

# Job Description & Person Specification

Last updated: 13 July 2021

## JOB DESCRIPTION

|                        |                                                      |        |    |
|------------------------|------------------------------------------------------|--------|----|
| Post title:            | <b>Reading Lists Assistant</b>                       |        |    |
| Academic Unit/Service: | Library Services (Collections, Technology & Systems) |        |    |
| Faculty:               | Library and Arts                                     |        |    |
| Career pathway:        | Management, Specialist and Administrative (MSA)      | Level: | 2a |
| *ERE category:         | N/A                                                  |        |    |
| Posts responsible to:  | MSA3 Reading Lists Principal Library Assistant       |        |    |
| Posts responsible for: | None                                                 |        |    |
| Post base:             | Office-based/home working                            |        |    |

| Job purpose                                                                                                                                                                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| This post holder will (as part of a team) have responsibility for inputting reading list materials into the system, reviewing submissions by academic staff and supporting the work associated with digitisation requests. It will involve communicating through all the various mediums and knowing when to refer the more complex queries. |

| Key accountabilities/primary responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | % Time |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 1. Assist with the process of inputting reading list materials into the Reading List system, processing new orders and digitisation requests - requiring the use and integration of a range of relevant computer-based procedures and standard software packages and dealing with the related communications.                                                                                                                                                                                                                                                                                                               | 30%    |
| 2. Reviewing and checking lists submitted for review by academic staff. Ensuring the resources on lists: have been linked correctly, their importance priority set, digitisation requests correctly submitted, lists are correctly linked to the hierarchy and assess if further academic engagement required – escalating to more senior colleagues when necessary. To contribute to all other associated reading list work as allocated by Principal Library Assistant to ensure the details and quality of the data on reading lists are to a high standard. To contribute to the acquisition of Reading List resources. | 30%    |
| 3. Receive, and respond to, daily reading list enquiries from/to customers and colleagues through the various mediums - judging when to pass more complex queries onto or involve others, to provide a timely and effective service. To support the wider Library enquiry service dealing with a wide range of library enquiries. Providing a courteous and effective service and recognising the impact of customer related incidents arising                                                                                                                                                                              | 15%    |

| Key accountabilities/primary responsibilities                                                                                                                                                                                                                                                                                                  | % Time |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| and raise issues of concern where necessary to ensure appropriate resolution of customer enquiries/issues.                                                                                                                                                                                                                                     |        |
| 4. To keep up to date with developments in reading lists software and reading list creation so students gain as much as they can from their reading lists.<br>Maintain a good knowledge of relevant policies and procedures, ensuring they are applied consistently in line with library and university policy and external legislation.       | 10%    |
| 5. Contribute to the work of the libraries through the development and improvement of services and by participating in team and service meetings. 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. | 5%     |
| 6. Contribute to special projects as required, for example, working in themed groups or participating in the implementation of new tools and services.                                                                                                                                                                                         | 5%     |
| 7. Any other duties as allocated by the line manager following consultation with the post holder.                                                                                                                                                                                                                                              | 5%     |

| Internal and external relationships                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Departmental senior management</p> <p>Other members of the department</p> <p>External customers</p> <p>Relevant suppliers and external contacts</p> <p>Faculties and Professional Services</p> |

| Special Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Occasional requirements to work outside your normal working hours (which may include evenings or weekends) in negotiation with your line manager.</li> <li>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.</li> <li>Demonstrate Southampton University behaviours (Embedding Collegiality – see below).</li> </ul> |

## PERSON SPECIFICATION

| Criteria                                 | Essential                                                                                                                                                                                                                                                                                                                             | Desirable                                                                                                                                                                                                                         | How to be assessed                |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| Qualifications, knowledge and experience | <p>NVQ2, GCSE, City and Guilds or equivalent.</p> <p>Experience in a customer facing role.</p> <p>Recent work experience of using standard office software for administrative tasks.</p> <p>An awareness of customer service practice and enquiry handling.</p> <p>Understanding of systems, including but not limited to enquiry</p> | <p>Experience of working in a library or higher education organisation.</p> <p>Able to demonstrate an understanding of the role of university libraries.</p> <p>Experience of using online information systems and databases.</p> | Application form and Certificates |

|                                |                                                                                                                                                                                                                        |  |                           |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------|
|                                | management, finance, integrated library system, reading list systems and relevant third-party systems, such as the Jisc Library Hub.                                                                                   |  |                           |
| Planning and organising        | Able to organise allocated activities and accommodate non-standard tasks as they arise.<br>Consistency and attention to detail.<br>(moved from *)<br>Ability to work without direct supervision.                       |  | Application and interview |
| Problem solving and initiative | Proven ability to use initiative and judgement to resolve problems independently whilst working problems by responding to varying circumstances to standard operating procedures.                                      |  | Application and interview |
| Management and teamwork        | Ability to work effectively in a team environment, as well as lone working if/when required.<br><br>Cooperative team working and participation in effective team collaborations to meet business need(s) requirements. |  | Application and Interview |
| Communicating and influencing  | Sound ability to adjust communication style in different contexts and channels.<br><br>Evidence of ability to provide explanations of policy or process to colleagues and customers.                                   |  | Application and Interview |
| Other skills and behaviours    | Enthusiastic, positive outlook with a proven ability to respond effectively.<br><br>Ability to remain calm.<br><br>Consistent positive mood and approach to customers.<br><br>Welcoming and polite at all times.       |  | Application and interview |
| Special requirements           | Excellent customer face to face skills.                                                                                                                                                                                |  | Application and interview |

## JOB HAZARD ANALYSIS

Is this an office-based post?

|                                         |                                                                                                                                                                                                                                                                        |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> 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.                                                                                                      |
| <input type="checkbox"/> 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.<br>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<br>(<30% of time) | Frequently<br>(30-60% of time) | Constantly<br>(> 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                                                                                   |                                |                                |                               |
| <b>EQUIPMENT/TOOLS/MACHINES USED</b>                                                                 |                                |                                |                               |
| ## 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)                                         |                                |                                |                               |
| <b>PHYSICAL ABILITIES</b>                                                                            |                                |                                |                               |
| 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                                                            |                                |                                |                               |
| <b>PSYCHOSOCIAL ISSUES</b>                                                                           |                                |                                |                               |
| 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                                |