

Job Description

Post title: Customer Services Assistant

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Standard Occupation Code:

School / Department: Library

Faculty / Directorate: Professional Services

Job Family: Management, Specialist and Administrative (MSA)

Grade: Level 2a

ERE Pathway (if applicable): Not applicable

Post reporting to: Customer Services / Library Site Supervisor or Library Site Manager / Front of House manager

Post line report(s): N/A

Post base location: Campus : Highfield

Job purpose:

You will work as part of a team in a welcoming and engaging environment, providing high-quality front-line support to the University's students and staff and to external customers. You will ensure our libraries are welcoming spaces by answering enquiries via email, telephone, in-person, and our online chat service, ensuring our customers get the most out of our spaces and services.

You will be allocated to a particular library as your base site. However, you will sometimes be required to work across other library sites to provide service cover in line with operational needs. Some lone working may be required.

Key accountabilities and indicative time allocation:

- 1. 55%**
 Deal with enquiries from customers through a variety of channels including face to face, online, via email and over the phone. Use judgement and knowledge of the library service and the wider University to resolve straightforward queries, involving others where needed and passing on more complex queries. Provide a roaming customer service by floor walking in the library and interacting with customers.
- 2. 15%**
 Undertake a range of administrative and customer service related tasks to an agreed standard; at sites this also includes increased manual handling such as shelving and moving stock. Use multiple systems including library management systems; customer relationship management systems; online chat services and common IT packages to deliver a consistent high quality service. Support events in the Library including student activities and open days
- 3. 10%**

Contribute to service development and improvement, share good practice and contribute to team meetings. Raise issues of concern where necessary. Work collaboratively in line with our Southampton Behaviours (see below)

4.	5%
Maintain a good knowledge of relevant policies and procedures, including health and safety. Ensure policies and procedures are applied consistently	
5.	5%
Contribute to the work of other library teams to support service delivery where needed.	
6.	5%
Actively engage in a range of training and development opportunities and be an active participant in developing skills and knowledge, engaging with the wider team and the University	
7.	5%
Any other duties as allocated by the line manager following consultation with the post holder.	

Internal and external relationships:

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

Special requirements:

There will be occasional requirements to work outside your normal working hours (which may include evenings or weekends) in negotiation with your line manager.
Demonstrate Southampton University Behaviours (Embedding Collegiality – see below)

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

- Practical knowledge and experience in a customer facing role. Practical knowledge may have been gained through vocational training and/or formal qualification(s) equivalent to Level 2 of the [Regulated Qualifications Framework](#) e.g. GCSE grades 4-9 or grades A*-C, or Level 2 award, certificate, diploma, NVQ
- Excellent interpersonal and communication skills, with the ability to make a positive contribution to the library team and work collaboratively with others
- Ability to work under pressure in a busy customer service environment, using own initiative to solve problems within given boundaries and procedures
- Able to use digital systems and applications to find information, work with others and share information effectively

Desirable

- Experience of working in a library or in an education setting
- Experience of using online systems and databases to retrieve information and/or handle customer enquiries

Teamwork and Communication

Essential

- *Work well with colleagues, including supervisors, managers and subject specialists to provide a smooth, joined-up service.*
- *Share information clearly and seek help when needed.*
- *Communicate clearly and professionally with customers and colleagues and able to adjust style for different situations and channels.*
- *Explain procedures and provide assistance, while recognising when to involve others.*
- *Listen carefully and check details to make sure information is correct*
- *Able to work effectively as part of a team and independently when required.*

Desirable

Planning, Organisation and Resource Management

Essential

- *Organise own work effectively and meet agreed deadlines.*
- *Handle routine tasks and adapt when unexpected activities arise*
- *Pay attention to detail to make sure work is accurate.*
- *Plan tasks in logical order and use time well.*

Desirable

- *Experience of supporting events or activities in a customer service setting*

Problem Solving and Initiative

Essential

- *Take responsibility for handling enquiries initially and seek to resolve them by gathering information from the customer.*
- *Use judgement to solve straightforward problems and follow agreed procedures.*
- *Recognise when they are not the right person to fully answer or resolve an enquiry and escalates appropriately.*
- *Adapt to changing situations within established practices and procedures.*

Desirable

- *Experience of dealing with unexpected situations in a customer service environment*
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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](#). 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	Occasionally <30% Time
Working with children	Not applicable
Exposure to persons with challenging behaviour	Occasionally <30% Time
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 latex	Not applicable

Physical Abilities

Prolonged physical movements or actions e.g. walking ^	Not applicable
Prolonged Standing or Sitting ^	Frequently 30-60% Time
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](#) 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.