

## ROLE PROFILE GRADE 4 (Manual, Clerical and Technical)

Role Title	Points Range
Grade 4 (Manual, Clerical & Technical)	191 - 200

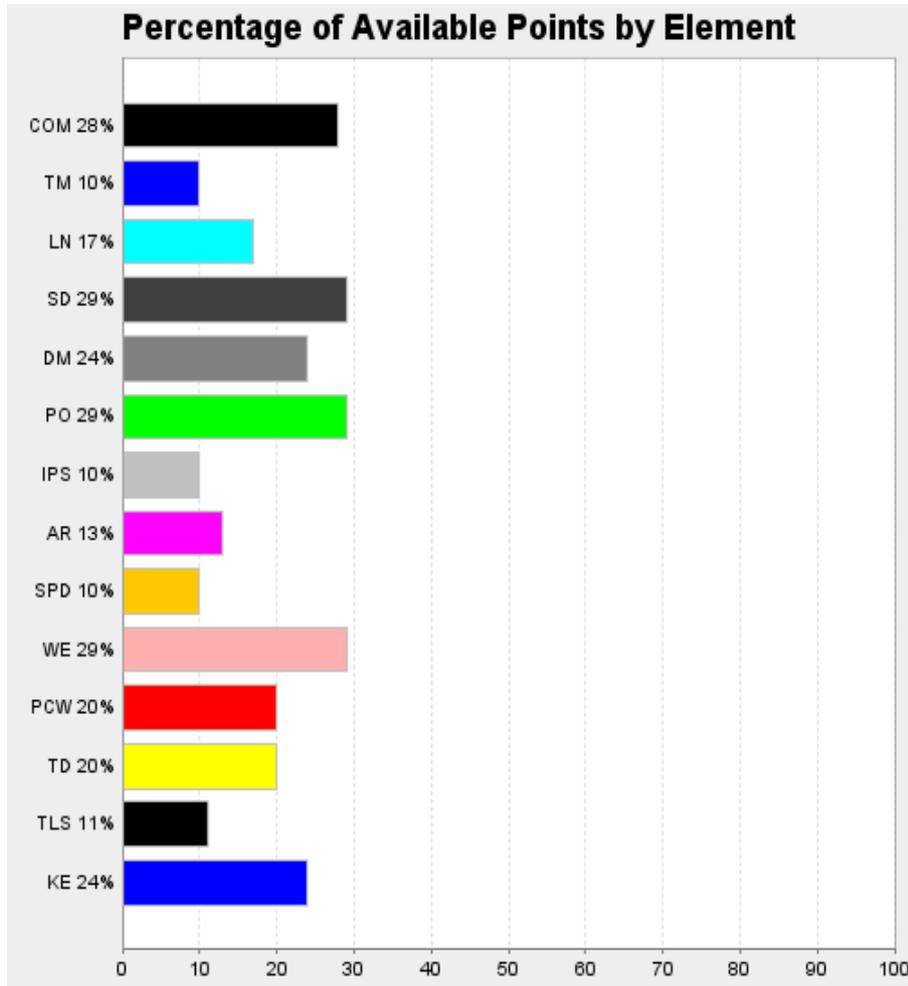
<b>1. COMMUNICATION</b>
<p>(a) Oral Communication. May frequently receive, understand and convey straightforward information in a clear and accurate manner. Examples might include, replying to simple requests for information, passing on messages and handling routine telephone enquiries.</p> <p>May also, on occasions, need to receive, understand and convey information which needs careful explanation to help others understand; taking into account what to communicate and how best to convey the information to others. Examples might include explaining procedures, regulations or course requirements, showing someone how to operate equipment or providing feedback where tact and diplomacy are required.</p> <p>(b) Written Communication. May frequently receive, understand and convey straightforward information in a clear and accurate manner. Examples may include, taking messages, preparing standard letters, confirming appointments and handling straightforward correspondence including emails.</p>
<b>2. TEAM WORK AND MOTIVATION</b>
<p>Mainly be required to participate in and deliver their contribution to a team, be co-operative when asked but may not be required to take a proactive role in the team.</p> <p>There may also be an occasional need to be supportive and encouraging of others in the team or to help build co-operation by setting an example and showing a flexible approach to delivering team results. For example occasionally offering support to colleagues in a team where members are pulling together or the team is self directed, leadless or has a remote leader.</p>
<b>3. LIAISON AND NETWORKING</b>
<p>Generally required to carry out standard day to day liaison using existing procedures in order to pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively.</p> <p>May also be required to participate in networks (outside of their immediate team) within the institution or externally in order to pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively. An example may include being part of a Health and Safety Committee or participating in a working group or forum.</p>
<b>4. SERVICE DELIVERY</b>
<p>Mainly be required to deal with internal or external contacts who ask for a service or require information; create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures. Examples may include responding to requests for information from employees, students, parents or members of the public.</p>

<p><b>5. DECISION MAKING PROCESSES</b></p>
<p>May be required to make independent decisions which have a minor impact, that affect only the role holder or immediate colleagues and can be undone quickly with little implication. Examples may include choosing stock from a preferred suppliers list, deciding when to hold a meeting or buying low cost items within a local budget.</p> <p>May be required to be party to some collaborative decisions; work with others to reach an optimal conclusion which have a minor impact. For example decisions made between the role holder and their manager about routine work matters.</p> <p>Possibly may also be required to provide advice or input that will contribute to the decision making of others which have a minor impact, such as giving feedback on the usage of a service or recommending a product to sell/buy.</p>
<p><b>6. PLANNING AND ORGANISING RESOURCES</b></p>
<p>Generally required to complete tasks to a given plan following the instruction of others, with allocated resources, for example working to a set pattern each day. However, in the addition there may be a requirement to plan, prioritise and organise their own work or resources to achieve agreed objectives. Examples may include deciding how and when to respond to requests for information, when to order replacement stock.</p> <p>OR</p> <p>Will mainly be required to plan, prioritise and organise their own work or resources to achieve agreed objectives. Examples may include deciding how and when to respond to requests for information, when to order replacement stock.</p>
<p><b>7. INITIATIVE AND PROBLEM SOLVING</b></p>
<p>Mainly required to solve standard day to day problems as they arise either by choosing between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before. The role holder should be able to recognise when a problem should be referred to others. Problems dealt with will usually be the type that recurs on a regular, routine basis.</p>
<p><b>8. ANALYSIS AND RESEARCH</b></p>
<p>Generally required to establish the basic facts in situations which require further investigation and inform others if necessary. Examples may include; balancing money in a cash register and reporting any mismatch, carrying out routine maintenance checks and reporting faults, checking stock levels against an inventory.</p>
<p><b>9. SENSORY AND PHYSICAL DEMANDS</b></p>
<p>May be required to complete basic tasks which would require either a minimum of instruction or light, if any, physical effort, involving the use of simple generally available tools or equipment. Examples might include using standard office or laboratory equipment, light gardening or maintenance tools, basic kitchen equipment or occasionally moving goods/light objects/equipment.</p> <p>OR</p> <p>May be required to carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort. Examples might include touch or audio typing for more than 50% of the working time, lifting heavy, awkward or highly valuable objects, learning to use a specialist tool or piece of equipment effectively.</p>
<p><b>10. WORK ENVIRONMENT</b></p>
<p>Generally required to work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed, for example working in an office.</p> <p>Occasionally may be required to understand how the work environment could impact on their own work or that of others, taking standard action, within health and safety guidelines, to adapt to the environment for example following safe procedures when using machinery or ensuring that standard protective clothing is available and worn.</p>

<b>11. PASTORAL CARE AND WELFARE</b>
On occasions be required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.
<b>12. TEAM DEVELOPMENT</b>
Occasionally may be required to advise or guide new starters working in the same role or unit on standard information or procedures. Examples might include showing a new member of staff around, explaining administrative systems and procedures.
<b>13. TEACHING AND LEARNING SUPPORT</b>
This is either not a requirement for the role  OR  May be required to introduce students or those new to the area (staff outside of the role holders immediate work team) to standard information or procedures. Examples may include providing simple demonstrations or explanations such as explaining the use of the library, demonstrating how to use simple equipment or outlining the procedure for enrolling on a course/module.
<b>14. KNOWLEDGE AND EXPERIENCE</b>
Generally be required to have sufficient knowledge or expertise to work on day to day issues in their own area without direct or continuous reference to others. The level of knowledge required will typically be gained following a short period of practical training and may include some elementary or introductory study. Examples may include having previous basic supervisory skills, knowledge of work processing packages, understanding the use of an established practice, procedure or techniques.

**EXAMPLE OF POSSIBLE SCORING FOR A GRADE 4 ROLE**

This is only an illustrative example of how a role in Grade 4 generally may score on each element. Please note that there will be some variance in the percentage of points given for each element for each individual role. The graph below should only be used as an example.



- Com      Communication
- TM      Team Work and Motivation
- LN      Liaison and Networking
- SD      Service Delivery
- DM      Decision Making
- PO      Planning & Organising
- IPS     Initiative and Problem Solving
- AR      Analysis and Research
- SPD     Sensory and Physical Demands
- WE      Work Environment
- PCW     Pastoral Care and Welfare
- TD      Team Development
- TLS     Teaching and Learning Support
- KE      Knowledge and Experience