

## Grade 9 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
<b>Resource Management (people/finance)</b>					
<i>Resource allocation and</i>	Manage both financial and people resource allocation and monitoring processes.				
<i>Financial regulations</i>	Oversee compliance with financial regulations.				
<i>Financial procedures</i>	Recommend and implement updates to local financial procedures.				
<i>Financial planning</i>	Deliver strategic financial planning advice.				
<i>Business Cases</i>	Prepare and manage business cases.				
<b>HR Operations</b>					
<i>Issues and processes</i>	Oversee management of HR-related issues and processes and promote best practice in line with University policy and				
<i>Discipline and</i>	Participate actively in University grievance, disciplinary, grading and appeal processes.				
<i>Recruitment</i>	Chair local selection panels and participate in University appointment panels.				
<i>Legislation and best practice</i>	Use knowledge of policy and legislation to develop compliant local procedures.				
	Advise and guide on specialist employment-related issues.				
<i>Workforce planning</i>	Contribute to the delivery of strategic inclusive workforce planning.				

Skill area	Skills	1 - M/E/D	2 – M/E/D	3 - Agreed assessment M/E/D	4 - Agreed development needs
<b>Committee Skills</b>					
<i>Service and Chair</i>	Service, participate in and chair committees and groups at local and University level.				
<i>Advise and brief</i>	Deliver expert advice, guidance and briefings to senior University members on issues relevant to committee business.				
<i>Oversee outputs</i>	Oversee the focus and outputs of local and University committees to ensure that appropriate priorities and objectives				
<b>Analysis and Investigation</b>					
<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				
<i>Review and report</i>	Monitor, review and report on analysis.				
<b>Policy, Process and Systems</b>					
<i>Policy/systems development</i>	Develop and implement new and existing policy and processes at local and University level.				
<i>Policy advice</i>	Provide expert advice and guidance on areas of specialism to shape University policy, processes and systems.				
<b>Training, Facilitation and Presentation</b>					
<i>Briefings and presentations</i>	Deliver presentations, briefings and training sessions in a wide variety of areas to colleagues and participants.				
<i>Facilitation</i>	Facilitate meetings and events at local and University-wide level, including those with Trade Union, UKBA				
<b>IT</b>					
<i>Software Skills</i>	Competently use Microsoft Office, web-based database systems and specialist software, e.g. CHRIS.				
<b>Organisation and Time Management</b>					
<i>Prioritising</i>	Prioritise own work and that of wider team, taking account of diverse and conflicting organisational needs; delegate				
<i>Improving organisational systems</i>	Manage the development and implementation of new structures and systems to ensure effective use of resources.				
<b>Project Management</b>					
<i>Project leadership</i>	Identify and lead medium-scale (in terms of impact, staff and budget) projects, involving multiple stakeholders.				
<b>SPECIALIST SKILLS (applicable to some staff only)</b>					
<b>Equality &amp; Diversity</b>					

<i>Policy and development</i>	Identify strategic equality objectives and the mechanisms/ resources needed to progress these, in response to complex policy and legislative development.				
<i>Policy and legislative guidance</i>	Present compliant and best practice policy guidance to networks, groups and committees at local and University-				
<i>Engagement with audience</i>	Represent the University's equalities policy and practice in relevant national forums or networks.				
<i>Market data analysis and consultation</i>	Identify strategic equality objectives and the mechanisms/ resources needed to progress these, in response to complex policy and legislative development.				
<b>Childcare Services</b>					
<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>	Present compliant and best practice policy guidance to University groups and committees.				
<i>Engagement with audience</i>	Represent the University's childcare policy and practice in appropriate forums.				
<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				

**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.