

Operational and Facilities Job Family – GRADE 4

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 3. Roles at this level carry out specialised/skilled work, or have supervisory responsibilities for operational posts at Grade 3 and below, and are likely to be responsible for/oversee specific activities and processes. Role holders will have considerable knowledge of the area within which they work (e.g. of relevant specialised systems, equipment, processes and procedures), and will have a well developed understanding of the work activities and systems of the broader team. They will typically be required to plan, organise and prioritise their own work, and possibly the work of others, and apply personal initiative and judgement to deal with/resolve day-to-day problems within established procedures/policies. Knowledge required for the role is generally gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HNC, NVQ3 or equivalent) plus approximately 3 years relevant work experience.

HERA Elements

Communication
<ul style="list-style-type: none">▪ Receive and convey routine information, both orally and in writing, to staff, students and others e.g. responding to straightforward requests for information, passing on messages, dealing with routine enquiries, record keeping, completing standard forms, composing straightforward emails etc.▪ At times will have to communicate, orally and/or in writing, information of a non-routine nature to various stakeholders which needs careful explanation and interpretation e.g. reiterating policies and procedures, using tact and diplomacy, explaining technical information relating to the work being undertaken, producing standard reports and input to procedural documents.
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 supervisory responsibilities will oversee the work of a team or section, allocating day-to-day tasks, building team morale, monitoring day-to-day performance of individuals and achievements of the team, providing feedback to team members, and ensuring standards and team objectives are met.
Liaison and Networking
<ul style="list-style-type: none">▪ Liaise with others out with 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. carrying out specialised/skilled work, or supervision of a group of operational staff), however may be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs.▪ May be required to contribute to changes and improvements in the standards/delivery of own area of service, taking customer feedback into account.
Decision Making
<ul style="list-style-type: none">▪ Make timely and considered independent decisions on day-to-day work related matters taking into account impact on own area of work and immediate team.▪ Will input to collaborative decisions affecting own area of work or provide advice to others to help them with their decision making e.g. on issues such as the appointment of staff, budgetary expenditure, staff planning, movement of stock, implementation of new processes/systems etc.
Planning and Organising
<ul style="list-style-type: none">▪ Will typically plan and prioritise own work and use of equipment/resources and, if in a supervisory role, will also plan and co-ordinate the day-to-day work/resources of other team members taking into account operational

need and changing circumstances. In certain roles the plan/schedule of work may be dictated by the needs of the customer/user.

- Likely to input to short to medium term plans/programmes of work team.

Initiative and Problem Solving

- Required to deal with and resolve a range of standard operational problems independently in accordance with procedures and experience e.g. dealing with machine breakdowns, equipment problems and maintenance, security issues, inclement weather, customer complaints, organising cover for absent staff etc.
- Solution to some problems will not always be apparent/easily rectified and therefore require the application of some initiative and creativity and consideration of a number of options e.g. organising cover for protracted periods of illness, solving more complex equipment problems/failures, performance issues etc.

Analysis and Research

- Expected to establish the basic facts in situations, informing others where necessary e.g. assessing work circumstances and materials required, stock checks, identifying and reporting anomalies etc.
- Will usually be required to gather and analyse routine data e.g. monitoring resource usage, investigating faults, running reports, cross-checking of complex/varied data.

Sensory and Physical Demands

Demands will vary according to the role. Role holder may be 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; utilising non-standard/more specialised equipment etc.

Or

- Undertake more specialist/skilled work which requires the mastery of a range of sensory skills or physical techniques, where high levels of concentration, precision and accuracy will be necessary; or the activities involve considerable physical effort over prolonged periods e.g. undertaking skilled/strenuous work in a confined or difficult space (under floorboards, at height etc); operation of highly specialised, complex, hazardous tools.

Work Environment

- Work environment will vary according to job type, but there may be exposure to:
 - unpleasant/moderately hazardous work environments (e.g. working outdoors, exposure to chemicals, working in a kitchen environment etc) where use of standard protective clothing/safety equipment will be required;
 - some very hazardous/high risk work environments (e.g. working at dangerous heights slating, roofing etc) where specialist health and safety procedures must be adhered to.
- Those in a supervisory role will be required to ensure the safe working practices of others, and that 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.
- Those with staffing responsibilities may be required to deal with standard performance issues, informal grievances etc with the relevant support/input from line manager.

Team Development

- Will be required to guide/advise new starts on standard work practices, equipment etc e.g. demonstrating tasks, advising casual staff on standard procedures, carrying out inductions for new starts, training/guiding others on

how to perform day-to-day tasks/activities.

- Those with supervisory responsibilities may be required to conduct standard performance reviews for staff in Grades 3 and below.

Teaching and Learning Support

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

Knowledge and Experience

- Requires specialist operational/technical skills *or* well developed supervisory skills, with a good understanding/experience of the operational area.
- Comprehensive knowledge of systems, equipment, processes and procedures relevant to area of work, and a good understanding of how these relate to broader School/Unit processes and systems.
- Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HNC, NVQ3 or equivalent) plus approximately 3 years relevant work experience. Where no certificate/qualification is held, approximately 4 to 5 years relevant work experience is generally required.
- Required to update training/knowledge on a regular basis.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Effective communication and interpersonal skills.
- Competent numeracy and literacy skills.
- Problem solving capability including ability to deal with/react to unforeseen problems or issues.
- Effective planning, organisational and prioritising skills including ability to respond to changing pressures or requirements.
- Ability to make effective use of appropriate equipment/tools.
- Ability to work independently.
- Supportive and co-operative team member.
- Supervisory skills and ability to delegate work to others, where appropriate.