

Role Profile

When submitting a Role Profile each request will need to include:

- Grading Administration form (NR1 or RR1)
- Completed Role Profile (using track changes showing all changes made)
- An organisational chart clearly showing the role, and other roles within the team/ section.

Job title	Head of Advisory & Support Services
Reports to (Position Title)	Head of Group Procurement

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 University Group Procurement Services team has four objectives as it manages in excess of £500m of addressable spend each year:

1. Leverage University expenditure
2. Enhance devolved practice
3. Develop professional talent
4. Manage supply risk

This role, reporting directly to the Head of Group Procurement, contributes to all four of these objectives. By leading on the development and communication of strategies and processes which support devolved department purchasing, and oversee provision of data which feeds into continuous improvement, they enhance devolved practice and leverage University expenditure (approximately £120m pa) in this area. By leading and managing their teams – with two direct senior reports, who in turn have nine direct reports - they develop professional talent. By maintaining close oversight of supplier relationship and contract management, with a critical eye for due diligence and navigating complex requirements, and by strategically harnessing business intelligence, they manage supply risk.

Supporting “spoke” (department)-lead purchasing is one of the three key methods associated with three differing but complementing strategic approaches to different spend types identified in The University’s Strategic Procurement & Purchasing (SPP) Programme; and fit-for-purpose systems, reporting, and planning underpin the entire endeavour. This function is envisaged to have a significant impact on environmental as well as financial sustainability.

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 Head of Advisory and Support Services leads and manages two teams. The first supports devolved purchasing by engaging with departmental buyers at every stage of the purchasing process – from identification of needs to conclusion of negotiations. The second focuses on systems, planning and reporting, particularly developing, maintaining and enhancing eProcurement solutions and ensuring the optimal collection, analysis and presentation of business intelligence for use in decision-making, compliance and continuous improvement. This leadership includes setting team goals and priorities, advising and investing in staff development, to ensure the team’s effective prioritisation and completion of a complex set of tasks.

The role-holder, with delegation to their team, is responsible for developing, securing governance approval for, implementing, monitoring and regularly updating a complex portfolio of supplier strategies and communicating them to devolved University department buyers, to leverage the University’s spend on specialised equipment and goods required by multiple research-intensive university departments, particularly those with laboratory facilities. They ensure provision of exceptional advice and more involved

support from the Procurement “hub” to the buyer “spokes”, addressing spend of circa £120m pa and aiming to realise savings of circa £6m pa, aligning to relevant strategies with a view to continuous improvement.

As a member of the Senior Leadership Team, they play an important role in the strategic direction of the Group Procurement team, and represent the University of Cambridge at the sector-level, including in consortia and sector-wide consultations.

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
	9		
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 checked="" type="checkbox"/>
<i>How many people does the role manage?</i>	Staff		
	2		

Resources managed

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

Addressable spend circa £120m pa. Saving contribution to the University circa £6m pa.

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	Develop strategies for how best to support and influence devolved buyers, and focus on the creation, implementation and delivery of supplier strategies through the devolved organisation, informed by data, systems and working groups. These strategies require a wide-angle, multi-department and multi-year outlook to maximise commercial and sustainability benefits for the whole institution, including realisable savings of circa £6m pa on a £120m pa addressable spend.
2	Lead and manage a hub-based team who both offer support and professional guidance to spoke-based buyers, and deal with systems, reporting, and planning. This includes setting team goals and priorities and advising and investing in staff development to ensure effective service delivery to internal and external stakeholders in line with relevant strategies and targets. In particular, this role acts as a senior advisor to team members supporting complex negotiations – for example, aiding them to effectively communicate legislation to non-procurement specialists, and to ensure satisfactory

	conclusions. Develop and deliver training to the team which they, in turn, can deliver to devolved buyers.
3	Provide the strategic input and leadership to their team as they plan, negotiate, manage and review a comprehensive portfolio of University-wide aggregate contracts which are fit-for-purpose and optimise cost-effectiveness and sustainability. With delegation to the team, develop, oversee and particularly promote use of an accessible, user-friendly contracts library and improved e-platform for devolved buyers.
4	Manage relationships and lead complex commercial and legal negotiations with significant University suppliers, facilitating conclusions that foster effective long-term collaboration. This includes managing the input of high-level stakeholders in the process, and reviewing and benchmarking to ensure ongoing value-for-money and contractual performance with a view to continuous improvement. Manage risk in the University's contracts supply base by implementing robust processes which allow team members to conduct appropriate due diligence on suppliers, draft appropriate bespoke clauses in contracts, and liaise with suppliers to agree and amend contracts. Update these processes in line with best practice (e.g. HEPA guidance) and feedback from internal customers and suppliers.
5	Periodically review the services being provided to departments and refine approaches and priorities to ensure delivery of a high-quality service that aligns with the developed strategies.
6	Make strategic decisions on how best to maintain records and information within Group Procurement, and how to proactively collect and utilise data to its maximum commercial value. Actively manage and quality-assure the work of the Business Analyst in their provision and analysis of business intelligence for internal customers, high-level University Committees, and external bodies.
7	Take ultimate responsibility for overseeing the development, maintenance and continuous improvement of systems, particularly eProcurement solutions, which enable leverage of the University's circa £500m pa spend. Of which circa £30m pa is via eProcurement, with a target to rise to circa £100m pa by 2025. Monitor system suitability and performance in communication with internal and external stakeholders, identifying opportunities and initiating projects for continuous improvement.
8	As a member of the Group Procurement Senior leadership Team, contribute to short and long-term, strategic, team-wide decisions including prioritisation and resource planning and crisis management.

The following three boxes contain a drop down menu from which you should select the option that describes the routinely expected requirements of the role

Working Conditions

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

Office based. Some travel to similar sites may be required. Normal health and safety requirements will be followed.

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 normal office equipment and/ or standard tools

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.	Experience of providing and/or managing (D) support/advisory services to internal customers	E
	Experience of senior leadership in a procurement team	E
	Experience in both the public and private sector	E
	Experience of developing, maintaining, and/or evaluating procurement systems, particularly eProcurement	E
	Experience of long-term, strategic planning	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.	Strategy vision, development, implementation and analysis	E
	Commercially astute with the ability to identify opportunities, build compelling cases for change and driving these through to successful delivery	E
	Comfortable with decision-making, with the ability to adjust to new or changing requirements and to minimise the impact of change on stakeholders.	E
	Understanding of the principles of knowledge and information management	E
	Understanding of OJEU/PCR 2015	D
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.	Bachelor's degree in relevant subject	E
	Postgraduate qualification	E
	Chartered MCIPS with ethics module	D
Additional requirements List any additional requirements that may be relevant to the role (on-call, weekend working etc.)	CIPD membership	D
	CIPD trainer or equivalent	D

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 review, training and career 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
 - 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 the 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 Tool - HERA Statements

This tool is intended to help individuals to write good quality Role Profiles, ensuring that all 14 elements of the HERA scheme are covered. The statements selected will not be used to score the role.

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. (<i>Translating legislation into Department/ University policy, design of research</i>).	<input checked="" type="checkbox"/>	1, 2, 3
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.	<input checked="" type="checkbox"/>	
4Assess the situation/ query and tailor the information provided to ensure relevance to the specific situation. (<i>Interpret and advise others on University policies, regulations, manufacture methods, regulations</i>).	<input type="checkbox"/>	

Provide straightforward information to others. Content may be factual/ routine in nature and may involve taking/ recording and passing on information. (<i>Explain processes, methods to others based on clear guidance/ documentation</i>).	<input type="checkbox"/>	
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Groups/ Networks (one, or two statements may be selected)

HERA defines a network 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.	<input checked="" type="checkbox"/>	1
Be a member of a group or network (internal or external) with others from different teams/ departments who meet to share information and practice.	<input type="checkbox"/>	
The role is not required to be a member of a group or network.	<input type="checkbox"/>	

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.	<input checked="" type="checkbox"/>	1, 2, 3, 4, 7
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.	<input checked="" type="checkbox"/>	5, 7
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.	<input type="checkbox"/>	
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.	<input type="checkbox"/>	

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 (<i>nature and level of degrees offered, formulation of University wide plans or services</i>)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1, 7
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 (<i>introduce a new service, allocating overall resource requirements in a Department</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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) (<i>drawing up specifications, policy advice</i>).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8
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 (<i>purchase standard consumables, allocating of cost codes, giving organising meeting, provision of general guidance</i>).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The role is not required to take decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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)	<input checked="" type="checkbox"/>	1, 7
Take responsibility for the operational planning of a department or large area of activity (<i>overall management of a cross departmental project</i>). Planning would include financial, systems, processes and policy across a number of teams	<input type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	2, 6
Plan, or co-ordinate the work or resources within a section or team. This would normally include monitoring of finances, processes or workflow	<input type="checkbox"/>	
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	<input type="checkbox"/>	
Complete tasks to a given plan with allocated resources (<i>roles where the order of tasks is determined by external factors such as visitors or the receipt of queries</i>)	<input type="checkbox"/>	

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.	<input checked="" type="checkbox"/>	1
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.	<input type="checkbox"/>	
Work within general guidelines. Weigh up pros and cons of different approaches and select the most appropriate solution from a range of established alternatives.	<input type="checkbox"/>	
Resolve standard problems, selecting solutions from within existing policies or procedures.	<input type="checkbox"/>	

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.	<input checked="" type="checkbox"/>	1, 5, 7
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.	<input type="checkbox"/>	

Gather information from a range of standard sources, and undertake general analysis/manipulation for interpretation by others	<input type="checkbox"/>	
Gather information and establish facts before passing this on to others for further investigation and analysis.	<input type="checkbox"/>	

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.	<input type="checkbox"/>	
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	<input checked="" type="checkbox"/>	2, 8
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.	<input type="checkbox"/>	

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.	<input checked="" type="checkbox"/>	2
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.	<input checked="" type="checkbox"/>	2
Provide a general introduction for members of the direct work team on how to operate systems or equipment, or undertake routine processes.	<input checked="" type="checkbox"/>	2
The role is not required to participate in the training or induction of other members of the direct work team	<input type="checkbox"/>	

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.	<input type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	2

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.	<input type="checkbox"/>	
Provide a general introduction for others (students, PIs, departmental staff) on how to operate systems or equipment, or undertake routine processes.	<input type="checkbox"/>	
The role is not required to participate in the training or induction of others	<input type="checkbox"/>	

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.