

## Operational and Facilities Job Family – GRADE 7

### Role Summary

This role descriptor builds on the demands and activities outlined at Grade 6. Roles at this level will lead and manage a significant operational service or department with significant resources. Role holders will work within an established policy/procedural framework, but will require high levels of independent judgement and initiative, together with appropriate analytical skills, to manage a range of complex problems/work issues. They will be required to monitor and review service/operational delivery within their area of responsibility, recognising when changes/modifications are required, and will contribute to service improvement discussions. They are required to plan, organise and progress their work and the work activities of others over the medium term, and input to longer term plans, and will have significant budgetary responsibility. Due to the size of the operation role holders are likely to be supported by a team of senior staff to whom they delegate authority for key functions of the service. Knowledge and skills required for the role are typically gained following a significant period of study/training resulting in a formal/specialist qualification (e.g. Degree/Postgraduate Qualification or equivalent) plus approximately 5 years relevant work experience at a senior level.

### HERA Elements

<b>Communication</b>
<ul style="list-style-type: none"> <li>▪ Regularly required to communicate (both orally and in writing) information of a non-routine nature to staff, students and others which needs careful explanation and interpretation, e.g. explaining policies, procedures and technical information; dealing with complex customer complaints and staffing issues; using higher levels of tact and diplomacy; producing a variety of reports; writing procedures which impact at a local level.</li> </ul>
<b>Teamwork and Motivation</b>
<ul style="list-style-type: none"> <li>▪ Formal line management responsibility for a significant operational service/department (or number of sizeable operational services/departments) within a Unit.</li> <li>▪ Responsible for clarifying the requirements of individuals and the team, agreeing objectives, organising and delegating work fairly according to individual abilities, motivating and encouraging team members, monitoring performance and output and taking remedial action where required.</li> <li>▪ Will co-ordinate activities across different sections of the service area.</li> <li>▪ Typically supported by a team of senior staff to whom they delegate authority for key functions of the service.</li> </ul>
<b>Liaison and Networking</b>
<ul style="list-style-type: none"> <li>▪ Liaise with others within and outwith the Unit to build relationships and facilitate the exchange of information.</li> <li>▪ Required to attend committees or participate in internal/external networks to share information and keep people informed.</li> </ul>
<b>Service Delivery</b>
<ul style="list-style-type: none"> <li>▪ Whilst the operational service is largely defined, the role holder will have significant responsibility for monitoring, reviewing and improving local service/operational delivery, and for ensuring the quality of service is maintained. To facilitate this, role holder will maintain regular liaison with service users and/or external suppliers/contractors.</li> <li>▪ Required to input to policies/procedures which will impact on the broader team.</li> </ul>
<b>Decision Making</b>
<ul style="list-style-type: none"> <li>▪ Discretion to make independent decisions which could have an impact across their area of responsibility and may endure for some time.</li> <li>▪ Will make advisory and collaborative decisions with more senior managers with regard to implementing improvements to working methods, changing processes/systems.</li> </ul>
<b>Planning and Organising</b>
<ul style="list-style-type: none"> <li>▪ Responsibility for the operational planning of the service area, taking account of longer term issues and ensuring plans are co-ordinated with and feed into the School/Unit strategic plan.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Undertake longer term planning of resources (people, equipment and finances), ensuring that these work resources are effectively utilised and maintained, initiating corrective action as required.</li> <li>▪ Review and monitor progress against the overall plan, and deal with/manage unforeseen events/situations.</li> </ul>
<b>Initiative and Problem Solving</b>
<ul style="list-style-type: none"> <li>▪ Regularly required to use initiative and creativity, and will draw on experience and expertise, to resolve non-standard problems which require a process of reasoning, weighing up of various approaches and/or which must be broken down into component parts e.g. resolving staffing problems/long term absence; redeployment of duties to existing staff; handling grievance/disciplinary issues; budgetary issues; complex customer enquiries/complaints.</li> </ul>
<b>Analysis and Research</b>
<ul style="list-style-type: none"> <li>▪ Regularly required to gather, analyse and interpret data/information, reporting and presenting findings as appropriate e.g. monitoring and reporting on budgetary expenditure; producing factual/data reports on resource usage; running reports from databases and extracting relevant data, producing statistics, carrying out database searches, cross-checking of more complex/varied data.</li> <li>▪ May be required to undertake more complex/detailed investigations and analyses, where conclusions and recommendations will be required e.g. carrying out in-depth analyses, interpreting results and recommending solutions; highlighting and reporting on trends and patterns; conducting enquiries into complex issues; contributing to the management of large amounts of data and information etc.</li> </ul>
<b>Sensory and Physical Demands</b>
<ul style="list-style-type: none"> <li>▪ The sensory/physical demands of the role will typically be straightforward, involving the routine use of standard office equipment.</li> </ul>
<b>Work Environment</b>
<ul style="list-style-type: none"> <li>▪ Required to manage the impact of the environment on the work and safety of other people, and ensure that health and safety regulations and procedures are implemented locally and adhered to.</li> </ul>
<b>Pastoral Care and Welfare</b>
<ul style="list-style-type: none"> <li>▪ Required to deal with/manage staff welfare, pastoral and HR issues covered by documented procedures (e.g. dealing with disputes, grievance, disciplinary or other performance matters), recognising when the matter should be referred to their line manager or specialist support is required.</li> </ul>
<b>Team Development</b>
<ul style="list-style-type: none"> <li>▪ Responsible for ensuring that all staff within the service area are trained to the required standards. May be directly involved in the provision of training, or may delegate responsibility for this to others.</li> <li>▪ Will oversee the monitoring and review of staff performance, and will be responsible for performance reviews of senior staff/direct reports in their own team.</li> </ul>
<b>Teaching and Learning Support</b>
<ul style="list-style-type: none"> <li>▪ Not typically required to teach/train others out with the team.</li> </ul>
<b>Knowledge and Experience</b>
<ul style="list-style-type: none"> <li>▪ Significant management expertise, and extensive knowledge of their own area of work (in terms of systems, processes, products and services available etc) and standards and regulations which relate to it.</li> <li>▪ Ability to interpret/implement University rules, policies and procedures relevant to the role, providing detailed/technical advice and guidance to others as required.</li> <li>▪ Experience of managing and controlling significant budgets and resources.</li> <li>▪ Knowledge and skills typically gained following a significant period of study/training resulting in a</li> </ul>

formal/specialist qualification (e.g. Degree/Postgraduate Qualification or equivalent) plus approximately 5 years relevant work experience at a senior level. Where no qualification is held, evidence of progression and development gained through approximately 8 to 10 years relevant work experience will generally be required.

- Required to undertake further training and CPD on a routine basis.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

#### Personal Skills/Attributes

- Strong communication and interpersonal skills.
- Ability to understand, conceptualise and interpret the requirements of staff, students, clients etc.
- Strong analytical and problem solving capability within a specialism or across a broad management function.
- Effective leadership/management skills.
- Ability to motivate and support others and build team morale.
- Advanced planning, organisational and prioritising capability.
- Innovative and creative – ability to generate significant new ideas and suggestions for change/improvement.
- Well developed financial skills.