

Operational Services Job Family

Job Families

A brief description of the main features of a group of roles that are similar in character and engaged in a similar level of work. They describe career groups at a number of different levels (reflecting differences in grades) and can be used to articulate development routes by setting out the career path clarifying the criteria for advancing from one level to the next within the family or to a role within a different family. All the families are underpinned by the same job evaluation methodology. Descriptions are general and may not explicitly describe a particular role. Staff will not necessarily carry out all of the activities described at a particular level and some staff may carry out additional duties. The objective of the job matching process is to make the best possible match of individual jobs against the job family levels. There are unlikely to be many perfect matches, but it should be possible to identify a best match in the majority of cases. Jobs can be matched to a higher level than is described here. This would be by read-across into the higher levels of the Management and Specialist family.

Operational Services Family

Outline Descriptions

Roles in this family are concerned with operating and running the facilities of the University. They involve direct or indirect service provision for students and staff through catering, cleaning and other site services or sport or sporting activity. Some roles are about providing these services personally. Other roles will enable or manage the services.

Level 1

Roles at this level are likely to provide prescribed services for staff and/or students, often as part of a team engaged in similar activities. The procedures and routines are well established and subject to direct supervision. There is no requirement for planning beyond the prioritisation of tasks.

Level 2

Roles at this level may plan or supervise the work of a small number of staff or assist with the supervision of larger groups of staff. They may be engaged in a range of prescribed activities, which use technical and practical skills drawn from vocational training or on the job training, or equivalent past experience. They involve the planning of at least the

Communication and Networking

- Effectively exchange basic information,

- Erect scaffold towers.

Teamwork

- Work as part of a team in a supporting role, under direct or regular supervision.
- May have some basic supervisory responsibilities for one member of staff or a small team engaged in identical work.

Level 3

Roles at this level will either supervise larger numbers of staff or resources (e.g. buildings) or will be workers that are more skilled. . Role holders will have gained training and experience through prior generalist work or related activity and a relevant vocational qualification at NVQ Level 2 or equivalent. They may also be working towards a higher level qualification. Post holders will be carrying out routine tasks to an agreed standard, often of a technical or operational nature under regular, but not necessarily direct supervision.

Core Knowledge, Skills and Experience

- A basic standard of education, typically 4 GCSEs including English and Maths.
- Prior generalist relevant work experience normally in a similar role will usually also be required to have obtained a relevant vocational qualification, NVQ level 2, bar licence certificate etc where available.
- Without qualification, demonstration of a range of skills and abilities relevant to the role gained in a work environment.
- Potential for (or already working towards) further study such as ONC, NVQ3 or City and Guilds where appropriate.
- Manual dexterity.
- Exposure to use of specialised equipment.
- May require full driving licence.

Typical Work Activities

Planning and Organising

- Will have an established workload with responsibility for ensuring that the work is carried out in a timely and accurate manner.
- Even if the work is very reactive or clearly planned, the post holder will have the responsibility for ensuring that all targets and deadlines are met.
- Works to a relatively short timescale.
- Assist in the organisation of events, e.g. conferences or degree day. May be responsible for supervising or allocating work to more junior staff, checking the quality of their output.

Initiative and Decision Making

- Required to carry out routine, tasks, often of a technical or operational nature, under regular, though not necessarily direct, supervision.
- Will decide the best way to solve a problem and will take appropriate action, including sourcing equipment to resolve the issue.
- Expected to engage in basic troubleshooting, but will refer difficult decisions or unusual problems.

Communication and Networking

- Written and verbal communication skills.
- Communication will mainly be with other staff members and students to explain routine procedures, clarify facts or to seek additional information.
- Advise customers of the best course of action and keep them informed throughout activity.
- May have responsibility for assisting or allocating work to others and for induction and training of new staff.
- Maintain a network of contacts knowing who to liaise with on key issues. Awareness, understanding of and adherence to the University's Equal Opportunities Policy, IT6 (ng)c (k)4 (1)

Non-Supervisory:

- Construct or set up basic equipment by following a clear brief supplied by others.
- Follow a clear brief to carry out a narrow range of prescribed, skilled tasks.
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- Without technical qualification, an in depth knowledge of the relevant work area gained through previous on the job experience and practice in the specified skill base, along with any other relevant qualification, such as a Licensing certificate.
- In-depth knowledge of relevant IT applications (if appropriate).
- Understanding of relevant policy and legislation.
- Manual handling skills.
- Understanding of operational and technical processes in relevant field.
- Thorough knowledge of departmental systems and procedures and working practices.
- Familiarity with work priorities and those of colleagues.
- Experience of working independently and dealing with unforeseen problems and circumstances.

Typical Work Activities Planning and Organising

- Responsible for planning, organising and prioritising own standard work within well established routines or procedures, should be able to determine own priorities and think ahead.
- May be required to plan, allocate and organise the work of more junior members of staff.
- Refer to more senior colleagues for prioritising and the scheduling of non-standard work.
- Should be competent in undertaking a range of activities with general guidance only.

Initiative and Decision Making

- Ability to assess problems and use experience or consult procedures to determine the most appropriate action.
- Receives general guidance on complex, but routine work.
- Required to consider a range of aspects of work related problems and make sound judgements on their resolution.
- The problems are likely to be multiple choice situations where the individual will have to analyse information, identify errors and problems and investigate and come to conclusions and follow the most appropriate course of action within procedural constraints.
- Greater discretion/initiative in dealing with non-standard problems.
- May be required to contribute to improving work practices etc.

Communication and Networking

- May be responsible for the supervision of staff, and monitoring of the quality of their work.
- May be the primary figure responsible for responding to emergencies.
- Maintain a network of contacts to liaise with on key issues and/or external contacts.
- Interact with external organisations, such as contractors, public and police, sometimes in difficult circumstances.
- Attend relevant meetings as requested by manager to support standard work activities or to represent School/Service at an appropriate level.

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- Alternatively roles at this level usually require a relevant technical qualification such as ONC plus significant work experience and practice in a related area, demonstrating development through the acquisition of the appropriate skills.
- Without qualification, the post holder must have an in-depth knowledge of the subject area and from previous experience must be able to demonstrate a broad range of expertise in their field and be classed as a technical expert in the field
- Comprehensive knowledge of operational and technical process in own area of responsibility.
- In-depth knowledge of relevant policy and legislation.
- Experience of planning and progressing work activities within general professional guidelines or organisational policy.
- Proven supervisory skills or ability as appropriate.
- Skilled use in relevant and specialist IT packages.
- In some cases, this role may be the first post graduation work for a graduate who is qualified in an appropriate discipline.
- Working knowledge of the broader activities of the School/Service and University.

Typical Work Activities

Planning and Organising

- Will have an established workload and will have the responsibility for ensuring that the work is carried out in a timely and accurate manner.

- Interaction with external organisations, often in difficult or sensitive circumstances may also be a part of the role.
- Liaise with wider University bodies.
- May attend relevant meetings to ensure that issues relevant to their

- Draw on experience and expertise to design practical solutions to problems.
- Discuss and resolve problems with the customer.
- Carry out health and safety audits.
- Coach new members of the team to help them acquire skills and experience.
- Apply detailed knowledge of complex facilities, systems or specific service apparatus.
- Act as point of reference for others.
- Involved in development of new equipment or techniques.
- Contribution to projects.
- Produce reports to a given specification or brief.
- Responsible for ensuring that cash is handled in accordance with appropriate procedures.

Teamwork

- Roles at this level work as part of a team or in support of a team through independent action.
- Post holders may be required to supervise teams of staff carrying out very similar or identical work.
- Contribute to the recruitment, training and development of others.

FOR OPERATIONAL JOBS AT LEVEL 6 AND ABOVE READ ACROSS TO THE MANAGEMENT AND SPECIALIST JOB FAMILY.