

Technical Career Pathways

This document summarises the technical grade profiles across the University.

The profiles are summarised by grade in section B and presented in detail for each grade in section C below.

For each grade level, the knowledge, skills and experience required are specified and representative work activities are listed that are typical for that grade. It is not expected that all jobs will carry out all the activities listed in the grade profiles.

The work activities are representative of those required at each grade and describe competent performance of roles at each level. Job descriptions allow for more detailed specification of individual roles/responsibilities and may be part of the discussion during regular annual review meetings.

The full document for all job profiles can be found here www.ed.ac.uk/files/atoms/files/grade-profiles_updated_august_2018_v.6.pdf



THE UNIVERSITY
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B. Profile Summaries

Technical Services Profile Summaries

Grade 1: Roles at this grade will be engaged in performing a narrow range of straightforward, repetitive tasks within established routines under regular or direct supervision. Instructions will specify what needs to be done, how it should be done and what equipment/tools to use. Generally work will be carried out by an individual as a member of a team of people doing the same or similar things. There is little need for the post holder to have an understanding of work activities beyond those that are the immediate concern of the job. Any queries or non-routine situations are referred to others and any variation to the work routine would be decided by others.

Grade 2: Roles at this grade will be engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual situations to others. The range of tasks performed is generally specified in detail and instructions or training will make it clear what needs to be done and how. The work is typically to short deadlines, but may involve planning own time within the working day to provide courteous and effective service to others.

Grade 3: Roles at this grade work to provide technical support to staff, students and more senior colleagues, working on routine activities within well established procedures and under regular supervision. The range of tasks will be broader than at the previous grades and involve some planning of timing and sequencing in order to complete the range of activities specified, normally within the day.

Grade 4: Roles at this grade will be involved in preparing and carrying out straightforward tests/experiments/technical procedures, following clear guidelines and/or procedures. Roles require technical or practical skills and an understanding of technical or scientific practices and procedures, and may involve responsibility for a specific area of work. The role involves prioritising work and undertaking a range of technical support activities in accordance with established processes/procedures. Supervision may not be close, but clear guidance will be available.

Grade 5: Roles at this grade require specific technical or practical skills and a well-developed working knowledge of technical or scientific practices and procedures, acquired through practical experience on the job and/or vocational training. Work will mainly follow established patterns, but there will be a need to resolve most problems without access to more senior colleagues. It may involve developing skills in a particular specialist area or planning and allocating the work of others.

Grade 6: Roles at this grade will display an in-depth knowledge of technical or scientific practices, methods and procedures gained through either considerable experience and/or formal qualification. Work will involve a range of technical support and analysis and may involve planning and supervising a small service and other staff.

Grade 7: Roles at this grade will have recognised technical expertise gained through a degree and/or extensive experience and may have supervisory responsibility for a technical service or team, where the primary focus will be on planning, overseeing and reviewing the work of the team and/or will operate as individual technical advisers, supporting teaching or research activity through the provision of specialist support activity.

Grade 8: Roles at this grade will have recognised technical OR managerial experience and will EITHER have management responsibility for the delivery of a technical service OR will operate as individual technical advisers supporting teaching or research activity through the provision of specialist activity. Whilst technically up to date, managers at this grade will not necessarily be seen as experts, whereas individual specialists definitely will.

Grade 9: Roles at this grade will be professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to develop and implement revised or new administrative/technical/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or years. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

Grade 10: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

C. Profiles

Grade 1 – General (Administrative/Technical/Operational Services)

Summary: Roles at this grade will be engaged in performing a narrow range of straightforward, repetitive tasks within established routines under regular or direct supervision. Instructions will specify what needs to be done, how it should be done and what equipment/tools to use. Generally work will be carried out by an individual as a member of a team of people doing the same or similar things. There is little need for the post holder to have an understanding of work activities beyond those that are the immediate concern of the job. Any queries or non-routine situations are referred to others and any variation to the work routine would be decided by others.

1.1 Knowledge, Skills & Experience Required

- 1.1.1 Learning gained through on-the-job training over days to weeks.
- 1.1.2 Ability to follow instructions, gain basic knowledge about routines and apply this correctly
- 1.1.3 Ability to make effective use of simple equipment.

1.2 Representative Work Activities

Maintenance & Management of Work Environment:

- 1.2.1 Perform a limited number of simple or repetitive tasks within a straightforward routine or process. Tasks might involve e.g. catering support, portering, cleaning, shelving books, photocopying and moving or storing materials.
- 1.2.2 Operate common, standard, single purpose equipment in a simple process to achieve the required tasks.
- 1.2.3 Comply with standard procedures, including those governing health and safety.

Analysis, Reporting and Documentation

- 1.2.4 Clarify work instructions as necessary.
- 1.2.5 May carry out routine, basic filing or data-recording
- 1.2.6 Communicate problems or difficulties to a supervisor/manager.

Planning and Organising

- 1.2.7 Perform basic, repetitive tasks to appropriate time and quality requirements, following simple oral and/or written instructions.
- 1.2.8 Work to detailed instructions under direct supervision, with tasks and work priorities being allocated to job holders by a supervisor/manager for each working day.

Customer Service & Liaison

- 1.2.9 Carry out straightforward support activities, to contribute to running a smooth service.
- 1.2.10 Pass on any queries or information as required in contacts with staff, students or the public, in a courteous manner, to promote a positive image of the work unit and university.

1.3 Performance Criteria

- 1.3.1 Timeliness, quality and accuracy of work.
- 1.3.2 Customer feedback.
- 1.3.3 Flexibility around basic routines, e.g. change of workplace.

Grade 2 - General (Administrative/Technical/Operational Services)

Summary: Roles at this grade will be engaged in prescribed or reactive work, performing straightforward tasks within established routines and procedures and under regular or direct supervision. They involve responding to routine queries/issues/circumstances, and referring any unusual situations to others. The range of tasks performed is generally specified in detail and instructions or training will make it clear what needs to be done and how. The work is typically to short deadlines, but may involve planning own time within the working day to provide courteous and effective service to others.

2.1 Knowledge, Skills & Experience Required

- 2.1.1 Learning gained through on-the-job training and/or short formal training and work experience over weeks to a few months.
- 2.1.2 Numeracy, literacy and, where relevant, IT skills, at a basic level.
- 2.1.3 Ability to follow instructions, gain basic knowledge about routines and apply this correctly.
- 2.1.4 Ability to exchange basic information verbally or in writing.
- 2.1.5 Knowledge of simple equipment and/or machinery
- 2.1.6 Manual dexterity in some roles.
- 2.1.7 Basic understanding of, and ability to apply, relevant health and safety policies and procedures.

2.2 Representative Work Activities

Maintenance and Management of Work Environment:

- 2.2.1 Perform a limited range of tasks within a straightforward routine or practice. Tasks might involve e.g. catering support, portering, grounds work, providing a security presence, basic filing and/or data entry.
- 2.2.2 Operate common, standard, single purpose machinery/equipment in a simple or repetitive way.
- 2.2.3 Carry out basic equipment maintenance according to detailed instructions.
- 2.2.4 Transport goods and equipment according to detailed instructions.
- 2.2.5 Inform supervisor of stock levels for consumables/stores of basic equipment etc. in order to ensure availability to meet work requirements.
- 2.2.6 Comply with standard procedures, including those governing health and safety (as at Grade 1).

Analysis, Reporting & Documentation

- 2.2.7 May carry out routine record keeping, filing, data inputting, cataloguing, logging and maintenance of simple databases to ensure accurate records are maintained.
- 2.2.8 May carry out basic data entry using standard formats and templates or following detailed instructions.
- 2.2.9 Clarify work instructions and communicate problems or difficulties to a supervisor/manager.

Planning and Organising

- 2.2.10 Perform basic, routine tasks to appropriate time and quality requirements, following simple oral and/or written instructions e.g. make basic arrangements and bookings, prepare straightforward materials to instructions given.
- 2.2.11 Work to detailed instructions under direct supervision, with tasks and work priorities being allocated to job holders by a supervisor/manager on a day to day basis.

Finance/Resource Management

- 2.2.12 Inform Supervisor of stock levels for low value supplies/resources to ensure that they are available to meet work unit requirements.

Customer Service & Liaison

- 2.2.13 Request basic information and/or receive and respond to everyday enquiries from/to customers in person, by telephone or by email in a courteous and correct manner, referring requests outside one's knowledge base to the appropriate person/area, to provide a timely, effective service and promote a positive image of the work unit and the wider University.
- 2.2.14 Carry out basic support activities, to contribute to the smooth operation of an office or work unit.

2.3 Performance Criteria

- 2.3.1 Complete work accurately, on time and to appropriate standards.
- 2.3.2 Courteous and effective exchange of basic information.
- 2.3.3 Customer feedback
- 2.3.4 Flexible approach to duties and willingness to learn.

Grade 3 – Technical Services Profile

Summary: Roles at this grade work to provide technical support to staff, students and more senior colleagues, working on routine activities within well established procedures and under regular supervision. The range of tasks will be broader than at the previous grades and involve some planning of timing and sequencing in order to complete the range of activities specified, normally within the day.

3T.1 Knowledge, Skills & Experience Required

3T.1.1 Learning gained through work experience of typically at least six months. May include short courses and other formal training.

Plus

3T.1.2 Basic knowledge about simple equipment and/or machinery.

3T.1.3 Basic understanding of, and ability to apply, relevant standard procedures, particularly those governing health and safety.

3T.1.4 Familiarity with standard IT equipment.

3T.1.5 Numeracy and literacy skills.

3T.1.6 Accuracy and ability to follow instructions.

3T.1.7 Ability to exchange basic information verbally or in writing.

3T.1.8 Manual dexterity in some roles.

3T.2 Representative Work Activities

Maintenance and Management of Work Environment

3T.2.1 Operate straightforward machinery/equipment in a standardised way.

3T.2.2 Carry out basic equipment maintenance according to routine instructions.

3T.2.3 Ensure 'good housekeeping' of the workshop/laboratory/work environment, with an awareness of health and safety procedures.

3T.2.4 Transport goods and equipment according to instructions.

3T.2.5 Adhere to basic health and safety procedures affecting self and others.

Analysis & Reporting

3T.2.6 Carry out routine record keeping, filing, data inputting, cataloguing, logging and maintenance of simple databases, ensuring accurate records are maintained.

3T.2.7 Communicate problems or difficulties to a supervisor/manager.

Planning and Organising

3T.2.8 Perform routine activities to appropriate time and quality requirements, following oral and/or written instructions or routine guidelines.

3T.2.9 Work to well established routines under regular supervision, with work priorities being allocated to job holders by a supervisor/manager.

Finance/Resource Management

3T.2.10 Inform Supervisor of stock levels for low value supplies/resources to ensure that they are available to meet work unit requirements (As at Grade 2)

Customer Service & Liaison

3T.2.11 Receive visitors and provide/request straightforward information in a courteous and correct manner, to promote a positive image of one's school/work unit.

3T.2.12 Communicate effectively to maintain favourable working relationships with fellow workers.

3T.3 Performance Criteria

3T.3.1 Work on time and to prescribed standards.

3T.3.2 Courteous and effective exchange of basic information.

3T.3.3 Flexible approach to duties and willingness to learn.

3T.3.4 Accuracy and precision.

Grade 4 – Technical Services Profile

Summary: Roles at this grade will be involved in preparing and carrying out straightforward tests/experiments/technical procedures, following clear guidelines and/or procedures. Roles require technical or practical skills and an understanding of technical or scientific practices and procedures, and may involve responsibility for a specific area of work. The role involves prioritising work and undertaking a range of technical support activities in accordance with established processes/procedures. Supervision may not be close, but clear guidance will be available.

4T.1 Knowledge, Skills & Experience Required

Either

4T.1.1 Vocational qualifications (N/SVQ 2/3, ONC or equivalent) plus typically 1 year's work experience in a relevant role.

Or

4T.1.2 School education to standard grade or equivalent plus typically 2 years relevant work experience.

Plus

4T.1.3 Working knowledge of relevant systems, equipment, processes and procedures.

4T.1.4 Competent written and oral communication skills.

4T.1.5 Competent numeracy and IT skills.

4T.1.6 Familiarity with own work priorities and those of colleagues.

4T.1.7 Experience of undertaking a range of technical support activities without constant guidance.

4T.1.8 Understanding of policies and procedures relevant to the role, particularly those governing health and safety.

4T.1.9 Ability to plan or schedule workdays ahead.

4T.2 Representative Work Activities

Maintenance & Management of Work Environment

4T.2.1 Construct straightforward equipment, following clear guidance.

4T.2.2 Operate and carry out routine maintenance on standard equipment.

4T.2.3 Resolve routine work problems independently, referring more complex problems to senior colleagues.

4T.2.4 Comply with Health & Safety procedures affecting self and others.

Analysis, Reporting & Documentation

4T.2.5 Resolve routine work problems independently, referring more complex problems to senior colleagues.

4T.2.6 Carry out basic interpretation of data/test results and present findings accurately.

4T.2.7 Maintain accurate records and draft routine documentation.

Planning & Organising

4T.2.8 Carry out a range of tasks to time and quality requirements, working within established routines or procedures, but with minimal direct supervision.

4T.2.9 Prepare and carry out straightforward tests/experiments.

4T.2.10 Plan own work schedule to meet work unit demands, but refer to more senior colleagues for prioritising and scheduling of non-standard work.

Finance/Resource Management

4T.2.11 Replenish stocks of consumables/stores of basic equipment etc, following routine stock control procedures, in order to meet work requirements

Customer Service & Liaison

4T.2.12 Handle queries, tasks and issues relating to set procedures within the work area, and provide information to others, including basic 'helpdesk' duties, seeking guidance where necessary.

4T.2.13 Assist students and/or staff in the preparation and use of equipment and techniques and advise on any specific aspects of work within own area.

4T.2.14 Support student learning and/or provide user-support through the demonstration of straightforward equipment and techniques.

People Management

4T.2.15 May provide informal guidance and support to students/junior colleagues in the use of equipment and techniques.

Continuous Improvement

4T.2.16 Continue to develop technical skills and ability in own area.

4T.3 Work Examples May Include

4T.3.1 Setting out routine equipment/kit for laboratory teaching and experiments or research project.

4T.3.2 Basic repair and maintenance of equipment.

4T.3.3 Installing and reinstalling equipment/standard software packages.

4T.3.4 Maintaining desktop equipment to meet service level agreements

4T.3.5 Implementing changes to existing systems, with guidance, in order to fix problems and implement enhancements

4T.4 Performance Criteria

4T.4.1 Competence with equipment and technical tools.

4T.4.2 Work scheduling and prioritising

4T.4.3 Standards of written documentation

4T.4.4 Satisfaction of staff and/or students with the quality of technical support provided.

4T.4.5 Consistency, accuracy/precision and following agreed methods

4T.4.6 Flexibility and enthusiasm

4T.4.7 Effectiveness of training

4T.4.8 Observance of Health & Safety regulations

Grade 5 – Technical Services Profiles

Summary: Roles at this grade require specific technical or practical skills and a well-developed working knowledge of technical or scientific practices and procedures, acquired through practical experience on the job and/or vocational training. Work will mainly follow established patterns, but there will be a need to resolve most problems without access to more senior colleagues. It may involve developing skills in a particular specialist area or planning and allocating the work of others.

5T.1 Knowledge, Skills & Experience Required

Either

5T.1.1 Either Vocational qualifications (N/SVQ 3, ONC or equivalent), plus typically at least 2 years' work experience in a relevant role.

Or

5T.1.2 School education to standard grade or equivalent plus typically 3 years work experience in the unit or comparable setting

Plus

5T.1.3 Working knowledge of relevant systems, equipment, processes and procedures.

5T.1.4 Initiative and judgement to resolve many day-to-day problems independently.

5T.1.5 Good written and oral communication skills.

5T.1.6 Good numeracy skills (if appropriate).

5T.1.7 Familiarity with work priorities and those of colleagues.

5T.1.8 Understanding of and ability to apply relevant Health and Safety and other University policies and procedures.

5T.1.9 Manual handling skills where required.

5T.2 Representative Work Activities

Maintenance and Management of Work Environment

5T.2.1 Construct and/or install/set up equipment to a specification agreed with others or using installation instructions and tools.

5T.2.2 Assist with the development, testing and construction of new equipment, materials, systems and/or techniques.

5T.2.3 Apply a good knowledge of a particular system and/or equipment to carry out maintenance and be responsible for day-to-day operation.

5T.2.4 Comply with Health and Safety procedures affecting self and others.

Analysis, Reporting and Documentation

5T.2.5 Prepare and carry out defined tests/experiments/technical procedures. Following clear guidelines and/or procedures.

5T.2.6 Analyse and interpret data/test results, using a large range of standard procedures, and present findings accurately.

5T.2.7 Maintain accurate records of test results and draft documentation and reports of conclusions.

5T.2.8 Resolve most work problems independently, without reference to more senior colleagues. Assist in the investigation of and devise solutions to more complex faults/problems or customer requirements.

Planning and Organising

5T.2.9 Carry out a range of tasks to time and quality requirements, working mainly within established routines or procedures, with minimal direct supervision

5T.2.10 Plan own work schedule, responding to new pressures and to manager's or work unit requirements, adjusting priorities as needed.

Finance/Resource Management

5T.2.11 Monitor and take responsibility for resources/cash, following ordering procedures to ensure adequate resources (e.g. equipment, consumables) are available to meet work requirements.

Customer Service & Liaison

- 5T.2.12 Respond to queries, tasks and issues relating to area of expertise and work area, seeking guidance where necessary.
- 5T.2.13 Advise and assist staff and students in the preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques within established procedures and practices.
- 5T.2.14 Support student learning and/or provide user-support through the demonstration of standard equipment and techniques.
- 5T.2.15 Maintain a network of contacts, knowing who to liaise with on key issues.
- 5T.2.16 Communicate and liaise with service users and/or external contacts, usually through established routine connections (e.g. regular suppliers/contractor) as own section of work requires.

People Management

- 5T.2.17 May provide standard guidance and advice to junior colleagues/students through on the job training/coaching in the use of equipment and techniques.
- 5T.2.18 May assign standard or routine tasks to others and be responsible for making sure they are completed correctly and to schedule, to ensure service quality standards are maintained.

Continuous Improvement

- 5T.2.19 Offer suggestions for the refinement of work practices and procedures in own area.
- 5T.2.20 May start to develop depth or breadth of knowledge in a particular area of technical expertise.

5T.3 Performance Criteria

- 5T.3.1 Competence with equipment, systems and technical tools.
- 5T.3.2 Ability to plan and organise own (and possibly others) work activities/tasks.
- 5T.3.3 Ability to assess problems and take appropriate action.
- 5T.3.4 Quality of technical service.
- 5T.3.5 Level of resourcefulness to ensure effective, accurate task completion
- 5T.3.6 Ability to communicate well, to ensure effective reporting, handling of non-standard information, and clarification of customer requests.

Grade 6 – Technical Services Profile

Summary: Roles at this grade will display an in-depth knowledge of technical or scientific practices, methods and procedures gained through either considerable experience and/or formal qualification. Work will involve a range of technical support and analysis and may involve planning and supervising a small service and other staff.

6T.1 Knowledge, Skills & Experience Required

Either

6T.1.1 HNC/HND or equivalent level qualifications plus a minimum of 3 years' experience of relevant technical/scientific work.

Or

6T.1.2 Minimum of 5 years' experience of relevant technical or scientific work, demonstrating development through involvement in progressively more demanding work/roles.

Or

6T.1.3 For entry-level Professional roles, a degree plus some relevant experience.

Plus

6T.1.4 Proven technical experience in own scientific or technical specialism which will have been acquired over a number of years, with a basic understanding of the technical/scientific theory.

6T.1.5 Requirement to understand and interpret the requirements of staff and students.

6T.1.6 Analytical and technical problem solving skills.

6T.1.7 Well developed communication skills to enable the identification and understanding of staff/student requirements.

6T.1.8 Clear understanding of regulations and procedures, (including Home Office, Health & Safety) and the implications of non-compliance on others.

6T.1.9 Where relevant, ability to supervise and train/develop staff.

6T.2 Representative Work Activities

Maintenance and Management of Work Environment

6T.2.1 Develop and construct equipment/apparatus/systems to a broad specification

6T.2.2 Test new equipment, materials, systems and/or processes under general instructions.

6T.2.3 Contribute to the development of new or improved methods/ techniques/ equipment.

6T.2.4 Produce detailed specifications and implement small-medium infrastructure systems in order to meet requirements.

6T.2.5 Ensure that equipment/apparatus/systems etc in own area are maintained, serviced, backed-up and repaired as required, including taking appropriate action to protect IT systems.

6T.2.6 Diagnose and rectify faults/problems with equipment and procedures.

6T.2.7 Monitor and maintain a safe working environment in accordance to Health & Safety procedures

Analysis, Reporting & Documentation

6T.2.8 Carry out complex quantitative and qualitative analyses and contributes to the interpretation of the results

6T.2.9 Ensure accurate completion of documentation, records and reports.

Planning and Organising

6T.2.10 Carry out a range of specialist technical support tasks to time and quality standards.

6T.2.11 Plan and oversee the day-to-day technical running of a work area/laboratory/research project, allocating resources and providing technical supervision of junior technical staff and/or students in order to ensure work objectives are met.

6T.2.12 May be involved in the preparation of work rotas and activity scheduling in own work area for routine tasks.

Finance/Resource Management

6T.2.13 Ensure maintenance of current and future stock requirements of equipment and consumables for own work area (usually within pre set limits)

6T.2.14 Advise on the pricing and purchasing of equipment/apparatus/software, following consultation with appropriate staff members.

Customer Service & Liaison

- 6T.2.15 Support student learning and/or provide user-support through the demonstration of equipment and techniques.
- 6T.2.16 Set and monitor technical standards in own area of work.
- 6T.2.17 Advise and assist staff and students in the development, design, preparation, construction, assembly and application of equipment, the setting up of experiments and/or deployment of particular techniques.
- 6T.2.18 Utilise technical knowledge and experience in own area to conceptualise, interpret and specify the requirements of the “customer”.
- 6T.2.19 Communicate and liaise with the wider university body as well as users of university services and/or external consultants/suppliers (usually through clearly defined/routine liaison e.g. regular suppliers contractors).

People Management

- 6T.2.20 Train customers (e.g. students and academic staff) and junior staff in use of equipment and techniques in own area of expertise.

Either

- 6T.2.21 Operate as an individual, organising own work activities, with minimal supervision, to contribute to the achievement of school/work unit objectives.

Or

- 6T.2.22 Supervise staff allocating and prioritising their work and monitoring individual progress and performance in line with this, to contribute to the achievement of school/work unit objectives.

Continuous Improvement

- 6T.2.23 Contribute to the development of new or improved methods/techniques/equipment.
- 6T.2.24 Adapt and refine work practices and procedures in own area.
- 6T.2.25 May start to develop depth or breadth of knowledge in a particular area of technical expertise and be recognised as a technical expert in this area.

6T.3 Work Examples May Include

- 6T.3.1 Understanding and implementation of legislation e.g. Home Office regulations; copyright law, radio frequency licensing, HSE etc
- 6T.3.2 Setting up and advising on the technical requirements for advanced research work
- 6T.3.3 Discussing and evaluating issues of application and performance of various types of equipment.
- 6T.3.4 Providing first line support for cross – functional infrastructure systems, eg Intranet
- 6T.3.5 Produce detailed specifications and implement small-medium infrastructure systems in order to meet requirements

6T.4 Performance Criteria

- 6T.4.1 Completion of work to agreed specification, time, cost and quality standards.
- 6T.4.2 Capability to organise own and others activities to meet deadlines
- 6T.4.3 Good time management
- 6T.4.4 Help rarely needed on routine matters
- 6T.4.5 Selects the right approach
- 6T.4.6 Compliance with Health & Safety/Home Office regulation
- 6T.4.7 Satisfaction of staff and/or students with the quality of technical support provided
- 6T.4.8 Technical problem resolution
- 6T.4.9 Acceptance of advice and recommended solutions by staff and/or students
- 6T.4.10 Quality and timeliness of advice and recommendations
- 6T.4.11 Effective transfer of skills and knowledge to junior colleagues, other staff and students
- 6T.4.12 Independent
- 6T.4.13 Proactive
- 6T.4.14 Coaching and encouraging others
- 6T.4.15 Demonstrating the development of a specialist skill through an increase in the technical/scientific level of knowledge and experience and operating at a level which is non-routine.

Grade 7 – Technical Services Profile

Summary: Roles at this grade will have recognised technical expertise gained through a degree and/or extensive experience and may have supervisory responsibility for a technical service or team, where the primary focus will be on planning, overseeing and reviewing the work of the team and/or will operate as individual technical advisers, supporting teaching or research activity through the provision of specialist support activity.

7T.1 Knowledge, Skills & Experience Required

7T.1.1 Relevant university degree or equivalent plus a minimum of 2 years' experience of relevant technical/scientific work

Or

7T.1.2 5 to 8 years' experience of relevant technical/scientific work, demonstrating development through involvement in progressively more demanding work/roles.

7T.1.3 Recognised and substantial technical expertise in own scientific or technical specialism.

7T.1.4 Graduate calibre

Plus

7T.1.5 Requirement to understand, conceptualise and interpret the requirements of staff and students

7T.1.6 Developed understanding, through both qualifications and experience of the scientific/technical theory.

7T.1.7 Well developed understanding of Health & Safety and other relevant regulations and procedures

7T.1.8 Excellent technical problem solving skills

7T.1.9 Where relevant, management skills – coaching, motivation, managing performance.

7T.1.10 Ability to manage and control budgets.

7T.2 Representative Work Activities

Maintenance & Management of Work Environment

7T.2.1 Contribute to the development of teaching and/or research, or to meeting customer requirements, through the designing and testing of apparatus/equipment/systems or usage of specialist machines/equipment or the development of new techniques.

7T.2.2 Advising on future physical resource requirements within own area – general/specific equipment, apparatus, space etc.

7T.2.3 Act as a recognised source of technical expertise in own area of technical skill/expertise through the effective utilisation and application of substantial skill and experience

7T.2.4 Responsible for the technical organisation and/or operation of advanced scientific/technical work requiring specialist skills, techniques and knowledge

7T.2.5 Work with novel techniques and/or procedures, typically in support of research activity.

7T.2.6 Ensure the security of buildings/plant/machinery in own area.

7T.2.7 Ensure compliance with legal, health & safety standards in the area of responsibility

Analysis, Reporting and Documentation

7T.2.8 Generate original ideas and innovative solutions through the provision of specialist know-how and advice as appropriate.

7T.2.9 Carry out quantitative and qualitative analysis and contribute to the interpretation of results.

7T.2.10 May contribute to publications

Planning & Organisation

7T.2.11 Organise the provision of a technical service through the day-to-day organisation and technical supervision of a medium sized work area/workshop/laboratory or a research section.

7T.2.12 Ensure work is carried out and performed to the required standard, taking the necessary follow-up measures to ensure effective performance.

7T.2.13 Monitor project status and take remedial action where necessary to ensure that projects are delivered on time.

7T.2.14 Gather and analyse requirements for systems in order to identify optimum solutions.

Finance/Resource Management

- 7T.2.15 Under the direction of a senior staff member, monitor the budgets of the work area/research area/grant, making sure it operates effectively within budget constraints and maintaining appropriate financial records e.g. expenditure, purchasing, equipment
- 7T.2.16 Ensure maintenance of stocks of equipment and consumables within budget

Customer Service and Liaison

- 7T.2.17 Act as an internal and external consultant, advising on the development and application of specialist techniques and/or procedures and the analysis and interpretation of results.
- 7T.2.18 Liaison and communication with other University Schools and Departments as well as outside bodies
- 7T.2.19 Advise staff and students of the application, techniques and use of specialist equipment.

People Management

- 7T.2.20 In supervisory roles, manage/supervise a team, which may include non-technical staff. May be responsible for recruiting, monitoring and supporting the performance management and development (including appraisal) of team members to ensure that individual contributions are maximised.
- 7T.2.21 Allocate of work and responsibilities to junior members of staff.
- 7T.2.22 Advise and assist staff and/or students on all aspects of technical support services, either personally or through delegation to appropriate team member.

Continuous Improvement

- 7T.2.23 Contribute to developments in policies/procedures/plans in own work area.
- 7T.2.24 Continue to develop depth or breadth of knowledge in area of expertise/responsibility, keep abreast of technical developments, and may be recognised as a technical expert in a particular area.

7T.3 Performance Criteria

- 7T.3.1 Performance of tasks to agreed time and quality standards
- 7T.3.2 Compliance with Health & Safety regulations
- 7T.3.3 Satisfaction of staff and/or students with the quality of technical support provided
- 7T.3.4 Accuracy
- 7T.3.5 Attention to detail
- 7T.3.6 Receptiveness to new ideas and approaches
- 7T.3.7 Organising ability
- 7T.3.8 Delivery to deadlines
- 7T.3.9 Effective delegation
- 7T.3.10 Focus on priority issues.

Grade 8 – Technical Services Profile

Summary: Roles at this grade will have recognised technical OR managerial experience and will EITHER have management responsibility for the delivery of a technical service OR will operate as individual technical advisers supporting teaching or research activity through the provision of specialist activity. Whilst technically up to date, managers at this grade will not necessarily be seen as experts, whereas individual specialists definitely will.

8T.1 Knowledge, Skills & Experience Required

Either

8T.1.1 University degree or equivalent, plus a minimum of 4 years' experience in relevant technical/scientific work.

Or

8T.1.2 Minimum of 10 years work experience in relevant technical or scientific roles, demonstrating development through involvement in progressively more demanding work/roles

Plus

8T.1.3 If the role is management/supervisory, then the experience in managing staff is essential.

8T.1.4 Experienced technical professional with substantial technical expertise in own scientific or technical specialism.

8T.1.5 Well developed analytical and problem solving capability

8T.1.6 Ability to communicate clearly on technical issues to non-specialist and senior level audiences

8T.1.7 Well developed understanding of Health & Safety regulations and procedures

8T.1.8 Excellent technical problem solving skills (technical specialists may be one of few able to provide solutions in a specialised field operating at a high level of competency)

8T.1.9 High level planning and organising skills

8T.1.10 Ability to persuade, motivate and lead

8T.1.11 Well developed understanding of funding and financial management procedures

8T.1.12 Member of the appropriate professional body

8T.2 Representative Work Activities

Maintenance & Management of Work Environment

8T.2.1 Manage a large and/or complex department/work area (s), accountable for the provision of a complete technical service which involves the following responsibilities:

Planning & Organising

8T.2.2 Lead and manage a technical team to deliver specific goals

8T.2.3 Determine priorities and allocate resources to meet planned objectives and requirements

8T.2.4 Develop policies and procedures for technical support service activities in order to ensure the teaching and research of the school/ are met, both now and in the future.

Finance/Resource Management

8T.2.5 Work with the Head of School/ division/research project responsible for budgeting and controlling the staffing establishment levels

8T.2.6 Ensure the general maintenance/security of buildings, plant and equipment

8T.2.7 Advise on the future requirements within the school/division/research project) regarding general/specific equipment, apparatus, furniture and fittings, space etc.

8T.2.8 Liaise with the Head of School on the legal, health and Safety standards required and put in place policies and procedures throughout the laboratories/workshops/work areas/research section to comply with such regulations.

8T.2.9 Ensure a safe working environment is maintained

8T.2.10 Ensure the department/work area operates effectively within any budget constraints, including grant management, and maintaining accurate financial records

8T.2.11 Manage the stock control/purchasing system, ensuring that university financial procedures are adhered to, liaising and negotiating with internal and external suppliers etc.

Customer Service & Liaison

8T.2.12 Monitor performance and take appropriate corrective action to ensure performance standards are consistently met

8T.2.13 Advise staff and students on all aspects of technical support service provision, either personally or through delegation to appropriate team member.

- 8T.2.14 Contribute to the management of the school as a whole through membership of the appropriate committee structure.
- 8T.2.15 Communicate and liaise with the whole of the University body, as well as regular contact with external bodies

People Management

- 8T.2.16 Undertake recruitment, training, appraisal and development of staff.
- 8T.2.17 Delegate work activities and responsibilities
- 8T.2.18 Ensure effective communications with staff at all levels
- 8T.2.19 Ensure the technical organisation structure and staffing levels are appropriate to meet the work area's needs

Continuous Improvement

- 8T.2.20 Make a major contribution to the development of policies and procedures to ensure that all legislative and university requirements are met within the laboratories/workshops and work areas.
- 8T.2.21 Keep abreast of technical developments relevant to own area of responsibility and provide ad hoc technical advice and support.

And/Or

Technical Specialism

- 8T.2.22 Make a significant contribution to the development of teaching and/or research, through the designing of apparatus /equipment or usage/application of specialist machines/equipment or the development of new techniques.
- 8T.2.23 May have a scarce skill and be operating at a very high specialist level
- 8T.2.24 Conceive new opportunities and approaches
- 8T.2.25 Initiate and develop ideas/approaches and novel techniques
- 8T.2.26 Promote and deliver innovative solutions
- 8T.2.27 May present research methodologies and findings at local/national level and contribute to publications

8T.3 Performance Criteria

- 8T.3.1 Completion of work to agreed specification, time, cost and quality standards
- 8T.3.2 Performance of team against objectives
- 8T.3.3 Meeting targets and deadlines
- 8T.3.4 Leadership
- 8T.3.5 Effective use of people and resources
- 8T.3.6 Develops potential in others
- 8T.3.7 Development of team to meet individual and University needs
- 8T.3.8 Capability to organise own and others activities to meet deadlines
- 8T.3.9 Compliance of health & Safety regulations
- 8T.3.10 Satisfaction of staff and/or students with the quality of technical support provided
- 8T.3.11 Technical problem resolution
- 8T.3.12 Acceptance of advice and recommendations
- 8T.3.13 Effective transfer of skills and knowledge to junior colleagues, other staff and students
- 8T.3.14 Numbers of new ideas and approaches
- 8T.3.15 Quality of innovative contribution

Grade 9 – General Support Services (Administrative/Managerial/Professional)

Summary: Roles at this grade will be professional specialists with high-level expertise, exercising within their particular functional area a substantial degree of independent professional responsibility and discretion, working to develop and implement revised or new administrative/technical/professional policies and processes. Individuals will typically be managers of functional areas or senior individual contributors tackling planning and operations over a timescale of a year or years. They will be expected to set quality and professional standards and manage service delivery, and will have significant influence upon the structure and development of their area of activity. The work includes developing and implementing operational plans and contributing to the longer-term plans for the area to fit with broader functional and University strategy.

9A.1 Knowledge, Skills & Experience Required

Professionally qualified/relevant degree or equivalent, plus extensive experience in relevant roles including a minimum of 3 years operating at a managerial/expert level.

Plus

- 9A.1.1 Experience of managing and developing (either/or):
 - A significant team or number of teams
 - A significant project or number of projects.
- 9A.1.2 Experience of working with and influencing senior management.
- 9A.1.3 Experience of managing and controlling budgets/resources/funding and an understanding of financial management procedures.
- 9A.1.4 Experience of developing innovative solutions and contributing to strategic planning.
- 9A.1.5 Highly developed knowledge of the principles, theory and practice of field of work. As well as an awareness of broader developments relevant to own area.
- 9A.1.6 Well developed knowledge of systems/services for own area and across functions and how they relate to each other.
- 9A.1.7 Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
- 9A.1.8 Strong interpersonal skills including motivational negotiating, influencing and relationship building.

9A.2 Representative Work Activities

Analysis and Reporting

- 9A.2.1 Identify trends, strengths, weaknesses, opportunities and threats in specialist area/area of responsibility that may have an impact on the university/school/department/work unit, to enable appropriate and timely action to be administered.

Planning & Organising

- 9A.2.2 Shape strategic direction of own area of activity, planning and organising activities of others over many months, considering the implications now and in the longer term, to support school/department/work unit objectives.
- 9A.2.3 Participate in the annual school/department/work unit operational planning process, to support the school/department/work unit strategic direction.
- 9A.2.4 Oversee a number of projects, to ensure each project is managed and delivered to time and budget.

Finance/Resource Management

- 9A.2.5 Utilise/manage allocated budget/resources effectively and flexibly and control all related expenditure to ensure delivery of targets/objectives within budget.
- 9A.2.6 Contribute to planning and budgetary statements and delivery of service within budgetary constraints.

Customer Service & Liaison

- 9A.2.7 Apply broad and/or deep knowledge and experience of work area or field of expertise to provide advice/guidance to others or to address significant problems or unresolved issues, some of which will be multi-disciplinary in nature
- 9A.2.8 Pre-empt customer needs/requests, identifying opportunities and facilitating change management.

- 9A.2.9 Evaluate existing service provision, keeping abreast of feedback and broader developments in the external market place, to ensure appropriate developments and innovative solutions are proposed that consistently enhance and maximise service quality, efficiency and continuity.
- 9A.2.10 Answerable for the service delivery of area of activity in respect of compliance with current and future school/department/work unit objectives, service level agreements, regulations and national codes of practice.
- 9A.2.11 Interact at senior levels within the university. Network with fellow professionals in the wider community and represent and promote own work area/activity on internal and external platforms.
- 9A.2.12 Liaise with service users to establish service requirements and priorities.

People Management

Either

- 9A.2.13 Manage a group of administrative/specialist/professional staff across a function, or as a significant part of a wider function, to ensure all relevant annual targets and goals are delivered within any allocated budgetary/resource constraints.
- 9A.2.14 Develop/improve the capability of staff within work area, motivating and mentoring them to better meet the current and future requirements of the school/department/work unit.

Or

- 9A.2.15 Provide expert guidance to other professionals and encourage them to achieve university/school/department/work unit objectives.

Continuous Improvement

- 9A.2.16 Implement proposed changes to current work processes and develop and define proposals for changes in and the formulation of university/school/departmental/work unit policy, to consistently improve quality and effectiveness of service provided and take account of legislative changes.
- 9A.2.17 Keep up to date with developments in own field and with university developments.

9A.3 Performance Criteria

- 9A.3.1 Delivery of targets/objectives to agreed specification, time, cost and quality standards.
- 9A.3.2 Quality of planning and link to strategy.
- 9A.3.3 Quality and timeliness of advice and recommendations.
- 9A.3.4 Proposals for policy and procedure meet both internal and external requirements.
- 9A.3.5 Effective utilisation of finances and resources.
- 9A.3.6 Effective transfer of skills and knowledge to colleagues and “customers”.
- 9A.3.7 Feedback on effectiveness.
- 9A.3.8 Generation of new ideas and approaches.
- 9A.3.9 Quality of innovative contribution.

Where relevant

- 9A.3.10 Performance of teams/teams against objectives.
- 9A.3.11 Development of team to meet individual and university requirements.
- 9A.3.12 Image/view of the team.
- 9A.3.13 Team morale.

Grade 10 – General Support Services (Administrative/Managerial/Professional)

Summary: Roles at this grade will be most senior staff in their area of responsibility and will typically lead, direct and manage the interrelationship of a team of managers and/or highly qualified professionals across a major area of activity of strategic importance to the university. They will ultimately be responsible for developing and delivering the strategic plans for their area and will be accountable for ensuring that the university meets both internal and external requirements. Individuals will initiate and, through appropriate consultation and negotiations, establish policy changes to tackle major new issues and situations. Roles will review and address performance and make a significant impact upon longer-term direction, strategy and objectives, advising the top management team where appropriate. They will influence and shape the available resources as appropriate to meet current and future needs of the university and will typically have substantial impact on university direction, strategy and objectives.

10A.1 Knowledge, Skills & Experience

10A.1.1 Professionally qualified/relevant degree or equivalent, plus extensive experience including a minimum of 5 years operating at a strategic management/expert level.

Plus

- 10A.1.2 Breadth of vision gained from extensive experience in field of expertise.
- 10A.1.3 Experience of developing innovative solutions and practical implementations for strategic change.
- 10A.1.4 Experience of managing and controlling substantial budget/resources/funding and an understanding of financial management procedures.
- 10A.1.5 Highly developed knowledge of the principles, theory and practice of a field of work. As well as an awareness of broader developments relevant to the university.
- 10A.1.6 Aware of likely effect of change in economic, social and governmental and technological environment.
- 10A.1.7 Well developed knowledge of systems/services for own area and across functions and how they relate to national and international developments.
- 10A.1.8 Well developed understanding of regulations and procedures and the implications of non-compliance on other staff.
- 10A.1.9 National and international awareness and understanding of the activities, objectives and strategic direction of the university, both current and future.
- 10A.1.10 Strong interpersonal skills including motivational, negotiating, influencing and networking nationally and internationally.

10A.2 Representative Work Activities

Analysis & Reporting

- 10A.2.1 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.
- 10A.2.2 Review performance over time in the area of responsibility and compare it to best practice in the market, identifying areas of improvement in structure, practices, policies and technology.

Planning & Organising

- 10A.2.3 Develop and lead the implementation of strategies and plans for the area of responsibility, which support and take forward the university strategy.
- 10A.2.4 Contribute to debate on university strategy and policy.
- 10A.2.5 Lead major projects and initiatives which have significant resources and strategic impact.

Finance/Resource Management

- 10A.2.6 Ensure financial plans are developed and that services operate effectively within budget.
- 10A.2.7 Explore ways of improving efficiency and effectiveness and promote improvements in value for money.

Customer Service & Liaison

- 10A.2.8 Review customer needs now and in the future and ensure services are shaped to meet them.
- 10A.2.9 Ensure customer feedback and quality processes are in place for the area of responsibility.
- 10A.2.10 Work with senior colleagues from all areas of the university, with committees and external bodies, providing high level advice.

10A.2.11 Represent the university externally in sector groups and in negotiations.

People Management

10A.2.12 Lead and manage staff in a major functional area or service grouping, developing them and raising their performance.

Continuous Improvement

10A.2.13 Maintain a continuous review of quality and of external benchmarks to promote the best possible service.

10A.3 Performance Criteria

10A.3.1 Delivery of targets/objectives to agreed specification, time, cost and quality standards.

10A.3.2 Quality of planning and link to strategy.

10A.3.3 Quality and timeliness of advice and recommendations.

10A.3.4 Proposals for policy and procedure meet both internal and external requirements.

10A.3.5 Effective utilisation of finance and resources.

10A.3.6 Effective transfer of skills and knowledge to colleagues and “customers”.

10A.3.7 Feedback on effectiveness.

10A.3.8 Generation of new ideas and approaches.

10A.3.9 Quality of innovative contribution.

Where relevant

10A.3.10 Performance of teams/teams against objectives.

10A.3.11 Development of team to meet individual and University requirements.

10A.3.12 Image/view of team

10A.3.13 Team morale.