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| Last updated: | 24th August 2021 |

**JOB DESCRIPTION**

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| Post title: | **Business Development and Partnerships Officer** | | |
| Standard Occupation Code: (UKVI SOC CODE) | TBC | | |
| School/Department: | Southampton Business School | | |
| Faculty: | Faculty of Social Sciences | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | n/a | | |
| Posts responsible to: | Director of Knowledge Exchange and Enterprise | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based/Non Office-based (see job hazard analysis) | | |

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| Job purpose |
| To support the Director of Knowledge Exchange and Enterprise in leading the strategic development of the School’s business-interface and partnerships agenda, through initiating, establishing and promoting a range of collaborations to show research impact, develop and promote Executive Education programmes and generate additional revenue |

| Key accountabilities/primary responsibilities | | % Time |
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|  | Work with the Director of Knowledge Exchange and Enterprise in establishing relationships with key businesses, maintaining a high level of customer service. This will involve visiting businesses, briefing clients and representing the School in relevant meetings. Identify further clients to be visited. Maintain School-wide knowledge of the School’s business relationships | 50 % |
|  | Develop and promote the educational services offered by the School on a commercial basis to clients and customers external to the University. In particular, initiate and co-ordinate non-accredited short courses for the School. | 15 % |
|  | Generate, design and implement original ideas for a range of enterprise activities and partnership arrangements with external bodies and commercial entities. | 10% |
|  | Instigate, manage and organise interactions with the business community, covering a wide variety of activities such as conferences, seminars and master classes. | 10% |
|  | Initiate and champion means by which to embed the external business-relationship and partnership culture in the curriculum, in order to grow and sustain the interaction between academic and external activities and in furtherance of students fulfilling criteria for achieving graduate attributes. | 5 % |
|  | Engage regionally, nationally and internationally with institutions and bodies and represent the School on working groups and committees to promote best practice and create network opportunities. | 5 % |
|  | Contribute to the School’s efficient management and in relevant circumstances deputise for the Director of Knowledge Exchange and Enterprise; work with relevant School Committees as agreed by the Director of Knowledge Exchange and Enterprise; undertake such other duties as may be assigned by the Director of Exchange and Enterprise.  Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| Day-to day liaison with the Director of Knowledge Exchange and Enterprise (Line Manager), Enterprise Fellows and the wider school.  Liaison with corporate clients, government agencies and external partnership organisations.  Liaison with all members of academic staff.  Frequent liaison with the Events team within the Faculty, and the Marketing function within the University.  Links with staff across the University at all levels. |

| Special Requirements |
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| Non-standard hours will be required at times, including evening events and Saturdays. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HND, Degree, NVQ4 or basic professional qualification.  Broad experience of forging and sustaining partnership working with commercial and public sector bodies.  Experience of planning and facilitating new educational partnership initiatives  Sound grasp of business, legal and financial considerations required to develop and sustain successful enterprise and partnership activities | Experience in commercial business and managing significant projects  Broad understanding and knowledge of the Higher Education context  Experience of planning and delivering business targets effectively to deadlines and within budget | Application form and interview |
| Planning and organising | To be a self-starter and manage own workload to meet deadlines  Ability to plan and develop a range of high quality business-development and partnership activities ensuring such plans complement overall strategic direction |  | Application  form,  interview and  references |
| Problem solving and initiative | Ability to grasp and resolve complex problems using own initiative. | Ability to identify commercial trends and developments and respond with decisiveness and agility | Application  form,  interview and  references |
| Management and teamwork | Able to proactively work with colleagues to implement plans and achieve outcomes. | Experience of successfully managing and developing staff.  Able to formulate development plans for own staff to meet required skills.  Able to delegate effectively, understanding the strengths and weaknesses of team members to build effective teamwork. | Application  form,  interview |
| Communicating and influencing | The ability to communicate effectively with staff, students and external contacts, to persuade and influence to develop relationships and to represent the School at events  Able to use influencing and negotiating skills to develop understanding and gain co-operation. | Able to provide accurate and timely specialist guidance on complex issues. | Application  form,  interview and  references |
| Other skills and behaviours | Understanding of relevant Health & Safety issues  Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours. See Appendix 1  Ability to understand Equality, Diversity and Inclusion as it relates to their role and activities |  | Application  form, interview and references |
| Special requirements | Non-standard hours may be required at times, including evenings and occasional weekends. |  | Application  form, interview and references |

**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 |  | X |  |
| 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.

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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 |
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| **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 |
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| **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 |
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| **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 |
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| **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 |