

Last updated: December 2020

JOB DESCRIPTION

Post title:	Head of Collections, Acquisitions and Discovery		
Academic Unit/Service:	Library Services (Collections, Technology and Systems)		
Faculty:	Library and Arts		
Career Pathway:	Management, Specialist and Administrative (MSA)	Level:	5
*ERE category:	n/a		
Posts responsible to:	Associate Director (Collections, Technology and Systems)		
Posts responsible for:	Direct reports: - MSA4 Collections Acquisitions Manager - MSA4 Reading List Manager - MSA4 Discovery Manager, Cataloguing & Metadata Indirect reports: - MSA3 Principal Library Assistants - MSA2B Senior Library Assistants - MSA2A Library Assistants		
Post base:	Office-based		

Job purpose
To manage the acquisition, licensing, description, discovery, and access, to all materials added to library collections in physical and digital formats. Working closely relevant stakeholders, to incorporate academic and student requirements and expectations into the development and discovery of Library collections, and to investigate content and product availability with publishers and suppliers, being responsible for development and oversight of policies for collection development aligned with the strategic needs of the University. The post-holder is pro-active in identifying long-term trends in academic publishing and overseeing the content budget (currently c. £5 million/year) to ensure strategic fit with University priorities. The post-holder is the primary point of liaison with Procurement to ensure conformance with purchasing regulations and in bringing specialist knowledge of sector procurement at regional, national, and international level associated with the acquisition of information resources and content. The role will lead the optimisation of metadata for print and e-resources for use in the Library's catalogue and other discovery systems. The role will lead the reading (resource) lists activities, to ensure that print and e-resources are supplied in a timely, affordable, and appropriate manner. The post-holder leads the Collections Acquisitions, Reading Lists and Discovery teams, conducts significant internal and external liaison and negotiation with publishers, participates in purchasing consortia such as Jisc Collections and the Southern Universities Purchasing Consortium, and works with the Access and Evaluation Manager to ensure the active management and evaluation of Library collections.

Key accountabilities/primary responsibilities		% Time
1.	To manage the development, implementation, and evaluation of policies and plans for acquiring, describing, providing access to, and processing all physical and digital materials added to library collections of c. 2.5 million items resulting from the spend of c. £5 million/year, anticipating and influencing market trends through engagement with publishers, suppliers, and collaborative services at national and regional level	20%
2.	To monitor budgets, prepare forecasts, and develop and collate usage data and management information to support decision making and to develop funding allocations, to ensure library collections meet current and anticipate future needs of users (academics and students) across all faculties and subjects	20%
3.	To take responsibility as an 'expert user' or 'product owner' of library information and collections related systems in the areas of responsibility, contributing to roadmap development by horizon scanning and through engagement with professional communities	10%
4.	To lead discovery and access to Library collections and content, taking a user-experience led approach to developing innovative and forward-looking systems and services, benchmarking provision against emerging best practice in a fast-paced environment, and taking overall responsibility for metadata quality and cataloguing	10%
5.	line manage direct reports, exercising good people management practices including mentoring, coaching, training, advice and guidance as necessary. Ensure the right mix of skills and capabilities through continuous professional development, recruitment and performance feedback. Where appropriate work collaboratively to matrix manage a multi-disciplinary team to ensure the delivery of the Library and Arts strategy.	10%
6.	To manage high-level relationships with the wide range of suppliers from which the library procures content and services, and participate actively in collaborative procurement consortia to propose requirements and influence the market through tenders, to ensure value for money in spend on information content (currently c. £5 million/year) supporting research and education across all faculties and subjects	10%
7.	To bring expert knowledge to developing strategic plans for Library Services, as a member of the Library Policy and Strategy Forum, informing the Library Senior Management Team of trends and opportunities arising in the area of responsibility, supporting a culture of continuous improvement, and managing change associated with a rapidly evolving area of work	5%
8.	Contribute to business planning and manage resources and budgets effectively ensuring value for money and adherence to the University financial regulations.	5%
9.	To represent the University externally through demonstrated experience of national and international developments and professional communities, based on a thorough knowledge of current and emerging issues in information procurement and access in higher education	5%
10.	Any other duties as allocated by the line manager following consultation with the line manager	5%

Internal and external relationships
Departmental and University senior management. Other members of the department/University staff. External customers. Relevant suppliers and external contacts. Faculties and Professional Services

Special Requirements
• There may be occasions where you may be required to work outside of your normal working hours • Post holders may be asked to work at various campus locations to support the delivery of their role

Special Requirements

PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	Skill level equivalent to achievement of a professional qualification or postgraduate degree in an area relevant to the current post, e.g. library or information science Thorough understanding of current developments in scholarly publishing and collection development Proven ability to manage the procurement of content within £multi-million annual budgets Experience of taking a user-centred approach to implementing library discovery and metadata quality Able to apply experience and awareness of trends in scholarly publishing and collection development to identify opportunities, plan and deliver service enhancement, and advocate for the needs of the university in professional contexts Able to appreciate University priorities and collaborate with academics and subject specialists to prioritise and manage service quality	Experience of participation in regional or national collaborative shared services for content or information procurement Experience of reviewing and implementing library systems for the management and discovery of content and collections Membership of CILIP or another relevant professional body	
Planning and organising	Able to plan and manage major new projects or significant new activities, ensuring plans align with broader organisational strategy.		
Problem solving and initiative	Able to identify broad trends to assess deep-rooted and complex issues. Able to apply originality in modifying existing approaches to solve problems. Proven ability to develop and share innovative solutions and approaches to work processes in line with changing University requirements.		
Management and teamwork	Able to manage team dynamics, ensuring any potential for conflict is managed effectively. Able to formulate development plans for staff to meet current and future skills needs. Able to provide expert guidance and advice to colleagues to resolve complex problems.		
Communicating and influencing	Able to communicate effectively and persuasively at many levels and for different target audiences, including evidence of the networking and		

	collaborative skills required for partnership working. Ability to persuade and influence including evidence of ability to influence upwards. Able to resolve tensions and difficulties as they arise.		
Other skills and behaviours			
Special requirements			

JOB HAZARD ANALYSIS

Is this an office-based post?

☒ Yes	If this post is an office-based job with routine office hazards (e.g.: use of VDU), no further information needs to be supplied. Do not complete the section below.
☐ No	If this post is not office-based or has some hazards other than routine office (e.g.: more than use of VDU) please complete the analysis below. Hiring managers are asked to complete this section as accurately as possible to ensure the safety of the post-holder.

- HR will send a full PEHQ to all applicants for this position. Please note, if full health clearance is required for a role, this will apply to all individuals, including existing members of staff.

ENVIRONMENTAL EXPOSURES	Occasionally (<30% of time)	Frequently (30-60% of time)	Constantly (> 60% of time)
Outside work			
Extremes of temperature (e.g.: fridge/ furnace)			
## Potential for exposure to body fluids			
## Noise (greater than 80 dba - 8 hrs twa)			
## Exposure to hazardous substances (e.g.: solvents, liquids, dust, fumes, biohazards). Specify below:			
Frequent hand washing			
Ionising radiation			
EQUIPMENT/TOOLS/MACHINES USED			
## Food handling			
## Driving university vehicles (e.g.: car/van/LGV/PCV)			
## Use of latex gloves (prohibited unless specific clinical necessity)			
## Vibrating tools (e.g.: strimmers, hammer drill, lawnmowers)			
PHYSICAL ABILITIES			
Load manual handling			
Repetitive crouching/kneeling/stooping			
Repetitive pulling/pushing			
Repetitive lifting			
Standing for prolonged periods			
Repetitive climbing (i.e.: steps, stools, ladders, stairs)			
Fine motor grips (eg: pipetting)			
Gross motor grips			
Repetitive reaching below shoulder height			
Repetitive reaching at shoulder height			
Repetitive reaching above shoulder height			
PSYCHOSOCIAL ISSUES			
Face to face contact with public			
Lone working			
## Shift work/night work/on call duties			

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University: Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

All staff	Behaviour
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 show 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
	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 be simply better
	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 conclusion
	I encourage creativity and innovation 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 to change and gaining support to move forward
	I take time to understand our University vision and direction and communicate this to others