



University of
Reading

ROLE PROFILES

Ancillary and Operational Support



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The University has developed a series of role profiles that set out the type of activity that can reasonably be expected from colleagues at every level, and are complementary to the **Values for Working Together and **Professional Behaviours**.**

The role profiles have been grouped by job family, of which there are four:

- Academic and Research
- Professional and Managerial
- Academic and Administrative Support (Clerical & Technical)
- Ancillary and Operational Support.

The job families are convenient categories that allow the main elements of the majority of roles to be defined. The job family an individual is placed in is based on the elements that most directly relate to their position within the University.

The role profiles are primarily a reference document for line managers that will assist with:

- Preparing job descriptions and person specifications.
- Understanding the grading of posts.
- Inducting new staff.
- Clarifying expectations at an early stage, particularly for probationary staff.
- Allocating balanced and reasonable workloads.
- Setting reasonable objectives and reviewing achievements via the Performance and Development Review (PDR) process.
- Identifying and addressing under-performance.
- Recognising excellent contributions and making proposals for rewarding staff.

Ancillary & Operational Support

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GRADE 1 ROLE PROFILE

ROLE SUMMARY

Roles at this level provide prescribed services in support of students and staff, other service users and the wider community as part of a team. Tasks, routines and procedures are well-established and are subject to direct supervision. There is no requirement for planning ahead. Required levels of proficiency can be gained within weeks and through basic training on the job.

REPRESENTATIVE WORK ACTIVITIES

Communication & Relationships

- Respond to routine enquiries and provide basic information. Refer queries outside own experience and knowledge to supervisor or line manager.
- Be polite and courteous to present a positive image of the department.

Teamwork and People Management

- Work as part of a team of people carrying out identical, or very similar, duties under direct supervision.
- Understand and follow basic work instructions and procedures with accuracy and reliability.
- Maintain a positive outlook and show flexibility to new ideas and work practices.
- Co-operate with team members and be a good colleague.

Service Delivery

- Carry out straightforward support activities to contribute to running a smooth service.
- Consistently meet service standards.
- Display an awareness of customer needs.

Planning and Organising

- Perform routine, straightforward tasks following basic instructions and routine guidelines. Tasks and priorities will be allocated by a supervisor or manager.
- Carry out allocated, prescribed tasks to time and to the standard required.
- Work is very task-orientated, working to short timescales.

Analysis and Problem Solving

- Clarify work instructions as necessary and raise concerns and problems which arise as appropriate.
- Solve basic problems by following instruction manuals and user guides.
- Carry out simple record-keeping, filing or data entry.
- Assist with routine inventory checks.

GRADE 1 ROLE PROFILE CONTINUED

Sensory and Physical Demands/ Work Environment

- Operate basic equipment to a set standard after being shown how to use it correctly.
- Carry out basic equipment maintenance as required.
- Be aware of, understand and comply with basic health and safety procedures.
- Wear appropriate protective clothing.

Knowledge and Experience

- Learning gained through some work experience and training. Proficient within weeks.
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- May be working towards, or possess, a basic vocational qualification.
- Able to apply a basic knowledge of established practice and procedures.

GRADE 2 ROLE PROFILE

ROLE SUMMARY

Roles at this level provide services in support of students and staff, other service users and the wider community, often as part of a team engaged in similar tasks. Tasks, procedures and routines are well-established and subject to direct supervision. Planning is normally restricted to deciding on priorities for the day/shift within a defined programme of work. Required levels of proficiency can be gained within weeks and through basic training on the job. The range of tasks at this level is typically broader and more varied and/or at a higher level than Level 1 and requires some flexibility with respect to tasks undertaken.

REPRESENTATIVE WORK ACTIVITIES

Communication & Relationships

- Provide and obtain basic information and assistance.
- First point of contact with staff, students or members of the public. Deal with basic enquiries and information. Refer queries outside own experience and knowledge to supervisor or line manager.
- Follow simple oral or written instructions with accuracy and reliability.

Teamwork & People Management

- Actively participate in the team, share information and support others.
- Maintain a positive outlook and show flexibility to new ideas and work practices.
- Provide guidance and basic instruction to new colleagues as required.
- May provide basic, routine supervision and guidance to colleagues and new team members.

Service Delivery

- Receive and respond to everyday enquiries from customers, escalating requests outside own knowledge or experience to a supervisor or manager to provide a timely and effective service.
- Carry out straightforward support activities to contribute to running a smooth service.
- Consistently meet service standards
- Display an awareness of customer needs

Planning and Organising

- Carry out a range of activities within a routine or established process.
- Work to well established routines with tasks and work priorities being allocated to role holders by a supervisor/manager.
- Carry out standard tasks to time and to the standard required, following straightforward instructions and guidelines.

GRADE 2 ROLE PROFILE CONTINUED

Analysis and Problem Solving

- Clarify work instructions as necessary and raise concerns and problems, which arise during the work as appropriate.
- Solve basic problems by adhering to established practices and procedures, or where detailed guidelines/manuals are available.
- Account for cash receipts and operate tills in own area in accordance with procedures (where appropriate).
- Complete simple forms and basic paperwork.
- Carry out routine record-keeping, filing or data entry.

Sensory & Physical Demands/ Work Environment

- Operate standard equipment to carry out the required tasks.
- Safe keeping of work equipment.
- Carry out routine equipment maintenance as required
- Understand and comply with basic health and safety procedures affecting self and others and wear appropriate protective clothing.
- Drive University vehicles e.g. to deliver post, catering, security patrols.
- Manual handling and manual dexterity.

Knowledge and Experience

- GCSE or NVQ1/2 or City & Guilds, or equivalent, with some relevant work experience.
- Able to demonstrate a sufficient knowledge of relevant equipment.
- Able to demonstrate a basic knowledge of health and safety policy and procedures
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Able to apply a basic knowledge of established practice and procedures
- Undertake on-the-job or vocational training.
- Full, valid and clean driving licence.

GRADE 3 ROLE PROFILE

ROLE SUMMARY

Roles at this level deliver services in support of students and staff, other service users and the wider community, either through their individual contribution or through the co-ordination of a team engaged in similar activities. Roles at this level may supervise others' work within clear procedures. The range of tasks is typically broader and more varied and/or at a higher level than Grade 2 and flexibility is required regarding the tasks undertaken. Roles at this level typically require the ability to work with specialist equipment and techniques and/or a basic level of computer literacy.

REPRESENTATIVE WORK ACTIVITIES

Communication & Relationships

- Give instructions, feedback and guidance to colleagues at lower levels where appropriate.
- Respond appropriately to queries from staff, students or members of the public.

Teamwork & People Management

In supervisory roles:

- Provide routine supervision to colleagues at Grades 1 and 2 and manage a range of standard activities and tasks.
- Provide basic instruction and guidance to team members on procedures and the use of equipment.
- Escalate matters where appropriate to line manager.

In non-supervisory roles:

- Actively participate in the team, share information and support others.
- Maintain a positive outlook and show flexibility to new ideas and approaches.
- Assist with training new team members.

Service Delivery

- Receive and respond to everyday enquiries from/to customers, judging when to pass on requests to a manager to provide a timely and effective service.
- Recognise and understand the impact of incidents arising and escalate where necessary to ensure appropriate resolution of customer enquiries or issues.
- Consistently meet service standards and check quality of work of team members at lower levels.

Planning and Organising

In supervisory roles:

- Prioritise and organise a range of standard tasks at Grade 1 and 2.
- Assist with planning work rota.

In non-supervisory roles:

- Follow a clear brief to carry out a range of tasks or activities within established processes.
- Work to schedules and priorities allocated by line manager. May prioritise own defined work activities.
- Responsible for ensuring all targets and deadlines are met, even if work is very reactive or clearly planned.

GRADE 3 ROLE PROFILE CONTINUED

Analysis and Problem Solving

- Assess the risks arising from work circumstances such as a potential security breach, criminal activity, fire alarm or other emergency and escalate to supervisor if appropriate.
- Make initial assessments of the situation following defined guidelines.
- Solve basic problems by adhering to established practices and procedures, where clear guidelines and instruction manuals are available. Basic trouble-shooting, but more difficult decisions will be referred to supervisor or line manager.
- Carry out maintenance and servicing of equipment.
- Keep appropriate records to ensure effective reporting of information. Account for cash receipts and operate tills in own area in accordance with procedures, check for discrepancies.
- Carry out record keeping e.g. accidents, crime incidents, food hygiene regulations, timesheets etc.
- Record consumption of materials and stock from stores and determine requirements to deliver weekly operational plan.

Sensory & Physical Demands/ Work Environment

- Operate a range of equipment, such as power tools or specialist gardening equipment, in a standardised way to carry out the required tasks.
- Carry out routine equipment maintenance as required.
- Comply with procedures governing health and safety.
- Ensure security of buildings.

Knowledge and Experience

- Apply a good knowledge of a particular operation or activity.
- GCSE or NVQ1/2 or City & Guilds, or other relevant qualification, with some relevant work experience.
- Proficient standard relating to the use and maintenance of relevant equipment, possess certificate of competence or appropriate licence.
- Able to demonstrate a good working knowledge of health and safety policy and procedures.
- Basic numeracy and literacy at an appropriate level to be able to perform the duties of the role.
- Able to apply a basic knowledge of established practice and procedures.

GRADE 4 ROLE PROFILE

ROLE SUMMARY

Roles at this level provide technical and practical skills and services drawing on some years of learning through formal training and/or experience. Roles at this level may have supervisory responsibilities for teams of staff at lower grades. They involve planning and scheduling work of self and/or team, choice of methods or tools and accountability for the quality of an end product or service. Work activities will tend to fall within an established working pattern applying skills and knowledge to provide a range of technical or operational support activities. Roles may require skills acquired through significant vocational training and obtaining the appropriate qualifications and certification for statutory compliance.

REPRESENTATIVE WORK ACTIVITIES

Communication & Relationships

- Liaise with service users and/or external contacts, usually through established routine connections (e.g. regular customers/suppliers/contractors) as own section of work requires.
- Communicate clearly, explaining questions and requirements and responding to customers, colleagues and contractors.

Teamwork & People Management

In supervisory roles:

- Give instructions, feedback and guidance to colleagues at lower levels where appropriate.
- Supervise a team carrying out standard, routine activities and determine individual responsibilities.
- Provide guidance and training to new team members.
- Plan and prioritise work requests and rota.
- Communicate requirements to staff and raise any concerns or problems (absence, performance) with line manager.
- Conduct PDRs.

In non-supervisory roles:

- Follow a clear brief supplied by others to carry out a range of skilled tasks within a single trade.
- Actively contribute to the achievement of the team's goals.
- Help train and guide new members of the team.

Service Delivery

- Receive, and respond to, enquiries from/ to customers and from those escalated by staff, taking appropriate action to ensure a resolution and to deliver a courteous and effective service.
- Identify impact of incidents arising, taking appropriate action to ensure a resolution which safeguards the safety and security of students, staff and the wider public and the physical assets of the University.
- Deliver a range of customer services to an agreed quality standard or specification to maintain service quality and continuity.

GRADE 4 ROLE PROFILE CONTINUED

Planning and Organising

In supervisory roles:

- Assess workload and put in place a schedule to ensure a range of standard, routine activities are delivered according to agreed deadlines and standards. Ensure that staff are clear what is required of them e.g. maintenance schedule, work rota, weekly menu plan.

In non-supervisory roles:

- Clarify work requirements with line manager, aiming to resolve any immediate problems.
- Plan and prioritise own work for the day or week, referring to more senior colleagues for the scheduling of non-standard work.

Analysis and Problem Solving

- Assess the work circumstances and equipment required to ensure the work can be done properly and decide how to go about it.
- Solve basic problems by adhering to established practices and procedures.
- Identify the cause of maintenance/building/equipment failure and work with colleagues to resolve.
- Ensure stock levels for tools, equipment, supplies and resources are maintained at the appropriate level to ensure that they meet work requirements. Order and store materials following established procedures.
- Maintain documentation and records, for example, accident reporting and incident reports. Use databases e.g. WREN, Kinetix as appropriate.
- Take responsibility for cash receipts for own area, handling, reconciling and processing in accordance with University regulations.
- Contribute to developing work practices.

Sensory & Physical Demands/ Work Environment

- Operate a range of specialist equipment and machinery requiring a high standard of expertise.
- Carry out equipment maintenance as required.
- Ensure procedures governing health and safety are complied with by self and team members.

Knowledge and Experience

- GCSE or NVQ3 or City & Guilds with relevant work experience.
- Relevant trade qualifications.
- Qualified by relevant body to meet current statutory standards or regulations e.g. GasSafe, IEE.
- Proficient in the use and maintenance of specialist equipment requiring significant training and/or a certificate/licence.
- Understanding of relevant health and safety policy and procedures and quality standards.

GRADE 5 ROLE PROFILE

ROLE SUMMARY

Roles at this level provide technical and practical problem solving, support and services drawing on several years of learning through formal training and qualifications and/or through experience. Non-supervisory roles at this level involve a higher level of technical proficiency than work at Grade 4 through, for example, full diagnostic skills in their own trade. All roles will have some control of own work load and priorities for some weeks or months ahead. Work may still be fairly routine at times, but technical expertise is required and, as such, supervision is not regular. In supervisory roles, there will be some responsibility for work force planning, including recommendations for additional staff resources and scheduling of work for months ahead. Roles at this level may co-ordinate work with the priorities and plans of other functions within the University.

REPRESENTATIVE WORK ACTIVITIES

Communication & Relationships

- Attend relevant meetings as requested by manager.
- Liaise with customers and colleagues, internal and external contacts e.g. regular customers, suppliers, contractors, to review requirements and resolve problems.
- Maintain and develop a network of contacts, which may be both internal and external to the University.
- Provide technical advice to customers and colleagues, based on in-depth knowledge and experience.
- Be a point of contact for specialist queries or operational problems.
- Elicit information to identify specific customer needs.
- Communicate clearly, explaining questions, clarifying requirements and responding to customers, colleagues and contractors.

Teamwork & People Management

In supervisory roles:

- Communicate regularly and effectively with team members. Conduct team briefings.

- Positively influence the way a team works together.
- Ensure team members are trained to required standards, monitor performance and communicate requirements to staff. Coach and train staff.
- Conduct workplace assessments and check work carried out by others.
- Ensure team members are clear about changing work priorities and service expectations.
- Monitor performance and deal with initial absence, performance and disciplinary issues, escalating problems to line manager as appropriate and seeking appropriate guidance.
- Co-ordinate own work area with other units to deliver, for example, major functions and events.

In non-supervisory roles:

- Plan own work preparing for specific tasks and prioritising detailed requirements and responding to the need to cover exceptional demands and changing service/ team priorities.
- Clarify work requirement with colleagues, manager or customer, aiming to resolve most problems and complete most tasks/ jobs without reference to others.

GRADE 5 ROLE PROFILE CONTINUED

Service Delivery

- Contribute to policy and procedural developments where appropriate.
- Apply knowledge of facilities, systems or equipment to provide services, drawing on skills gained through training and experience.
- Receive and respond to enquiries from/to customers, escalating requests outside own knowledge or experience to a supervisor or manager to provide a timely and courteous service.
- Establish and review work requirements for a specific area/facility/service, discussing and resolving problems or new requirements with manager and customers as appropriate.
- Monitor and review quality of service and customer satisfaction within work unit

Planning and Organising

In supervisory roles:

- Plan delivery of operational work load and prioritise accordingly over a period of weeks.
- Apply a detailed understanding of established procedures to organise the delivery of effective and efficient day-to-day services or facilities for designated site/work unit.

In non-supervisory roles:

- Plan and prioritise a range of one's own short and medium-term work activities in response to a manager's instructions, changing pressures or requirements.
- Plan and progress work activities within longer-term schedules.
- Respond appropriately to requests for unscheduled or emergency work and reschedule tasks as necessary keeping all parties informed.
- Able to carry out standard tasks to time and to the standard required, following straightforward instructions and guidelines.

Analysis and Problem Solving

- Assess the work circumstances, the equipment required to ensure it can be done properly and decide how to go about it.
- Identify the cause of maintenance/building/equipment failure and work on own or with colleagues to resolve.
- Initiative and judgement to resolve many problems independently.
- Apply technical, specialist knowledge to solve more complex, non-routine problems.
- Contribute ideas and innovative solutions.
- Take responsibility for maintaining documentation and preparing standard reports. Record work done for accounting/recharging purchases.
- Extract and analyse information on databases e.g. WREN and other work records as required, reviewing and highlighting trends and areas of concern so that service can be improved.
- Determine requirements for stock and equipment, prepare costings and procure as necessary within procedural guidelines and authority limits, ensure operational and cost-efficiency.

GRADE 5 ROLE PROFILE CONTINUED

Sensory & Physical Demands/ Work Environment

- Operate a range of specialist equipment
- Carry out equipment maintenance as required
- Ensure core legal and health and safety requirements are fully met and that others comply with the relevant legislation.

Knowledge and Experience

- Apply a detailed knowledge of complex facilities, systems or specialist service apparatus and equipment acquired through formal training and relevant qualifications.
- Skill level equivalent to achievement of HNC, A-level, NVQ3, City & Guilds with substantial relevant work experience.
- May have a basic supervisory qualification.
- Qualified by relevant body to current statutory standards or regulations e.g. GasSafe, IEE. Maintain knowledge and keep qualifications up to date, undertaking further training and exams as required.
- Able to demonstrate an in-depth knowledge of relevant equipment and relevant University systems and procedures.
- Able to demonstrate a strong knowledge of health and safety policy and procedures
- Good numeracy and literacy
- Able to apply a basic knowledge of established practice and procedures

ROLE PROFILE SUMMARY TABLE GRADES 1–5

Each level incorporates and builds upon the responsibilities and tasks of the previous levels.

COMMUNICATION & RELATIONSHIPS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Follow simple written or oral instructions with accuracy and reliability. Check and pass on basic information as required in contact with staff, students, or the public. Refer more complex queries to supervisor or line manager. Be polite and courteous to present a positive image of the department. 	<ul style="list-style-type: none"> Understand routine work instructions and procedures. Follow simple written or oral instructions with accuracy and reliability. Respond to basic enquiries and provide standard information. Refer more complex queries to supervisor or line manager. 	<ul style="list-style-type: none"> Give instructions, feedback and guidance to colleagues at lower grades where appropriate. Respond appropriately to enquiries from staff, students and members of the public. Exchange routine information. 	<ul style="list-style-type: none"> Liaise and build relationships with customers, colleagues and external contacts. Communicate work requirements clearly. Respond to non-routine/more complex requests for information. 	<ul style="list-style-type: none"> Build relationships with customers. Maintain and develop a network of contacts which may be both internal and external to the University. Be a point of contact for specialist queries and operational problems. Communicate regularly and effectively with team members. Conduct team briefings and convey important information to team members.

ROLE PROFILE SUMMARY TABLE GRADES 1–5

TEAMWORK & PEOPLE MANAGEMENT

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Work as part of a team of people carrying out identical, or very similar tasks, under direct supervision. • Maintain a positive and helpful outlook. • Show flexibility to new ideas and practices and to undertake new tasks anywhere across the University. 	<ul style="list-style-type: none"> • Actively participate in the team. • Maintain a positive and helpful outlook. • Show flexibility to new ideas and work practices. • Provide basic guidance to new team members. • Will receive regular and detailed supervision. 	<p>In supervisory roles:</p> <ul style="list-style-type: none"> • Provide routine supervision to staff at Grades 1 and 2. • Ensure team is focused on allocated tasks and aware of service standards. • Assist with training team members. Demonstrate work tasks. <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> • Actively participate in the team, sharing information and supporting others. • Positively adapt to changes and new practices. 	<p>In supervisory roles:</p> <ul style="list-style-type: none"> • Supervise a team carrying out routine, standard activities. • Determine individual responsibilities. • Provide guidance and training to team members. • Provide initial feedback on performance and conduct job chats. <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> • Follow a clear brief supplied by others to carry out a range of skilled tasks • Assist with training team members, demonstrating equipment and work tasks. 	<p>In supervisory roles:</p> <ul style="list-style-type: none"> • Build effective team work. • Communicate requirements to staff and monitor performance. • Conduct job chats/PDR. • Monitor performance and absence issues, escalating to manager when appropriate. • Deputise for manager. • Ensure team members have relevant training and qualifications to carry out their roles. • Delegate effectively. • Train and provide technical supervision for staff and students in the use of equipment and techniques. <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> • Work with minimal supervision. • Provide expert guidance and advice to colleagues to resolve complex problems. • Proactively work with colleagues to achieve outcomes.

ROLE PROFILE SUMMARY TABLE GRADES 1–5

SERVICE DELIVERY

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Provide a courteous service. • Deliver customer service to set standards. 	<ul style="list-style-type: none"> • Provide a courteous service. • Receive and respond to enquiries and requests. • Refer requests outside own knowledge, or experience to supervisor. • Display an awareness of customer needs. • Consistently meet service standards. 	<ul style="list-style-type: none"> • Receive and respond to enquiries and requests, judging when to refer requests to supervisor. • Consistently meet service standards and check the quality of work carried out by team members at lower grades. • Carry out a range of support activities to contribute to running a smooth service. 	<ul style="list-style-type: none"> • Receive and respond to enquiries and requests, taking appropriate action to deliver a courteous and effective service. • Judge when it's appropriate to escalate matters. • Deliver a range of customer services to an agreed quality standard. • Build relationships with customers. • Identify ways to improve service quality. 	<ul style="list-style-type: none"> • Build relationships with customers, as key contact. • Specify service requirements and establish customer needs. • Handle customer complaints diplomatically. • Monitor and review customer satisfaction. • Apply specialist knowledge to provide advice to colleagues and customers. • Ensure service and quality standards are met and maintained by team members.

ROLE PROFILE SUMMARY TABLE GRADES 1–5

PLANNING & ORGANISATION

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Carry out allocated, prescribed tasks to time and to the standard required. Work to well-established routines. Tasks will be allocated by a supervisor. 	<ul style="list-style-type: none"> Carry out a range of standard tasks within an established process and within clear guidelines. Tasks will generally be allocated by a supervisor, but role holder may prioritise standard tasks. 	<p>In supervisory roles:</p> <ul style="list-style-type: none"> Prioritise and organise a range of standard tasks at Grade 1 and 2. <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> Follow a clear brief to carry out a range of tasks and activities. Work to allocated schedules and priorities. Prioritise own defined work activities. 	<p>In supervisory roles:</p> <ul style="list-style-type: none"> Plan and organise own work and that of others to ensure a range of standard, routine activities are scheduled and delivered according to agreed deadlines and service standards. <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> Follow a clear brief supplied by the team leader. Plan own work for specific tasks and prioritise tasks for the short-term (day or week). Refer to team leader for the scheduling non-standard work. Support colleagues in planning and organising a specific programme, project or event. 	<p>In supervisory roles:</p> <ul style="list-style-type: none"> Plan and prioritise work tasks for the team over the short and medium term (weeks and months ahead). Overall direction provided by manager. Delegate effectively. Ensure effective day to day operation of the team/function. Effectively reschedule work to cope with emergencies. <p>In non-supervisory roles:</p> <ul style="list-style-type: none"> Carry out tasks to time and to the standard required. Plan and prioritise own work over the short and medium term and adapt appropriately to changing requirements. Plan and progress work activities within longer-term work schedules.

ROLE PROFILE SUMMARY TABLE GRADES 1–5

ANALYSIS & PROBLEM SOLVING

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Solve basic problems using instruction manuals and user guides. Know when to refer problems to supervisor. Basic record keeping, filing or data entry. 	<ul style="list-style-type: none"> Solve basic problems where detailed instruction manuals and guidelines are available. Work within established practices and procedures. Complete simple forms and basic paperwork. Routine record keeping. Maintain stock lists, cash receipts etc. 	<ul style="list-style-type: none"> Make an initial assessment of the situation following defined guidelines and escalate as appropriate. Solve routine problems using established procedures, guidelines and user manuals. Keep appropriate records to ensure effective reporting of information. Undertake inventory checks. Record till floats and cash-up. Prepare and carry out straightforward, but specialist, test and experiments, following clear guidelines. 	<ul style="list-style-type: none"> Identify and solve problems by adhering to established practices and procedures. Contribute improving work practices. Maintain routine documentation. Check timesheets. Maintain information on relevant databases, e.g. crime/incident logs, WREN, Kinetix, RISIS, Agresso. Carry out a range of defined tests and analyses using specialised techniques and equipment. 	<ul style="list-style-type: none"> Apply technical, specialist knowledge to solve non-routine problems. Assist in the development of new systems or procedures. Ensure resources (equipment, finance) are monitored and maintained. Extract and report on information from databases. Assist with the preparation of financial and/or management information. Contributes ideas and innovative solutions. Apply a detailed understanding of specialised techniques, equipment and systems to carry out a range of defined tests and analyses.

ROLE PROFILE SUMMARY TABLE GRADES 1–5

SENSORY & PHYSICAL DEMANDS

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Operate basic equipment according to instructions Manual handling skills. 	<ul style="list-style-type: none"> Operate standard equipment. Carry out basic equipment maintenance. Drive University vehicles e.g. deliver post or catering, security patrols, grounds vehicles. 	<ul style="list-style-type: none"> Carry out maintenance and servicing of tools and equipment. 	<ul style="list-style-type: none"> Perform a range of tasks requiring specific skills, using specialist tools and equipment. Carry out equipment maintenance. 	<ul style="list-style-type: none"> Perform a range of tasks requiring highly developed skills, using specialist tools and equipment. Carry out maintenance of specialised equipment.

WORK ENVIRONMENT

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> Awareness of relevant health and safety issues. Comply with relevant health and safety regulations. Wear appropriate protective clothing. 	<ul style="list-style-type: none"> Awareness of relevant health and safety issues. Comply with relevant health and safety regulations. Wear appropriate protective clothing. 	<ul style="list-style-type: none"> Awareness of relevant health and safety issues. Comply with relevant health and safety and statutory regulations. Advise team members. Environmental awareness. 	<ul style="list-style-type: none"> Awareness of relevant health and safety issues. Comply with relevant health and safety regulations. Ensure safety of self and others e.g. erect notices and screening. 	<ul style="list-style-type: none"> Ensure core legal and health and safety requirements are met and adhered to. May work in high risk environments that require vigilance and care.

ROLE PROFILE SUMMARY TABLE GRADES 1–5

KNOWLEDGE & EXPERIENCE

Minimum qualifications, knowledge & experience (skills and experience may take the place of formal qualifications where appropriate)

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
<ul style="list-style-type: none"> • Learning gained through some work experience and training. • Basic numeracy and literacy. • Basic knowledge of established practices. 	<ul style="list-style-type: none"> • Demonstrate knowledge of work systems, equipment and processes. • Basic vocational qualifications with some relevant work experience. • Demonstrate a basic knowledge of health and safety and University procedures. • Valid, clean driving licence. 	<ul style="list-style-type: none"> • Proficient standard relating to the use of relevant systems, equipment, processes and relevant IT packages. • Demonstrate a good working knowledge of health and safety policy & procedures. • Relevant vocational qualifications e.g. NVQ 2, GCSE, City & Guilds. • Relevant work experience. 	<ul style="list-style-type: none"> • Vocational qualifications e.g. HNC, A-level, NVQ3. • Proven work experience in relevant roles. • Relevant trade qualifications. • Qualified by appropriate body to comply with statutory regulations e.g. Gas Safe • Proficient with IT packages and databases. • Strong understanding of University systems and procedures. 	<ul style="list-style-type: none"> • Detailed knowledge of University procedures and regulations, complex facilities, systems or specialist equipment through training and relevant vocational qualifications. • Qualified to A-level, HNC, NVQ4 or equivalent. Some roles may require a degree. • Qualified by appropriate body to comply with statutory regulations • Able to conduct workplace assessments and certify work of others. • Basic supervisory experience. • Proven experience of planning and progressing work activities within broader programme of work. • Recognised as a technical expert in area of work.