

## Technical Job Family – GRADE 5

### Role Summary

This role descriptor builds on the demands and activities outlined at Grade 4. Roles at this level will provide specialist technical support to one or more areas, and may be responsible for managing aspects of a technical service (e.g. within a workshop/technical facility/laboratory). Role holders will either be highly skilled in their specialist area/field, providing technical/scientific advice and input based on their considerable knowledge, or will line manage a team of specialised technical staff. Personal initiative and judgement will be required to resolve more involved/complex problems independently without direct technical back up, and they will be expected to make a significant contribution to the work of the wider team. Role holders will monitor, review and act accordingly to improve service/operational delivery of own area of responsibility. The role requires an appreciation of wider University issues and their potential impact on the role/team. 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

<b>Communication</b>
<ul style="list-style-type: none"><li>Required to communicate, orally and sometimes in writing, more complex/non-routine information which needs careful explanation and interpretation e.g. providing technical/specialist information to others; reiterating policies and procedures; dealing with more complex queries; writing up reports; providing written instructions/procedures etc.</li></ul>
<b>Teamwork and Motivation</b>
<ul style="list-style-type: none"><li>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 specialist area within the team.</li><li>Those with line management responsibilities will be required to delegate work, build team morale, 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.</li></ul>
<b>Liaison and Networking</b>
<ul style="list-style-type: none"><li>Required to proactively and reactively liaise with internal/external contacts in order to disseminate key information in the right format to the right people at the right time and/or to build relationships and contacts to facilitate future exchange of information.</li><li>May be required to attend internal/external committees and/or networks to ensure that work issues are appropriately represented and reported.</li></ul>
<b>Service Delivery</b>
<ul style="list-style-type: none"><li>Provide a range of specialist support activities within established procedures/processes to maximise service quality, efficiency and continuity e.g. operating and testing specialist equipment, systems, programmes etc; contributing to the development and implementation of new or improved equipment, systems, techniques etc; demonstration of specialist techniques and systems; diagnosing and rectifying faults/problems with equipment, systems and procedures.</li><li>Service is mainly reactive, however role holder is expected to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs.</li><li>Required to monitor, review and act accordingly to improve service/operational delivery of own area of work in consultation with line manager (e.g. recommending changes to work practices, systems and procedures).</li></ul>
<b>Decision Making</b>
<ul style="list-style-type: none"><li>Make timely and considered independent decisions based on detailed knowledge of processes, systems etc, which will affect own area of work and team.</li><li>Likely to be involved in collaborative or advisory decisions with more senior staff which will affect the larger team/section, research project etc.</li></ul>

<ul style="list-style-type: none"> <li>▪ Will be required to provide specific advice, guidance and recommendations to others based on their knowledge/area of expertise.</li> </ul>
<b>Planning and Organising</b>
<ul style="list-style-type: none"> <li>▪ Required to plan and prioritise own work and, where in a supervisory role, the work of others, taking into account resources/equipment required and operational/technical need.</li> <li>▪ Likely to contribute to planning and monitoring of some resources such as stock, finances, equipment etc.</li> <li>▪ May input to the longer term plans/programmes of work of the section/team.</li> </ul>
<b>Initiative and Problem Solving</b>
<ul style="list-style-type: none"> <li>▪ Regularly required to use technical skills and expertise to deal with a range of problems/issues where the solution is not apparent/easily rectified, and which require the application of initiative and creativity e.g. diagnosing and resolving more complex faults/problems/malfunctions with equipment, systems, IT programmes; development of new techniques and procedures; design and manufacture of complex apparatus/equipment; resolving staffing problems (e.g. performance, absenteeism etc).</li> </ul>
<b>Analysis and Research</b>
<ul style="list-style-type: none"> <li>▪ Regularly required to gather, analyse and interpret standard data/information, reporting and presenting findings as appropriate e.g. investigating system and equipment failures/problems to determine faults and devise appropriate solutions; carry out a range of detailed tests/analyses and contribute to the interpretation of results; setting up and conducting experiments/tests; running reports and extracting relevant data; dealing with data anomalies as required; cross-checking of complex/varied data; monitoring and reporting on expenditure/resource usage; maintaining databases, records and information systems etc.</li> <li>▪ May also be involved in more complex/detailed investigations and analyses, where conclusions and recommendations will be required e.g. carrying out in-depth analyses; conducting enquiries into complex issues, interpreting results and recommending solutions; highlighting and reporting on trends and patterns etc.</li> </ul>
<b>Sensory and Physical Demands</b>
<p>Demands will vary according to the role. Role holder may be required to:</p> <ul style="list-style-type: none"> <li>▪ 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; preparing standard slides, prolonged data inputting etc.</li> </ul> <p>Or</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Work Environment</b>
<ul style="list-style-type: none"> <li>▪ Work environment will vary according to job type, but there may be exposure to: <ul style="list-style-type: none"> <li>- 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;</li> <li>- 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.</li> </ul> </li> <li>▪ Those in a supervisory role will be required to ensure safe working practices of the team and that health and safety guidelines are being adhered to.</li> </ul>

### 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 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 or less experienced colleagues 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 within the team to help them acquire the relevant skills and experience.
- Those with line management responsibilities will be required to conduct standard performance reviews for staff and identify training requirements of the team.

### Teaching and Learning Support

- Typically required, on a regular basis, to introduce staff, students or others outside own team to standard information or procedures and/or provide training on specific issues and activities (e.g. preparation/construction/application of equipment; setting up experiments; deploying particular techniques; use of specific computer programme etc).

### Knowledge and Experience

- Specialist knowledge in relevant scientific/technical field, with the ability to provide detailed advice and guidance to others.
- In-depth knowledge of technical systems and/or specialist equipment/software and processes relevant to the role/area of work, together with a sound understanding of appropriate University policies and procedures.
- Experience of and ability to understand and interpret specialist technical requirements of staff/students.
- 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 typically 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

- Effective 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.