

College/Service: Technical Services

Post/Job Title:

Reference number:

Grade: F

Responsible to:

Responsible for:

**Job Description**

*[Specific to role]*

**Key responsibilities**

1.

2.

3.

**Main Duties and accountabilities**

**Service Delivery (Teaching and Research Support)**

* The role-holder will be expected to: work with partners across the university to forecast the implications of new legislation on the service and to work in partnership to develop procedures to ensure compliance; maintain a high level of service delivery within Technical Services to teaching and research and commercial activities where appropriate; create a positive image of Technical Services by being responsive and prompt in responding to requests; ensure others have the support they need to fulfil their role.
* The role holder may also provide regular and routine introductions – demonstrating the use of laboratory/workshop facilities and equipment to staff, students and visitors.
* Defines guidance, advice and procedures provided to service users by self or colleagues regarding the availability and use of equipment and resources.
* Has responsibility for determining and providing advice as a more senior level with regard to planning the provision of technical support.
* Engages with key stakeholdes to ensure all needs are taken into consideration.
* Is a point of contact for colleagues and service users regarding the most appropriate, safe and legitimate use of equipment and resources, explaining detailed risk assessments and critical best practice considerations.
* Provides training and instruction to service users, preparing the content and flow of the process and providing handouts and resources to support the presentation.
* Takes responsibility for supervising service users with safe working and best practice in workshops, laboratories or studios and other specialist teaching facilities.
* Trains services uses, assesses their suitability and authorizes access to specialist equipment and facilities in the absence of academic staff.
* Takes responsibility for supervising service users translating needs to accommodate fieldwork conditions (if applicable) and acting as point of contact to problem solve where changes affect expected conditions and outcomes.
* Provides users with guidance about physical resources and spatial needs, helping to modify unreasonable or impractical ideas to ensure coursework is presented to meet required standards.
* Is a point of contact for service users helping them to refine a number of options with regard to the successful achievement of specified assessment criteria.
* Is a recognized authority within the institution for the use of highly specialist tools and instruments for experimental, teaching and research purposes.
* Trains authorized users on the use and maintenance of highly specialized tools and instruments for experimental, teaching and research purposes.

**Communications**

* Receive, understand and convey complex conceptual ideas and information that may be highly detailed, technical or specialist. This may include material that would not be immediately understandable to those outside the area of work, or combines topics drawn from a number of disciplines.
* Provides mentoring to others to assist them in their own learning processes, or to help them develop new and original thought processes to realize projects and pieces of work.
* Provides feedback in a structured manner that will contribute to the informal or formal assessment of learners to a recognized standard.

**Teamwork and motivation**

* The role-holder will be required to form and communicate a clear vision of what is to be achieved overall by the team; encourage individuals to contribute to common goals to the best of their ability; create a sense of unity and common purpose.

**Liaison and Networking**

* The role-holder will be required to: interact at a senior level which influences significant events or decisions across Technical Services; be a member of cross-functional or technical service-wide working teams or groups where the main purpose is to build and develop ongoing relationships to ensure effective communications and effective working; initiate, build or lead ongoing working groups where the purpose of the involvement is to develop a benefit which is useful to a significant part of the service in terms of commercialisation, teaching or research.

**Decision Making, Processes and Outcomes**

* The role-holder will be required to: work in partnership with HoDs, DoEs and DoRs to make decisions regarding the allocation of resources such as space and purchase of equipment/consumables; to work in partnership with HoDs, DoEs and DoRs to make operational decisions to implement research and teaching needs including amending procedures and advising on a choice of operational options which will have an impact on the work area and/or work-flow.

**Leadership, Planning and Organising Resources**

* The role-holder will be required to: to work in partnership with HoDs, DoEs and DoRs to plan, prioritise and organise the work and resources of themselves and others within their unit of activity; be responsible for operational planning and organisation that will affect their unit of activity involving several teams over an extended period of time; management of staff; setting of objectives; monitoring progress and keeping to timescales; planning for the future; coordinating and monitoring the implementation of plans.
* Communicates effectively and guides others to achieve key objectives within a significant area of resources or project.
* Acts of a point of contact to provide leadership and sets an example.
* Is responsible for planning own work and priorities, and may be involved with planning the work of others.
* Identifies resource needs for specific operations and budgets which includes sourcing and dealing with suppliers and maintaining inventories.
* Contributes to planning at Department or Service level alongside academic and Technical Services colleagues.
* Provides guidance to others on team, or a significant area of practice with organization procedures and policy.
* Takes responsibility for ensuring other team members understand and are able to apply relevant organizational procedures and policy.
* Is responsible for monitoring data that records how systems, procedures and policy are being used and implemented.
* Receives reports from team members and takes appropriate action to rectify solutions which may involve taking direct action or reporting on to a more senior member of staff or line manager where of a critical nature.

**Initiative and Problem Solving.**

* The role-holder will be required to: resolve problems where there is a range of information or diverse, partial and/or conflicting data with a range of potential options available; to apply creativity to devise varied solutions and to approach problems from different perspectives (for example across UoAs). This may include dealing with several complex problems at the same time.
* Act as point of contact for others in a particular field or subject specialism with regard to unique and rare problems.
* Majority of time is spent trying to resolve unusual and or complex problems and developing new or adapting existing methodologies to suit.

**Analysis and Research**

* The role-holder will be required to: analyse or research complex ideas, concepts or extensive data from different perspectives; to work out how best to apply existing methodologies according to the overall context, objectives and expectations; and to identify relationships between complex interdependent factors. This may involve integrating concepts and methodologies form different disciplines and/or units of activity.
* Designs and adapts test situations and methodology to achieve a set of research objectives or desired end-points.
* Use and trains others on a range of complex mathematical and scientific scripts and formulae and conceptual thinking to analyse data.
* Is able to make changes and create new research questions to test hypothetical situations.

**Sensory and Physical Demands**

* The role-holder will routinely demonstrate dexterity, co-ordination using materials, tools, equipment and machinery in accordance with their work. They will use their physical and sensory abilities and skills to perform complex tasks at a level which would require either knowledge of relevant methods or routines.

**Working Environment**

* The role-holder will be expected to manage and intervene to restructure the work or require others to take precautions; and will be expected to act rather than refer matters to others; and may be required to assess the potential degree of risk in the situation and take action in anticipation of that risk, carrying out risk assessments and COSHH assessments.
* They will frequent make safety related decisions in a high risk environment. This may take place in a high risk laboratory/workshop environment where you will be required to follow and enforce safety procedures.
* Actively contribute to continuous improvement strategies.
* Implement, adhere to and promote relevant Work Health and Safety policies/guidelines, University Environmental Sustainability and waste management guidelines/policy and carry out any responsibilities outlined in Safety Management Plans and H&S audit recommendations.
* Takes responsibility for carrying out audits of working practice to ensure compliance with H&S guidelines and legislation.
* Reports and make recommendations to others with regard to modifications, alternations and actions necessary to ensure safe working practice in the event of an accident or serious incident.
* Regularly liaises with senior H&S staff within and outside of the organization to keep up to date with the latest updates and changes to H&S legislation.

**Pastoral Care and Welfare**

* The role holder will be expected to show sensitivity to those who may need help or, in extreme circumstances are showing signs of obvious distress – initiating appropriate action by involving relevant people.
* Giving pastoral care and guidance where standard procedures do not always exist; following standard welfare procedures for the University where they do exist; maintaining confidentiality; building trust; judging when to listen, when to give advice or guidance and when to refer the individual for professional help.
* The role holder will be fully aware of the support networks for both themselves and their team/the individual.
* Encourage and promote behaviour consistent with University's values and standards, equality and diversity standards and guidance, and create a positive work environment.

**Personal and Team Development**

* Proactive personal and professional development including completion of mandatory training, skills courses and specialist training.
* Provide training and guide others on specific tasks, issues or activities; giving advice; guidance and feedback on the basis of their own knowledge or experience; and delivering in house training where appropriate. This will occasionally involve coaching and mentoring members of the work team formally or informally.
* Keep up-to-date technically and apply new knowledge.

**Knowledge and Experience**

* The role-holder will apply a breadth and depth of experience showing full working knowledge and proficiency of their own area of expertise; acting as a point of reference to others; demonstrating continuous specialist development, acquiring and refining skills and expertise in new or related areas through undertaking and encouraging internal and external development activity.

**This job description summarises the main duties and accountabilities of the post and is not comprehensive. There is a clear expectation that the post-holder will support other areas of Technical Services and will undertake other duties of similar level and responsibility.**

**Person Specification**

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| --- | --- |
| **Essential** | **Desirable** |
| **Attainments/ Qualifications** | |
| NQF level 6  Professional registration or willingness to work towards registration with a relevant professional body |  |
| **Skills and Understanding** | |
|  |  |
| **Prior Experience** | |
|  |  |
| **Behavioural Characteristics** | |
|  |  |