

University of Greenwich

ROLE PROFILE	SAMPLE SG6	(325 HERA Points)
	ROLE REQUIREMENTS	
COMMUNICATION	<p><u>Oral</u></p> <ul style="list-style-type: none"> • Frequently receive, understand and convey straightforward information in a clear and accurate manner • In addition, frequently receive understand and convey information that needs careful explanation or interpretation to help others understand eg explain procedures or regulations <p><u>Written</u></p> <ul style="list-style-type: none"> • Frequently receive, understand and convey straightforward information in a clear and accurate manner • On occasions, receive understand and convey information that needs careful explanation or interpretation to help others understand eg write minutes of formal meetings 	
TEAMWORK & MOTIVATION	<ul style="list-style-type: none"> • Be supportive of and encouraging to others in a team and help to build cooperation by setting an example and showing a flexible approach to delivering team results; contribute to building team morale as an active participant in a team eg 'covering' for a colleague • From time to time, clarify team requirements, agree clear task objectives, organise and delegate work fairly according to individual abilities • Help the team focus efforts on the task in hand and motivate individuals as and when required 	
LIAISON & NETWORKING	<ul style="list-style-type: none"> • Liaise with people outside the work team to disseminate information at the appropriate time • Build relationships and contacts to facilitate the future exchange of information • Participate in, and provide input to networks – within the institution or externally – to disseminate information and build or maintain relationships 	
SERVICE DELIVERY	<ul style="list-style-type: none"> • Respond to internal or external contacts requiring information • Respond to internal or external contacts requiring a service • Respond to requests and refer the customer to the right person if necessary • On occasions, be proactive in exploring and understanding customers' needs; adapting the service accordingly to ensure the usefulness or appropriateness and quality of service eg content, accuracy, level of information, cost 	
DECISION MAKING	<ul style="list-style-type: none"> • Take independent decisions that affect self and immediate colleagues only eg spending petty cash; deciding when to hold a meeting • Play a part in collaborative decisions made by a group or committee and/or work with others to reach a conclusion that has a moderate impact and may last for some time eg participate in recruitment interviews, buy non-routine stock or equipment, authorise expenditure from a previously agreed budget • Provide advice or information to others about issues that impact on the immediate work area only eg changing office furniture or equipment 	
PLANNING & ORGANISING RESOURCES	<ul style="list-style-type: none"> • Plan, prioritise and organise your own work or resources to achieve agreed objectives • From time to time, plan and organise the work or resources of others <u>and/or</u> plan and manage small projects, ensuring the effective use of resources 	
INITIATIVE & PROBLEM SOLVING	<ul style="list-style-type: none"> • Use judgement, initiative or creativity to resolve problems that are predictable but are not routine – the range of options will be defined by a set or organisational procedures or by the application of training or specific knowledge 	
ANALYSIS & RESEARCH	<ul style="list-style-type: none"> • Analyse routine data or information using predetermined procedures and gathering information from standard sources • Work accurately to complete the task precisely as specified eg monitor resource usage, produce statistics on spreadsheet, carry out database searches • From time to time, recognise and interpret trends or patterns in data, identify or source additional information that could potentially help the investigation as the analysis progresses 	
SENSORY & PHYSICAL DEMANDS	<ul style="list-style-type: none"> • Carry out tasks which require either learning certain methods or routines or involve moderate physical effort 	
WORK ENVIRONMENT	<ul style="list-style-type: none"> • Work in a low risk, relatively stable environment eg office, library, teaching space 	

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PASTORAL CARE & WELFARE	<ul style="list-style-type: none"> • Show consideration to others and refer to relevant people if necessary
TEAM DEVELOPMENT	<ul style="list-style-type: none"> • Advise or guide new starters working in the same role or unit on standard information or procedures • On occasions, deliver training or guide others on specific tasks or activities; give advice guidance and feedback on the basis of knowledge or experience
TEACHING & LEARNING SUPPORT	<ul style="list-style-type: none"> • Provide standard information or regular and routine introductions to students or others outside the work team (teaching or training)
KNOWLEDGE & EXPERIENCE	<ul style="list-style-type: none"> • Apply working knowledge of theory and practice gained through qualification in a relevant subject or equivalent working experience • Share this knowledge with others as appropriate • Demonstrate continuous specialist development by acquiring relevant skills and competencies eg keeping up to date with changes in legislation, attending relevant training