# RVC_Corporate_Logo_RGB_Noborder

# HERA REGRADING APPLICATION FORM

This form is to be completed by the line manager and, in addition, must be signed by the role holder and either

* The Head of Academic department and relevant VP

or

* PSD Head and COO.

**IMPORTANT - PLEASE NOTE:**

* A HERA submission is only appropriate for those roles where the complexity of the tasks have increased - not the volume. *(Please refer to the* [*Special Reward panel*](https://www.rvc.ac.uk/about/our-people/human-resources/information-for-staff/payroll-and-pensions#panel-special-reward-panel) *on the HR intranet for alternative methods of reward).*
* Before completing this form, please:
  + refer to the [HERA Guidance and Forms](https://intranet.rvc.ac.uk/professional-services/human-resources/employee-relations/job-evaluation-guidance-forms.cfm);
  + seek advice from HR to confirm if a HERA regrading application is appropriate for this role.

**THE FOLLOWING MUST BE INCLUDED WITH THIS APPLICATION FORM:**

1. An up-to-date organisation chart showing the role’s hierarchy and reporting lines.
2. A new Job Description ([Job Description Template)](https://intranet.rvc.ac.uk/professional-services/human-resources/documents/HERA-format-job-description.docx) reflecting the main duties of the role to be assessed.

|  |  |
| --- | --- |
| **Name:** |  |
| **Department and Section:** |  |
| **Current Job Title:** |  |
| **Proposed Job Title:**  *(if any different from current title)* |  |
| **Current Grade****and Point** |  |
| **Anticipated Grade:** |  |
| **Is this a management role?** Yes/No  **If Yes-**   * How many direct reports do they have? * How many people do they appraise? | |
| **Responsible to:**  *(name and job title of line manager)* |  |
| **Please detail your reasons for supporting this evaluation:**  **Background** – Reason for permanent change in role i.e., change in legislation, restructure, responding to customer need etc.  **Justification** -Summarise the additional duties and responsibilities undertaken to warrant a higher grade. You should only note those tasks where the complexity of the task has increased not the volume. | |
| **PAYMENTS:**  **Salary Scale**  If a post is successful in being regraded the individual will be placed on the bottom point of the new grade or the first point that will give them an increase in salary if there is an overlap between grades.  **Backdating**  Successful HERA regrades will take effect from the first of the month following the HERA panel’s decision. In exceptional circumstances a HERA payment may be backdated up to a maximum of 3 months provided a business case is put forward to justify this back payment and that the Head of Department and VP/COO supports it. | **Justification for back payment:**  **State the period of time that you wish this payment to be backdated to (it can only be backdated up to a maximum of 3 months):** |

**DECLARATION**

I hereby confirm that, to the best of my knowledge, the attached HERA Regrading Application Form represents a true reflection of the role being described:

ROLE HOLDER

Signed: …………………………………………… Print Name: ……………………………………………

Date: …..…………………………………….

LINE MANAGER

Signed: …………………………………………… Print Name: ……………………………………………

Job Title:………………………………………….. Date: …………………………………………….

**BUDGET AUTHORISATION**

**To be signed by the relevant Head of Academic Department and authorised by the appropriate VP**

**OR**

**To be signed by the relevant PSD Head and authorised by the COO**

I confirm the following:

* That I support this application for re-grading
* That I have considered all other options for the allocation of the duties giving rise to this application to staff already on higher grades
* That I support the request to backdate this payment (where this is applicable)
* That the additional cost can/cannot\* be met from recurrent savings elsewhere within my staffing budget

*\*Delete as applicable*

HEAD OF ACADEMIC DEPARTMENTVP RESPONSIBLE FOR MISSION AREA

Signed:………………………………………….. Signed:………………………………………..

Print name:…………………………………….. Print name:……………………………………

Date:…………………………………………….. Date:……………………………………………

**OR**

PSD HEAD COO

Signed:………………………………………… Signed:………………………………………..

Print name:…………………………………… Print name:……………………………………

Date:……………………………………… Date:……………………………………………

FINANCE

This is to confirm that Finance is aware of the application and, if approved, a revision to the relevant budget will be made, as appropriate. In the absence of offsetting savings, this will represent an additional cost to the RVC.

Signed: …………………………………………… Print Name:……………………………………

Job Title:………………………………………….. Date: ……………………………………………

|  |
| --- |
| Principal duties or Key objectives of role: |
| 1 |
| 2 |
| 3 |
| 4 |
| 5 |
| 6 |

|  |  |
| --- | --- |
| ELEMENTS | EXAMPLES |
| 1 Communication | |
| Covers communication through written, electronic or visual means and oral communication, in both informal and formal situations. This may include the need to convey basic factual information clearly and accurately; conveying information in the most appropriate format; and explaining complex or detailed specialist information. | Oral: |
|  | Written and Electronic: |
| 2 Teamwork and Motivation | |
| Covers 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. |  |
| 3 Liaison and Networking | |
| Covers liaising with others both within and outside the institution and creating networks of useful contacts. This may include passing on information promptly to colleagues; ensuring mutual exchange of information; chairing meetings; influencing developments through one’s contacts; and building an external reputation. | Evidence of liaison:  Evidence of participating in formal networks: |
| 4 Service Delivery | |
| Covers the provision of help and assistance to a high standard of service 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. |  |
| 5 Decision Making Processes and Outcomes | |
| * What types of decision will the role holder be able to take independently? * What types of decision will the role holder be able to take in collaboration with others? * Will the role-holder give advice to others to help them to make decisions?   What is the likely impact of these decisions? (At the highest level will they impact on the individual only, the team, department or institution wide) | Examples of independent decisions taken:  Examples of decisions taken in collaboration with others:  Examples of advice given to others to help them make decisions: |
| 6 Planning and Organising Resources | |
| Covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising one’s own work; planning work for others on day to day tasks or on projects; carrying out operational planning; and planning for coming years. |  |
| 7 Initiative and Problem Solving | |
| Covers identifying or developing options and selecting solutions to problems which occur in the role. This may include using 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. |  |
| 8 Analysis and Research | |
| Covers investigating issues, analysing information and carrying out research. This 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, setting the context for research. |  |
| 9 Sensory and Physical Demands | |
| Covers the sensory and physical aspects of the role required to complete tasks. This may include physical effort, co-ordination and dexterity, using aural evidence to assess next actions; applying skilled techniques and co-ordinating sensory information; and high levels of dexterity where precision or accuracy is essential. |  |
| 10 Work Environment | |
| Covers 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. |  |
| 11 Pastoral Care and Welfare | |
| Covers the welfare and well-being of students and staff within the institution, in both informal and formal 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. |  |
| 12 Team Development | |
| Covers the development of the skills and knowledge of others in the 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. |  |
| 13 Teaching and Learning Support | |
| Covers the development of the skills and knowledge of students and others who are not part of the work team. This may include 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. |  |
| 14 Knowledge and Experience | |
| Covers the 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. |  |