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Job Description

Post title: **Technician**

Date last updated/evaluated: January 2025

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School / Department: Electronics and Computer Sciences (ECS)

Faculty / Directorate: Engineering and Physical Sciences (FEPS)

Job Family: Technical and Experimental (TAE)

Grade: Level 2b

ERE Pathway (if applicable): Not applicable

Post reporting to: Senior Teaching Laboratory Technician

Post line report(s): none

Post base location: Campus **:** Highfield

Job purpose: Provide effective and efficient technical support to the Electronics and Computer Science Level 2 undergraduate laboratories. To assist the Teaching laboratory Technicians setting and preparing the Electronic and Computer Science laboratory experiments and workshop.

The post holder will typically work well with minimum supervision and use initiative to prioritise and support timetable activities to resolve common problems.

## Key accountabilities and indicative time allocation:

1. **45%**

Contribute to the day-to-day operations of the ECS level 2 undergraduate teaching laboratories and workshop to support timetabled activities and non-timetabled periods, through a range of complex standardised technical or experimental activities requiring proficiency within the established processes or specialisms, for example:

* Set up a range of laboratory exercises with electronic equipment specific to each laboratory session, perform function checks and resolve trouble shooting issues.
* Provide assistance to Teaching laboratory Technicians with more complex lab activities or those that require more than one person (i.e. moving equipment)
* Familiarise and build technical know-how of the different teaching electronic lab activities

Apply a detailed working knowledge of bench test equipment, including bench-set up configurations and basic function checks.

1. **7.5%**

Provide advice on equipment usage and capabilities, providing first line support to students and signposting to general lab enquiries.

1. **7.5%**

Progress and resolve a range of enquiries and work requests of varying complexity. Use initiative to identify and resolve common problems. Seek input from others when required and judge when to escalate more complicated requests or problems.

Plan and prioritise own short-term work activities. Clarify requirements, determine sequence of work and adapt approach if required, within overall requirements. Maintain familiarity with related timetabled activities.

Assemble electronic resources for Teaching exercises i.e. build kits, as required.

1. **7.5%**

Document work, collect, process and/or analyse data or test results. Prepare documentation or reports in a range of standardised formats to inform others and support education, research, knowledge exchange and/or enterprise activities.

* Contribute to written technical documentation protocols i.e building kits and tests to verify operational

1. **7.5%**

Carry out basic risk assessments and contribute to monitoring and maintaining a safe working environment of the local laboratory safety policy. Provide clear guidance to others on the safe operation of equipment and local rules.

Ensure lab benches are kept clean and free of any waste material, with equipment packed away safely after use.

1. **7.5%**

Ensure the day-to-day availability of standard equipment and consumables, using the purchasing system to order.

Check that all laboratory printers are stocked with paper and there is sufficient laboratory marking stickers available prior to each laboratory session.

Check that the laboratory component drawers are not low in stock of any item. Order and/or replenish where required

1. **7.5%**

Perform routine fault identification, maintenance and repairs.

Check that the bench IT equipment (PC’s and displays) are functioning correctly and workshop equipment. Report any issues to iSolutions that cannot be easily rectified

1. **5%**

Maintain familiarity with related activities, services and key contacts, internally and externally. Work collaboratively and communicate effectively with others to achieve objectives.

Recognise and understand the importance of own work and how it contributes to the achievement of wider aims and objectives. Share good practice, suggest improvements and raise issues of concern where necessary.

Maintain own continued development, with support from line manager and team, learning new software, hardware and technical skills.

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

Other members of the department/University staff

External customers

Relevant suppliers and external contacts

* Provide support and guidance to ECS students in the laboratory whilst undertaking their programmes of study.
* Assistance ECS academics for the provision of student laboratory/project supervision and technical expertise.
* Member of the Technical support team working in unison to provide a high-quality experience for all ECS students.

Special requirements:

Willingness to undertake Health and Safety training specific to the role ie Risk assessment training and keep training records up to date

# 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

* Practical knowledge and experience in a relevant operational discipline i.e. experience of working in a laboratory environment to provide technical support and soldering. Practical knowledge may have been gained through some or all of the following:
  + Relevant work experience
  + Vocational training
  + Formal qualification(s) equivalent to Level 2 or 3 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. AS or A Level, intermediate or advanced apprenticeship, or Level 2 or 3 award, certificate, diploma, NVQ.
* Knowledge, experience and competence may also be evidenced through professional registration:
  + Professional registration at the Registered Science Technician (RSciTech) level will typically indicate full competence at TAE Level 2b.
  + Professional registration at the Engineering Technician (EngTech) level will typically indicate full competence at TAE Level 2b.

Desirable

* Experience of working in Higher Education Teaching laboratory environment

**Teamwork and Communication**

Essential

* Contributes to team effectiveness by sharing information and supporting others.
* Explains procedures and provides assistance to others.
* Seeks and clarifies detail as required.
* Ability to adapt well to change and service improvements
* Able to seek and clarify details
* Experience of providing advice on Technical procedures to colleagues and external customers
* Able to demonstrate own duties to other colleagues as required
* Experience to providing clear, accurate and concise written documentation

**Planning, Organisation and Resource Management**

Essential

* Demonstrates good knowledge of the role and its context.
* Effectively organises allocated work activities.
* Assists the organisation of non-standard work activities and events.
* Ability to work well with minimum supervision

Desirable

**Problem Solving and Initiative**

Essential

* Solves simple problems and adapts to changing circumstances within established practices and procedures.

Desirable

# 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 **^** Not applicable

Working with skin irritants **^** Not applicable

Working with chemicals (industrial or cleaning) **^** Not applicable

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 **^** Occasionally <30% Time

Repetitive pulling or pushing **^** Not applicable

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

Repetitive crouching, kneeling or stooping Occasionally <30% Time

Repetitive lifting Occasionally <30% Time

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.