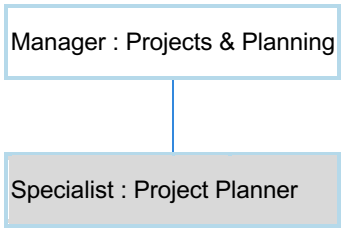
JOB PROFILE	University of Fort Hare *Together in Excellence*	

SECTION A: JOB DETAILS

JOB TITLE	Specialist : Project Planner
POST CODE	**PS08**
COMPILATION DATE	05 February 2025, 21 February 2025
LAST REVIEW DATE	
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

This job role provides expert technical engineering input into capital projects for the built environment of the institution, in respect of:

- Conducting feasibility studies, risk assessments, and technical evaluations for new capital projects & upgrades
- Developing architectural plans, designs & budgets
- Considering innovative technologies which drive down cost and increase efficiencies
- Overseeing the implementation of approved projects (service provider management)
- Providing technical advice to the institution (as an internal consultant)
- Overseeing quality control & compliance
- Executing project management duties

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. Planning for new capital projects & upgrades pertaining to the built environment		Stays abreast with legislation & standards		
		Stays abreast with new systems & technologies for the optimization, efficiency & cost effectiveness of infrastructure/built environment		
		Understands insitutional goals, priorities & initiatives		

		Conducts assessments for new planned capital projects & upgrades	Establishing the nature and scope of the project	
			Collaborating with the internal team	
			Conducting a hazard assessment	
			Evaluating the risks	
			Proposing risk mitigation strategies	
			Conducting feasability studies & cost benefit analyses	
			Drafting reports & documentation & gaining approval	
		Liaises with Service Providers & key stakeholders in the implementation of new capital projects	Oversees the implementation of plans	
			Collaborating with project managers, architects, & other engineers to deliver integrated solutions	
		Conducs site visits	Overseeing service providers in the execution of planned tasks	
			Overseeing quality control & compliance to standards	
			Monitoring SHEQ adherence	
		Resolves built environment queries	Providing technical advice to the institution regarding planned capital projects/upgrades	
			Providing technical advice to the infrastructure division regarding maintenance	
		Monitoring storage of designs & versioning of designs & plans	Monitoring that backups are made of CAD drawings & documentation	
		Provides feedback/reports on plan progress & implementation to governance committees/leadership		
2. Engineering Project Management		Perfoms project management planning for selected projects	Determining project scope	
			Determining project risks	
			Determining project critical success factors	
			Determining work breakdowns, tasks & activities	
			Allocating resources	
			Determining project deliverables/outputs	
			Determining baselines & timelines	
			Determining project critical path	
			Determining project budget	

			Determining project milestones	
			Defining project measurements/KPI's	
			Drafting project charters, plans & other documentation (where applicable, with the ability to interpret architectural plans & engineering drawings)	
			Setting up project management mechanisms (Steercoms, roles & responsibilities)	
			Submitting plans for approval	
		Executing project management	Setting up teams	
			Providing guidance & training to teams	
			Delegating responsibilities	
			Disseminating project information	
			Liaising/collaborating with project decision makers	
			Setting up a project office (if applicable)	
			Chairing project meetings	
			Drafting meeting documents	
			Executing/arranging for project documentation (e.g. minutes, action notes)	
			Tracking tasks as per plan	
			Taking corrective action	
			Updating project documentation	
			Removing impediments to progress	
			Controlling/approving expenditure	
			Arranging for payment of 3rd party suppliers	
			Complies with procurement policy & procedure	
			Executing tasks on the project plan	
		Monitors projects	Monitoring expenditure	
			Monitoring quality of deliverables	
			Monitoring progress	
			Resolving project queries	
			Providing timeous feedback to stakeholders	
			Monitoring deadlines	
			Assisting team(s)	
			Arranging for additional resources & gaining approval	

		Drafts project progress reports inclusive of costs Proposes scope changes & amendments & gains approval		

SECTION E: MINIMUM REQUIREMENTS

QUALIFICATION	Honours degree in Architecture / Engineering (Civil/built environment)/ /Quantity Surveying Masters and added advantage ***Legislated Professional registration required for any sign-off on projects (refer below)***
MINIMUM TOTAL YEARS EXPERIENCE	6
EXPERIENCE (TYPE & YEARS)	Experience with large capital project planning (built environment/infrastructure) Experience with large capital project implementation (built environment/infrastructure) Sound engineering project management experience (built environment/infrastructure) The ability to interpret architectural/engineering drawings relevant to the built environment Excellent stakeholder relationship management
KNOWLEDGE	OSHA Act Building regulation & codes
PROFESSIONAL REGISTRATIONS OR LICENSE REQUIREMENTS	**ECSA: Registered as a professional engineer or** **SACQSP (Quantity Surveyor) or** **SACAPSA (Architecture) or** SACPCMP (advantageous) or PMI certification (advantageous) Drivers' License
OTHER	Business Acumen

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**
	Foundational Competencies	
	COMMUNICATION (VERBAL & WRITTEN) Ability to effectively communicate; both verbally and in writing, with individuals and groups. Ensure there is an effective flow of information in terms of awareness and understanding	listens actively and objectively without interrupting
		Written communications & emails are structured & grammatically correct
		Maintains continuous open and consistent communication with others
		Writes reports that have a clear structure
		Expresses factual messages are clearly understood
		Picks up on non-verbal cues
		Summaries are logically derived from the body of the report & includes a conclusion
		Adheres to organisational standards when sending communication

		Uses appropriate non-verbal communication
		Adjusts terminology, language & communication style to the needs of the audience
		The purpose of communication is clear
		Displays a high level of competence in presenting information
		Clearly presents proposals, work & ideas
		Expresses ideas effectively in individual and group situations.
	INTERPERSONAL CONFLICT HANDLING Able to anticipate, diffuse and resolve disagreements, confrontations, tensions and complaints in a practical and constructive manner in order to achieve results, solve service delivery	Honestly reflects the root cause of the problem
		Establishes facts first, before drawing conclusions
		Displays respect even in difficult situations
		Does not shout or use inappropriate language
		Facilitates the discussion & resolution of different views
		Operates within the values & frameworks set by the institution
		Remains in control of emotions
		Addresses the problem and does not demean the person
		Chooses right time and place for discussion
	TEAM-WORK & COLLABORATIVE WORKING Ability to work co-operatively within a group and across UFH to achieve UFH goals in a respectful manner. The intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively.	Works collaboratively with other team members to solve problems
		Respects diversity
		Is reliable
		Helps others in the achievement of a common goal
		Understands his/her role in the team
		Respects others opinions
		Is committed to the team and fully engaged
		Readily participates in team activities and shares ideas
		Understands & sets priorities to meet plans, priorities & team objectives
		Assists with outputs in tmes of pressure
		Proposes systems & changes to procedure to facilitate achievement of objectives
	WORK MANAGEMENT Establishes a course of action for self and/or others to accomplish a specific goal. Effectively plan, schedule, prioritize and control activities; identify, integrate and orchestrate resources (people, material, information, budget, and/or time) to accomplish goals.	Often walks the extra mile for the team or clients
		Effectively plans, prioritses & organises work
		Is primarily engaged in work output/productive work during working hours
		Knows own limitations
		Finds ways to overcome challenges
		Respects diversity
		Anticipates obstacles, risks, links & dependencies for plans & mitigation actions
		Can manage own work without constant supervision

		Maintains high productivity
		Takes corrective action if plans are impacted by unforeseen circumstances
		Asks for assistance if goals are unclear
		Is proactive
		Adheres to policy & procedures
		Monitors compliance to policy & procedure and standards
		Is willing to accept guidance from others
		Asks for assistance/guidance
	Functional Competencies	
	RISK MANAGEMENT The ability to understand negative consequences and threats and to manage decisions/business processes in order to negate/minimise 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/staff 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 risk
		Trains subordinates in the determination of risk (physical risk, safety risk, health risk)
VALUES	ACCOUNTABILITY	Seizes on-the-job development and training opportunities to stretch him/herself technically & professionally
		Complies with the University?s regulations and rules
		Puts monitoring mechanisms in place to ensure transparency & to facilitate compliance to policy, procedures & rules
		Seeks guidance and feedback on his/her performance
		Develops and measures/KPI?s to monitor and drive organisation performance
		Creates and updates a development plan containing clear development objectives and a range of development approaches
		Sets the overall direction for the University goals, and promotes a results based management culture
		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
		Takes accountability for and has a deep understanding of the factors that impact the effectiveness of the University

		Stays focused on the task in hand; delivers to the required standards & timescales in line with agreed commitments and obligations
		Delegates responsibility, but takes accountabilty for resulting & compliance
		Assumes accountability for regulatory-, policy- & quality standards adherence
		Assumes accountability for deadline adherence
		Ensures that all institutional dealings are legal and above-board
		Implements & monitors sound corporate governance
		Takes action to continuously improve & develop own skills, knowledge and learning
		Establishes systems and processes to monitor and evaluate progress and ensures that the required resources are made available;
		Personally feeds back on functional performance to the team and involves others in determining how to address issues
		Monitors and measures progress in attaining results within established objectives
		Obtains feedback from a wide range of sources to evaluate the function?s performance
		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
	EQUITY	Equity & fair treatment is applied to all
		Provides guidance, advice & assistance to access opportunities/ programmes
		Is open, friendly & welcoming to new team members
		Empowers individuals to achieve their potential, based on their unique skills, competencies & abilities
		Opportunities are provided on a fair & equitable basis
		Eliminates bias in dealing with colleagues/students & staff
		Collaborates & provides assistance to practice good institutional citizenship
		Policies & procedures are revised to include fairness & equity
		Is open to change as it relates to team members, staff & students
		Achievement of equity targets & goals are considered a priority
		Eliminates bias in decision making, performance rating & general conduct
		Provides support to staff & students lacking resources to access opportunities
		Fairness & equity is applied in leading & directing people
	EXCELLENCE	Shares knowledge with others

		Is committed to the achievement of the institution's goals
		Takes responsibility for own career progression & growth
		Is engaged and committed to team goals
		Benchmarks performance against a range of international, cross-sector standards of excellence
		Puts structures in place to enable staff to meet standards, to monitor goal achievement & to provide development
		Provides guidance & coaching to others
		Sets student attraction & retention strategies & goals in place
		Contributes to institutional goal achievement
		Is accountable for actions taken and ensures that they are in full compliance with the University?s regulations and rules
		Builds the confidence of others to succeed either in their own capacity, or in the future success of their team, unit, department
	INCLUSIVITY	Puts processes in place for ongoing reflection & improvement
		Takes diversity into account in management practices
		Values the contribution of diverse individuals in the team
		Recognises & values the diverse contributions of others
		Collaborates freely & constructively with coworkers from diverse cultures & backgrounds
		Stays abreast with policy frameworks relating to diversity
		Puts frameworks in place to protect rights & to educate institutional leaders
		Strives to recognise & eliminate prejudice
		Monitors representation of diverse groupings in the institution
		Facilitates dialogue to create common understanding
	INTEGRITY	Adheres to strong moral and ethical principles consistently, regardless of circumstances or personal gain
		Abides by rules & regulations
		Consistently delivers work of high standard
		Keeps commitments & is reliable
		Takes responsibility for mistakes
		Fulfills commitments & obligations and are dependable & trustworthy
		Acts with openness & transparency
		Stands firm on values & integrity, even in the face of opposition or adversity
		Provides leadership that exemplifies & embodies the institution's values
		Identifies underlying issues that impact negatively on people and takes appropriate action to rectify issues

		Sets standards and safeguards in place to protect the University?s image & reputation
	PROFESSIONALISM	Protects the institution's reputation, image & standing nationally & internationally
		Demonstrates clear, professional, and respectful communications in all interactions
		Projects a professional personal image
		Maintains confidentiality
		Is adaptable to change
		Communicates plans & objectives timeously & effectively
		Does not reflect negatively on the institution's reputation
		Communicates issues timeously & constructively
		Does not reflect negatively on the institution's reputation
		Actively promotes the free and easy integration & involvement of coworkers
	RESPECT	Recognises the worth of individuals & their contribution to institutional goal achievement
		Delivers constructive input to facilitate career growth & goal achievement
		Values and respects others
		Treats all colleagues with respect, regardless of seniority
		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	Assumes responsibility for staying abreast with service requirements
		Is proactive & enabling in the achievement of team goals
		Asks for input/clarification when unsure
		Provides honest, transparent & open communication
		Complies with priorities set by managers & delivers work that meets/exceeds set standards
		Consistently complies with set goals, values & behaviours set for service excellence
		Adheres to standards, rules & procedures
		Defines a strategy to build & maintain a service culture in the institution (internal & external)
		Assists team & others in delivering service to internal & external stakeholders
		Clarifies and understands client requirements

		Sets clear definitions & expectations for service goals & objectives in own area
		Leads by example
		Delivers on promises & commitments, i.e. "walks the talk"
		Puts rewards in place for exemplary service in the institution
		Institutes corrective action for non-compliance to regulations, policies & rules
		Gives recognition for compliance & consistent excellent service
		Provides training & information dissemination to staff
		Measures & monitors the effectiveness of service
		Leads by example in leadership style by demonstrating integrity, decision making, functional excellence & exemplary problem/ issue resolution
	SOCIAL JUSTICE	Institutional decision making and culture does not oppress and/or marginalize any parties
		Assumes responsibility of applying the principles of social justice in the interaction with others
		Follows correct procedures for voicing injustice issues
		Does not discriminate against or demean others
		Assumes responsibility of applying the principles of social justice in the interaction with others
		Takes constructive corrective action for non-compliance to principles
		Education/information dissemination is in place to impart principles of social justice
		Decision-making opens access for disadvantaged persons (either students or staff)
		Acts consistently to bring about institutional change
		Behaves professionally & curteously
		Formal policies & procedures are in place for handling actual & perceived injustice
		Participates in opportunities to constructively voice concerns, provide input & to advocate for change
	STUDENT CENTEREDNESS	Respects diversity in communicating with students
		Aligns organisation structure with student goal achievement
		Obtains feedback from students on service provision/issue resolution
		Follows-up in the resolution of complex issues
		Actively seeks to streamline & improve student service
		Sets formal communication channels in place
		Listens, understands & assesses student needs
		Proactively sustains productive & efficient student relationships

		Communicates & provides timeous feedback to students regarding queries/issues
		Proactively improves processes to negate recurring issues
		Sets student attraction & retention strategies & goals in place
		Participates in decision making that facilitates student-centered processes, systems & information provision
		Meets student needs with the appropriate solution
		Sets formal measurement of student satisfaction metrics in place
		Sets criteria/requirements for reporting on student metrics & student-related goal achievement
		Provides feedback on student experience
		Resolves student issues & escalates problems if unsure of solutions
		Monitors the correctness of information provided to students
		Aligns KPIs & performance measure to facilitate the achievement of student related goals
		Stays abreast with departmental rules/dates & policies to provide correct & timeous information
		Disseminates correct & timeous information
		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			

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

COMPETENCIES (AS PER UFH COMPETENCY FRAMEWORK)	COMPETENCY	PERFORMANCE INDICATOR
	Foundational Competencies	
	COMMUNICATION (VERBAL & WRITTEN) Ability to effectively communicate; both verbally and in writing, with individuals and groups. Ensure there is an effective flow of information in terms of awareness and understanding	Expresses ideas effectively in individual and group situations.
		Maintains continuous open and consistent communication with others
		listens actively and objectively without interrupting
		Expresses factual messages are clearly understood
		Picks up on non-verbal cues
		Writes reports that have a clear structure
		Written communications & emails are structured & grammatically correct
		Summaries are logically derived from the body of the report & includes a conclusion
		Adheres to organisational standards when sending communication
		The purpose of communication is clear
		Displays a high level of competence in presenting information
		Clearly presents proposals, work & ideas
	INTERPERSONAL CONFLICT HANDLING Able to anticipate, diffuse and resolve disagreements, confrontations, tensions and complaints in a practical and constructive manner in order to achieve results, solve service delivery	Establishes facts first, before drawing conclusions
		Facilitates the discussion & resolution of different views
		Does not shout or use inappropriate language
		Remains in control of emotions
		Displays respect even in difficult situations
		Addresses the problem and does not demean the person
		Chooses right time and place for discussion
		Operates within the values & frameworks set by the institution
	TEAM-WORK & COLLABORATIVE WORKING Ability to work co-operatively within a group and across UFH to achieve UFH goals in a respectful manner. The intention to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively.	Respects diversity
		Respects others opinions
		Understands & sets priorities to meet plans, priorities & team objectives
		Assists with outputs in tmes of pressure
		Is reliable
		Helps others in the achievement of a common goal
		Proposes systems & changes to procedure to facilitate achievement of objectives

	WORK MANAGEMENT Establishes a course of action for self and/or others to accomplish a specific goal. Effectively plan, schedule, prioritize and control activities; identify, integrate and orchestrate resources (people, material, information, budget, and/or time) to accomplish goals.	Knows own limitations
		Respects diversity
		Effectively plans, prioritses & organises work
		Is primarily engaged in work output/productive work during working hours
		Finds ways to overcome challenges
		Anticipates obstacles, risks, links & dependencies for plans & mitigation actions
		Can manage own work without constant supervision
		Maintains high productivity
		Asks for assistance if goals are unclear
		Adheres to policy & procedures
		Is willing to accept guidance from others
		Often walks the extra mile for the team or clients
		Takes corrective action if plans are impacted by unforeseen circumstances
		Is proactive
		Asks for assistance/guidance
		Monitors compliance to policy & procedure and standards
	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	Outdoor sports & recreational areas/fleet are well maintained
		Health & Safety Awareness programs are in place
		Technical engineering competencies are in place for the maintenance of infrastructure
		Maintenance (both planned & incidental) is measured & costs are tracked
		Maintenance (both planned & incidental) is timeously executed
		Internal & external lighting & hygiene issues are well-maintained & monitored
		Consumable stock for is controlled, managed & reported on
		Controlled access to institutional buildings & campuses is monitored
		Health, Safety & Environmental standards are monitored & implemented in business processes
		Health, Safety & Environmental concerns are considered priority
		Health & Safety signage is in place
VALUES	ACCOUNTABILITY	Seizes on-the-job development and training opportunities to stretch him/herself technically & professionally
		Creates and updates a development plan containing clear development objectives and a range of development approaches

		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
		Delegates responsibility, but takes accountabilty for resulting & compliance
		Monitors and measures progress in attaining results within established objectives
	EQUITY	Eliminates bias in dealing with colleagues/students & staff
		Equity & fair treatment is applied to all
		Empowers individuals to achieve their potential, based on their unique skills, competencies & abilities
		Provides guidance, advice & assistance to access opportunities/ programmes
	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
		Is engaged and committed to team goals
		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
		Is committed to the achievement of the institution's goals
	INCLUSIVITY	Recognises & values the diverse contributions of others
		Strives to recognise & eliminate prejudice
		Collaborates freely & constructively with coworkers from diverse cultures & backgrounds
		Stays abreast with policy frameworks relating to diversity
	INTEGRITY	Abides by rules & regulations
		Consistently delivers work of high standard
		Takes responsibility for mistakes
		Fulfills commitments & obligations and are dependable & trustworthy
		Stands firm on values & integrity, even in the face of opposition or adversity
	PROFESSIONALISM	Is adaptable to change
		Communicates issues timeously & constructively
		Does not reflect negatively on the institution's reputation
		Projects a professional personal image
		Communicates plans & objectives timeously & effectively

		Does not reflect negatively on the institution's reputation
	RESPECT	Values and respects others
		Treats all colleagues with respect, regardless of seniority
		Considers the situation of others & displays empathy
	SERVICE CULTURE	Clarifies and understands client requirements
		Consistently complies with set goals, values & behaviours set for service excellence
		Complies with priorities set by managers & delivers work that meets/exceeds set standards
		Delivers on promises & commitments, i.e. "walks the talk"
		Assists team & others in delivering service to internal & external stakeholders
		Provides honest, transparent & open communication
		Assumes responsibility for staying abreast with service requirements
		Is proactive & enabling in the achievement of team goals
	SOCIAL JUSTICE	Assumes responsibility of applying the principles of social justice in the interaction with others
		Does not discriminate against or demean others
		Assumes responsibility of applying the principles of social justice in the interaction with others
		Behaves professionally & curteously
		Participates in opportunities to constructively voice concerns, provide input & to advocate for change
		Follows correct procedures for voicing injustice issues
		Acts consistently to bring about institutional change
	STUDENT CENTEREDNESS	Listens, understands & assesses student needs
		Communicates & provides timeous feedback to students regarding queries/issues
		Meets student needs with the appropriate solution
		Obtains feedback from students on service provision/issue resolution
		Resolves student issues & escalates problems if unsure of solutions
		Actively seeks to streamline & improve student service
		Disseminates correct & timeous information

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 LINE MANAGER / SUPERVISOR			
OD MANAGER			