

Role Title: **Maintenance Operative**

COMMUNICATION

Oral Communication

Frequently receive, understand and convey straightforward information in a clear and accurate manner.

Occasionally receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others.

Written Communication

Frequently receive, understand and convey straightforward information in a clear and accurate manner.

Occasionally receive, understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey information to others.

TEAM WORK AND MOTIVATION

Primary focus

Participate in and deliver their contribution to a team.

Secondary focus

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.

LIAISON AND NETWORKING

Carry out standard day to day liaison using existing procedures in order to pass on information promptly; keep people informed to ensure co-ordination of effort and that work is done effectively.

SERVICE DELIVERY

Primary focus

Deal with internal or external contacts who ask for 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.

Secondary focus

Occasionally deal with internal or external contacts where the service is usually initiated by the role holder, working within the institution's overall procedures or policies; AND / OR understand and explore customer's needs; adapt the service accordingly to ensure the usefulness or appropriateness and quality of service.

DECISION MAKING PROCESSES

Take independent decisions which have an immediate impact, which can be easily amended and have little effect beyond the immediate area of the role holder's work.

Be party to some collaborative decisions which have an immediate impact, which can be easily amended and have little effect beyond the immediate area of the role holder's work.

Provide advice or input to contribute to the decision making of others which can be easily amended and have little effect beyond the immediate area of the role holder's work.

PLANNING AND ORGANISING RESOURCES

Implicit demand

Complete tasks to a given plan with allocated resources.

Primary focus

Plan, prioritise and organize own work or resources to achieve agreed objectives.

INITIATIVE AND PROBLEM SOLVING

Primary focus

Solve standard day to day problems as they arise; choose between a limited number of options which have clear consequences by following guidelines or referring to what has been done before; recognize when a problem should be referred to others.

Secondary focus

Occasionally use 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; identify and assess practical options; and break the problem down into component parts.

ANALYSIS AND RESEARCH

Primary focus

Establish basic facts in situations which require further investigation and inform others if necessary.

Secondary focus

Be required to analyse routine data or information using pre-determined procedures and gathering the information from standard sources; work accurately to complete the task precisely as specified.

SENSORY AND PHYSICAL DEMANDS

Carry out tasks which require either a mastery of a range of sensory and physical techniques, concentration to co-ordinate different senses or precision in applying these sensory skills, or involve considerable physical effort.

WORK ENVIRONMENT

Implicit demand

Work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed.

Primary focus

Understand how the work environment could impact on own work or that of colleagues; take standard actions, within health and safety guidelines where applicable, to adapt to the environment.

Secondary focus

Occasionally required to understand variability in own working environment and its potential negative impact on the work process or health and safety of the individual or colleagues; and determine the level of risk and appropriate response.

PASTORAL CARE AND WELFARE

Occasionally required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; and initiate appropriate action by involving relevant people.

TEAM DEVELOPMENT

(training those outside the work team should be included under Teaching & Learning Support)

Occasionally required to advise or guide new starters working in the same role or unit on standard information or procedures.

Occasionally required to train or guide others on specific tasks, issues or activities; give advice, guidance and feedback on the basis of their own knowledge or experience; deliver training.

TEACHING AND LEARNING SUPPORT

Provide standard information or deliver teaching or training to introduce students or others who are new to the area to standard information or procedures.

KNOWLEDGE AND EXPERIENCE

Apply working knowledge of theory and practice, sharing this knowledge with others as appropriate; and to demonstrate continuous specialist development by acquiring relevant skills and competencies.