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| Last updated: | Feb 2024 |

**JOB DESCRIPTION**

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| Post title: | **Student Inclusion Officer (Assessment)** | | |
| School/Department: | Widening Participation and Social Mobility (WPSM) | | |
| Faculty: | Student Experience Directorate | | |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | N/A | | |
| Posts responsible to: | Student Inclusion Manager | | |
| Posts responsible for: | N/A | | |
| Post base: | Office-based | | |

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| Job purpose |
| The post holder will be working on a project to understand differential experiences or practices for students from groups underrepresented or minoritised at the University as detailed in the University’s Access and Participation Plan (APP). The post will work collaboratively providing expert knowledge to develop plans for initiatives which focus on inclusion in assessment with an aim to reduce degree awarding gaps between Black students and white students and those from low socioeconomic groups. They will also oversee and contribute to the design and robust evaluation plan of a series of initiatives drawing on research and best practice across the sector. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | To develop a research and action plan which focuses on methods to reduce the two most significant awarding gaps at the University with a focus on inclusive assessment practice aligned to the University Advancing Assessment project. In addition,   * To be a central point of contact between Student Success, Enhancement and internal stakeholders across both academic and Professional Services departments building strong and proactive working relationships. * To be responsible for designing activity with these external stakeholders, with a focus on embedding the experiences of Black and socioeconomically minoritised learners | 60% |
|  | Working closely with students in a co-design capacity, understand and respond to consultation to develop a dynamic and forward-thinking approach ensuring best practice is delivered and achieved in creating a sense of community for our students. | 20% |
|  | To develop a range of resources, including producing content for webpages and other materials to support teaching and training, working across WPSM to develop appropriate tools for specific areas of development. | 10% |
| 6. | To carry out detailed assessment and analysis of issues and problems, using evaluation and reflexive practice to identify and recommend appropriate solutions including the development of analytics to drive a culture of robust evaluation and engagement in student focused projects and events | 5% |
| 7. | Any other duties as allocated by the line manager following consultation with the post holder, including occasionally supporting work of colleagues across WPSM and the University e.g. Confirmation and Clearing, Open Days and Graduation. | 5% |

| Internal and external relationships |
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| Current and prospective students  Widening Participation and Social Mobility Team staff including interns, student ambassadors and staff involved in peer assisted learning schemes.  Faculties and Professional Services  Relevant suppliers and external contacts. |

| Special Requirements |
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| **Post holder may be asked to contribute to occasional evening and weekend working to support university or academic events and they are expected to work across our campus locations as required, following consultation with your 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)** |

**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 relevant to the role.  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 access and participation, outlined by the Access and Participation Plan.  Excellent IT skills including MS Office 365 suite | Postgraduate Qualification.  Experience of leading student and/or equity focused projects in an education or youth engagement setting | Application, interview and presentation/task |
| Planning and organising | Able to proactively initiate, plan and organise own work and the work of others to meet objectives and timelines.  Able to seek opportunities to progress a broad range of activities within professional guidelines and in support of university policy.  Able to demonstrate a high level of commitment to shaping and delivering services that add value for users.  Ability to successfully evaluate and plan for short- and long-term projects | Experience of successful project management. | Application, interview and references. |
| Problem solving and initiative | Proven ability to independently manage conflicting demands in a challenging environment  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.  Able to maintain receptiveness to new ideas and approaches.  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 proactively work with colleagues in other areas of the university as well as external stakeholders to achieve positive outcomes.  Able to solicit and share ideas and opinions to help form specific work plans.  Able to contribute to team behaviours and interact effectively and sensitively with peers.  Able to build effective networks across the Student Experience directorate, Professional Services and with academics, sustaining productive workplace relationships for the long term.  Ability to be flexible and adaptable in approach to work routines, adapt quickly to change and open to working with different teams/individuals as the required. |  | Application, interview and references. |
| Communicating and influencing | Ability to demonstrate excellent, relatable communication, with the ability to adapt to suit different audiences.  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 | Able to demonstrate alignment with the University’s core values in all areas of work, and champion those behaviours in the department  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 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 |  |  |  |

**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.

