

Operations and Facilities Job Family

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 residential, catering, cleaning and other site services or sporting activity. Some roles are about providing these services personally other roles enable or manage the services.

The Job Family has three levels within which are a range of jobs that are ranked according to the job size. The job size is determined by the job evaluation outcome.

The representative work activities in each of the three levels are generic examples and may not therefore describe all of the details specific to an individual's role. To help understanding a sample of benchmark Role Profile Forms have been developed (to be finalised). These benchmark roles can be used to understand specific job roles that fall within the three levels and can be used, for example, in the recruitment and selection of staff or to understand what is required in terms of knowledge and skills to progress through the various job roles e.g. cleaner to cleaning supervisor.

The Job Family and benchmark roles should be used as guidance tools on the range of activities undertaken within a particular level of work.

Level 1

Roles at this level involve providing services in support of students and staff often as part of a team engaged in similar tasks. The tasks and routines are well established and is typically to short term deadlines.

The range of tasks is typically narrow and specified by the routine or detailed instructions, consequently there is little or no need to plan or prioritise work. As the tasks are focused and specific, there is little need for the role holder to have more than a basic understanding of work activities, except where in a supervisory role.

Representative Work Activities

Non-Supervisory roles:

- Carry out a range of tasks, which may include catering, cleaning, gardening, moving and storing materials, sorting mail, providing a security presence within a routine or process to the standards required;
- Operate equipment in a standardised way to achieve the required tasks;
- Carry out basic equipment maintenance as required;
- Carry out routine record keeping as required;
- Check and pass on information as required to staff, students and/or the public;
- Comply with procedures, including those governing health and safety;
- Raise concerns or problems which arise during the work with appropriate staff e.g. the supervisor.

Supervisory roles:

As above and additionally:

- Plan and prioritise tasks in order to meet allocated deadlines;
- Supervision of more junior staff, where applicable;
- Provide advice and guidance where required;
- Clarify work instructions as necessary.

Knowledge, Skills & Experience

- Generally no specific qualifications required prior to appointment but the learning process at work may involve short courses and certification;
- Processes and practices typically learned in a period of weeks or months;
- Ability to gain a knowledge and understanding of the relevant aspects of the University e.g. site locations, staff names and jobs, regulations and practices;
- Ability to make simple use of equipment;
- Supervisory experience where required;
- Understanding of Health and Safety requirements.

Level 2

Roles at this level either plan, manage and review work done by staff at a lower level or are engaged in activities which use technical and practical skills drawn from learning gained through formal training and/or practical experience.

Involving planning and scheduling of work, interpretation of instructions and some choice of methods or tools. Role holders positioned at a higher point in this level may be required to diagnose what the problem or issue is and how it can be tackled before selecting a solution. The role may concentrate on the exercise of specialist skills, but there may be a requirement to guide and review the work of others and be responsible for materials, equipment and work records. Has accountability for the quality of work throughout the process to the point of completion.

Representative Work Activities

Managerial/Supervisory Roles:

- Forward planning of work activities including implementing schedule of activities or elements of processes, to ensure that staff are clear what is required of them for example a work rota or a catering menu;
- Monitor and review the quality of work done;
- Take action to improve standards where needed;
- Communicate requirements and any concerns to staff and raise major problems for example discipline or recruitment problems with line management;
- Ensure core requirements such as Health and Safety regulations are fully met;
- Undertaking or demonstrating the work tasks to staff, as required;
- Assess the work to ensure it can be undertaken properly for example by ensuring the materials required are available and decide on how the task should be undertaken.

Non Managerial/Supervisory Roles

- Clarify the work requirement with colleagues, manager or customer as needed;
- Plan own work preparing for specific tasks and prioritising immediate requirements e.g. for the week;
- Discuss and resolve any immediate problems with colleagues, manager or customer;
- Coach others to help them acquire skills and experience, where required.

Either Role Type

- Maintain information on databases and other work records, as required;
- Responsibility of stock and equipment, where the role requires.

Knowledge, Skills and Experience

- Vocational training plus relevant work experience;
- Ability to plan or schedule work for days and weeks;
- An understanding of relevant legislation and quality standards;
- Ability to communicate clearly, explaining questions and requirements and responding to customers, colleagues and contractors;
- For managerial roles, management experience or proven ability to manage staff effectively to achieve results.

Level 3

Roles at this level either manage operational services work of some volume or complexity or provide advice and technical input based on extensive practical learning. Dealing with people is an important ingredient, whether that is to staff managed by the role holder, contractors or customers. The roles will often have budgetary responsibilities or have an impact on the budget.

Representative Work Activities

Non Managerial Roles:

- Provide advice to the University, colleagues and customers based on in-depth knowledge of practices and procedures;
- Analyse problems, diagnose solutions and gain agreement to their implementation where appropriate;
- Plan own work for weeks and months ahead;
- Discuss and resolve problems or new requirements with customers and colleagues;
- Specify service requirements on behalf of the University or the customer, e.g. for a maintenance or improvement programme;
- Coach others to help them acquire skills and experience;
- Able to solve a range of day to day problems without reference to others;
- Ensure core legal and Health and Safety requirements are met;
- Review performance against budget and highlight corrective actions where required;
- Review customer satisfaction and build conclusions into future improvements, in discussion with more senior managers.

Managerial Roles

As above and additionally:

- Establish and review work requirements taking account of customer needs, University policies and available resources;
- Implement plans for a service type or area, which includes ensuring that activities are staffed sufficiently so that they can operate effectively;
- Ensure staff are trained to required standards;
- Monitor performance and take action to improve where needed, communicating any requirements to staff.

Knowledge, Skills and Experience

- A proven track record gained from work experience in addition to formal vocational training or the equivalent through practical experience;
- Knowledge of University policies and processes;
- Ability to solve a range of day to day problems without reference to others;
- Skills in planning and organising work and services;
- For managerial roles, management experience and coaching ability to motivate staff, tackle poor performance and encourage good performance.