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Description automatically generated**

Job Description

Post title: **Technical Manager**

Date last updated/evaluated: July 2025

Author: Francesco Poletti

Standard Occupation Code: 3111: Laboratory technician

School / Department: Optoelectronics Research Centre

Faculty / Directorate: Engineering and Physical Sciences

Job Family: Technical and Experimental (TAE)

Grade: Level 5

ERE Pathway (if applicable): Not applicable

Post reporting to: Francesco Poletti

Post line report(s): Level 4 and Level 3 Technical and Experimental roles in the hollow core fibre team

Post base location: Campus **B53**

Job purpose: Planning and organising the work of specialist technical services within a state-of-the-art hollow core fibre fabrication facility.

Manage a team of technicians, support advanced research activities and collaborate with external stakeholders to enhance the facility’s capabilities and strategic value.

## Key accountabilities and indicative time allocation:

1. **20%**

Manage the operation, maintenance and development of the hollow core fibre fabrication facility including drawing tower, glass working lathe and other specialist pieces of equipment.

Monitor performance and take appropriate action to maintain service levels, reputation and quality.

Manage procurement and stock control.

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.

1. **20%**

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.

Effectively act as hiring manager, or member of a recruitment panel, throughout the recruitment process. Ensure recruitment aligns with strategic plans, promote diversity and inclusion, and ensure compliance with employment law. Implement best practice to enhance the candidate experience and support successful candidates through onboarding and induction

Champion and drive Equality, Diversity and Inclusion initiatives, acting as a role model and advocate for EDI

1. **15%**

Apply in-depth practical and theoretical knowledge and understanding of the 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%**

Monitor and report on compliance with relevant organisational policies and procedures, and statutory requirements. 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.

Lead the creation of standard operating procedures for newly developed experimental services.

1. **10%**

Provide in-depth technical and/or specialist advice, guidance and recommendations to staff and students, on highly complex issues, including the design, development and application of novel, innovative and/or emerging technologies, equipment and/or procedures, and the optimisation of existing approaches.

1. **5%**

Build productive working relationships with key stakeholders external to the University. Engage with external companies, suppliers and stakeholders to identify opportunities for collaboration and facility enhancement.

1. **5%**

Monitor and report against Health and Safety requirements for the area, in particular corrective actions against incidents and laboratory inspections.

1. **5%**

Build productive working relationships with key stakeholders within the University. Report and advise at senior levels within the University (e.g., Associate Deans, Heads of School, School and Faculty boards and committees). 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.

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 %**

Contribute to medium-term departmental planning processes, including budget and infrastructure planning for own area. Demonstrate an appreciation of longer-term requirements.

1. **5%**

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

Internal and external relationships:

Departmental and University senior management

Facility manager, cleanroom manager

Programme principal investigator

Other members of the hollow core fibre team, of the department/University staff

Relevant suppliers and external contacts

Project sponsor

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

* Well-rounded knowledge and understanding of the procedures for the fabrication of advanced optical fibres and their preforms, 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 in industry or academia, ideally more than 10 years in a relevant field.
    - 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.
* Substantial experience in the use and maintenance of cleanroom-based processes and equipment.
* Knowledge and experience of Health and Safety procedures, e.g. ability to write and implement risk assessments and COSHH forms

Desirable

* PRINCE2 or similar project management qualification.

**Teamwork and Communication**

Essential

* Effectively manages team dynamics, creating an environment that engages and motivates others.
* 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.

**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.

# 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 **^** Not applicable

Working at height **^** Occasionally <30% Time

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 Occasionally <30% Time

Frequent hand washing Not applicable

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 behaviourNot applicable

Working with larger groups Frequently 30-60% 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 **^** Frequently 30-60% Time

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

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

Repetitive pulling or pushing **^** Not applicable

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

Repetitive crouching, kneeling or stooping Occasionally <30% Time

Repetitive lifting Not applicable

Fine motor grips (e.g. pipetting) Not applicable

Repetitive reaching below shoulder height Occasionally <30% 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.