|  |  |
| --- | --- |
| Last updated: | <date> |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Facilities Support Technician** | | |
| School/Department: | Psychology | | |
| Faculty: | Environmental and Life Sciences | | |
| Career Pathway: | Technical and Experimental (TAE) | Level: | 3 |
| Posts responsible to: | Team Leader - Senior Experimental Officer (L4) | | |
| Posts responsible for: |  | | |
| Post base: | Office and non-office based | | |

|  |
| --- |
| Job purpose |
| To ensure the provision of effective and efficient technical assistance to the School of Psychology, and its external customers, through the day-to-day support of research and teaching activities.  Support School activities through the management of equipment loan pool, Psychology test library and workshop resources. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | To support and instruct students, researchers, and other staff members, in the suitability and operation of equipment and facilities within the School of Psychology. | 25% |
|  | To manage and maintain the loan equipment pool, Psychology test library resources and Mobile Research Unit, ensuring resources are maintained, bookings are administered to, and co-ordinate with other team members to cover all activities. | 25% |
|  | To work with other members of the technical team/internal and external suppliers to provide bespoke technical solutions for teaching and research projects as required by the School. | 10% |
|  | To ensure compliance with health and safety processes within the work environment and maintain equipment in accordance with technical and health and safety procedures, by diagnosing faults and identifying solutions to issues, liaising with internal and external suppliers where necessary. | 10% |
|  | To advise on the pricing and purchasing of equipment and consumables, ensuring adequate stocks of supplies and that work resources are monitored efficiently and appropriately and to gain familiarity with the University’s procurement systems and supplier chains. | 10% |
|  | Provide a reactive response to time-critical activities that support teaching and research. | 10% |
|  | To ensure accurate completion of all documentation, reports and records. | 5% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

| Internal and external relationships |
| --- |
| External contact with suppliers and customers for product technical specifications and quotations.  Liaison with Professional Services; Particularly iSolutions for IT support and Estates and Facilities for  maintenance and waste disposal.  Direct contact with students, academics, the Faculty Operating Service team and other technical staff on a day-to-day basis. |

| Special Requirements |
| --- |
| A flexible and supportive approach to students, researchers and staff.  A proactive approach to developing a welcoming and productive environment.  UK driver’s licence and competence assessment to drive Psychology Mobile research Unit. |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HNC, A-Level, NVQ3 and/or proven work experience acquired in relevant technical support roles and job-related training.  Experience of applying understanding to technical equipment, processes and procedures.  Able to demonstrate a good understanding of technical processes relating to work area.  Ability to make effective use of standard office computer systems including word-processing and spreadsheets.  Ability to identify standard IT hardware and connect systems for operation. |  | CV and Interview |
| Planning and organising | Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities. |  | CV and Interview |
| Problem solving and initiative | Experience of contributing innovative ideas in order to solve technical problems.  Experience of using judgement to find solutions to problems for which no standard procedure exist. |  | CV and Interview |
| Management and teamwork | Experience of providing training/coaching to colleagues and students in relation to technical tasks  Able to solicit ideas and opinions to help form specific work plans.  Able to positively influence the way a team works together.  Able to ensure staff are clear about changing work priorities and service expectations. | Successful supervisory experience.  Ability to effectively allocate to, and check work of staff, coaching/ training and motivating staff as required. | CV and Interview |
| Communicating and influencing | Able to elicit information to identify specific customer needs.  Able to offer proactive advice and guidance on technical processes and procedures.  Able to communicate and liaise with users of the technical services, both internal and external to the department. | Experience of supporting teaching  Experience of demonstration skills | CV and Interview |
| Other skills and behaviours | Interest in science / engineering. | Mechanical and electrical skills to aid fault finding, repair and innovation. | CV and Interview |
| Special requirements | Willingness to drive University vehicles.  Willingness to undertake Health and Safety training specific to role. | UK driving license. | CV and Interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

|  |  |
| --- | --- |
| Yes | If this post is an office-based job with routine office hazards (eg: use of VDU), no further information needs to be supplied. Do not complete the section below. |
| No | If this post is not office-based or has some hazards other than routine office (eg: more than use of VDU) please complete the analysis below.  Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder. |

## - HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

|  |  |  |  |
| --- | --- | --- | --- |
| **ENVIRONMENTAL EXPOSURES** | **Occasionally**  (<30% of time) | **Frequently**  (30-60% of time) | **Constantly**  (> 60% of time) |
| Outside work | P |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: Chemicals |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** | | | |
| ## Food handling |  |  |  |
| ## Driving university vehicles(eg: car/van/LGV/PCV) | P |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (eg: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** | | | |
| Load manual handling | P |  |  |
| Repetitive crouching/kneeling/stooping | P |  |  |
| Repetitive pulling/pushing | P |  |  |
| Repetitive lifting | P |  |  |
| Standing for prolonged periods | P |  |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | P |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height | P |  |  |
| Repetitive reaching at shoulder height | P |  |  |
| Repetitive reaching above shoulder height | P |  |  |
| **PSYCHOSOCIAL ISSUES** | | | |
| Face to face contact with public | P |  |  |
| Lone working | P |  |  |
| ## Shift work/night work/on call duties |  |  |  |