evaluation**

Job evaluation schemes examine individual elements of a job, for example knowledge and competencies required - the level of communication, the range of working relationships and networks, the physical effort involved, the level of decision-making required, the level of initiative required and the post holder's involvement in leading and developing a team.

It is important to realise that job evaluation aims to measure only the post being evaluated, not the person doing the job, i.e. it is not concerned with individual performance within a job.

**Hay System**

**The Job evaluation mechanism chosen by the University is the** Hay system of job evaluation.  Hay is a proprietary job evaluation scheme produced by The Hay Group. It was established around 60 years ago and has been developed and used worldwide by numerous organisations, in both the public and private sectors.

**Joint Working Group (JWG)**

A Joint Working Group(JWG)consisting of representatives from both UNITE and University Management has been established as part of the Job Evaluation Process. The role of the JWG will be to *monitor* the quality and completeness of **Job Evaluation/Grade Review** applications prior to forwarding to an independent external company for evaluation.

**The JWG has *no* role in assessing, or in making decisions regarding Job Evaluation/Grade Review.**

**Job Evaluation Process**

The process has five main stages:

* Completion of a Role Description and Profile by the individual requesting a Job Evaluation/Grade Review
  + *No job can be evaluated until an up-to-date role description has been agreed by the post holder and Line Manager.*
* Forwarding of the Role Description and Profile to the Joint Working Group(JWG)whocomplete acheck for completeness and suitability of applications.
* Independent assessment of the application by the external company
* Job Evaluation / Grade Review Decision communicated to a Review Committee (The Review consists of President or his/her nominee/external member of the Governing Authority, Director HR, VP nominated by the President, 2 UNITE representatives)
* The outcome of this process is final and will be confirmed in writing by HR to the post holder
* Unsuccessful applicants may request through HR a report on the evaluation of their job. One to one meetings may subsequently be facilitated upon request between the post holder and the external company undertaking job evaluation. This is NOT an appeals process.

**Review Committee**

The Review Committee have final approval on all **Job Evaluation/Grade Review applications.**  A Review Committee member cannot sit on the Review Committee if a direct report is being reviewed. The President will nominate an alternative management member and UNITE will nominate an alternative Representative.

Determinations on re-grades can only be within the University of Limerick. Authorised Grading Structure. Once a post is reviewed regardless of the outcome, it cannot be reviewed again for 3 years unless there are exceptional circumstances.

Where the outcome of the job evaluation is that the job is in a higher grade, HR will arrange for the necessary contractual changes to be made.

If the outcome of the job evaluation process is that the job is not to be upgraded, a report on the job evaluation will issue on request through HR to the applicant. A meeting with the external company may subsequently be facilitated.

Appendix A: **Generic Role Profile and Descriptors for each grade level**

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| **Grade Title** | **ADMINISTRATOR** | | |
| *Examples of jobs at this grade - core secretarial and administrative support roles. At the top of this grade roles can look after an entire process from start to finish, for example, looking after admissions or examinations for a course, providing effective course administration, acting as a focal point for the course team and students, maintaining and updating computerised records, organising and servicing of meetings and compiling reports. .* | | | |
| **Job Purpose** | *Stated below is a generic summary describing roles at this grade.*  This grade covers a broad range of job sizes and types, which are characterised by differences in the timescales involved, the thinking complexity and the degree of supervision provided, whilst supervision is available in the event of a difficulty, this is not always stringent. Roles at this level will be responsible for delivering a range of administrative and/or client services in support of existing systems, reporting issues, trends and conclusions into Department information and decision making authority.  At entry level role holders will perform simple, and repetitive tasks according to clear/ detailed instructions with direct supervision (e.g. record keeping, filing, word processing, processing of forms, database entry, etc) At the higher end of the grade tasks are more complex. There will be minimum supervision, but clear guidance.  As stated the range of tasks performed at this grade can be quite varied and will therefore require a broader understanding of office/department routines and how the work fits into or supports departmental objectives. On commencement in a role, post holders require to become quickly conversant with the varied in-house UL systems and relevant procedures which are needed to effectively perform in that role. Roleholders will apply knowledge of a particular system and be responsible for its day-to-day operation.  Some organising of own workload may required to ensure that the departmental workflow is maintained. However, timescales tend to be hour-to-hour/day-to-day or week to week rather than being planned for months ahead and so the nature of planning is essentially about timing and sequencing of assigned tasks . i.e. working out the most effective order in which to carry out particular tasks to make sure the deadline is met and that a courteous and effective service is provided to others. The role holder will be expected to agree priorities in relation to the work load with their manager/supervisor.  Post holders have the ability to communicate with fellow team members and individuals within and outside of the organisation, exercising tact and diplomacy and an awareness of other peoples’ feelings/needs and ensuring that factual information is clearly understood and transmitted by/to the other party. Post holders respond to queries/issues, referring any unusual situations to other, more senior, team members. | | |
| **Key Accountabilities** | *Below are representative activities for roles at this grade.*   * Provides a comprehensive first point of contact service to customers, effectively answering a wide range of queries via a variety of communication mechanisms * Provide support to various meetings and other for a, responsible for the general organisation, minute taking and provision of general administrative support * Maintain records, typically following standard formats or templates or following daily work instructions. * Make routine arrangements and bookings, according to clearly defined instructions, and be involved in the preparation of straightforward materials to assist in the effective organisation of external and internal activities. * Organise information according to procedures by filing, data entry, checking/matching data, etc. to ensure accurate records are maintained on a day-to-day basis. * Provide standard guidance and support to colleagues through informal (on the job) training/coaching in own area. * Receive visitors and provide/request basic information in person and by telephone in a courteous and appropriate manner, to promote a positive image of ones work unit to others. * Follow set ordering procedures to ensure adequate low value supplies/resources are available to meet office/work unit requirements. * Provision of organisational support such as making standard travel arrangements, arranging meetings, including accommodation and catering. * Preparation and distribution of documents including exam papers, attendance sheets, course information. * Open incoming post, record all correspondence on computer and prepare files for appropriate decision by Line Manager * May be responsible for allocating work to, and supporting the work output of, a small number of less experienced staff. | | |
| **Key Working Relationships & Contacts** | *Listed below are typical key working relationships for this role.*  **Internal -** Academic Staff  - Support Staff  **External -** Students   * Members of the public * Representatives from other Universities agencies/organisations | | |
| **Job Boundaries** | (\*See behavioural competency descriptions)  Plans and prioritises own work, with reference to Line Managers.  Decision making – within established routine/precedents.  Initiative / Achieving Goals - Takes personal responsibility for, and pride in own work. Recognises what needs to be done and does it.  Close supervision at entry level however at the higher end of the grade band supervision is available but not stringent. | | |
| **Working Environment/Special Circumstances** | *The demands of the role will be straightforward, typically involving the use of standard office equipment. Routine use of a PC or keyboard or other office equipment and devices for inputting data or finding routine information. Use of AV equipment*  *Responsibility for health and safety is that of due care and diligence. Be aware of the risks in the work environment and their potential impact on own work and that of others.*  *Will be sensitive and considerate of student’s pastoral/welfare needs which may include dealing with signs of distress. Will seek guidance where necessary and refer an individual on to the appropriate party where further advice is needed.*  *Required to perform standard, often repetitive administrative tasks to high levels of accuracy under tight timescales. Occasional working outside of normal working hours may also be required and annual leave may be restricted during such busy times.* | | |
| **Dimensions**  Budget  Staff  Customer  Operational  Administrative | In general no formal budgetary responsibilities associated with this grade, however some roles may have responsibility for maintaining and monitoring a local budget (eg used for purchase of office stationery, supplies, events – hotel booking etc)  No formal supervisory responsibility – but may provide guidance for new entrants/junior members of staff. | | |
| **Functional Competencies** | **Key Skills & Knowledge Required** | | **Essential/ Desirable** |
| * Leaving Cert or equivalent * Proficient in all Microsoft packages * \* years experience in similar role | |  |
| **Behavioural**  **Competencies** | **Enablers of Success** | **Level** | **Comments** |
| **Customer Focus** | Takes pride in and is committed to delivering high quality services | 1 |  |
| **Planning & Organising** | Plans and prioritises own work, with reference to line Managers.  Makes best use of own time and meets deadlines | 1 |  |
| **Using Initiative, Achieving Goals** | Takes personal responsibility for, and pride in own work. Recognises what needs to be done and does it | 1 |  |
| **Decision Making & Problem Solving** | Gathers relevant information. Solves problems, makes decisions independently within own area of responsibility, or in conjunction with other team members or more senior staff | 1 |  |
| **Effective Communication** | Communicates information clearly and accurately both written and oral | 1 |  |
| **Team & Collaborative working** | Works co-operatively and is a supportive member of the team/group,  Contributes positively to the achievement of team objectives | 1 |  |
| **Effective Networking and Relationships** | Builds effective working relationships, in order to provide information and enhance service | 1 |  |
| **Innovation & Creative Thinking** | Has the ability to think creatively and implements solutions for everyday problems. | 1 |  |
| **Change, Adaptability and Flexibility** | Understands the need for change, and is willing to adapt to it | 1 |  |
| **Leadership** | Sets a good example. Enthuses others through own positive and energetic approach | 1 |  |
| **Continuous Development** | Seeks to improve and develop self.  Responds positively development needs that are brought to his/her attention | 1 |  |
| **Thinking & Acting Strategically** | Understands and is able to link own work to the goals and objectives of the department. | 1 |  |

\* Level of experience required to be determined by Line Manager

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| **Grade Title** | **SENIOR ADMINISTRATOR** | | |
| *Examples of jobs at this grade Senior Secretarial or Personnel Assistant to Senior Faculty/Management Team, Project workers, Assistants in specialist functions – HR, Finance or Team leaders in larger departments – Student Academic Administration, Registry, Finance* | | | |
| **Job Purpose** | These roles are likely to require considerable training and related work experience gained over several years and a comprehensive knowledge of relevant processes.  They will provide or contribute to the provision of support services to an agreed quality standard or specification. They involve: Identifying and clarifying individual customers needs; planning and scheduling own work and often responsibility for others; the capacity to diagnose what the problem or issue is and how it can be tackled before selecting a solution; and monitoring/reviewing the quality of work.  Roles at this level may supervise/co-ordinate others who are carrying out similar duties, or co-ordinate the work of project members. May be required to plan, manage and review work of staff at lower levels, ensuring the quality of their work. Responsibility for completion of PDRS lies at a higher Grade.  For those based in departments work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of administrative support activities. For those working on a project basis, work activities are more varied, but still within the parameters of the project.  Will typically work as part of or in support of a team but must be able to take independent action. Supervision is normally available when required, for example in the event of unforeseen problems or issues. However, in general terms, supervision is not close.  May be recognised as the main point of contact for a particular specialised process, system or procedure, or for a senior member of staff at the University.  Post holders require sufficient communication skills to deal with a range of external and internal stakeholders, occasionally interpreting/advising on University/departmental procedures and policies and occasionally dealing with individuals who are distressed and listening empathetically. | | |
| **Key Accountabilities** | *Key deliverables/accountabilities are specific to each role and will be assigned by the Manager.*   * Prepare reports and other materials, using standard and some non-standard formats and software. * Analyse, present and draw conclusions from information, identifying trends and problems. * Respond to and resolve enquiries and problems, judging when to pass on complex queries or involve others, to provide an effective service and clear advice to colleagues and customers. * Review issues/problems and raise for the supervisor/manager to resolve consistent trends or concerns requiring attention from others. * Support the organisation of internal and external activities/events, collating and recording defined information documentation as requested, to ensure activities are administered efficiently. * Follow established ordering procedures to ensure adequate resources are available to meet work requirements. * Maintain financial, and/or stock records, and review data to contribute to resource planning. * Assign standard or routine tasks to others and be responsible for making sure they are completed correctly and to schedule, to ensure service quality standards are maintained. * Managing own work from start to finish. * Within appropriate legislative parameters, check mail/e-mails received by Line Manager/s, dealing with straightforward issues in order to reduce the volume of work directed to Line Managers and ensuring that Line Manager/s is/are appropriately informed of actions taken. Maintain and prioritise Senior Manager/s diary/diaries. * Monitor spend and budgets, highlighting potential overspend to Senior Manager/s. * Supervise other staff, ensuring that work is appropriately allocated and providing hands-on training as required. * Produce management information from data and/or statistics in order that accurate and reliable information is available for unit/departmental decision making. * Administer events requiring a high degree of personal initiative and responsibility such as conferences or seminars. * Develop and maintains spreadsheets and simple databases. | | |
| **Key Working Relationships** | *The key working relationships for each role will be specific and will be agreed by the Manager. Listed below are typical key working relationships activities for this role.*   * Will have an identified individual(s) responsible for their supervision as well as their training and development programme. * May have responsibility for day to day supervision for a small number of staff with clearly defined responsibilities. * Regular contact with academic and/or support staff across own Division or Faculty and/or with students. * External contacts with suppliers and providers of services. | | |
| **Job Boundaries** | (\*See behavioural competency descriptions)  Plans and prioritises own work/others.  Decision making – still mainly within established routine/precedents, but more variation and lack of precedent than previous grade.  Initiative / Achieving Goals - Determines best method to achieve goal and maintains flexibility ensuring effective delivery of work. Uses initiative to resolve problems where the solution may not be immediately apparent  Is required to contribute to changes in own area  Supervision is available but not stringent. | | |
| **Working Environment/Special Circumstances** | *The demands of the role will be straightforward, typically involving the use of standard office equipment. Routine use of a PC or keyboard or other office equipment and devices for inputting data or finding information. Use of AV equipment*  *Responsibility for health and safety is that of due care and diligence. Be aware of the risks in the work environment and their potential impact on own work and that of others.*  *Will be sensitive and considerate of staff and student’s pastoral/welfare needs which may include dealing with signs of distress. Will seek guidance where necessary and refer an individual on to the appropriate party where further advice is needed*  *Provide support on work related issues particularly to members of work team*  *Perform a variety of administrative tasks to high levels of accuracy under tight timescales. Occasional working outside of normal working hours may also be required and annual leave may be restricted during such busy times.* | | |
| **Dimensions**  Finance  Staff  Customer  Operational  Administrative | May have delegated responsibility for monitoring use of an allocated budget.  May make recommendations about the maintenance, development and improvement of physical resources within their defined area of authority.  May supervise a small team | | |
| **Functional Competencies** | **Key Skills & Knowledge Required** | | **Essential/ Desirable** |
| * Leaving Cert or equivalent * Technical/Professional qualification if required for role * \* years experience in a similar role | |  |
| **Behavioural**  **Competencies** | **Enablers of Success** | **Level** | **Comments** |
| **Customer Focus** | Strives to tailor service to customer needs  Encourages others to focus on the customer  Identifies and clarifies individual customers needs | 2 |  |
| **Planning & Organising** | Plans activities thoroughly for self / others.  Makes best use of all available resources | 2 |  |
| **Using Initiative, Achieving Goals** | Determines best method to achieve goal and maintains flexibility ensuring effective delivery of work  Uses initiative to resolve problems where the solution may not be immediately apparent | 2 |  |
| **Decision Making & Problem Solving** | Resolves both problems that occur on a regular basis and more complex infrequent problems. Uses judgment to assess exceptions | 2 |  |
| **Effective Communication** | Communicates detailed information clearly both written and oral | 2 |  |
| **Team & Collaborative working** | Fosters a collaborative /teamworking spirit.  Actively helps and supports others to achieve team goals | 2 |  |
| **Effective Networking and Relationships** | Nurtures relationships and contacts, both internal and external as sources of information and expertise to support work activities. | 2 |  |
| **Innovation & Creative Thinking** | Has the ability to think creatively and strives to continually improve own processes and areas of business | 2 |  |
| **Change, Adaptability and Flexibility** | Recognises where changes can be made and takes steps to make those changes. Gains commitment from others to change | 2 |  |
| **Leadership** | Gives direction and instruction.  Keeps people informed and gets the best out of people through enthusiasm and recognition | 2 |  |
| **Continuous Development** | Takes a positive approach towards development of self and others. Provides regular encouragement and support to reinforce key behaviors in others. | 2 |  |
| **Thinking & Acting Strategically** | Understands the culture and goals of the University as they relate to own area. Generates ideas which contribute to the Department or unit plans. | 2 |  |

\* Level of experience required to be determined by Line Manager

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| **Grade Title** | **EXECUTIVE ADMINISTRATOR** | | |
| Examples include: Specialist Project Worker /Marketing Officer | | | |
| **Job Purpose** | Role holders will have a good understanding and theoretical knowledge of a relevant professional, specialist, technical or administrative field, they will be developing and extending their experience within the higher education context.  Role holder will be involved in the provision of advice and/or defined services to colleagues, students and other service users, which is more complex than that provided at Executive Administrator Grade, but still within a clear policy framework and approach defined by others and with  support available to help in difficult situations  In some cases, role holders will supervise a small team or lead a team permanently or in project activity. They will be expected to provide regular informal constructive feedback on performance to others in order to improve capability and confidence and stay current in own field of expertise.  The role holder will typically be accountable for the quality of service delivery in their own practice or immediate area of responsibility. 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 will contribute to the development of operational plans, and ensure plans are fully implemented, they will monitors progress to operational objectives.  They will have professional autonomy and discretion within operational policies and precedents. They may represent the University on national or international committees/networks.  They will be expected to make a contribution towards the resolution of more complex problems or longer-term issues. They will be expected to contribute to the identification of gaps in information and systems, and report accordingly to their line managers | | |
| **Key Accountabilities** | *Key deliverables/accountabilities are specific to each role and will be assigned by the Manager.*   * Research, collate, organise and edit material for inclusion in reports/documents. * This may involve identifying gaps or shortfalls in information and searching for sources of information to fill these. * Assess data/statistics/financial reports, interpreting and reporting patterns and trends and highlighting and prioritising issues for further investigation to support informed decision making. * Provide advice to peers and customers, responding to and independently resolving a range of standard and unforeseen issues within pre-determined operational limits. * Manage, develop a team, delegating and allocating work as required. * Identify training needs within a team, organising and, on occasion, delivering training to meet these needs. * May deliver training, formally or informally, to users within the postholders’ area of specialism. * Contributes to the development of operational plans, ensures plans are fully implemented, monitors progress to operational objectives. * Decides how to improve manual and computerised systems, in line with unit/departmental objectives. * Attends meetings, as requested by a manager, to support unit/departmental work and activities and to report back on main discussion points. * Researches and recommends to a Line Manager, improvements / new solutions to meet business requirements and implements. | | |
| **Key Working Relationships** | *The key working relationships for each role will be specific and will be agreed by the Manager. Listed below are typical key working relationships activities for this role.*   * May manage an administrative and / or specialist team with clearly defined responsibilities or provide leadership to small project teams. * Will have a clearly defined line manager. Regular contact with academic and/or support staff across own Division) or Faculty and with students. * External contacts with suppliers and providers of services. | | |
| **Job Boundaries** | (\*See behavioural competency descriptions) | | |
| **Special Circumstances** | *The demands of the role will be straightforward, typically involving the use of standard office equipment. Routine use of a PC or keyboard or other office equipment and devices for inputting data or finding routine information. Use of AV equipment.*  *Responsibility for health and safety is that of due care and diligence. May have to carry out risk assessment*  *Will be sensitive and considerate of staff and student’s pastoral/welfare needs which may include dealing with signs of distress. Will seek guidance where necessary and refer an individual on to the appropriate party where further advice is needed.* | | |
| **Dimensions**  Finance  Staff  Customer  Operational  Administrative | * Some roles at this level involve supervision of other staff, others involve undertaking specialist function, leading a team within the same professional area or lead substantial operational projects. * 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. | | |
| **Functional Competencies** | **Key Skills & Knowledge Required** | | **Essential/ Desirable** |
| * Higher Education/Professional/Technical qualification or substantial acquired experience in a third level environment * \* years experience in a similar role | |  |
| **Behavioural**  **Competencies** | **Enablers of Success** | **Level** |  |
| **Customer Focus** | Consistently strives to enhance existing services and influences resultant action plans. | 3 |  |
| **Planning & Organising** | Contributes to the development of operational plans, ensures plans are fully implemented, monitors progress to operational objectives.  Seeks to improve how resources are used | 3 |  |
| **Using Initiative, Achieving Goals** | Implements processes to enable the achievement of the Division/Faculty goals and objectives | 3 |  |
| **Decision Making & Problem Solving** | Recognises patterns, and connections. Looks at a complex problem from many angles. Exercises good judgment, makes well informed decisions in a timely manner; consults with others as appropriate before implementing decisions | 3 |  |
| **Effective Communication** | Tailors communications to effectively reach an audience.  Ability to influence and negotiate within requirements of role. | 3 |  |
| **Team & Collaborative working** | Builds teamwork, works collaboratively with team members and colleagues | 3 |  |
| **Effective Networking and Relationships** | Uses internal/external networks and relationships to identify and develop opportunities which may be of relevance to UL/department. | 3 |  |
| **Innovation & Creative Thinking** | Implements new progressive programmes/processes | 3 |  |
| **Change, Adaptability and Flexibility** | Introduces and promotes the need for change and implements new approaches, to improve processes and services | 3 |  |
| **Leadership** | Leads by example.  Sets standards for oneself and others. | 3 |  |
| **Continuous Development** | Provides regular informal constructive feedback on performance to others in order to improve capability and confidence. Stays current in own field of expertise | 3 |  |
| **Thinking & Acting Strategically** | Has an in depth understanding of how own department operates and its’ linkages with other UL departments or other delivery partners. Contributes operationally to the development of strategy in own area of responsibility | 3 |  |

\* Level of experience required to be determined by Line Manager

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| **Grade Title** | **SENIOR EXECUTIVE ADMINISTRATOR** | | |
| Managers / Professionals  *Examples of jobs at this grade – Accountant, HR Specialist, Senior Departmental Administrators, Career Guidance Specialist* | | | |
| **Job Purpose** | Role holders will have a broad knowledge of their discipline and, where appropriate, will be professionally qualified and have in depth specialist skills and knowledge. They will have the ability to lead/manage a team either permanently or in project activity and/or will be regarded as experts in their technical field  Supervisory roles will involve scheduling and prioritising the work of the team, allocating tasks and activities and monitoring progress against targets. Planning and organising must also take into account whether the team members have the appropriate skills and whether on-the-job training is required. Whilst there will be some element of motivation, the main thrust of interaction with staff is on the clarification of process and objective. Non-supervisory roles will involve specialist co-ordination of a project or service or similar. This will necessitate working with customers to clarify needs, running a system or service to meet agreed standards and may involve negotiating with suppliers within defined parameters.  They will be responsible for providing professional or specialist or technical or administrative (as the case may be) advice and expertise, direction and input across a range of activities.  They will play a significant part in setting operational procedures and will typically be accountable for the quality of service delivery in their own practice and/or immediate area of responsibility.  Role holders will provide inputs to the development of new systems and procedures and will require an understanding of the professional, legal, regulatory and policy requirements of the environment in which they work. Will need to resolve relatively complex issues, respond to the changing work environment and manage change in their area of responsibility.  Dealing with people is an important ingredient, whether they are staff supervised by the jobholder, contractors or customers, and there is often budgetary responsibility or impact.  They may represent the University on national committees/networks.  There will be a need for liaison and co-ordination of activities, across a number of subsections of a Division/ Faculty or the University. | | |
| **Key Accountabilities** | * Provide specialist/professional advice and recommendations within a procedural and policy framework or within professional guidelines to support informed decision making. * Explain and develop an understanding and expertise of technical/regulatory information or other complex issues to stakeholders. * Design and/or deliver a variety of service support mechanisms (.eg.training/workshops, training/promotional materials, system modifications) to maximise service quality, efficiency and continuity. * Contribute to Departmental or larger University wide projects as part of a project team, to improve service provision. * Oversee resources and make recommendations about the allocation of resources within a defined unit of work. * Contribute to long term planning activities by providing ideas on service development within unit/departmental teams. * Identify and make recommendations for improvement * Supply data and information to other department/units or to external agencies (e.g. funding councils) as required. * Analyse and interpret management data and information and contribute to the production of management reports. * Manage a team of colleagues operating within a sub-section of a department, recruiting, monitoring the work of and supporting team members to ensure that individual contributions are maximised. * Advise and gain the support of others (e.g. staff, contractors, external agents) in order to ensure the delivery of services/project objectives, where there is no line management responsibility. | | |
| **Key Working Relationships** | *The key working relationships for each role will be specific and will be agreed by the Manager. Listed below are typical key working relationships for this role.*   * Likely to manage a team of staff or a co-ordinate work . * Likely to be line managed by a senior manager in the Division / Faculty. * Likely to spend time dealing with staff from across the University or Faculty on policy and delivery issues. * Will actively support those in more junior positions. * May take active role in professional bodies and inter-university organisations (as appropriate). * Regular contact with academic and/or support staff across own Divisionor Faculty and/or with students. * External contacts with suppliers and providers of services | | |
| **Job Boundaries** | *Refer to Competency Descriptors* | | |
| **Working Environment/Special Circumstances** | *Use of standard office equipment. Routine use of a PC or keyboard or other office equipment and devices for inputting data or finding information. Use of AV equipment.*  *Responsibility for health and safety is that of due care and diligence. May have to carry out risk assessment*  *Will be sensitive and considerate of staff and student’s pastoral/welfare needs which may include dealing with signs of distress. Will seek guidance where necessary and refer an individual on to the appropriate party where further advice is needed.* | | |
| **Dimensions**  Finance  Staff  Customer  Operational  Administrative | * Deliver services within budget and may be accountable for a budget. * Manage the maintenance, development and improvement of relevant physical resources. * Contribute to resource and budget planning within their own area of responsibility * May directly supervise staff or co-ordinate the work of specialists/project team | | |
| **Functional Competencies** | **Key Skills & Knowledge Required** | | **Essential/ Desirable** |
| * Higher Education/ Professional/Technical qualification or substantial acquired experience in a third level environment * \* years experience in a similar role | |  |
| **Behavioural**  **Competencies** | **Enablers of Success** | **Level** | **Comments** |
| **Customer Focus** | Ensuring a ‘customer focussed’ approach is implemented in own area. Systematically analyses customer information | 4 |  |
| **Planning & Organising** | Contributes to the development of business planning.  Project management of operational plans.  Monitors progress and ensures that corrective action is taken to meet targets | 4 |  |
| **Using Initiative, Achieving Goals** | Contributes to the identification of stretched objectives for delivery. Ensures processes and procedures are in place for the delivery of the service | 4 |  |
| **Decision Making & Problem Solving** | Analyses, assesses, resolves / makes recommendations on complex problems  Proactively solves problems to affect change, makes informed decisions. Takes responsibility and is accountable. | 4 |  |
| **Effective Communication** | Communicates persuasively and confidently both to external and internal groups.  Plays a representational role. | 4 |  |
| **Team & Collaborative working** | Establishes Teams and manages the team process.  Is aware of campus diversity and incorporates this into forming a team / team objectives | 4 |  |
| **Effective Networking and Relationships** | Develops internal/external relationships with a University focus, to resolve both short-term issues and advance longer-term projects/work | 4 |  |
| **Innovation & Creative Thinking** | Identifies designs and develops innovative programmes and processes | 4 |  |
| **Change, Adaptability and Flexibility** | Involves and motivates others in finding improved ways of working. Manages specific change projects | 4 |  |
| **Leadership** | Leads by example at individual, team and peer level. Demonstrates suitable people management styles in order to motivate and manage performance effectively | 4 |  |
| **Continuous Development** | Actively seeks out opportunities to learn and develop.  Actively promotes learning and development in others | 4 |  |
| **Thinking & Acting Strategically** | Contributes to the development of key goals, implements agreed priorities and, communicates the vision to others | 4 |  |

\* Level of experience required to be determined by Line Manager

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| --- | --- | --- | --- |
| **Grade Title** | **Senior Administrative Officer 1** | | |
| ***Examples include:*** *Management Accountant, Senior HR specialist/managers* | | | |
| **Job Purpose** | Role holders at this level will be professional specialists, administrators and/or managers with high-level expertise based upon relevant professional qualifications and/or extensive vocational experience.  They will exercise, within their particular Division or Faculty a substantial degree of independent responsibility and discretion to develop, implement or revise policies and processes. They will typically either be managing a team or teams or, as senior individual expert contributors, tackling significant planning and/or operational projects. They will be expected to set quality and professional standards in their area, develop relevant systems/procedures and have significant influence upon the structure and development of that area of activity.  These roles will be responsible for developing and implementing operational plans, and contributing to longer-term plans for their area that fit within broader functional and University strategies. They will have some input into wider University plans with long term impact. They will initiate and lead changes in response to University policy or pressures from the external environment.  In some functions, they will be the most senior professional member of staff. They will be involved in representing the University on national or international committees/networks and use these assessing developments in other comparable environments.  Post holders will be typically required to solve problems where the optimal solution may not be immediately apparent and there is a range of information or where there is diverse, partial and sometimes conflicting data with a range of potential options available. Significant evaluation, analysis and interpretive thought are therefore required to resolve ambiguity and work within grey areas. | | |
| **Key Accountabilities** | *Key deliverables/accountabilities are specific to each role and will be assigned by the Manager.*   * Provide high level/expert advice on issues/problems; inaccurate interpretation or advice at this level is likely to have a significant and long term impact. * Advise professional colleagues at a more junior level on how to solve issues outside their capability. Specialist post holders at this level may be the last opportunity to internally resolve problems within their professional area. * Production of reports for Division/Faculty/University wide consideration and presentation of same at senior University committees to ensure institutional approval of decisions and to meet University accountability obligations. * Manage the demands and expectations of customers/stakeholders by setting priorities and service levels, pre-empting customer needs and identifying opportunities to change and improve within the post holders’ areas of responsibility. * Help to shape strategic direction of post holders’ areas of activity, initiating and managing change, and organising the activities of others to support Division or Faculty objectives. * Manage resources and budgets with discretion to make decisions or judgements which have an impact on the nature or scale of resources across the functional area/project(s) managed. * Interact at senior levels within the University and represent a function/departments work activities on internal and external platforms. * Provide expert input to internal and external meetings, influencing and facilitating different opinions to reach a consensus, negotiating terms and promoting/facilitating change as necessary. * Post holder may manage a group of staff across a functional area/section to ensure all relevant (normally) annual targets and goals are delivered within allocated resource constraints, making judgements and decisions regarding the utilisation of staffing. * Develop/improve the capability of staff within the work area, motivating and mentoring them to ensure that they meet current and future requirements. | | |
| **Key Working Relationships** | *The key working relationships for each role will be specific and will be agreed by the Manager. Listed below are typical key working relationships for this role.*   * Will usually be line managed by Head of Division or Dean of Faculty * Will interact regularly with senior University managers * Will have contact with individuals from across the full spectrum of the University. * Will interact with people of similar status outside the University. * May participate in the activities of national professional bodies. * External contacts with suppliers and providers of services | | |
| **Job Boundaries** | *Refer to Competency Descriptors*   * Independent and collaborative decision making is likely to have a long term and/or considerable impact * Required to contribute strategically. * High levels of professional autonomy | | |
| **Working Environment/Special Circumstances** | *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.* | | |
| **Dimensions**  Finance  Staff  Customer  Operational  Administrative | * Manage the allocated budget for their area of responsibility and/or projects effectively * Contribute to forward financial and resources planning, including promoting cost effectiveness/value for money. * May manage a team or teams or, as senior individual expert contributors, tackling significant planning and/or operational projects | | |
| **Functional Competencies** | **Key Skills & Knowledge Required** | | **Essential/ Desirable** |
| * Higher Education/ Professional/Technical qualification or substantial acquired experience in a third level environment * \* years experience in a similar role | |  |
| **Behavioural**  **Competencies** | **Enablers of Success** | **Level** | **Comments** |
| **Customer Focus** | Consistently looks for opportunities to improve the business area.  Develops and implements customer standards and plans to achieve the highest possible standards of service excellence | 5 |  |
| **Planning & Organising** | Responsibility for the development of a business plan for own area, which contributes to the UL strategic plan.  Secures and makes best use of resources to manage fluctuating  demands  Responsibility for the design and planning of key projects.  Is focused on value for money | 5 |  |
| **Using Initiative, Achieving Goals** | Is responsible for setting and meeting challenging goals and objectives | 5 |  |
| **Decision Making & Problem Solving** | Analyses situations at both a strategic and operational level. Identifies the key issues, and solutions  Acts decisively with sound judgment. | 5 |  |
| **Effective Communication** | Able to effectively present to and facilitate influential groups either within the University or externally. Influences outcomes | 5 |  |
| **Team and collaborative working** | Leads a cohesive team approach by promoting the importance of working both within and across departments and locations to achieve team and wider UL strategic objectives | 5 |  |
| **Effective Networking and Relationships** | Builds and expands networks and coalitions, to achieve both operational and strategic goals. | 5 |  |
| **Innovation & Creative Thinking** | Identifies gaps against best practice (nationally & internationally). Puts forward proposals and develops strategic implementation plans to introduce new and improved ways of operating | 5 |  |
| **Change, Adaptability and Flexibility** | Leads change projects that have an important strategic impact on the University. Effectively plans for and manages their implementation | 5 |  |
| **Leadership** | Communicates the vision. Sets strategic direction for own part of the business ensuring buy in to the decision making process and commitment to decisions made | 5 |  |
| **Continuous Development** | Leads continuous professional and personal development in support of the department, area and the University overall | 5 |  |
| **Thinking & Acting Strategically** | Develops and manages the implementation of plans for own department/area. Contributes actively to University strategy | 5 |  |

\* Level of experience required to be determined by Line Manager