

Operational and Facilities Job Family – GRADE 2

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 1. Roles at this level carry out a range of practical and operational activities within a defined programme of work. Generally tasks undertaken will be more varied/broader or more onerous than those at Grade 1. Role holders at this grade have sufficient knowledge to work on day-to-day issues without continuous/regular reference to others. Knowledge required for the role is typically gained through a period of practical training or elementary/introductory study (e.g. Standard Grades (GCSE's) or equivalent vocational qualification) together with approximately 1 years experience in a similar post.

HERA Elements

Communication
<ul style="list-style-type: none"> ▪ Required to receive and convey routine oral information to staff, students, visitors etc e.g. responding to straightforward requests for information, passing on messages, dealing with straightforward enquiries. ▪ May be required to record/note straightforward information in written format e.g. work request forms, messages, passing on instructions to others, complaints, fuel logs etc.
Teamwork and Motivation
<ul style="list-style-type: none"> ▪ An active participant in the team, co-operating and working with colleagues in order to meet team objectives/deadlines. ▪ May be required to provide work instructions or assistance/support to other less experienced colleagues as required.
Liaison and Networking
<ul style="list-style-type: none"> ▪ May be required to liaise with others outwith the team to exchange information and keep people informed so that work is completed effectively.
Service Delivery
<ul style="list-style-type: none"> ▪ Provide a routine defined operational service e.g. maintenance/security support, catering, housekeeping, grounds work, routine support to trade activities etc. ▪ Standards and requirements of the service are set by others.
Decision Making
<ul style="list-style-type: none"> ▪ Make timely and considered decisions on routine matters, taking into account any impact on own area of work and immediate team. ▪ Recognise when a decision falls outwith the remit of the role, referring more complex problems to others.
Planning and Organising
<ul style="list-style-type: none"> ▪ Generally working to a schedule or plan set by supervisor/line manager or established practice, but some reprioritising/forward planning of own work may be required to ensure work objectives/deadlines are met.
Initiative and Problem Solving
<ul style="list-style-type: none"> ▪ Respond to/solve routine day-to-day problems independently by following procedures, guidelines or by referring to what has been done before (e.g. dealing with machine breakdowns, equipment problems, routine maintenance, inclement weather etc) with more complex problems being referred to others.
Analysis and Research
<ul style="list-style-type: none"> ▪ Expected to establish the basic facts in situations (e.g. routine machine/equipment checks, assessing work circumstances and materials required), informing others where necessary.

<p>Sensory and Physical Demands</p> <ul style="list-style-type: none"> Required to carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort over a prolonged period e.g. on feet/working in awkward positions. Operation of equipment such as hand/power tools, lawn mowers, sports equipment, vacuum cleaners, cooking equipment, ovens, dishwashers, cherry pickers, baling machines, vehicles (fork lift trucks, vans etc). May be required to lift/move heavy/awkward objects i.e. heavy bags, furniture, laundry bags, large containers etc.
<p>Work Environment</p> <ul style="list-style-type: none"> Required to follow standard health and safety guidelines when undertaking role and may be exposed to some unpleasant/moderately hazardous work environments e.g. working outdoors, exposure to chemicals, working in a kitchen environment, requirement to use protective clothing e.g. gloves, goggles, safety hat etc. Level and duration of exposure will be dependent on role.
<p>Pastoral Care and Welfare</p> <ul style="list-style-type: none"> Required to show sensitivity to those who may need help and/or initiate appropriate action by involving relevant people.
<p>Team Development</p> <ul style="list-style-type: none"> May be required to guide/advise new starts working in the same role on standard work practices, equipment etc e.g. demonstrating tasks, being shadowed by new members of the team.
<p>Teaching and Learning Support</p> <ul style="list-style-type: none"> Not required to teach/train others out with the team.
<p>Knowledge and Experience</p> <ul style="list-style-type: none"> Requires sufficient knowledge and experience to work on day-to-day issues in their own area without regular/direct reference to others. Requires a working knowledge of systems, equipment, processes and procedures relevant to role/area of work. Knowledge typically gained through a period of practical training or elementary/introductory study (e.g. Standard Grades (GCSEs) or equivalent vocational qualification) together with approximately 1 years work experience in a similar post. Where no certificate/qualification is held, approximately 2 years relevant work experience will typically be required. Periodic refresher and update training is required. Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Work is carried out accurately, on time and to prescribed standards.
- Ability to provide good customer service.
- Courteous and effective exchange of straightforward factual information, both orally and in writing.
- Ability to make effective use of appropriate equipment/tools.
- Sound literacy and numeracy skills, where required.
- Flexible approach to work and willingness to learn.
- Attention to detail.
- Ability to contribute to the effective work of the team and assist colleagues as required.