

Aberystwyth University - Role Profile Description

Title: Administration, Managerial and Professional 6b

COMMUNICATION

(a) Oral Communication

Understands and communicates information that may be straightforward or require explanation or interpretation in order to help others understand, and will need to take into account both what to communicate and how.

For example:

- Provide information to users of the service, ensure the correct information is provided and may on occasions necessitate interpretation or tailoring information to meet the needs of the user
- Deliver oral reports to meetings
- Conduct briefing sessions on a variety of issues which may include an element of training
- Deal with queries from staff and students and potential students, gain understanding of the precise details of the query and provide a suitable response
- Communicate detailed technical information or problems to colleagues or other contacts

(b) Written Communication

Understands and communicates information that may be straightforward or require explanation or interpretation in order to help others understand, and will need to take into account both what to communicate and how.

For example:

- Draft letters, emails or memos to staff, students or external bodies
- Respond to written queries from users of the service or external agencies including the application of procedures, technical, specialist or personal information all of which may require explanation
- Issue contracts or other formal documents using templates with modifications where appropriate
- Contribute information to reports which may include compiling statistical or financial information and writing a commentary to describe the results
- Draft or amend procedures to meet changes in policy or produce operational guides to support various procedures

TEAM WORK AND MOTIVATION

Lead/Manage/Supervise a team, including setting work, monitoring results and providing feedback to the team and its members.

For example:

- Set objectives, organise and delegate work to team members according to their individual skills and abilities
- Ensure staff are aware of deadlines for work, reassign or reschedule work if priorities change
- Encourage staff to cooperate to resolve problems or where work demands the involvement of staff with different skills
- Motivate staff by ensuring they have the skills necessary to do the work and involving them in team discussions
- Manage small projects, including staff and resources

LIAISON AND NETWORKING

Have contact with staff outside own work team or external to the University using existing procedures to ensure the effective exchange of information and to build relationships to facilitate future working.

Participate in internal or external formal networks, committees or working groups to pass on or receive information and data

For example:

- Create links to members of other teams or departments to ensure a good level of service and co-operation, e.g. finance, HR, printing services, others undertaking similar roles in other departments
- Create links to external bodies to ensure a good level of service or cooperation e.g. suppliers, banks, customers, technical support teams or forums
- Participate in University groups to pass on or receive information e.g. Printing Working Group, the Examinations Group and the Management Information Advisory Group
- Participate in external groups to pass on or receive information e.g. Welsh Purchasing Card User Group

SERVICE DELIVERY

Explore the customer's requirements and adapt the service provided to ensure that those requirements are met. May also approach internal or external contacts to deliver a service that falls within current policies or procedures.

For example:

- Determine the standards of service required through discussion with the service user
- Adapt the service, where possible, to meet the users requirements e.g. students seeking employment places, adapt the content of workshops to suit the needs of attendees
- Ask for feedback regarding the service and act upon any suggestions for improvement
- Promote services to potential users e.g. through leaflets, posters, personal visits, mailing lists, websites, presentations

DECISION MAKING PROCESSES

Take decisions that have a short to medium term effect on the work team or a number of customers.

Work with others to reach decisions that have a short to medium term effect on the work team or a number of customers.

Provide advice to others to enable them to reach decisions that have a short to medium term effect on the work team or a number of customers.

For example:

- Take independent decisions on the interpretation of data to allow others to act upon it, the purchase of stock, supplies or contractors within a budget, personal authorisation limit and to agreed specification and the recruitment of temporary staff
- Take decisions with others on projects, budgets, website content and the purchase of equipment beyond budget authorisation level, through the participation in committees and working groups.
- Provide advice to others on the application of policies, procedures and legislation to enable them to make effective and informed decisions

PLANNING AND ORGANISING RESOURCES

Organise the work and resources of the work team to meet agreed objectives, or manage a specific project requiring detailed project planning.

For example:

- Plan the work loads of self and staff ensuring that they have the knowledge and resources to carry out the work to time and in budget ensure a flexible response to changes in demand and the relevant work cycles of the department or University
- Organise the work of tutors, contract, temporary or trainee staff, including the resources they require to undertake the work required
- Organise project work, including planning University or department events to meet agreed objectives and deadlines

INITIATIVE AND PROBLEM

Solve problems where the solution is not necessarily obvious using initiative and reasoning.

For example:

- Resolve technical issues with computer hardware, software and websites
- Resolve a variety of problems raised by staff, students, parents or visitors, these may be straightforward or demand a more lateral solution
- Resolve problems with accessing or processing data from computer systems

ANALYSIS AND RESEARCH

Analyse routine data or information from standard sources using existing procedures.

For example:

- Collate statistics related to the use of a service
- Collect and analyse feedback information from users of a service and report
- Generate reports from computer systems and may be required to provide a commentary on the outcomes indicating trends or investigate discrepancies
- Undertake internet and literature research into specific problems or to monitor trends or developments within own area of interest

SENSORY AND PHYSICAL DEMANDS

Complete basic tasks that need little instruction and involve light, if any, physical effort.

WORK ENVIRONMENT

Work in a relatively stable environment which has little impact on the way work is carried out.

On occasions recognise when an environment could adversely affect own work or that of colleagues and take action, within guidelines, to minimise any negative impact, e.g. through following risk assessments.

- Be aware of any health and safety issues in the work place and act accordingly, follow any procedures indicated as part of a risk assessment and report any issues or concerns
- On occasion may be responsible for undertaking straightforward risk assessments and ensuring that staff follow the procedures identified

PASTORAL CARE AND WELFARE

Respond sensitively to those needing help or showing signs of distress and involve relevant trained people when appropriate.

On occasions use standard procedures to provide advice on commonly occurring welfare issues, and refer on to professionally trained staff when appropriate.

For example:

- Deal tactfully and sensitively with staff or students when they come into contact with them through their work, , refer users to appropriate help when necessary
- Occasionally advise on financial or personal problems, sickness, absence, grievance, disciplinary and other procedures for staff, know at what point to refer the matter on

TEAM DEVELOPMENT

On occasions provide advice or guidance to new colleagues in the role or team on standard procedures and information.

On occasions train or guide others on specific tasks, issues or activities on the basis of own knowledge and experience.

On occasions carry out training or development activities with individuals or groups, including assessment of current capability, use of appropriate training techniques, assessment of outcomes and provision of feedback.

For example:

- On occasions take part in the induction of new team members by showing them around and introducing them to the work that they do
- On occasion deliver or organise relevant training to staff to enable them to perform their work when required and/or provide guidance to staff in the team on the operation of equipment and procedures as necessary
- On occasion assess training needs of staff and deliver appropriate activities to meet the needs, assess the effectiveness and provide feedback through formal and informal means

TEACHING AND LEARNING SUPPORT

Deliver existing teaching or training materials to introduce students or others to standard information or procedures.

For example:

- Show staff and students relevant procedures that must be followed, e.g. financial regulations
- Show staff and students specific pieces of equipment e.g. credit card machines

KNOWLEDGE AND EXPERIENCE

Have sound knowledge of the theory and practice that affects the role and demonstrate continuous development of skills and competencies.

For example:

- Understand, be able to use and seek to develop processes or procedures that are relevant to the role
- Broad understanding of the work of the department as a whole and how the role fits in to this
- Seek to develop knowledge and apply learning to the role
- Understand and be able to use the theory associated with carrying out the role