

ROLE PROFILE GRADE 6 (Trades)

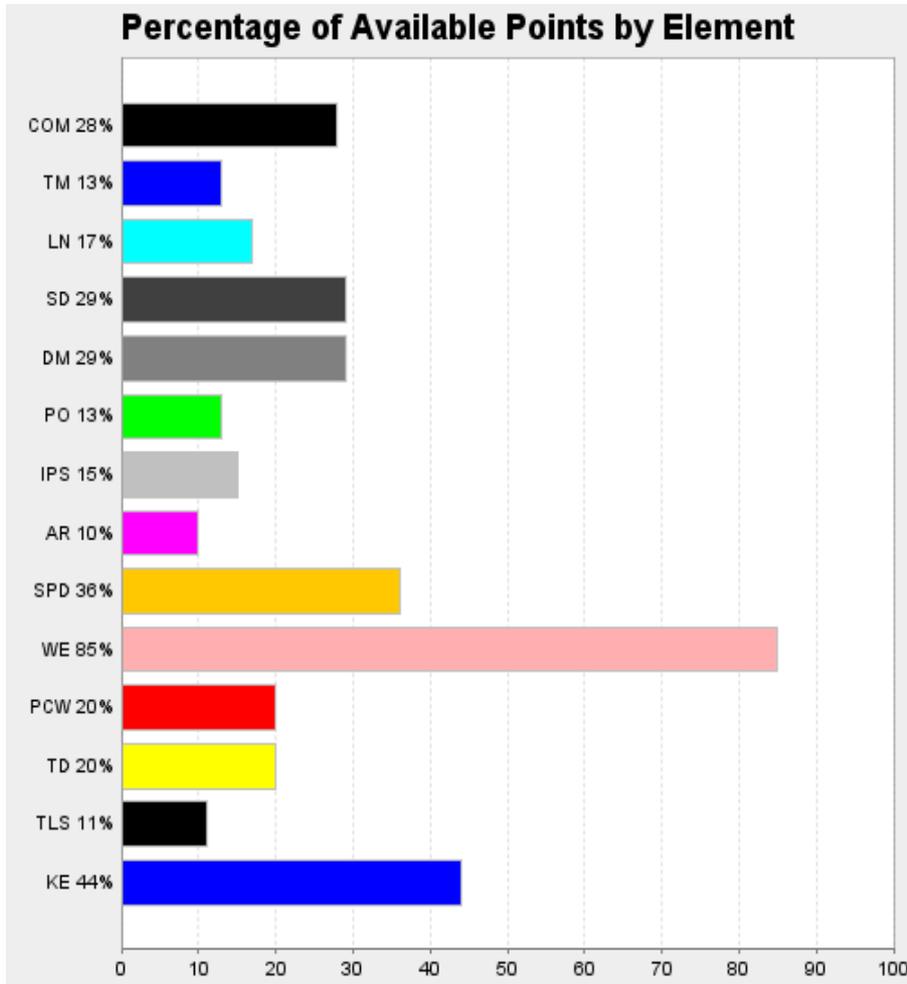
Role Title	Points Range
Grade 6 (Trades)	231 - 270

<p>1. COMMUNICATION</p> <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>(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>
<p>2. TEAM WORK AND MOTIVATION</p> <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>In addition may also be required 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>
<p>3. LIAISON AND NETWORKING</p> <p>Generally required to carry out standard day to day liaison using existing procedures in order to pass on information promptly by keeping people informed to ensure co-ordination of effort and that work is done effectively.</p> <p>May also be required to participate in networks 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.</p>
<p>4. SERVICE DELIVERY</p> <p>Mainly 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>5. DECISION MAKING PROCESSES</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>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>

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
May be 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 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.
10. WORK ENVIRONMENT
Generally required to understand how the work environment could impact on their own work or that of colleagues; take standard actions, within health and safety guidelines where applicable, to adapt to the environment. Examples may include; following safe procedures when using machinery or equipment, ensuring that protective clothing is worn or taking account of the impact weather on outdoor activities. Occasionally may be required to understand the variability of the working environment and it's potential negative impact on the work process or health and safety of self and others; determine the level of risk and appropriate response.
11. PASTORAL CARE AND WELFARE
Occasionally 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 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 generally not a requirement for the role.
14. KNOWLEDGE AND EXPERIENCE
Generally required to apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrate continuous specialist development by acquiring relevant skills and competencies. This level of experience is often demonstrated by the acquisition of a certificate after a period of practical and theoretical training or experience of the role. Examples may include knowledge and use of electrical industry regulations, being able to use a piece of complex scientific or electronic equipment, knowing how it works and when it is appropriate to use it.

EXAMPLE OF POSSIBLE SCORING FOR A GRADE 6 (Trades)

This is only an illustrative example of how a role in Grade 6 Trades 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