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Job Description

Post title: **Lab Technical Assistant**

Date last updated/evaluated: January 2025

Author: Triana Amen

School / Department: School of Biological Sciences

Faculty / Directorate: FELS

Job Family: Technical and Experimental (TAE)

Grade: Level 3

ERE Pathway (if applicable): Not applicable

Post reporting to: Triana Amen

Post line report(s): none

Post base location: Campus **:** Highfield (Building 85)

Job purpose: Learning and performing a range of complex, mostly standardised work activities requiring technical or systematic proficiency, and daily co-ordination with the line manager.

Work typically involves operating and maintaining laboratory standard procedures, waste streams and equipment, overseeing students, performing complex tests and analyses, understanding and influencing others and providing practical advice and guidance.

Work is subject to general supervision, but the post holder will be expected to plan regular work and use initiative and judgement to interpret requirements, highlight issues and resolve problems.

## Key accountabilities and indicative time allocation:

1. **40%**

Learn and deliver a range of complex, mostly standardised, technical or experimental activities requiring technical or systematic proficiency, and co-ordination with the line manager.

1. **10%**

Organise and act as a key point of contact for the day-to-day technical running of a defined work area or project. Maintain standard procedures and equipment to ensure availability of buffers and reagents. Diagnose and fix faults. Monitor and report on technical standards in own area of work.

1. **10%**

Independently progress and resolve a range of complex enquiries and work requests. Use judgement and initiative to identify and resolve immediate and associated problems. Consider and propose alternative methods or techniques where appropriate. Establish daily communication with the supervisor and provide regular updates.

1. **10%**

Apply a detailed knowledge and understanding of specialised, but established, systems, equipment and facilities to carry out a range of defined tests and analyses and contribute to the interpretation of results.

1. **10%**

Contribute practical experience and insight towards the development of new or revised methods, techniques and/or equipment. Apply a detailed knowledge and understanding of specialised, but established, systems, equipment and facilities to carry out a range of defined tests and analyses and contribute to the interpretation of results.

1. **5%**

Supervise students, providing instruction, help and advice on study and technical skills to support learning. Provide technical support and instruction for workshops and demonstrations. Contribute to the development and delivery of training and lectures. Recommend improvements to the student experience, where appropriate.

1. **5%**

Manage assigned, small-scale resources and provide input into resource planning processes. Plan and prioritise own short and medium-term work activities. Interpret requirements, co-ordinate with the supervisor, determine sequence of work and adapt approach if required, within general requirements and overall objectives.

1. **5%**

Participate and assist in lab activities, e.g. organizing lab meeting schedule, outreach conferences.

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 laboratory (students)

Relevant suppliers

Special requirements:

# 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 practical knowledge and experience in the required operational discipline. Practical knowledge may have been gained through some or all of the following:
	+ Substantial, relevant work experience
	+ Vocational training
	+ Formal qualification(s) equivalent to Level 3 or 4 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. AS or A Level, advanced or higher apprenticeship, or Level 3 or 4 award, certificate, diploma, NVQ.
* Knowledge, experience and competence may also be evidenced through professional registration:
	+ Professional registration at the Registered Scientist (RSci) level will typically indicate full competence at TAE Level 3.
	+ Professional registration at the Engineering Technician (EngTech) level will typically indicate partial competence at TAE Level 3.

Desirable

 Interest in sustainability and waste management.

**Teamwork and Communication**

Essential

* Positively influences the way the team works together.
* Ensures colleagues are clear about priorities and service expectations.
* Ensures regular liaison and communication with a wide range of colleagues and builds good working relationships.
* Offers proactive advice and guidance.

**Planning, Organisation and Resource Management**

Essential

* Plans and prioritises own work, and that of others, where required.
* Establishing clear line of communication with a line manager to organize day to day activities

**Problem Solving and Initiative**

Essential

* Elicits information to identify specific customer needs.
* Uses initiative and applies a comprehensive understanding of established practices and procedures to interpret requirements, identify issues and resolve problems.
* Develops improved methods, where required, within established practices and procedures.

# 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 **^** Occasionally <30% Time

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

Working with skin irritants **^** Occasionally <30% Time

Working with chemicals (industrial or cleaning) **^** Frequently 30-60% Time

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

Working at height **^** Not applicable

Working with sewage **^** Not applicable

Contact with cytotoxins **^** Occasionally <30% Time

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 Occasionally <30% Time

Frequent hand washing Frequently 30-60% Time

Ionising radiation Occasionally <30% Time

## Psychological and Social Environment

Working shifts **^** Occasionally <30% Time

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 latexOccasionally <30% Time

## Physical Abilities

Prolonged physical movements or actions e.g. walking **^** Frequently 30-60% Time

Prolonged Standing or Sitting **^** Frequently 30-60% Time

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

Repetitive pulling or pushing **^** Occasionally <30% Time

Repetitive climbing (steps, stools, ladders, stairs) **^** Occasionally <30% Time

Repetitive crouching, kneeling or stooping Occasionally <30% Time

Repetitive lifting Occasionally <30% Time

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

Repetitive reaching below shoulder height Frequently 30-60% Time

Repetitive reaching at shoulder height Frequently 30-60% Time

Repetitive reaching above shoulder height Occasionally <30% Time

# 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.