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| Grade: 3 | Profile reference:AM03 |
| Version: 2.0 | Date latest version: 30/12/1899 |
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*AM03 job family role profile asset management, grade 3*

- *This is a generic role profile It aims to outline the requirements of roles broadly within the job family and grade detailed above rather than provide the requirements of a specific job*
- *This profile should be used as a template to help 'frame' the right size and shape of work undertaken locally*
- *For further guidance on how to use job family role profiles effectively, please see the Easinet*

# Job Family Description

Roles in this family manage the whole lifecycle of our flood and coastal risk management assets, i.e. from planning and delivery, through to upkeep and eventual decommissioning.

There are a wide range of skills in this job family but they are identified by their contribution to the asset management life cycle. Roles here can be field based, for example in building or maintenance of structures and plant, or office based such as planning and managing the delivery of assets and the preparation or the analysis required to carry out asset management effectively.

# Purpose Statement

**The contribution and key purpose of roles in this job family at this grade. It indicates the typical degree of independence these roles hold. Note: names of roles are intended to illustrate the type of roles at this grade and are not related to job title.**

Acts as part of a team, either delivering assets, managing assets or providing support to teams delivering the Environment Agency asset management strategy.

Roles perform and / or contribute to a range of activities. May be field based undertaking activities such as inspection, monitoring and maintenance, or office based providing information to support the asset management lifecycle. Some roles may also support projects.

Roles are likely to interact with internal and external customers.

These roles work to standardised procedures and are required to plan and organise their own work to achieve short term results.

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## Representative Accountabilities

**The key areas of work and responsibilities for these roles. Points identify typical areas of outputs and suggest anticipated results but are not exhaustive or specific.**

- Engaged in management of our assets by collecting and processing data, either in the field or through office based activities, to ensure the required standards are met and maintained.
- Provides routine analysis and interpretation of data. Prepares basic reports, identifying concerns and providing a first level response to support asset management activities and decisions.
- Monitors progress of work ensuring that asset maintenance and projects progress in line with plans and comply with required policy. This may involve monitoring subcontractors, identifying risks, and feeding back effectively.
- Co-ordinates and chases responses to correspondence and enquiries, ensuring that internal and external information is effectively processed and tracked to ensure compliance with Environment Agency policy and procedure.
- Maintains good customer focus. Acts as a point of contact, working with peers internally and local contacts externally to help minimise the risks associated with our assets.
- Operates and maintains data and information systems effectively. Ensures records are stored accurately, are up to date and readily accessible to facilitate team activities.
- Roles may provide support to team members in delivery of larger projects.

## Typical skills, knowledge and experience

**The knowledge, skills and experience indicated usually reflect the minimum levels required for competent performance in the role. Due to the generic nature of job family profiles, detailed requirements need to be specified in supporting documentation, such as the advert.**

- Requires specific and relevant skills and / or experience to independently carry out required tasks and activities in an engineering / asset management environment.
- Roles are expected to exercise judgement in prioritisation and highlight potential issues.
- Good level of literacy and numeracy required.
- Required to build relationships based on understanding customers' needs and providing the service required.
- Required to use standard IT packages efficiently to deliver work and able to learn specialised systems as required.
- Roles may require vocational qualifications or equivalent experience.

- Roles may be required to use specialised equipment.

## Expectations for these roles

**Sets relevant expectations for roles by grade, including health and safety, equality and diversity, communications required, quality assurance and level of organisational wide understanding required for role. This section is common to all job families at this grade.**

- Supports health, safety & wellbeing best practice by promoting awareness and following safe working practices that comply with Environment Agency policies and standards.
- Promotes inclusion by respecting differences in our workforce and works to build a supportive & engaging workplace.
- Required to communicate effectively with others in everyday working relationships. Sometimes communicates outside of own area of activity and required to explain technical issues to a non-technical audience.
- Works with senior team members to deliver team priorities and environmental objectives. Delivers to clearly specified objectives, standards and service levels.
- Understands colleagues and partners requirements. Interprets and communicates the work of the Environment Agency.

## Grade Distinction

**Outlines the difference in expectations and/or accountabilities for roles at grade above and below this profile. This section is common to all job families at this grade.**

**Roles at grade 2:**

- Compile and collate information.
- Carry out standardised work governed by routine procedures.
- Usually select appropriate solution from a range of choices.

**Roles at grade 4:**

- Identify issues and use judgement to develop suitable solutions or new ways of working.
- Carry out advanced analyses on large and complex data sets.
- Require some background knowledge usually associated with practical experience or specialised training.