

Post Details		Last Updated: 14/06/2026	
Faculty/Administrative/Service Department	Faculty of Engineering and Physical Sciences / School of Computer Science and Electronic Engineering (SCSEE)		
Job Title	Technical Support Specialist (Development Support)		
Job Family	Technical & Experimental	Job Level	4
Responsible to	Jane Phillips – School Administration Manager CSEE		
Responsible for (Staff)	n/a		
<p>Job Purpose Statement <i>This should be an accurate, concise, un-detailed statement (short paragraph) of what the post is and why the post exists in terms of its contribution or result e.g. improved student/staff experience, increasing University funds etc.</i></p> <p>This role will be supporting the delivery and development of high-quality, lab-based teaching across the programmes within the School of Computer Science and Electronic Engineering with a focus on Computer Science and Cyber Security programmes. It will significantly enhance the overall provision of our Computer Science and Cyber Security programmes by strengthening technical teaching support and enabling more innovative and scalable delivery methods.</p> <p>The position is critical in enabling the effective use of modern technical platforms, including Linux environments, cloud-based systems, and security-focused tools, to improve student learning outcomes and experience. It will involve close collaboration with Research Computing Services and the Digital Learning team, ensuring that teaching environments are aligned with institutional platforms and benefit from best practices in infrastructure, virtualisation, and digital delivery.</p> <p>The role bridges the gap between software development and system administration, requiring a hybrid skillset. The postholder will contribute to a strategic shift toward more scalable, technically robust, and innovative teaching provision across the School.</p>			
<p>Key Responsibilities <i>This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities (5 to 8 maximum)</i></p>			
<ol style="list-style-type: none"> 1. Develop tooling, demonstrators, and applications that support the teaching delivery in collaboration with academics. <ol style="list-style-type: none"> a. Examples for teaching delivery include improving configuration and deployment of software security tools, enhancements to front ends to virtualisation configurations to streamline staff using the virtualisation tools, and automation to improve rapid and personalised assessment and feedback. b. Support academics in the laboratories that utilise the developed tooling. c. Support the integration of innovative teaching and learning applications into our Online Learning Environment (Brightspace). 2. Develop and maintain documentation, guides, and examples for academic staff to incorporate and support adoption of tooling and streamlining in their modules, and support academics in integrating the tools with teaching content. <ol style="list-style-type: none"> a. Liaise with the School teaching team and module academics to identify areas for automation and tooling applicability. b. Support academics with technical issues relating to using the tooling. 3. Develop tooling and applications that support improving student activities in collaboration with academics. <ol style="list-style-type: none"> a. Examples for student events include: creating capture the flag infrastructure to support cyber security teaching and assessment, e.g. SecGen. b. Work with the open day, applicant day and outreach teams to provide compelling demonstrator applications to encourage engagement from potential students. 4. Provide support to build and manage environments and demonstrators for student events. 			

- a. Provide technical support for welcome week activities and in-semester events such as student hackathons and capture-the-flags.

5. Stay abreast of innovations and best practice in computer science teaching and look for opportunities to apply that knowledge within the role.

- a. For example, AI Integration: Experience implementing Gen AI frameworks (like RAG and multi-agent orchestration) to support various automating task.
- b. For example, Human-in-the-Loop Moderation: Ability to design compliant, human-in-the-loop workflows that integrate AI within educational tools and processes.

N.B. The above list is not exhaustive.

All staff are expected to:

- Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.
- Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.
- Follow University/school policies and working practices in ensuring that no breaches of information security result from their actions.
- Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.
- Undertake such other duties within the scope of the post as may be requested by your Manager.
- Work supportively with colleagues, operating in a collegiate manner at all times.

Help maintain a safe working environment by:

- Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
- Following local codes of safe working practices and the University of Surrey Health and Safety Policy.

Elements of the Role

This section outlines some of the key elements of the role, which allow this role to be evaluated within the University's structure. It provides an overview of what is expected from the post holder in the day-to-day operation of the role.

Planning and Organising *Where does the work come from? What planning is required, how complex is the planning and over what timescale e.g. days/weeks/months/annually/longer?*

The post holder will:

- respond to project briefs from the school teaching team to achieve a set of deliverables within clear timelines.
- organise and prioritise their own workload, setting targets in line with objectives agreed with their line manager, and will be expected to meet tight deadlines across the academic year.
- maintain a strong awareness of the school's priorities and key operational requirements, ensuring that critical services and teaching activities are consistently supported.
- demonstrate a high degree of flexibility, responding effectively to urgent and unforeseen issues, reprioritising workload as needed, and maintaining appropriate communication with users, management, and colleagues.
- be expected to demonstrate strong teamwork and collaboration skills within a complex and technically demanding environment.

Problem Solving and Decision Making *What types of problems or challenges are faced by the post holder and how are they solved? What kind of guidance is in place to support the problem solving process e.g. policies/procedures/protocols/legislation. You should detail the nature of the post holder's role in solving these problems, indicating whether the post holder thinks independently or in collaboration with others and how much freedom there is to provide solutions/make these decisions. You should also state what the impact of wrong decisions/judgement is and what happens in cases where the post holder is unable to find a resolution.*

- The post holder must make well-informed decisions on how to prioritise and allocate their time across projects, ensuring effective delivery in line with evolving strategic priorities
- Within the scope of the role, the post holder will collaborate closely with the School teaching team and relevant IT colleagues across the organisation.
- The post holder will be expected to apply sound judgement, technical expertise, and problem-solving skills to address complex or unfamiliar issues within the existing infrastructure. Complex issues or those outside the scope of the role will be escalated to the relevant manager keeping the line manager informed, with the post holder contributing to the identification and development of appropriate solutions.

Continuous Improvement *You should state whether the post holder is responsible for making any improvements within their area of responsibility, what level of improvement they may be required to make and what freedom they have to make those changes independently.*

- The post holder will need to keep up to date with technology advancements in Computer Science and Cyber Security.
- The post holder will need to support the delivery of projects to improve the student experience.

Accountability

What level of control has the post holder got for the achievement of their end results? How frequently does the post holder require supervision? What freedom do they possess to act with or without reference to guidance/procedures and/or supervision? Detail the discretion given to the post holder to direct resources, their answerability for the consequences of decisions and actions taken by themselves/their team and the impact. Detail the nature of the impact which the role exerts on end results and the area of the institution on which the role has impact.

- The post holder will be an active member of the School teaching team, participating in relevant committees (e.g. the School Teaching Committee) associated with the role, providing regular updates and reporting on the operation and effectiveness of IT provision for teaching within the School. Depending on commitments it may be necessary to report on the work rather than attending the meeting.

Dimensions of the role *Dimensions describe the statistics relevant to the job. Where relevant, you should cover the operational, financial or staffing aspects of the role. Relevant factual, quantitative information that describes the scope of the role, e.g. number of staff directly/indirectly reporting to them, financial aspects (budgets, contract, cash handling etc. and approximate figures), approximate number and type of student/customers the job affects directly/indirectly should be given.*

- This post has no staff responsibility.
- This post has no budget responsibility.

Supplementary Information *You may wish to include some information here that has not been captured in the other sections of the form, but still has a significant impact on the size of the job. This may include details such as for example the importance in some roles to influence, develop and change the motivation and behaviour of people.*

- The post holder will communicate with undergraduate, research-postgraduate students and staff, from a wide range of disciplines from the school, faculty and University. They will regularly liaise with central IT staff, and where necessary external contractors.

Person Specification This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

Qualifications and Professional Memberships

Degree level qualification in Computer Science or related discipline or substantial vocational experience within the field

OR

Significant vocational and relevant experience, demonstrating ability in an appropriate professional or specialist area, and success in similar or related roles, supported by evidence of significant strategic and operational knowledge.

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Technical Competencies (Experience and Knowledge) This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance).

**Essential/
Desirable**

**Level
1-3**

Programming ability to develop technical demonstrators or experience in participating in hackathons

E

3

Programming experience (e.g., scripting languages e.g. Python, Web Technologies e.g. Django)

E

3

Experience of containerisation (e.g., Docker, podman) and virtualisation (e.g. KVM, Qemu)

E

2

Experience of security technologies in computer science

E

2

Special Requirements:

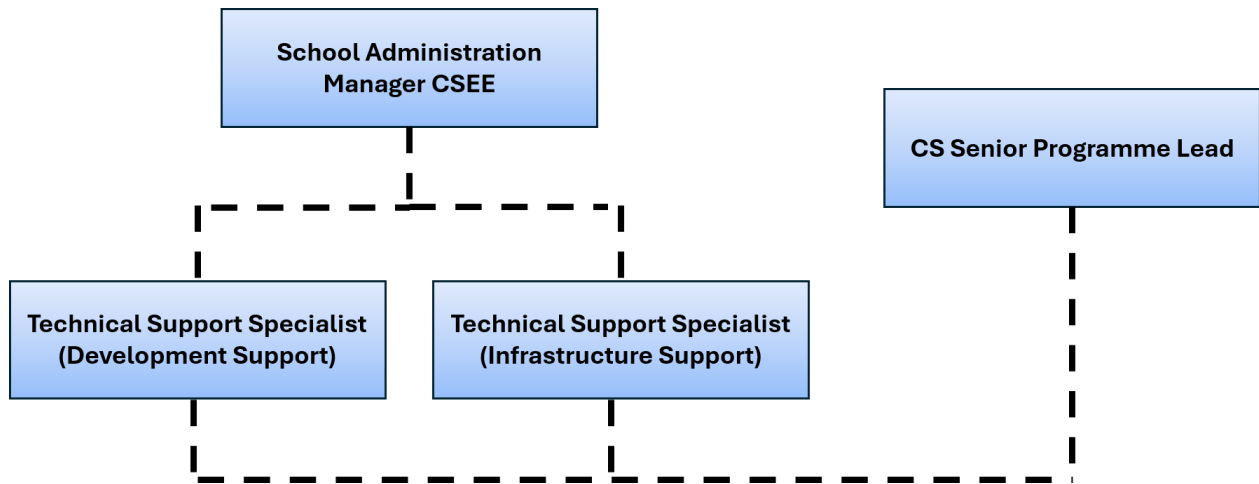
**Essential/
Desirable**

Ability to work independently to design and implement technical solutions

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Core Competencies This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.	Level 1-3
Communication Adaptability / Flexibility Customer/Client service and support Planning and Organising Strong Problem Solving and Decision-Making Skills Managing and Developing Performance Creative and Analytical Thinking Influencing, Persuasion and Negotiation Skills Continuous Improvement Strategic Thinking & Leadership	3 3 3 3 3 2 2 1 1 1
<p>This Job Purpose reflects the core activities of the post. As the Department/Faculty and the post holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The University expects that the post holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.</p> <p>Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.</p>	
Organisational/School Information & Key Relationships	
<p>Background Information <i>You should include a short statement on the background of the Faculty and/or the school in which the post holder will be operating. You may also wish to include any other useful information to an applicant e.g. why the project exists, what the strategy of the school is etc.</i></p> <p>The Faculty of Engineering and Physical Sciences is built on the core engineering disciplines of aeronautical engineering, civil engineering, chemical engineering, electronic engineering and mechanical engineering, together with the core scientific disciplines of computing, mathematics and physics. Within these fields the Faculty enjoys a reputation for excellence in research and teaching.</p> <p>The School of Computer Science and Electronic Engineering is the largest School in the Faculty of Engineering and Physical Sciences. The School has over 80 academic staff, over 1000 undergraduate students, over 400 MSc students and over 200 PhD students. The School is the home to the Advanced Technology Institute, the Centre for Speech Vision and Signal Processing, Computer Science Research Centre and the Institute for Communication Systems.</p> <p>This role will be based within the School of Computer Science and Electronic Engineering.</p>	

School Structure Chart Please highlight the post holder's role by right clicking and selecting format shape, selecting solid fill and 2nd shade of blue in list. Boxes can be added/removed by right-clicking and selecting add shape or cut. Font should be Frutiger LT Std 45 Light (max font size 10).



Relationships This is not an exhaustive list of every relationship the post holder has but is a brief description of those that play an important part in the post holder successfully carrying out the role. It should identify the significant internal and external relationships and contacts that the post holder has in their job and describe the overall purpose and nature of those relationships (i.e. exchanging information, negotiating, networking, etc.)

Internal

- Head of School
- Associate Head (Education)
- School staff
- Central IT systems teams
- UGs/MScs/PGTs/PGRs

External

- IT Technology suppliers
- Educational technology suppliers
- Cloud providers