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Job Description

Post title: **Teaching Laboratory Technician**

Date last updated/evaluated: January 2025

Author: Mark Temple

Standard Occupation Code: N/A

School / Department: School of Electronics & Computer Science

Faculty / Directorate: Faculty of Engineering & Physical Sciences

Job Family: Technical and Experimental (TAE)

Grade: Level 3

ERE Pathway (if applicable): Not applicable

Post reporting to: Mark Temple

Post line report(s): N/A

Post base location: Campus **:** Highfield

Job purpose: Provide technical support to students, other technical staff and academics. Ensure that lab activities in the Electronics and Electrical Teaching Laboratories are delivered to an expected high standard.

 To give guidance and instruction to junior Technical members of staff.

 Identify where operational, equipment and resource improvements can be achieved and action accordingly.

 Ensure that all the agreed Health and Safety regulations are adhered to during lab activities.

## Key accountabilities and indicative time allocation:

1. **25%**

To provide technical support for the Electronics and Computer Science undergraduate teaching laboratories – maintaining and setting up specialist laboratory equipment. Assisting with the construction, design and development of experimental apparatus within the laboratories to enhance the high quality ECS student experience

1. **10%**

Provide guidance, testing and support for undergraduate group design projects.

1. **10%**

Assembly and regular testing of laboratory equipment. Diagnosis of faults and implementation of repairs as necessary to improve the reliability, repeatability and overall quality of the laboratory exercises.

1. **10%**

To ensure compliance with the health and safety processes within the ECS teaching laboratories to maintain a safe and risk-free environment. Any issues are addressed proactively and extend primarily to laboratory equipment, laboratory practices and the general laboratory environment. Monitoring of student activities within these areas.

1. **10%**

Identifying new equipment requirements and resources to maintain and improve the ECS laboratories. Processing supplier quotations and purchasing required equipment adhering to University procedures and standards.

1. **10%**

Troubleshoot, rework and repair student laboratory electronic assembly/build exercises when required to enable the student to complete subsequent laboratory exercises.

1. **10%**

To assist in the configuration and disassembly of specialist modular electrical machine and mechanical laboratory equipment, ensuring safe storage of this equipment when not in use.

1. **5%**

Supervise junior colleagues performing a range of standardised technical or experimental activities.

1. **5%**

Expectation and willingness to learn new software and hardware skills as required.

1. **5%**

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

Internal and external relationships:

Assistance to ECS academics for the provision of student laboratory exercises and laboratory equipment guidance.

Support for other Technical Support staff so that collectively a high-quality experience for all ECS students is achieved.

Liaise with external organisations and companies/suppliers for the procurement of goods and services.

Special requirements:

None

# Person Specification – Skills and Competencies

All essential and desirable criteria outlined in this Person Specification will be assessed through the recruitment application.

**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.

**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.
* Solicits ideas and opinions from others to inform work plans.

**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 **^** 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 **^** 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) 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.