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| Last updated: | September 2015 |

**JOB DESCRIPTION**

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| Post title: | **Specialist Practitioner** | | |
| Standard Occupation Code: (UKVI SOC CODE) | TBC | | |
| School/Department: | Student and Education Services (SES) | | |
| Faculty: | Student Experience Directorate (SED) | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | N/A | | |
| Posts responsible to: | Lead Practitioner - Wellbeing | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based (see job hazard analysis) | | |

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| Job purpose |
| * To deliver specialist work sessions for students (and other clients as appropriate) within specific professional accredited guidelines and University policy * To utilise a full understanding of a specialist field in contributing to the work activities of the Department and the University |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Deliver specialist sessions to clients in line with accredited standards, Codes of Practice, guidelines and internal policy and procedures | 20% |
|  | Conduct assessments and make recommendations for action | 15% |
|  | Provide expert advice and guidance to customer/client services teams | 10% |
|  | Manage relationships with key University personnel and other stakeholders to better support individual students and groups of students | 10% |
|  | Responsible for conducting specialist research to support the provision of specialist/professional advice and to inform management decisions | 5% |
|  | Provide specialist input into student case conferences and moderation panels | 5% |
|  | Contribute to University wide projects using specialist knowledge | 5% |
|  | Delivery of staff development and coaching | 5% |
|  | Represent and champion the department internally and externally as required | 5% |
|  | Actively contribute to action planning to help improve service to students generally, making a particular contribution to your specialist area | 5% |
|  | The post-holder is expected to undertake all personal administration required within the role and adhere to University Policy and relevant legislation (e.g. H&S compliance) | 5% |
|  | Contribute, as a member of the Student Wellbeing Team, towards broader initiatives to ensure and implement an excellent student experience. Participate in cross-functional activities such as international student registration, open days and student recruitment events, confirmation and clearing. | 5% |
|  | 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   * Other members of the department * Student Body * All Student and Education Services * All Professional Services * All Faculties * Office of the Vice Chancellor   External   * External Customers * Students’ Union * Schools and Colleges * HEI Institutions * HEFCE, HESA, BIS and UCAS * Employers, Landlords etc * National Governing/Professional Bodies * Members of the Public/Community Groups |

| Special Requirements |
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| The post holder may be required to work from a variety of campus locations or visit students, 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. As a maximum the post holder will be expected to work one weekday evening and one weekend day per month as well as specific peak times for services.  Commitment to the integrity and confidentiality of all relevant data and processes.  The willingness to rotate roles and responsibilities to increase breadth of experience.  Undertake and demonstrate continuing professional development consistent with a specialist role.  Demonstrate Southampton University behaviours (Embedding Collegiality – see below) |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of Degree and/or specialist professional qualification with proven work experience acquired in relevant roles and job-related training.  Membership/accreditation of professional body as appropriate |  | Application  Application |
| 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 manage conflicting demands in a challenging schedule |  | Interview  Interview |
| Problem solving and initiative | Ability to apply professional/specialist knowledge to analyse complex problems and recommend solutions/plans of action  Able to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them |  | Interview  Application and Interview |
| Management and teamwork | Successful experience of developing staff  Proven experience of working pro- actively and in partnership with colleagues in other work areas to achieve outcomes  Actively participate in planning sessions, training events and peer review to maximise professional performance  Ability to delegate work where appropriate and in understanding the strengths and weaknesses of colleagues in building effective teamwork. |  | Application and Interview  Application and Interview  Application and Interview  Interview |
| Communicating and influencing | Ability 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 |  | Interview  Interview  Application and Interview  Interview |
| Other skills and behaviours | Evaluate systematically and rigorously 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 on-line resources  Knowledge of project management  Able to understand cultural diversity  Ability to speak a second language | Application and Interview  Application and Interview  Interview  Application  Application and Interview  Inteview  Application |
| Special requirements |  |  |  |

**JOB HAZARD ANALYSIS**

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

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| 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 |  |  |  |

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.

