

GENERIC ROLE PROFILES

Job Title:	Technical Supervisor
Grade:	Grade 6
School/Division:	[school] – Technical Services
Location:	[location]
Responsible to:	[job title of line manager]
Direct reports:	[job titles of direct reports or n/a]
Key contacts:	[job title of key contacts].
Role description:	To provide leadership and management of a small team of technicians within a defined division of [group/department responsible for] to deliver high quality and flexible support to teaching and research activities relating to [can include one or more of laboratories, teaching laboratories, workshops, theatres, classrooms, studios, or controlled environments.]

PRINCIPAL ACCOUNTABILITIES

1. Manage, promote and maintain high quality, Technical Services, engendering a culture of continuous improvement.
2. Lead the operational outputs of a small team of individuals.
3. Ensure compliance with all relevant legislation and University policies, interpreting the same and advising on their practical application.
4. Work in partnership with other key stakeholders to ensure seamless service
5. To be responsible for the delivery of technical support activities associated with specialist teaching and/or research areas across the equivalent of a departmental/School wide area within specialist teaching and/or research to ensure that provision is of an excellent quality and delivered in a timely, professional fashion

KEY RESPONSIBILITIES

1. **Team leadership**
 - 1.1 Lead a small team to support the achievement of targets and objectives
 - 1.2 Allocate available resources to achieve targets and objectives including supporting the selection, induction, performance management and development of team members

- 1.3 Ensure team understanding and application of operational standards are embedded in the methods of working
- 1.4 Support the development of others, providing training and coaching in area of expertise
- 1.5 Foster an ethos of continuous improvement

2. Service Delivery

- 2.1 Working within university policy and procedure, undertake day-to-day local team leadership of operational matters in the process and/or procedure in the area of expertise. Plan and implement activities of the team to ensure the achievement of team targets and objectives.
- 2.2 Ensure effective systems and procedures are in place to support the achievement of key performance targets in area of responsibility.
- 2.3 Support the implementation of improvements to systems and procedures in area of responsibility to ensure effective administration within area of responsibility.
- 2.4 Maintain appropriate records and documentation commensurate with policy and procedure.
- 2.5 Provide reports internally and externally as appropriate. To undertake analysis, interpretation and presentation of standard data to inform decisions related to subject area.
- 2.6 Identify critical issues when resolving problems and use university policy and procedure to support the application of appropriate resolutions.

3. Policy and Procedure

- 3.1 Work within policy and procedure, providing advice to enquiries on the application of policy/procedure as required.
- 3.2 Contribute to policy decisions and improvement in area of expertise.

4. Customers and Stakeholders

- 4.1 Proactively work with internal and external stakeholders, colleagues or students to ensure the effective service delivery, providing data and information to inform decisions as necessary, showing appropriate sensitivity when needed.

5. Key Responsibilities

Teaching/Demonstrating Specific Posts;

-Where required, to be responsible for support activities associated with entire modules or projects within the teaching schedule. This will involve direct liaison with academics and students, trialling of complex practical's, designing, constructing and developing materials, including technical delivery notes, apparatus and techniques.

-To oversee and participate in the organisation, planning, ordering, preparation and laying out (/erecting or packing away for field-based activities) of project and teaching materials across a number of modules according to the practical class schedule.

[any other teaching/role specific key responsibilities]

Core Posts:

-To apply specialist skills to develop and deliver techniques to support research and outreach activities. This may involve operation, troubleshooting, design and maintenance of highly specialised equipment and apparatus.

-In clearly defined circumstances as identified by line manager, to directly contribute to research outcomes.

[any other teaching/role specific key responsibilities]

To carry out any other duties that are within the employee's skills and abilities whenever reasonably instructed.

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or level of responsibility entailed.

INDICATIVE PERFORMANCE CRITERIA

- Leading a team of [x number of] staff
- Work within a budget of £[x]
- Responsible for [x] equipment/premises.
- Responsible for the achievement of [x] target(s).
- The post holder reports to the [manager job title], working under comprehensive direction within a clear framework the post holder will manage their own work and achieve their agreed objectives. In doing this they ultimately support the achievement of the strategic and operational goals of the University, Technical Services & their Division. The post holder may be expected to work collaboratively across the University and with key stakeholders to deliver single team working that efficiently and effectively supports the achievement of those goals and objectives.
- Support achievement of the Division's/Unit's/School's compliance with all applicable statutory and regulatory compliance obligations, including (but not limited to): UKVI, Health & Safety, the Prevent Duty, data protection, Competition and Markets Authority requirements and equal opportunities, as appropriate to the grade and role. Additionally, to promote good practice in relation to University policy, procedure and guidance in relation to those compliance matters in respect of students, staff and other relevant parties.
- Balance effectiveness and cost-efficiency in the management of the budgets you are accountable for, demonstrating compliance with Value for Money and Return on Investment principles to support the University's strategic aim to achieve a world-class standard of teaching and research by managing our resources effectively and efficiently.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

1. Usually Educated to Level 4 - BTEC Professional award, certificate and diploma level 4, Higher National Certificates (HNC), Certificates of Higher Education (CertHE)

2. A practical knowledge and understanding of [specialist area/teaching discipline].
3. Effective team leadership skills
4. Good oral and written communication skills with the ability to present information in a way that can be understood the audience.
5. Planning and organisational skills with the ability to delegate to team members where appropriate.
6. Well developed interpersonal skills with the ability to influence team members, effectively contribute to team working to build and develop working relationships.
7. Analytical skills with the ability to generate effective solutions and make effective decisions
8. Commitment to customer excellence
9. Effective IT Skills on MS platform. Experience using databases and online booking systems.
10. Use knowledge to liaise with colleagues outside of own specialist area to prepare work rotas and/or activity scheduling and bookings for services that cut across a number of functions
11. Knowledge to identify gaps in health and safety and quality compliance and implement solutions.
12. Commitment to staff and student development and support

ESSENTIAL ROLE-SPECIFIC CRITERIA

1. [add details as required]

DESIRABLE CRITERIA

1. Significant practical knowledge of [specialist field / teaching discipline] and how this fits with the priorities of the University to ensure that efficient and effective outcomes are achieved by self and direct reports.
2. Knowledge of the Higher Education sector.
3. Desirably educated to Level 5 - Diplomas of Higher Education (DipHE), Higher National Diplomas (HND), BTEC Professional award, certificate and diploma level 5
4. Change management skills
5. Detailed knowledge of the University's systems and procedures relevant to the role.
6. [any other role specific criteria]

