Aberystwyth University - Role Description

Title: Technical & Computer Operator 3

COMMUNICATION

(a) Oral Communication

Understands and communicates straightforward information in a clear and accurate manner.

On occasions there may be a requirement to understand and communicate information which requires either interpretation or explanation.

For example:

- Deal with telephone and face to face enquiries from staff and students

- Provide information on and explanation of services, processes and procedures to staff and students

- On occasions provide verbal reports on experimental outcomes or the resolution of problems/faults

(b) Written Communication

Understands and communicates straightforward information in a clear and accurate manner.

On occasions there may be a requirement to understand and communicate information which requires either interpretation or explanation.

For example:

- Receive and respond to emails relating to computer queries

- Communicate work requirements via email to students and colleagues

- Communicate data to other team members

- On occasions communicate with customers or other users of facilities to ensure their requirements are understood and dealt with effectively

TEAM WORK AND MOTIVATION

Work as part of a team.

Frequently undertake a more proactive role in a team through the provision of active support to other team members, by demonstrating a flexible approach and helping to build team morale.

For example:

- Work as part of a group where the role holders work individually or in a small team

- Will need to support other members of the larger team as required

- Frequently provide cover for others in the team

LIAISON AND NETWORKING

Have contact with staff outside own work team to pass on or receive information and data using existing procedures

For example:

- Create links with other teams on problems that cross team boundaries

- Create links with external contractors and engineers to ensure they have the information needed to complete their work

SERVICE DELIVERY

Respond promptly and accurately to those who request information or a service. This will usually involve routine tasks within a defined procedure or to a set standard. Refer request on to the right person if necessary.

On occasions may be required to explore the customer's requirements further and adapt the service provided to ensure that those requirements are met. May also, on occasions, approach internal or external contacts to provide a service that falls within current policies or procedures.

For example:

- Respond promptly and effectively to requests for assistance or reported faults

- Ensure the requirements for practical sessions are met and the students receive any assistance they may need

- Carry out, or arrange, equipment maintenance and repair ensuring schedules are flexible enough to meet varying demand

- Provide technical support to staff and students on all aspects of equipment or analytical techniques, on occasion respond to requests for service that may require adaptation

DECISION MAKING PROCESSES

Take decisions that have a short term and local effect.

Work with others to reach decisions that have a short term and local effect.

Provide advice to others to enable them to reach decisions that have a short term and local effect.

For example:

- Take independent decisions on how to respond to reported faults, when to restock laboratory supplies according to guidelines and budgets, which equipment will best fulfil the demands of the work required

- Take decisions with others on how to deal with more complex faults or problems

- Provide advice on ways in which the service may be improved or extended

PLANNING AND ORGANISING RESOURCES

Organise own work and resources to meet agreed objectives.

For example:

- Understand the objectives and deadlines for the various aspects of their work and plan the sequence accordingly.

- Ensure there are appropriate resources or information to complete tasks

- Respond flexibly to changes in deadlines or objectives

INITIATIVE AND PROBLEM SOLVING

Solve day to day problems as they arise using the available guidelines and referring to others when necessary.

Frequently solve problems where the solution is not necessarily obvious using initiative and reasoning.

For example:

- Resolve problems related to experiments or experimental techniques

- Frequently resolve problems related to technical or IT equipment, facilities and services using questioning to narrow down the source of the problem and take appropriate action

ANALYSIS AND RESEARCH

Analyse routine data or information from standard sources using existing procedures.

For example:

- Undertake literature and internet investigations to seek solutions to technical problems, source new equipment, keep up to date with developments in equipment, techniques, exhibition display trends,

- Carry out analytical experiments, process experimental data and compile results

- Test possible equipment or materials for suitability for purpose, report on the results

- Collect and collate data and report on service usage, e.g. network uptake, onsite support call outs

SENSORY AND PHYSICAL DEMANDS

Complete tasks that need some learned techniques, skills or routines or involve moderate physical effort.

For example:

- Undertake routine, standard laboratory procedures

- Physically move laboratory or film supplies, computer hardware and printer consumables

- Use appropriate equipment to move heavy, large and awkward objects

WORK ENVIRONMENT

Work in a relatively stable environment which has little impact on the way work is carried out.

On occasions recognise when an environment could adversely affect own work or that of colleagues and take action, within guidelines, to minimise any negative impact, e.g. through following risk assessments.

For example:

- When working with technical or IT equipment ensure that health and safety guidelines and risk assessments are followed, in accordance with training
- May on occasions take action when there is a perceived or actual risk arising to students or staff in laboratories

PASTORAL CARE AND WELFARE

On occasions respond sensitively to those needing help or showing signs of distress and involve relevant trained people when appropriate.

For example:

- On occasions deal tactfully and sensitively with staff or students when they come into contact with them through their work

TEAM DEVELOPMENT

On occasions provide advice or guidance to new colleagues in the role or team on standard procedures and information.

For example:

- On occasions take part in the induction of new team members by showing them around and introducing them to the work that they do

TEACHING AND LEARNING SUPPORT

Deliver existing teaching or training materials to introduce students or others to standard information or procedures.

For example:

- Demonstrate how standard equipment and simple techniques can be used to best effect
- Assist staff and students to set up and use their technical & IT equipment

KNOWLEDGE AND EXPERIENCE

Have sound knowledge of the theory and practice that affects the role and demonstrate continuous development of skills and competencies.

For example:

- Understand, be able to use and seek to develop processes or procedures that are relevant to the role
- Broad understanding of the work of the department as a whole and how the role fits in to this
- Seek to develop knowledge and apply learning to the role
- Understand and be able to use the theory associated with carrying out the role