

# Job Description

## Post title: Research Fellow in Digital Design

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|                              |                                                  |
|------------------------------|--------------------------------------------------|
| Standard Occupation Code:    | 2119 – Natural and social science professionals  |
| School / Department:         | School of Engineering/Aeronautics & Astronautics |
| Faculty / Directorate:       | Engineering and Physical Sciences                |
| Job Family:                  | Education, Research and Enterprise (ERE)         |
| Grade:                       | Level 4                                          |
| ERE Pathway (if applicable): | Research                                         |
| Post reporting to:           | András Sóbester                                  |
| Post line report(s):         | n/a                                              |
| Post base location:          | Boldrewood                                       |

**Job purpose:** **Research:** Building research skills, experience and networks, with appropriate guidance, support and supervision. Work is typically focused on a personal programme of research or 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:

|           |            |
|-----------|------------|
| <b>1.</b> | <b>80%</b> |
|-----------|------------|

### Research Contribution:

- Develop and progress a personal programme of research and/or contribute as part of a team to a wider programme of research.
- Develop rigorous and original research contributions that lead to the discovery of new knowledge, insight and/or understanding.
- Regularly produce and/or contribute to research outputs, establishing visibility and credibility among subject-relevant research communities, within and beyond the University.
- 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).
- Ensure that research outputs are findable, accessible, interoperable and reproducible (FAIR) and, wherever possible, open access.
- Take opportunities to ensure research activities benefit educational practice.
- Contribute to the supervision of postgraduate students and/or research assistants.

2.

5%

### **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.).
- Actively contribute to, and support, Equality, Diversity and Inclusion initiatives within your role, ensuring that EDI principles are integrated into daily tasks and interactions.
- 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.
- 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.
- 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.

3.

5%

### **Knowledge Exchange and Enterprise Contribution:**

- 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.

4.

5%

To allocate 10 days a year (pro rata if part-time) to undertake training and continuing professional development (CPD), develop research identity and leadership skills in line with the Researcher Development Concordat.

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

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Internal and external relationships:

External: work with the representatives of the industrial partner

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## 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 digital design (including programming and CAD), 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
  - Vocational training
  - Formal qualification(s) equivalent to Level 7 or 8 of the [Regulated Qualifications Framework](#) e.g. master's degree, postgraduate certificate, diploma, PhD in relevant subject area in or Level 7 or 8 award, certificate, diploma.

#### Desirable

- PhD in Engineering, Software Engineering, Computer Science, Physics, Mathematics
- Experience in aircraft design
- Experience with the Rhino/Grasshopper CAD system
- Demonstrated commitment to maintaining professional knowledge and awareness through continuing personal and professional development.

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### Teamwork and Communication

#### Essential

- 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.
- Provides clear advice, guidance and recommendations on novel or complex concepts and issues.

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### Planning, Organisation and Resource Management

#### Essential

- Plans and progresses 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.

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### 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.



## Job Hazard Assessment

For any hazards identified below a health clearance will be undertaken by our occupational health provider and form part of recruitment checks. Further ongoing clearance may be required for some roles, including for existing members of staff.

**Does the risk assessment identify the need for ongoing health surveillance for this role? No**

[Author to check selections below prior to confirmation of job description/submission to Recruitment.]

### Physical Environment

|                                                                                            |                |
|--------------------------------------------------------------------------------------------|----------------|
| Working outside                                                                            | Not applicable |
| Exposure to noise levels >80dbA                                                            | Not applicable |
| Working with dust or fumes                                                                 | Not applicable |
| Working with skin irritants/sensitisers                                                    | 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 |
| Direct patient care or patient contact / Contact with clinical specimens or pathology work | 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 behaviour | Not applicable |

### Equipment, Tools and Machines

|                                           |                |
|-------------------------------------------|----------------|
| Working with vibrating machinery or tools | Not applicable |
| Driving duties                            | Not applicable |
| Driving LGV, PCVs                         | Not applicable |
| Driving forklift trucks                   | Not applicable |
| Food handling                             | Not applicable |
| Contact with latex                        | Not applicable |

### Physical Abilities

|                                           |                |
|-------------------------------------------|----------------|
| Prolonged repetitive movements or actions | Not applicable |
| Moving or handling heavy loads            | Not applicable |



## Behaviours

Our [Inclusion and Respectful Behaviour Policy](#) 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.