

P9807 Job Description and Person Specification

Last updated: 26 January 2021

JOB DESCRIPTION

Post title:	Head of Curriculum Engagement		
School/Department:	Library & Arts		
Faculty:	Student Experience		
Career Pathway:	Management, Specialist and Administrative (MSA)	Level:	5
Posts responsible to:	Deputy Director Library Services, Associate Director (Engagement)		
Posts responsible for:	Engagement Librarians		
Post base:	Office-based		

Job purpose
This role leads the Library contribution to curricula and co-curricular development, with sector expertise in digital/information literacy and related pedagogy. They will champion inclusive approaches to embedding content and deploy resources effectively to provide a high-quality learning environment. Lead the collaborative practice across the University on the design and delivery of a distinctive and stretching learning experience for students, which equips them for their careers and as digitally perceptive citizens who are lifelong learners. The post holder will lead for the Library on strategically significant University wide projects, in a particular area of expertise; developing policy, building partnership networks and influencing activity to improve the student experience. The role will provide the main point of strategic contact for a Faculty, developing knowledge of Faculty strategy & objectives, ensuring library services are aligned and opportunities for collaborative development are identified.

Key accountabilities/primary responsibilities	% Time
1. Develop and maintain substantial professional knowledge of digital/information literacy and related pedagogy, providing expert advice to senior University staff, Programme leads & broad academic & student community; acting as an ambassador for engagement with curricular and co-curricular requirements, influencing activity, sharing best practice and promoting long term cultural change with breadth & depth of impact.	20%
2. Lead library contribution to innovative curricular and co-curricular development and delivery, applying knowledge of digital/information literacy and related pedagogy, taking a holistic approach to student learning at all stages of their programme and wider student experience.	20%
3. 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 Identify resources to develop a high-quality digital learning environment, where students can easily locate and engage with content, develop knowledge and acquire and build digital skills for employability and lifelong learning.	15%

Key accountabilities/primary responsibilities	% Time
4. Lead library contribution to University wide strategic initiatives and major projects to enhance students' learning experiences, leading workstreams relating to digital literacy and content engagement. Build trusted partnerships with academics and student communities, influencing activity to improve the student experience.	15%
5. Lead on policy creation and development, embedding new approaches & requirements to improve curriculum quality. Promote inclusive curriculum design, working collaboratively across the University to embed diverse content, driving long term cultural change.	15%
6. Provide the main point of strategic contact for a Faculty, developing knowledge of Faculty strategy & objectives, ensuring library services are aligned, and opportunities for collaborative development are identified.	5%
7. Manage fixed-term projects, including externally funded projects with national project partners, negotiating with stakeholders and ensuring requirements are delivered to timescale	5%
8. Any other duties as allocated by the line manager following consultation with the post holder.	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.

PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	Library Information Management Degree or equivalent qualifications or experience. Proven experience of managing outcomes in a specialist field. Proven project and/or people management skills. Able to apply experience and awareness within specialist field. Able to appreciate University priorities and to apply these in managing work outcomes.	Membership of CILIP or other relevant professional body Fellowship or Associate Fellowship of Higher Education Academy PRINCE2 or similar project management qualification.	
Planning and organising	Able to plan and manage major new projects or significant new activities, ensuring plans complement 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.		
Management and teamwork	Able to manage team dynamics, ensuring any potential for conflict is managed effectively. Able to formulate development plans for own staff to meet current and future skill needs. Able to provide expert guidance and advice to colleagues to resolve complex problems.		
Communicating and influencing	Able to persuade and influence in order to foster and maintain relationships. Able to resolve tensions and difficulties as they arise.		
Other skills and behaviours			
Special requirements			

JOB HAZARD ANALYSIS

Is this an office-based post?

☒ X 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