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| Last updated: | 29/09/2021 |
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**JOB DESCRIPTION**

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| Post title: | **Sports Performance Advisor**  |
| School/Department: | Student Services |
| Faculty: | Student Experience |
| Career Pathway: | Community and Operational (CAO) | Level: | 2b |
| Posts responsible to: | Sports Performance Coordinator (Level 3) |
| Posts responsible for: | N/A |
| Post base: | Non Office-based and Office-based (see job hazard analysis) |

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| Job purpose |
| The post holder is responsible for delivering a high-quality sports performance programme, ensuring student experience is a priority, whilst supporting our athletes through staying abreast in with their achievements. To assist the Sports Performance Coordinator with the delivery of first-class scholarship opportunities.  |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | Provide support for all performance athletes on scholarship/bursary programmes. To include:* Coaching of Strength and Conditioning type sessions.
* Supporting scholars in mentoring on balancing academic and sporting life, performance improving opportunities and goal setting.
* To support in periodically profile athletes through conducting sport-specific athletic assessments.
* Supporting the Sports Performance Coordinator in regularly providing communication and guidance to our athletes.
* Promotion of other relevant services across the department.
 | 40% |
|  | To undertake administrative tasks that enable our scholars to receive support relevant information in adequate timing. Including:* Capturing and analysing feedback of all scholarship opportunities as required that support our Key Performance Indicators.
* Documenting and maintaining records of support delivered to athletes.
* Liaising with key stakeholders to provide support for future students of the programme.
 | 30% |
|  | To maintain the safety of all scholarship holders within dedicated scholarship sessions, and take an active approach in ensuring the safety of other users is supported within our relevant delivery locations. | 10% |
|  | Review best practice through staying abreast with Talented Athlete Scholarship Scheme, British Universities and Colleges Sports and National/International Competitions information. | 10% |
|  | To support the vison of sport through meeting objectives and KPI’s set by the Sports Performance Coordinator/Customer Excellence Lead. Constantly being an ambassador for active and fitness lifestyles at the University of Southampton and listening to and escalating customer to improve quality standards. | 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* Student Body
* All staff

External* Students’ Union
* National Governing Bodies of Sport
* TASS (Talented Athlete Scholarship Scheme)
* BUCS (British Universities and Colleges Sports)
* Sport England / Sports Coach UK and other relevant funders
* Coaches and Instructors
* Stakeholders – Such as other University’s Personnel
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| Special Requirements |
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| * The flexibility to work a shift pattern which includes evening, weekends, Bank Holidays and University closures and to cover absence.
* The flexibility to work at multiple sites where sports facilities are located.
* Undertake such tasks as are reasonably requested by the Student Services Management
* Work within the bounds of the University’s Confidentiality Policy
* Enhanced DBS Disclosure
* Demonstrate Southampton University behaviors (Embedding Collegiality – see Appendix 1)
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of NVQ2, GCSE , City and Guilds or proven experience in relevant performance sports roleUKSCA qualification or equivalent Experience of supporting performance sport and fitness programmesCompetent in the use of Microsoft Office packages and up to date knowledge about IT developments. | Relevant degree (or equivalent qualification or experience) – e.g. sports science / strength and conditioning)Experience of working within a performance sport environmentExperience of working within a Higher Education sector | Application/InterviewApplication Application/InterviewApplicationApplication |
| Planning and organising | Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities. | Able to successfully plan and deliver a training plan over a period of several months.(e.g. to train towards competitions incorporating appropriate training cycles etc.) | Application/InterviewApplication/Interview |
| Problem solving and initiative |  | Able to identify and solve problems by applying judgement and initiative to tackle some situations in new ways and by developing improved work methods.Able to review and resolve performance sport difficulties when appropriate | Application/InterviewApplication/Interview |
| Management and teamwork | Able to positively influence those around you to complete tasks.Experience of working without supervision   | Able to solicit ideas and opinions to help form specific work plans.Ability to support in coordinating and guiding sports coaches and other sports staff. | Application/InterviewApplication/InterviewApplication/InterviewApplication/Interview |
| Communicating and influencing | Able to offer proactive advice and guidance.Able to deal with sensitive information in a confidential manner.Proven written and verbal communication skills    Enthusiastic, positive outlook and able to respond effectively in a pressurised environment to colleagues and customers   | Able to elicit information to identify specific athlete needs.Able to establish effective relationships with sports coaches and governing bodies | Application/InterviewInterviewApplication / interviewApplication / interview |
| Other skills and behaviours | Regularly evaluate professional performance and reflect constructively using evidence to improve performance     | Experience of data analysis.Able to understand cultural diversityAble to understand the pressures of studying at University and maintaining a performance sport.  | Application/InterviewApplication/InterviewInterview      Application   |

**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. |
| [x]  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  | x |  |  |
| Extremes of temperature (eg: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids | x |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (eg: solvents, liquids, dust, fumes, biohazards). Specify below: | x |  |  |
| 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 | x |  |  |
| Repetitive crouching/kneeling/stooping | x |  |  |
| Repetitive pulling/pushing | x |  |  |
| Repetitive lifting | x |  |  |
| Standing for prolonged periods |  | x |  |
| Repetitive climbing (ie: steps, stools, ladders, stairs) | x |  |  |
| Fine motor grips (eg: pipetting) |  |  |  |
| Gross motor grips |  |  |  |
| Repetitive reaching below shoulder height | x |  |  |
| Repetitive reaching at shoulder height | x |  |  |
| Repetitive reaching above shoulder height |  |  |  |
| **PSYCHOSOCIAL ISSUES** |
| Face to face contact with public |  | x |  |
| Lone working | x |  |  |
| ## Shift work/night work/on call duties  | x |  |  |

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.

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| **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    |