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Job Description

Post title: **Technical Manager**

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School / Department: Primary Care, Population Sciences and Medical Education (PPM)/CLAS

Faculty / Directorate: Faculty of Medicine

Job Family: Technical and Experimental (TAE)

Grade: Level 5

ERE Pathway (if applicable): Not applicable

Post reporting to: Director, Centre for Learning Anatomical Sciences

Post line report(s): Deputy Anatomical Sciences Laboratory Manager and Technicians

Post base location: Southampton General Hospital

Job purpose:

To lead and manage the safe provision of technical and laboratory services within the FMED Anatomical Sciences Laboratory (ASL) and its staff ensuring compliance to regularity requirement of the Human Tissue Authority (HTA) and the Health & Safey Executive, making a significant contribution to the University’s education, research, knowledge exchange and/or enterprise activities through the application of technical expertise, specialist knowledge and experience

## Key accountabilities and indicative time allocation:

1. **25%**

To be responsible for the safe operational leadership & management of the ASL suite activities including but not limited to setting up learning resources, auditing, embalming, dissecting, creation of prosections, maintenance of anatomical specimens and maintenance of the ASL suite to ensure high quality anatomy education in line with National standards and GMC requirements. Monitor performance of staff and take appropriate action to maintain service levels, reputation and quality. Monitor and report on compliance with relevant organisational policies and procedures and statutory requirements

1. **25%**

To be responsible for compliance with the Human Tissue Authority (HTA) codes of practice and to act as the leadfor the Southampton Bequest Programme – assuring a sensitive and dignity service is provided for donors and/or their next of kin. Liaising with undertakers to ensure appropriate disposal of human remains in accordance with UK law. Liaising and working with the Designated Individual and Persons Designate

1. **15%**

In close collaboration with academic staff to lead, manage and develop enterprise activities through provision of external courses. Manage new income streams through enterprise activity that will further develop both the internal and external reputation of ASL, the Faculty and University. Apply in-depth practical and theoretical knowledge and understanding of a broad and/or specialised field to manage and deliver effective and efficient services, facilities and/or projects that meet stakeholder requirements and are aligned with relevant strategies within the School, Faculty and wider University

1. **10%**

To develop the ASL business and service delivery plans assuring they are aligned to the University’s and FMED strategy and business objectives. Monitor progress against delivery and provide regular reports to the Director of the Centre for Learning Anatomical Sciences. Plan and organise individual and/or team activity in the medium-term, with an appreciation for longer-term requirements. Help determine priorities and allocate resources to meet planned objectives and requirements. Contribute to medium-term departmental planning processes, including budget and infrastructure planning for own area. Demonstrate an appreciation of longer-term requirements. Build productive working relationships with key stakeholders within and beyond the University. Develop links and contribute to relevant specialist and/or professional bodies or groups. Share, promote and help embed best practice and innovation, within and beyond the University.

1. **10%**

To be responsible for leading, managing and developing the ASL technical staff. Liaising with Faculty Technical Manager to ensure UoS *technical commitment* is embedded in ASL activities. Line manage team members and/or individual specialists to deliver effective and efficient services that meet stakeholder requirements. Set expectations, monitor progress, conduct appraisals, formulate development plans and provide advice, guidance and coaching as required to ensure the successful achievement of individual and collaborative objectives. Conduct recruitment, induction and probation activities as required

1. **5%**

To work closely with Faculty Infrastructure Manager, estates & facilities (UoS & UHS) and maintenance contractors to ensure the ASL is run efficiently in accordance with standard for morbid anatomy facilities and a programme of servicing and maintenance is set out on a yearly cycle. Take a leading role in policy and service development. Translate agreed policies into operational plans and procedures. Develop new and improved procedures, as required, for current and future service delivery

1. **5%**

To act as ASL Health and Safety Coordinator and provide specialist knowledge to colleagues within FMED and other faculties as necessary. Contribute to the wider work of the School, Faculty or University through effective participation and collaboration in working groups and committees (e.g., technical forums, Health and Safety committees, communication networks, etc.)

1. **5%**

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

Internal and external relationships:

Director of Centre for Learning Anatomical Sciences

Designated Individual (DI) of Human Tissue Act (HTA)

Funeral Director partners

Dean of Medicine

Associate Deans

Director of BM Programmes

Year Leads for BM Programme and relevant Module Leads

Academic staff based in ASL and those in anatomical sciences from other FMED/FELS schools, H&S Officers and Advisers/Fire Officers (UoS and UHS)

Other HTA Designated Leads within FMED and the University

Faculty Technical Manager and Faculty Infrastructure Manager

UoS procurement

UHS clinical staff

UHS Mortuary Staff

Undertakers across the UK

HTA officials

Special requirements:

Ability and agreement to work with human cadaveric material.

Willingness to take out of hours calls regarding security and holding the lab phone

# 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

* Well-rounded theoretical knowledge and understanding of the required professional or specialist discipline, accompanied by extensive practical and/or managerial experience.
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
	+ Considerable work experience, ideally accredited through registration with a relevant professional body.
	+ Vocational training
	+ Formal qualification(s) equivalent to Level 7 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. master’s degree, postgraduate certificate, diploma or Level 7 award, certificate, diploma.
* Knowledge, experience and competence at this level will ideally be evidenced through professional registration:
	+ Professional registration at the Chartered Scientist (CSci) level will typically indicate partial competence at TAE Level 5.
	+ Professional registration at the Chartered Engineer (CEng) level will typically indicate partial competence at TAE Level 5.
	+ Professional registration at the Chartered Manager (CMgr) level will typically indicate partial competence at TAE Level 5.
* Professional qualification or postgraduate degree or equivalent qualification or experience in anatomical sciences.
* Experience at senior level of managing a morbid anatomy facility or a similar facility.
* Strong evidence of managing teams and people.
* Solid understanding of HTA & HSE regulations relevant to morbid anatomy.

Desirable

* PRINCE2 or similar project management qualification.
* Experience of working within a HE institution.
* Management qualification or equivalent experience.

**Teamwork and Communication**

Essential

* Strong team player
* Effectively manages team dynamics, creating an environment that engages and motivates others, ensuring any potential for conflict is managed effectively.
* Provides expert advice, guidance and recommendations on complex issues.
* Fosters and maintains working relationships within the department and wider University.
* Uses persuasiveness and positively influences others to achieve outcomes

**Planning, Organisation and Resource Management**

Essential

* Plans and manages significant new projects or work activities, ensuring plans complement wider strategic plans.
* Appreciates University priorities and applies these in managing work.
* Able to plan and manage activities, ensuring plans complement the broader faculty education, student experience and enterprise strategies.
* Able to prioritise tasks and client (academics & students) requirements.
* Proven ability to plan and manage your own workload.
* Thoroughness, accuracy, and attention to detail.

**Problem Solving and Initiative**

Essential

* Formulates development plans to meet current and future skill requirements.
* Applies knowledge, experience and understanding of a professional, specialist or technical field to inform work plans, based on a detailed understanding of the theory and/or principles underpinning the field of work.
* Uses initiative, professional and/or specialist judgement and originality to resolve problems and develop revised policies and procedures, where required.
* Able to identify service delivery requirements and apply a methodical approach to meeting them.
* Able to apply originality in modifying existing approaches to solve problems.
* Proven ability to manage conflicting priorities and manage stakeholder expectations.

**Communicating and influencing**

Essential

* High level of written and verbal communication skills including the ability to present information in a concise and user-friendly way.
* Able to persuade and influence in order to foster and maintain relationships.
* Able to resolve tensions and difficulties when they arise.
* Experience of working proactively and in partnership with colleague across the faculty to achieve outcomes.

**Other skills and behaviours**

Essential

* Self-sufficient, able to work with minimal guidance to deliver results
* Ability to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours in the Department.
* Ensuring respect and dignity for deceased patients/people

**Special requirements**

Essential

* Ability to supervise and guide students working within the ASL and able to support distressed students as necessary.

# 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 **^** Occasionally <30% Time

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

Working in a confined space **^** Occasionally <30% Time

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 Occasionally <30% Time

Ionising radiation Not applicable

## Psychological and Social Environment

Working shifts **^** Not applicable

Working nights **^** Not applicable

Lone working Occasionally <30% Time

Working with children Not applicable

Exposure to persons with challenging behaviourOccasionally <30% Time

Working with larger groups Occasionally <30% Time

## Equipment, Tools and Machines

Working with vibrating machinery or tools **^** Occasionally <30% Time

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

Food handling Not applicable

Contact with latexFrequently 30-60% Time

## Physical Abilities

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

Prolonged Standing or Sitting **^** Constantly >60% Time

Moving or handling heavy loads **^** Occasionally <30% Time

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) Not applicable

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.