






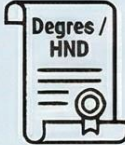

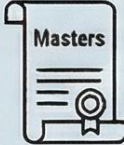









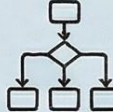






















# Technical Career Framework at York: Professional Progression Pathways

A clear, structured roadmap outlining the evolution of technical staff from operational roles to strategic university leadership, illustrating the progression of qualifications, responsibilities, and leadership expectations.

	 <b>Grades 3-4: OPERATIONAL FOUNDATION 'Doing'</b>	 <b>Grades 5-6: TECHNICAL SPECIALISM &amp; LOCAL LEADERSHIP 'Leading'</b>	 <b>Grades 7-8: STRATEGIC PLANNING - Departmental Management and Heads of Technical Operations</b>	 <b>Grade 9: STRATEGIC PLANNING - Strategic Leadership &amp; University Impact</b> 
<b>Qualifications</b> 	 <b>A-Level to HNC</b> Entry-level roles require A-levels, HNC, or equivalent experience to carry out routine technical tasks.	 <b>HND to Degree Level</b>  Progression requires a Degree or HNO, moving towards Registered Scientist (BSciTech) or Engineering Technician (EngTech) status.	 <b>Masters &amp; Professional Status</b>  Roles typically require a Masters degree and significant experience, maintaining BSc/Tech/EngTech professional body status.	 <b>CSci/CEng &amp; Strategic Authority</b>  Attainment of Chartered Scientist (CSci) or Chartered Engineer (CEng) status with a substantial degree of independent professional responsibility.
<b>Scope of Work</b> 	 <b>Routine Tasks &amp; Experiments</b>  <p>Focus is on following written or verbal instructions to achieve team objectives and operating basic scientific equipment.</p>	 <b>Designing Experiments &amp; Solving Problems</b>  <p>Technicians take a load in a technical specialism, designing and constructing experiments rather than just following instructions.</p>	 <b>Leading Large Departments</b>  <p>Managing technical teams across multifaceted areas, ensuring changes are implemented effectively and tasks meet quality standards.</p>	 <b>Optimising Technical Services</b>  <p>Directing Technical Operations Managers to ensure all services are optimised and aligned with long-term university objectives.</p>
<b>People &amp; Training</b> 	 <b>Local Inductions</b>  <p>Staff assist with the induction of students and provide basic demonstrations of equipment skills.</p>	 <b>Supervising Teams</b>  <p>Responsibilities shift to supervising and training other technicians and drafting induction procedures for specialist techniques.</p>	 <b>Professional Development &amp; Capability</b>  <p>Focuses on managing the professional development and specialist technical capabilities of all staff within the department.</p>	 <b>Succession &amp; Workforce Planning</b>  <p>Proactively manages succession planning, training needs, and cases for regrading or rewarding exceptional performance across the faculty.</p>
<b>Health &amp; Safety</b> 	 <b>Applying Protocols</b>  <p>Responsibilities include understanding and applying COSHH/risk assessments and maintaining a safe, clean work environment.</p>	 <b>Establishing Safe Environments</b>  <p>At Grade 6, the role involves writing protocols and ensuring legislative safety testing is carried out for specialist equipment.</p>	 <b>Legislative Oversight</b>  <p>Taking responsibility for departmental safety environments and monitoring regulatory testing of all technical equipment.</p>	 <b>Strategic Risk Management</b>  <p>Works in partnership with the central Health and Safety Directorate to implement robust risk management and business continuity systems</p>