

Administrative Services Job Family

Job Families

A job family is a brief description of the main features of a group of roles that is similar in character, where the role holders are engaged in broadly similar work, or have broadly similar objectives. It describes career groups at a number of different levels, reflecting differences in grades. It can be used to articulate development routes, by setting out the career path and clarifying the criteria for advancement from one level to the next within the same family, or to a role within a different job family. All the families are underpinned by the same job evaluation methodology. Descriptions are general and may not explicitly describe a particular role. Staff will not necessarily carry out all of the activities described at a particular level and some staff may carry out additional duties. The objective of the job matching process is to make the best possible match of individual jobs against the job family levels. There are unlikely to be many perfect matches, but it should be possible to identify a best match in the majority of cases. Jobs can be matched to a higher level than is described here. This would be by read-across into the higher levels of the Management and Specialist family.

Administrative Services Family

Outline Descriptions

Roles in this family are engaged in the provision of professional and administrative support services to University staff and students and sometimes to the wider public. The work might involve clerical or administrative support, developing and implementing policy and procedures, providing specialist services through internal advice and support or project management. Contact with internal and/or external customers or clients or service providers is a common feature. To a varying extent, all roles in this family require an understanding of Departmental or University systems and processes. The higher levels also combine professional qualifications, managerial experience and specialist skills that have a substantial impact on the running and resources of the School/Section or University.

Level 1

Not appropriate in this family.

Level 2

These are entry-level clerical or secretarial roles and will be engaged in prescribed and mainly reactive work, performing a limited number of straightforward tasks within established routines and procedures and under regular or direct supervision. Work is allocated but there may be some scope for sequencing tasks. They involve responding to routine queries or issues and referring any unusual or non-routine situations to others. The work is typically to short deadlines, providing courteous and effective service to others. These roles require a basic standard of education, including numeracy and literacy skills and basic IT awareness and confidence.

Level 3

Roles in this level will also be routine clerical work, working under instruction performing tasks that are more complex or varied than those in level two. They may also be required to provide a service requiring specialised knowledge of the work of the School/Service. Relevant training and experience is likely to have been gained through prior generalist work or related activity. Role holders are likely to need GCSEs in English and Maths or equivalent. Work is still largely being done as it arises or within the daily schedule. Most work needs to be organised to meet deadlines within the day, although some work may need to be scheduled to meet known deadlines within the week or month.

Level 4

This level encompasses general clerical administrative work, which is more varied and skilled although still fairly prescribed, with minimal day to day supervision and general guidance as to what is required. Roles at this level require detailed understanding of methods, systems and procedures. Work at this level is moving into the vocational level that indicates specialist training or knowledge, acquired through previous on the job training and experience showing a comprehensive knowledge of relevant processes. Roles at this level may supervise others who are carrying out similar duties. Work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of administrative support activities. May be required to plan, manage and review work of staff at lower levels, ensuring the quality of their work.

Level 5

Roles at this level require an in-depth knowledge of administrative or specialist methods and procedures, gained through experience and or formal qualification. The knowledge is applied to provide a range of administrative support activities. Work may still have routine elements at times, but more advanced support will be provided and as such supervision is not regular.

These may be considered as entry-level professional positions where the norm is qualification to at least A Level standard with significant experience. These are substantial roles that often require the co-ordination of a variety of clerical or administrative functions across the School/Service.

FOR ADMINISTRATIVE JOBS AT LEVEL 6 AND ABOVE READ ACROSS TO THE MANAGEMENT AND SPECIALIST JOB FAMILY.

Levels

Level 2

These are entry-level clerical or secretarial roles and will be engaged in prescribed and mainly reactive work, performing a limited number of straightforward tasks within established routines and procedures and under regular or direct supervision. Work is allocated but there may be some scope for sequencing tasks. They involve responding to routine queries or issues and referring any unusual or non-routine situations to others. The work is typically to short deadlines, providing courteous and effective service to others. These roles require a basic standard of education, including numeracy and literacy skills and basic IT awareness and confidence.

Core Knowledge, Skills and Experience

- A basic standard of education, up to GCSE or equivalent, is required demonstrating numeracy and literacy skills.
- The ability to undertake vocational, or on the job, training through a planned schedule of training in the work place, and/or attendance at college on a day release/evening class basis leading to the award of a recognised appropriate qualification.
- Without formal qualifications practical experience in a related or similar working environment would be desirable.
- Basic IT literacy, including familiarity with Microsoft Office, e-mail and the Internet.
- Likely to be competent within three months of appointment.

Typical Work Activities

Planning and Organising

- Work activities have specific objectives and are characterised by regular or direct supervision, either by an individual, or by detailed procedures.
- Tasks will be varied and allocated by others but there may be some scope for sequencing.
- Although the post is directly supervised, the individual may not be closely supervised on a day to day basis, or may work alone.
- Works to short timescales.

Initiative and Decision Making

- Work assignments are straightforward and often repetitive.
- Make decisions in the course of their work such as how to enter data onto a system or the best method of maintaining a filing system.
- More complex decisions will be referred to the supervisor.

Communication and Networking

- Effectively exchange basic information, both orally and in writing.
- Follow simple written or oral instructions with accuracy and reliability.
- Receive internal and external visitors and will promote a positive image of the School/Service.
- May be an initial point of contact for staff, students and customers and will be required to refer people on, or to pass information on to colleagues.
- Awareness, understanding of and adherence to the University's Equal Opportunities Policy and IT Acceptable Use Policy.

Analysis, Reporting and Documentation

- Carry out routine record keeping and filing, including shelving books, papers and journals.
- Complete basic paperwork relevant to the Department.
- Use of basic IT packages.

Work Examples

- Operate computer for straightforward tasks.
- Run straightforward automated or routine reports to support basic information procedures.
- Set up and produce single or multiple copies of printed, typewritten or other machine acceptable original material, using specialist photocopy equipment.
- Routine typing or data entry with responsibility for verifying accuracy against the original where appropriate.
- Routine services associated with receipt, sorting and delivery of mail and packages.
- Receive and respond to visitors of the School/Service.
- Respond to queries from staff, students and customers either in person or by telephone or email. Update straightforward databases. Make routine arrangements and bookings according to clearly defined instructions.
- Be involved in preparation of straightforward materials to assist in the effective organisation of external and internal activities.
- Use IT systems in a routine way in accordance with procedures.

Teamwork

- Works as part of a team in a supporting role, under direct or regular supervision.

Level 3

Roles in this level will also be routine clerical work, working under instruction performing tasks that are more complex or varied than those in level two. They may also be required to provide a service requiring specialised knowledge of the work of the School/Service. Relevant training and experience is likely to have been gained through prior generalist work or related activity. Role holders are likely to need GCSEs in English and Maths or equivalent. Work is still largely being done as it arises or within the daily schedule. Most work needs to be organised to meet deadlines within the day, although some work may need to be scheduled to meet known deadlines within the week or month.

Core Knowledge, Skills and Experience

- A basic standard of education, typically 4 GCSEs including Maths and English.
- Prior generalist relevant work experience normally in a clerical role.
- Without qualification, demonstration of a range of skills and abilities relevant to the role gained in a work or related environment.
- May also be required to have obtained a relevant vocational qualification, NVQ level 2, RSA 2 etc where appropriate.

- Sound working knowledge of IT packages including Microsoft Office, e-mail and internet.

Typical Work Activities

Planning and Organising

- Will have an established workload with responsibility for ensuring that the work is carried out in a timely and accurate manner.

- Even if the work is very reactive or clearly planned, the post holder will have the responsibility for ensuring that all targets and deadlines are met.
- Support the organisation of internal and external activities, collating and recording defined information documentation as requested to ensure activities are administered efficiently.
- May be responsible for supervising or allocating work to more junior staff, checking the quality of their output.

Initiative and Decision Making

- Required to carry out routine tasks under regular, though not necessarily direct, supervision.
- Will decide the best way to solve a problem and will take appropriate action.
- Expected to engage in basic troubleshooting but will refer difficult decisions or unusual problems.

Communication and Networking

- Written and verbal communication skills.
- Communication will mainly be with other staff members, students, customers or visitors to explain routine procedures, clarify facts or to seek additional information.
- May be required to work on a reception desk or to operate a telephone switchboard where interaction with others will form a large part of the work.
- May have responsibility for assisting or allocating work to others and for induction and training of new staff.
- Interaction with external organisations on routine matters.
- Maintain a network of contacts knowing who to liaise with on key issues.
- Awareness, understanding of and adherence to the University's Equal Opportunities Policy, IT Acceptable Use Policy and other University policies.

Analysis, Reporting and Documentation

- Required to carry out routine record keeping and/or cataloguing.
- Maintain simple records such as annual leave.
- Filing.
- Basic data inputting.
- Required to maintain simple databases and other standard IT packages.

Work Examples

- Follow a clear brief to carry out a narrow range of prescribed, skilled tasks.
- Create documents based on a clear brief.
- Coach new members of the team to help them to acquire skills and experience.
- Process invoices, payments and check forms.
- Produce simple summaries from data collected.
- Update records on databases, using clearly defined guidelines.
- Sort, process, code and file documents, using clearly defined guidelines.
- General clerical duties such as arranging meetings distributing information, maintaining stationery supplies, contacting customers.
- May involve some technical document processing.
- Routine reprographic work.

- Monitor and replenish levels of stock/stores and ensure equipment, consumables and work area are ready for use when required.
- May perform support tasks that contribute towards an area which is specialist in nature.
- Maintain equipment such as photocopiers and printers.
- Ensure cash is handled in accordance with appropriate procedures.

Teamwork

- Roles at this level work as part of a team, subject to regular supervision.
- Provide general support activities in own area by assisting senior colleagues.
- May have responsibility for assisting or allocating routine work to others.
- May be required to help with induction or training of new colleagues.

Level 4

This level encompasses general clerical administrative work, which is more varied and skilled although still fairly prescribed, with minimal day to day supervision and general guidance as to what is required. Roles at this level require detailed understanding of methods, systems and procedures. Work at this level is moving into the vocational level that indicates specialist training or knowledge. acquired through previous on the job training and experience showing a comprehensive knowledge of relevant processes. Roles at this level may supervise others who are carrying out similar duties. Work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of administrative support activities. May be required to plan, manage and review work of staff at lower levels, ensuring the quality of their work.

Core Knowledge, Skills and Experience

- Good standard of secondary education, with particular competency with numeracy and literacy. A-level standard education would be a good indicator.
- Prior relevant work experience
- In addition, a relevant technical qualification such as RSA level 2 or 3, NVQ level 3, may be required.
- Without qualification an in depth knowledge of the relevant work area gained through previous on the job experience and practice in the specified skill base.
- Familiarity with work priorities and those of colleagues.
- In-depth knowledge of standard IT applications and familiarity with any relevant specialist system.
- Thorough knowledge of departmental systems and procedures and working practices.
- Understanding of relevant policy and legislation.
- Experience of working independently and dealing with unforeseen problems and circumstances.

Typical Work Activities

Planning and Organising

- Responsible for planning, organising and prioritising own standard work within well-established routines or procedures, should be able to determine own priorities and think ahead.
- May be required to plan and organise the work of more junior members of staff.
- Refer to more senior colleagues for prioritising and the scheduling of non-standard work.
- Organise internal and external activities, collating, recording and presenting relevant information documentation as requested, booking venues and speakers, co-ordinating diaries and taking a substantial role to ensure activities are administered efficiently.

Initiative and Decision Making

- Ability to assess problems and use experience or consult procedures to determine the most appropriate action.
- The problems are likely to be multiple choice situations where the individual will have to analyse information, identify errors and problems and investigate and come to conclusions and follow the most appropriate course of action within procedural constraints.
- Receives general guidance on complex but routine work.
- Required to consider a range of aspects of work related problems and make sound judgements on their resolution.
- Greater discretion/initiative to deal with non-standard problems.
- May be required to contribute to improving work practices.

Communication and Networking

- Will need to talk to customers, students and other staff on a regular basis, dealing with routine and more complex queries, explaining procedures, demonstrating systems or services.
- Maintain a network of contacts knowing who to liaise with on key issues for both internal and external matters.
- Roles may increasingly involve working with confidential information.
- Attend relevant meetings as requested by manager to support standard work activities or to represent the unit at an appropriate level.
- May be required to supervise more junior staff, including allocating and reviewing their work.
- Clear understanding of and adherence to the University's Equal Opportunities Policy, IT Acceptable Use Policy and other University policies and how they apply to own work.

Analysis, Reporting and Documentation

- May be required to carry out complex record keeping and/or cataloguing involving some analysis and more than one process stage.
- Interpretation and presentation of data and information.
- Apply a detailed understanding of a specialised but established University system, process or procedure, to analyse and resolve related problems.
- Research and organise standard material information for inclusion in reports and documents and/or to answer related questions and queries.

- May be required to assist with the production of accurate reports for external agencies or government bodies etc.

Work Examples

- More complex secretarial duties such as monitoring budgets, compiling reports, screening calls and responding to straightforward queries as well as those duties in level three.
- Manage the routine administrative duties within a School/Service.
- Develop departmental procedures.
- Analyse data and produce summaries and reports.
- May perform support tasks that contribute towards an area which is specialist in nature.
- Contribute to projects within the School/Service.
- Attend meetings and take minutes, organise meetings and make travel arrangements, keep diaries, compose routine letters.
- Jobs involving a range of specialised or non-standard administrative duties specific to the Department or service, such as processing complex or variable types of documentation or information.
- Chase outstanding debts.
- Plan and allocating student placements.
- Produce documents from a general brief.

Teamwork

- Works as part of or in support of a team but must be able to take independent action.
- May be recognised as the main point of contact for a particular specialised process, system or procedure, or for a senior member of staff at the University.
- May be required to allocate routine work to others.
- Assist in the induction or training of other staff.

Level 5

Roles at this level require an in-depth knowledge of administrative or specialist methods and procedures, gained through experience and or formal qualification. The knowledge is applied to provide a range of administrative support activities. Work may still have routine elements at times, but more advanced support will be provided and as such supervision is not regular. These may be considered as entry-level professional positions where the norm is qualification to at least A Level standard with significant experience. These are substantial roles that often require the co-ordination of a variety of clerical or administrative functions across the School/Service.

Core Knowledge, Skills and Experience

- Roles at this level usually require at least an A-Level standard education and significant work experience and practice in a related area, demonstrating development through the acquisition of the appropriate skills.
- Without qualification, the post holder must have an in-depth knowledge of the subject area and from previous experience must be able to demonstrate a range of expertise in their field

- In some cases, this role may be the first post graduation work for a graduate who is qualified in an appropriate discipline.
- Proven supervisory skills or ability as appropriate.
- Skilled in use of relevant and specialist IT packages.
- Comprehensive knowledge of administrative or operational process in own area of responsibility.
- Working knowledge of the broader activities of the School/Service and University.
- In-depth knowledge of relevant policy and legislation in own work area.
- Experience of planning and progressing work activities within general professional guidelines or organisational policy.

Typical Work Activities

Planning and Organising

- Will have an established workload and will have the responsibility for ensuring that the work is carried out in a timely and accurate manner.
- Works independently but can refer to a senior colleague for advice and guidance where necessary.
- Plans ahead on a daily or weekly basis with some consideration for the longer term.
- May oversee the day to day running of a work area or small team.
- May contribute to projects as part of the project team.
- Co-ordinate, arrange and allocate tasks for other staff, including ensuring there are sufficient resources available for events/activities.

Initiative and Decision Making

- Contributes ideas and innovative solutions.
- Will apply well developed problem solving skills through the application of initiative and judgement when solutions are not obvious.
- Make recommendations on managing/resolving more complex situations.
- Implement changes in service provision as requested by senior colleagues.

Communication and Networking

- Will need to talk to customers, staff and students to interpret their needs, discuss work requirements, establish facts, provide explanations, sometimes of a complex nature, explain procedures etc.
- May also be responsible for the supervision of staff, and monitoring of the quality of their work.
- Interaction with external organisations, often in difficult or sensitive circumstances may also be a part of the role.
- Liaise with wider University bodies.
- May attend relevant meetings to ensure that issues relevant to their section/

Department are appropriately represented and reported.

- Maintain and develop a network of contacts which may be both internal and external to the University.
- May be a point of contact for specialist queries or operational problems.

- Detailed understanding of and adherence to the University's Equal Opportunities Policy, IT Acceptable Use Policy and other University policies and how they apply to own work area.

Analysis, Reporting and Documentation

- Likely to be required to engage in complex record keeping and/or cataloguing to meet both internal and external requirements.
- May be required to collect and analyse some quite complex data and produce reports. This could be produced in a variety of formats, including written reports, spreadsheets and databases.
- Monitor budgets with reference to a senior member of staff.
- May be required to organise staff rotas.
- To be pro-active in information gathering and management.

Work Examples

Supervisory:

- Lead a section, monitoring progress and correcting any problems and running the function on a day to day basis.
- Contribute to the plans for the service area.
- Resolve any short term conflicts in priorities.
- Monitor and review staff progress.

Non-Supervisory:

- Advise colleagues, students and customers based on in-depth knowledge of procedures, processes and established practice.
- Responsible for the maintenance of departmental information and documentation such as records and databases.
- Produce complex statistical and financial analysis and maintain and collect data.
- Implement changes as requested by senior colleagues.

Teamwork

- Roles at this level work as part of or in support of a team, through independent action.
- May be required to supervise teams of staff carrying out similar but varied work.
- May contribute to recruitment, training and development of others.

FOR ADMINISTRATIVE JOBS AT LEVEL 6 AND ABOVE READ ACROSS TO THE MANAGEMENT AND SPECIALIST JOB FAMILY.