

Technical Job Family - GRADE 8

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 7. Role holders at this level will be technical specialists with high-level expertise developed over a significant period and will be responsible for the management of a significant functional area or technical service within a School. This is likely to involve leading/management of a large, diverse team or number of teams. Within their School they will exercise considerable managerial and professional autonomy and will have the discretion to develop systems and procedures, and determine policy and standards for their area. They will also be responsible for the implementation and shaping of long-term strategic developments and plans within their significant area of responsibility, ensuring that these fit within broader functional and University strategies. Role holders will regularly advise and influence at senior levels within the University. Typically, role holders will have a relevant degree and a postgraduate/professional qualification plus approximately 7 years management and leadership experience (or substantial experience and proven success at a strategic level).

HERA Elements

Communication
<ul style="list-style-type: none">Regularly required to communicate (verbally and in writing) complex conceptual ideas or complex information to a wide range of people across the University which is highly detailed, technical or specialist e.g. making presentations to mixed interest groups; influencing others' thinking; presenting and promoting change and developments in the teams/functions/projects they lead and manage; negotiating a complex or detailed contract; negotiating with internal or external suppliers/agencies; preparing and presenting complex reports to senior staff/external bodies; presenting business cases; writing major policy documents; compiling technical specifications for complex contracts; writing guidance or regulations relating to complex systems or equipment; technical contributions to grant applications or research papers.
Teamwork and Motivation
<ul style="list-style-type: none">Required to lead and manage a large diverse team (or number of teams) within their area and will have overall responsibility for monitoring performance of individuals and achievements of the team ensuring standards are met and enhanced. Will also have a significant impact upon the longer-term strategy, direction and objectives of the team(s).Often supported by a team of senior staff to whom they delegate authority for key areas of the service.A key member of the departmental/senior management group within the School and is likely to input to overall staffing policy.
Liaison and Networking
<ul style="list-style-type: none">Regularly required to liaise at senior levels with internal/external contacts in order to influence decisions and events and to build positive, collaborative relationships. Purpose of liaison may also be to market the technical service, influence external developments and/or generate benefits for the Institution as a whole.Likely to play an active part in University structures and governance (e.g. cross-institutional committees) and external networks, where role holder will provide expert advice and guidance which will influence key decisions and events.May be required to chair University committees or lead external networks.
Service Delivery
<ul style="list-style-type: none">Accountable for the quality and professionalism of service delivery within their significant area of responsibility, ensuring compliance with current and future School strategy and objectives, regulations and national codes of practice.Will agree and set service objectives and standards for their technical area and will have a significant influence upon its structure and strategic direction.Responsible for the monitoring, review and evaluation of service provision, ensuring that appropriate developments and innovative solutions are proposed and implemented that will enhance and maximise service quality, efficiency and continuity.Required to anticipate service user needs and identify new opportunities, facilitating change management as

required.

- May be required to sell the technical services to generate income from internal/external customers.
- Will provide a bespoke service based on negotiation with the customer (internal and/or external) which could involve designing prototypes, testing, adapting and producing the finished item or data.

Decision Making

- Required to make independent decisions regarding the operational aspects of own area of activity/team(s) e.g. nature, scale and allocation of resources, staff and expenditure etc or make design decisions for specialist equipment/experiments/applications.
- Proactively involved in collaborative decision making at a senior level which will have a significant impact across a School, and possibly wider areas within the Institution.
- Will provide expert technical advice and guidance to senior management/University committees which may impact upon School and institutional policy and practice, the development of business plans etc.

Planning and Organising

- Responsibility for the operational and strategic planning/organisation of a substantial area of work, which is likely to involve the co-ordination and management of activities of people from a large diverse team (or number of teams).
- Required to manage significant budgets and resources for technical areas on behalf of a Head of School and will make recommendations for resources in line with future requirements.
- Will have significant input to the long-term strategic plans of School's technical resources.
- May be involved in the effective planning and management of major projects which have a significant impact across the School and potentially the University.

Initiative and Problem Solving

- Significant professional autonomy within wider policies and precedents.
- Required to apply expertise to resolve significant/longer-term, complex problems and to generate original and innovative ideas e.g. investigating and managing an area of ineffective working/system or complex equipment failure/design, developing approaches to improve operational effectiveness, resolving complex problems between a number of parties where there is a conflict of interest, resolving unexpected issues with technical products/data in support of teaching or research, developing key operating systems etc.

Analysis and Research

- On an ongoing basis, required to investigate and analyse complex data/information where conclusions and recommendations are sought e.g. analysing and interpreting complex statistics from diverse sources; identifying and highlighting patterns and trends/opportunities and threats; conducting enquiries/research into complex complaints/technical issues; sourcing additional related information which will assist the investigation; monitoring/management of large amounts of data and information used, for example, in technical sections of research outputs or grant applications; investigating the development of new, more effective ways of working or of new equipment/applications; providing recommendations on the basis of the analysis or research in the form of briefings, formal reports; designing, testing, adapting and developing software and technical equipment etc.

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 or utilising non-standard/more specialised equipment etc.

Or

- Undertake technically 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 for prolonged periods e.g. operation of highly specialised, complex, hazardous tools; designing, manufacturing or repairing small and complex components etc.

At this level, however, the role may be less focused on work with higher level sensory and physical demands and may be more involved in the routine use of standard office equipment due to the managerial elements of the job.

Work Environment

- Work environment will vary according to job type, but there may be exposure to:
 - unpleasant/moderately hazardous work environments (e.g. working in a laboratory, exposure to chemicals, use of some hazardous machinery etc) where use of standard protective clothing/safety equipment will be required;
 - some very hazardous/high risk work environments (e.g. working with highly toxic chemicals, radioactive substances, carcinogenic materials, requirement to carry out risk assessments for very hazardous activities/experiments) where specialist health and safety procedures must be adhered to.

At this level, however, the role may be less laboratory/workshop based and may involve significant periods of time working in a low risk/relatively stable environment such as an office. However, it is likely that the role holder will be required to manage the impact of the environment on the work or safety of others and will ensure that health and safety regulations and procedures are implemented locally and adhered to.

Pastoral Care and Welfare

- It is likely that more complex welfare/pastoral cases will be referred to the role holder by others and they will exercise autonomy in dealing with the issues presented, seeking support from professionals/specialists where necessary.

Team Development

- Ensure the development and training needs of staff within area of responsibility are identified and met, and that capability exists in the area to meet future School needs and plans.
- Required to conduct performance reviews for direct reports and ensure that performance reviews for indirect reports are carried out by the appropriate line manager.

Teaching and Learning Support

- May be required to teach or train staff and/or students outside own team on standard information and procedures and/or specific issues and activities. This may be through the use of demonstrations, presentations, workshops and/or training sessions.

Knowledge and Experience

- Extensive knowledge of the principles, theory and practice of the specialism/profession, and of the systems/services for area of responsibility and across functions.
- Comprehensive understanding of University structures and systems and external/sector developments, regulations and requirements.
- Ability to develop innovative solutions and contribute to the strategic planning processes.
- Ability to contribute to and influence developments within the Institution.
- Role holder will typically have a relevant degree and post graduate/professional qualification plus approximately 7 years management and leadership experience (or substantial experience and proven success at a strategic level). Where no qualification is held, extensive vocational experience (10 + years) is typically required demonstrating professional development through involvement in a series of progressively more demanding and influential roles.
- Proactive in updating their knowledge of relevant specialist issues, legal and regulatory requirements, and in developing awareness within field of work.
- Knowledge of and adherence to the University's Health and Safety and Equal Opportunities policies/procedures.

Personal Skills/Attributes

- Proven high level communication, interpersonal and presentation skills.
- Strong negotiation and influencing skills, with the ability to build robust and effective working relationships at a senior level within and outwith the University.
- Advanced analytical and problem solving capability within a specialism or across broad management functions.
- Strong leadership/people management skills – ability to manage a significant team/number of teams.
- Highly developed planning, organisational and prioritising skills.
- Ability to deliver on substantial/multi-faceted projects.
- Effective change management skills.
- Ability to generate and implement innovative ideas and approaches.
- Capable of managing and controlling significant budgets/resources.