

# 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 jobholders' own work over a short period and may involve the planning of others' work and the accountability for the quality of the work carried out. Procedures and routines are still well established and subject to direct supervision. These roles require a basic standard of education and require numeracy and literacy skills and basic IT awareness and confidence.

### 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, often of a technical or operational nature under regular, but not necessarily direct supervision.

#### **Level 4**

Role holders at this level require specific technical, practical or operational skills with a well developed knowledge of technical or operational practices which will have been acquired through on the job or vocational training (leading to ONC, NVQ3 or C and G qualification). In addition work at this level is moving into the vocational level that indicates specialist training or knowledge, acquired through previous on the job training and experience showing a comprehensive knowledge of relevant processes. Work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of technical or operational support activities. Supervision received will be in the form of general guidance on routine work.

#### **Level 5**

Roles at this level require an in-depth practical, technical or operational knowledge of methods, procedures and practices gained through experience and/or formal qualification. The knowledge is applied to provide a range of technical or practical support activities. Role holders will require at least ONC or equivalent level qualification, and significant work experience and practice in a related area, demonstrating development through the acquisition of the appropriate skills. Alternatively, an HNC plus work experience in a related area would be needed. 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 range of expertise in their field. Work may still be fairly routine at times but technical expertise is required and, as such, supervision is not regular. Sound analytical and problem solving capabilities are required as the role holder must make use of their acquired knowledge of the discipline. Role holders may be developing a depth of knowledge in a particular area of technical or operational expertise.

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

#### **Levels**

##### **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.

#### **Core Knowledge, Skills and Experience**

- No previous experience is necessary at this level, as all relevant training will be provided.
- Will be fully competent after two weeks or so.
- Required to possess basic skills such as the ability to read and write in order to perform the duties of the post.

## **Typical Work Activities**

### **Planning and Organising**

- Work is either planned for the post holder or is very well established.
- The work is very task orientated, with the post holder completing one task before commencing another.
- Works to short timescales.

### **Initiative and Decision Making**

- Decisions are made by the post holder on when to refer a matter to a supervisor or when the post holder requires help in order to complete a task (e.g. for health and safety reasons).
- Although the post holder does not plan their own work, they may be able to use their initiative when deciding what to do first, on some occasions.

### **Communication and Networking**

- Required to be polite and courteous in the execution of their duties in order to present a positive image of the School/Service.
- Required to follow basic instructions with accuracy and reliability.
- May come into contact with a variety of people, including some people external to the University.
- Awareness, understanding of and adherence to the University's Equal Opportunities Policy.

### **Analysis, Reporting and Documentation**

- Required to complete routine, straightforward tasks to a specified standard and timescale, following simple oral or written instruction.
- Required to report any problems they identify that cannot be easily resolved by themselves, to their supervisor.

### **Maintenance and Management of Work Environment**

- Awareness, understanding of and adherence to basic health and safety procedures affecting self and others.
- Operate simple machinery, such as vacuum cleaners and buffing machines.
- Transport and collect goods and equipment, often of a heavy nature and will therefore be required to operate safe manual handling practices.

### **Work Examples**

- Carry out a range of basic tasks to a set standard.
- Operate equipment after being shown how to use it safely.
- Clarify any work instruction with their Supervisor.

### **Teamwork**

- Role holders are required to work as part of a team of people usually carrying out identical or very similar duties, under direct supervision.

## **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 jobholders' own work over a short period and may involve the planning of others' work and the accountability for the quality of the work carried out. Procedures and routines are still well established and subject to direct supervision. These roles require a basic standard of education and require numeracy and literacy skills and basic IT awareness and confidence.

### **Core Knowledge, Skills and Experience**

- A basic standard of education, up to GCSE or equivalent, is required demonstrating numeracy and literacy skills and IT awareness.
- The ability to undertake vocational, or on the job, training through a planned schedule of training in the work place, and/or attendance at college on a day release/evening class basis leading to the award of a recognised appropriate qualification.
- Without formal qualifications practical experience in a related or similar working environment would be desirable.
- Manual dexterity.
- Will be competent within three months of appointment.
- Some previous experience may be necessary and some practical training may be advantageous e.g. in manual handling, customer care.
- May require full driving licence.

### **Typical Work Activities**

#### **Planning and Organising**

- Work activities have specific objectives and are characterised by direct supervision, either by an individual, or by detailed procedures.
- Tasks will be varied and are allocated by others but there may be some scope for sequencing.
- Although the post is directly supervised, the individual may not be closely supervised on a day to day basis, or may work alone.

#### **Initiative and Decision Making**

- Work assignments are straightforward and often repetitive.
- Will make decisions in the course of their work such as the best route to use across campus, whether to permit an individual to enter the premises or how much stock to order.
- More complex decisions will be referred to the supervisor.

## **Communication and Networking**

- Effectively exchange basic information, both orally and in writing.
- Follow simple written or oral instructions with accuracy and reliability.
- Receive internal and external visitors and promote a positive image of the School/Service.
- May supervise one member of staff or a small team of staff doing identical work. Alternatively the post holder may cover for the team supervisor when they are absent.
- May be an initial point of contact for staff, students and customers and, as such, will be required to refer people on, or to pass information on to colleagues.
- Awareness, understanding of, and adherence to the University's Equal Opportunities Policy and IT Acceptable Use Policy.

## **Analysis, Reporting and Documentation**

- May include the monitoring of stock levels and reporting to colleagues when stocks are low.
- Required to complete basic paperwork relevant to the School/Service.

## **Maintenance and Management of Work Environment**

- Carry out basic equipment maintenance after receipt of clear instructions.
- Awareness, understanding of and adherence to basic health and safety procedures affecting self and others.
- Replenish stocks of consumables/stores of basic equipment and follow routine stock control procedures.
- Prepare equipment in readiness for use by others.
- Safekeeping of allocated work equipment.

## **Work Examples**

### **Supervisory Roles:**

- Supervise a schedule of activities.
- Ensure the quality and quantity of output.
- Demonstrate tasks to others as well as actually undertaking the work themselves.

### **Non-Supervisory Roles:**

- Assess work to be completed ensuring feasibility.
- Transport goods and equipment around the campus.
- Operate and maintain basic and more specialised equipment.
- Follow ordering procedures to ensure stock levels are maintained.
- Prepare a site so that maintenance work can be carried out.
- Clean workplace and associated tools.
- Mow lawn using specialist equipment such as ride-on mower.
- Dig flower beds.
- Lay concrete.
- Assist with minor installations.

- 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, IT Acceptable Use Policy and other University policies.

## **Analysis, Reporting and Documentation**

- Required to carry out routine record keeping and/or cataloguing.
- Filing.
- May need to maintain simple records such as annual leave.
- May be required to input basic data and to perform simple numerical calculations.
- Required to maintain simple databases and other standard IT packages.

## **Maintenance and Management of Work Environment**

- Operate and maintain straightforward machinery and equipment.
- Understand the use of more specialised equipment.
- May be responsible for maintaining the security of buildings.
- Awareness, understanding of and adherence to basic health and safety procedures affecting self and others.
- Monitor and replenish levels of stock/stores and ensure equipment, consumables and work area are ready to use when required.

## **Work Examples**

### **Supervisory:**

- Assess workload and related situation and put in place a schedule of activities.
- Organise staff.
- Ensure staff are clear what is required of them.
- Complete associated paperwork such as timesheets.

## **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.
- Assist with the completion of more complex tasks within own work area.
- Operate and maintain standard machinery and equipment, including delivery, set up and demonstration.
- Transport goods and equipment across campus.
- Coach new members of the team to help them to acquire skills and experience.
- Assist in the organisation of events.
- Ensure cash is handled in accordance with appropriate procedures.
- Basic flower bed design.
- Establish and maintain a replacement programme for shrubs.
- Set out sports pitches from scratch to a detailed specification.
- Sports Ground maintenance.
- Install and maintain fittings and locks.
- Carry out duties such as plastering, roofing and brickwork.
- Repair plumbing systems.
- Repair electrical equipment.

## **Teamwork**

- Roles at this level work as part of a team, subject to regular supervision.
- Expected to provide general support activities in own area by assisting senior colleagues.
- May be required to supervise teams of staff carrying out very similar or identical work.
- May be required to help with induction or training of new colleagues.

## **Level 4**

Role holders at this level require specific technical, practical or operational skills with a well developed knowledge of technical or operational practices which will have been acquired through on the job or vocational training (leading to ONC, NVQ3 or C and G qualification). In addition work at this level is moving into the vocational level that indicates specialist knowledge, acquired through previous experience showing a comprehensive knowledge of relevant processes. Work activities will tend to fall within an established working pattern, applying skills and knowledge to provide a range of technical or operational support activities. Supervision received will be in the form of general guidance on routine work.

## **Core Knowledge, Skills and Experience**

- Good standard of secondary education, with particular competency with numeracy and literacy.
- Prior relevant work experience
- In addition, a relevant technical qualification such as ONC, NVQ3 or City and Guilds, where appropriate may also required.



- 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.

- Will need to talk to students, customers and staff on a regular basis dealing with routine and more complex queries, explaining procedures, demonstrating systems or services.
- Clear understanding of and adherence to the University's Equal Opportunities Policy, IT Acceptable Use Policy and other University policies and how they apply to own work.

## **Analysis, Reporting and Documentation**

- Analyse a problem and identify and source the equipment needed to resolve it.
- May be required to carry out complex but routine tests involving more than one process stage in order to establish the root of a problem.
- May be required to maintain simple records such as annual leave or an attendance register.
- May include cashing up at the end of the day or using a computerised booking system.
- Apply a detailed understanding of a specialised but established University system, process or procedure, to analyse and resolve related problems.
- Maintenance of staff rotas.

## **Maintenance and Management of Work Environment**

- Required to operate and maintain straightforward machinery and equipment as well as more specialist equipment.
- May be responsible for maintaining the security of buildings.
- Sound understanding and application of health and safety procedures affecting self and others.
- May be required to replenish stocks of consumables/stores of basic equipment and follow stock control procedures.
- Work with precision and accuracy.
- Possess skills to repair own equipment and/or diagnose more complicated faults.

## **Work Examples**

### **Supervisory:**

- Implement plans for a service area, ensuring effective operation.
- Establish and review work requirements taking account of customer needs, University policy and resources.
- Monitor staff performance and ensuring staff are trained to required standards.
- May co-ordinate activities in the absence of line manager.

### **Non-Supervisory:**

- Advise colleagues and customers based on in-depth knowledge and technical expertise.

- Administration of a large stores area, maintaining stocks and records of equipment and the tracking of items ensuring that they are available and forwarded to appropriate places in a timely manner.
- Analyse and diagnose problems, implementing solutions, seeking agreement where appropriate.
- Discuss and resolve problems with the customer.
- Coach new members of the team to help them acquire skills and experience.
- Contribute to projects, involving collating materials, estimates etc.
- Apply detailed knowledge of complex facilities, systems or specific service apparatus.
- Support events such as conferences and degree day.
- Monitor/replenish stock levels.
- Ensure cash is handled in accordance with appropriate procedures.
- May undertake some of the more routine or straightforward work of other areas.
- Take ownership of a task, ensuring that any other problems associated with it are also resolved.
- Assist other staff with larger maintenance jobs.

### **Teamwork**

- Works as part of a team, subject to regular supervision.
- May be required to supervise teams of staff carrying out very similar or identical straightforward and routine work.
- May be recognised as the main point of contact for a particular specialised process, system or procedure, or for a senior member of staff at the University.
- Assist in the induction and training of other staff.

### **Level 5**

Roles at this level require an in-depth practical, technical or operational knowledge of methods, procedures and practices gained through experience and/or formal qualification. The knowledge is applied to provide a range of technical or practical support activities. Role holders will require at least ONC or equivalent level qualification, and significant work experience and practice in a related area, demonstrating development through the acquisition of the appropriate skills. Alternatively, an HNC plus experience in a related area would be needed. 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. Work may still be fairly routine at times but technical expertise is required and, as such, supervision is not regular. Sound analytical and problem solving capabilities are required as the role holder must make use of their acquired knowledge of the discipline. Role holders may be developing a depth of knowledge in a particular area of technical or operational expertise.

### **Core Knowledge, Skills and Experience**

- Roles at this level usually require a relevant technical qualification such as HNC or equivalent, where appropriate plus work experience in a related area
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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.
- Works independently but can refer to a senior colleague for advice and guidance where necessary.
- Plans ahead on a daily or weekly basis with some consideration for the longer term.
- May oversee the day to day running of a work area or small team.
- May lead assigned project teams usually of a short term nature, or contribute to larger projects as part of the project team.
- Organise or support organisation of events such as conferences and degree day.
- Co-ordinate, arrange and allocate tasks for other staff, including ensuring there are sufficient resources available for events/activities.

### **Initiative and Decision Making**

- Will apply well-developed problem solving skills through the application of initiative and judgement when solutions are not obvious.
- Contributes ideas and innovative solutions.
- Make recommendations on managing/resolving more complex situations.
- Implement changes in service provision as requested by senior colleagues.

### **Communication and Networking**

- Will need to talk to customers, staff and students to discuss work requirements, establish facts, provide explanations, sometimes of a complex nature, explain procedures etc.
- May also be responsible for the supervision of staff, and monitoring of the quality of their work.

- 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 School/Service are appropriately represented and reported.
- Maintain and develop a network of contacts which may be both internal and external to the University.
- May be a point of contact for specialist queries or operational problems.
- Detailed understanding of and adherence to the University's Equal Opportunities Policy, IT Acceptable Use Policy and other University policies and how they apply to own work area.

### **Analysis, Reporting and Documentation**

- Likely to be required to engage in complex record keeping to meet both internal and external requirements.
- May be required to collect and analyse some quite complex data and produce reports. This could be produced in a variety of formats, including written reports, spreadsheets and databases.
- Monitor budgets with reference to a senior member of staff.
- May be required to organise staff shift rotas.
- To be pro-active in information gathering and management.
- Tests own work to assure desired results and monitor technical standards.

### **Maintenance and Management of Work Environment**

- Thorough understanding of health and safety regulations and procedures, ensuring compliance with appropriate legal standards.
- May be responsible for ensuring that others comply with health and safety legislation.
- Ensure security of buildings, machinery, plant and equipment in own area.
- Maintain and quality check stocks of equipment and consumables in own area with pre-set levels of expenditure.
- Ensure equipment and machinery in own area is maintained, serviced and repaired as required.

### **Work Examples**

#### **Supervisory:**

- Lead a section, monitoring progress and correcting any problems and running the function on a day to day basis.
- Contribute to the plans for the service area.
- Resolve any short term conflicts in priorities.
- Monitor and review staff progress.

#### **Non-Supervisory:**

- Advise colleagues and customers based on in-depth knowledge and technical expertise.

- 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.**