

Grade 8 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</i>	Plan and manage financial resources and processes; prepare budgetary and statistical reports and forecasts.				
<i>Financial regulations</i>	Oversee compliance with financial regulations.				
<i>Business Cases</i>	Prepare business cases.				
HR Operations					
<i>Issues and processes</i>	Manage and oversee a wide range of HR-related issues and processes, e.g. Dignity at Work, flexible working.				
<i>Discipline and</i>	Participate actively in University grievance, disciplinary, grading and appeal processes.				
<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>	Service and participate in committees, networks and groups at local and University level.				
<i>Advise and brief</i>	Brief committees, groups and networks on specific issues at local and University 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>	Identify the appropriate method of analysis or investigation.				
<i>Analyse</i>	Conduct analysis and investigation of data, including for benchmarking purposes; source additional information when required.				
<i>Review and report</i>	Monitor, review and report on analysis.				
Policy, Process and Systems					
<i>Policy/systems development</i>	Develop and implement new policy and processes at local and University level. Review and shape local systems in response to changes at University and national 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, web-based database systems and specialist software, e.g. CHRIS.				
Organisation and Time Management					
<i>Prioritising</i>	Work systematically on a number of tasks simultaneously whilst negotiating diverse and conflicting organisational				
<i>Improving organisational systems</i>	Develop and implement new structures and systems to ensure effective use of resources.				
Project Management					
<i>Project leadership</i>	Identify and lead medium-scale (in terms of impact, staff and budget) projects, involving multiple stakeholders.				
SPECIALIST SKILLS (applicable to some staff only)					
Equality & Diversity					
<i>Policy and development</i>	Support and manage the progression and implementation of equalities policy objectives and related actions.				
<i>Policy and legislative guidance</i>	Present compliant and best practice policy guidance to networks, groups and committees at local level.				
<i>Engagement with audience</i>	Positively and proactively engage with a diverse range of groups, networks and individuals and provide accessible information to a wide range of audiences.				
<i>Market data analysis and consultation</i>	Undertake consultation, data gathering and analysis to help identify key issues/objectives.				
Childcare Services					
<i>Policy development</i>	Develop compliant and best practice childcare related policy; identify strategic objectives and the resources required to respond to legislative developments.				

<i>Policy and legislative guidance</i>	Promote an understanding of the complexity and sensitivity of childcare legislation; present compliant and best practice policy guidance to groups and committees.				
<i>Engagement with audience</i>	Represent the University's childcare policy and practice in appropriate forums.				
<i>Market data analysis</i>	Undertake consultation, data gathering and analysis to help promote key childcare issues at a local and University wide 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.]				

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.