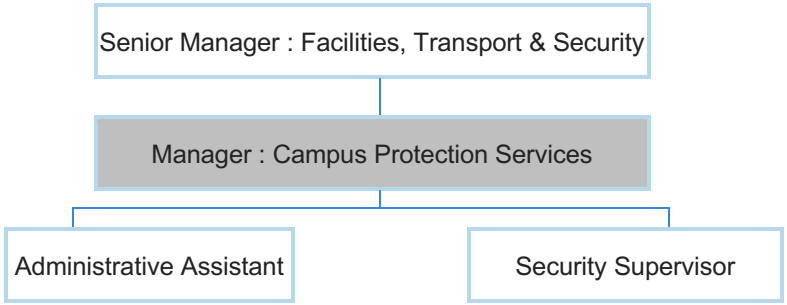
JOB PROFILE	University of Fort Hare *Together in Excellence*	

SECTION A: JOB DETAILS

JOB TITLE	Manager : Campus Protection Services
POST CODE	**PS50**
COMPILATION DATE	02 February 2025
LAST REVIEW DATE	13 September 2026
JOB STATUS (NEW/EXISTING)	
PEROMNES GRADE	
DATE OF JOB EVALUATION	
DIVISION	**Infrastructure and Technology**
ACADEMIC FACULTY/SUPPORT DEPARTMENT	Properties and Services
CAMPUS	**All campuses**
NAME OF JOB HOLDER	

SECTION B: ORGANOGRAM



SECTION C: PURPOSE

To manage the Campus Protection Services unit of the University in accordance with accepted standards and procedures, to ensure a crime free and safe campus with minimal disruption to the academic programme

SECTION D: KEY RESULT AREAS

KEY RESULT AREAS (Areas of outcomes or outputs for which the role is responsible)	**% weight**	**RESPONSIBILITIES / ACCOUNTABILITIES** (What is done)	**ACTIVITIES/TASKS** (How it is done)	**KEY PERFORMANCE INIDICATORS/RESULTS** (A quantifiable measure used to evaluate the success of an employee in meeting performance objectives) (Timeframe, quality, quantity, productivity, financial, cost effectiveness)
1. Manages own area of responsibility		Contributes to portfolio strategy & facilitates implementation of plan		
		Sets goals, objectives & priorities aligned with strategy for portfolio		
		Manages the human resources & other resources as per structure		
		Engages with internal stakeholders to facilitate objectives achievement		
		Manages & implements special projects as directed by senior leadership		
		Monitors results, measures & business process execution against approved plan		
		Submits progress reports on plan achievement & emerging issues		
2. Financial Planning & Budgeting		Plans & prepares for the budget process for own portfolio		

		Implements & manages financial management protocols & prescripts		
		Manages & monitors budget expenditure within the portfolio		
		Manages resources economically & prevents unauthorised, wasteful expenditure		
		Monitors management, maintenance & safekeeping of financial & other assets		
		Provides standard monthly financial reports		
3. Organisational Unit Staff Management		Communicates strategy, plans & strategic objectives with team		
		Plans HR allocation, acquisition, retention & motivation based on Resource Plan	Collaborating with HR leadership on resource planning processes	
		Engages in selection & recruitment processes of own portfolio		
		Assesses team's competence & knowledge levels aligned with HR interventions		
		Discusses individual employment contracts with HR Leadership & staff		
		Manages staff performance using the Performance Management System		
		Manages own portfolio's disciplinary process in conjunction with HR		
4. Security Services Management		Aligns strategic plans with institution’s strategic security & safety goals		
		Plans strategy for maintaining & sustaining the Security Services	Obtaining approval for security & safety plans	
		Investigates & integrates new security technologies	Enhancing efficient & effective management of security systems	
		Stays abreast of security industry legislation	Ensures annual reports and returns to PSIRA are done	
		Manages the security & control room operations	Providing feedback on incidents / issues / risks impacting image/reputation Monitoring the dress code as per approved uniform standards per unit Addressing operational issues, taking action& resolving security-based problems	
		Secures community, stakeholders & facilities’ security & safety	Monitoring performance of permanent and **contractual security staff** Monitoring **traffic coordination** according to requirements & requests Monitoring **control room operations** & **electronic systems** functionality	

			Monitoring **access control technology**, intruder & fire, gas, door technology Monitoring **radio's/PA/intercom systems**, vehicle tracker, electronic info boards Monitoring **surveillance cameras & monitoring equipment** Overseeing that all the buildings are locked and unlocked as required Monitoring when venues are booked Reporting all after hour staff who are still in buildings to the control centre	
		Assessing, planning & identifying security risks during special events	Monitoring safety during VIP's visits, sports events & at residences	
		Develops crime prevention initiatives & awareness partnerships	Reviewing of crime patterns Gathering of information & development of proof-documentation Identifying awareness initiatives to combat crime Building partnerships with stakeholders Overseeing the planning, organising & execution of prevention initiatives Securing safety during open days, registration, examinations, orientation days Promoting stakeholder participation in risk control matters	
		Collaborates with investigating team on investigations & other high-risk cases		
		Manages safety & security risk	Identifying, evaluating, planning & implementation of Risk control programmes Reporting security risk on to the Safety Health & Environmental Comm of Councill Collaborating with leadership of Fire Services & Safety Health & Environ Affairs	
		Plans for emergencies, compiles & exercises emergency action procedures		
		Monitors compliance requirements in relation to the safety & security services	Conducting spot-checks for safety & security	

SECTION E: MINIMUM REQUIREMENTS

QUALIFICATION	B. Degree in Security Management or Criminology (NQF 7) Honour's degree advantageous PSIRA Grade A registered
MINIMUM TOTAL YEARS EXPERIENCE	8 years in the security management discipline 5 years in a leadership capacity
EXPERIENCE (TYPE & YEARS)	At least 8 years in the security management discipline At least 5 years in a leadership capacity Experience of electronic access control systems & surveillance camera networks Security Clearance Experience in a higher education context an added advantage Code EB/EC Driver's license (Code 8/10) PDP advantageous
KNOWLEDGE	
PROFESSIONAL REGISTRATIONS OR LICENSE REQUIREMENTS	
OTHER	

SECTION F: SCOPE OF RESPONSIBILITY

AMOUNT AND KIND OF SUPERVISION RECEIVED • **What is the job classification and working title of the supervisor? How, and to what extent is the employee's work checked?)** ***Do note that there is a difference between initial or special training and ongoing supervision.***	
AMOUNT AND KIND OF SUPERVISION EXERCISED • **List the job classification and working titles of those directly trained and/or supervised by this person.** ***Explain how, and to what extent, the work of others is checked by the employee.***	

DECISIONS WHICH CAN BE MADE • **Level of autonomy and decision-making authority the employee has within their role**	
DECISIONS WHICH MUST BE REFERRED • **What are the specific types of decisions or situations where the employee is not authorized to act independently and must seek guidance or approval from their manager before proceeding.**	

SECTION G: CONTACTS

INTERNAL TO UFH **Indicate the INTERNAL contacts**	
EXTERNAL TO UFH **Indicate the EXTERNAL contacts**	

SECTION H: COMPETENCIES FOR THIS LEVEL (AS PER UFH COMPETENCY FRAMEWORK)

COMPETENCIES (AS PER UFH COMPETENCY FRAMEWORK)	**COMPETENCY**	**PERFORMANCE INDICATOR**
	Leadership Competencies	
	BUSINESS ACUMEN The achievement of excellence in a field of expertise or industry, supported by a proven track record and experience and applying this in all aspects of business, to foresee pitfalls & manage acceptable risk	Can consider/propose options & alternative to complex problems
		Is able to analyse, process & synthesise complex issues & problems
		Is abreast with developments in their field of expertise
		Is comfortable with ambiguity & uncertainty
		Has a proven track record of achievements
		Has insight into key issues, trends & innovations in field of expertise
		Is able to think conceptually & see the big picture
		Takes responsibility for actions/decisions
		Can think on his/her feet
	CHANGE LEADERSHIP The ability to lead an institution/institutional division through change and new direction without losing effectiveness	Communicates reasons for change clearly, continuously, and effectively
		Engages key staff to drive the change
		Decisions made do not conflict with the new direction
		Leads by example and is totally committed to the change
		Is firm in setting direction and does not waver
		Communicates a consistent message
		Makes changes in a reasonable time frame, so that staff are not over-burdened
		Manages problems and resolves tactical implementation issues pertaining to the change

		Implements interim plans (if relevant) in order to make the transition
		Sets reasonable expectations
		Monitors implementation progress
		Consistently applies positive pressure in affecting cultural change
		Facilitates change by appointing change agents to assist with the transition
	CRITICAL THINKING The ability to make decisions based on analysis of information presented from all angles in the face of ambiguous, uncertain, or conflicting situation	Can think creatively
		Asks for additional input or expertise when required
		Is open to the eventuality that there may be more than one answer to a problem
		Has the ability to predict opportunities, problems & solutions
		Actively listens & interprets input or alternatives
		Seeks knowledge & insight in problem resolution
		Can gather, analyse & sort complex data & information and draw sound conclusions
		Can trouble shoot solutions to problems
		Applies knowledge & expertise in interpreting information, documents, reports
		Knows from experience which questions to ask
		Is deliberate in thinking process, removes personal bias & pre-conceived ideas
	PARTNERING Seeking and building strategic alliances and collaborative arrangements through partnerships and/or networks to advance the objectives of the organization	Values, goals & objectives are well-defined before entering into an agreement
		Metrics & measurements are in place to monitor partnering goal achievement
		Builds & maintains trust
		Facilitates a collaborative environment
		Partnership agreement is well communicated internally
		Problem areas & conflict is resolved
		Mutually beneficial value is created by both parties
		Communication is continuous & clear
		Partnership risks are analysed & risk mitigation strategies are put in place
	Functional Competencies	
	INFRASTRUCTURE LIVING & LEARNING GOAL ACHIEVEMENT The ability to build & maintain a built environment conducive to living & learning for both staff & students in achievement of institutional infrastructure goals	Internal & external lighting & hygiene issues are well-maintained & monitored
		Risk plans are in place for aging infrastructure (i.e. budgets for upgrades, etc
		Issues of non-compliance to SHE policy is addressed & resolve
		Controlled access to institutional buildings & campuses is monitored
		Space is optimally utilized
		Consumable stock for maintenance purposes is controlled, managed & reported on

		Technical engineering competencies are in place for the maintenance of infrastructure
		Health & Safety Awareness programs are in place
		Health & Safety training for SHE representatives is in place in case of disaster/major events/incidents
		Financial procurement policy & procedures are strictly adhered to for infrastructure projects/initiatives & tenders
		Maintenance (both planned & incidental) is measured & costs are tracked
		Health, Safety & Environmental standards are monitored & implemented in business processes
		Health, Safety & Environmental concerns are considered priority
		Health & Safety signage is in place
		The ability to implement green, cost-effective technologies in the built environment
		Resourcing for the maintenance of the built environment is managed cost-effectively
	STUDENT RISK MANAGEMENT The ability to understand negative consequences and threats and to manage decisions/business processes in order to negate/minimise student risks	Is knowledgeable & aware of factors impacting student safety & wellness
		Implements risk mitigation projects/strategies
		Collaborates with other institutional divisions/functions regarding risk mitigation plans
		Continually improves student life processes by eliminating risks
		Possesses strong analytical & communication skills
		Evaluates channels of communication/ service provision
		Monitors metrics relating to risk plans/actions
		Puts processes in place for monitoring at risk students
		Trains subordinates in the determination of risk (physical risk, safety risk, health risk)
VALUES	ACCOUNTABILITY	Sets realistic targets for the team in line with the overall strategy; ensures the availability of resources & support needed by staff to achieve results
		Creates and promotes a results-based management culture that is focused on the achievement outputs
		Establishes systems and processes to monitor and evaluate progress and ensures that the required resources are made available;
		Obtains feedback from a wide range of sources to evaluate the function's performance
		Benchmarks performance against industry to assess portfolio performance
		Is recognised for own expertise in specific functional, professional, or technical field, e.g. publications and other methods for building reputation

		Personally, feeds back on functional performance to the team and involves others in determining how to address issues
		Stays focused on the task in hand; delivers to the required standards & timescales in line with agreed commitments and obligations
		Complies with the University's regulations and rules
		Assumes accountability for deadline adherence
		Assumes accountability for regulatory-, policy- & quality standards adherence
	EQUITY	Eliminates bias in dealing with colleagues/students & staff
		Equity & fair treatment is applied to all
		Opportunities are provided on a fair & equitable basis
		Eliminates bias in decision making, performance rating & general conduct
		Provides support to staff & students lacking resources to access opportunities
	EXCELLENCE	Is accountable for actions taken and ensures that they are in full compliance with the University's regulations and rules
		Takes responsibility for own career progression & growth
		Builds the confidence of others to succeed either in their own capacity, or in the future success of their team, unit, department
		Shares knowledge with others
		Provides guidance & coaching to others
		Is committed to the achievement of the institution's goals
	INCLUSIVITY	Strives to recognise & eliminate prejudice
		Takes diversity into account in management practices
		Values the contribution of diverse individuals in the team
		Facilitates dialogue to create common understanding
		Monitors representation of diverse groupings in the institution
		Puts processes in place for ongoing reflection & improvement
	INTEGRITY	Adheres to strong moral and ethical principles consistently, regardless of circumstances or personal gain
		Takes responsibility for mistakes
		Acts with openness & transparency
		Stands firm on values & integrity, even in the face of opposition or adversity
	PROFESSIONALISM	Protects the institution's reputation, image & standing nationally & internationally
		Demonstrates clear, professional, and respectful communications in all interactions
	RESPECT	Considers the situation of others & displays empathy
		Actively listens to the issues/problem statements of others to glean insight & understanding
		Treats all colleagues with respect, regardless of seniority

	SERVICE CULTURE	Consistently complies with set goals, values & behaviours set for service excellence
		Sets clear definitions & expectations for service goals & objectives in own area
		Measures & monitors the effectiveness of service
		Leads by example in leadership style by demonstrating integrity, decision making, functional excellence & exemplary problem/ issue resolution
		Institutes corrective action for non-compliance to regulations, policies & rules
		Leads by example
		Gives recognition for compliance & consistent excellent service
	SOCIAL JUSTICE	Education/information dissemination is in place to impart principles of social justice
		Assumes responsibility of applying the principles of social justice in the interaction with others
		Decision-making opens access for disadvantaged persons (either students or staff)
		Behaves professionally & courteously
		Takes constructive corrective action for non-compliance to principles
		Acts consistently to bring about institutional change
	STUDENT CENTEREDNESS	Proactively improves processes to negate recurring issues
		Sets formal communication channels in place
		Participates in decision making that facilitates student-centred processes, systems & information provision
		Obtains feedback from students on service provision/issue resolution
		Sets formal measurement of student satisfaction metrics in place
		Follows-up in the resolution of complex issues
		Monitors the correctness of information provided to students
		Resolves conflict in a positive manner
		Devolves service excellence goals for functional area

SECTION I: JOB DESCRIPTION/JOB PROFILE

I, the post holder of this Job Profile, declare that I have read and understood the contents of this Job Profile. Furthermore, I agree to carry out any reasonable unspecified tasks related to this position and to carry out my duties with due diligence and care, paying attention to health, safety, quality, and regulatory requirements relevant to my position.			
AGREED BY			
	PRINT NAME	**SIGNATURE**	**DATE**
POSITION HOLDER			

DIRECT LIST MANAGER / SUPERVISOR			
OD MANAGER			