

Operational and Facilities Job Family – GRADE 3

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 2. Roles at this level are typically more specialised operational/semi-skilled posts or carry supervisory responsibilities for operational posts at Grade 2 and below. There will be a defined programme of work, however role holders may have more discretion to plan and organise their own work, and possibly the work of others. While the role will not usually be subject to direct/regular supervision, managerial guidance will be readily available. The role holder will require a good working knowledge of relevant systems, equipment, processes and procedures. Knowledge required for the role is typically gained through a period of practical training or elementary study (e.g. Standard Grades (GCSEs), NVQ 2/3 or equivalent) and approximately 2 years experience in a similar post.

HERA Elements

Communication
<ul style="list-style-type: none">Regularly required to receive and convey routine factual information, orally and at times in writing, to staff, students, visitors etc e.g. responding to requests for information, passing on messages, dealing with enquiries, writing straightforward letters, memos, emails, record keeping 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, providing assistance and support to other less experienced colleagues as required.Those with 'hands-on' supervisory responsibilities provide structured support and guidance, delegate day-to-day duties, and will monitor and check the quality of work.
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 defined operational service e.g. maintenance/security support, grounds work, catering/housekeeping support 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 considering impact on own area of work and immediate team.Likely to contribute to collaborative decisions in relation to own area of work e.g. suggesting ways of improving working practices, recommending appropriate course of action etc.
Planning and Organising
<ul style="list-style-type: none">Whilst there is likely to be a specified plan of work, role holder will usually be expected to plan and prioritise their own work and use of equipment/resources.Those in a supervisory role will co-ordinate the day-to-day work/resources of other team members.
Initiative and Problem Solving
<ul style="list-style-type: none">Required to deal with/resolve a range of standard problems/issues independently in accordance with procedures/ policies (dealing with machine breakdowns, equipment problems and maintenance, security issues, inclement weather, customer complaints, organising cover for absent staff etc), and using judgement to determine when to re-direct more complex issues to others.May periodically deal with some problems where solutions may not be immediately apparent and where various

options need to be considered e.g. organising cover for protracted periods of illness, solving more complex equipment problems/failures, dealing with low level performance issues in conjunction with others etc.

Analysis and Research

- Role holders will be expected to establish the basic facts in situations, informing others where necessary e.g. routine machine/equipment checks, assessing work circumstances and materials required.
- May periodically be required to gather and analyse routine data e.g. monitoring resource usage, complex cross checking, investigating faults.

Sensory and Physical Demands

- 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, chainsaws, 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.

Work Environment

- 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.
- Those in a supervisory role will be required to ensure safe working practices of others and that standard health and safety guidelines are being adhered to.

Pastoral Care and Welfare

- Required to show sensitivity to those who may need help and/or initiate appropriate action by involving relevant people.
- May be required to act as first point of contact for team members and resolve day-to-day problems/welfare issues at an informal level.

Team Development

- 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.
- Those in supervisory/more senior roles may be expected to undertake routine inductions and/or be involved in the routine/basic training of others.

Teaching and Learning Support

- Not required to teach/train others out with the team.

Knowledge and Experience

- Requires specialised operational skills or sound operational experience together with supervisory skills.
- Requires good working knowledge of systems, equipment, processes and procedures relevant to area of work, and an appreciation of the work activities and objectives of the broader team.
- Knowledge typically gained through a period of practical training or elementary study (e.g. Standard Grades (GCSEs), NVQ 2/3 or equivalent) and approximately 2 years relevant work experience. Where no certificate/qualification is held, approximately 3 to 4 years relevant work experience will typically be required.
- Depending on the nature of the post i.e. more specialist roles, a more formal certificate may be required.
- 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

- Ability to communicate clearly and effectively both orally and in writing.
- Competent literacy and numeracy skills, where required.
- Ability to provide effective and efficient customer service.
- Accuracy and attention to detail.
- Ability to make effective use of appropriate equipment/tools.
- Ability to work with minimal supervision.
- Flexible approach to work.
- Sound planning and organisational skills. Able to plan/schedule workdays ahead.
- Ability to contribute to the effective work of the team and assist/guide colleagues as required.