UNIVERSITY OF CAMBRIDGE

Role Profile Template

This role template has been developed for a **Grade 9 Sr. Project Manager** and applies for Computing across the University. All duties under the *Main Duties and Responsibilities* are expected to be performed by the role holder. If changes are made (i.e. If additional duties/ responsibilities added or specific tasks removed) please amend the template (using track changes) and submit the final document to Grading to assess if the changes would affect the given grade.

Please delete this box once you have amended or saved this document for recruitment.

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	SPP Programme Manager
Reports to (Position Title)	Head of Group Procurement Services

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**).

The role is based in the Finance Transformation Programme (FTP) team within the Finance Division. This role will provide project management for the Strategic Procurement & Purchasing (SPP) project within the Programme.

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).

The role has primary responsibility for the application of appropriate Project Management (PM) methods and processes to be used across the SPP project. This will require the application of a wide range of skills, knowledge and experience, in order to ensure the professional management of the project from mobilisation phase through to operational deployment and the realisation of business benefits. The project will be delivered under the supervision of the Head of FTP.

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.			☐
	Staff	Contractors	Others
How many people does the role supervise?			

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.	☐
	Staff
How many people does the role manage?	

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

Manage the capital funding approved for this project of £6.8m to be delivered through seven interdependent work-streams. In addition, manage PA Consultants who have been secured to partner us in delivering the work-streams. Ensure relevant University Committees are supported and informed throughout the programme.

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	Responsible for applying the following independently in situations of limited complexity. The numbers in brackets indicate the Knowledge and Application rating expected using the APM Competency Framework: 1) **Ethics, compliance and professionalism (4, 4)** Promoting the public wider good in all actions, acting in a morally, legally and socially appropriate manner in dealings with stakeholders and members of portfolio teams and organisation 2) **Team management (4, 4) -** developing and managing teams. 3) **Conflict management (4, 4)** - identifying, addressing and resolving differences between individuals and/or interested groups. 4) **Leadership (4, 4)** - empowering and inspiring others to deliver successful projects 5) **Procurement (4, 4)** - securing the provision of resources needed for projects from internal and/or external providers 6) **Contract management (4, 4)** - agreeing contracts for the provision of goods and/or services, monitoring compliance and managing variances 7) **Requirements management (4, 4) -** preparing and maintaining definitions of the requirements of projects 8) **Solutions development (4, 4)** - determining the best means of satisfying requirements within the context of project objectives and constraints i.e. developing solutions.

	9) Schedule management (4, 4) - preparing and maintaining schedules of activities and events of projects and/or programmes in portfolios, taking account of dependencies and resource requirements.

10) Resource management (4, 4) - developing, implementing and updating resource allocations plans (other than finance) needed for projects, taking account of availabilities and scheduling.

11) Budget and cost control (4, 4) - developing and agreeing budgets for projects and controlling forecast and actual costs against them.

12) Risk, opportunity and issue management (4, 4) - identifying and monitoring project risks (threats and opportunities), planning and implementing responses to them and responding to other issues that affect projects.

13) Quality management (4, 4) - developing, maintaining and applying quality management processes for project activities and outputs.

14) Consolidated management (4, 4) - consolidating and documenting the fundamental components of projects (scope, schedule, resource requirements, budgets, risks, opportunities and issues, and quality requirements).

18) Governance arrangements (4, 4) - establishing and maintaining governance arrangements for the delivery of projects, defining clear roles, responsibilities and accountabilities, that align with organisational practice.

19) Stakeholder and communications management (4, 4) - managing stakeholders, taking account of their levels of influence and particular interests.

22) Change control (4, 4) - establishing, and implementing where necessary, protocols to change the scope of projects and updating configuration documents as required 24: Preparing, gaining approval of, refining and updating business cases that justify projects in terms of benefits, costs and risks

27) Benefits management (3, 3)- identifying, defining, evaluating, planning, tracking and realising the business benefits of programmes (and/or the projects within them) |
| **2** | Responsible for applying the following under supervision in non-complex situations. The numbers in brackets indicate the Knowledge and Application rating expected using the APM Competency Framework:

15) Transition management (1, 2) - managing the integration of project outputs into business-as-usual, addressing the readiness of users, compatibility of work systems and the realisation of benefits

16) Financial management (1, 2) - planning and controlling finances of programmes and or portfolios as a means of driving performance and as part of the organisation's overall financial management

17) Resource capacity planning (1, 2) - preparing and maintaining an overall schedule for resource use, which avoids bottlenecks and conflicting demands, and sequencing outcomes, to enable the efficient realisation of benefits

20) Frameworks and methodologies (1, 2) - identifying and/or developing frameworks and methodologies that ensure management of projects will be comprehensive and consistent across |

different initiatives ("framework" refers to the parameters, constraints or rules established to standardise delivery)

23) Independent assurance (1, 2) - gathering independent evidence that the information from projects is valid and that projects are likely to achieve their aims

25) Asset allocation (1, 2) - recommending how financial and other resources should be allocated amongst change initiatives to optimise the organisation's return on investment

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

Office based, but will also expected to visit sites/ locations which present a risk to the individual's safety. Follows documented processes to reduce risks to self or others.

Physical Requirements
Which statement best describes the physical demands of the role?

Requires normal physical effort associated with an office environment (or equivalent)

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

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

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

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.	• Demonstrable experience of successfully applying professional PM processes to manage the delivery of procurement and/or purchasing change projects that utilise a range of development methods and approaches (e.g. Agile, Iterative, Waterfall). • Demonstrable experience of successfully managing the delivery of infrastructure, application development and/or Software-as-a Service projects. • Demonstrable experience of successfully delivering projects in a matrix management organisation. • Demonstrable experience of successfully delivering a range of projects of significant scale and complexity	E D E E
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.	• Excellent analytical and problem solving skills with strong attention to detail. • Ability to work in a fast changing and developing environment that requires continual enhancement of knowledge and skills. • Excellent team and stakeholder management skills. • A logical, pragmatic approach to PM and the ability to adapt a PM approach to meet the needs of any required delivery process. • Knowledge of a variety of software development methods (e.g. Agile, Iterative, Waterfall). • Knowledge of Service Management methods (e.g. ITIL) (desirable). • Support, promote and implement change and innovation. Encourage the adoption of new methods and overcome barriers to acceptance. • Able to communicate effectively and appropriately with senior management, external partners and with people at all levels across the University and outside the University in the wider community. • Identify and pro-actively manage important risks, issues and problems effectively.	E E E E D D E E E
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.	• Educated to degree level, or equivalent vocational qualification. • PRINCE 2 Practitioner or other equivalent qualification or demonstrable project delivery experience • MCIPS or other recognised procurement qualification	E E E
Additional requirements	Demonstrable experience in client facing roles and managing suppliers and 3rd parties.	E

List any additional requirements that may be relevant to the role (on-call, weekend working etc.)	Demonstrable experience in managing projects relating to procurement and purchasing.	E

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.

Guidance notes for completing the Role Profile

The Role Profile is a multi-purpose document, supporting managers from grading, through recruitment, induction and into the employee review process, it is a continual cycle, and the document should be reviewed at regular intervals so as to ensure that changes to the requirements of the role are identified, and recorded.

General guidance
 The Role Profile should be used to describe the tasks and duties that make up the role. It is important that it gives an accurate impression of the purpose of the job and what the role holder will be expected to achieve so that:
- The most suitable applicants are encouraged to apply for your vacancy;
- The person appointed to the role understands what is expected of him/her and there is a framework for discussing his/her performance, including during probation.

When developing the Main Duties and Responsibilities section you:

Should
- Give an accurate impression of what the job involves, taking care not to over or understate the duties.
- Focus on objectives, outputs or expected results rather than the specific tasks undertaken to achieve these
- Define each duty and responsibility as a statement of what the role holder is expected to achieve (i.e. outcome) by:
    - Start the sentence with the action (e.g. plan, prepare, produce, provide, maintain, analyse, test etc. then
    - Describing the activity to which the action is applied (e.g. test new system, analyse financial data); then

- o Stating briefly the purpose of the activity in terms of outputs or standards to be achieved (e.g. test new systems to enable them to meet the agreed systems specification; analyse financial data using Excel spreadsheets to show departmental expenditure on a monthly basis).
- Review the expectations of the role alongside other roles within the team (check for clarity in levels of responsibility, control etc.).

Avoid

- Using too many duties, between 6 and 10 should be sufficient for the majority of roles.
- Words like 'assist', 'help', 'ensure', 'manage', 'work with', etc., unless they are qualified by how the activity is done);
- Detailing the way that a specific task or activity is to be carried out (this can make the description overly prescriptive)
- Basing the duties on the previous occupant, when a role is vacant ensure that description supports the requirements of the role to be undertaken, not necessarily on the tasks the previous individual undertook.
- Using jargon, acronyms (unless also spelt out), or making reference to specific systems/ equipment (unless previous experience is an essential requirement– this should be listed as such in the person specification).

Role Profile Support - HERA Statements

For each statement selected there should be at least 1 main duty/ responsibility or resource to support this listed in the **Main duties and responsibilities, Resources managed** or **Role purpose** sections.

When completing this section:

- To select a statement place a tick in the Yes column.
- Indicate the number(s) of the Main duties and responsibilities which demonstrate the selected statements.
- For a statement to be selected, the whole statement must apply.
- The statements read from most complex/ involved at the top through to more basic/ routine at the bottom.
- *Text in italics is intended as a general guide to the type of activity which might occur, this is not an exhaustive list.*
- Normally the statements selected would be consecutive (based on the maximum number listed in each section)

Communication (Normally no more than 2 statements should be selected)

This section covers the requirement to understand and convey information to others. Consider the content of the information communicated rather than the status of the recipient. This section also covers the requirement to provide input into decision making (the impact of the specific advice given would need to be considered here).

Is the role required to:	Yes	Main duty No.
Provide complex information/ advice/ guidance on policy or highly technical/ specialist information to others, who may be non-specialists in the area. *(Translating legislation into Department/ University policy, design of research)*.	☒	1,6
Persuade and/or negotiate with others on behalf of the Department/ School/ University in order to directly influence events or decisions. Undertake active collaboration with others to pursue a shared interest.	☐	
Assess the situation/ query and tailor the information provided to ensure relevance to the specific situation. *(Interpret and advise others on University policies, regulations, manufacture methods, regulations)*.	☒	4,7
Provide straightforward information to others. Content may be factual/ routine in nature and may involve taking/ recording and passing on information. *(Explain processes, methods to others based on clear guidance/ documentation)*.	☐	

Groups/ Networks (one, or two statements may be selected)

A network is defined by HERA as an interconnecting group of people, possibly from different work teams or organisations, who exchange information, contacts and experience on a recurrent basis for professional purposes connected with the role.

Is the role required to:	Yes	Main duty No.
Set up or lead groups or networks (internal or external) with others from different teams/ departments who meet to share information and practice.	☐	
Be a member of a group or network (internal or external) with others from different teams/ departments who meet to share information and practice.	☒	9
The role is not required to be a member of a group or network.	☐	■

Service Delivery (Normally no more than 2 statements should be selected)

This section covers the requirement of the role to directly affect the quality of service provided. Consider the degree by which the role can set/ adapt the overall standards within which the

Is the role required to:	Yes	Main duty No.
Set the overall standards for service across significant area of operation, such as a school or an equivalent range of activity across the University. Pre-empt changes, and anticipate future of the area.	☐	
Routinely initiates and makes adaptations to the way a functional area/ unit of the Department would operate (typically through the development of policies and processes). Review and adapt services provided in order to meet the needs of those receiving the service.	☐	
Adapt the method used or the advice given in relation to a specific situation/ query. Policies and procedures would provide a general framework. The role may provide specialist advice/ guidance on policy to others.	☒	1,2,6
Work within clearly defined rules, regulations and procedures. The role holder would have little or no ability to adapt the way in which the work is undertaken, or the content of information provided.	☐	

Decisions (Normally no more than 2 statements should be selected)

This section covers the decisions that role is required to make, or be accountable for. Consider the specific decision made by the role, the scope of impact and the time/ resource to amend the decision if wrong.

Please indicate whether the role makes the decision without reference to others (Ind), jointly with others (Joint), or provides direct input into the decisions made by others (Input).

Is the role required to take:	Ind	Joint	Input	Main duty No.
Decisions that affect the whole University, which will impact on the operation of the majority of departments and endure over an extended period of time (*nature and level of degrees offered, formulation of University wide plans or services*)	☐	☐	☐	
Decisions that affect a whole Department, which will impact on the operation of a number of functions, and endure over a significant period of time (*introduce a new service, allocating overall resource requirements in a Department*)	☐	☐	☐	
Decisions that affect the operation of a function, unit, course or sub-section of a department. The impact of the decision is likely to endure for some time (i.e. months) (*drawing up specifications, policy advice*).	☒	☒	☒	3,4,5,1
Decisions which have an immediate impact and have little effect beyond the individual. Decisions have a short term impact (i.e. days) and can be easily amended (*purchase standard consumables, allocating of cost codes, giving organising meeting, provision of general guidance*).	☐	☐	☐	
The role is not required to take decisions	☐	☐	☐	■

Planning and Organisation (Normally no more than 2 statements should be selected)

Organising, prioritising and planning time and resources, be they human, physical or financial. This would include planning work for others on day to day tasks or on projects, carrying out operational planning, planning for coming years (what timescale), commitment of resources (people, financial, budgetary, technical etc.).

Is the role required to:	Yes	Main duty No.
Be responsible for long term, strategic level planning that will affect significant parts of the University, planning would normally cover a period of at least 3 to 5 years)	☐	
Take responsibility for the operational planning of a department or large area of activity (*overall management of a cross departmental project).* Planning would include financial, systems, processes and policy across a number of teams	☐	
Be responsible for the operational planning of work and resources of a specific function, or area of activity. Would include development, review and effective use of finances, systems, and processes.	☒	1,2
Plan, or co-ordinate the work or resources within a section or team. This would normally include monitoring of finances, processes or workflow	☐	
Plan and prioritise own work in order to meet agreed objectives. The individual would normally be able to organise their work over a period of at least a week	☐	
Complete tasks to a given plan with allocated resources (*roles where the order of tasks is determined by external factors such as visitors or the receipt of queries)*	☐	

Problem Solving (Normally no more than 2 statements should be selected)

Covers identifying or developing options and selecting solutions to problems which occur in the role (reactive). Consider the level of initiative expected, is the role able to select from available options, how much assessment of various options (where an immediate solution) may not be apparent, dealing with complex problems, and anticipating problems which could have major repercussions.

Is the role required to:	Yes	Main duty No.
Work in new and challenging situations where there is no previous precedence. Solutions would require consideration of multiple diverse factors including strategic considerations for the University as a whole.	☐	
Develop solutions to novel problems which occur either occasionally, or where guidance is not provided by existing policies. Solutions to problems would require consideration of diverse, conflicting factors.	☒	1
Work within general guidelines. Weigh up pros and cons of different approaches and select the most appropriate solution from a range of established alternatives.	☒	4,7
Resolve standard problems, selecting solutions from within existing policies or procedures.	☐	

Analysis and Research (Normally no more than 2 statements should be selected)

Research and analysis of information (data, financial, legal etc.) to reach a conclusion (proactive). Consider whether the role follows standard procedures to gather and analyse data, collates and analyses a range of data from different sources, identifies and designs appropriate methods of research, or establishing new methods or models for research, setting the context for research.

Is the role required to:	Yes	Main duty no.
Develop methodologies and analytical techniques to investigate complex ideas and concepts, work out how to apply methodologies to objectives and expectations. Form conclusions, identify and explain relationships between data or phenomena.	☐	

Interpret information (documents, data, financial etc.) in order to identify information relevant to the situation. The role would determine the method of investigation/ analysis based on the specific situation.	☒	1,6
Gather information from a range of standard sources, and undertake general analysis/ manipulation for interpretation by others	☒	4,7
Gather information and establish facts before passing this on to others for further investigation and analysis.	☐	

Pastoral Care & Welfare (Normally no more than 2 statements should be selected)

Covers welfare and well being of students and staff within the institution in both formal and informal situations. This may include the need to be aware of the support services available, giving supportive advice and guidance, and counselling others on specific issues.

Is the role required to:	Yes	Main duty No.
Deal with complex, severe and serious welfare issues. Staff or students supported by this role would normally be referred by others.	☐	
Provide advice to others on a range of commonly occurring welfare issues, the role would be expected to identify causes, and take action to resolve the matter where possible	☒	Staff Mgt
Show sensitivity to others who may show signs of distress, or need help, explain standard procedures, and involve relevant people who can take appropriate action.	☒	Staff Mgt

Team Development (Up to three statements may be selected)

Development of skills and knowledge of others in the **direct work** team. This may include the induction of new colleagues, coaching and appraising any individuals who are supervised, mentored or managed by the role holder, and giving guidance or advice to one's peers or supervisor on specific aspects of work.

Is the role required to:	Yes	Main duty no.
Identify training and development needs of an individual member of staff, define performance requirements, assess the application of learning to ensure that development activity has taken place.	☒	Staff Mgt
Provide training to team members on specific tasks, equipment or activities as part of a formal training session. Give guidance on performance and provide feedback.	☒	Staff Mgt
Provide a general introduction for members of the direct work team on how to operate systems or equipment, or undertake routine processes.	☒	Staff Mgt
The role is not required to participate in the training or induction of other members of the direct work team	☐	■

Teaching and Learning (Training) (Normally none, one, or two statements may be selected)

Development of the skills and knowledge of students and others who are not part of the work team. Providing instruction to students or others when they are first using a particular service or working in a particular area, carrying out standard training and the assessment and teaching of students. Consider who develops the material (the role, others, or based on supplied instructions).

Is the role required to:	Yes	Main duty no.
Undertake delivery and assessment of modules or parts of a degree programme. Evaluate student progress and adapt the material in response to feedback.	☐	

Develop and deliver the content and material for workshops, sessions or 1:1 training on specialist equipment, systems or processes. Assess performance and provide feedback as part of the session.	☐	
Deliver workshops, sessions or 1:1 training on specialist equipment, systems or processes. Typically the content would be pre-set, or written by others. Assess performance and provide feedback as part of the session.	☒	8
Provide a general introduction for others (students, PIs, departmental staff) on how to operate systems or equipment, or undertake routine processes.	☐	
The role is not required to participate in the training or induction of others	☐	■

The following elements also make up the HERA scheme, although the evidence for these would be supplied in specific sections within in the Role Profile, these elements are:

Element	Guidance (the element covers)
Teamwork and Motivation	Team work and team leadership when working in both internal and external teams. This may include the need to contribute as an active member of the team, motivating others in the team, and providing leadership and direction for the team.
Sensory and Physical Demands	The sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity, applying skilled techniques and co-ordinating sensory information, and high levels of dexterity where precision or accuracy is essential.
Work Environment	The impact the working environment has on the individual and their 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.
Knowledge and Experience	Relevant knowledge needed to carry out the role, however acquired, whether this is technical, professional or specialist. This may include the need for sufficient experience to carry out basic, day to day responsibilities, the need for a breadth or depth of experience to act as a point of reference for others, and the need to act as a leading authority in one's field or discipline.