

## ROLE PROFILE GRADE 9 (ALC)

Role Title	Points Range
Grade 9 (ALC)	440 - 600

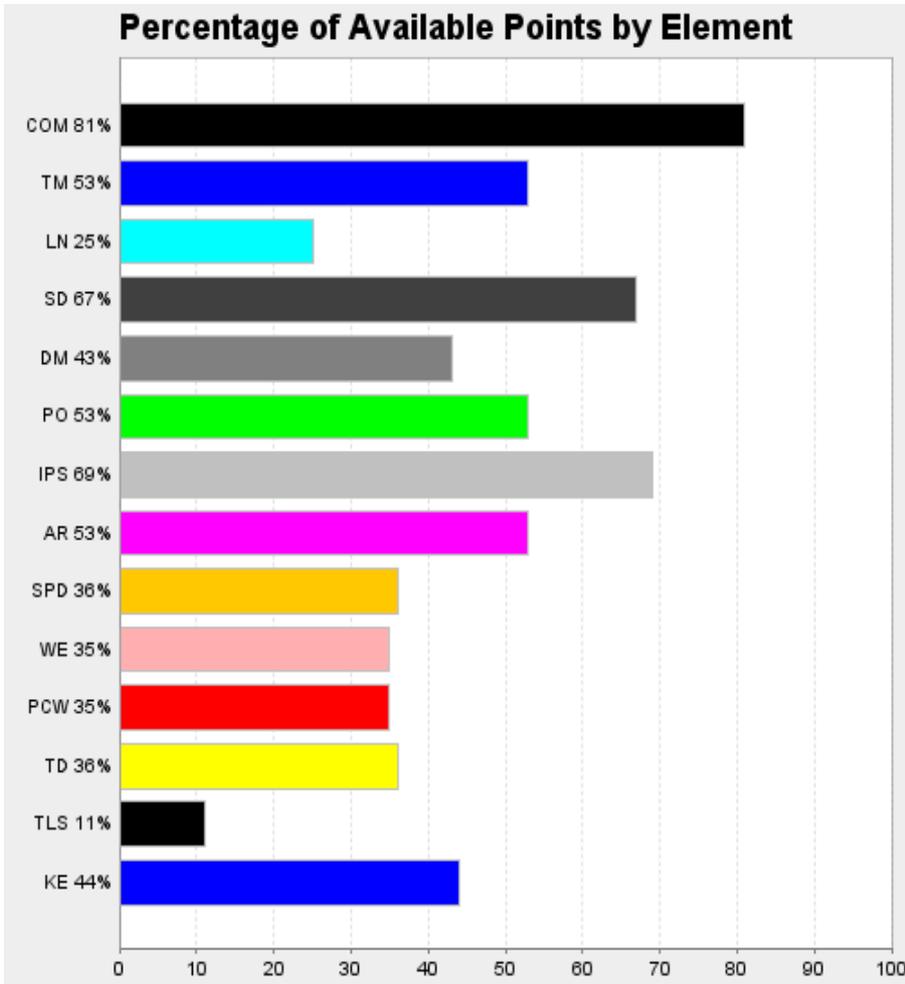
<p><b>1. COMMUNICATION</b></p> <p>(a) Oral Communication. May frequently receive, understand and convey straightforward information in a clear and accurate manner. Examples might include, replying to simple requests for information, passing on messages and handling routine telephone enquiries. In addition, 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.</p> <p>Occasionally may also receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist. For example conveying new legal requirements and their implications to colleagues, influencing others thinking and negotiating with them to achieve and outcome.</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. May also be required to receive, understand and convey 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.</p> <p>On occasions may also receive, understand and convey complex conceptual ideas or complex information which may be highly detailed technical or specialist. Such examples may include compiling the case for the resourcing of major projects, writing complex reports, letters or other documents dealing with complex, contentious and sensitive situations.</p>
<p><b>2. TEAM WORK AND MOTIVATION</b></p> <p>Generally 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. Examples may include overseeing the tasks of the work team, allocating work, monitoring its achievement, providing feedback to individuals and praising the work of the team.</p>
<p><b>3. LIAISON AND NETWORKING</b></p> <p>Mainly 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.</p> <p>May 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. On-going relationships will be important.</p> <p>May also be required to initiate, build or lead internal networks; maintain relationships over time; establish communication channels for self or others to use 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.</p>

<p><b>4. SERVICE DELIVERY</b></p>
<p>Mainly 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.</p>
<p><b>5. DECISION MAKING PROCESSES</b></p>
<p>May be required to take independent decisions which have a moderate impact of limited spread which may endure for some time. Examples may include authorising money from a previously agreed budget, or purchasing equipment / software that will affect to work of people outside of the immediate work team.</p> <p>May be required to be party to some collaborative decisions; work with others to reach an optimal conclusion which have a moderate impact. For example contributing to decisions made by a committee to vary a business plan or to start a pilot project.</p> <p>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.</p>
<p><b>6. PLANNING AND ORGANISING RESOURCES</b></p>
<p>Generally 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.</p>
<p><b>7. INITIATIVE AND PROBLEM SOLVING</b></p>
<p>Mainly required to use 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.</p> <p>In addition, occasionally may be required to resolve problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; apply creativity to devise varied solutions, approaching the problem from different perspectives. Such examples may include balancing the department's budget and resources against needs and plans, investigating and area of ineffective working or systems failure and developing approaches to improve operational effectiveness.</p>
<p><b>8. ANALYSIS AND RESEARCH</b></p>
<p>May 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.</p>
<p><b>9. SENSORY AND PHYSICAL DEMANDS</b></p>
<p>May generally 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 may include restraining or handling a person correctly, inputting complex data for more than 50% of the working time, learning to use a specialist tool piece or piece of equipment and using is effectively or lifting heavy, awkward or highly valuable objects.</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>On occasions may be 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. The role holder will be responsible for managing the impact of the environment on the work or safety of other people. Normally the degree of risk or level of hazard is obvious. Examples may include following safe procedures using machinery, ensuring the protective clothing is available and worn.</p>
<p><b>11. PASTORAL CARE AND WELFARE</b></p>
<p>Mainly required to give advice on commonly occurring welfare issues or queries; follow standard welfare procedures for the institution; recognise when an individual should be referred elsewhere for professional help; respect confidentiality. Examples might include responding to requests for special leave, dealing with disciplinary or other performance issues.</p> <p>In addition may also 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.</p>
<p><b>12. TEAM DEVELOPMENT</b></p>
<p>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.</p> <p>Occasionally may be responsible for training or instructing other members of the work team on the basis of their own experience or knowledge. This also includes coaching members of the team formally or informally and providing internal training sessions.</p> <p>On occasions may be required to carry out training or development activity according to the needs of the individual or group; identify current capabilities and future needs; define the performance standards required; identify appropriate developmental activity; assess the application of learning; give feedback and guidance on overall performance.</p>
<p><b>13. TEACHING AND LEARNING SUPPORT</b></p>
<p>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.</p>
<p><b>14. KNOWLEDGE AND EXPERIENCE</b></p>
<p>Generally be 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.</p>

**EXAMPLE OF POSSIBLE SCORING FOR A GRADE 9 (ALC) ROLE**

This is only an illustrative example of how a role in Grade 9 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