ROLE PROFILE GRADE 8 (ALC)

Role Title	Points Range
Grade 8 (ALC)	331 - 439

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.

In addition, may also frequently 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.

(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.

In addition, may also frequently receive, understand and covey written information that needs careful explanation or interpretation to help others understand; taking into account what to communicate and how best to convey the information to others. Examples may include; writing notes of formal meetings, writing up notes of experiments, writing brochures or advertising material or drafting guides to course modules.

2. TEAM WORK AND MOTIVATION

Mainly be required to be supportive and encouraging of others in a team; help to build co-operation by setting an example and showing a flexible approach to delivering team results; contribute to building team morale as an active participant in the team. Examples may include offering support to colleagues in a team where members are pulling together or the team is self directed, leadless or has a remote leader or a senior member of a team who is expected to act as a role module to less experienced colleagues.

Occasionally may be required to clarify the requirements for the team; agree clear task objectives; organise and delegate work fairly according to individual abilities; help the team focus their efforts on the task in hand and motivate individual team members.

3. LIAISON AND NETWORKING

Generally required to carry out standard day to day liaison with people outside their immediate work team to exchange information for effective working. They will use existing procedures in order to ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.

May also be required to participate in networks within the institution or externally in order to ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.

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.

In addition, may occasionally be required to deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies; AND OR understand and explore customer's needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service (content, time, accuracy, level of information, cost). Examples may include contacting potential customers to let them know of new services, providing feedback on the level of service usage, approaching customers to establish what is required such as agreeing conference programmes.

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. OR may be party for some collaborative decisions which have a moderate impact such as contributing to decisions made by a committee to vary a business plan or start a pilot project.

May also be required to provide advice or input to contribute to the decision making of others which have a moderate impact of limited spread which may be endured for some time. Examples may include advising on operational options or the purchase of non routine stock or equipment.

6. PLANNING AND ORGANISING RESOURCES

Generally 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 or designing and making a piece of equipment or software.

In addition may also occasionally be required to plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis; plan and manage small projects, ensuring the effective use of resources; receive information from and provide information to others to complete their planning; monitor progress against the plan.

7. INITIATIVE AND PROBLEM SOLVING

Generally required to use their initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches. They will need to identify and assess practical options by breaking the problem down into component parts. The range of solutions will be defined by a set of procedures or guidelines or by training and application of knowledge. Examples might include dealing with attendance problems, following a policy, procedure, or guidelines to solve a problem, handling grading, grievances or disciplinary issues.

8. ANALYSIS AND RESEARCH

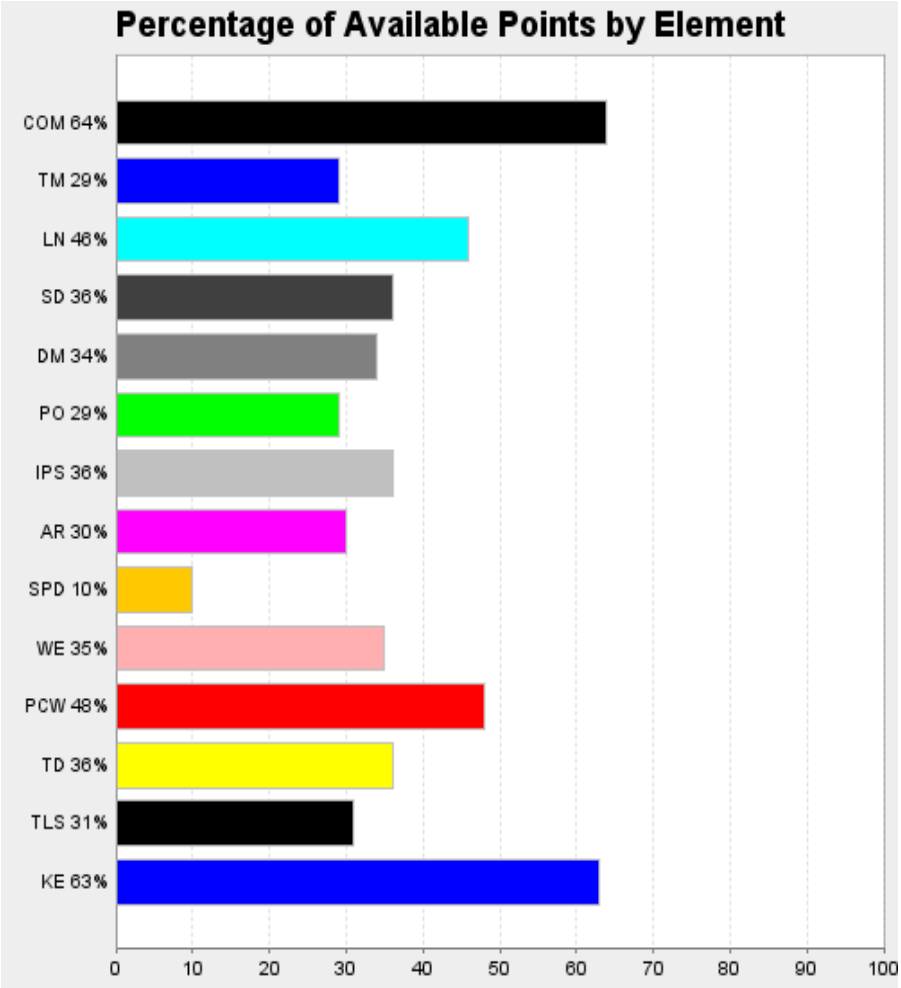
Mainly be required to analyse routine data or information using predetermined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified. Examples may include providing statistics using standard techniques (e.g. on spreadsheets), providing data for payroll purposes, carrying out literature and database searches or monitoring resource usage such as expenditure against a budget.

In addition may occasionally be required to identify an appropriate existing method of analysis or investigation according to the data and objectives; recognise and interpret trends or patterns in data; identify or source additional information which could potentially help the investigation as the analysis progresses. Examples may include analysing student destination statistics and reporting trends, selecting and designing complex surveys or questionnaires or conducting enquiries in to systems failures.

9. SENSORY AND PHYSICAL DEMANDS
Generally required to complete basic tasks that 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.
10. WORK ENVIRONMENT
Generally the role holder may be 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. There may occasionally be a requirement to understand how the work environment could impact on own work and that of others; take standard actions, within health and safety guidelines where applicable, to adapt to the environment. Normally the degree of risk or level of hazard is obvious. Examples may include following safe procedures using machinery.
11. PASTORAL CARE AND WELFARE
Mainly 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. Examples may include being responsible for a number of people, being the first point of contact for welfare issues and dealing with these situations as a normal or routine part of the role. Occasionally may be required to respond to predictable welfare issues that are covered by documented procedures such as a Personnel policy or student regulations, but the matter can be referred to someone else or advice on how to respond can be obtained. Examples might include responding to requests for special leave, dealing with disciplinary or other performance issues.
12. TEAM DEVELOPMENT
On occasions 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. Occasionally may be responsible for training or instructing other members of the work team on the basis of their own knowledge or experience. This also includes coaching members of the team formally or informally and providing internal training sessions.
13. TEACHING AND LEARNING SUPPORT
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. They will be required to design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s)
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 may be demonstrated by the acquisition of a certificate after a period of practical and theoretical training or experience of the role. Examples might include knowing how to program a computer, management skills, or the ability to interpret rules, procedures and regulations and provide advice to others on how they should be applied.

EXAMPLE OF POSSIBLE SCORING FOR A GRADE 8 (ALC) ROLE

This is only an illustrative example of how a role on Grade 8 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