

Job Description & Person Specification

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| Last updated: May 2023 |  Job evaluated: July 2021 |
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**JOB DESCRIPTION**

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| Post title: | **Equality Communications and Engagement Manager**  |
| Academic unit/Service  | Human Resources |
| Faculty: | Chief Operating Officer |  |  |
| Career pathway: | Management, Speciality and Administrative (MSA) | Level: |  5 |
| Posts responsible to: | Head of Equality, Diversity and Inclusion  |
| Posts responsible for: | Line management of the Equality, Diversity and Inclusion Officer (L3) |
| Post base: | Office-based |

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| Job purpose |
| The postholder will be the principal author of the various institutional equality charter submissions required of the University, and will be able to confidently synthesize multiple sources of content, information and data, to produce coherent documents that articulate the voice of the University. The postholder will have a deep, authentic understanding of the complexities of equality, diversity & inclusion (ED&I) including a sophisticated comprehension of how social economic factors such as social class intersect with ED&I. The postholder will be responsible for continually developing and improving ways of effectively engaging with key communities across the University, ensuring that all the different voices are heard and feed in to embedding cultural change. |

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| Key accountabilities/primary responsibilities | % Time |
| 1. | To be the principal author of institutional equality charter submission (including Athena Swan, Race Equality Charter, Technicians Commitment, Concordat, Disability Confident, Mental Health charter), ensuring that each submission has a confident, honest and succinct narrative that closely aligns to the strategic plan for equality, diversity and inclusion and fulfils the various submission criteria.This involves working critically with the many different equality charter self-assessment teams, the ED&I team, senior sponsors and other key stakeholders to identify and develop narratives which confidently communicate the University’s work in each area. This will involve analysing and assessing large volumes of data and information, including anecdotal information of varying levels of quality, and determining what is relevant and meaningful in relation to the assessment criteria of each of the individual charter marks.To apply the insights gained from, for example, self assessment teams, one to one conversations, attending wider meetings and general observation to inform and influence decisions about which actions would be most appropriate or impactful to be taken forward at an institutional level.  | 40% |

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| Key accountabilities/primary responsibilities | % Time |
| 2. | To maintain and continually develop, an ED&I communication and engagement plan that addresses both the proactive and reactive. To work with faculty and school ED&I leads to critically identify areas of good practice. These will be areas of work that are aligned to the strategic vision for EDI and that have proven to move us closer to our shared vision. Working with the wider University community ascertain what the needs are for different groups/communities and ensure that the different communication methods accommodate these needs. The post holder will be responsible for ensuring that this plan is delivered, whilst also being agile and responsive to current affairs. The aim of the plan is that is should enable staff and students to see how all the different ED&I activity in the University is leading to lasting change, and by doing so, create a positive feedback loop that encourages cultural change amongst those who might otherwise be unaware.It will be the postholders responsibility to translate all this activity to a clear narrative that show the University's progress towards intergrading ED&I.  | 15% |
| 3.  | To work collaboratively with colleagues within the ED&I team and key ED&I stakeholders to develop an approach for the holistic evaluation of ED&I work. To contribute to the development and implementation of systems for collecting quantitative and qualitative evaluation and monitoring data. To analyse and interpret data, drafting reports and deliver briefings and presentations, as required. To link with other evaluative functions across the University, such as Widening Participation, for common evaluative methods and projects. |  15% |
| 4.  | To maintain and continually develop an active ED&I forum for all the staff who are involved in specific ED&I work (e.g. staff networks, faculty or school ED&I groups, involved in a self-assessment team) so that good practice can be amplified and create a space for continues development and peer support. To ensure that the various ED&I membership and subscriptions are fully utilized. Be fully informed about current ED&I discourse and understand to communicate about issues that a complex in a manner that is accessible, engaging, authentic and inclusive. Facilitate others to learn and reflect on their own use of language/concepts. | 10% |
| 5. |   Be a line manager for the ED&I Officer  | 10% |
| 6. | Responsible for ensuring that the external ED&I webpages, internal ED&I SharePoint webpages are engaging, informative and contains all the information’s needed to meet the Public Sector Equality Duty.  | 5% |
| 7.  | Any other duties as allocated by the line manager following consultation with the post holder. | 5% |

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| *Internal and external relationships* |
| **Internally:** The University community including members of the executive leadership team, senior leaders, managers and employees, trades unions, students and SUSU. **Externally:** Third party organisations (such as Advance HE, HE sector counterparts) and other external contacts as appropriate. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge, and experience | An undergraduate or postgraduate qualification in marketing, communications or a relevant subject, or equivalent qualification, or experience. Significant experience of complex communications and marketing techniques/methods and the evaluation of their effectiveness  | Website Management Training, Qualification or experience | Application/ CV/ Interview  |

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|  | Ability to analyse, critically assess, understand and manage complex data and information from multiple sources and of different levels of quality, and at the same time present it in an accessible way to a range of audiences. Critical thinking and analytical skillsSignificant experience of writing for different audiences, e.g., formal reports, submissions against set criteria, webpages, awareness or for information and often under pressure of time.Good understanding of and experience of using different methods of evaluation of own work and of others. A deep, authentic understanding of the complexity of ED&I including a sophisticated comprehension of how social economic factors such as social class intersect with ED&I.Knowledge and understanding of relevant ED&I legislation and its application.  |  |  |
| Communicating and Influencing | Extensive experience of communications, marketing, and engagement techniques.Ability to use influencing and negotiating skills to change hearts and minds as well as developing understanding and gain co-operation.Editorial skills, can work with multiple and often conflicting sources of data and information in a way that ensures balance and knows how to check for bias and accuracy. Can analyse data and set out a clear narrative that explains the meaning of the data to an audience that are not data confidentThe postholder will also be expected to build and form contacts and relationships, using their own judgement and autonomy. |  | Application/ CV/ Interview  |
| Planning and organising | Ability to independently plan and manage several competing demands against tight deadlines; this may be in the very short term, and long-term planning.Ability to seek and collate feedback and data from activities, analyse key findings and set out key points for senior staff.Able to autonomously scope, plan and deliver timely communications with subsequent evaluation. This can be short, medium- or long-term.Able to lead, plan complex communications projects, events, and meetings; for various audiences and across different time periods. |  | Application/ CV/ Interview  |
| Problem solving and initiative | Ability to apply professional/specialist knowledge to analyse complex problems and recommend solutions/plans of action. |  | Application/ CV/ Interview  |
| Management and teamwork | Line management/supervisor experience, ability to support individual to deliver their best.Proven experience of working proactively and in partnership with colleagues in other work areas to achieve outcomes. |  | Application/ CV/ Interview  |

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| Other skills and behaviours | Leading communications strategies and plans from concept through to delivery with little direction. Good facilitation skillsEmpathy for the widening participation agenda.Deep understanding of and ability to apply and actively promote equality, diversity and inclusion principles to the responsibilities of the role. To role model the Southampton Behaviours and work with the management team to embed them as a way of working.Demonstrate the Southampton Behaviours and work with colleagues to embed them as a way of working. | Understand the current ED&I challenges facing HE | Application/ CV/ Interview  |
| Special requirements | Is able to hold courageous and challenging conversations about ED&I with staff, student and leaders in a way that is diplomatic and brings about cultural change. |  | Application/ CV/ Interview  |

**\*Embedding Collegiality –** [**Our Southampton Behaviours**](https://intranet.soton.ac.uk/sites/strategy/embeddingcollegiality/SitePages/Home.aspx)

Collegiality is a core principle at the University and sits at the heart of everything we do.

**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 (e.g.: use of VDU), no further information needs to be supplied. Do not complete the section below. |

## - 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** | **Occasional y**(<30% oftime) | **Frequently**(30-60% oftime) | **Constantly**(> 60% oftime) |
| 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 (e.g.: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling |  |  |  |
| ## Driving university vehicles (e.g.: car/van/LGV/PCV) |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical |  |  |  |

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| necessity) |  |  |  |
| ## Vibrating tools (e.g.: strimmers, hammer drill, lawnmowers) |  |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (i.e.: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (e.g.: 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 |  |  |  |