

## Sample Role Profile

When submitting a Role Profile each request will need to include

- Grading Administration form (New Requirement – NR1)
- Completed Role Profile (using track changes showing all changes made)
- An organisational chart clearly showing the role, and other roles within the team/ section.
- A completed Role Profile Support Tool – HERA Statements

### Job title

**Level 3 Laboratory Technician Apprentice**

### Reports to (Position Title)

### Role Overview

In one or two short paragraph(s), provide factual, quantitative information that summarises the scope of the role, and its relationship to the overall aims/ goals of the team/ Department or School (specific tasks and activities are covered in the **Main duties and responsibilities**).

The role holder will be based in Department X which has a significant technical workforce, engaged in the support of research, teaching and infrastructure. The role holder will support the work of the team in which they are based.

Although based in one department, the apprentice may also have the opportunity to gain experience in another Department, institute or research group during the apprenticeship.

### Role purpose

In one or two short paragraph(s) outline the main purpose of the role. It is useful to define What is being done (e.g. managing) to Whom or What (e.g. the xx team) to achieve what Outcome. (E.g. to ensure that agreed response times are met).

The role holder will undertake training and provide, increasingly over the period of the apprenticeship, support for Department X's research, teaching and infrastructure, as appropriate.

As the apprenticeship progresses, the role holder is expected to work with increasing independence and to undertake simple work, or to diagnose and solve straightforward problems (*e.g.* a leak on an instrument) with minimal guidance plus potentially contribute to some of the Department's key support services available to both internal people, members of other Department's within the University and industry collaborators.

### Staff management responsibility

(Please tick the applicable statement(s), and indicate the number of staff (or others – see guidance notes), whose work the role is responsible for.

An org chart showing the staff managed and reporting relationships within the team should also be supplied on a separate document)

	<b>Required</b>		
<b>Supervisory</b> - Allocate tasks, check the quality/ quantity of the work and provide informal feedback on the standard of the work. Introduce team members to new processes and procedures.	<input type="checkbox"/>		
	Staff	Contractors	Others

How many people does the role supervise?			
<b>Line management</b> – Undertake formal staff review and development processes, manage staff welfare issues, identify training and development needs of an individual or team, undertake formal performance management for individuals as required.	<input type="checkbox"/>		
How many people does the role Manage?	Staff		

### Resources managed

e.g. budgets, annual spend value, equipment, buildings (please list the overall value and/or purpose of resources managed)

N/A

### Main duties and responsibilities

Describe the key areas of work need to be undertaken by the role holder in order to meet the purpose of the role as stated above. It is anticipated that no duty should exceed 3 or 4 lines. Please list the tasks in order of importance.

**Note: text with no highlight refers to responsibilities appropriate to all two years; text highlighted so and highlighted thus refers to responsibilities more appropriate in year 2 the latter being in the later stages of year 2 pending progression**

<b>1</b>	<p><b>Use and care of the working environment</b> Understand common hazards and basic health and safety risks, and their mitigation, within the working environment. Learn and abide by standard operating procedures and risk assessments. (e.g. workshop safety, chemical safety). Understand and abide by basic Department or institution working practices (leave, hours of work, procurement, etc.)</p> <p>Understand when Standard Operating Procedures (SOP's) and risk assessments are out of date or in need of revision, and refer to supervisor. With time the candidate is expected to make suitable suggestions for improvement to such practices / assessments plus advise other undergraduate students and / or other apprentices on such amendments.</p>
<b>2</b>	<p><b>Technical skill development</b> Learn basic skills of area of work (e.g. use of basic workshop tools and machinery, laboratory equipment), under the supervision of supervisor or allocated staff member. Apply skills in routine and straightforward task(s) under supervision.</p> <p>Undertake more advanced jobs under supervision, or straightforward tasks independently, e.g. using a combination of tools and techniques, or working independently on a sub-component of a project.</p> <p>Apply techniques and skills from college course in novel contexts, sharing skills with others, responsibility remaining with supervisor / more experienced staff member. Learn the use and maintenance of more sophisticated tools and equipment (e.g. Laboratory instrumentation). Learn and develop basic to more advanced trouble shooting skills with reference to key scientific instrumentation and Laboratory Techniques.</p>
<b>3</b>	<p><b>Contribute to projects</b> Observe projects and contribute to basic operations within a project, e.g. basic preparation of components or gathering materials; cleaning of instruments or tools.</p>

	<p>Work more independently on elements of a project or task, referring all decisions to supervisor, applying new skills as appropriate</p> <p>Contribute to a team's planning and execution of a project, perhaps of a few weeks' duration, taking responsibility for small elements.</p>
4	<p><b>Formal Training</b></p> <p>Throughout the period of the Apprenticeship attendance at applicable courses / seminars maybe required. Work related project / on-going assessment to a defined schedule will be completed.</p>
5	<p><b>Other</b></p> <p>Such other duties commensurate with training as the Head of Department or nominee may from time to time require</p>

### Working Conditions

Which statement best describes the environment in which the role will primarily be based?

Exposed to risks through the use of chemicals, equipment or the handling of biological samples. Follows documented processes to reduce risks to self or others.

### Physical Requirements

Which statement best describes the physical demands of the role?

Requires normal physical effort associated with an office environment (or equivalent)

### Sensory Requirements

Which statement best describes the sensory demands of the role?

Uses tools/ equipment requiring the use of dexterity and/ or precision in order to complete a specific task

*This role profile outlines the duties required at the current time to indicate the level of responsibility. It is not intended to be a comprehensive or exhaustive list and may be varied by University management to include other reasonable requests which are up to the same skill level, and of the same type, already undertaken and which do not change the general character of the job or the overall level of responsibility.*

The University expects that you will:

- Treat all members of the University community (including all staff, partners, students and visitors) with respect, courtesy and consideration at all times.
- Behave professionally to, and expect professional behaviour from others in the University community (including all staff, partners, students and visitors).
- Take care of their own health and safety, not compromise the health and safety of others, and comply with University and departmental safety requirements.

# Person Specification

## Key Skills and Experience

This form lists the **essential** (experience and attributes without which the job could not be done) and **desirable** experience and attributes that enable the role holder to perform the role well. When recruiting to this role applicants should be shortlisted by assessing how they meet these.

Only **essential** criteria will be used as part of the grading process.

Criteria	Description	Essential or Desirable
<p><b>Experience</b> List the key experiences that an individual would need to be able to do the role. Be careful not to quantify this in 'years'. e.g. Experience working with finance IT systems.</p>	None required	N/A
<p><b>Skills</b> List the key skills that an individual would need to be able to do the role. Be careful not to quantify this in 'years'. E.g. Advanced Excel.</p>	<p>Computer literacy required, perhaps evidenced by formal Level 2 (GCSE grade C or above, or equivalent) qualification.</p> <p>Evidence of practical problem-solving skills is viewed as important as is the ability to show initiative and be able to work well in both a team environment and, in time, independently.</p> <p>Good communication skills, both orally and in writing, are fundamental to the position since the successful candidate will have to communicate key information to a range of people on a daily basis.</p>	<p>E</p> <p>D</p> <p>D</p>
<p><b>Qualifications</b> List the key qualifications that an individual would need to be able to do the role. Be careful not to overstate the level required.</p>	GCSEs at Grade C or above (or equivalent) in English, Mathematics and a science-based subject	E
<p><b>Additional requirements</b> List any additional requirements that may be relevant to the role (on-call, weekend working etc.)</p>	<p>Enthusiasm for science and technology.</p> <p>Technical work environments (<i>e.g.</i> workshops, laboratories, plantrooms) require the use of appropriate PPE on instruction and adherence to risk assessments and standard working practices.</p> <p>The role holder will be undertaking a level 3 apprenticeship which will include undertaking day-release courses and as such role-specific skills and commitment are necessary.</p> <p>The role holder will make an increasing contribution to the effectiveness of the institution in supporting research, teaching, core support services and facilities and infrastructure over the period of the Apprenticeship.</p> <p>The role holder would be hoped to be in a position to be considered for a Grade 3 (or 4) role at the end of the apprenticeship, should a role become available.</p>	E

## Behavioural Attributes Framework

[Behavioural attributes](#) (or behavioural competencies) are a way of describing a range of individual characteristics that can be measured and can be shown to differentiate effective and ineffective performance.

**Behavioural Attributes are not used as part of the grading process.** Behavioural attributes may however assist staff during recruitment, performance, training and carer progression.

The Recruitment Guidance section of the HR web pages provides information on how the attributes may be used as [selection criteria](#), when [short-listing](#) and during [interviews](#). Where departments/institutions are going to use behavioural attributes during the recruitment process, potential applicants for the vacancy should be made aware of this in the [HR7 Further Information document](#). An optional paragraph is included within the HR7 template for this purpose.

HR will provide the Department with the headings for each behavioural attribute, specific to the grade of the role. Departments wishing to use the behavioural attributes may then select which behaviours and positive indicators are relevant, adding these into the [HR7 Further Information document](#) as required.

# Guidance notes for completing the Role Profile

The Role Profile is a multi-purpose document, supporting managers from grading, through recruitment, induction and into the employee review process, it is a continual cycle, and the document should be reviewed at regular intervals so as to ensure that changes to the requirements of the role are identified, and recorded.

## **General guidance**

The Role Profile should be used to describe the tasks and duties that make up the role. It is important that it gives an accurate impression of the purpose of the job and what the role holder will be expected to achieve so that:

- The most suitable applicants are encouraged to apply for your vacancy;
- The person appointed to the role understands what is expected of him/her and there is a framework for discussing his/her performance, including during probation; and

When developing the Main Duties and Responsibilities section you:

## **Should**

- Give an accurate impression of what the job involves, taking care not to over or understate the duties.
- Focus on objectives, outputs or expected results rather than the specific tasks undertaken to achieve these
- Define each duty and responsibility as a statement of what the role holder is expected to achieve (i.e. outcome) by:
  - Start the sentence with the action (e.g. plans, prepares, produces, provides, maintains, analyses, tests etc. then
  - Describing the activity to which the action is applied (e.g. tests new systems, analyses financial data); then
  - Stating briefly the purpose of the activity in terms of outputs or standards to be achieved (e.g. tests new systems to enable them to meet the agreed systems specification; analyses financial data using Excel spreadsheets to show departmental expenditure on a monthly basis).
- Review the expectations of the role alongside other roles within the team (check for clarity in levels of responsibility, control etc).

## **Avoid**

- Using too many duties, between 6 and 10 should be sufficient for the majority of roles.
- Words like 'assists', 'helps', 'ensures', 'deals with', 'manages', 'works with', etc, unless they are qualified by how the activity is done);
- Detailing the way that a specific task or activity is to be carried out (this can make the description overly prescriptive)
- Basing the duties on the previous occupant, when a role is vacant ensure that description supports the requirements of the role to be undertaken, not necessarily on the tasks the previous individual undertook.
- Using jargon, acronyms (unless also spelt out), or making reference to specific systems/ equipment (unless previous experience is an essential requirement– this should be listed as such in the person specification).