

Role Title: **Security Supervisor**

COMMUNICATION

Oral Communication.

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

Occasionally 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.

Written Communication.

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

Occasionally 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.

TEAM WORK AND MOTIVATION

Implicit demands:

Participate in and deliver their contribution to a team.

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.

Primary 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.

LIAISON AND NETWORKING

Carry out standard day to day liaison using existing procedures in order to pass on information promptly; and keep people informed to ensure co-ordination of effort and that work is done effectively.

Participate in networks within the Institution or externally in order to pass on information promptly; and keep people informed to ensure co-ordination of effort and that work is done effectively.

SERVICE DELIVERY

Primary focus

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.

Secondary focus

Occasionally deal with internal or external contacts where the service is usually initiated by the role holder, working within the Institution's overall procedures of policies and/or understand and explore customers' needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service (content, time, accuracy, level of information, cost).

DECISION MAKING PROCESSES

Take independent decisions which have an immediate impact, which can be easily amended and have little effect beyond the immediate area of the role holder's work.

Be party to some collaborative decisions which have an immediate impact, which can be easily amended and have little effect beyond the immediate area of the role holder's work.

Provide advice or input to contribute to the decision making of others which may endure for some time and impact mainly on/in the work team.

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.

INITIATIVE AND PROBLEM SOLVING

Primary focus

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.

Secondary focus

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

ANALYSIS AND RESEARCH

Primary focus

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

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

Implicit demand

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

Primary focus

Understand how the work environment could impact on their own work or that of colleagues; 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; and initiate appropriate action by involving relevant people.

Occasionally 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)

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

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

TEACHING AND LEARNING SUPPORT

Provide standard information or deliver teaching or training to introduce students or others who are new to the area to standard information or procedures.

KNOWLEDGE AND EXPERIENCE

Be aware of basic principles and practices; have an understanding of the systems and procedures which directly impact on their own work and be supervised or work closely with colleagues s/he can turn to for support.