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| Last updated: | <13.2.23> |

**JOB DESCRIPTION**

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| Post title: | **Careers Consultant (Researchers)** |
| Standard Occupation Code: (UKVI SOC CODE)  | TBC 242X – Depends on Specialist Area and Key Accountabilities |
| School/Department: | Careers, Employability and Student Enterprise (CESE) |
| Faculty: | Student Experience Directorate (SED) |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | n/a |
| Posts responsible to: | Head of Careers Guidance and Curriculum Design |
| Posts responsible for: | None |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| The Careers Consultant (Researchers) will create and deliver a comprehensive programme of careers, employability and employment support to researchers, both postgraduate researchers (PGR) and early career researchers (ECR), with proportion dependent on University priorities and funding. The role will be crucial in identifying and supporting the additional careers and employability needs of PhD students and early career researchers, whether they wish to pursue a career within or outwith academia. The post-holder will design and deliver effective careers education, information, advice guidance to support researchers to reflect on the skills and experience they have gained, plan and manage their careers and secure appropriate employment or further study. The post-holder will also be the source of expert advice to CESE colleagues on support for researchers (PGR and ECR).The Careers Consultant (Researchers) will work closely with faculty facing Careers Consultants to provide support for PGRs. In addition, the role requires close collaboration with the Doctoral College and the Centre for Higher Education Practice (CHEP), to interpret and embed the institution’s strategic priorities relating to researcher development and to support the implementation of the Concordat to Support the Career Development of Researchers action plan.The post-holder will also collaborate with colleagues across the University and professional networks on activities that enhance the quality and effectiveness of the service and build the professional competence of our staff.  |

| Key accountabilities/primary responsibilities | % Time |
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|  | To lead the design, delivery and development of a new, comprehensive careers support offer for researchers, focusing primarily but not exclusively on post-graduate researchers (PGR), while supporting early career researchers (ECR) so long as ringfenced funding is provided for this cohort, working in line with the Employability Action Plan, Education and Student Experience Strategic Plans, Research Strategic Plan and and University Strategy. This includes: * Across all faculties, to work with Careers Consultants (Faculty Facing) on a targeted approach to the development, delivery, and review of innovative mandatory and non-mandatory activities to support PGR career development and graduate outcomes
* To build relationships with Doctoral College (for PGRs) and CHEP (for ECRs) to facilitate communication with and access to researchers, ensuring that new provision complements existing support from both departments and builds on individuals’ Academic Needs Assessments (PGRs)/Personal Development plans (ECRs) as well as strategic priorities
* To design and deliver bespoke workshops for researchers (PGR and ECR), including content on how to develop academic or alternative career paths, maximising relevant skills development opportunities, job search techniques and online content (maximising use of Blackboard, Southampton’s VLE)
* To conduct a range of short and long guidance/coaching interactions to support researchers with all aspects of career decision making and career development
* To create and launch the Southampton Research Internship Programme (SRIP), to create a robust pipeline into further study and employment for more diverse cohort of potential researchers, working closely with Doctoral College and CESE colleagues to incorporate existing good practice
* To gather, analyse and use research and data on PGR students’ career development needs and employment destinations (including student engagement, Careers Registration, Graduate Outcomes Survey (GOS)) in order to identify, recommend and prioritise the most effective career development activities and support CESE colleagues to understand such data. To write marketing and communications copy about the package of support and proactively find ways to increase take up of programme of activities, including creating clear visibility and signposting across all relevant sites
* To produce timely annual reports on engagement with the researcher (PGR and ECR) offer to agreed quality standards and completing any associated admin in a prompt and efficient manner
* To represent the university and proactively engage with strategic/operational external organisations and professional bodies which can enhance the university's understanding of the researcher agenda, UK government policy regarding PGR students, opportunities for collaborative working/sharing of practice, and/or funding opportunities (local, regional, national, international) in relation to careers and employability
 | 50% |
|  | To support the core CESE service by participating in delivery of: * Short and long guidance sessions to support clients’ career development needs
* Interactive group sessions according the agreed CESE calendar of events
* Open days, careers fairs and other service-wide events that support the engagement of students in career development and job search
 | 20% |
|  | To develop and maintain the knowledge and skills necessary to effectively support client needs according to professional guidelines and quality standards, including: * Understanding of the specific career development needs of clients based on background, subject of study, etc, with a particular emphasis on the career development needs of researchers (both PGR and ECR)
* Up-to-date understanding of recruitment practices, in order to provide clients with feedback, coaching and support in preparing for applications, interviews and other selection methods
* Appropriate professional knowledge and awareness of the graduate labour market, developments within the HE sector and employability related scholarship and good practice by keeping abreast of the work of sector skills councils, professional bodies, ISE (Institute of Student Employers) and in particular AGCAS (Association of Graduate Careers Advisory Services)
 | 15% |
|  | To contribute to broader initiatives to ensure a high quality, accessible and client centred service inc: * Cross service / University projects, working groups or initiatives which support the achievement of Southampton’s and CESE’s objectives and enhancement of the student experience as part of SED, as determined by the Director of CESE
* Achievement and maintenance of agreed quality standards and external quality accreditation through on-going review of practices, contributions to the assessment process and the delivery of high quality, measurable outcomes (eg Customer Service Excellence, AGCAS Quality Membership Standard)

 * To develop and regularly update skills, through membership of AGCAS learning opportunities, relevant training courses and good practice groups, to ensure current industry standards are met, maximising use of the AGCAS Professional Pathways to support career development
* To promote and exemplify inclusive working practices and strive for diversity within the organisation and its services, ensuring that that you are aware of and aligned with University of Southampton’s strategic objectives on Equality and Diversity
* Participate as appropriate in cross-functional activities at times of peak demand to support colleagues across Student Experience Directorate (SED) such as international student registration, open days and student recruitment events; confirmation and clearing
 | 10% |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

| Internal and external relationships |
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| Internal* Alumni community
* All Student Services, inc Student Records / Registry
* All Professional Services, inc HR, ISolutions, RIS
* All Faculties, inc Centres for Doctoral Training/Doctoral Training Partnerships teams as well as Concordat Champions and ECR representatives
* Doctoral College and CHEP teams

External * HEI Institutions
* Employers
* National Governing/Professional Bodies inc AGCAS
* Members of the Public/Community Groups
* Vitae and other organisations promoting Researcher Career Development such as UKRI, Wellcome, UUK, Prosper Project, R14 group, SERD-South East Researcher Developers Forum, EURAXESS, and UKCGE (for PGRs).
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| Special Requirements |
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| The post holder may be required to work from a variety of campus locations or visit graduates, customers or organisations external to the University and therefore must be willing to travel.The post holder is expected to work flexibly to provide services to a range of customers. Occasional evening and weekend work may be required to support events and wider university commitments such as open days The ability to maintain a responsible and confidential approach to sensitive information. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Recognised professional qualification in careers guidance and significant experience in careers guidance deliveryUniversity degree or equivalent level qualificationSignificant knowledge of careers and employability, current challenges faced by postgraduate researchers in HE and developments within the (doctoral) graduate labour market | Experience of working with researchers Experience of successful project management | Application ApplicationApplication/ Presentation/ Interview |
| Planning and organising | Proven experience of successfully planning and delivering a broad range of specialist activities within professional guidelines /organisational policy in a high quality and timely manner Ability to lead and/or deliver a specified piece of work or project within professional guidelines and in support of university policy Ability to manage conflicting demands in a challenging schedule |  | InterviewInterviewApplication /Interview |
| Problem solving and initiative | Ability to apply professional/specialist knowledge to analyse complex problems and recommend solutions/plans of action Experience of using qualitative and quantitative data to critically evaluate, demonstrate and improve the effectiveness of activities Experience of working innovatively and embracing new ways of working | Evidence of implementing and managing change in a relevant context | Application /Interview Application /Interview Application / Interview |
| Management and teamwork | Proven experience of working proactively and in partnership with colleagues in other work areas to achieve positive outcomes Ability to actively participate in planning sessions, training events and peer review to maximise professional performance Ability to delegate work where appropriate and understanding of the strengths and weaknesses of colleagues in building effective teamwork | Successful experience of developing staff/colleagues through sharing best practice | Application /Interview Application /Interview Interview |
| Communicating and influencing | Ability to communicate clearly and appropriately with a range of audiences in a variety of different situationsAbility to provide accurate and timely specialist guidance on complex issues Ability to use influencing and negotiating skills to develop understanding and gain co-operation Evidence of good networking skills including maintaining good partnership working with a range of colleagues Excellent interpersonal skills |  | Presentation/ InterviewObservation / InterviewApplication /Interview InterviewInterview |
| Other skills and behaviours | A commitment to professionalism, actively supporting equality and diversity and the delivery of high-quality service and client satisfaction levels, both internally and externallyAbility to systematically and rigorously evaluate the impact of service provision Regularly evaluate professional performance and reflect constructively using evidence to improve performance Ability to apply knowledge and awareness of principles and trends in a specialist field and an awareness of how this affects activities within the University | Ability to develop and deliver resources through a wide range of media Able to understand cultural diversity  | Application /Interview Application /Interview Application / InterviewPresentation /Interview |
| Special requirements | Ability to demonstrate understanding of role / motivation for applying  |  |  |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

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| [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.

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| **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  |  |  |  |