

Technical Job Family – GRADE 6

Role Summary

This role descriptor builds on the demands and activities outlined at Grade 5. Roles at this level will manage/lead a technical service within a School/Unit or, as a senior technical adviser, will provide a highly specialist support service. Extensive knowledge and expertise in relation to their work area will be required, together with a well developed understanding of wider University issues, policies and HE matters which relate to/impact on the role. Role holders will require well developed analytical and technical problem solving capabilities, and will provide specialist/technical advice and recommendations to support informed decision making. They will monitor, review and act accordingly to improve service delivery within their area of responsibility. 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 or equivalent) plus approximately 3 to 4 years relevant work experience.

HERA Elements

Communication
<ul style="list-style-type: none">Regularly required to communicate, orally and in writing, complex/non-routine information which needs careful explanation and interpretation e.g. providing technical/specialist information to others; explaining policies and procedures; dealing with more complex queries; writing up reports; production of instruction manuals, procedures etc.
Teamwork and Motivation
<ul style="list-style-type: none">Will contribute to building team morale as an active participant in the team; will be supportive and encouraging of other team members; will show a flexible approach to delivering team results and meeting team and School/Unit objectives. May be responsible for a specialist area within the team.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.
Liaison and Networking
<ul style="list-style-type: none">Required to proactively and reactively liaise with internal contacts (e.g. staff, students and colleagues in the wider University community) and contacts outwith the University (e.g. suppliers, colleagues in other HE institutions) in order to build relationships, disseminate information and co-ordinate activities in a timely and effective manner.May be required to attend committees and/or networks, internal/external to the University, to ensure that School/Unit work issues are appropriately represented and reported, and to facilitate the exchange of information and share best practice.
Service Delivery
<ul style="list-style-type: none">Provide a range of specialist support activities within established procedures/processes to maximise service quality, efficiency and continuity e.g. leading/managing a technical service/function; operating and testing highly specialist equipment, systems, programmes; diagnosing and rectifying complex faults/problems with equipment, systems and procedures; demonstration of specialist and novel techniques and systems.Required to initiate contact with customers and/or explore customer needs, and adapt the service to meet those needs.Required to monitor and review service delivery within own area of responsibility and contribute to/implement improvements and modifications as required.
Decision Making
<ul style="list-style-type: none">Make timely and considered decisions (independent and collaborative) based on their detailed knowledge of processes, systems etc, which affect self and team, some of which may have an impact across the School/Unit and may endure for some time.Provide specialist/technical advice and put forward recommendations, within specific parameters/professional guidelines, to support informed decision making.Advise management on operational issues affecting area.

<p>Planning and Organising</p> <ul style="list-style-type: none"> ▪ Required to plan and prioritise own work and, where in a managerial role, the work of others, taking into account resources/equipment required and operational/technical needs. ▪ Contribute to planning and monitoring of resources such as stock, finances, equipment etc ensuring resources are effectively utilised and maintained. ▪ Input to the longer term plans/programmes of work of the section/team.
<p>Initiative and Problem Solving</p> <ul style="list-style-type: none"> ▪ Regularly required to use technical skills 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 rectifying 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); identify where changes are needed and make appropriate recommendations. ▪ May also periodically be required to apply expertise to resolve longer-term, complex problems and to generate original and innovative ideas e.g. investigating and managing an area of ineffective working/system failure, developing approaches to improve operational effectiveness etc.
<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. investigating system and equipment faults, determining problems and devising appropriate solutions; carrying out a range of tests/analyses/experiments and contributing to the interpretation of results; 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. ▪ Also involved in 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; contributing to the management of large amounts of data and information etc.
<p>Sensory and Physical Demands</p> <p>Demands will vary according to the role. Role holder may be required to:</p> <ul style="list-style-type: none"> ▪ 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. <p>Or</p> <ul style="list-style-type: none"> ▪ 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.
<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 in a standard 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. ▪ Those with management responsibilities or responsibilities for specific areas will be required to manage the impact of the environment on the work or safety of other people, and will ensure that health and safety regulations and procedures are implemented locally and 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 responsibility for a team will deal with/manage staff welfare, pastoral and HR issues covered by documented procedures (e.g. dealing with disputes, informal grievances and performance matters), recognising when the matter should be referred to their line manager or specialist support is required.
<p>Team Development</p> <ul style="list-style-type: none"> ▪ Required to guide/advise new starts or less experienced colleagues on standard work practices, equipment etc. ▪ May be required to coach/train others within the team to help them acquire the relevant skills and experience. ▪ Those with supervisory responsibilities will be required to conduct standard performance reviews for staff and identify training requirements of the team.
<p>Teaching and Learning Support</p> <ul style="list-style-type: none"> ▪ Required to provide regular training/instructions to people outwith team on specific issues and activities (e.g. preparation/construction/application of complex or specialist equipment; deploying particular techniques; use of specific computer programme etc).
<p>Knowledge and Experience</p> <ul style="list-style-type: none"> ▪ Requires a thorough and extensive knowledge of the scientific/technical area of work (in terms of systems, equipment, processes, products and services available etc) and standards and regulations which relate to it. ▪ Ability to interpret/implement University policies and procedures relevant to the role, and to provide specialist technical/scientific advice and guidance to others based on their expertise. ▪ Well developed understanding of wider University issues and HE matters which relate to/impact on the role. ▪ Experience of managing and controlling budgets and resources, where required. ▪ Knowledge and skills typically gained following a significant period of study/training resulting in a formal/specialist qualification (e.g. Degree or equivalent) plus approximately 3 to 4 years relevant work experience. Where no qualification is held, evidence of progression and development gained through approximately 6 to 7 years relevant work experience 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

- Proven communication and interpersonal skills.
- Well developed analytical and problem solving capability, with the ability to generate original ideas/innovative solutions.
- Ability to understand, conceptualise and interpret the specialist technical requirements of staff, students, clients etc.
- Ability to provide timely and comprehensive advice and guidance to others.
- Proactive team member, able to motivate, encourage and support others.
- Well developed planning, organisational and prioritising capability.
- Effective management skills, where appropriate.
- Effective financial skills, where appropriate.
- Capable of effective transfer of skills/knowledge to others.