Role Title: **Academic Co-ordinator 2**

COMMUNICATION

Oral Communication
Frequently receive, understand and convey straightforward information in a clear and accurate manner.

Frequently receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others.

Frequently receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.

Written Communication
Frequently receive, understand and convey straightforward information in a clear and accurate manner.

Frequently receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others.

Frequently receive, understand and convey complex conceptual ideas or complex information which may be highly detailed, technical or specialist.

TEAM WORK AND MOTIVATION

Implicit demands:
Participate in and deliver their contribution to a team.

Primary focus
Be supportive and encouraging of others in a team; help to build co-operation by setting an example and showing a flexible approach to delivering team results; contribute to building team morale as an active participant in the team.

Secondary focus
Clarify the requirements; agree clear task objectives; organise and delegate work fairly according to individual abilities; help the team focus their efforts on the task in hand and motivate individual team members.

Occasionally form and communicate a clear vision of what is to be achieved overall by a team; encourage individuals to contribute to this common goal to the best of their ability; create a sense of unity and common purpose.

LIAISON AND NETWORKING

Carry out standard day to day liaison using existing procedures in order to influence events or decisions; and undertake active collaboration to pursue a shared interest.

Participate in networks within the institution or externally in order to influence events or decisions; and undertake active collaboration to pursue a shared interest.

Initiate, build or lead internal networks; maintain relationships over time; establish communication channels for self or others to use in order to ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.

Initiate, develop or lead networks which are external to the institution in order to ensure dissemination of information in the right format to the right people at the right time; build relationships and contacts to facilitate future exchange of information.

SERVICE DELIVERY

Implicit demands
Deal with internal or external contacts who ask for service or require information; create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures.

Primary focus
Deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies; AND / OR understand and explore customer's needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service.

DECISION MAKING PROCESSES

Take independent decisions which may endure for some time and impact mainly on/in the work team.

Be party to some collaborative decisions which are far reaching, complex and long-lasting; and work with others to reach an optimal conclusion which have a significant impact.

Provide advice or input to contribute to the decision making of others which is far reaching, complex and long-lasting and has a significant impact.

PLANNING AND ORGANISING RESOURCES

Implicit demands
Complete tasks to a given plan with allocated resources.

Plan, prioritise and organize own work or resources to achieve agreed objectives.

Primary focus
Plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis; plan and manage small projects, ensuring the effective use of resources; receive information from and provide information to others to complete their planning; and monitor progress against the plan.

Secondary focus
Occasionally take responsibility for the operational planning and organisation of larger projects or an area of work; co-ordinate a number of teams or projects on a monthly, quarterly or annual basis; set performance standards and establish monitoring procedures to keep track of progress across these different aspects of work; and provide input to longer term planning.

INITIATIVE AND PROBLEM SOLVING

Implicit demands
Solve standard day to day problems as they arise; choose between a number of options which have clear consequences by following guidelines or referring to what has been done before; recognize when a problem should be referred to others.

Primary focus
Use initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches; identify and assess practical options; and break the problem down into component parts.

ANALYSIS AND RESEARCH

Implicit demands
Establish basic facts in situations which require further investigation and inform others if necessary.

Primary focus
Analyse routine data or information using pre-determined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified.

Secondary focus
Occasionally identify an appropriate existing method of analysis or investigation according to the data and objectives; recognise and interpret trends or patterns in data; identify or source additional information which could potentially help the investigation as the analysis progresses.

SENSORY AND PHYSICAL DEMANDS

Carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort.

WORK ENVIRONMENT

Primary focus
Work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed.

Secondary focus
Occasionally required to understand how the work environment could impact on their own work or that of colleagues; and take standard actions, within health and safety guidelines where applicable, to adapt to the environment.

PASTORAL CARE AND WELFARE

Frequently required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.

Frequently required to give advice on commonly occurring welfare issues or queries; follow standard welfare procedures for the institution; recognise when an individual should be referred elsewhere for professional help; and respect confidentiality.

TEAM DEVELOPMENT
(training those outside the work team should be included under Teaching & Learning Support)

Frequently advise or guide new starters working in the same role or unit on standard information or procedures.

Frequently train or guide others on specific tasks, issues or activities; give advice, guidance and feedback on the basis of their own knowledge or experience; deliver training.

Occasionally carry out training or development activity according to the needs of the individual or group; identify current capabilities and future needs; define the performance standards required; identify appropriate developmental activity; assess the application of learning; and give feedback and guidance on overall performance.

TEACHING AND LEARNING SUPPORT

Design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s) to introduce students or others who are new to the area to standard information or procedures.

Design content or learning materials within existing frameworks; make appropriate modifications to existing materials on the basis of the knowledge or experience of the learner(s) to teach or train students or others on specific tasks, issues or activities; assess performance and provide feedback during the event.

KNOWLEDGE AND EXPERIENCE

Apply a breadth or depth of experience showing full working knowledge and proficiency of their own area of expertise; act as a point of reference to others; demonstrate continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal or external development activity.