

Grade 7 HR focus role: Skills

This template has been designed to help you and your manager review your strengths in these areas and identify areas that you could develop. Note that the positive indicators are intended for use as a guide only and that not all indicators will be applicable to all roles within a grade.

Name:

Department:

Line manager or equivalent:

Current role & grade:

Role & grade being assessed against (if different from above):

Date:

Step 1:

Reflect on each of the positive indicators and consider whether you:

- **M** - *Meet* the appropriate level
- **E** - *Exceed* the appropriate level
- **D** - Need to *Develop* in this area

Step 2:

Ask your line manager or equivalent to:

- Review your levels in the same way
- Complete Column 2 on the table below

Step 3:

Meet your line manager or equivalent to:

- Discuss your results in columns 1 and 2, and agree a result in Column 3
- Discuss any areas for development you have identified and how you might work towards these, and note in Column 4

Skill area	Skills	1 - M/E/D	2 - M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
Resource Management (people/finance)					
<i>Resource allocation and budgeting</i>	Contribute to planning and managing financial resources and processes; prepare basic budgetary and statistical reports and forecasts.				
<i>Financial regulations</i>	Understand and ensure compliance with financial regulations and best practice.				
<i>Remuneration</i>	Resolve remuneration issues.				
<i>Business cases</i>	Contribute to the preparation of business cases.				
HR Operations					
<i>Issues and processes</i>	Manage a wide range of HR-related issues and processes, e.g. staff review and development.				
<i>Recruitment</i>	Select and interview as part of inclusive recruitment processes and chair local selection panels.				
<i>Legislation and best practice</i>	Interpret both University policy and employment legislation and promote best practice. Advise and guide on specialist employment-related issues.				
<i>Workforce planning</i>	Demonstrate awareness of strategic workforce planning.				
Committee Skills					
<i>Service and Chair</i>	Support and contribute to the work of committees, networks and groups at local and University level.				
<i>Advise and brief</i>	Advise and guide committees, groups and networks on specific issues at local committee level.				

Skill area	Skills	1 - M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
Analysis and Investigation					
<i>Gather data</i>	Gather and manipulate data.				
<i>Analyse</i>	Conduct analysis and investigation of data, including for benchmarking purposes.				
<i>Review and report</i>	Monitor, review and report on analysis.				
Policy, Process and Systems					
<i>Policy/systems development</i>	Identify and implement changes to existing local processes. Review and provide input to the shaping of systems for effective use at local level.				
Training, Facilitation and Presentation					
<i>Briefings and presentations</i>	Deliver straightforward briefings, presentations and training in specialist areas to colleagues and participants.				
<i>Facilitation</i>	Facilitate meetings and events at local level.				
IT					
<i>Software Skills</i>	Competently use Microsoft Office and web-based database systems, e.g. CHRIS.				
Organisation and Time Management					
<i>Prioritising</i>	Work systematically on a number of tasks simultaneously using effective prioritisation.				
<i>Improving organisational systems</i>	Contribute to the development and implementation of new structures and systems to ensure effective use of resources.				
Project Management					
<i>Project leadership</i>	Identify and lead small-scale projects.				
<i>Project support</i>	Apply project management skills to support medium to large-scale projects, involving multiple stakeholders.				
SPECIALIST SKILLS (applicable to some staff only)					
Equality & Diversity					
<i>Policy and legislative guidance</i>	Understand the complexity and sensitivity of equalities legislation; offer compliant and best practice policy guidance.				
<i>Engagement with audience</i>	Positively and proactively engage, without prejudice, with a diverse range of groups, networks and individuals with specific life				
<i>Market data analysis and consultation</i>	Undertake consultation, data gathering and analysis to help identify key issues/objectives.				
Childcare Services					
<i>Policy and legislative guidance</i>	Understand the complexity and sensitivity of childcare legislation; offer compliant and best practice policy guidance.				
<i>Market data analysis</i>	Undertake consultation, data gathering and analysis to help promote key childcare issues at a local level.				

<i>Mandatory qualifications</i>	Hold a level of qualification appropriate to manage a childcare setting, i.e. Level 3 in Early Years/Playwork. [From 2015, it is required for this to be an Early Years Professional qualification, which requires having achieved an Early Years degree.]				
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NOTES:

1. Due to the diversity of environments across the University, the skills identified should be interpreted within the grade and scope of the role/post.
2. It is possible that a particular role will not require all of the skills identified at the relevant grade.
3. The possession of or requirement for, some skill areas at a higher grade will not necessarily equate to a requirement for a role to be regraded.