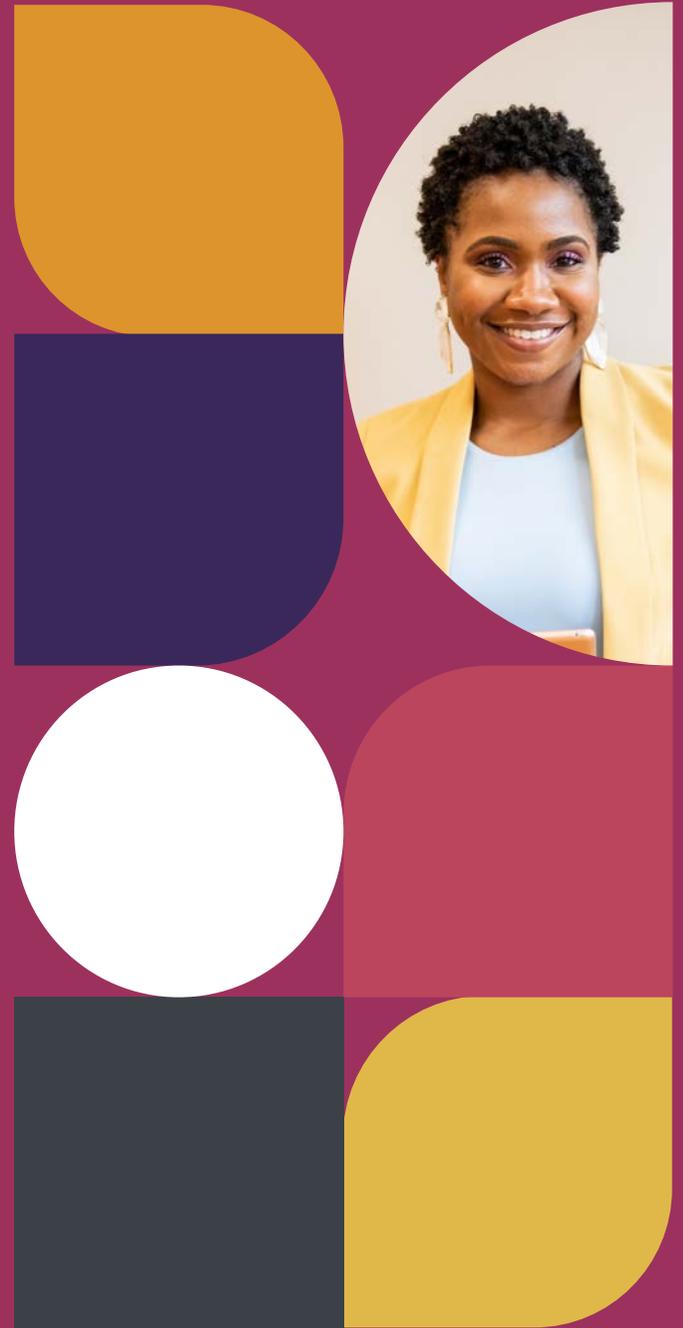


LSBU Career Pathways

EST 1892 **LSBU**



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Introduction

What are the PSG Career Pathways?

The PSG Career Pathways have been developed for Professional Services Group (PSG) roles at London South Bank University (LSBU). They include 8 different “job families” of roles at LSBU that share common characteristics and require broadly similar skills and competencies.

We developed the PSG Career Pathways following requests for clearer information and more support for career development within Professional Services. The pathways identify skills and competencies for different grades within each job family.

Job families are a way of describing work across the organisation that can support career planning and development. By looking at the roles in each job family you can identify future career opportunities both within your existing job family and in other parts of Professional Services at LSBU.

These skills and competencies have been identified from relevant job descriptions. When advertised, these roles would also typically include some role-specific information. The Career Pathways should be read alongside the LSBU Behaviour Framework, which describes the behaviours expected at each grade.

How can I use the PSG Career Pathways?

Individuals can use the PSG Career Pathways to plan their development, so they are ready to apply for vacancies when they arise.

Managers can use the PSG Career Pathways to have informed discussions about career development with the people they manage, to support internal progression and retention. A conversation about career development is a requirement for the end-of-year PDR (appraisal) conversation, but discussions about career development can take place at any time.

Although the PSG Career Pathways are focused on non-academic roles within LSBU they may also be useful to LSBU academics and people employed in other parts of the LSBU Group who are interested in possible opportunities within Professional Services.

Which roles are included in the Career Pathways?

These initial LSBU job families were developed through a series of stakeholder meetings and include the job families and example roles listed below. We plan to continue to develop our job families including the roles covered and the skills and competencies identified and would welcome your help.

We will be pro-actively collecting feedback about how the Career Pathways are being used, and where they are working well or less well. You can also provide feedback directly to careerpathways@lsbu.ac.uk.

Learning and Research Support

Jobs in this family support and participate in the delivery of teaching and research, and enable students to learn effectively. They will work closely with academic staff to support and contribute to research and provide technical and operational input that helps deliver an effective learning experience and student success. All roles in this family will recognise and respond to relevant accountabilities in the delivery of teaching and research.

- Example roles: Technicians, Library, Learning Technology

Academic Enablement

Jobs in this family support and enable the smooth-running of high-quality academic programmes. They are concerned with administering academic programmes and providing services to enhance the quality of teaching and the improve the learning experience.

- Example roles: Teaching Quality, Registry, Student Admin, Curriculum Admin

Student Services and Support

Jobs in this family provide support directly to students to ensure the smooth-running of student services. They will be front-facing and focused on providing an excellent customer service, resolving issues, and ensuring a positive student journey and experience.

- Example roles: Student Support, Admissions, Library Services, Employability

Campus Services and Operations

Jobs in this family are concerned with developing, operating and running the facilities of LSBU, to ensure that the sites provide an appropriate environment for students and staff.

- Example roles: Estates Services and Sports

Partnerships and External Engagement

Jobs in this family promote LSBU and advance its reputation as a leader in technical and vocation-led education pathways. They have a remit to develop partnerships that generate income, expand the reach of LSBU, and deepen the impact of LSBU on students, businesses, and the community.

- Example roles: International Partnerships, Marketing, Enterprise, Apprentices, PR/ Corporate Affairs

Projects, Programmes, and Change Management

Jobs in this family drive transformation and change in the organisation, and enable LSBU to be fit for the future. They are focused on delivering improvements to the way LSBU operates, through the management and delivery of programmes and projects.

- Example roles: Estates Development, Digital Transformation, Programme Management Office

Organisational Services

Jobs in this family provide specialist support services that enable and support the organisation to function effectively. They are expected to provide high quality advice and services to colleagues and staff across LSBU.

- Example roles: HR, Organisational Design and Equality, Diversity and Inclusion, Finance, Procurement

Governance and Risk

Jobs in this family help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards. They will often work with external bodies such as regulators and auditors, and are concerned with identifying and mitigating risks to the organisation, and enabling LSBU to function effectively, responsibly, and sustainably.

- Example roles: Governance, Legal, Assurance and Compliance

On the following pages, a profile has been written for each level in each job family, providing a description of the purpose, core accountabilities and the typical knowledge, skills and experience required. Not every grade is represented in every job family, due to the nature of the work, as you can see from the table below. Further information about the different career levels at LSBU can be found at the end of this document.

	Learning and research support	Academic enablement	Student services and support	Campus services and operations	Partnerships and external engagement	Projects, programmes and change management	Organisational services	Governance and risk
Grade 11-13								
Grade 9-10								
Grade 8								
Grade 7								
Grade 6								
Grade 5								
Grade 4								
Grade 3								
Grade 2								

Learning and research support

Learning and research support – grade 3

Purpose

To undertake straightforward tasks and routine activities, in accordance with instructions, that support the delivery of teaching, learning and research by making sure resources, materials and equipment are available for use.

Accountabilities

- **Learning resources and materials:** Help collate specified resources and materials that are required to support learning and teaching as instructed.
- **Demonstrations:** Assist with demonstrations of straightforward equipment and technology to students, staff and other stakeholders to enable their safe and proper use.
- **Create learning and research environments and experiences:** Assist with the set-up and break-down of equipment and materials as instructed, so that necessary equipment and materials are available for students, staff and other stakeholders.
- **Maintenance of resources and equipment:** Clean and help maintain basic equipment so that it is safe and available for use.

Typical knowledge, skills and experience

- Basic knowledge of a limited number of routine tasks and processes.
- Knowledge of straightforward equipment and materials, with basic knowledge of how to store and maintain them.
- Ability to exchange straightforward information in a clear manner.
- Ability to deliver tasks as instructed and respond to instructions and requests.

Learning and research support – grade 4

Purpose

To undertake a range of activities that support the delivery of teaching, learning and research by making sure appropriate resources, materials and equipment are available for use.

Accountabilities

- **Learning resources and materials:** Collate appropriate resources and materials that are required to support learning and teaching, including suggesting alternatives.
- **Demonstrations:** Assist with demonstrations of equipment and technology to students, staff and other stakeholders to enable their safe and proper use. Provide guidance and support to students and staff through on-the-job training/coaching in the use of equipment and techniques in own area.
- **Create learning and research environments and experiences:** Set up and break-down equipment and materials as clearly specified, so that necessary equipment and materials are available for students, staff and other stakeholders.
- **Maintenance of resources and equipment:** Assist with routine maintenance of specialist equipment so that it is safe and available for use.

Typical knowledge, skills and experience

- A Levels or level 3 qualifications, or equivalent experience.
- Knowledge of relevant processes and ways of working.
- Knowledge of a range of specialist equipment and materials, with basic knowledge of how to operate, store and maintain them.
- Ability to communicate and exchange information in a clear and transparent way.
- Ability to understand straightforward learning and research requirements and requests from staff and students.

Learning and research support – grade 5

Purpose	
<p>To ensure that resources are available to support teaching, learning and research, and to help facilitate learning and research by contributing to the design and delivery of training sessions and support activities.</p>	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Learning resources and materials: Collate appropriate resources and materials that are required to support teaching, learning and research, including suggesting alternatives. • Develop learning content: Contribute to the design of training sessions in line with specified requirements, and compile appropriate and relevant content. • Deliver learning sessions: Contribute to the delivery of training sessions or workshops alongside a more senior colleague, to help students, researchers to build their skillsets. • Demonstrations: Present and demonstrate technology and equipment to students staff and other stakeholders to enable their safe and proper use and maximise their utility and effectiveness. • Create learning and research environments and experiences: Help design and deliver high quality environments, including determining the best way the resources/equipment/material can be set up and used to deliver effective teaching, learning and research. • Maintenance of resources and equipment: Test and maintain specialist equipment following guidelines and specific processes so that it is safe and available for use. • Support Research and Enterprise: Support academic staff in the development of research and enterprise activity under their direction, providing advice on best technical or professional practice where relevant. 	<ul style="list-style-type: none"> • Foundation degree or diploma, or equivalent experience. • Knowledge of a range of processes and procedures. • Knowledge of a range of equipment and materials, including some more specialist/complex equipment and technology/systems, with knowledge of how to maintain equipment. • Ability to provide advice or guidance and convey technical knowledge to generate understanding and acceptance in others. • Understanding of effective learning and research environments, and understanding of how demonstrations and technical assistance can support learning, teaching and research. • Some experience of assembling and creating learning content and materials as part of a specified programme. • Some experience of supporting the delivery of learning/training sessions or delivering demonstrations. • Ability to understand the learning and research requirements of staff and students.

Learning and research support – grade 6

Purpose

To provide specialist technical input to teaching, learning and research by designing and delivering specific high quality resources, content, and environments that support and enable student and staff success.

Accountabilities

- **Learning resources and materials:** Research and identify resources available to support learning and teaching, then work with academics to define and provide appropriate materials that meet the content needs.
- **Develop learning content:** Design training sessions in line with specified requirements and produce/develop new training materials and content appropriate to learning and skills development needs.
- **Deliver learning sessions:** Deliver training sessions, workshops, tutorials or support sessions on a group or one-to-one basis, to support students and researchers to build their skillsets and conduct their projects successfully.
- **Support learners, researchers and teachers:** Provide input to academic programmes and projects in the form of support, advice and guidance on how aspects of learning or research can be best delivered, drawing on best practice and working in collaboration with academics and other stakeholders.
- **Deliver classes and workshops:** Demonstrate complex technology, equipment and procedures to students, staff, and other stakeholders, providing advice and guidance on procedures, methods and techniques to enhance and maximise the use of technology and equipment.
- **Create learning and research environments and experiences:** Design and deliver high quality environments and experiences (either physical or virtual) so that effective teaching, learning and research can be delivered.
- **Maintenance of resources and equipment:** Test and evaluate specialist resources and equipment to determine suitability and functionality and ensure it is safe and appropriate for use.
- **Support Research and Enterprise:** Support academic staff in the development of research and enterprise activity under their direction, providing advice on best technical or professional practice, where relevant.
- **Supervision/management of work:** Provide colleagues with support and guidance with regards to best practice and relevant procedures.

Typical knowledge, skills and experience

- Bachelor's degree or equivalent experience.
- Deep procedural knowledge including more complex processes and procedures, with knowledge of underpinning policies and approaches.
- Thorough knowledge of a range of specialist and complex equipment and technology/systems, with ability to test and evaluate equipment and systems.
- Strong technical knowledge in a discipline or area of specialism, with some knowledge of underpinning theory.
- Ability to provide advice and guidance, and convey technical knowledge to a range of audiences to generate understanding and acceptance in others.
- Knowledge of the information and learning resources available to support specific academic programmes.
- Awareness of learning theory and teaching methods, with knowledge of learning technology and how this can deliver and support successful learning.
- Experience of providing input to academic programmes and developing learning content to meet specified requirements.
- Experience of delivering learning/training sessions, and/or delivering in-depth and highly technical demonstrations.
- Ability to understand and interpret the learning and research requirements of staff and students.

Learning and research support – grade 7

Purpose

To provide specialist professional input to teaching, learning and research by working closely with internal and external stakeholders to identify and define how teaching and research can best be delivered, and participate in the delivery of teaching and research.

Accountabilities

- **Learning resources and materials:** Provide guidance to academics on appropriate resources and materials based on thorough knowledge of what is possible and available.
- **Develop learning content:** Scope and design training sessions based on an understanding of need, and produce/develop a wide range of new training materials and content to ensure training successfully meets the learning needs.
- **Deliver learning sessions:** Deliver specialist learning support, provide advice to learners and researchers in area of specialism, and facilitate and assist staff and students with specialist project-based activities to support students and researchers to build their skillsets and conduct their projects successfully.
- **Support learners, researchers and teachers:** Provide input to academic programmes and projects, in the form of support, advice and guidance on how aspects of learning or research can be best delivered, drawing on best practice and working in collaboration with academics and other stakeholders.
- **Demonstrations:** Present and demonstrate highly complex technology, equipment and procedures to students, staff, and other stakeholders, providing advice and guidance on procedures, methods and techniques to enhance and maximise the use of technology and equipment.
- **Contribute to Research and Enterprise:** Work closely with academic staff in the development of research and enterprise activity under their direction, providing advice on best technical or professional practice, where relevant.
- **Create learning and research environments and experiences:** Plan, design and develop and manage high quality and bespoke environments and experiences (either physical or virtual) so that effective teaching, learning and research can be delivered.
- **Supervision/management of work:** Supervise and monitor the work of a team to make sure processes and procedures are properly implemented.

Typical knowledge, skills and experience

- Bachelor's degree or equivalent experience.
- Thorough knowledge of a wide range of procedures and technical protocols, with knowledge of underpinning policies and approaches and some experience of improving processes and ways of working.
- Deep and thorough knowledge of a range of specialist and complex equipment and technology/systems, with ability to test and evaluate those systems.
- Expertise in a technical discipline/specialism, with knowledge of underpinning theory.
- Ability to provide advice and guidance and convey technical knowledge through a variety of ways to a range of audiences, to generate understanding and acceptance in others.
- Good knowledge of the best information and resources available to support a range of programmes and projects
- Knowledge of learning theory and teaching methods, with thorough knowledge of learning technology and how this can deliver and support successful learning.
- Experience of providing specialist input to programmes and projects, contributing to the design and delivery of learning and research.
- Experience of delivering a range of learning/training sessions, including in specialist areas.
- Ability to understand, conceptualise and interpret the learning and research requirements of staff and students.
- Experience of supervising a team or providing guidance and support to colleagues.

Learning and research support – grade 8

Purpose

To manage the delivery of a specific teaching, learning and research support service that provides technical and specialist input to the design and delivery of teaching and research and supports students to learn effectively and successfully **OR** To be responsible for the technical organisation and/or operation of advanced scientific/experimental/IT/technical work requiring specialist skills, techniques and knowledge.

Accountabilities

- **Learning resources and materials:** Provide expert advice to academics on specialist resources, technologies and materials based on in-depth knowledge of what's possible and available.
- **Develop learning content:** Develop an overall programme of training to meet specified learning, skills development and/or research objectives, and to adapt this in response to changes in technology, learning and research approaches and learning needs.
- **Support learners, researchers and teachers:** Partner with academics to help shape aspects of academic programmes and projects, develop an effective framework of specialist support for teaching, learning and research, and create a plan for services that integrates with, and supports, academic programmes and projects.
- **Provision of expert advice:** Act as a recognised source of technical and/or experimental expertise, advising on the development and application of specialist techniques/experiments and/or procedures and the analysis and interpretation of results.
- **Create learning and research environments and experiences:** Work with internal and external stakeholders on the strategic planning and design of high quality and bespoke environments and experiences (either physical or virtual) to deliver effective teaching, learning and research. Supervision / management of work: Manage, monitor and review the work of a team to make sure processes and procedures are properly implemented and ensure the team is achieving defined objectives and standards.
- **Team management:** Manage a team so they are supported and enabled to deliver their role to expected standards. This includes recruitment, performance management, and identifying development needs of the team.

Typical knowledge, skills and experience

- Bachelor's / Master's degree or equivalent experience.
- Experience of developing and improving processes that define how learning and research support operates on a day-to-day basis.
- Experienced professional with substantial expertise in relevant technical discipline/specialism.
- Ability to provide expert advice and guidance, and influence and persuade based on expertise or technical knowledge.
- Thorough and up-to-date knowledge of the best information and learning resources available to support academic programmes.
- Knowledge of best practice with regards to learning environments and learning technology, with good theoretical knowledge of learning theory and teaching methods.
- Ability to understand, conceptualise, interpret and help shape the learning and research requirements of staff and students.
- Experience of managing a team or area of work.
- Experience of contributing to the development of learning and research support services to meet needs and improve the quality of learning and research.

Academic enablement

Academic enablement – grade 4

Purpose

To deliver a straightforward administrative support service that enables the smooth-running of academic programmes.

Accountabilities

- **Act as a link:** Maintain communication with colleagues in different departments and with students to help provide a joined-up support service.
- **Administration:** Undertake a range of administrative processing that supports the administration of courses to help enable their smooth-running.
- **Data, records and reporting:** Maintain records and data in line with clearly specified requirements so that information can be retrieved as required.

Typical knowledge, skills and experience

- A Levels or level 3 qualifications, or equivalent experience.
- Understanding of the academic support services and what LSBU delivers for students.
- Understanding of the student journey.
- Knowledge of relevant processes and ways of working.
- Ability to communicate and exchange information in a clear and transparent way.

Academic enablement – grade 5

Purpose

To deliver a core co-ordinatory and administrative service that enables the smooth-running of academic programmes.

Accountabilities

- **Act as a link:** Act as an administrative link between students, academics, and external bodies to provide a joined-up support service.
- **Administration:** Undertake course-related administration for a set of courses to enable their smooth and effective running. This includes enrolling students on modules, maintaining and updating records, producing timetables, and dealing with course enquiries.
- **Data, records and reporting:** Maintain records and data, validate and review data accuracy, and compile routine reports so that accurate records and reports are kept and filed.

Typical knowledge, skills and experience

- Foundation degree or diploma, or equivalent experience.
- Understanding of the academic support services, with a working understanding of what different departments do and how they interact with academic support services and their requirements.
- Understanding of the student journey and the student experience.
- Knowledge of a range of processes and procedures.
- Ability to provide straightforward advice or guidance, and convey complex procedural knowledge to generate understanding and acceptance in others, adjusting the messaging as required.

Academic enablement – grade 6

Purpose

To deliver a technical support service that enables the smooth-running, compliance, and quality of academic programmes.

Accountabilities

- **Act as a link:** Act as a co-ordinatory link between students, academics, and external bodies to provide a joined-up support service.
- **Administration:** Co-ordinate course-related administration activities across a large portfolio of courses and academic programmes to enable their smooth and effective running.
- **Data, records and reporting:** Maintain complex records and compile datasets and reports (including statutory returns), integrating and analysing data from variety of sources so that accurate information is maintained and reported.
- **Supervision/management of work:** Provide junior colleagues with support and guidance with regards to best practice and relevant procedures.
- **Quality assurance:** Implement defined quality assurance procedures and undertake specific quality assurance activities (such as preparing for validation and review of courses, and supporting audits) to help LSBU ensure that its academic offering is of a high quality.
- **Advice and compliance:** Monitor adherence to academic regulations and practices to support LSBU in complying with defined requirements.

Typical knowledge, skills and experience

- Bachelor's degree or equivalent experience.
- Understanding of the academic support services, with organisational awareness and knowledge of how different parts of the organisation interact and fit together, and knowledge of how things get done in LSBU.
- Good knowledge and understanding of the student experience.
- Up-to-date understanding of a specific set of regulatory/statutory requirements and quality standards.
- Deep procedural knowledge including more complex processes and procedures, with knowledge of underpinning policies and approaches.
- Ability to provide advice and guidance, and convey technical knowledge to a range of audiences to generate understanding and acceptance in others, adjusting the messaging as required.

Academic enablement – grade 7

Purpose	
<p>To provide specialist technical input to the delivery of academic programmes, either by overseeing the delivery of administrative services that enable the smooth running of academic programmes, or by delivering activities and advice focused on academic quality assurance and improvement.</p>	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Act as a link: Act as key co-ordinatory link and channel of communication between different parts of the organisation and external bodies to help ensure activity is co-ordinated and cohesive. • Administration: Test and help ensure processes and systems for registry and academic course infrastructure are fit for purpose and meet internal needs as well as comply with requirements of external bodies/regulators, to make sure LSBU gets the most out of the processes. • Data, records and reporting: Undertake complex analysis of datasets and create statutory returns and reports (including one-off and non-routine reports) so that accurate and insightful information is maintained and reported. • Supervision / management of work: Supervise and monitor the work of a team to make sure processes and procedures are properly implemented. • Quality assurance: Deliver core quality assurance activities, such as delivering the validation and review process for units and courses, to help LSBU ensure that its academic offering is of a high quality. • Advice and compliance: Advise on implementing quality assurance procedures and monitor and advise on adherence to academic regulations and practices, to support LSBU in ensuring compliance with requirements. • Quality improvement: Undertake research (qualitative and quantitative) into performance of Schools, and monitor/analyse data about student experiences/outcomes to inform quality improvement. • Quality improvement: Assess quality of provision against clear measures, identifying areas for improvement and development, and contribute to the design and delivery of development activities. 	<ul style="list-style-type: none"> • Bachelor's degree or equivalent experience. • Knowledge of academic support and enabling services, with strong organisational awareness and knowledge of how different parts of the organisation interact and fit together, and how things get done in LSBU. • Thorough knowledge and understanding of the student experience. • Up-to-date knowledge of regulatory and statutory requirements and quality standards, with understanding of how they impact on academic delivery. • Thorough knowledge of a wide range of procedures and protocols, with knowledge of underpinning policies and some experience of improving processes and ways of working. • Experience of supervising a team or providing guidance and support to colleagues. • Ability to provide advice and guidance in a consultative and collaborative way, and convey technical knowledge through a variety of ways to a range of audiences, to generate understanding and acceptance in others.

Academic enablement – grade 8

Purpose	
To enable the smooth-running of high-quality academic programmes either by managing an administrative service or by delivering a range of professional activities and advice focused on academic quality insurance and improvement.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Act as a link: Act as key channel and link between different parts of the organisation and external bodies, joining up the dots to ensure solutions work across the whole piece and are co-ordinated and cohesive. • Administration: Develop processes and systems for registry and academic course infrastructure to ensure they are capable of meeting internal demands and are compliant with requirements of external bodies and regulators. • Data, records and reporting: Plan and manage the annual cycle of statutory returns and reporting to ensure the organisation has insightful and accurate data that meets compliance requirements around reporting. • Supervision / management of work: Manage, monitor and review the work of a team to make sure processes and procedures are properly implemented and ensure the team is achieving defined objectives and standards. • Team management: Manage a team so they are supported and enabled to deliver their role to expected standards. This includes recruitment, performance management, and identifying development needs of the team. • Quality assurance: Deliver a range of complex quality assurance activities, leading the validation and review process and undertaking audits, to help LSBU ensure that its academic offering is of a high quality. • Advice and compliance: Provide specialist advice about implementing quality assurance procedures, and about development, implementation and adherence to academic regulations and practices, to support LSBU in ensuring compliance with requirements. • Quality improvement: Identify areas of risk and areas for improvement based on research and analysis, and make recommendations for improvements. • Quality improvement: Assess quality of provision, identifying areas for improvement and development, and design and deliver development activities. 	<ul style="list-style-type: none"> • Bachelor's / Master's degree, or equivalent experience. • Strong organisational awareness, with knowledge of expectation/interaction/collaboration/hand-offs between academic support and other parts of the organisation. • Thorough knowledge and understanding of the student experience and outcomes based on empirical evidence on quality. • Up-to-date knowledge of a range of regulatory and statutory requirements and quality standards, with an understanding of how they impact on academic delivery and experience of monitoring performance/quality against those. • Experience of interacting with regulators. • Experience of developing and improving processes that define the academic support services • Experience of managing a team or area of work. • Experience of contributing to development of academic support services within area of knowledge and expertise. • Ability to provide expert advice and guidance in a consultative and collaborative way, and influence and persuade based on expertise or technical knowledge.

Academic enablement – grade 9-10

Purpose	
To manage a service that enables the smooth-running of high-quality academic programmes, operationalising and implementing plans, policies and frameworks to maximise outcomes.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Act as a link: Drive collaborative and consultative working across the organisation, joining up the dots to ensure solutions work across the whole piece and are coherent and well-integrated. • Administration: Lead the development of processes and systems for registry and academic course infrastructure to ensure they are best practice and compliant with all internal and external requirements. • Supervision/management of work: Oversee the work of a large team to make sure defined objectives and standards are being met. • Team management: Manage a large team so they are supported and able to deliver their roles to expected standards. This includes leading on recruitment and performance management, and leading on staff development. • Quality assurance: Develop the processes for quality assurance and quality enhancement of provision, and help shape the approach to enable LSBU to ensure and validate that its academic offering is of a high quality. • Advice and compliance: Lead the provision of specialist advice about quality assurance procedures and adherence to academic regulations and practices to enable LSBU to ensure compliance with requirements. • Quality improvement: Identify areas of risk and areas for improvement based on research and analysis, and develop and promote solutions to address these. • Quality improvement: Lead the development of a programme of quality assessment and quality development activities. 	<ul style="list-style-type: none"> • Master's degree or equivalent experience. • Excellent organisational knowledge and awareness, with thorough knowledge of the expectations, interactions, collaborations and hand-offs between academic support and other parts of the organisation. • Deep and thorough knowledge and understanding of the student experience based on empirical evidence on quality, with experience of developing and implementing initiatives to improve the quality of the student experience. • Wide and thorough knowledge of the regulatory and statutory requirements and quality standards that surround academic delivery, with experience of developing quality assurance and reporting mechanisms that support excellence and compliance. • Experience of engaging with regulators. • Experience of developing and improving the policies, processes and ways of working that define academic support services. • Experience of managing teams to deliver successful outcomes. • Experience of contributing to development of academic support services to improve the student experience and outcomes. • Ability to lead collaboration and provide expert advice and guidance in a consultative way, and influence and persuade based on expertise or technical knowledge.

Academic enablement – grade 11-13

Purpose	
<p>To lead a service and set direction for academic administration and quality assurance, shaping the approach, policies and frameworks that will enable LSBU to deliver high-quality academic programmes, and ensuring the integrated implementation and delivery of these across the institution.</p>	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Act as a link: Orchestrate a cross-organisational approach to developing solutions that meet the needs of all stakeholders and all parts of the organisation, so that LSBU takes an integrated and cohesive approach. • Administration: Lead development of the overall approach to course administration and operations, embedding new policies, tools and ways of working to respond to emerging need and ensure best practice. • Quality assurance: Lead the articulation of quality outcomes, lead the creation and development of the quality assurance framework that measures those outcomes, and evaluate its effectiveness to enable LSBU to ensure and validate that its academic offering is of a high quality. • Advice and compliance: Advise the Executive and lead the engagement with regulatory bodies about quality and compliance, and translate this into a set of objectives for the organisation so that LSBU can comply with all the necessary requirements and regulations. • Quality improvement: Ensure there are appropriate mechanisms, policies and approaches in place for identifying quality improvement needs and action plans. 	<ul style="list-style-type: none"> • Master's degree or equivalent experience. • Excellent organisational knowledge, with experience of negotiating and leading the definition of how academic support interacts with other parts of the organisation and contributes to the achievement of wide organisational goals. • Comprehensive knowledge of the regulatory and statutory requirements and quality standards that surround academic delivery, with experience of leading development services to support excellence and compliance. • Experience of engaging with regulators. • Extensive experience of developing and improving the policies, processes and ways of working that define academic support services. • Experience of leading large teams to deliver successful outcomes. • Experience of leading the design and shaping of services that improve the student experience and outcomes - involving working across the organisation. • Ability to influence a wide range of stakeholders across LSBU and externally to generate commitment and buy-in to the design and vision for services that impact on academic delivery and student outcomes.

Student services and support

Student services and support – grade 3

Purpose

To provide a basic and transactional student support service that helps student navigate LSBU by responding to routine queries or questions.

Accountabilities

- **Understand customer needs:** Communicate and engage with students to provide a welcoming and accessible initial point of contact.
- **Information, advice and guidance:** Answer questions and provide basic information to students in a specific area so that students have the information they need.
- **Support:** Direct students to where they can get more information and guidance where necessary, and escalate non-routine student questions to colleagues so that support can be provided.

Typical knowledge, skills and experience

- Awareness of the support needs of Higher Education or Further Education students relevant to area of support role is involved in.
- Basic understanding of what LSBU delivers for students and of the student services.
- Basic knowledge of a limited number of routine tasks and processes.
- Desire to have a positive impact on the customer and their experience.
- Ability to exchange straightforward information in a clear manner.
- Ability to respond to instructions and requests.

Student services and support – grade 4

Purpose	
To provide a student support service that is largely routine that helps students by resolving their queries and straightforward issues, providing an excellent customer service.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Understand customer needs: Communicate and engage with students, asking appropriate questions to understand their needs. • Information, advice and guidance: Provide straightforward information and guidance to students on specific matters, adjusting the communication for the audience so that students have the information they need. • Support: Signpost students to other services and escalate more complex student questions or issues to colleagues, so that appropriate support can be provided. • Records: Collect relevant information from customers, and maintain accurate records in line with clearly specified requirements so that information can be retrieved as required. • Health & Safety: Checks compliance with policy and procedures to provide students with a safe environment at all times. 	<ul style="list-style-type: none"> • A Levels or level 3 qualifications, or equivalent experience. • Understanding of the support needs of Higher Education / Further Education students relevant to area of support role is involved in. • Understanding of the student services and what LSBU delivers for students. • Knowledge of relevant processes and ways of working. • Awareness of responsibility towards the customer and how one's actions impact the customer, with a desire to have a positive impact on the customer and their experience. • Good listening skills, with the ability to ask relevant and timely questions to further understanding. • Ability to communicate and exchange information in a clear and transparent way.

Student services and support – grade 5

Purpose

To provide a student support service that is responsive to a range of student queries and issues, helping to resolve issues (which will be both routine and non-routine) and ensure a positive student experience and provide an excellent customer service.

Accountabilities

- **Understand customer needs:** Engage with students, and employ active listening to understand the particular needs of the student.
- **Identify issues and solutions:** Identify the student's issue and decide within defined processes (though with some ability to customise the approach), how best to proceed and resolve the issue. This entails seeing the issue through to final resolution.
- **Information, advice and guidance:** Provide information, advice and guidance to students on a range of matters, communicating clearly, employing empathy and adjusting the messaging appropriately so that students receive the appropriate guidance and information in a constructive manner.
- **Support:** Help students to understand the support and help available, and signpost them to wider support services so that they can access the appropriate support to meet their needs.
- **Records:** Collect relevant information from customers, and maintain accurate records so that accurate records and reports are kept and filed and can be retrieved as required.
- **Health & Safety:** Ensured compliance with policy and procedures to provide students with a safe environment at all times.

Typical knowledge, skills and experience

- Foundation degree or diploma, or equivalent experience.
- Good knowledge and understanding of the support needs of Higher Education / Further Education students.
- Understanding of the student services with working understanding of what different departments do, and how they interact with student services and their requirements.
- Knowledge of a range of processes and procedures.
- Understanding of responsibility towards the customer and of the impact of one's behaviours and actions on the customer, with a desire to have a positive impact on the customer and their experience.
- Good listening and questioning skills, with the ability to use active listening to pay attention to and interpret what others are saying and their non-verbal messages, and convey mutual understanding.
- Understanding of a range of experiences and perspectives, with the ability to adapt thinking and approach accordingly.
- Ability to apply appropriate curiosity and think beyond what is initially presented to identify root issues and causes.
- Ability to communicate in a clear and transparent way, with ability to adjust messaging and deliver challenging messages in an appropriate manner.

Student services and support – grade 6

Purpose

To provide a somewhat specialist student support service that handles a range of student issues that will include more complex issues, helping resolve their issues and delivering targeted support and guidance.

Accountabilities

- **Understand customer needs:** Engage with students, and employ active listening to understand the particular needs of the student (both what is said and unsaid) and unearth wider connected issues.
- **Identify issues and solutions:** Identify the student's issue and the root causes of the issue, and decide the best way to proceed and resolve the issue by adapting and adjusting solutions to fit. This entails seeing the issue through to final resolution.
- **Information, advice and guidance:** Provide information, advice and guidance to students on a range of complex and sensitive matters, communicating clearly, employing empathy and adjusting the messaging appropriately so that students receive the appropriate guidance and information in a constructive manner.
- **Support:** Provide a personalised support service for students, helping students to develop plans and improve their skills, resilience and wellbeing.
- **Records:** Maintain accurate records and case notes, in accordance with defined requirements and procedures so that accurate and appropriate information is maintained and can be reported on where relevant.
- **Supervision / management of work:** Provide junior colleagues with support and guidance with regards to best practice and relevant procedures.
- **Customer service improvement:** Flag issues with current processes or working methods, to feed into the continuous improvement of the service and improvements to the customer experience and outcomes.

Typical knowledge, skills and experience

- Bachelor's degree or equivalent experience.
- Good knowledge and understanding of the support needs of Higher Education / Further Education students.
- Understanding of student services, with organisational awareness and knowledge of how different parts of the organisation interact and fit together, and how things get done in LSBU.
- Deep procedural knowledge including more complex processes and procedures, with knowledge of underpinning policies and approaches.
- Understanding of responsibility towards the customer and of the impact of one's behaviours and actions on the customer, with a desire to have a positive impact alongside knowledge and understanding of professional boundaries and how to take a bounded approach to supporting students.
- Excellent listening and questioning skills, with the ability to use active listening to pay attention to and interpret what others are saying and their non-verbal messages, and convey mutual understanding.
- Broad understanding of a range of experiences and perspectives, with the ability to adapt thinking and approach accordingly.
- Ability to apply appropriate curiosity and think beyond what is initially presented to identify root issues and causes.
- Ability to communicate in a clear and transparent way, with ability to adjust messaging and deliver challenging messages in an appropriate manner.

Student services and support – grade 7

Purpose	
To provide professional support services for students, handling complex issues relating to student welfare and support that require specialist support.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Understand customer needs: Engage with students and conduct assessments to understand their issues and needs, unearthing wider issues beyond what is presented. • Identify issues and solutions: Identify underlying issues and causes of students' problems, interpreting procedures in a suitably flexible way to resolve the issue. This entails seeing the issue through to final resolution. • Information, advice and guidance: Provide professional advice, guidance and support to students on a range of very sensitive matters, taking a boundaried approach to providing appropriate support so that students receive the appropriate guidance and support in a constructive manner. • Support: Develop support plans for students with complex needs at times of challenge and vulnerability (doing so collaboratively with them), make referrals to professional help, and refer students to other professional support services, to help them improve their skills, resilience and wellbeing. • Records: Maintain accurate professional records and case files in accordance with requirements, so that accurate and insightful information is maintained and can be reported on where necessary. • Supervision/management of work: Supervise and monitor the work of a team to make sure processes and procedures are properly implemented. • Impact assessment: Measure the outcomes of student support interactions to help assess the impact of the support services on student outcomes. • Customer service improvement: Suggest improvements to working methods that would help improve the service and the customer experience and outcomes. • Work across the organisation: Work across internal organisational boundaries, acting as a key co-ordinatory link and channel of communication between different parts of the organisation. 	<ul style="list-style-type: none"> • Bachelor's degree or equivalent experience. • Thorough knowledge and understanding of the support needs of Higher Education / Further Education students. • Full knowledge of student services, with strong organisational awareness and knowledge of how different parts of the organisation interact and fit together, and how things get done in LSBU. • Thorough knowledge of a wide range of procedures and professional protocols, with knowledge of underpinning policies and approaches and some experience of improving processes and ways of working. • Deep and thorough understanding of responsibility towards the customer and of the impact of one's behaviours and actions on the customer, with a desire to have a positive impact, alongside knowledge and understanding of professional boundaries and how to take a boundaried approach to supporting students. • Excellent listening and questioning skills, with the ability to use active listening to pay attention to and interpret what others are saying and their non-verbal messages, and convey mutual understanding. • Broad understanding of a range of experiences and perspectives, with the ability to adapt thinking and approach accordingly. • Ability to apply appropriate curiosity and think beyond what is initially presented to identify root issues and causes. • Ability to communicate in a clear and transparent way, with ability to adjust messaging and deliver challenging messages in an appropriate manner. • Experience of supervising a team or providing guidance and support to colleagues.

Student services and support – grade 8

Purpose	
To manage the delivery of a specific student support service that handles student enquiries and issues to ensure a positive student experience and provide an excellent customer service.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Information, advice and guidance: Ensure that information, advice and guidance services are in line with up-to-date best practice and information, and embed a bounded approach so that students receive appropriate support. • Support: Evaluate the suitability of support plans and referrals to ensure students are receiving the most appropriate support. • Records: Set up robust record-keeping protocols that support effective working and reporting, and ensure appropriate records are being maintained. • Supervision/management of work: Manage, monitor and review the work of a team to make sure processes and procedures are properly implemented and ensure the team is achieving defined objectives and standards. • Team management: Manage a team so they are supported and enabled to deliver their role to expected standards. This includes recruitment, performance management, and identifying development needs of the team. • Impact assessment: Measure and evaluate outcomes of student support interactions so that there is an evidenced understanding of performance and impact to inform service improvement and development. • Customer service improvement: Identify service issues using the evidence base and reported issues, and identify changes to procedures and ways of working to address issues and embed changes that improve the customer experience and outcomes. • Work across the organisation: Work across the organisation to co-ordinate responses to student issues, to ensure the right outcome for the student is delivered regardless of who owns an action or area of activity. • Service development: Implement defined initiatives and schemes that improve the student offer, student experience and wellbeing. 	<ul style="list-style-type: none"> • Bachelor's/Master's degree, or equivalent experience. • Thorough knowledge and understanding of the support needs of Higher Education/Further Education students based on a strong evidence base and experience. • Strong organisational awareness, with knowledge of the expectations, interaction, collaboration, and hand-offs between student services and other parts of the organisation. • Experience of developing and improving processes that define the student support services. • Deep and thorough understanding of responsibility to the customer and of professional boundaries, with experience of ensuring others understand this and operate within those parameters. • Some experience of undertaking impact assessments and performance evaluations, with knowledge of performance and impact frameworks. • Experience of contributing to customer journey design within area of knowledge and expertise. • Experience of managing a team or area of work.

Student services and support – grade 9-10

Purpose

To manage a set of closely related student support services that provide a range of support to students, operationalising and implementing plans, policies and frameworks to ensure the positive student outcomes and an excellent customer service is delivered.

Accountabilities

- **Support:** Engage with external organisations and partners to ensure an appropriate support offer is in place with pathways to external services.
- **Supervision/management of work:** Oversee the work of a large team to make sure defined objectives and standards are being met.
- **Team management:** Manage a large team so they are supported and able to deliver their roles to expected standards. This includes leading on recruitment and performance management, and leading on staff development.
- **Impact assessment:** Articulate and identify the desired customer outcomes, measure success in delivering those outcomes, and evaluate impact and performance to inform service improvement and development.
- **Customer service improvement:** Use evidence and knowledge of best practice to define procedures and identify better ways to do things that deliver an improved customer experience and outcomes.
- **Work across the organisation:** Work across the organisation to ensure good practice, holistic support, and appropriate mechanisms are in place for catching and resolving student issues, and co-ordinate responses to issues to deliver the right outcomes for students.
- **Service development:** Design initiatives and schemes to improve the offer to students, and improve the student experience and their wellbeing, and oversee their implementation, thinking about how best to operationalise delivery.

Typical knowledge, skills and experience

- Master's degree or equivalent experience.
- Excellent organisational knowledge and awareness, with thorough knowledge of the expectations, interaction, collaboration and hand-offs between student services and other parts of the organisation.
- Experience of developing and improving the policies, processes and ways of working that define student support services.
- Experience of undertaking impact assessments and performance evaluations, with knowledge of performance and impact frameworks.
- Experience of contributing to customer journey design and shaping of the customer experience.
- Experience of managing teams to deliver successful outcomes.

Student services and support – grade 11-13

Purpose	
To lead student support services and set direction for customer services and the customer journey across the institution, shaping the approach, policies and frameworks that enable LSBU to provide excellent customer service to its students and support their successful outcomes.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Impact assessment: Ensure there is an evidence-based approach to assessing and evaluating impact and performance to provide a valuable a robust input to service improvement and development. • Customer service improvement: Embed a continuous improvement mindset and a focus on customer outcomes, and seek out and bring best practice from outside the organisation to LSBU. • Work across the organisation: Lead the organisation-wide approach to organising around the customer experience and supporting students in a holistic and cohesive way, to ensure that students receive high quality and seamless support from LSBU. • Service development: Lead the development of a coherent and comprehensive suite of initiatives and services that improve the student offer, the student experience and their wellbeing, and manage their implementation and delivery through the teams that are managed. 	<ul style="list-style-type: none"> • Master’s degree or equivalent experience • Excellent organisational knowledge, with experience of negotiating and leading the definition of how student services interact with other parts of the organisation and contribute to the achievement of wide organisational goals. • Extensive experience of developing and improving the policies, processes and ways of working that define student support services. • Experience of shaping performance and impact frameworks, and of leading impact assessment and performance evaluations. • Experience of leading customer journey design and shaping the customer experience across an organisation. • Experience of leading large teams to deliver successful outcomes.

Campus services and operations

Campus services and operations – grade 4

Purpose

To provide a friendly and professional customer focussed cost effective facilities & building-related support service as part of a well-organised, effective and co-ordinated team of internal and external support staff.

Accountabilities

- **Understand customer needs:** Communicate with people outside of the team to exchange information and keep people informed so that work is completed effectively.
- **Identify issues and solutions:** Respond to/solve routine day-to-day problems independently by following procedures, guidelines or by referring to what has been done before with more complex problems being referred to others.
- **Working Environment:** Required to carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort over a prolonged period. May be required to lift/move heavy/awkward objects.
- **Health and Safety:** Required to be aware of basic principles and understand the systems and procedures which directly impact on work. Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.
- **Team management:** May be required to guide/advise new starts working in the same role on standard work practices, equipment etc.
- **Working across the organisation:** May be required to liaise with others outside of the team to exchange information and keep people informed so that work is completed effectively.
- **Teamwork and Motivation:** An active participant in the team, co-operating and working with colleagues to meet team objectives/deadlines. May be required to provide work instructions or assistance/support to other less experienced colleagues as required.
- **Service Delivery:** Provide a routine defined operational service. Standards and requirements of the service are set by others.
- **Decision Making:** Make timely and considered decisions on routine matters, considering any impact on own area of work and immediate team. Recognise when a decision falls outside the remit of the role, referring more complex problems to others.
- **Planning and Organising:** Generally working to a schedule or plan set by supervisor/line manager or established practice, but some reprioritising/forward planning of own work may be required to ensure work objectives/deadlines are met.

Typical knowledge, skills and experience

- **Qualifications:** Knowledge typically gained through a period of practical training or elementary/introductory study (e.g. Standard Grades (GCSEs) or equivalent vocational qualification) together with approximately 1 years work experience in a similar post. Where no certificate/qualification is held, approximately 2 years relevant work experience will typically be required.
- **Experience:** Requires specialised operational skills or sound operational experience together with supervisory skills. Requires good working knowledge of systems, equipment, processes, and procedures relevant to area of work, and an appreciation of the work activities and objectives of the broader team. Relevant compliance in manual handling/physical labour training.
- **Communication Skills:** Required to receive and convey routine oral information to staff, students, visitors etc e.g. responding to straightforward requests for information, passing on messages, dealing with straightforward enquiries. Required to record/note straightforward information in written format e.g. work request forms, messages, passing on instructions to others.

Campus services and operations – grade 5

Purpose

Supporting the delivery of pro-active and re-active planned maintenance across the campus. Providing a cost effective facilities and building related support service, working as part of a team. Responsible for an element of planning and organising the work/team.

Accountabilities

- **Understand customer needs:** Expected to establish the basic facts in situations, informing others where necessary. May periodically be required to gather and analyse routine data.
- **Identify issues and solutions:** Required to deal with/resolve a range of standard problems/issues independently in accordance with procedures/ policies and using judgement to determine when to re-direct more complex issues to others. May periodically deal with some problems where solutions may not be immediately apparent and where various options need to be considered.
- **Working Environment:** Demands will vary according to the role. Role holders who undertake technically specialist/skilled work will require the mastery of a range of sensory skills or physical techniques, where high levels of concentration, precision and accuracy will be necessary; Those who are in the customer care team will be required to undertake tasks/activities that involve considerable physical effort over prolonged periods.
- **Health and Safety:** Work environment will vary according to job type, but there may be exposure to unpleasant/moderately hazardous work environments where use of standard protective clothing/safety equipment will be required. Those in a supervisory role will be required to ensure the safe working practices of others, and that health and safety guidelines are being adhered to.
- **Team management:** May be required to guide/advise new starts working in the same role on standard work practices, equipment etc. Maybe required to supervise junior colleagues in an operational capacity.
- **Working across the organisation:** Liaise with others out with the team to exchange information and keep people informed so that work is completed effectively.
- **Teamwork and Motivation:** An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required. Those with 'hands-on' supervisory responsibilities provide structured support and guidance, delegate day-to-day duties, and will monitor and check the quality of work.

- **Service Delivery:** Provide a defined operational service, however may be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs. May be required to contribute to changes and improvements in the standards/delivery of own area of service, taking customer feedback into account.
- **Decision Making:** Make timely and considered decisions on routine matters considering impact on own area of work and immediate team. Likely to contribute to collaborative decisions in relation to own area of work.
- **Planning and Organising:** Whilst there is likely to be a specified plan of work, role holder will usually be expected to plan and prioritise their own work and use of equipment/resources. Those in a supervisory role will co-ordinate the day-to-day work/resources of other team members.

Typical knowledge, skills and experience

- **Qualifications:** Knowledge typically gained through a period of practical training or elementary study (e.g. Standard Grades (GCSEs), NVQ 2/3 or equivalent) and approximately 2 years relevant work experience. Where no certificate/qualification is held, approximately 3 to 4 years relevant work experience will typically be required.
- **Experience:** Requires specialist operational/technical skills or well-developed supervisory skills, with a good understanding/experience of the operational area. Comprehensive knowledge of systems, equipment, processes, and procedures relevant to area of work, and a good understanding of how these relate to broader School/ Unit processes and systems. Relevant compliance in manual handling/physical labour training.
- **Communication Skills:** Regularly required to receive and convey routine factual information, orally and at times in writing, to staff, students, visitors etc e.g. responding to requests for information, passing on messages, dealing with enquiries, writing straightforward letters, memos, emails, record keeping etc.

Campus services and operations – grade 6

Purpose

To provide specialist technical support implementing, maintaining, developing and designing aspects of the estate such as communication networks and building management systems.

To provide a cost effective support service to assist in creating and maintaining a clean, safe and well managed campus both internally and externally.

Accountabilities

- **Understand customer needs:** Expected to establish the basic facts in situations, informing others where necessary. Will usually be required to gather and analyse routine data.
- **Identify issues and solutions:** Required to deal with and resolve a range of standard operational problems independently in accordance with procedures and experience. Solution to some problems will not always be apparent/easily rectified and therefore require the application of some initiative and creativity and consideration of several options.
- **Working Environment:** Role holders who undertake technically specialist/skilled work will require the mastery of a range of sensory skills or physical techniques, where high levels of concentration, precision and accuracy will be necessary; Those who are in the customer care team will be required to undertake tasks/activities that involve considerable physical effort over prolonged periods.
- **Health and Safety:** Work environment will vary according to job type, but there may be exposure to: unpleasant/moderately hazardous work environments where use of standard protective clothing/safety equipment will be required. Those in a supervisory role will be required to ensure the safe working practices of others, and that health and safety guidelines are being adhered to.
- **Team management:** Will be required to guide/advise new starts on standard work practices, equipment etc. Those with supervisory responsibilities will be required to conduct standard appraisals and one to ones and deal with standard performance issues, informal grievances etc with the relevant support/input from line manager
- **Working across the organisation:** Liaise with others out with the team to exchange information and keep people informed so that work is completed effectively.
- **Teamwork and Motivation:** An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required. Those with supervisory responsibilities will oversee the work of a team or section, allocating day-to-day tasks, building team morale, monitoring day-to-day performance of individuals and achievements of the team, providing feedback to team members, and ensuring standards and team objectives are met.
- **Service Delivery:** Provide a defined operational service, may be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs. May be required to contribute to changes and improvements in the standards/delivery of own area of service, taking customer feedback into account.
- **Decision Making:** Make timely and considered independent decisions on day-to-day work related matters taking into account impact on own area of work and immediate team. Will input to collaborative decisions affecting own area of work or provide advice to others to help them with their decision making.
- **Planning and Organising:** Will typically plan and prioritise own work and use of equipment/resources and, if in a supervisory role, will also plan and co-ordinate the day-to-day work/resources of other team members taking into account operational need and changing circumstances. In certain roles the plan/schedule of work may be dictated by the needs of the customer/user. Likely to input to short to medium term plans/programmes of work team.

Campus services and operations – grade 6 continued

Typical knowledge, skills and experience

- **Qualifications:**

Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HNC, NVQ3 or equivalent) plus approximately 3 years relevant work experience.

Where no certificate/qualification is held, approximately 4 to 5 years relevant work experience is generally required.

- **Experience:**

Detailed knowledge and experience in relevant specialism or significant supervisory experience, with a well-developed understanding/experience of the operational area.

Thorough understanding of standards and regulations which relate to/impact on the role and/or team.

Ability to understand and interpret operational and service requirements, and to provide detailed/technical advice and guidance to others. Comprehensive understanding of University policies, procedures and issues relevant to the role.

- **Communication Skills:**

Receive and convey routine information, both orally and in writing, to staff, students and others e.g. responding to straightforward requests for information, passing on messages, dealing with routine enquiries, record keeping, completing standard forms, composing straightforward emails etc.

At times will have to communicate, orally and/or in writing, information of a non-routine nature to various stakeholders which needs careful explanation and interpretation using tact and diplomacy, explaining technical information relating to the work being undertaken, producing standard reports and input to procedural documents.

Campus services and operations – grade 7

Purpose

To provide specialist technical support implementing, maintaining, developing and designing aspects of the estate such as communication networks and building management systems.

To provide a cost effective support service to assist in creating and maintaining a clean, safe and well managed campus both internally and externally.

Accountabilities

- **Understand customer needs:** Regularly required to gather, analyse and interpret standard data/information, reporting and presenting findings as appropriate, analysing and diagnosing relatively complex technical faults in order to effect repairs on equipment etc.
- **Identify issues and solutions:** Required to deal with and resolve a range of standard operational problems independently in accordance with procedures and experience. In addition, will be expected to deal with some non-standard problems where solutions are not immediately apparent and therefore require the application of some initiative and creativity. For those in more specialist posts this will be a regular feature of the role.
- **Working Environment:** Demands will vary according to the role. Role holders who undertake technically specialist/skilled work will require the mastery of a range of sensory skills or physical techniques, where high levels of concentration, precision and accuracy will be necessary; or they will be required to undertake tasks/activities that involve considerable physical effort over prolonged periods.
- **Health and Safety:** Work environment will vary according to job type, but there may be exposure to: unpleasant/moderately hazardous work environments where use of standard protective clothing/safety equipment will be required. Those in a supervisory role will be required to ensure the safe working practices of others, and that health and safety guidelines are being adhered to.
- **Team management:** Required to guide/advise new starts on standard work practices, equipment etc. May be required to coach/train others to help them acquire the relevant skills and experience. Those with staffing responsibilities may be required to deal with standard performance issues, informal grievances etc with the relevant support/input from line manager
- **Working across the organisation:** Liaise with others out with the team to exchange information and keep people informed so that work is completed effectively.
- **Teamwork and Motivation:** An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required. May be recognised as the main point of contact for a particular process, system or procedure as the most experienced team member. Those with line management responsibilities will be required to build team morale, allocate work, monitor day-to-day performance of individuals and achievements of the team, provide feedback to team members, and ensure standards and team objectives are met.
- **Service Delivery:** Provide a defined specialist operational service however may also be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs. Those with management responsibilities for an area will be expected to monitor, review and act accordingly to improve service/operational delivery in consultation with line manager.
- **Decision Making:** Make timely and considered independent and collaborative decisions which will affect own area of work and team. Those in specialist roles will provide advice and recommendations to colleagues and customers based on their in-depth knowledge of the specialist area.
- **Planning and Organising:** Will generally plan and prioritise own work and use of equipment/resources and, if in a supervisory role, will also plan and co-ordinate the day-to-day work/resources of other team members taking into account operational needs and changing circumstances. In certain roles the plan/schedule of work may be dictated by the needs of the customer/user. Will input to the longer term plans/programmes of work.

Campus services and operations – grade 7 continued

Typical knowledge, skills and experience

- **Qualifications:**

Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HND or equivalent) plus approximately 4 years work experience. Where no certificate/qualification is held, 5 to 6 years relevant work experience will generally be required.

Regularly required to update training/knowledge.

- **Experience:**

Detailed knowledge and experience in relevant specialism or significant supervisory experience, with a well developed understanding/experience of the operational area.

Thorough understanding of standards and regulations which relate to/impact on the role and/or team.

Ability to understand and interpret operational and service requirements, and to provide detailed/technical advice and guidance to others.

A comprehensive understanding of University policies, procedures and issues relevant to the role.

- **Communication Skills:**

In addition to standard/day-to-day communication, role holder may be required to communicate (verbally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation e.g. explaining policies and procedures, using higher levels of tact and diplomacy, explaining technical information relating to the work being undertaken; producing standard reports; drafting procedural documents etc.

Campus services and operations – grade 8

Purpose

To manage external contractors and being responsible for all planned corrective and reactive maintenance, ensuring costs are reasonable and provide value for money. The role will audit the campus identifying reactive work and areas that need improvement, developing maintenance regimes to maintain an optimal learning environment.

Accountabilities

- **Understand customer needs:** Regularly required to gather, analyse and interpret standard data/information, reporting and presenting findings as appropriate, analysing and diagnosing relatively complex technical faults in order to effect repairs on equipment etc.
- **Identify issues and solutions:** Required to deal with and resolve a range of standard operational problems independently in accordance with procedures and experience. In addition, will be expected to deal with some non-standard problems where solutions are not immediately apparent and therefore require the application of some initiative and creativity. For those in more specialist posts this will be a regular feature of the role.
- **Working Environment:** The sensory/physical demands of the role will typically be straightforward, involving the routine use of standard office equipment.
- **Health and Safety:** Required to manage the impact of the environment on the work and safety of other people and will ensure that health and safety regulations and procedures are implemented locally and adhered to. Responsible for maintaining statutory compliance.
- **Management of external suppliers and budgets:** Contract mgmt. of planned, corrective, and reactive maintenance, leading quarterly meetings and monitoring SLAs. Ensuring Contractors quotation costs are reasonable & provide food value for money. Experience of managing and controlling budgets and resources.
- **Team management:** Required to guide/advise new starts on standard work practices, equipment etc. May be required to coach/train others to help them acquire the relevant skills and experience. Those with staffing responsibilities may be required to deal with standard performance issues, informal grievances etc with the relevant support/input from line manager
- **Working across the organisation:** Required to liaise with others outside the team to exchange information and keep people informed so that work is completed effectively. May be required to attend committees/networks to share information and keep people informed.
- **Teamwork and Motivation:** An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines, providing assistance and support to other less experienced colleagues as required. May be recognised as the main point of contact for a particular process, system or procedure as the most experienced team member. Those with line management responsibilities will be required to build team morale, allocate work, monitor day-to-day performance of individuals and achievements of the team, provide feedback to team members, and ensure standards and team objectives are met.
- **Service Delivery:** Provide a defined specialist operational service however may also be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs. Those with management responsibilities for an area will be expected to monitor, review and act accordingly to improve service/operational delivery in consultation with line manager.
- **Decision Making:** Make timely and considered independent and collaborative decisions which will affect own area of work and team, some of which may have a broader impact across the larger team/department. Those in specialist roles will provide advice and recommendations to colleagues and customers based on their in-depth knowledge of the specialist area.
- **Planning and Organising:** Will generally plan and prioritise own work and use of equipment/resources and, if in a supervisory role, will also plan and co-ordinate the day-to-day work/resources of other team members taking into account operational needs and changing circumstances. In certain roles the plan/schedule of work may be dictated by the needs of the customer/user. Will input to the longer term plans/programmes of work.

Campus services and operations – grade 8 continued

Typical knowledge, skills and experience

- **Qualifications:**

Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HND or equivalent) plus approximately 4 years work experience. Where no certificate/qualification is held, 5 to 6 years relevant work experience will generally be required. Regularly required to update training/knowledge.

Certificate in Building Surveying Practice - RICS

Institute of Workplace and Facilities Management (IWFM)

COSHH

Cognate degree

- **Experience:**

Detailed knowledge and experience in relevant specialism or significant supervisory experience, with a well-developed understanding/experience of the operational area.

A thorough understanding of standards and regulations which relate to/impact on the role and/or team.

Ability to understand and interpret operational and service requirements, and to provide detailed/technical advice and guidance to others.

A comprehensive understanding of University policies, procedures and issues relevant to the role.

- **Communication Skills:**

In addition to standard/day-to-day communication, role holder may be required to communicate (verbally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation e.g. explaining policies and procedures, using higher levels of tact and diplomacy, explaining technical information relating to the work being undertaken; producing standard reports; drafting procedural documents etc.

Campus services and operations – grade 9-10

Purpose

To manage the delivery of high quality and efficient support services across all LSBU sites and lead in the delivery of relevant strategies. This role encompasses planned, reactive, and long-term maintenance management. The role consults widely and listens to a broad range of stakeholders to inform strategy development and decision-making.

Accountabilities

- **Understand customer needs:** Regularly required to gather, analyse and interpret data/information, reporting and presenting findings as appropriate. May be required to undertake more complex/detailed investigations and analyses, where conclusions and recommendations will be required.
- **Identify issues and solutions:** In addition to the resolution of a wide range of standard work issues/problems, the role holder is required to use initiative and creativity, and will draw on experience and expertise, to resolve non-standard problems which require a process of reasoning, weighing up of various approaches and/or which must be broken down into component parts. Depending on the role, this may be a regular requirement.
- **Working Environment:** The sensory/physical demands of the role will typically be straightforward, involving the routine use of standard office equipment.
- **Health and Safety:** Required to manage the impact of the environment on the work and safety of other people and will ensure that health and safety regulations and procedures are implemented locally and adhered to. Responsible for maintaining statutory compliance.
- **Management of external suppliers and budgets:** Contract mgmt. of planned, corrective and reactive maintenance, leading quarterly meetings and monitoring SLAs. Ensuring Contractors quotation costs are reasonable and provide good value for money. Experience of managing and controlling budgets and resources.
- **Team management:** Responsible for ensuring that all staff within the service area are trained to the required standards. May be directly involved in the provision of training or may delegate responsibility to others. Will oversee the monitoring and review of staff performance and will be responsible for performance reviews of senior staff in their own team. Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures recognising when the matter should be referred to their line manager or specialist support is required.
- **Working across the organisation:** Liaise with others within and outside the Unit to build relationships and facilitate the exchange of information. Required to attend committees or participate in internal/external networks to share information and keep people informed.
- **Teamwork and Motivation:** Formal line management responsibility for a key operational service/department within a PSG. Responsible for clarifying the requirements of individuals and the team, agreeing objectives, organising and delegating work fairly according to individual abilities, motivating and encouraging team members, monitoring performance and output and taking remedial action where required. May co-ordinate activities across different sections of the service area. Those with responsibility for a large team will delegate supervisory responsibilities to others within their area of responsibility.
- **Service Delivery:** Provides a defined specialist operational service, but will have significant responsibility for monitoring, reviewing and improving local service/operational delivery, and for ensuring the quality of service is maintained. To facilitate this, role holder will maintain regular liaison with service users and/or external suppliers/contractors. May be required to input to policies/procedures which will impact on the broader team. The manager is to ensure that the universities assets are maintained and repaired to a designated standard, whilst attaining value for money.
- **Decision Making:** Discretion to make independent decisions which could have an impact across their area of responsibility, and may endure for some time. Will make collaborative decisions with more senior managers with regard to implementing improvements to working methods, changing processes/systems. Those in specialist roles will be required to provide advice and recommendations to colleagues and customers based on their in-depth knowledge of the specialist area.
- **Planning and Organising:** Plan, organise and prioritise their work and the work activities of others within the team. Undertake longer term planning (weeks, months and possibly up to a year ahead) of resources (people, equipment and finances), ensuring that these work resources are effectively utilised and maintained, initiating corrective action as required. Review and monitor progress against the overall plan, and deal with/manage unforeseen events/situations.

Campus services and operations – grade 9-10 continued

Typical knowledge, skills and experience

- **Qualifications:**

Knowledge and skills typically gained following a significant period of study/training resulting in a formal/specialist qualification (e.g. Degree or equivalent) plus approximately 3 to 4 years relevant work experience. Where no qualification is held, evidence of progression and development gained through approximately 6 to 7 years work experience will generally be required.

Certificate in Building Surveying Practice - RICS

Institute of Workplace and Facilities Management (IWFM)

COSHH

Cognate degree

- **Experience:**

Management expertise and, where responsible for a specialist area/trade, will also require full/practical knowledge of that area.

Extensive knowledge of their own area of work (in terms of systems, processes, products and services available etc) and standards and regulations which relate to it.

Ability to interpret/implement University rules, policies and procedures relevant to the role, providing detailed/technical advice and guidance to others as required.

- **Communication Skills:**

Required to communicate (both orally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation, e.g. explaining policies, procedures and technical information; dealing with complex customer complaints and staffing issues; using higher levels of tact and diplomacy; producing a variety of reports; writing procedures which impact at a local level. Depending on the role this may be a regular requirement.

Campus services and operations – grade 11-13

Purpose

To lead the campus services and service suppliers on the strategic direction, implementation and management of the portfolio across the university. To ensure the delivery of an excellent customer focussed service to support both the staff and student experience. Acting as 'risk champion' for all campus services operations ensuring compliance and management of risks effectively and economically.

Accountabilities

- **Understand customer needs:** Regularly required to gather, analyse and interpret data/information, reporting and presenting findings as appropriate. May be required to undertake more complex/detailed investigations and analyses, where conclusions and recommendations will be required.
- **Identify issues and solutions:** Regularly required to use initiative and creativity, and will draw on experience and expertise, to resolve non- standard problems which require a process of reasoning, weighing up of various approaches and/or which must be broken down into component parts.
- **Working Environment:** The sensory/physical demands of the role will typically be straightforward, involving the routine use of standard office equipment.
- **Health and Safety:** Required to manage the impact of the environment on the work and safety of other people, and will ensure that health and safety regulations and procedures are implemented locally and adhered to. Responsible for maintaining statutory compliance.
- **Management of external suppliers and budgets:** Budgeting and financial management. Experience of managing and controlling significant budgets and resources.
- **Team management:** Responsible for ensuring that all staff within the service area are trained to the required standards. Will oversee the monitoring and review of staff performance, and will be responsible for performance reviews of senior staff/direct reports in their own team. Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures (e.g. dealing with disputes, grievance, disciplinary or other performance matters), recognising when specialist support is required.
- **Working across the organisation:** Liaise with others within and outside the Unit to build relationships and facilitate the exchange of information. Required to attend committees or participate in internal/external networks to share information and keep people informed.
- **Teamwork and Motivation:** Formal line management responsibility for a significant operational service/department (or number of sizeable operational services/ departments) within a PSG. Responsible for clarifying the requirements of individuals and the team, agreeing objectives, organising and delegating work fairly according to individual abilities, motivating and encouraging team members, monitoring performance and output and taking remedial action where required. Will co-ordinate activities across different sections of the service area. Typically supported by a team of senior staff to whom they delegate authority for key functions of the service.
- **Service Delivery:** Whilst the operational service is largely defined, the role holder will have significant responsibility for monitoring, reviewing and improving local service/ operational delivery, and for ensuring the quality of service is maintained. To facilitate this, role holder will maintain regular liaison with service users and/or external suppliers/contractors. Required to input to policies/procedures which will impact on the broader team.
- **Decision Making:** Discretion to make independent decisions which could have an impact across their area of responsibility and may endure for some time. Will make advisory and collaborative decisions with more senior managers with regard to implementing improvements to working methods, changing processes/systems.
- **Planning and Organising:** Responsibility for the operational planning of the service area, taking account of longer term issues and ensuring plans are co-ordinated with and feed into the School/PSG strategic plan. Undertake longer term planning of resources (people, equipment and finances), ensuring that these work resources are effectively utilised and maintained, initiating corrective action as required. Review and monitor progress against the overall plan, and deal with/manage unforeseen events/ situations.

Campus services and operations – grade 11-13 continued

Typical knowledge, skills and experience

- **Qualifications:**

Knowledge and skills typically gained following a significant period of study/training resulting in a formal/specialist qualification (e.g. Degree/Postgraduate Qualification or equivalent) plus approximately 5 years relevant work experience at a senior level. Where no qualification is held, evidence of progression and development gained through approximately 8 to 10 years relevant work experience will generally be required.

- **Experience:**

Significant management expertise, and extensive knowledge of their own area of work (in terms of systems, processes, products and services available etc) and standards and regulations which relate to it.

Ability to interpret/implement University rules, policies and procedures relevant to the role, providing detailed/technical advice and guidance to others as required.

- **Communication Skills:**

Regularly required to communicate (both orally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation, e.g. explaining policies, procedures and technical information; dealing with complex customer complaints and staffing issues; using higher levels of tact and diplomacy; producing a variety of reports; writing procedures which impact at a local level.

Partnerships and external engagement

Partnerships and external engagement – grade 5

Purpose

To support LSBU brand promotion and business development activity that helps LSBU grow and advance by co-ordinating and facilitating activity, and engaging positively with external stakeholders.

Accountabilities

- **Develop opportunities:** Follow-up on assigned leads to support business development efforts and the development of potential opportunities.
- **Build new relationships:** Respond positively to contact from new individuals or organisations to provide a good representation of LSBU and therefore help expand the organisation's network of potential partners and supporters.
- **Stakeholder management and stewardship:** Maintain positive interactions and relationships with external stakeholders to help further embed relationships and expand the potential opportunities with partners and stakeholders.
- **Engage audiences:** Communicate with external contacts in a clear and concise way that promotes understanding.

Typical knowledge, skills and experience

- Foundation degree or diploma, or equivalent experience.
- Reasonable understanding of LSBU's offer to students, businesses and the community.
- Basic knowledge of who LSBU's current external stakeholders, competitors and potential partners are.
- Familiarity with concepts of business development, brand management and external engagement, and knowledge of the processes that support those activities.
- Experience of interacting and working with people outside of LSBU.
- Experience of collating and presenting data and information.
- Ability to communicate clearly with a range of audiences.
- Ability to write clear communications.
- Ability to operate with a degree of ambiguity.

Partnerships and external engagement – grade 6

Purpose	
To contribute to LSBU brand promotion and business development activity that helps LSBU grow and advance by engaging and collaborating effectively with partners, stakeholders and external audiences.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Market insight: Undertake specific pieces of market research and collate market data, maintaining a database of information that will help inform business development. • Develop opportunities: Follow-up on leads and incoming requests to support business promotion and development efforts and the development of potential opportunities. • Build new relationships: Initiate contact with recommended or targeted contacts to expand LSBU's network of potential partners and supporters. • Partnerships: Collaborate and work effectively with partners, co-ordinating activity so that joint working runs smoothly. • Stakeholder management and stewardship: Build and sustain relationships with external stakeholders to help further embed relationships and expand the potential opportunities with partners and stakeholders. • Engage audiences: Deliver messages to external audiences in a clear, concise and compelling manner that promotes understanding. • Brand visibility and reputation: Deliver defined marketing and communications initiatives and activity within the briefs and parameters, to enable LSBU to engage effectively with target audiences. 	<ul style="list-style-type: none"> • Bachelor's degree or equivalent experience. • Knowledge of LSBU's offer to students, businesses and the community, and awareness of the wider Higher Education / Further Education sector. • Knowledge of who LSBU's current external stakeholders, competitors and potential partners are. • Some experience in business development, brand management and development, and/or external engagement, with good knowledge of the processes that support and deliver those activities. • Experience of working with people outside of LSBU, and ability to adapt to different working cultures. • Experience of undertaking straightforward research, including extracting and presenting information. • Ability to communicate clearly with a range of audiences. • Ability to write clear and compelling communications. • Ability to respond to change and be comfortable operating with a degree of ambiguity.

Partnerships and external engagement – grade 7

Purpose

To deliver and provide specialist input to brand promotion and business development activity that helps LSBU grow and advance, by developing opportunities and engaging and collaborating effectively with partners, stakeholders and external audiences.

Accountabilities

- **Market insight:** Undertake market research and analysis to create an evidence base that informs business development.
- **Develop opportunities:** Develop and expand leads and respond to new opportunities, to deliver effective business development and promotion and ensure the growth and maximisation of opportunities that advance LSBU's position.
- **Build new relationships:** Proactively seek out new contacts to expand LSBU's network of potential partners and supporters.
- **Partnerships:** Collaborate with partners and bring different/the right people together to deliver and to exchange ideas, so that partnerships are beneficial and effective.
- **Stakeholder management and stewardship:** Increase and expand engagement with external stakeholders to further embed relationships that result in LSBU being the irresistible choice for partners, and expand the potential opportunities with partners and stakeholders.
- **Engage audiences:** Craft and hone messaging for external audiences, adjusting to fit the audience to ensure messages appeal to their particular needs and situation and help influence audiences' views.
- **Brand visibility and reputation:** Manage marketing and communications initiatives and activity to enable LSBU to engage effectively with target audiences.

Typical knowledge, skills and experience

- Bachelor's degree or equivalent experience.
- Knowledge of LSBU's offer to students, businesses and the community.
- Knowledge of the Higher Education / Further Education market with awareness of the offer and activity of competitors in the sector.
- Ability to sell, promote and market, with experience in business development, brand management and development, and/or external engagement.
- Experience of working with and collaborating effectively with different organisations and partners.
- Experience of undertaking research, including locating, extracting, analysing and presenting information.
- Ability to influence a range of audiences.
- Ability to craft messages and write compelling communications, with good editorial skills.
- Ability to respond to change and be comfortable operating with a degree of ambiguity.
- Experience of supervising a team or providing guidance and support to colleagues.

Partnerships and external engagement – grade 8

Purpose

To deliver and/or manage an area of brand promotion and business development activity that delivers growth and advancement for LSBU, by developing opportunities and expanding the engagement and collaboration with partners, stakeholders and external audiences.

Accountabilities

- **Market insight:** Analyse the market and wider landscape, and keep abreast of market intelligence and changes to deliver up-to-date insights and an evidence base that informs business development and the shaping of strategic growth ambitions.
- **Develop opportunities:** Identify opportunities, and create and develop new leads, helping to put together propositions that take LSBU's offer to new partners or customers, and expand awareness and future opportunities that advance LSBU's position.
- **Build new relationships:** Proactively establish new contacts and relationships, and tap into networks to expand and widen LSBU's exposure to other organisations and new opportunities.
- **Partnerships:** Lead and facilitate collaboration and exchange of ideas with existing partners, bridge between different groups, and help develop mutually beneficial new partnerships.
- **Stakeholder management and stewardship:** Develop and implement a stakeholder relationship plan to deepen and broaden relationships, so that there is a co-ordinated and planned approach to further embedding and expanding relationships that result in LSBU being the irresistible choice for partners, and expand the potential opportunities with partners and stakeholders.
- **Engage audiences:** Generate and articulate a narrative that is engaging and based on thorough understanding of the audience and the situation to ensure external messaging lands successfully and influences audiences' views positively.
- **Brand visibility and reputation:** Lead development of campaigns, activities and initiatives that support growth and promote the reputation and visibility of the LSBU brand, to ensure LSBU engages effectively with audiences.

Typical knowledge, skills and experience

- Bachelor's / Master's degree, or equivalent experience.
- Strong knowledge of LSBU's offer to students, businesses and the community, with appreciation of how this contributes to the wider ambitions around Place-making.
- Thorough knowledge of the Higher Education / Further Education market with good awareness of the offer and activities of competitors, and of the opportunities and challenges in the market.
- Commercial and business acumen.
- Ability to sell, promote and market, with experience in business development, brand management and development, and/or external engagement.
- Experience of working in partnership with different organisations and partners to deliver joint outcomes.
- A network of relevant contacts and relationships, with experience of developing and maintaining relationships.
- Experience of undertaking research and analysis: locating, extracting, analysing and synthesising information, and generating insights, conclusions, propositions and intelligence from that.
- Ability to influence a range of stakeholders and audiences based on an understanding of what's important to them and articulating a common vision, with good negotiating skills based on identifying benefits for all.
- Ability to craft messages and write compelling communications, with good editorial skills.
- Ability to navigate, deal with and respond to ambiguity and change.
- Experience of managing a team or area of work.

Partnerships and external engagement – grade 9-10

Purpose

To manage a wide-reaching area of business development, partnership development and brand promotion, delivering growth and advancement for LSBU by establishing new relationships and partnerships, and engaging with new audiences.

Accountabilities

- **Market insight:** Grow and build the organisation's insight into the market and wider landscape based on evaluation of strengths and weaknesses of LSBU, competitors, and the wider market landscape, to deliver up-to-date intelligence that informs business development and the shaping of strategic growth ambitions.
- **Develop opportunities:** Create new opportunities and develop propositions that take LSBU's offer to new partners or customers, and expand awareness and future opportunities that advance LSBU's position.
- **Build new relationships:** Proactively establish and develop new relationships at a senior level, navigating and understanding politics and the motivations of others to find shared and mutually supportive ambitions, to expand and widen LSBU's exposure to new organisations and opportunities.
- **Partnerships:** Develop new mutually beneficial partnerships based on shared understanding of the needs and motivations of partners and stakeholders.
- **Stakeholder management and stewardship:** Build and deepen relationships with senior influencers to advance LSBU's position, and lead the development of stakeholder relationship plans so that there is a co-ordinated and planned approach to further embedding and expanding relationships that result in LSBU being the irresistible choice for partners.
- **Engage audiences:** Create compelling narratives and generate buy-in and commitment to those from audiences and external partners, to create unified and shared ambitions that underpin successful partnerships and support.
- **Brand visibility and reputation:** Develop marketing and communication plans that support growth and promote the reputation and visibility of the LSBU brand, and ensure that LSBU engages effectively with a wide range of audiences in a coherent way.

Typical knowledge, skills and experience

- Master's degree or equivalent experience.
- Deep and thorough knowledge of LSBU's offer to students, businesses and the community, and full knowledge of the role/position of this in Place-making agenda around skills.
- Comprehensive understanding of the Higher Education / Further Education market, including thorough knowledge of the opportunities and challenges in the market and the offer and activities of competitors.
- Strong commercial and business acumen.
- Significant and substantial experience in business development, brand management and development, and/or external engagement, with track record of successful selling, promoting and marketing.
- Experience of developing new commercial partnerships and developing new joint offers that are mutually beneficial.
- A strong network of contacts and relationships with senior stakeholders, with a proven record of establishing and developing relationships.
- Experience of leading complex analysis and evaluation of a wide range of data and information inputs, and generating new intelligence and propositions from this.
- Ability to influence and change the minds and behaviour of a wide range of stakeholders and audiences by appealing to what's important to them and a common vision, with strong negotiating skills based on identifying benefits for all
- Ability to convey a compelling narrative in written communications.
- Ability to manage and help others navigate and embrace change.
- Experience of managing teams to deliver successful outcomes.

Partnerships and external engagement – grade 11-13

Purpose

To lead business development, partnership development and brand promotion services, setting direction for how LSBU expands and advances its reach and impact, and ensuring that this is targeted, prioritised and cohesive across the organisation.

Accountabilities

- **Market insight:** Anticipate how the market and the opportunities and challenges it presents will develop, undertaking horizon scanning to inform market positioning, business development and expansion, and growth ambitions.
- **Develop opportunities:** Orchestrate the creation and development of new opportunities and propositions, and establish priorities so that business development is targeted and effective at advancing opportunities for LSBU.
- **Build new relationships:** Establish and build wide networks at senior levels, and maximise these to best effect to expand and widen LSBU's exposure to a wide range of new organisations and opportunities.
- **Partnerships:** Lead the development of strategically important partnerships, collaboratively exploring new possibilities and joint opportunities that will be mutually beneficial.
- **Stakeholder management and stewardship:** Lead strategically critical relationships with key decision makers at the highest levels.
- **Engage audiences:** Generate and communicate a compelling vision to create unified and shared vision and ambitions that underpin successful partnerships and support with a range of audiences.
- **Brand visibility and reputation:** Lead the positioning of the LSBU brand and the Group's offering, shaping the overall approach to marketing and communications to ensure LSBU has an effective strategy for engaging a wide range of audiences and has a coherent message and position.

Typical knowledge, skills and experience

- Master's degree or equivalent experience.
- Comprehensive knowledge of LSBU's offer to students, businesses and the community, and of LSBU's role in the Place-making agenda around skills.
- Comprehensive understanding of the Higher Education / Further Education market, including thorough knowledge of the opportunities and challenges in the market and the offer and activities of competitors.
- Strong commercial and business acumen.
- Extensive and wide-ranging experience in business development, brand management and development, and/or external engagement.
- An extensive and far-reaching network of relationships with senior leaders in business, Higher Education / Further Education, and politics.
- Experience of leading horizon-scanning analysis built on a wide range of intelligence and insights.
- Ability to influence and change the minds and behaviour of a wide range of stakeholders and audiences by appealing to what's important to them and a common vision, with strong negotiating skills based on identifying benefits for all.
- Ability to lead, shape, promote and direct change.
- Experience of leading large teams to deliver successful outcomes.

Projects, programmes and change management

Projects, programmes and change management – grade 4-5

Purpose

To support transformation and change in the organisation and enable LSBU to be fit for the future and to deliver improvements to the way LSBU operates, through the management and delivery of programmes and projects.

Accountabilities

- **Accountable for Projects Delivery:** Accountable for delivering tasks within a project and managing own workload to make sure it's complete.
- **Financial responsibility:** Responsible for the financial administration of the project i.e. creating purchase orders and processing invoices.
- **Stakeholder management:** Build positive working relationships with all internal stakeholders.
- **Solution design* scale and impact:** Awareness of project programme design and how the programme fits within Dep/area strategy.
- **Following established process and governance:** Follow agreed process and procedures.
- **Project Administration:** Responsible for project admin, including taking minutes, actions and update documentation.
- **Coordination and mgmt. of activity:** coordinating activities as required
- **Systems:** Able to navigate PM systems (MS Projects/Trello)

Typical knowledge, skills and experience

- **Qualifications:** NVQ
- **Project Management experience:** Minimal experience of supporting project delivery.
- **Research and analysis skills:** Required to Gather and analyse routine data.
- **Networking and Influencing skills:** Building positive relationships with internal colleagues and work in collaboration with others to ensure work is completed effectively.
- **Communication (Writing/oral skills):** Excellent communication skills, with the ability to clearly communicate routine factual information.
- **Change:** Understand importance of change management, in particular communication and stakeholder engagement in all stages of the project.
- **Managerial experience/Line management:** Support and guide new colleagues on work practices and systems.

Projects, programmes and change management – grade 6

Purpose

To support and lead transformation and change in the organisation and enable LSBU to be fit for the future and to deliver improvements to the way LSBU operates, through the management and delivery of programmes and projects.

Accountabilities

- **Accountable for Projects Delivery:** Accountable for delivering tasks within a project and managing own workload to make sure it's complete - might be responsible for some aspects of delivery or supervising junior staff.
- **Financial responsibility:** Responsible for the financial administration of the project i.e. creating purchase orders and processing invoices.
- **Stakeholder Management:** Build positive working relationships with all internal and external project stakeholders.
- **Solution design* scale and impact:** Awareness of project programme design and how the programme fits within Dep/area strategy.
- **Following established process and governance:** Follow agreed process and procedures.
- **Project Administration:** Responsible for project admin, including taking minutes, actions and update documentation.
- **Coordination and mgmt. of activity:** coordinating activities as required
- **Systems:** Able to navigate PM systems (MS Projects/Trello)
- **Risk and issues:** Support project manager with issues and risks
- **Manage resources:** Manage junior members of the team, accountable for ensuring tasks are delivered on time, might be responsible for line management/ performance reviews

Typical knowledge, skills and experience

- **Qualifications:** various levels, cont. improvement.
- **Knowledge of the market:** Knowledge of systems, ways of managing.
- **Project Management experience:** Experience supporting project delivery or delivering part of /small projects.
- **Research and analysis skills:** Gather and analyse standard data information and report findings as appropriate.
- **Networking and Influencing skills:** Building positive relationship w internal and external colleagues and work in collaboration with others to ensure work is completed effectively.
- **Networking and Influencing skills:** Building positive relationship w internal and external colleagues and work in collaboration with others to ensure work is completed effectively.
- **Communication (Writing/oral skills):** Excellent communication skills, with the ability to clearly communicate more complex not routine information. Required to communicate, orally and sometimes in writing, more complex/ non-routine information which needs careful explanation and interpretation e.g., providing technical/specialist information to others, reiterating policies and procedures; dealing with more complex queries; writing up reports; providing written instructions/procedures etc.
- **Change:** Understand importance of change management, in particular communication and stakeholder engagement in all stages of the project. Applies some CM tools and techniques in the project lifecycle.
- **Managerial experience/Line management:** Required to coach others in the team to gain required experience/skills; train on day to day activities.

Projects, programmes and change management – grade 7

Purpose

To support and lead transformation and change in the organisation and enable LSBU to be fit for the future and to deliver improvements to the way LSBU operates, through the management and delivery of programmes and projects.

Accountabilities

- **Accountable for Projects Delivery:** Lead and manage performance of project, ensuring targets are met and project is delivered on time and within budget.
- **Financial responsibility:** Smaller budgets, one big project.
- **Stakeholder Management:** Organise, manage, and improve working relationships with all (int and ext.) project stakeholders across different org levels. Deliver Management strategies to ensure stakeholders are engaged across project lifecycle.
- **Solution design* scale and impact:** Influencing project and/or programme design and how the programme fits within Dep/area strategy. Monitor project impact (e.g., benefits) at project level.
- **Following established process and governance:** Follow processes and procedures, monitor execution from line reports (if any) and use judgement to improve current ways of working if needed.
- **Project Administration:** Responsible for ensuring project admin, such as taking minutes, actions and update documentation, is accurate and up to date.
- **Programme Development:** Contributing, steering, develop project plan.
- **Coordination and mgmt. of activity:** steering, develop project plan.
- **Systems:** Able to interact and support/train others using PM systems (MS Projects/Trello) – system expert.
- **Risk and issues:** Responsible for identifying, Monitor, evaluate, assign and escalate risk and issues project level.
- **Manage resources:** Manage project team, including matrix management, accountable for ensuring tasks are delivered on time. Would be required to carry out line management/ performance reviews and training needs.

Typical knowledge, skills and experience

- **Qualifications:** Degree level.
- **Knowledge of the market:** Lower level of PM knowledge of contractors in the marketplace, i.e., IT networking.
- **Project Management experience:** Experience managing and leading projects across the full project lifecycle.
- **Research and analysis skills:** Analysis complex dataset; conclusions and recommendations and interpret results.
- **Networking and Influencing skills:** Building positive relationship w internal and external colleagues and work in collaboration with others to ensure work is completed effectively.
- **Networking and Influencing skills:** Proactively liaise with external and internal contacts to disseminate information and build relations and contacts to exchange future information.
- **Communication (Writing/oral skills):** Excellent communication skills, with the ability to write complex reports and project updates policies and procedures; dealing with more complex queries; writing up reports; providing written instructions/procedures etc.
- **Change:** Understand importance of change management and build a CM approach to projects/programmes. Applies CM tools and techniques in all the stages of the project lifecycle.
- **Managerial experience/Line management:** Ensure staff are trained to required standards; monitoring and reviewing of staff performance; train on day-to-day activities.

Projects, programmes and change management – grade 8

Purpose

To support and lead transformation and change in the organisation and enable LSBU to be fit for the future and to deliver improvements to the way LSBU operates, through the management and delivery of programmes and projects.

Accountabilities

- **Accountable for Projects Delivery:** Lead and manage performance of the overall programme/multiple projects, ensuring targets are met and projects are delivered on time and within budget.
- **Financial responsibility:** Multiple budgets simultaneously.
- **Stakeholder Management:** Organise, manage and improve working relationships with all (int and ext.) project stakeholders across different org levels. Develop and deliver Management strategies to ensure stakeholders are engaged across project lifecycle.
- **Solution design* scale and impact:** Influencing project and/or programme design and how the programme fits within Dep/area strategy. Monitor project impact (e.g., benefits) at programme level.
- **Following established process and governance:** Follow processes and procedures, monitor execution from line reports (if any) and use judgement to improve current ways of working if needed.
- **Project Administration:** Responsible for ensuring project admin, such as taking minutes, actions and update documentation, is accurate and up to date.
- **Programme Development:** Planning, prioritisation, resource allocation, tools milestones – at project level.
- **Coordination and mgmt. of activity:** Overseeing.
- **Systems:** Able to procure and implement the 'right' system within the team.
- **Risk and issues:** Responsible for identifying Monitor, evaluate and assign risk and escalate issues across multiple projects.
- **Manage resources:** Manage project teams, including matrix management, accountable for ensuring tasks are delivered on time. Would be required to carry out line management/performance reviews of senior staff/direct reports and training needs.

Typical knowledge, skills and experience

- **Qualifications:** Degree level and certified in Project Management or relevant field.
- **Knowledge of the market:** Lower level of PM knowledge of contractors in the marketplace, i.e. IT networking.
- **Project Management experience:** Experience managing and leading projects across the full project lifecycle.
- **Research and analysis skills:** Analysis complex dataset; conclusions and recommendations and interpret results.
- **Networking and Influencing skills:** Proactively and react liaise with internal contacts and ext. to build relationship, coordinate activities. Attend committees and networks to represent the area.
- **Communication (Writing/oral skills):** Excellent communication skills; Writing business cases/papers; complex reports to Senior members of staff.
- **Change:** Expert at leading change initiatives, manage resistance and deliver complex transformation work.
- **Managerial experience/Line management:** Ensure staff are trained to required standards; monitoring and reviewing of staff performance; train on day-to-day activities.

Projects, programmes and change management – grade 9-10

Purpose

To support and lead transformation and change in the organisation and enable LSBU to be fit for the future and to deliver improvements to the way LSBU operates, through the management and delivery of programmes and projects.

Accountabilities

- **Accountable for Projects Delivery:** Lead and manage performance of the overall function/PMO, ensuring targets objectives are met and projects are delivered on time and within budget; ensuring programmes are directly linked to strategy.
- **Financial responsibility:** Multiple budgets simultaneously, reporting to snr colleagues. Overall spend.
- **Stakeholder Management:** Oversee working relationships with all (int and ext) project stakeholders across most senior level of the organisation. Develop and monitor management strategies across PMO.
- **Solution design* scale and impact:** Directing the design and oversee the delivery of complex transformation programmes of work delivering high strategic impact to the organisation.
- **Following established process and governance:** Establishing processes and monitoring the execution.
- **Programme Development:** Planning, prioritisation, resource allocation, tools milestones.
- **Coordination and mgmt. of activity:** Leading.
- **Systems:** Able to procure and implement the 'right' system within the team.
- **Risk and issues:** Responsible for Monitor high 'pressure' risk and issues across multiple projects.
- **Manage resources:** Manage project teams, including matrix management, accountable for ensuring tasks are delivered on time. Would be required to carry out line management/performance reviews of senior staff/direct reports and training needs.

Typical knowledge, skills and experience

- **Qualifications:** Degree level and certified in Project Management or relevant field.
- **Knowledge of the market:** Working in different sectors. Industry awareness, associate membership to RICS or other bodies.
- **Project Management experience:** Experience managing and leading projects across the full project lifecycle.
- **Research and analysis skills:** Investigate and analyse complex data, conclusions are sought, identify patterns opportunities and threats. Provide recommendations based on the data analysis in the form of briefing/reports.
- **Networking and Influencing skills:** Liaise at senior level with external and internal contact to influence decision and event and build positive relationships. Active part in university structures and governance and ext. networks.
- **Communication (Writing/oral skills):** Excellent communication skills; Writing business cases/papers; complex reports to Senior members of staff.
- **Change:** Expert at leading change initiatives, manage resistance and deliver complex transformation work.
- **Managerial experience/Line management:** Ensure training and development of team, ensure capabilities exist to deliver programmes of work, responsible for the line management of the PMO members.

Organistical Services

Organisational services – grade 3

Purpose

To provide specialist support services that enable and support the organisation to function effectively.

Accountabilities

- **System use:** Using systems to day-to-day operations; data entry and extracting; content updates; data cleansing.
- **Operational and service excellence and continuous improvement of service:** Carries out a narrower range of tasks as directed to maintain service levels.
- **Compliance with policy and regulatory requirements:** Complies with policy and regulatory requirements.
- **Customer experience:** Dealing with queries/timely responses to customer queries (int/ext. stakeholders); able to recognise a range of perspectives.
- **Data management and analysis:** Data entry/cleansing and collating reports.
- **Collaboration:** Effective team member and ambassador, able to work collaboratively with other teams.
- **Providing direction and advice to internal and external stakeholders:** Provision of basic transactional advice to staff; first point of contact for queries.
- **Service delivery and service standards (SLA/KPIs):** Understands link between day-to-day tasks, service standards/ strategic aims and operational or strategic KPIs.
- **Budget and resources:** Knowledge and use of standard financial procedures.
- **Coordination and mgmt. of activity:** Complete tasks to a given plan/detailed set of instructions with allocated resources.

Typical knowledge, skills and experience

- **Qualifications:** Apprenticeship.
- **Knowledge of LSBU:** Reasonable understanding of LSBU's offer to students, businesses and the community.
- **Knowledge of the market:** Basic knowledge of who LSBU's current external stakeholders, competitors and potential partners are.
- **Networking and influencing skills:** Building positive relationship with internal colleagues and work in collaboration with others to ensure work is completed effectively.
- **Communication (oral and written):** Good role appropriate' s communication skills, with the ability to clearly communicate routine factual information; Ability to write clear communications including using templates.

Organisational services – grade 4

Purpose	
To provide specialist support services that enable and support the organisation to function effectively.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • System use: Using systems to day-to-day operations; data entry and extracting; content updates; data cleansing. • Operational and service excellence and continuous improvement of service: Carries out a narrower range of tasks as directed to maintain service levels. • Compliance with policy and regulatory requirements: Complies with policy and regulatory requirements. • Customer experience: Dealing with queries/timely responses to customer queries (int/ext. stakeholders); able to recognise a range of perspectives. • Data management and analysis: Data entry/cleansing and collating reports. • Collaboration: Effective team member and ambassador, able to work collaboratively with other teams. • Providing direction and advice to internal and external stakeholders: Provision of basic transactional advice to staff; first point of contact for queries. • Service delivery and service standards (SLA/KPIs): Understands link between day-to-day tasks, service standards/ strategic aims and operational or strategic KPIs. • Project delivery: Planning and managing events. • Budget and resources: Raising requisitions and POs in line with Financial Regulations, monitoring expenditure, able to allocate resources appropriately. • Coordination and mgmt. of activity: Complete tasks to a given plan/detailed set of instructions with allocated resources. 	<ul style="list-style-type: none"> • Qualifications: Degree or equivalent work experience. AAT level 2 or no formal relevant qualification/QBE. • Knowledge of LSBU: Reasonable understanding of LSBU's offer to students, businesses and the community. • Knowledge of the market: Basic knowledge of who LSBU's current external stakeholders, competitors and potential partners are. • Networking and influencing skills: Building positive relationship with internal colleagues and work in collaboration with others to ensure work is completed effectively. • Research and analysis skills: Able to identify and present information in responses to questions or issues. • Communication (oral and written): Good role appropriate communication skills, with the ability to clearly communicate routine factual information; Ability to write clear communications including using templates.

Organisational services – grade 5

Purpose

To provide specialist support services that enable and support the organisation to function effectively.

Accountabilities

- **System use:** Using systems to day-to-day operations; data entry and extracting; content updates; data cleansing; Extensive system use; working with users to update; running routine reports and sharing with managers.
- **Operational and service excellence and continuous improvement of service:** Carries out a narrower range of tasks as directed to maintain service levels.
- **Compliance with policy and regulatory requirements:** Complies with policy and regulatory requirements.
- **Customer experience:** Dealing with queries/timely responses to customer queries (int/ext. stakeholders); Signposting customers; managing queries, responding appropriately to sensitive and confidential queries.
- **Data management and analysis:** Data entry/cleansing and collating reports.
- **Collaboration:** Effective team member and ambassador, able to work collaboratively with other teams.
- **Providing direction and advice to internal and external stakeholders:** Provision of operational advice to staff; provision of information on policies and processes to managers to achieve their aims.
- **Service delivery and service standards (SLA/KPIs):** Identifies link between day-to-day tasks, service standards/ strategic aims and operational or strategic KPIs.
- **Project delivery:** Planning and managing events, developing and implementing project timelines.
- **Budget and resources:** Knowledge and use of standard financial procedures. Raising requisitions and POs in line with Financial Regulations, monitoring expenditure, able to allocate resources appropriately.
- **Coordination and mgmt. of activity:** Generally working to a schedule or plan set by supervisor/line manager or established practice, but some reprioritising/forward planning of own work may be required to ensure work objectives/deadlines are met.

Typical knowledge, skills and experience

- **Qualifications:** Working towards CIPD. AAT level 3 or QBE.
- **Knowledge of LSBU:** Knowledge of LSBU's offer to students, businesses and the community, and awareness of the wider HE / FE sector.
- **Knowledge of the market:** Knowledge of who LSBU's current external stakeholders, competitors and potential partners are.
- **Networking and influencing skills:** Building positive relationship with internal colleagues and work in collaboration with others to ensure work is completed effectively.
- **Research and analysis skills:** Able to identify and present information in responses to questions or issues.
- **Communication (oral and written):** Excellent communication skills, with the ability to clearly communicate routine factual information; Ability to write clear and compelling communications.
- **Managerial experience:** Responsible for ad hoc supervision of junior colleagues (or student ambassadors), including low level/ task management.

Organisational services – grade 6

Purpose	
To provide specialist support services that enable and support the organisation to function effectively.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • System use: Extensive system use; training others to use system; working with users to update; running routine reports and sharing with managers. • Operational and service excellence and continuous improvement of service: Carries out a variety of tasks as directed to maintain service levels. • Compliance with policy and regulatory requirements: Advises others in addition to own compliance. • Customer experience: Dealing with queries/timely responses to customer queries (int/ext. stakeholders); dealing with complaints/complex inquiries, responding appropriately to sensitive and confidential queries. • Data management and analysis: Data analysis different reports, identifying trends and evidence-based options in relation to areas of expertise. • Collaboration: Supports effective team working, works collaboratively across teams and builds and maintains effective networks. • Providing direction and advice to internal and external stakeholders: Procedural advice and guidance, creation and implementation of action plans. • Service delivery and service standards (SLA/KPIs): Able to plan work to align with service standards/ strategic aims and to contribute to operational or strategic KPIs. • Project delivery: Able to develop, implement and monitor project plans, identifying and addressing risks. Able to develop, implement and monitor project plans, identifying and addressing risks. • Budget and resources: Knowledge and use of standard financial procedures, monitoring budget lines and forecasting, able to allocate resources appropriately in response to changing circumstances. • Coordination and mgmt. of activity: Whilst there is likely to be a specified plan of work, role holder will usually be expected to plan and prioritise their own work and use of equipment/resources. Those in a supervisory role will co-ordinate the day-to-day work/resources of other team members. 	<ul style="list-style-type: none"> • Qualifications: Working towards CIPD Level 7. AAT/level 4. • Knowledge of LSBU: Knowledge of LSBU's offer to students, businesses and the community. • Knowledge of the market: Knowledge of the HE market with awareness of the offer and activity of competitors in the sector. • Commercial acumen: Understanding of commercial and business environment that LSBU operates in. • Networking and Influencing skills: Building positive relationship with internal and external colleagues and work in collaboration with others to ensure work is completed effectively. • Research and analysis skills: Experience of undertaking straightforward research - extracting and presenting information. • Communication (oral and written): Excellent communication skills, with the ability to clearly communicate more complex not routine information, tailoring the communication to diverse audiences. Required to communicate, orally and sometimes in writing, more complex/non-routine information which needs careful explanation and interpretation e.g., providing technical/specialist information to others; reiterating policies and procedures; dealing with more complex queries; writing up reports; providing written instructions/procedures etc.; Ability to craft messages and write compelling communications, with good editorial skills. • Managerial experience: Responsible for ad hoc supervision of junior colleagues (usually 3-4) (or student ambassadors), including routine task management.

Organisational services – grade 7

Purpose	
To provide specialist support services that enable and support the organisation to function effectively.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • System use: Extensive system use; training others to use system; working with users to update; running routine reports and sharing w managers; Data signed off. • Operational and service excellence and continuous improvement of service: Reports and monitors service delivery and supervises a team of staff in order that service levels are maintained. Makes recommendations as to action to take to maintain or improve service. • Compliance with policy and regulatory requirements: Advises others in addition to own compliance. • Customer experience: Identifying and meeting customer needs, developing services from a user-perspective and creating an inclusive service/environment. • Data management and analysis: Data analysis different reports in relation to team management/supervision or area of expertise. • Collaboration: Leads or supports effective team working, works collaboratively across teams and builds and maintains effective networks. • Providing direction and advice to internal and external stakeholders: Second line advisory support and advice to junior colleagues and managers in specialist area. • Service delivery and service standards (SLA/KPIs): Able to plan work to align with service standards/strategic aims and to contribute to operational or strategic KPIs. • Project delivery: Able to develop, implement and monitor project plans, identifying and addressing risks. • Budget and resources: Knowledge and use of standard financial procedures, monitoring budget lines and forecasting, able to allocate resources appropriately in response to changing circumstances. Knowledge and use of standard financial procedures. • Coordination and mgmt. of activity: Plan and prioritise own work and if in a supervisory role, will also plan and co-ordinate the day-to-day work/resources of other team members taking into account operational need and changing circumstances. 	<ul style="list-style-type: none"> • Qualifications: CIPD level 7; PRCA member (Member of a professional bodies). AAT level 4 or studying. • Knowledge of LSBU: Strong knowledge of LSBU's offer to students, businesses and the community, with appreciation of how this contributes to the wider ambitions around Place-making. • Knowledge of the market: Thorough knowledge of the HE market with good awareness of the activities/offer of competitors, and of the opportunities and challenges in the market. • Commercial acumen: Understanding of commercial and business environment that LSBU operates in. • Business development experience: Ability to sell, promote and market, with experience in business development, brand management and development, and/or external engagement. • Networking and influencing skills: Proactively liaise with ext. and internal contacts to disseminate information and build relations and contacts to exchange future information. • Research and analysis skills: Experience of undertaking research - locating, extracting, analysing and presenting information. • Communication (oral and written): Excellent communication skills, with the ability to write complex reports and project updates; Ability to craft messages and write compelling communications, with good editorial skills. • Working and managing change: Understand importance of change management, in particular communication and stakeholder engagement in all stages of the project. • Managerial experience: Responsible for ensuring that all staff within the service area are trained to the required standards. May be directly involved in the provision of training or may delegate responsibility to others. Will oversee the monitoring and review of staff performance, and will be responsible for performance reviews of senior staff in their own team. Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures recognising when the matter should be referred to their line manager or specialist support is required.

Organisational services – grade 8

Purpose	
To provide specialist support services that enable and support the organisation to function effectively.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • System use: Developing system use, integration; data/report analysis. • Operational and service excellence and continuous improvement of service: Sets service and monitors service levels for a defined area and takes action to maintain or improve service levels. • Compliance with policy and regulatory requirements: Advice and reports and assists in developing. • Customer experience: Responsible for overall customer experience and ensuring the team were dealing w customers appropriately/timely. Improve customer satisfaction. • Data management and analysis: Data trends/complex analysis, broader issues; reporting and presenting data to senior leadership to inform decisions. • Collaboration: Leads or supports effective team working across teams, establishes networks and credibility with senior stakeholders. • Providing direction and advice to internal and external stakeholders: Provision of complex advice/procedural interpretation, able to give expert advice in specialist area to fit operational/strategic requirements. • Service delivery and service standards (SLA/KPIs): Can interpret strategic aims to set service standards/strategic aims and to identify appropriate measures/KPIs. • Project delivery: Design and implementation of projects plans within complex organisation and with multiple work stream leads. • Budget and resources: Budget management (where applicable), implementation of financial and procurement regulations, forecasting and setting budgets. Able to predict, prioritise and allocate resources. • Coordination and mgmt. of activity: Plan and prioritise own work and use of resources and, if in a supervisory role, will also plan and co-ordinate the day-to-day work/resources of other team members. Will input to the longer-term plans/programmes of work. 	<ul style="list-style-type: none"> • Qualifications: CIPD level 7; PRCA member (Member of a professional bodies). Accountancy Qualification or studying towards. • Knowledge of LSBU: Deep and thorough knowledge of LSBU's offer to students, businesses and the community, and full knowledge of the role/position of this in Place-making agenda around skills. • Knowledge of the market: Comprehensive understanding of the HE market, including thorough knowledge of the opportunities and challenges in the market and the activities/offer of competitors. • Commercial acumen: Commercial and business acumen. understanding of commercial and business environment that LSBU operates in. • Business development experience: Significant and substantial experience in business development, brand management and development, and/or external engagement, with track record of successful selling, promoting and marketing. • Networking and Influencing skills: proactively and react liaise w int contacts and ext to build relationship, coordinate activities. Attend committees and networks to represent the area. • Research and analysis skills: Experience of undertaking research and analysis: locating, extracting, analysing and synthesising information, and generating insights/conclusions/propositions/intelligence from this. • Communication (oral and written): Excellent communication skills; Writing business cases/papers; complex reports to Senior members of staff. Ability to convey a compelling narrative in written communications. • Working and managing change: Understand importance of change management and build a CM approach to projects/programmes. • Managerial experience: Responsible for ensuring that all staff within the service area are trained to the required standards. May be directly involved in the provision of training, or may delegate responsibility to others. Will oversee the monitoring and review of staff performance and will be responsible for performance reviews of senior staff in their own team. Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures recognising when the matter should be referred to their line manager or specialist support is required.

Organisational services – grade 9-10

Purpose	
To manage specialist support services that enable and support the organisation to function effectively.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • System use: Horizon scanning new systems. Proficient with systems and system integration. • Operational and service excellence and continuous improvement of service: Sets service and monitors service levels for a defined area and takes action to maintain or improve service levels. • Compliance with policy and regulatory requirements: Advice and reports and assists in developing. • Customer experience: Leading customer experience across function/s, taking a user-perspective and monitoring and improving services to meet diverse customer needs. • Data management and analysis: Data trends/complex analysis, broader issues; reporting and presenting data to senior leadership to inform decisions. • Collaboration: Leads or supports effective team working across teams, establishes networks and credibility with senior stakeholders. • Providing direction and advice to internal and external stakeholders: Provision of complex advice/procedural interpretation, able to give expert advice in specialist area to fit operational/ strategic requirements. • Service delivery and service standards (SLA/KPIs): Can interpret strategic aims to set service standards/ strategic aims and to identify appropriate measures/KPIs. • Project delivery: Design and implementation of projects plans within complex organisation and with multiple work stream leads. • Budget and resources: Budget management (where applicable), implementation of financial and procurement regulations, forecasting and setting budgets. Able to predict, prioritise and allocate resources. • Coordination and mgmt. of activity: Plan, organise and prioritise their work and the work activities of others within the team. Undertake longer term planning of resources ensuring that these work resources are effectively utilised and maintained, initiating corrective action as required. Review and monitor progress against the overall plan, and deal with/manage unforeseen events/situations. 	<ul style="list-style-type: none"> • Qualifications: MCIPD; PRCA member (Member of a professional bodies). Accountancy Qualification. • Knowledge of LSBU: Comprehensive knowledge of LSBU's offer to students, businesses and the community, and of LSBU's role in the Place-making agenda around skills. • Knowledge of the market: Comprehensive understanding of the HE market, including thorough knowledge of the opportunities and challenges in the market and the activities/offer of competitors. • Commercial acumen: Commercial and business acumen. understanding of commercial and business environment that LSBU operates in. • Business development experience: Extensive and wide-ranging experience in business development, brand management and development, and/or external engagement. • Partnership experience: Experience of developing new commercial partnerships and developing new joint offers that are mutually beneficial. • Networking and influencing skills: Liaise at senior level with external and internal contact to influence decision and event and build positive relationships. Active part in university structures and governance and external networks. • Research and analysis skills: Able to define research questions, identify appropriate sources of information, identify potential bias, analysing and synthesising information and generating insights/ conclusions and practical recommendations. • Communication (oral and written): Excellent communication skills; Writing business cases/papers; complex reports to Senior members of staff. Ability to convey a compelling narrative in written communications. • Working and managing change: Expert at leading change initiatives, manage resistance and deliver complex transformation work. • Managerial experience: Responsible for ensuring that all staff within the service area are trained to the required standards. May be directly involved in the provision of training or may delegate responsibility to others. Will oversee the monitoring and review of staff performance and will be responsible for performance reviews of senior staff in their own team. Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures recognising when the matter should be referred to their line manager or specialist support is required.

Organisational services – grade 11-13

Purpose	
To lead specialist support services that enable and support the organisation to function effectively.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • System use: Strategic overview of use of systems plus sufficient end user skills to carry out role. • Operational and service excellence and continuous improvement of service: Sets service and monitors service levels for a defined area and takes action to maintain or improve service levels. • Compliance with policy and regulatory requirements: Develops and responds to external changes in addition to advice and own compliance. • Customer experience: Embedding a user-focused approach to customer services to create an inclusive service that furthers the Group's strategic aims. • Data management and analysis: Analysing data to inform recommendations/ identifying gaps in data/designing data collection and reporting frameworks. • Collaboration: Establishes open and productive relationships, working collaboratively and establishing credibility with diverse stakeholders at all levels. • Providing direction and advice to internal and external stakeholders: Source of expert advice in specialist area, able to tailor advice to meet operational/ strategic requirements and reflect risk appetite. • Service delivery and service standards (SLA/KPIs): Horizon scanning (keep up to date with changes/development inside and outside HE) to set and implement service standards/strategic aims/KPIs. • Project delivery: Project and programme management, including managing cross-institution stakeholders. • Budget and resources: Budget management of multiple budget codes, upholding financial and procurement regulations, setting budgets and reviewing regularly, predicting, allocating and bidding for appropriate resources. • Coordination and mgmt. of activity: Responsibility for the operational planning of the service area, taking account of longer term issues and ensuring plans are co-ordinated with and feed into the School/PSG strategic plan. Undertake longer term planning of resources (people, equipment, and finances), ensuring that these work resources are effectively utilised and maintained, initiating corrective action as required. Review and monitor progress against the overall plan, and deal with/ manage unforeseen events/situations. 	<ul style="list-style-type: none"> • Qualifications: Fellow CIPD; PRCA member (Member of a professional bodies). Accountancy Qualification and post graduate quals or QBE. Knowledge of LSBU: Comprehensive knowledge of LSBU's offer to students, businesses and the community, and of LSBU's role and potential future development. • Knowledge of the market: Comprehensive understanding and horizon-scanning of the HE market, including thorough knowledge of the opportunities and challenges in the market and the activities/offer of competitors. • Commercial acumen: Commercial and business acumen. Understanding of commercial and business environment that LSBU operates in. • Networking and influencing skills: Liaise at senior level with external and internal contact to influence decision and event and build positive relationships. Active part in university structures and governance and external networks. • Research and analysis skills: Broad knowledge of analytic research and developments in specialist area and to use this to define research questions and design research collection methods, identify potential bias, analysing and synthesising information and generating insights/ conclusions and practical recommendations. • Communication (oral and written): Excellent communication skills Writing business cases/papers; complex reports to Exec/Senior members of staff. Ability to convey a compelling narrative in written communications. • Working and managing change: Expert at leading change initiatives, manage resistance and deliver complex transformation work. • Managerial experience: Responsible for ensuring that all staff within the service area are trained to the required standards. May be directly involved in the provision of training or may delegate responsibility to others. Will oversee the monitoring and review of staff performance and will be responsible for performance reviews of senior staff in their own team. Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures recognising when the matter should be referred to their line manager or specialist support is required.

Governance and risk

Governance and risk – grade 5

Purpose	
To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Information and Legal Compliance, Current and Forthcoming: Legal research, collating information in relation to specific requests i.e., FOI. Trained in using template contracts agreements. Involved in policy work, draft new policy from current examples. • Statutory Compliance and Regulatory Assurance: Collating info relation to FOI, subject access request, redacting documents, putting bundles together, liaising with requestors, informing colleagues re trends in requests, liaising with internal stakeholders re requests. • Policy Analysis and Development: Look at precedents of other documents, research for input into a policy, produce first draft. • Relationship Management - Internal/External: Build positive working relationships with all internal stakeholders. 	<ul style="list-style-type: none"> • Qualifications: Law or similar degree 2:1, apprenticeship. • Knowledge of LSBU: Reasonable understanding of LSBU's offer to students, businesses, and the community. • Knowledge of the market: No experience required, enthusiastic. • Collaboration: It's open and willing to listen and embrace colleagues' views and opinions, and value and encourage open feedback. Is keen to help and support colleagues when needed, communicate clearly and openly and is willing to accept new ideas. Support colleagues and helps building a culture of mutual trust and respect. • Networks and relationships: Building positive relationship with internal colleagues and work in collaboration with others to ensure work is completed effectively. • Research and analysis skills: Required to gather and analyse routine data. • Communicating and influencing skills: Regularly required to receive and convey routine factual information, orally and at times in writing, to staff, students etc e.g. responding to requests for information, passing on messages, dealing with enquiries, writing straightforward letters, memos, emails, record keeping etc. • Writing skills: Ability to write clear communications.

Governance and risk – grade 6

Purpose

To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.

Accountabilities

- **Information and Legal Compliance, Current and Forthcoming:** Legal research, collating information in relation to specific requests i.e. FOI. Trained in using template contracts agreements. Involved in policy work, draft new policy from current examples. Developing detailed knowledge of HS legislation and its practical interpretation. Providing business continuity advice in accordance with legislative requirements/best practice.
- **Inspection and Regulatory Audit:** Undertaking analysis of data. Formulating initial recommendations, providing practical solutions, gap analysis
- **In House Legal, Governance and Assurance Support/Advice:** Resolving technical enquiries and providing direct support. Researching solutions and tech direction.
- **Policy Analysis and Development:** Review the legislative requirements, benchmark, produce drafts for wider discussion.
- **Relationship Management Internal/External:** Build positive working relationships with all internal stakeholders.
- **Data management:** Handles, analyses and uses data/presents as required. Ensures GDPR requirements are met at all times.
- **Advice and Guidance To Senior Stakeholders:** Executive, Board Responsible for providing data, procedures and first stage advice.
- **Liaison with regulatory bodies:** Interaction and initial information exchange and basic data.
- **Report writing:** Produces information as requested to high standard.
- **Analysis of data:** HS Trends, Data capture and initial analysis.
- **Risk and issues:** Day to Day HS Risk Analysis and Business Continuity Planning. Incident Management Planning.

Typical knowledge, skills and experience

- **Qualifications:** Qualification in HS.
- **Knowledge of LSBU:** Knowledge of LSBU's offer to students, businesses and the community, and awareness of the wider HE/FE sector.
- **Knowledge of the market:** Attitude and approach.
- **Collaboration:** It's open and willing to listen and embrace colleagues' views and opinions, and value and encourage open feedback. Is keen to help and support colleagues when needed, communicate clearly and openly and is willing to accept new ideas. Support colleagues and helps building a culture of mutual trust and respect.
- **Networks and relationships:** Building positive relationship w internal colleagues and work in collaboration with others to ensure work is completed effectively.
- **Research and analysis skills:** Required to Gather and analyse routine data.
- **Communicating and influencing skills:** Receive and convey routine information, both orally and in writing, to staff, students and others e.g. responding to straightforward requests for information, passing on messages, dealing with routine enquiries, record keeping, completing standard forms, composing straightforward emails etc. At times will have to communicate, orally and/or in writing, information of a non-routine nature to various stakeholders which needs careful explanation and interpretation using tact and diplomacy, explaining technical information relating to the work being undertaken, producing standard reports and input to procedural documents.
- **Writing skills:** Ability to write clear and compelling communications.

Governance and risk – grade 7

Purpose

To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.

Accountabilities

- **Information and Legal Compliance, Current and Forthcoming:** Wide ranging research and benchmarking. Auditing and undertaking group wide comparison.
- **Inspection and Regulatory Audit:** Holding detailed meetings with stakeholders, presenting solutions, making strategic recommendations. Wider ranging more proactive. Support production of stat returns.
- **In House Legal, Governance and Assurance Support/Advice:** Meeting stakeholders, research and project analysis.
- **Policy Analysis and Development:** Review the legislative requirements, benchmark, produce drafts for wider discussion. Lead stakeholder meetings, set up appropriate forums across the org, guide through committees.
- **Relationship Management Internal/External:** Build positive working relationships with all internal and external stakeholders. Identify suitable mechanisms for change.
- **Civic Engagement - Managing and Developing the Group/University's Relationships:** Implementing external engagement.
- **Public Affairs:** Drafting materials based on corporate messaging.
- **Corporate Messaging:** Drafting materials based on corporate messaging.
- **Data management:** Business information delivery. Specific project analysis.
- **Liaison with regulatory bodies:** Interaction with sector bodies. Support Director of Group Assurance to prepare and submit complex returns.
- **Report writing:** Produces information as requested to high standard. Research wider practice issues across wide assurance topics.
- **Analysis of data:** Assurance trends. Data capture, initial analysis.

Typical knowledge, skills and experience

- **Qualifications:** Qualification in HS Degree or equivalent professional experience.
- **Knowledge of LSBU:** Knowledge of LSBU's offer to students, businesses and the community.
- **Knowledge of the market:** Basic knowledge of PS working, Excellent understanding of HE data.
- **Collaboration:** It's open and willing to listen and embrace colleagues' views and opinions, and value and encourage open feedback. Is keen to help and support colleagues when needed, communicate clearly and openly and is willing to accept new ideas. Support colleagues and helps building a culture of mutual trust and respect.
- **Networks and relationships:** Building positive relationship w internal and external colleagues and work in collaboration with others to ensure work is completed effectively.
- **Research and analysis skills:** Gather and analyse standard data information and report findings as appropriate.
- **Communicating and influencing skills:** In addition to standard/day-to-day communication, role holder may be required to communicate (verbally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation e.g., explaining policies and procedures, using higher levels of tact and diplomacy, explaining technical information relating to the work being undertaken; producing standard reports; drafting procedural documents etc.
- **Writing skills:** Ability to craft messages and write compelling communications, with good editorial skills.

Governance and risk – grade 8

Purpose

To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.

Accountabilities

- **Information and Legal Compliance, Current and Forthcoming:** Independent, running caseload, working directly with internal stakeholders, working on complex contracts from start to finish, updating standard agreements ensuring fit for purpose. Provide input into processes.
- **Relationship Management Internal/External:** Build positive working relationships with all internal and external stakeholders.
- **Data management:** Shaping business information delivery.
- **Analysis of data:** Data management.
- **Risk and Issues:** Support on risk.

Typical knowledge, skills and experience

- **Qualifications:** Qualified solicitor - 1-3 PQE.
- **Knowledge of LSBU:** Strong knowledge of LSBU's offer to students, businesses and the community, with appreciation of how this contributes to the wider ambitions around Place-making.
- **Knowledge of the market:** Good understanding of HE.
- **Collaboration:** Foster a culture of collaboration with the team and across functions; Value and encourage across the team diverse opinions, open feedback and a culture of continuous improvement from all colleagues independent of grade and seniority. Values open communication and is open and willing to accepting new ideas. Encourage an agile environment and ensure clear responsibility/Accountability among its team members. Empower the team and build a culture of mutual trust and respect.
- **Networks and relationships:** Proactively liaise w ext and internal contacts to disseminate information and build relations and contacts to exchange future information.
- **Research and analysis skills:** Analysis complex dataset; conclusions and recommendations and interpret results.
- **Communicating and influencing skills:** In addition to standard/day-to-day communication, role holder may be required to communicate (verbally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation e.g. explaining policies and procedures, using higher levels of tact and diplomacy, explaining technical information relating to the work being undertaken; producing standard reports; drafting procedural documents etc.
- **Writing skills:** Ability to craft messages and write compelling communications, with good editorial skills.

Governance and risk – grade 9-10

Purpose	
To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.	
Accountabilities	Typical knowledge, skills and experience
<ul style="list-style-type: none"> • Information and Legal Compliance, Current and Forthcoming: Leading the team, interpreting complex legislative requirements, driving policy direction, ensuring effective HS committees. • Statutory Compliance and Regulatory Assurance: Leading the DPO sub team, feeding into policy and procedures, advising on data protection clauses on contracts, advising on projects with expert opinion. Dealing with breaches and liaising with the regulator. Promoting the data protection regime to the org. • Inspection and Regulatory Audit: Liaison with senior stakeholders, making escalation decisions, unblocking gaps/poor practice. • Policy Analysis and Development: Provide policy content, drafting, train staff across the org on how the policy can/should be used. • Relationship Management - Internal/External: Build positive working relationships with all internal and external stakeholders. Shaping and managing external engagement. • Civic Engagement - Managing and Developing the Group/University's Relationships: Shaping and managing Group external relationships e.g. councils, dfe. • Public Affairs: Shaping and managing Group public affairs relationships. • Corporate Messaging: Preparing materials based on corporate messaging. • Data management: Shaping and implementing strategy for business information. • Advice and Guidance to Senior Stakeholders - Executive, Board: Structured advice to Executive and Board where problem solving, or trend awareness needed. • Liaison with regulatory bodies: Strategic awareness of university position in the analysis and presentation of returns. Audit of external returns. Interaction with HSE, OfS Public Health and LFB at mid management levels. • Report writing: Produces and agrees high level reports. Prepares Reports to Board. • Analysis of data: Lead for analysis. In depth interrogation and presentation. • Risk and issues: LSBU lead on corporate risk management. Detailed technical analysis and mid-senior advice on risk mitigation. 	<ul style="list-style-type: none"> • Qualifications: Professional qualification relevant to their area Degree or equivalent professional experience. • Knowledge of LSBU: deep and thorough knowledge of LSBU's offer to students, businesses and the community, and full knowledge of the role/position of this in Place-making agenda around skills. • Knowledge of the market: External awareness both sector and broader with public/private. • Collaboration: Foster a culture of collaboration with the team and across functions; Value and encourage across the team diverse opinions, open feedback and a culture of continuous improvement from all colleagues independent of grade and seniority. Values open communication and is open and willing to accepting new ideas. Encourage an agile environment and ensure clear responsibility/Accountability among its team members. Empower the team and build a culture of mutual trust and respect. • Networks and relationships: Proactively liaise w ext and internal contacts to disseminate information and build relations and contacts to exchange future information. • Research and analysis skills: Analysis complex dataset; conclusions and recommendations and interpret results. • Communicating and influencing skills: Required to communicate (both orally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation, e.g., explaining policies, procedures and technical information; dealing with complex customer complaints and staffing issues; using higher levels of tact and diplomacy; producing a variety of reports; writing procedures which impact at a local level. Depending on the role this may be a regular requirement. • Writing skills: Ability to convey a compelling narrative in written communications. • Managerial experience: Professionally Lead a team and function - prior management experience including technical HS and BC competence.

Governance and risk – grade 11-13

Purpose

To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.

Accountabilities

- **Information and Legal Compliance, Current and Forthcoming:** Head of the function, most senior legal authority. Regulatory work, horizon scanning, external engagement understanding political environment. Complex student and staff. Balancing the needs of staff/students. Legal sign off for policies and procedures. Oversight of complex litigation, instructions of external council.
- **Inspection and Regulatory Audit:** Providing the most senior strategic advice to Executive members and the Board.
- **In House Legal, Governance and Assurance Support/Advice:** Providing the most senior strategic advice to Executive members and the Board, and liaison with the most senior external regulatory staff.
- **Policy Analysis and Development:** Collating feedback from stakeholders across the org. Drafting, creating the process from the procedure in consultation with stakeholders. Training then ran.
- **Relationship Management - Internal/External:** Build positive working relationships with all internal and external stakeholders. Setting strategy for external engagement.
- **Civic Engagement:** Setting strategy for external engagement e.g., councils, dfe etc.
- **Public Affairs:** Setting strategy for public affairs.
- **Corporate Messaging:** Shaping corporate messaging.
- **Strategic Planning:** Setting strategy and approach to business planning and performance. Shape Exec direction of travel.
- **Data management:** Setting strategy for Business information. Strategic trend analysis, use of dashboards, KPIs and knowledge of regulatory perception/ expectation of use of data.
- **Advice and Guidance to Senior Stakeholders - Executive, Board:** Strategic high-level advice to Executive and Board.
- **Liaison with regulatory bodies:** Set framework for audit of external returns. Interaction with DfE and OfS at senior and Policy Level.
- **Report writing:** Instigates reports, writes the most complex aspects and promotes and influences Exec and Board direction.
- **Analysis of data:** LSBU lead for Data Strategy. Uses data to influence strategic direction and Exec Board Advice.
- **Risk and issues:** LSBU lead on corporate risk management. Strategic Risks and gap analysis influencing Exec and Board decision making. Presenting to GARC.

Governance and risk – grade 11-13 continued

Purpose

To help protect LSBU and ensure that the organisation operates in compliance with all necessary and relevant legislation, regulations, and standards.

Typical knowledge, skills and experience

- **Qualifications:** Professional qualification relevant to their area Degree or equivalent professional experience.
- **Knowledge of LSBU:** Deep and thorough knowledge of LSBU's offer to students, businesses and the community, and full knowledge of the role/position of this in Place-making agenda around skills.
- **Knowledge of the market:** Excellent understanding of HE.
- **Collaboration:** Foster a culture of collaboration with the team and across functions; Value and encourage across the team diverse opinions, open feedback and a culture of continuous improvement from all colleagues independent of grade and seniority. Values open communication and is open and willing to accepting new ideas. Encourage an agile environment and ensure clear responsibility/Accountability among its team members. Empower the team and build a culture of mutual trust and respect.
- **Networks and relationships:** Liaise at senior level w external and int contact to influence decision and event and build positive relationships. Active part in university structures and governance and external networks.
- **Research and analysis skills:** Investigate and analyse complex data, conclusions are sought, identify patterns opportunities and threats. Provide recommendations based on the data analysis in the form of briefing/reports.
- **Communicating and influencing skills:** Regularly required to communicate (both orally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation, e.g., explaining policies, procedures and technical information; dealing with complex customer complaints and staffing issues; using higher levels of tact and diplomacy; producing a variety of reports; writing procedures which impact at a local level.
- **Writing skills:** Ability to convey a compelling narrative in written communications.
- **Managerial experience:** Experience of management roles and skills to influence Exec and Board.

Appendix: Defining the career levels

LSBU's grading structure clusters roles into different levels according to the requirements of the role and the contribution to the organisation. These grades therefore form the basis of the different levels that are described within the families, as they are recognisable and understandable for staff. Some grades have been clustered together where that is logical due to similarities in the nature of the work, and where it aids ease of use.

To help define in generic terms the contribution of different work levels, and what work looks like at the different grades in the organisation, below is a descriptor of the nature of work at each grade.

Grade	Work level	Work level descriptor
14	Executive leadership	Roles are executive level Directors that lead a major area of the LSBU Group. The role will personally and actively shape organisational strategy as part of a core executive leadership team, and will then set the strategic direction for their area or major function within the organisation's overall strategy – this will require significant horizon-scanning and anticipation of the impact of external forces, looking forward across typical horizon of five years. They will then set policy frameworks and direct resources, integrating large, complex and diverse functions to achieve LSBU's priorities, ambitions and goals.
13 / C	Senior management	Roles are Directors who set direction for their area of specialism within the wider functional/service priorities and objectives, with responsibility for a number of diverse activity streams. Role holders at this level will be required to help shape the strategic direction of their area of responsibility, and will define and reshape policies and help set the objectives, and then deliver functional/service objectives through the management of other managers. They will have oversight of a broad and diverse portfolio, with direct reports generally aligned to the same objective, but with the role holder expected to deliver a cohesive, joined up service for LSBU. The role holder will therefore need to co-ordinate and integrate a number of sub functions, and will be expected to set operational priorities and manage senior level relationships within the organisation and externally on behalf of the organisation.
12 / B		
11 / A		

Grade	Work level	Work level descriptor
10	Management / senior expert	<p>Roles are typically managers that manage services or a sub-function, or lead large and/or complex programmes of activity. Role holders will be focused on operational implementation of plans and policy, and will be expected to resolve complex problems, resource services, and manage and motivate a team(s). Thinking is focused on developing and improving services within the limits of the resources available to maximise service outcomes. They have a greater degree of professional experience than at lower levels in order to deal with a broader range of specialisms and resource management issues. Reporting to a Director, work will be reviewed against agreed targets rather than relying on managerial control.</p>
9		<p>Non managerial roles will use expertise to deal with highly complex and high-risk service problems across a more diverse range of situations, and although they will work within well-defined functional objectives, they will be expected to exercise professional discretion and responsibility in interpreting organisational practice or procedures.</p>
8	Professional / expert	<p>Roles at this level are professionals or experienced professionals where work is based on a thorough theoretical understanding of their technical/professional field, and operating within well-established professional procedures and defined policies. Work will involve a broad range of complex problems and role holders will need to manage changing priorities and use professional judgement to respond to differing situations. There is a requirement to think about what should be done to improve procedures.</p> <p>Non managerial roles will use expertise to provide advice and specialist input, and/or deal with often complex service problems across a range of situations, where there is a requirement to step beyond established precedent and start to adapt and shape more bespoke solutions. Although they will work within well-defined functional objectives, they will be expected to exercise professional discretion and responsibility in interpreting and challenging the practices or procedures based on improvements in technology, legislation, or best practice.</p> <p>Managers at this level will be leading large or complex projects, managing a large but specific service or area of activity, or managing a team of professionals/paraprofessionals. Will require technical, professional or specialist skill to provide direction to their team and to act as a technical reference to deal with escalated issues. They will be co-ordinating and integrating the work of their team, including dealing with multiple priorities and making proposals for wider service planning purposes.</p>

Grade	Work level	Work level descriptor
7	Technical / junior professional	<p>Roles are typically senior technical roles or professionals that need to have authoritative knowledge of methods, systems and processes as well as understanding of underlying principles. Roles work within established service and professional guidelines, and need to apply judgement and analysis to identify the best solution and find alternative solutions to a variety of routine and non-routine situations, and deal with unforeseen problems with limited guidance. They will need to be proficient in delivering all aspects of the job and will increasingly be involved in non-routine work, such as special projects or initiatives.</p> <p>Supervisory roles will be providing day-to-day management and oversight of operational services where there is scale and complexity, with teams that are likely to be large but typically consist of technical or process-focused roles. There is a requirement to plan, schedule, review and monitor the work of their team and contributing to the planning of the wider service area.</p>
6		<p>Roles are typically somewhat specialist or technical, or junior professionals. They work within established systems and procedures and have a thorough knowledge of methods, systems and processes. They will deal with a range of operational issues that may be complex, requiring the use of initiative and judgement to determine how to address and resolve problems and issues. There is discretion to determine and change short-term priorities for themselves (and others if they are a supervisory role). Roles will also contribute ideas to improvements to current working methods they use. In enabling services and professions, this step may represent the first rung of a professional ladder, where technical qualifications are needed prior to full professional accreditation.</p> <p>Supervisory roles will be providing day-to-day management and oversight of operational services where there is a degree of scale and complexity. There is a requirement to plan, schedule and supervise or oversee the day-to-day tasks and activities of a process-focused team.</p>

Grade	Work level	Work level descriptor
5	Process focused	<p>Roles are specialist processors, typically co-ordinating activity and undertaking a wide range of administrative and facilitative activities, where there is a need to apply a wide range of methods, systems and procedures to largely routine issues and casework. Some work will follow established patterns, but role holders work with limited direct guidance and so need initiative to handle processes and case work, resolve a range of problems and queries as they arise, and react to changing priorities based on experience and judgement and without the need to refer to others.</p> <p>Supervisory roles will be co-ordinating the activities of others, and providing day-to-day oversight of straightforward operational activity, where team members are largely task focused.</p>
4		<p>Roles are process operators, undertaking a range of activities following defined processes, methods and systems. Roles interpret instructions and make choices (from an established set) of the methods or tools appropriate for the job so that they can deliver a specific service to a defined standard, clear specification, agreed format and within specific and shorter-term deadlines. There will be a need to plan and manage their workload and adjust to incoming needs and requests.</p>
3	Task focused	<p>Roles are responsive and task-based, requiring reacting and responding to routine requests, queries, issues or circumstances that need immediate action and attention. Work is often allocated on a daily basis, with some scope to re-prioritise a small range of tasks to meet deadlines within the day. They will operate specific equipment and follow tightly defined procedures and protocols, with clearly laid-out options and instructions, and refer non-routine issues to others for resolution.</p>
2		<p>Roles undertake routine allocated work and basic tasks that are largely repetitive, with clear and straightforward instructions.</p>

We would welcome any feedback about the PSG
Career Pathways and how you have used them:
od@lsbu.ac.uk