



HERA

FOR ROLE HOLDERS

To enable role holders to record examples of the requirements of their role and prepare for the meeting with the Role Analyst

Higher Education Role Analysis

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WHAT IS HERA

HERA stands for Higher Education Role Analysis and is a tool for job evaluation.

It produces a total points score to assess the relative value of roles in a consistent and equitable manner. This score can be used to assign roles to appropriate grades or bands in a salary structure.

HERA is made up of 14 elements which reflect the values of higher education and the aspects of roles seen as the most important.

Guidance for Completion

This document has been written to enable you to note evidence of your role's requirements in preparation for a meeting with a role analyst.

There are 50 questions grouped into 14 elements. These questions have been carefully prepared to ensure that all aspects of roles found in Higher Education are covered. Some of the questions may seem obvious, but they are there to ensure that you cover all aspects of your role so the analyst understands it in detail.

Space is provided at the end of each group of questions for you to give specific examples of what you are required to do in your role. You may find it easier to think of examples and jot them down quickly while you are working. Don't worry if some of the elements or questions do not seem so relevant to your role. HERA has to cover a wide range of different jobs and nobody will have examples for everything. The Role Analyst will check during the meeting that you haven't missed out anything important.

Remember the main *requirements* of your role will be analysed, not activities or responsibilities you have become involved in for personal interest. You should try to think of activities and responsibilities that are typical of your role, not just the most recent, rare or extreme ones. You should try to use different examples for each element but if you cannot think of another example, your manager may be able to help. Examples and guidance are given throughout the document.

You may also wish to discuss what you have written with your manager or another person to make sure that the examples you have noted best reflect your role. This is entirely optional but good preparation will speed up the meeting. If you are a member of a Trade Union, you may also find it helpful to discuss what to expect with your local representative, or Staff Representative.

You will also need a copy of your job description (if you have one) and a simple diagram showing your key reporting relationships.

During the meeting, you will be taken through each element and will be asked to provide specific examples of the skills you use, the activities you engage in and responsibilities you hold. It would be helpful if you could think about the main or most important aspect for each element. The analyst will make notes during the meeting and these notes will be written up to provide the evidence for analysing your role.

After the meeting, your manager, or someone who knows your role well and has the necessary authority to do so, will confirm the information you have given. If there is any difference, this will be discussed with you so that, at the end, an accurate and

full outline of your role can be compiled. Once the profile of the role has been completed you will be given feedback and answers to questions you may have.

If you have any questions before the meeting, please do not hesitate to contact the HERA office on

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ROLE DETAILS

Outline the main purpose and five or six key accountabilities or duties required in your role. If possible, they should be listed in order of priority. This may be according to the level of importance as well as the time and effort needed.

Role Title:

Department:

Date completed:

Main purpose of role:

Key accountabilities or duties:

1 COMMUNICATIONS

Oral Communication:

Oral communication addresses situations in which you may need to give or receive information by speaking and/or listening and covers communication in both informal and formal situations. It includes the need to convey basic factual information clearly and accurately; convey information in the most appropriate format; and explain complex or detailed specialist information.

Signing, using hand signals or using other means of communication with people with disabilities, are also included.

Consider

Examples might include giving directions to students to help them find their way around the institution, answering telephone enquiries, giving presentations, attending or chairing meetings or engaging in negotiations.

You may find it helpful to consider:

- Who you talk to as part of your role
- What type of information you exchange, i.e. what do you talk about?
- Why you need to exchange this information
- How you decide what to say and when to say it

Do you receive, understand and convey:

- 1 straightforward information in a clear and accurate manner?

e.g receive requests from students for prospectuses; explain to other members of staff how the photocopier works.

- 2 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?

e.g explain departmental budgets and the implications for future planning to HoD; explain the operating principles of x-ray defraction equipment to visitors.

- 3 complex conceptual ideas or complex information which may be highly detailed, technical or specialist?

e.g explain departmental strategic plan to Management Board, answering questions as required; deliver seminars based on research papers to other research groups, explaining the research methods and findings.

NOTES – Remember to think of specific examples where possible.

Written or electronic communication and visual media:

This element covers the need to communicate in writing or through electronic media such as e-mail, as well as the need to use visual media such as film or slides and covers both formal and informal situations. It includes the need to convey basic factual information clearly and accurately; convey information in the most appropriate format; and explain complex or detailed specialist information.

Braille and other kinds of written communication for disabled people are also included.

Consider

Examples might include responding to requests for information from the public, drafting internal letters about meetings, or writing a paper for publication.

You may find it helpful to think about:

- Who you write to
- What you write about
- Why you need to send this information
- How you decide what to write
- How you structure the information

Do you receive, understand and convey:

4 straightforward information in a clear and accurate manner?

e.g Taking messages for the HoD following telephone calls; booking catering and rooms using the email forms.

5 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?

e.g Writing instructions for operating the new Finance software using the original manual.

6 complex conceptual ideas or complex information which may be highly detailed, technical or specialist?

e.g writing research papers; drafting original procedure manuals for the operation of new equipment.

NOTES – Remember to think of specific examples where possible.

2 TEAMWORK AND MOTIVATION

This set of questions is about team work and team leadership. A team is defined as a number of people who work together to achieve a common purpose. This could include internal or external teams, teams which are fixed or those that change. You may be in a number of teams at the same time.

Examples might include departmental, research, course development or project teams, teams involving students or people outside the institution (but not networks).

The role you hold in the team may include contributing as an active member, motivating others in the team or providing leadership and direction for the team.

Consider

You may find it helpful to think about:

- The teams in which you are mainly involved
- The function of these teams and what are they working to achieve
- Who is in the team and what is your main role
- Who identified the need for the team and set it up
- Who is responsible for setting the direction of the work of the team
- How team members are encouraged and motivated

Are you required to:

- 7 participate in and deliver your contribution to a team?

- 8 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?

- 9 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?
e.g this might include being designated as team leader with advice or guidance being given by a more senior member of staff

- 10 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?
e.g you might have recognised the need for the team and set it up with almost no guidance from outside, the work of the team would be your responsibility

- 11 understand and manage the inter-relationship between different teams and their impact on the overall aims of the institution; help to break down barriers between teams; build beneficial working relationships across the teams?
e.g manage the relationship between two separate departments that are required to work together on a regular basis

NOTES – Remember to think of specific examples where possible.

3 LIAISON AND NETWORKING

These questions cover occasions when you are required to liaise with others both within and outside the institution and create networks of useful contacts. They cover passing on information promptly to colleagues, ensuring mutual exchange of information, influencing developments through one's contacts or building an external reputation.

A network is an interconnecting group of people from different work teams, often widely spread, but can be in the same department e.g. departmental admissions officers, safety groups, departmental administrators group, industry associations, groups with international/national interests.

Consider

You may find it useful to think about:

- Who you liaise with and why
- Why the liaison is important and how often it happens
- What information you typically pass on or receive
- What networks (if any) you belong to and why
- What is the purpose of the network and what your role is in the network
- What would happen if you were not part of this network

Are you required to:

- 12 carry out standard day to day liaison using existing procedures?
- 13 participate in networks within the institution or externally?
- 14 initiate, build or lead internal networks; maintain relationships over time; establish communication channels for self or others to use?
- 15 initiate, develop or lead networks which are external to the institution?

For each of the questions is the main purpose of the liaison or networking to:

- pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively?
- 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?
- influence events or decisions; undertake active collaboration to pursue a shared interest?
- build a reputation; market the institution; advance the profession or subject; influence external developments; generate benefits for the institution as a whole?

NOTES – Remember to think of specific examples where possible

4 SERVICE DELIVERY

These questions cover the help, assistance and services you are required to give to students, visitors, members of staff and other users of the institution. This may include reacting to requests for information or advice, actively offering or promoting the services of the institution to others and setting the overall standards of service offered.

Consider

You may find it helpful to think about:

- What service you provide and to whom
- Whether you usually actively offer the service or if your customers come to you
- Whether there is a standard service which is the same for all customers
- How you find out what the customer wants
- Who sets the overall standards and decides which services will be offered

Are you required to:

- 16 deal with internal or external contacts who ask for service or require information involving routine tasks with set standards or procedures; create a positive image of the institution promptly responding to requests and referring the user to the right person if necessary?

e.g responding to requests for information from students or members of the public or responding to mechanical failures.

- 17 deal with internal or external contacts where the service is usually initiated by you, working within the institution's overall procedures or 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)?

e.g developing seminars for external clients or designing a new prospectus

- 18 set the overall standards for service across a function or area of the institution; monitor service levels; pre-empt changes in customers' needs and anticipate future requirements; maintain overall quality balancing different demands; ensure others have the support they need to provide quality service and fulfil their role?

e.g forecasting the influence of new legislation and developing new procedures accordingly

NOTES – Remember to think of specific examples where possible

5 DECISION MAKING PROCESSES AND OUTCOMES

This set of questions covers the impact of decisions which impact on your work or team, those which impact across the institution or those which may have significant impact in the longer term within or outside the institution. It is assumed that you make the best decision in the circumstances, rather than considering what might happen if you made the wrong or a poor decision.

You will need to think about who really makes the decision and is accountable for it.

Few people make high level decisions independently.

Consider

You might want to consider:

- How decisions are made and who makes them
- What authority you have to make decisions without the agreement of others
- Who else is involved in making your decisions and what they contribute
- How regularly you make these types of decisions
- Who or what do they affect and over what timescale

Are you required to:

- 19 take independent decisions?
- 20 be party to some collaborative decisions;
work with others to reach an optimal conclusion?
- 21 provide advice or input to contribute to the decision making of others?

Does the decision have:

- a minor impact? *e.g. deciding when to hold a meeting, spending petty cash; deciding to who a message should be given*
- a moderate impact? *changing a departmental procedure; selecting students for admission; recruiting new members of staff; selecting a new IT system*
- a significant impact? *e.g. allocation student numbers to departments; deciding overall resource requirements*
- a major impact? *e.g. allocating funding; determining the types of course to be offered; considering mergers with other institutions*

NOTES – Remember to think of specific examples where possible

6 PLANNING AND ORGANISING RESOURCES

This element is about organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising your own work or that of others, on day to day tasks or in projects. The questions explore operational planning and planning for coming years

Consider

You may find it helpful to think about:

- What you plan or organise
- What resources are involved (e.g. people, equipment, money etc)
- Who else is involved in creating or working on the plan
- What the time scale is
- How you prioritise
- If anything else impacts on your plan
- How progress is monitored

Are you required to:

- 22 complete tasks to a given plan, with allocated resources?
- 23 plan, prioritise and organise your own work or resources to achieve agreed objectives?
- 24 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 your planning;
monitor progress against the plan?
- 25 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;
provide input to longer term planning?
- 26 carry out planning on a long-term or strategic basis that will affect large parts of the institution and possibly national or international activities?
does your planning and organisation typically cover a period of at least three to five years?

NOTES – Remember to think of specific examples where possible

7 INITIATIVE AND PROBLEM SOLVING

This set of questions is about identifying or developing options and selecting solutions to problems that typically occur in your role. This may include using your initiative to select from available options, resolving problems where an immediate solution may not be apparent, dealing with complex problems and anticipating problems which could have major repercussions.

Consider

You may find it helpful to think about:

- Examples of typical problems
- How often this type of problem occurs
- What you do about it
- What options you consider and how you select the best course of action
- If you have to generate new or creative approaches to these types of problems

Are you required to:

- 27 solve standard day to day problems as they arise; choose between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before; recognise when a problem should be referred to others?
e.g arranging cover for absent staff; devising alternative recipes when ingredients are not delivered
- 28 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; break the problem down into component parts?
e.g handling a grievance between two members of staff; solving IT systems failures; repairing equipment when normal parts are not available.
- 29 resolve problems where there is a mass of information or diverse, partial and conflicting data, with a range of potential options available; apply creativity to devise varied solutions, approaching the problem from different perspectives?
e.g balancing the budgeting of a department; devising new course to attract students
- 30 resolve problems where there is a lack of precedent which calls for innovation and creative thought to develop appropriate options; anticipate problems and make projections; initiate solutions which take into account strategic implications for the institution and which do not limit future choices?
e.g evaluating the implication of changes to the funding of education; or the redeployment of resources across the College.

NOTES – Remember to think of specific examples where possible

8 ANALYSIS AND RESEARCH

These questions cover the occasions when you are required to investigate issues, analyse information and carry out research. These may include following standard procedures to gather and analyse data, identifying and designing appropriate methods of research, collating and analysing a range of data from different sources and establishing new methods or models for research, or setting the context for research.

Consider

You may find it helpful to think about:

- What you are investigating or researching and why
- Who else is involved
- What data you have available or need to obtain
- How you obtain this data
- How you chose which method or approach to use
- Who decides that the investigation or research is needed or would be beneficial

Are you required to:

- 31 establish the basic facts in situations which require further investigation and inform others if necessary?
e.g establishing stock levels, checking the details in a letter; using the College website to find a telephone number
- 32 analyse routine data or information using predetermined procedures and gathering the information from standard sources; need to work accurately to complete the task precisely as specified?
e.g searching for journal articles using the library databases; trying out student undergraduate practicals to make sure the experiments work
- 33 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?
e.g analysing statistics on students' leaving destinations to identify trends in employment
- 34 analyse or research complex ideas, concepts or extensive data from different perspectives; work out how best to apply existing methodologies according to the overall context, objectives and expectations; identify the relationship between complex, interdependent factors?
e.g creating new experiments to test a theory; developing theories to explain relationships between data in a research, financial or administration context
- 35 identify the research question within a specific context; generate original ideas to build on existing concepts; generate new concepts and methodologies; develop new avenues of research?
e.g determining the overall direction of research projects to be conducted by students or other staff; liaising with national research bodies to identify future research requirements.

NOTES – Remember to think of specific examples where possible

9 SENSORY AND PHYSICAL DEMANDS:

This set of questions covers the sensory and physical aspects of your role. These may include physical effort, co-ordination and dexterity, using aural evidence to assess next actions, applying skilled techniques and co-ordinating sensory information and using high levels of dexterity where precision or accuracy is essential.

36 Are you required to:

- A Carry out highly specialist or very complex tasks requiring either mastery of a wide range of complex sensory or physical techniques or involving unusually intense physical effort? High levels of dexterity and/or physical skills would be required

e.g working within very fine tolerances using hand and machine tools to manufacture complex – state of the art – scientific instruments, from specialist materials; experiments on microscopic organisms

- B Carry out tasks which require either mastery of a range of sensory or physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills, or involve considerable physical effort? This includes where there would be considerable demands for accuracy and/or speed.

e.g driving; crystal polishing; preparing slides for a microscope

- C Carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort? This includes skills which make take longer to learn.

e.g touch typing; using a desk top publishing package; holding a more complex tool e.g a drill and applying it effectively; the interaction of different parts of a machine; physically manipulating an animal correctly; developing spreadsheets in Excel; word processing

- D Complete basic tasks which either would require either a minimum of instruction or light, if any, physical effort? This includes skills which can be learnt through short periods of demonstration and practice.

e.g using a spade; a thermometer; a screwdriver; a telephone; email

NOTES – Remember to think of specific examples where possible

10 WORK ENVIRONMENT

These questions explore the impact the working environment has on you in your role and your ability to respond to and control that environment safely. This may include such things as the temperature, noise or fumes, the work position and working in an outdoor environment.

Consider

You may find it helpful to think about:

- Where you work
- What the environment is like
- If you have to take any special measures to reduce the risk or control the environment before or while working there
- If you make use of any safety equipment, special clothing
- Who is responsible for controlling the environment and making sure that others working there are not at risk
- Who is responsible for the health and safety of people working there and decides that it is safe to work

Are you required to:

- 37 work in an environment which is relatively stable and has little impact on you or the way in which work is completed?

e.g working in an office or lecture theatre

- 38 understand how the work environment could impact on your own work or that of colleagues; take standard actions, within health and safety guidelines where applicable, to adapt to the environment?

e.g consideration of the impact of the weather on outdoor activities; working with acid in a laboratory

- 39 understand variability in your working environment and its potential negative impact on the work process or the health and safety of yourself or colleagues; determine the level of risk and appropriate response?

e.g carrying out risk assessments for experiments, making adjustments where necessary; leading a fieldtrip involving outdoor experiments; supervising building maintenance where asbestos is present.

NOTES – Remember to think of specific examples where possible

11 PASTORAL CARE AND WELFARE

This set of questions is about your responsibilities for the welfare and well being of students and staff within the institution, in both informal and formal situations. You may need to be aware of the support services available, give supportive advice and guidance, refer others to someone better able to help them or counsel others on specific issues.

Consider

When considering what you are required to do, you may find it helpful to think about:

- If the other person came to you for help
- What the typical issues or problems are
- What you did and how you decided to do it
- If you are able to refer the other person to anyone else for help
- If you have had any training in this aspect of your role
- If any guidance material is available to help you

Are you required to:

- 40 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?

e.g looking after a student until his/her personal tutor is available; being sympathetic towards a distressed colleague

- 41 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; respect confidentiality?

e.g support a student or colleague with financial problems, referring him or her to the appropriate person for further advice

- 42 give support, guidance or pastoral care where standard procedures do not always exist; maintain confidentiality and build trust; judge when to listen, when to give advice or guidance and when to refer the individual for professional help; be fully aware of support networks for both yourself and the individual?

e.g dealing with situations arising from a member of staff's personal problems or a life crisis.

NOTES – Remember to think of specific examples where possible

12 TEAM DEVELOPMENT

This set of questions covers the development of the skills and knowledge of others in your work team. This may include the induction of new colleagues, coaching and appraising other team members whom you supervise, mentor or manage and giving guidance or advice to your peers or supervisor on specific aspects of work.

Consider

You may find it helpful to think about:

- What you are instructing, coaching or guiding others to do
- How you do this
- What materials there are to help you
- Who identifies the learning needs of the team members and decides whether any one individual should receive training or development
- How you assess whether learning has occurred

Are you required to:

- 43 advise or guide new starters working in the same role or unit on standard information or procedures?

e.g showing new starters the ropes; supervising work placement students

- 44 train or guide others on specific tasks, issues or activities; give advice, guidance and feedback on the basis of your own knowledge or experience; deliver training?

e.g teach a colleague how to operate a piece of machinery; explain the procedure for recruiting a new member of staff

- 45 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; give feedback and guidance on overall performance?

e.g conducting staff appraisals; supporting the training of a sandwich year student during their placement here

NOTES – Remember to think of specific examples where possible

13 TEACHING AND LEARNING SUPPORT

These questions are about what you are required to do to teach or provide learning support to students and others who are not part of your work team. This may include providing instruction to those who are using a particular service or working in a particular area for the first time. You may be required to carry out standard training, create development opportunities or be involved in the assessment and teaching of students.

Consider

If you do not have responsibilities in these areas, please move onto the final set of questions. If you do carry out teaching or provide learning support, you might want to think about:

- Who you teach, develop or provide with academic support
- Who decides on the content of the activity
- Who designs and develops the course content
- Who decides how the content is to be delivered
- Who else within the institution is involved in teaching, training or learning support in the area
- How you assess the effectiveness of your teaching, training or support

Are you required to:

- 46 introduce students or others who are new to the area to standard information or procedures?
e.g introduce students to the library/computing or laboratory facilities; run briefings for HoDs on recruitment practices
- 47 teach or train students or others on specific tasks, issues or activities; assess performance and provide feedback during the event?
e.g supervise RHUL students on work experience at an internal location; run staff training courses on assertiveness; teach students a particular technique
- 48 teach, train or facilitate development activities for individuals or groups on certain aspects or subjects within a particular academic discipline or specialism; monitor performance giving feedback and guidance; act as a catalyst for further development or learning?
e.g devise and teach a course module
- 49 deliver a range of teaching or development activity within a particular academic discipline or specialism, teaching across the breadth or depth of the subject; challenge thinking and foster debate; encourage the development of intellectual reasoning and rigour?
e.g in depth teaching of a highly specialised subject probably at Postgraduate level

Do you:

- provide standard information or deliver teaching or training?
- 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)?
- develop innovative approaches to the learning experience and the curriculum; originate content and methodology?

NOTES – Remember to think of specific examples where possible

14 KNOWLEDGE AND EXPERIENCE

The final set of questions explores the relevant knowledge and experience you are required to have to carry out your role. This may be having sufficient experience to carry out your basic, day to day responsibilities, having a breadth or depth of experience to act as a point of reference for others, or acting as a leading authority in your field or discipline.

Consider

When considering the requirements of your role (as against your own personal knowledge and experience) it may be helpful to think about:

- o What level of knowledge and experience would be required of your replacement, were you to leave your role
- o What knowledge and experience, however gained, you need to carry out your basic day to day responsibilities
- o How you apply the knowledge and experience
- o How long it takes to obtain your knowledge and experience
- o How you develop your knowledge and experience
- o How often you need to up-date your knowledge and experience
- o Who routinely comes to you for advice or guidance

Are you required to:

- A be a leading authority in their subject or profession with widespread professional or public recognition?

Guidance: at this level examples would include having sufficient specialist expertise to play an active part in national or international conferences

- B be recognised as an authority in your field or specialism within the institution or amongst external peers, based on demonstrated expertise; shape and influence developments within the institution through your own contribution to your area of expertise?

Guidance: you might be asked to provide consultancy services and would be expected to challenge and/or lead departmental thinking. Significant post qualification experience would be usual

- C apply a breadth or depth of experience showing full working knowledge and proficiency of your 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?

Guidance: this level would normally require a specialist knowledge of scientific or management principles or of an academic area as one of a number of lecturers in a broad subject area

- D apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrate continuous specialist development by acquiring relevant skills and competencies?

Guidance: basic management skills would be included here and the ability to interpret regulations. Those who are ready qualified or have experience of up to 2 years relevant experience

- E have sufficient knowledge or expertise to work on day to day issues in your own area without direct or continuous reference to others?

Guidance: this might include knowledge of word processing or a tool that requires a learnt skill i.e knowledge of established procedures

- F be aware of basic principles and practices; have an understanding of the systems and procedures which directly impact on your own work and be supervised or works closely with colleagues you can turn to for support?

Guidance: it would probably take about a week to learn your role and the procedures to follow. You would normally work with colleagues who could give you advice if necessary

NOTES – Remember to think of specific examples where possible.

FINALLY

Are there any areas of your role that have not been explored by the questions? If so, please make notes of these areas and discuss with the analyst how best to make sure they are included in the assessment.

WHAT NEXT

- Bring your notes with you to the meeting, along with any other information about your role, including your job description and organisational structure chart, which you think will help the analyst obtain a full and detailed picture of what you are required to do.
 - At the meeting the Role Analyst will go through each element asking about your examples. A written record will be made of the evidence you give.
 - Following the meeting you will receive a copy of the written record of the interview to agree. A copy will also be given to your manager. If you think of anything that needs to be added you should let the role analyst know.
-