

ROLE PROFILE GRADE 7 (Technician)

Role Title	Points Range
Grade 7 (Technician)	271 - 330

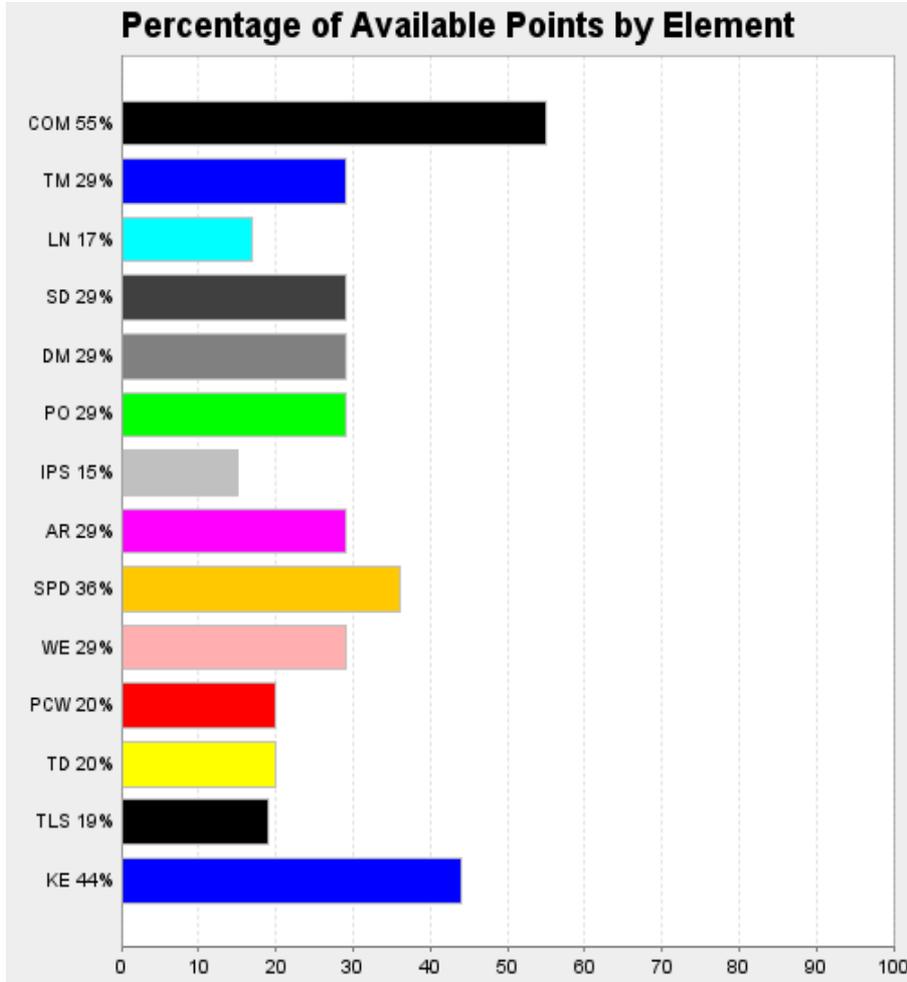
<p>1. COMMUNICATION</p> <p>(a) Oral Communication. Frequently receive, understand and convey straightforward information in a clear and accurate manner. Examples might include, replying to simple requests for information, passing on messages and handling routine telephone enquiries.</p> <p>In addition may also frequently receive, understand and convey information which needs careful explanation to help others understand; taking into account what to communicate and how best to convey the information to others. Examples might include explaining procedures, regulations or course requirements, showing someone how to operate equipment or providing feedback where tact and diplomacy are required</p> <p>(b) Written Communication. May frequently receive, understand and convey straightforward information in a clear and accurate manner. Examples may include, taking messages, preparing standard letters, confirming appointments and handling straightforward correspondence including emails.</p> <p>In addition may also frequently or occasionally receive, understand and convey written communication that needs careful explanation or interpretation to help others understand; taking into account what to communicate and how best to convey the information to others. Examples may include occasionally; writing notes of formal meetings, writing up notes of experiments, writing brochures or advertising material or drafting guides to course modules.</p>
<p>2. TEAM WORK AND MOTIVATION</p> <p>Mainly be required to be supportive and encouraging of others in a team; help to build co-operation by setting an example and showing a flexible approach to delivering team results; contribute to building team morale as an active participant in the team. Examples may include offering support to colleagues in a team where members are pulling together or the team is self directed, leadless or has a remote leader or a senior member of a team who is expected to act as a role model to less experienced colleagues.</p>
<p>3. LIAISON AND NETWORKING</p> <p>May be required to carry out standard day to day liaison using existing procedures in order to pass on information promptly by keeping people informed to ensure co-ordination of effort and that work is done effectively.</p> <p>May also be required to participate in networks within the institution or externally in order to pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively. An example may include being part of a Health and Safety Committee or forum.</p>
<p>4. SERVICE DELIVERY</p> <p>Mainly be required to deal with internal or external contacts who ask for a service or require information; create a positive image of the institution by being responsive and prompt in responding to requests and referring the user to the right person if necessary. Contact is usually initiated by the customer and typically involves routine tasks with set standards or procedures. Examples may include responding to requests for information from employees, students, parents or members of the public.</p>

5. DECISION MAKING PROCESSES
<p>May be required to make independent decisions which have a minor impact, that affect only the role holder or immediate colleagues and can be undone quickly with little implication. Examples may include choosing stock from a preferred suppliers list, deciding when to hold a meeting or buying low cost items within a local budget.</p> <p>May be required to be party to some collaborative decisions; work with others to reach an optimal conclusion which have a minor impact. For example decisions made between the role holder and their manager about routine work matters.</p> <p>May also be required to provide advice or input that will contribute to the decision making of others which have a minor impact, such as giving feedback on the usage of a service or recommending a product to sell/buy.</p>
6. PLANNING AND ORGANISING RESOURCES
<p>Generally required to plan, prioritise and organise their own work or resources to achieve agreed objectives. Examples may include deciding how and when to respond to requests for information, when to order replacement stock or designing and making a piece of equipment or software.</p>
7. INITIATIVE AND PROBLEM SOLVING
<p>Mainly required to solve standard day to day problems as they arise either by choosing between a limited number of options which have clear consequences, by following guidelines or referring to what has been done before. The role holder should be able to recognise when a problem should be referred to others. Problems dealt with will usually be the type that recurs on a regular, routine basis.</p> <p>In addition, may also occasionally be required to use their initiative and creativity to resolve problems where the optimal solution may not be immediately apparent but has to be assessed by a process of reasoning, weighing up the pros and cons of different approaches. They will need to identify and assess practical options by breaking the problem down into component parts. The range of solutions will be defined by a set of procedures or guidelines or by training and application of knowledge. Examples might include dealing with attendance problems, following a policy/procedure/guidelines to solve a problem, handling grading, grievances or disciplinary issues.</p>
8. ANALYSIS AND RESEARCH
<p>Mainly required to analyse routine data or information using predetermined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified. Examples may include providing statistics using standard techniques (e.g. on spreadsheets), providing data for payroll purposes, carrying out literature and database searches or monitoring resource usage such as expenditure against a budget.</p>
9. SENSORY AND PHYSICAL DEMANDS
<p>May be required to carry out tasks at a level which would require either learning certain methods or routines or involve moderate physical effort. Examples might include learning to use a specialist tool or piece of equipment (a test rig, microscope, printing machine etc) and using it effectively.</p>
10. WORK ENVIRONMENT
<p>May be required to work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed, for example working in an office.</p> <p>OR</p> <p>May be required to understand how the work environment could impact on their own work or that of colleagues; take standard actions, within health and safety guidelines where applicable, to adapt to the environment. Normally the degree of risk or level of hazard is obvious. Examples may include following safe procedures using machinery.</p>
11. PASTORAL CARE AND WELFARE
<p>May occasionally be required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people.</p>

12. TEAM DEVELOPMENT
Occasionally may be required to advise or guide new starters working in the same role or unit on standard information or procedures. Examples might include showing a new member of staff around, explaining administrative systems and procedures.
13. TEACHING AND LEARNING SUPPORT
May be required to introduce students or those new to the area (staff outside of the role holders immediate work team) to standard information or procedures. Examples may include providing simple demonstrations or explanations such as explaining the use of the library, demonstrating how to use simple equipment or outlining the procedure for enrolling on a course/module. Also in addition, may be required to provide standard information or deliver teaching or training to teach or train students or others on specific tasks, issues or activities; assess performance and provide feedback during the event. Examples may include explaining the operation of complex machines, equipment or software, how to conduct a literature or database search or coaching others on conducting a survey or research project.
14. KNOWLEDGE AND EXPERIENCE
Generally required to apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; demonstrate continuous specialist development by acquiring relevant skills and competencies. This level of experience is often demonstrated by the acquisition of a certificate after a period of practical and theoretical training or experience of the role. Examples may include knowledge and use of electrical industry regulations, being able to use a piece of complex scientific or electronic equipment, knowing how it works and when it is appropriate to use it.

EXAMPLE OF POSSIBLE SCORING FOR A GRADE 7 (Technician) ROLE

This is only an illustrative example of how a role in Grade 7 (Technical) generally may score on each element. Please note that there will be some variance in the percentage of points given for each element for each individual role. The graph below should only be used as a guide.



- Com Communication
- TM Team Work and Motivation
- LN Liaison and Networking
- SD Service Delivery
- DM Decision Making
- PO Planning & Organising
- IPS Initiative and Problem Solving
- AR Analysis and Research
- SPD Sensory and Physical Demands
- WE Work Environment
- PCW Pastoral Care and Welfare
- TD Team Development
- TLS Teaching and Learning Support
- KE Knowledge and Experience