

Technical 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 technical service or department within a School/Unit. Their considerable breadth and range of technical knowledge and experience will equip them with the skills required to manage the effective delivery of the service. Being accountable for service provision and quality, they will be required to monitor and review standards, recognising when changes/modifications are required and implementing as appropriate. Role holders will work within an established policy framework, but will be expected to use creativity, initiative and analytical skills to independently resolve and manage complex and diverse problems and work issues, and to develop policies and procedures for the technical support service activities. They are required to plan, organise and progress their work and the work activities of others over the medium to long term, and will have significant budgetary/resource responsibilities. Role holders will be responsible for ensuring that health and safety regulations and standards are effectively implemented and adhered to. 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

Communication
<ul style="list-style-type: none">▪ Regularly required to communicate information, both orally and in writing, which requires careful explanation and interpretation, taking into account what to communicate and how best to convey the information e.g. providing technical/specialist information to others; explaining policies and detailed procedures; using higher levels of tact and diplomacy; dealing with more complex queries, complaints and staffing issues; producing a variety of reports, manuals, procedures etc; writing detailed letters which deal with sensitive/complex/confidential matters etc.▪ Also likely to communicate (verbally and/or in writing) complex conceptual ideas or complex information which is highly detailed, technical or specialist e.g. conveying new legal requirements/Government initiatives – explaining how these will impact on policy and practice; influencing others' thinking; negotiating a complex or detailed contract; preparing and presenting complex reports to senior staff/external bodies; writing policy documents; writing explanations of complex systems, regulations etc.
Teamwork and Motivation
<ul style="list-style-type: none">▪ Management responsibility for a significant technical service/department within a School/Unit.▪ 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.▪ Will co-ordinate activities across different sections of the service area.▪ Due to the size/complexity of the technical service, role holders will typically be supported by a team of senior staff to whom they delegate authority for key functions of the service.
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.▪ 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 etc.
Service Delivery
<ul style="list-style-type: none">▪ Working within University policies and procedures, will typically provide a proactive technical service which will involve initiating contact with users and/or understanding and exploring customer needs, adapting the service accordingly to ensure quality and usefulness of the service.▪ Required to monitor/review standards, and contribute to improvements and developments in service delivery (e.g. in terms of policies, procedures, systems etc) to ensure quality and continuity of service provision.

<p>Decision Making</p> <ul style="list-style-type: none"> ▪ Make timely and considered decisions (independent, collaborative and advisory) which will typically have an impact across the School/Unit or wider areas of the University and may endure for some time. ▪ Will contribute to and/or influence strategic policy and decision making within the School/Unit.
<p>Planning and Organising</p> <ul style="list-style-type: none"> ▪ 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. ▪ Will manage significant resources and budgets within service area, ensuring that these resources are effectively utilised and maintained, and will make recommendations about future resource requirements. ▪ Review and monitor progress against the overall plan, and deal with/manage unforeseen events/situations.
<p>Initiative and Problem Solving</p> <ul style="list-style-type: none"> ▪ Will have professional autonomy within wider policies and precedents. Required to apply in-depth knowledge and use judgment and creativity to investigate and resolve non-standard problems within area of responsibility. ▪ Also 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, revising and developing procedure and policy, developing key operating systems 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. running reports and extracting relevant data; cross-checking of varied/complex data; monitoring and reporting on expenditure/resource usage; producing statistics using standard techniques; managing and maintaining accurate records and reports to meet both internal and external (i.e. legislative or national) requirements. ▪ Also involved in more complex/detailed investigations and analyses, where conclusions and recommendations will be required e.g. analysis of in-depth statistics; highlighting and reporting on trends and patterns; conducting enquiries into complex complaints/issues; 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 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. ▪ 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

- 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.

Team Development

- Responsible for ensuring that all staff within the service area are trained to the required standards.
- 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.

Teaching and Learning Support

- Regularly required to provide training/instructions to people outwith team on specific issues and activities.

Knowledge and Experience

- 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.
- Ability to interpret/implement University rules, policies and procedures relevant to the role, providing detailed/technical advice and guidance to others as required.
- Experience of managing and controlling significant budgets and resources.
- Knowledge and skills 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. Where no qualification is held, evidence of progression and development gained through approximately 8 to 10 years relevant work experience will 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 specialist technical 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.