**JOB DESCRIPTION**

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| Post title: | **Writing Skills Officer** | | |
| Standard Occupation Code: (UKVI SOC CODE) | TBC 242X – Depends on Specialist Area and Key Accountabilities | | |
| School/Department: | Widening Participation and Social Mobility (WPSM) | | |
| Faculty: | Professional Services | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | N/A | | |
| Posts responsible to: | Enhancement Manager (L4) | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based (see job hazard analysis) | | |

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| Job purpose |
| Working within the Enhancement Team of Widening Participation and Social Mobility, this role will contribute to the continued development of the Academic Skills Service, through the provision of Writing Skills. This work will contribute to student success initiatives that aim to close non-continuation and awarding gaps for students currently underrepresented in Higher Education, as detailed in the University’s Access and Participation Plan (APP).  The post will provide expert knowledge, contributing to the design and robust evaluation of a strategically embedded ‘on course’ offer and a programme of ‘on-demand’ provision for use in students’ self-directed learning, focusing on providing information and guidance for students in the development of their writing skills. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | To be responsible for the development and delivery of embedded writing support within targeted academic programmes, contributing to the closing of non-continuation and awarding gaps for underrepresented student groups. To identify the distinct writing needs of cohorts, collaborate with academic colleagues to build sustainable and integrated forms of writing support, contribute to innovative learning and assessment methods, and design and deliver bespoke support, including group support and learning resources, that adheres to disciplinary conventions and addresses the distinct needs of students. | 30% |
|  | To be responsible for developing, implementing and maintaining innovative forms of sustainable writing support by identifying students’ learning needs and providing specialist advice and guidance to address the academic and professional writing skills of targeted students through a range of learning opportunities. These will include supporting them to utilise self-directed learning tools, workshops, peer support and 1:1s. To contribute to the design and development of those self-directed learning objects and workshops. | 30% |
|  | To work collaboratively with colleagues in WPSM’s Success team and beyond to promote awareness of the Academic Skills Service, developing a proactive approach to providing targeted academic skills support to students from underrepresented backgrounds that is supportive of reducing significant awarding gaps identified in the University’s Access and Participation Plan. This will include overseeing the development of bespoke events and promotional materials, to be delivered across our various campuses. | 20% |
|  | To proactively contribute to the holistic evaluation of writing support as an element of our wider academic skills offering. 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. | 5% |
|  | To commit to continual professional development, actively engaging with professional networks of practice to inform professional knowledge and foster innovative forms of pedagogical practice. | 5% |
|  | To contribute to the development of writing skills for professional documentation and research outputs for colleagues in WPSM as part of inculcating a research culture. | 5% |
|  | Any other duties as allocated by the line manager following consultation with the post holder, including contributing to other widening participation initiatives within WPSM and occasionally supporting work of colleagues across the University e.g. Confirmation and Clearing, Open Days and Graduation. | 5% |

| Internal and external relationships |
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| Students  Faculties and Professional Services  Relevant suppliers and external contacts |

| Special Requirements |
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| Post holders are expected to work flexibly to support skills development work, following consultation with line manager.  Post holder may be asked to contribute to evening or weekend working to support university or academic events and they are expected to work across our campus locations as required, following consultation with line manager  Additionally, the post holder will be required to:   * Inculcate the principles of the Widening Participation and Social Mobility directorate. * Demonstrate Southampton Behaviours (see below Embedding Collegiality) * Fulfil the responsibilities for employees as set out in the University Health and Safety Policy and associated procedures. * Enhanced Disclosure and Barring Service (DBS) check may be required.   Demonstrate Southampton Behaviours (see below Embedding Collegiality) |

**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.  Detailed understanding and knowledge of the teaching of academic and/or professional writing  Experience of the teaching of writing skills ideally gained through teaching at undergraduate and/or postgraduate level.  Proven experience of planning and progressing work activities within broad professional guidelines and/or broad organisational policy.  Able to demonstrate good knowledge and understanding of the priorities of Higher Education and in particular the University’s commitment to widening participation, outlined by the Access and Participation Plan.  Able to apply an awareness of principles and trends in a specialist or professional field and an awareness of how this affects activities in the University. | Postgraduate qualification.  Experience of teaching at a university writing centre or equivalent.  Good knowledge of writing skills and conventions across a range of academic genres and disciplines.  Experience with scientific writing conventions.  Membership of relevant professional body (e.g. HEA fellowship, ALDinHE).  Teaching qualification or equivalent.  Experience of working towards fulfilling commitments of university Access and Participation Plans | Application, interview and presentation/task |
| Planning and organising | Able to proactively initiate, plan and organise own work to meet objectives and timelines.  Able to plan, manage, organise and assess teaching and learning activities.  Able to seek opportunities to progress a broad range of activities within professional guidelines and in support of University policy.  Evidence of commitment to shaping and delivering services that add value for users.  Understanding of curriculum development and new approaches to teaching, and direct input to the design and delivery relevant to the specialist area. | Experience of successful project management. | Application, interview and references. |
| Problem solving and initiative | Able to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them.  Able to apply innovative or creative thinking to the resolution of problems.  Ability to seek and collate feedback and data from activities, analyse key findings and summarise recommendations for senior staff. |  | Application, interview and references. |
| Management and teamwork | Able to solicit ideas and opinions to help form specific work plans.  Able to contribute to team behaviours and interact effectively and sensitively with peers. Build effective social networks across the Student Experience directorate and Professional Services; sustain productive workplace relationships for the long term.  Able to be flexible and adaptable in approach to work routines, be able to adapt quickly to change; be open to working with different teams/individuals as the business demands.  Able to proactively work with colleagues in other areas of the university as well as external stakeholders to achieve positive outcomes. | Experience of successfully managing and developing staff. | Application, interview and references. |
| Communicating and influencing | Ability to demonstrate excellent, relatable communication, with the ability to adapt to suit different audiences.  Able to provide accurate and timely specialist guidance on complex issues.  Able to use influencing and negotiating skills to develop understanding and gain co-operation.  Able to speak fluently with individuals/groups, adopting a persuasive, engaging, empathetic and constructive style that understands stakeholders’ differing needs.  Able to draft written reports in a clear way that addresses key issues in a succinct manner. |  | Application, interview and references. |
| Other skills and behaviours | Excellent IT skills including MS Office 365 suite, web authoring and social media tools.  Able to demonstrate patience and understanding with stakeholders, maintaining sensitivity to their needs, particularly at times of peak working under pressure.  Able to demonstrate respect for cultural differences and awareness of how institutional ways of working need to adapt to suit the increasing diversity of student and staff groups.  Able to maintain receptiveness to new ideas and approaches.  Able to demonstrate a commitment to professional development, ensuring knowledge and skills are always up to date in agreement with line manager. |  | Application, interview and references. |
| Special requirements | Enhanced Disclosure and Barring Service (DBS) check may be required. | Knowledge of software such as Articulate, and lecture capture technology such as Panopto for developing / recording learning materials. | Application, 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 |  |  |  |
| 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.

