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Job Description

Post title: **LifeLab Knowledge Exchange and Enterprise Fellow**

Date last updated/evaluated: January 2025

Author: Lisa Bagust

Standard Occupation Code: 2313/99

School / Department: HEI

Faculty / Directorate: Medicine

Job Family: Education, Research and Enterprise (ERE)

Grade: Level 4

ERE Pathway (if applicable): Knowledge Exchange and Enterprise

Post reporting to: Lisa Bagust

Post line report(s): Kath Woods-Townsend

Post base location: Campus **:** LifeLab, Southampton General Hospital

Job purpose: Knowledge Exchange and Enterprise: 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. Working with the LifeLab team at University Hospital Southampton to contribute to the effective management, administration, and successful delivery of LifeLab activities; day-to-day delivery of the Secondary LifeLab programme; liaising with teachers, delivering Teacher Professional Development Day and all associated administrative tasks.

Developing LifeLab secondary teaching resources and activities, supporting the delivery of these in schools and the delivery of LifeLab school day visits. The role involves significant liaison with schoolteachers and university researchers, consulting effectively and building relationships.

Undertake engagement activities, including delivery of resources. Manage the ‘Meet the Scientists’ component of the LifeLab day – communicating with the researchers involved and the logistics of organising these sessions.

Research: Building research skills, experience and networks, with appropriate guidance, support and supervision. Work is typically focused on contributing to wider programmes of research.

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%**

**Knowledge Exchange and Enterprise Contribution**:

* Apply a well-developed understanding of a specialist field and/or University knowledge and know-how to contribute to the design, development and delivery of knowledge exchange and/or enterprise activities and outputs, individually or as part of a wider project, team or unit.
* Work effectively with internal and external stakeholders to establish and evaluate requirements, provide insight and propose products or solutions to meet identified needs.
* Select and apply appropriate specialist skills, methods and techniques to achieve defined outcomes (e.g., product development, testing and delivery).
* Participate in public engagement, outreach and/or other impact-generating activities.
* Develop consultancy skills and build strong client relationships, identifying opportunities to help embed best practice and innovation.
* Take opportunities to ensure knowledge exchange and/or enterprise activities and outputs benefit educational and research practice.
* Collaborate and network productively with colleagues and relevant stakeholders in own and other departments, specialisms and/or organisations, within and beyond academia.
* Contribute to the delivery of Knowledge Transfer Partnerships.
* Continually update specialist knowledge to ensure knowledge exchange and/or enterprise activities and outputs are informed by advances in knowledge, insight and understanding deriving from research, industrial and professional practice.
* Regularly produce and/or contribute to high-quality knowledge exchange and/or enterprise outputs, establishing visibility and credibility among relevant communities, within and beyond the University.

1. **20%**

**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.
* Contribute to short-term and medium-term planning.
* 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.
* Mentor colleagues and support their development.
* Line manage or supervise staff, as appropriate.
* Effectively engage in probation, appraisal, career development and continuing professional development activities.
* Contribute to student recruitment activities.
* 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%**

**Research Contribution**:

* Contribute to income proposals.
* 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).
* Take opportunities to ensure research activities benefit educational practice.

1. **5%**

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

Internal and external relationships:

The appointee will be a member of the LifeLab team, in the School of Healthcare Enterprise and Innovation in the Faculty of Medicine.

The appointee will be expected to work closely with direct colleagues, and also with colleagues across other departments (specifically; Meet the Scientists, Outreach/Widening Participation Social Mobility team, and NHS staff).

Externally, we work across the education community, so developing relationships with schools, colleges and other educational establishments is essential. We also work closely with colleagues in local authorities, non-governmental organisations and charities – specifically focused on young people, education and public health.

Special requirements:

Enhanced DBS check required.

Available to work for school term dates, holidays to be taken wherever possible in school holidays.

Able to occasionally work out-of-hours if necessary.

# 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 Secondary Science and Health education in the UK, supported by detailed understanding.
* The required level of knowledge and understanding will normally have been gained through some or all of the following:
  + Considerable work experience within UK secondary schools
  + Vocational training
  + Formal qualification(s) equivalent in a Science or Health related subject 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.
  + PGCE or equivalent teaching qualification
* Proficient in using IT tools such as Microsoft Office, and open to learning new systems, including those used at the University.

Desirable

* An interest and motivation in using technology to support learning.

**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, engaging the interest and enthusiasm of the target audience.
* Provides clear advice, guidance and recommendations on novel or complex concepts and issues.
* Demonstrate good communication skills for varied audience (colleagues, scientists, school students, teachers), in varied media; email, phone, written.

Desirable

* Experience of providing training/coaching to colleagues and students.

**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.
* Evidence of effective time management.
* Evidence of accurate data recording and reporting.
* Evidence of effective organisational skills, with clear attention to detail.

Desirable

* Experience of successful project management.

**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.
* Demonstrate ability of using initiative to proactively seek out opportunities.
* Able to develop original ideas/ techniques/methods.
* Demonstrate ability of working independently.

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) **^** 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 **^**  Occasionally <30% Time

Direct patient care or patient contact Not applicable

Exposure to temperature extremes Not applicable

Frequent hand washing Frequently 30-60% 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 Constantly >60% Time

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 **^** 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.