|  |  |
| --- | --- |
| Last updated: | 02nd December 2024 |

**JOB DESCRIPTION**

|  |  |  |  |
| --- | --- | --- | --- |
| Post title: | **Associate Director Student Community and Experience** | | |
| School/Department: | Student Experience and Engagement | | |
| Faculty: | Student Experience Directorate | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 6 |
| Posts responsible to: | Director of Student Experience and Engagement | | |
| Posts responsible for: | Head of Student Communications  Head of Student Events (Community)  Head of Student Events (Graduation and Celebrations) | | |
| Post base: | Office-based | | |

|  |
| --- |
| Job purpose |
| As Associate Director Student Community and Experience you will lead professional services student experience action planning to build community and belonging as well as the oversight of the delivery of campaigns associated with survey completion. The post will be responsible for the day-to-day operational leadership of Student Communications and Student Events (including Graduation and Welcome), overseeing the day to day operational relationship with SUSU and in overseeing the task and finish groups put in place to ensure students are effectively welcomed and welcomed back to University. |

| Key accountabilities/primary responsibilities | | % Time |
| --- | --- | --- |
|  | Leadership  Provide professional and strategic leadership to the Student Community and Experience team, developing ambitious strategies to ensure the delivery of the University institutional objectives   * To be responsible for operationalising student engagement and student communications strategic action plans * Leading in the delivery of professional services action planning as it relates to student survey action planning * Identifying, prioritising and delivering cross-institutional campaigns which provide a best in sector student experience * Communicating the vision and strategy for the Service, providing positive motivation and leadership * Lead and manage new and existing service-wide projects and initiatives * Lead the liaison across professional services as it relates to Student Communications * Promote and oversee wider cross team working within SED and with key internal and external partners * Provide authoritative expert advice and guidance to the Director of Student Experience and Engagement and the wider SED and relevant professional services leadership teams on all matters relating to student communications and engagement and proactively engage in external development on behalf of the University * Ensure activities are appropriately resources according to strategic priorities * To oversee the application of strategic ambitions in an operational setting | 30 % |
|  | Management   * Manage the University’s day-to-day operational relationship with the Student Union to ensure effective collaboration, particularly in relation to student representation * To foster, uphold and maintain a culture of respect, professionalism and high quality output * To ensure the principles of the student communications and engagement action plans are embedded into operational thinking * To encourage a culture of continuing professional development * To implement, maintain and oversee structures and working which support productive and nuanced working relationships between Student Experience and Engagement and the wider University * To line manage section heads of department and oversight of associated projects, ensuring that workflows are aligned, complementary, efficient and effective * To oversee the operational budget for the department | 30% |
|  | Programme excellence   * To oversee delivery of activity to the highest possible quality, supporting section heads and their teams by providing advocacy, clear expectations of standards, guidance, objective and goal setting. * To support section heads to continuously improve and develop their areas of work based on changing landscapes, student and stakeholder input and University strategic priorities * To ensure the programme of activity is created in partnership with relevant professional services and faculty colleagues and the Students Union, and is alignment with wider strategic objectives and aims * To identify and connect links between projects to intensify and amplify outputs * To ensure engagement with the work of the teams across the University * To monitor and review activity contribution to strategic ambitions, adjusting the scope and scale as necessary | 20 % |
|  | Provide concise and informed reports of briefing notes of a high standard for the Director or members of the senior leadership team against tight deadline upon request. | 5 % |
|  | To contribute and lead broader cross-University initiatives which support the achievement of wider University strategy and strategic plans. | 5% |
|  | Profile raising   * To promote student communications and engagement goals within the University * To take a leading role on sector networks to share best practice from the University across the sector * To manage and articulate the departmental identity, ensuring consistency of messaging and mission, overseeing the widening participation and social mobility communications plan. | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder, including deputising for the Director of Student Experience and Engagement | 5 % |

| Internal and external relationships |
| --- |
| Internal  Student Body  Colleagues across the Student Experience Directorate  Engagement and Advancement Directorate  Faculty Operating Service  Estates and Facilities  Academic colleagues  Senior leaders  External  Students Union  Office for Students  Higher Education Institution  Sector networks  Local, national and international experts  Members of the public/community  Relevant suppliers |

| Special Requirements |
| --- |
| Support and contribution to the delivery of Student Experience frontline services, including attendance at events such as Open days, ceremonies and corporate events. |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of a professional qualification or postgraduate degree  Proven experience of leading significant change.  Proven strategic management skills in a student communications or engagement environment  Significant depth of experience in leading and managing communications and events teams in a higher or further education setting  Proven ability to persuasively influence policy development  Able to demonstrate an authoritative awareness of student communications and engagement and use this to tackle broad University priorities  Significant financial management experience  Ability and confidence in working with and delivering emerging technologies | Previous experience of working in Higher Education with an excellent understanding of the higher education landscape  Significant financial management | Application  Application  Application and Interview  Application and Interview  Interview  Application  Interview |
| Planning and organising | Able to think strategically about sector and institutional priorities and how projects and programmes can support each other  Demonstrable ability to persuasively advise on strategic development through formal written and verbal communication .  Able to plan and shape the direction of a specialist or professional area of activity  Able to set and deliver appropriate and measurable long, medium and short term goals in the form of a business plan  Able to lead projects and new initiatives with little or no precedent  Able to re-prioritise workload in a fast moving environment  Able to oversee multiple and complex areas of service delivery ensuring deadlines and standards are maintained  Ability to work effectively with colleagues outside direct areas of responsibility |  | Interview  Application and Interview  Application and Interview  Interview  Interview  Interview  Interview  Interview |
| Problem solving and initiative | Able to develop significant new concepts and original ideas within one’s field in response to intractable issues of importance to the University.  Self sufficient, capable of target setting and monitoring, actively seeking information from internal or external sources as required  Able to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them  Able to develop significant new concepts and original ideals within the student experience in response to intractable issues of importance to the University | Ability to transform services within contextual constraints | Interview  Interview  Interview  Interview |
| Management and teamwork | Able to proactively develop team dynamics and performance, ensuring quality standards are consistently achieved.  Able to foster positive relationships both within and outside of own department.  Able to proactively work with senior managers across the University to achieve key deliverables.  Able to manage budget and resources effectively  Able to deliver all areas of staff management including professional development, performance management and change management |  | Application and Interview  Application and Interview  Interview  Interview  Interview |
| Communicating and influencing | Excellent presentation and verbal skills, with ability to communicate confidently at all levels  Able to negotiate effectively on behalf of the department or University on key issues.  Able to develop and lead key communications strategies.  Able to persuade, influence and collaborate with a wide range of people of different backgrounds and expertise, internally and externally  Excellent writing skills with ability to produce and present complex issues in a focused, succinct, professional and persuasive manner  Able to receive, understand and convey complex theoretical ideals or information and transform them into accessible implementation plans  Able to demonstrate a strong stakeholder focus and an anticipatory, agile and responsive approach identifying issues and responding to user and stakeholder requirements |  | Application and Interview  Interview  Interview  Interview  Application and Interview  Interview  Interview |
| Special requirements | **Embedding Collegiality\*** (see below)  As a line manager, role model the Southampton Behaviours and work with colleagues to embed them as a way of working within the team |  |  |

**JOB HAZARD ANALYSIS**

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

|  |  |
| --- | --- |
| 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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 |  |  |  |

Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability and is at the heart of everything we do. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

|  |  |
| --- | --- |
| **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 |

Line Manager Expectations

The statements below provide additional clarity on what is expected of our line managers and supervisors.

**Managing People:** Manage and support your peoples work productivity, performance, wellbeing and development to maximise their contribution and enable personal growth.

**Managing the Student and Customer Experience:** Ensuring our students and the customer are at the centre of everything we do, always considering their needs before acting, to ensure we deliver a high-quality experience every time.

**Managing Financial Decisions:** Make well informed and timely financial decisions with an understanding of the consequences and impact on the financial sustainability of the University.

**Managing Compliance:** Understand and apply the University regulations, policies, guidelines, and legal requirements to ensure continued operational compliance.

**Managing Risk:** Identify potential risks, assess probability and impact and take appropriate steps to mitigate the risk or maximise potential benefits.