

Aberystwyth University - Role Profile Description

Title: Campus Services 4

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:

- Deal with requests from customers and explain procedures or options available, ensure that they understand and can make informed decisions
- Provide information to service users including explaining how a piece of equipment is used or why a particular service or facility may not be available
- Communicate new work requirements to staff ensuring they understand what is required of them and why e.g. new policies and procedures
- Discuss specifications for supplies

(b) Written Communication

Understands and communicates straightforward information in a clear and accurate manner.

On occasions there may be a requirement to understand and communicate information which requires either interpretation or explanation.

For example:

- Maintain records of activities as required by legislation or internal procedures
- Communicate with colleagues in writing particularly to pass on information
- Write stock orders and maintain appropriate records of stock deliveries and levels
- Complete incident reports
- On occasion may maintain records for payroll including timesheets, holidays, time off in lieu etc

TEAM WORK AND MOTIVATION

Work as an active member of a team through the provision of support to other team members, and demonstrating a flexible approach and helping to build team morale.

Frequently undertake some team leader/line manager/supervisory duties in a team or project, including setting work, monitoring results and providing feedback to the team and its members.

For example:

- Work as part of a team providing support and encouragement to other team members
- Provide cover for absent colleagues
- Work flexibly adopting new idea and ways of working when appropriate

- Learn from others in the team and share own knowledge and experiences
- May frequently set work and provide direction for team members and monitor their performance and provide feedback including praise for achievements

LIAISON AND NETWORKING

Have contact with staff outside own work team to pass on or receive information and data using existing procedures

For example:

- Create links to other staff who are involved in provided different aspects of the service to receive and pass on information; users of the service to ensure that the work is completed to time and any issues are flagged
- Liaise with those who take charge of incidents to ensure complete and accurate information is passed on; including the police and other emergency services

SERVICE DELIVERY

Respond promptly and accurately to those who request information or a service. This will usually involve routine tasks within a defined procedure or to a set standard. Refer request on to the right person if necessary.

Frequently be required to explore the customer's requirements further and adapt the service provided to ensure that those requirements are met. May also approach internal or external contacts to provide a service that falls within current policies or procedures.

For example:

- Provide services to an agreed standard as specified by procedure documents or standards of service
- Respond to requests for information or work promptly if it is within predetermined procedures and refer to others where it is not
- Frequently work with those requesting a service to ensure the service provided fits their needs by for example responding to the requirements or specific events

DECISION MAKING PROCESSES

Take decisions that have a short term and local effect.

Work with others to reach decisions that have a short term and local effect.

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 stocking vending machines, when to report student behaviour and which vehicle to allocate to which user when they book
- Take decisions with others on where and how library stock is stored, how to address issues for example health and safety issues
- Provide advice to management team on equipment purchases using their experience

PLANNING AND ORGANISING RESOURCES

Organise own work and resources to meet agreed objectives.

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

For example:

- Plan own work in accordance with schedules and ensure have adequate resources to complete tasks
- Be prepared to vary the schedule of activities in response to demands
- Plan the servicing and repair of equipment around seasonal changes or the academic year
- Frequently organise the work of own team, ensuring that they have the resources available to complete tasks and understand their objectives. This is usually in the context of predetermined schedules of work.

INITIATIVE AND PROBLEM SOLVING

Solve day to day problems as they arise using the available guidelines and referring to others when necessary.

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

For example:

- Notice when a problem arises and resolve if existing procedures cover the particular circumstance, may frequently seek to resolve on own or refer to supervisor for additional guidance as determined by own knowledge and experience
- Respond to problems created by inadequate data, e.g. vehicle bookings, library stores requests etc, seek further clarification if necessary
- Frequently deal with equipment failure and make alternative provisions for the service until it is repaired
- Frequently deal with unacceptable behaviour from service users

ANALYSIS AND RESEARCH

Establish the basic facts in a situation and inform others if necessary.

Frequently analyse routine data or information from standard sources using existing procedures.

For example:

- Maintain counts of facilities users e.g. sports facilities
- Maintain stock records and ensure products are re-ordered when they reach an agreed level
- Collect data such as temperature readings in book, stores, kitchens or serving areas
- Produce reports on incidents that have occurred on campus or in the residences, establish the basic fact of what happened

- Frequently ask for details relating to incidents on campus to establish what happened and for further investigation
- Frequently record and reconcile till, bar or parking meter takings
- Frequently collate timesheet details for authorisation and payroll purposes

SENSORY AND PHYSICAL DEMANDS

Complete tasks that need some learned techniques, skills or routines or involve moderate physical effort.

For example:

- Undertake manual handling as required including moving stores, supplies, plant material etc
- Use equipment for catering, cleaning, grounds maintenance and sports facilities
- Use personal and other safety equipment when appropriate

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.

For example:

- Ensure work is conducted safely and with due regard to the safety of others using the grounds
- Follow risk assessment protocols when required
- Use personal protective equipment when risk assessments indicate it is required

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:

- Frequently 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

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.

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 for team members 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

TEACHING AND LEARNING SUPPORT

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

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