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Description automatically generated**

Job Description

Post title: **Research Fellow**

Date last updated/evaluated: January 2025

Author: Thomas Andritsch

Standard Occupation Code: 2119 – Natural and social science professionals

School / Department: ECS

Faculty / Directorate: FPSE

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 4

ERE Pathway (if applicable): Research

Post reporting to: Thomas Andritsch

Post line report(s): Thomas Andritsch, Paul Lewin

Post base location: Campus **:** Highfield Campus, B20 Tony Davies High Voltage Laboratory

Job purpose: Research: Building research skills, experience and networks, with appropriate guidance, support and supervision. Work is contributing to wider programme of research funded by the RIIO-2 NIA, research outputs delivered in scheduled reports to funder.

Leadership, Management and Engagement: Planning own work and contributing effectively to leadership, management and engagement activities, with appropriate guidance, support and supervision.

## Key accountabilities and indicative time allocation:

1. **70%**

**Research Contribution**:

* Develop and progress a programme of research as part of a team to a wider programme of research as directed by the supervisor.
* Develop rigorous and original research contributions that lead to the discovery of new knowledge, insight and/or understanding.
* Regularly produce reports to be submitted to the funder, and contribute to research outputs, establishing visibility and credibility among industrial partners and subject-relevant research communities, within and beyond the University.
* Collaborate and network productively with colleagues in own and other departments, disciplines and/or organisations. Engage with a range of public groups, partners or organisations, as appropriate.
* Develop knowledge and understanding of research methodologies (e.g., testing, analysis, interpretation, critical evaluation); select and apply these effectively.
* Contribute to the effective co-creation, sharing of and engagement with research and research findings by a range of audiences (e.g., academic peers, practitioners, policymakers, publics), using a range of methods (e.g., peer-reviewed publications, conferences, public engagement, outreach, media releases).
* Ensure that research outputs are findable, accessible, interoperable and reproducible (FAIR) and, wherever possible, open access (subject to approval by funder).
* Take opportunities to ensure research activities benefit educational practice.
* Contribute to the supervision of postgraduate students or research assistants.

1. **10%**

**Knowledge Exchange and Enterprise Contribution**:

* Building specialist knowledge and experience, with appropriate guidance, support and supervision. Work is typically focused on contributing to the design, development and delivery of knowledge exchange and/or enterprise activities and outputs.
* Work effectively with internal and external stakeholders to establish and evaluate requirements, provide insight and propose products or solutions to meet identified needs.
* Develop consultancy skills and build strong client relationships, identifying opportunities to help embed best practice and innovation.

1. **10%**

**Leadership, Management and Engagement Contribution**:

Building on the Leadership, Management and Engagement contributions inherent in other Level 4 activities:

* Plan and prioritise own work effectively.
* Undertake defined tasks and contribute effectively to team, department or School-level management, engagement, administration or project work.
* Develop an understanding of School, Faculty and University strategies and objectives.
* Contribute to the wider work of the Faculty and University through effective participation in working groups and committees (e.g., Equality, Diversity and Inclusion committees and self-assessment teams, Health and Safety committees, Research Ethics committees etc.).
* Advise and assist colleagues and students.
* Support and help ensure the health and wellbeing of colleagues.
* Help prepare for and/or participate in visit days, open days and public engagement activities
* Use discretion and judgement to select from or adapt existing processes and procedures to achieve outcomes.

1. **5%**

* To contribute to the safe and effective running of the Tony Davies High Voltage Laboratory, through taking responsibility for specific areas of the laboratory operations as shall be assigned by the TDHVL Operators Director or management team.
* To allocate up to 10 days a year to undertake training and continuing professional development (CPD), develop research identity and leadership skills in line with the Researcher Development Concordat.

1. **5%**

* Any other duties as allocated by the line manager following consultation with the post holder.

Internal and external relationships:

Departmental management and University senior management

Tony Davies High Voltage Laboratory Management

External customer/funder National Grid

Relevant suppliers, external contacts and project partners

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through a combination of recruitment application and CV, and where applicable numerical or written assessment.

**Knowledge, Experience and Qualifications**

Essential

* Substantial and authoritative practical knowledge and experience in Electrical Engineering or EEE, preferably with experience in High Voltage engineering or dielectric materials.
* Demonstrate knowledge and understanding of one or more of the following subjects: high voltage engineering, dielectric materials, materials ageing processes, high voltage electrical testing, analytical and simulation techniques.
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
  + PhD in the relevant subject area
  + Considerable work experience
  + Formal qualification(s) equivalent to Level 5 or 6 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. foundation degree or degree with honours, or Level 5 or 6 award, certificate, diploma, NVQ.

Desirable

* Experience with a variety of high voltage testing equipment and material characterisation techniques.
* Track record of relevant journal or conference publications.

**Teamwork and Communication**

Essential

* Delegates and/or collaborates effectively, understanding the strengths and weaknesses of colleagues.
* Works proactively with colleagues and other stakeholders, within and beyond the University, to achieve outcomes.
* Communicates effectively to develop understanding and achieve cooperation.
* Provides clear advice, guidance and recommendations on novel or complex concepts and issues.

**Planning, Organisation and Resource Management**

Essential

* Plans and progresses education, research and/or knowledge exchange and enterprise activities within broad guidelines and established University policies and procedures.
* Formulates development plans to meet current skill requirements.

**Problem Solving and Initiative**

Essential

* Develops detailed understanding of long-standing and/or complex problems and applies accumulated knowledge and experience to understand and/or resolve them.
* Demonstrates an awareness of principles and trends within a specialist field and awareness of how this affects education, research and/or knowledge exchange and enterprise activities in the University.
* Works independently towards the objectives of the project.

# Job Hazard Assessment

A full health clearance is required for this role where any hazards marked “**^**”, using the agreed Occupational Health referral template [available from here](https://sotonac.sharepoint.com/teams/HealthWellbeing/SitePages/Occupational-Health.aspx). Where a full health clearance is required, this will apply to all role holders, including existing members of staff.

## Physical Environment

Working outside **^** Not applicable

Exposure to noise levels >80dbA **^** Not applicable

Working with dust or fumes **^** Occasionally <30% Time

Working with skin irritants **^** Not applicable

Working with chemicals (industrial or cleaning) **^** Occasionally <30% Time

Working in a confined space **^** Not applicable

Working at height **^** Not applicable

Working with sewage **^** Not applicable

Contact with cytotoxins **^** Not applicable

Exposure Prone Procedure (EPP) work **^** Not applicable

Contact with clinical specimens or pathology work **^**  Not applicable

Direct patient care or patient contact Not applicable

Exposure to temperature extremes Not applicable

Frequent hand washing Not applicable

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts **^** Not applicable

Working nights **^** Not applicable

Lone working Not applicable

Working with children Not applicable

Exposure to persons with challenging behaviourNot applicable

Working with larger groups Not applicable

## Equipment, Tools and Machines

Working with vibrating machinery or tools **^** Not applicable

Driving duties e.g. LGV, PCVs, forklift trucks **^** Not applicable

Food handling Not applicable

Contact with latexNot applicable

## Physical Abilities

Prolonged physical movements or actions e.g. walking **^** Not applicable

Prolonged Standing or Sitting **^** Not applicable

Moving or handling heavy loads **^** Not applicable

Repetitive pulling or pushing **^** Not applicable

Repetitive climbing (steps, stools, ladders, stairs) **^** Not applicable

Repetitive crouching, kneeling or stooping Not applicable

Repetitive lifting Not applicable

Fine motor grips (e.g. pipetting) Occasionally <30% Time

Repetitive reaching below shoulder height Not applicable

Repetitive reaching at shoulder height Not applicable

Repetitive reaching above shoulder height Not applicable

# Behaviours

Our [Inclusion and Respectful Behaviour Policy](https://www.southampton.ac.uk/about/governance/regulations-policies/policies/inclusion-respectful-behaviour) describes the expectations of everyone who is a part of our community.

Our **Southampton Behaviours** (below) outline the responsibilities we each have in working collaboratively to achieve our University strategy.

**Personal Leadership**

- I take personal responsibility for my own actions and an active approach towards my development.

- I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly.

- I demonstrate pride, passion and enthusiasm for our University community.

- I demonstrate respect and build trust with an open and honest approach.

**Working Together**

- I work collaboratively and build productive relationships across our University and beyond.

- I actively listen to others and communicate clearly and appropriately with everyone.

- I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish.

- I proactively work through challenge and conflict, considering others’ views to achieve positive and productive outcomes.

**Developing Others**

- I help to create an environment that engages and motivates others.

- I take time to support and enable people to be the best they can be.

- I recognise and value others’ achievements, give praise and celebrate their success.

- I deliver balanced feedback to enable others to improve their contribution.

**Delivering Quality**

- I identify opportunities and take action to make improvements.

- I plan and prioritise efficiently and effectively, taking account of people, processes and resources.

- I am accountable for tackling issues, making difficult decisions and seeing them through to their conclusion.

- I encourage creativity and innovation in others, to deliver workable solutions.

**Driving Sustainability**

- I consider the impact on people before taking decisions or actions that may affect them.

- I embrace, enable and embed change effectively.

- I regularly take account of external and internal factors, assessing the need for change, and gaining support to move forward.

- I take time to understand our University strategy and communicate this to others.