

Operational and Facilities Job Family – GRADE 5

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 4. Role holders at this level will either be highly skilled in their specialist area/trade, providing technical advice, input and support based on their extensive knowledge; or will manage an operational team of some volume or complexity. Role holders will be required to exercise personal initiative and judgement (within established procedures/guidelines) to resolve a range of work issues and problems, some of which will be non-standard/complex in nature. They will monitor, review and act accordingly to improve service/operational delivery of their own area of responsibility, and will be expected to make a significant contribution to the work of the wider team. The level of responsibility/duties will be more varied/complex than those at Grade 4. Knowledge and skills required for the role are typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HND or equivalent) plus approximately 4 years relevant work experience.

HERA Elements

Communication
<ul style="list-style-type: none">▪ In addition to standard/day-to-day communication, role holder may be required to communicate (verbally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation e.g. explaining policies and procedures, using higher levels of tact and diplomacy, explaining technical information relating to the work being undertaken; producing standard reports; drafting procedural documents 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.▪ May be recognised as the main point of contact for a particular process, system or procedure as the most experienced team member.▪ Those with line management responsibilities will be required to build team morale, allocate work, monitor day-to-day performance of individuals and achievements of the team, provide feedback to team members, and ensure standards and team objectives are met.
Liaison and Networking
<ul style="list-style-type: none">▪ Required to liaise with others outwith the team to exchange information and keep people informed so that work is completed effectively.▪ May be required to attend committees/networks to share information and keep people informed.
Service Delivery
<ul style="list-style-type: none">▪ Provide a defined specialist operational service (e.g. providing technical advice, input and support based on their specialist area of work; managing an operational service of some volume/complexity), however may also be expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs.▪ Those with management responsibilities for an area will be expected to monitor, review and act accordingly to improve service/operational delivery in consultation with line manager (e.g. recommending/implementing changes to work practices, systems and procedures).
Decision Making
<ul style="list-style-type: none">▪ Make timely and considered independent and collaborative decisions which will affect own area of work and team (e.g. improvements to current working methods etc), some of which may have a broader impact across the larger team/department.▪ Those in specialist roles will provide advice and recommendations to colleagues and customers based on their in-depth knowledge of the specialist area.

<p>Planning and Organising</p> <ul style="list-style-type: none"> ▪ Will generally 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 needs and changing circumstances. In certain roles the plan/schedule of work may be dictated by the needs of the customer/user. ▪ Will input to the longer term plans/programmes of work.
<p>Initiative and Problem Solving</p> <ul style="list-style-type: none"> ▪ 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; routine health and safety issues; inclement weather; customer complaints; organising cover for absent staff etc. ▪ In addition, will be expected to deal with some non-standard problems where solutions are not immediately apparent and therefore require the application of some initiative and creativity e.g. staffing problems; performance issues; budgetary issues; complex customer enquiries/complaints; solving more complex equipment problems/failures; breaking equipment down into component parts, fault finding and re-assembling etc. For those in more specialist posts this will be a regular feature of the role.
<p>Analysis and Research</p> <ul style="list-style-type: none"> ▪ Regularly required to gather, analyse and interpret standard data/information, reporting and presenting findings as appropriate e.g. running reports from databases and extracting relevant data, producing statistics, carrying out database searches, monitoring and reporting on budgetary expenditure; producing factual/data reports on resource usage; cross-checking of more complex/varied data; analysing and diagnosing relatively complex technical faults in order to effect repairs on equipment etc.
<p>Sensory and Physical Demands</p> <ul style="list-style-type: none"> ▪ Demands will vary according to the role. Role holders who undertake technically specialist/skilled work will require the mastery of a range of sensory skills or physical techniques, where high levels of concentration, precision and accuracy will be necessary; or they will be required to undertake tasks/activities that involve considerable physical effort over prolonged periods. For example, undertaking skilled/strenuous work in a confined or difficult space (under floorboards, at height); operation of highly specialised, complex, hazardous tools etc.
<p>Work Environment</p> <ul style="list-style-type: none"> ▪ Work environment will vary according to job type, but there may be exposure to: <ul style="list-style-type: none"> - 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) 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.
<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. ▪ Those with staffing responsibilities will be required to deal with standard pastoral care and HR issues for their team (performance issues, informal grievances/disputes etc) recognising when staff problems should be referred on to others e.g. line manager or other support services.

Team Development

- 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.
- May be required to coach/train others to help them acquire the relevant skills and experience.
- Those with line management responsibilities will be required to conduct standard performance reviews for staff in Grades 4 and below.

Teaching and Learning Support

- Not typically required to teach/train others outwith the team.

Knowledge and Experience

- Detailed knowledge and experience in relevant specialism or significant supervisory experience, with a well developed understanding/experience of the operational area.
- A thorough understanding of standards and regulations which relate to/impact on the role and/or team.
- Ability to understand and interpret operational and service requirements, and to provide detailed/technical advice and guidance to others.
- A comprehensive understanding of University policies, procedures and issues relevant to the role.
- Knowledge and skills typically gained following an extended period of practical/theoretical training resulting in a formal qualification (e.g. HND or equivalent) plus approximately 4 years work experience. Where no certificate/qualification is held, 5 to 6 years relevant work experience will generally be required.
- Regularly required to update training/knowledge.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Well developed communication and interpersonal skills.
- Sound analytical and problem solving capability including ability to deal with/react to unforeseen problems or issues.
- Ability to provide a high quality service responding to needs of colleagues/clients within deadlines and to agreed standards.
- Effective management/supervisory skills, where appropriate.
- Proven planning, organisational and prioritising capability.
- Sound financial skills sufficient to monitor budgets, where appropriate.
- Receptive to new ideas, approaches and change.