

Role Profile Template

When submitting a Role Profile each request will need to include

- Grading Administration form (New Requirement – NR1)
- Completed Role Profile (using track changes showing all changes made)
- An organisational chart clearly showing the role, and other roles within the team/ section.
- A completed Role Profile Support Tool – HERA Statements

Job title

Demonstrator

Reports to (Position Title)

Senior Demonstrator or Head of Class

Role Overview

In one or two short paragraph(s), provide factual, quantitative information that summarises the scope of the role, and its relationship to the overall aims/ goals of the team/ Department or School (specific tasks and activities are covered in the **Main duties and responsibilities**).

To assist undergraduates in completing set practical exercises (including computer-based exercises) in a timely and safe way, so that the student has a positive learning experience. This activity is carried out under the direction of a Senior Demonstrator or Head of Class, often with the further guidance of experienced technical staff.

Role purpose

In one or two short paragraph(s) outline the main purpose of the role. It is useful to define What is being done (e.g. managing) to Whom or What (e.g. the xx team) to achieve what Outcome. (E.g. to ensure that agreed response times are met).

To ensure the effective delivery and demonstration of practical exercises that form an element of an undergraduate course of study in line with specific learning objectives, set by others. These exercises may include the use of equipment, software packages, completing set exercises, and the learning of techniques and/or processes. To oversee students carrying out such exercises and offer assistance as appropriate.

Staff management responsibility

(Please tick the applicable statement(s), and indicate the number of staff (or others – see guidance notes), whose work the role is responsible for.

An org chart showing the staff managed and reporting relationships within the team should also be supplied on a separate document)

			Required
Supervisory - Allocate tasks, check the quality/ quantity of the work and provide informal feedback on the standard of the work. Introduce team members to new processes and procedures.			<input checked="" type="checkbox"/>
<i>How many people does the role supervise?</i>	Staff	Contractors	Others
			Up to 15 Students undertaking classes
Line management – Undertake formal staff review and development processes, manage staff welfare issues, identify training and development needs of an individual or team, undertake formal performance management for individuals as required.			<input type="checkbox"/>
<i>How many people does the role manage?</i>			Staff

Resources managed

e.g. budgets, annual spend value, equipment, buildings (please list the overall value and/or purpose of resources managed)

Main duties and responsibilities

Describe the key areas of work need to be undertaken by the role holder in order to meet the purpose of the role as stated above. It is anticipated that no duty should exceed 3 or 4 lines. Please list the tasks in order of importance.

1	To demonstrate use of practical equipment, conduct experiments, exercises, workshops and/or processes and to answer questions related to those demonstrations. Questions could be related to the practical aspects of the task or relate to the theory underlying it.
2	To assist/give guidance, where required, to students who are carrying out practical exercises to ensure they have a positive learning experience
3	Responsible for the day-to-day operation of the laboratory while the students are undertaking their classes.
4	To be aware of any health and safety implications of procedures, and take action to maintain a safe environment, raising any concerns with the course organiser/work supervisor. Ensure student users observe indicated health and safety procedures.
5	Provide feedback on student performance and any issues arising in the course of the demonstration, to the Senior Demonstrator/course organiser/work supervisor.
6	Marking submitted student work using defined marking criteria where marking requires little or no interpretation.
7	Ensure that equipment is functional and/or material for demonstrations, exercises etc is prepared before the start of the session.

Specific duties and responsibilities (please add any specific duties or responsibilities that have not been captured above)

Working Conditions

Which statement best describes the environment in which the role will primarily be based?

Exposed to risks through the use of chemicals, equipment or the handling of biological samples. Follows documented processes to reduce risks to self or others.

Physical Requirements

Which statement best describes the physical demands of the role?

Short periods of physically strenuous activity where there is no method, tool or adjustment that would reduce the frequency, or duration of the task (lifting, carrying, working in constrained spaces)

Sensory Requirements

Which statement best describes the sensory demands of the role?

Uses tools/ equipment requiring the use of dexterity and/ or precision in order to complete a specific task

This role profile outlines the duties required at the current time to indicate the level of responsibility. It is not intended to be a comprehensive or exhaustive list and may be varied by University management to include other reasonable requests which are up to the same skill level, and of the same type, already undertaken and which do not change the general character of the job or the overall level of responsibility.

The University expects that you will:

- Treat all members of the University community (including all staff, partners, students and visitors) with respect, courtesy and consideration at all times.
- Behave professionally to, and expect professional behaviour from others in the University community (including all staff, partners, students and visitors).
- Take care of their own health and safety, not compromise the health and safety of others, and comply with University and departmental safety requirements.

Person Specification

Key Skills and Experience

This form lists the **essential** (experience and attributes without which the job could not be done) and **desirable** experience and attributes that enable the role holder to perform the role well. When recruiting to this role applicants should be shortlisted by assessing how they meet these.

Only **essential** criteria will be used as part of the grading process.

Criteria	Description	Essential or Desirable
Experience List the key experiences that an individual would need to be able to do the role. Be careful not to quantify this in 'years'. e.g. Experience working with finance IT systems.		
Skills List the key skills that an individual would need to be able to do the role. Be careful not to quantify this in 'years'. E.g. Advanced Excel.		
Qualifications List the key qualifications that an individual would need to be able to do the role. Be careful not to overstate the level required.		
Additional requirements List any additional requirements that may be relevant to the role (on-call, weekend working etc.)		

Behavioural Attributes Framework

[Behavioural attributes](#) (or behavioural competencies) are a way of describing a range of individual characteristics that can be measured and can be shown to differentiate effective and ineffective performance.

Behavioural Attributes are not used as part of the grading process. Behavioural attributes may however assist staff during recruitment, performance, training and carer progression.

The Recruitment Guidance section of the HR web pages provides information on how the attributes may be used as [selection criteria](#), when [short-listing](#) and during [interviews](#). Where departments/institutions are going to use behavioural attributes during the recruitment process, potential applicants for the vacancy should be made aware of this in the [HR7 Further Information document](#). An optional paragraph is included within the HR7 template for this purpose.

HR will provide the Department with the headings for each behavioural attribute, specific to the grade of the role. Departments wishing to use the behavioural attributes may then select which behaviours and positive indicators are relevant, adding these into the [HR7 Further Information document](#) as required.