ROLE PROFILE GRADE 5 (Manual)

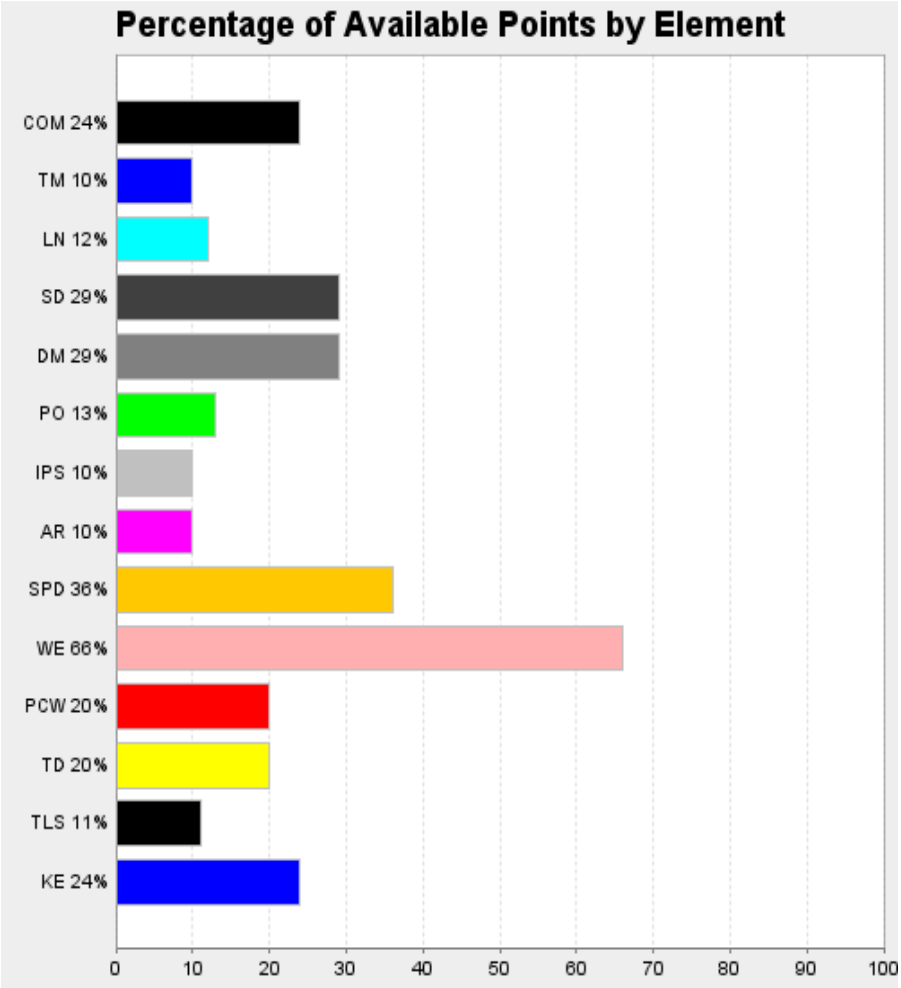
Role Title	Points Range
Grade 5 (Manual)	201 - 230

1. COMMUNICATION
(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. (b) Written Communication. May occasionally 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.
2. TEAM WORK AND MOTIVATION
Mainly 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.
3. LIAISON AND NETWORKING
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.
4. SERVICE DELIVERY
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.
5. DECISION MAKING PROCESSES
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. 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. 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.
6. PLANNING AND ORGANISING RESOURCES
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 addition the role holder may also at times 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.

7. INITIATIVE AND PROBLEM SOLVING
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.
8. ANALYSIS AND RESEARCH
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.
9. SENSORY AND PHYSICAL DEMANDS
Mainly 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 lifting heavy, awkward or highly valuable objects, working in confined spaces or awkward positions, driving vehicles up to 7 tonnes unladened weight, handling a person correctly, administering standard treatment, learning to use a specialist tool or piece of equipment effectively, touch or audio typing for more than 50% of the working time.
10. WORK ENVIRONMENT
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.
11. PASTORAL CARE AND WELFARE
On occasions may 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.
12. TEAM DEVELOPMENT
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.
13. TEACHING AND LEARNING SUPPORT
This is not a requirement for the role.
14. KNOWLEDGE AND EXPERIENCE
Generally 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 requiring 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 5 (Manual)

This is only an illustrative example of how a role in Grade 5 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 a guide.



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