

## ROLE PROFILE GRADE 10 (ALC)

Role Title	Points Range
Grade 10 (ALC)	601 – 760

### 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.

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 an outcome.

#### (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.

On occasions may 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.

### 2. TEAM WORK AND MOTIVATION

May be required to form and communicate a clear vision of what is to be achieved overall by a team; encourage individuals to contribute to this common goal to the best of their ability; create a sense of unity and common purpose. Examples might include being the overall leader of the team, setting the overall goals, directing the team and identifying what needs to be done by when.

<p><b>3. LIAISON AND NETWORKING</b></p>
<p>Mainly required to carry out standard day to day liaison with people outside the immediate work team, using existing procedures in order to influence events or decisions; undertake active collaboration to pursue a shared interest.</p> <p>May be required to participate in networks or groups outside of the immediate work team, within the institution or externally in order to influence events or decisions; undertake active collaboration to pursue a shared interest.</p> <p>May 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 influence events or decisions; undertake active collaboration to pursue a shared interest. An example may include being involved in planning teams or working groups.</p> <p>May also be required to initiate, develop or lead networks which are external to the institution 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. For example, creating networks within professional bodies or with other education providers or employers organisations.</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>In addition, may also be required to set the overall standards for service across a function or area of the institution; monitor service levels; pre-empt changes in customers needs and anticipate future requirements; maintain overall quality balancing different demands; ensure others have the support they need to provide quality service and fulfil their role. Examples may include forecasting the impact of new legislation on the institution and developing new procedures to ensure compliance or overseeing student recruitment trends and identifying what action should be taken to achieve targets.</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 significant impact that are far reaching, complex and long lasting. Examples might include decisions made by a committee or team to begin or stop significant areas of work.</p> <p>May also required to provide advice or input to contribute to the decision making of others which have a significant impact. For example providing information that will influence the development of business plans or working alliances.</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>In addition may occasionally be required to take responsibility for the operational planning and organisation of larger projects or an area of work; co-ordinate a number of teams or projects on a monthly, quarterly or annual basis; set performance standards and establish monitoring procedures to keep track of progress across these different aspects of work; provide input to longer term planning.</p>

<b>7. INITIATIVE AND PROBLEM SOLVING</b>
Generally 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.
<b>8. ANALYSIS AND RESEARCH</b>
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.
<b>9. SENSORY AND PHYSICAL DEMANDS</b>
Generally required to complete basic tasks that 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.
<b>10. WORK ENVIRONMENT</b>
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.  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.
<b>11. PASTORAL CARE AND WELFARE</b>
Generally 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.  In addition, may be required to give support, guidance or pastoral care where standard procedures do not always exist; maintain confidentiality and build trust; judge when to listen, when to give advice or guidance and when to refer the individual for professional help; be fully aware of support networks for both them self and the individual.  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.
<b>12. TEAM DEVELOPMENT</b>
Mainly required to advise or guide new starters working in the same role or unit on standard information or procedures.  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.  Generally 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.

**13. TEACHING AND LEARNING SUPPORT**

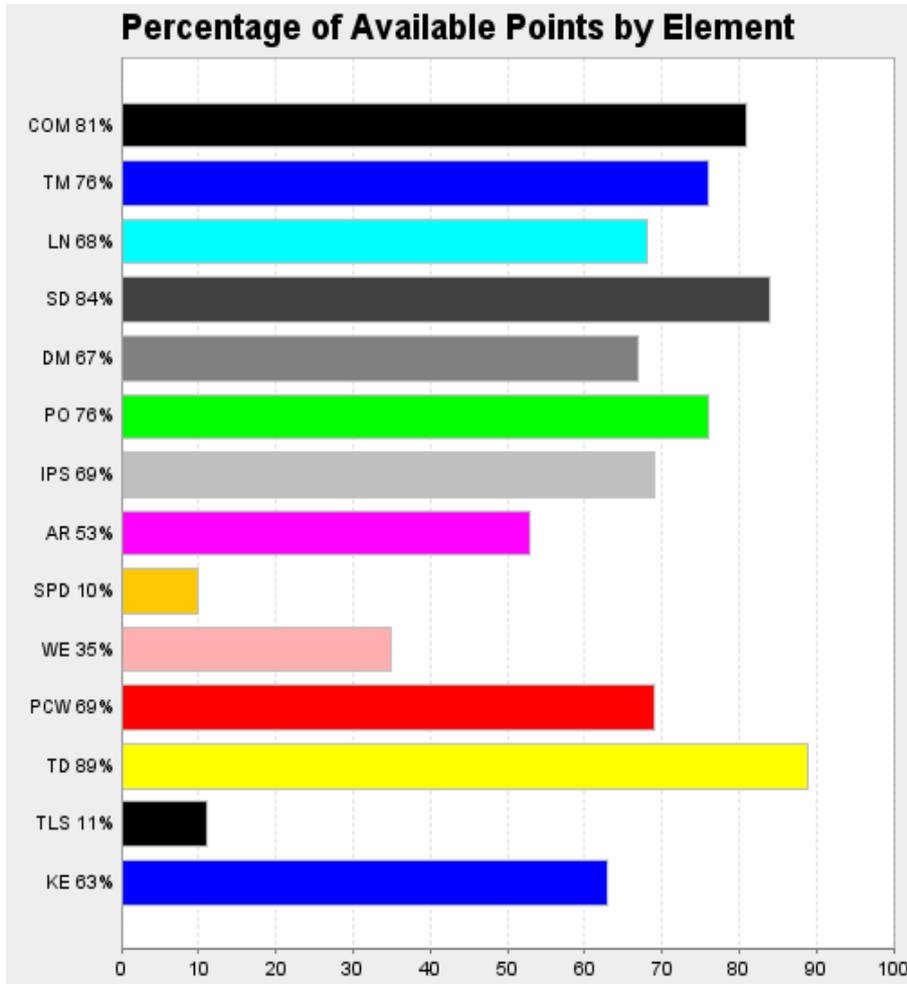
May be required to introduce students or those new to the area (staff outside of the role holders immediate work team) to standard information or procedures. Examples may include providing simple demonstrations or explanations such as explaining the use of the library, demonstrating how to use simple equipment or outlining the procedure for enrolling on a course/module.

**14. KNOWLEDGE AND EXPERIENCE**

Generally required to apply a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise; act as a point of reference to others; demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity. Examples might include those roles where the role holder is approached by others for advice or guidance in a specific area or where the role holder is required to conduct a research project or be responsible for an industrial contract with the minimum amount of supervision.

**EXAMPLE OF POSSIBLE SCORING FOR A GRADE 10 (ALC) ROLE**

This is only an illustrative example of how a role in Grade 10 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