

Job Description and Person Specification

Last updated: 23 June 2021

JOB DESCRIPTION

Post title:	Curriculum Engagement Senior Library Assistant		
Standard Occupation Code: (UKVI SOC CODE)	N/A		
School/Department:	Library and Arts		
Faculty:	Professional Services		
Career Pathway:	Management, Specialist and Administrative (MSA)	Level:	2b
Posts responsible to:	Principal Library Assistant (Curriculum Engagement)		
Posts responsible for:	N/A		
Post base:	Office-based/Non-Office-based (see job hazard analysis)		

Job purpose

The post holder will support a wide range of service users including researchers, educators, students, and civic communities. To provide comprehensive, effective, and efficient support for curriculum engagement, development and diversity and information/digital literacy. Contribute to the positive experience of service users, supporting academic and student relationships with curriculum engagement, curriculum development and diversity and digital/information literacy.

Key accountabilities/primary responsibilities	% Time
1. Apply a good working knowledge of curriculum development and diversity and information/digital literacy to provide advice to service users. This will include collating and developing information, resolving problems and effectively coordinating library services and resources for academic areas, student learning or research support and development.	20%
2. Contribute to the design, development and delivery of guidance and training for the full range of users needs in areas of curriculum engagement and information/digital literacy, employing a variety of appropriate media and methods including workshops, case studies and technology enhanced learning.	20%
3. Support the coordinated administration of activities, participating in the development of infrastructure, including the collection, and recording of management information, ensuring appropriate reportage and resolution of issues, and supporting external service accreditation and quality monitoring processes.	20%
4. Contribute to training and engagement and support the appropriate triage of enquiries. To provide supporting material and assistance for group workshops and other teaching or training sessions. Develop information provision and support for our service users by supervising team input to infrastructure and content development, or by working directly on this.	10%

Key accountabilities/primary responsibilities		% Time
5.	Supervise a range of standard, routine activities ensuring work is carried out according to agreed deadlines and quality standards. Overseeing the work of others (directly or indirectly) as an experienced team member. Providing guidance and advice to relevant colleagues through on-the-job training/coaching to help them acquire skills and experience.	10%
6.	Contribute to special projects as required, for example, working in themed groups or participating in the implementation of new tools and services.	10%
7.	Plan own work activities to contribute to the achievement of departmental objectives and maintain and improve efficiency.	5%
8.	Any other duties as allocated by the line manager following consultation with the post holder.	5%

Internal and external relationships

Other members of the department/University staff.
 External customers
 Relevant suppliers and external contacts
 Faculties and Professional Services.

Special Requirements

- Occasional requirements to work outside your normal working hours (which may include evenings or weekends) in negotiation with your line manager.
- Post holders may be asked to work at another campus location to support the delivery of their role and maintain library operations, following consultation with your line manager.
- Demonstrate Southampton University behaviours (Embedding Collegiality – see below)

PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	Skill level equivalent to achievement of NVQ2, GCSE or City and Guilds. Previous work experience within an administrative or secretarial support role. Able to demonstrate a sufficient knowledge of work systems, equipment processes and standard IT packages. Able to demonstrate a good knowledge of the role and its context. Able to produce clear, accurate and concise written documentation. Experience of analysing data and presenting summary information clearly. Knowledge and understanding of digital systems and approaches to find, evaluate, create, collaborate, and communicate. Expertise in the use of relevant library systems.	RSA II word-processing, or equivalent level of skill or qualification. Experience of monitoring a small scale budget (e.g. stationery)	Interview, certificates, and references
Planning and organising	Able to effectively organise allocated work activities and assist in the effective organisation of non-standard tasks and events. Able to work well with minimum supervision.		Interview and references
Problem solving and initiative	Able to independently solve a range of problems by responding to varying circumstances, whilst working within standard procedures.		Interview
Management and teamwork	Able to contribute to team efficiency through sharing information and constructively supporting others. Able to ensure any staff managed or supervised are focuses on allocated tasks and aware of service standards. Able to effectively allocate work and check the work of others ensuring required service standards and deadlines are met. Able to adapt well to change and service improvements. Cooperative team working and participation in effective team collaborations to meet business need(s) requirements.	Previous supervisory experience	Interview
Communicating and influencing	Able to seek and clarify detail. Experience of providing advice on administrative procedures to colleagues and external customers. Able to demonstrate own duties to		Interview

	other colleagues as required. Cooperative team working and participation in effective team collaborations to meet business need(s) requirements.		
Training and Development	To actively engage in a range of training and development opportunities and to be an active participant in developing skills and knowledge, engaging with the wider team and the University.		Interview
Other skills and behaviours	Able to demonstrate alignment with the University's core values in all areas of work, and champion those behaviours in the Library		Interview
Special requirements			

JOB HAZARD ANALYSIS

Is this an office-based post?

☒ Yes	If this post is an office-based job with routine office hazards (eg: 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 (eg: 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 (eg: fridge/ furnace)			
## Potential for exposure to body fluids			
## Noise (greater than 80 dba - 8 hrs twa)			
## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below:			
Frequent hand washing			
Ionising radiation			
EQUIPMENT/TOOLS/MACHINES USED			
## Food handling			
## Driving university vehicles(eg: car/van/LGV/PCV)			
## Use of latex gloves (prohibited unless specific clinical necessity)			
## Vibrating tools (eg: strimmers, hammer drill, lawnmowers)			
PHYSICAL ABILITIES			
Load manual handling			
Repetitive crouching/kneeling/stooping			
Repetitive pulling/pushing			
Repetitive lifting			
Standing for prolonged periods			
Repetitive climbing (ie: 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