

Job description & person specification

Last updated: 26 January 2021

JOB DESCRIPTION

Post title:	Discovery Manager		
Academic Unit/Service:	Library Services (Collections, Technology and Systems)		
Faculty	Library and Arts		
Career pathway:	Management, Specialist and Administrative (MSA)	Level:	4
*ERE category	N/A		
Posts responsible to:	Head of Collections, Acquisitions and Discovery		
Posts responsible for:	Direct reports: - MSA3 Principal Library Assistant Indirect reports: - MSA2B Senior Library Assistants		
Post base:	Office-based		

Job purpose	
Manage the Discovery Team in the development and implementation of effective cataloguing, classification and associated metadata creation that optimises the discovery of print and e-resources in the Library's catalogue, and through other discovery channels. This role will improve access to print and e-sources and ensure we present to our users in friendly, self-evident and relevant terms the catalogue and the resources described by it.	
Key accountabilities/primary responsibilities as agreed with line manager	% Time
1. Take responsibility for the day-to-day management of the Discovery Team to ensure in particular that the catalogue is appropriately managed and that an appropriate quality of cataloguing process and catalogue data is maintained. 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 and provide matrix support in collections management, being responsible for recruitment and appraisal training and staff development in a rapidly changing specialist area.	35 %
2. To take overall responsibility Responsible for the describing processes, ensuring conformance with relevant and up-to-date standards, resolving complex issues, reviewing and improving workflows, optimising policies and procedures and instigating a culture of continuous improvement.	25%

3.	Lead the evaluation of the Library's metadata through expert analysis of data and management information, production of reports, briefings and presentations, modelling of future scenarios to inform the Library's strategic development	10%
4.	Deliver a source of expert knowledge providing advice and guidance to the Library Senior Leadership Team to address the challenge of integrating print and e-resources, and on ontologies and taxonomies to support the optimisation of discovery of these resources.	10%
5.	To actively 'horizon scan' for developments in relevant fields (e.g. linguistic, search technologies, text mining) and develop proposals for their implementation and adaptation as necessary and appropriate	10%
6.	To participate in expert networks, groups and workshops, to build and maintain expertise in relevant specialist areas.	5%
7.	Any other duties as allocated by the line manager following consultation with the post holder.	5%

Internal and external relationships	
Library staff Students and other user groups Sector organisations, partners and stakeholders Professional bodies and subject groups Suppliers of information content and services (with a particular focus on the subject area assigned) 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	An accredited degree qualification or appropriate professional qualification Proven experience of planning and progressing work activities relevant to the current post within broad professional guidelines and organisational policy. An understanding of how specialist/library and information support and advice provided by this post will support University objectives General knowledge and awareness of the changing higher education environment and an ability to apply knowledge of principles and trends affecting the specialist professional field to shape and inform development of the area of work Experience of designing, developing and implementing thesauri and/or ontologies using current techniques and technologies Expertise in current cataloguing and classification schemas	Membership of relevant professional body. A teaching qualification or HEA professional framework qualification or equivalent A demonstrable passion and enthusiasm for the subject of cataloguing, thesauri and /or ontologies which translates into a desire to advocate and deliver change that provides tangible benefit and positive impact to an organisation Knowledge of ePrints, including metadata schemas utilised in describing resources.	
Planning and organising	Self-starter able to initiate plan and organise own work and the work of others to meet objectives Able to engage with and progress a broad range of developments and activities within broad professional guidelines to manage competing priorities. Evidence of commitment to shaping and delivering services that add value for users.	Successful project management experience	
Problem solving and initiative	Able to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them. Evidence of an ability to apply innovative or creative thinking to the resolution of problems		
Management and teamwork	Proactive in working with colleagues in other work areas to achieve outcomes. Able to delegate effectively, understanding the strengths and weaknesses of others to build effective teamwork.	Experience of successfully managing and developing staff.	

	Able to formulate development plans for other staff to address skills needs of the wider team.		
Communicating and influencing	An excellent communicator with an ability to adapt communication style to suit different audiences Able to provide accurate and timely specialist guidance on complex issues. Able to use influencing and negotiating skills to develop understanding and gain co-operation.		
Other skills and behaviours	Excellent IT skills including MS Office, web authoring and social media tools. Confident in the use and explanation of electronic information, databases and other Library software and systems.		
Special requirements	Prepared to develop knowledge to support a specialist area of work which may be associated with the subject areas assigned.		

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 (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