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| Last updated: | 12/06/2023 |

**JOB DESCRIPTION**

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| Post title: | **Careers Consultant (Faculty Facing)** |
| School/Department: | Careers, Employability and Student Enterprise (CESE) |
| Faculty: | Student Experience Directorate (SED) |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| Posts responsible to: | Employability Partnership Manager |
| Posts responsible for: | None |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| To work effectively in partnership with academic and other staff within the University to design and deliver effective careers education, information, advice, guidance and other support, helping clients (including undergraduates, postgraduates, recent graduates, pre-entry students) to acquire the skills and resources necessary to plan and manage their careers and to secure appropriate employment or further study. To collaborate with colleagues across the University and professional networks on activities that enhance the quality and effectiveness of the service and build the professional competence of our staff. To represent the service / the University to internal and external stakeholders. |

| Key accountabilities/primary responsibilities | % Time |
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|  | The focus of this role is faculty facing, working primarily in one faculty but may involve supporting colleagues with delivery in additional faculties, working in line with the Employability Action Plan, Education and Student Experience Strategic Plans and University Strategy. This includes:* To work with the Employability Partnership Manager to develop clients’ careers management skills through designing and delivering career development learning activities, such as teaching credit-bearing employability modules, interactive group work, experiential learning, presentations, and online and blended learning. These can be embedded within (or linked to) a specific academic curriculum or through specific optional activities delivered in addition to the curriculum
* To develop and maintain effective relationships with colleagues, Employability Leads and other academic and administrative staff and other stakeholders within and outside the University in order to identify, develop and embed appropriate employability support within departments / schools / faculty
* To conduct a range of short and long guidance/coaching interactions to support clients with all aspects of career decision making and career development
* To gather, analyse and use research and data on clients’ career development needs and employment destinations (including student engagement, Careers Registration, Graduate Outcomes Survey (GOS)) in order to identify, recommend and prioritise the most effective career development activities and support academic colleagues to understand such data
* Support the embedding of employability and enterprise within the curriculum under the guidance of the Employability Partnership Manager and the Head of Guidance and Curriculum Design, inc training / supporting others to deliver content
* To enhance the CESE presence within faculty by visibility of service delivery across all relevant sites and through development and maintenance of tailored VLE presence (Blackboard) as a first point of contact for students / staff within faculty
* In conjunction with the Employability Partnership Manager, to produce timely annual faculty / school reports to agreed quality standards and completing any associated admin in a prompt and efficient manner
 | 60 % |
|  | To support the core Careers, Employability and Student Enterprise (CESE) service by participating in delivery of: * Short and long guidance sessions to support clients’ career development needs
* Interactive group sessions according to the agreed CESE calendar of events
* Open days, careers fairs and other service-wide events that support the engagement of students in career development and job search
 | 15 % |
|  | To develop and maintain the knowledge and skills necessary to effectively support client needs according to professional guidelines and quality standards, including: * Understanding of the specific career development needs of clients based on background, stage of study, subject of study, etc.
* Up-to-date understanding of recruitment practices, in order to provide clients with feedback, coaching and support in preparing for applications, interviews and other selection methods
* Appropriate professional knowledge and awareness of the graduate labour market, developments within the HE sector and employability related scholarship and good practice by keeping abreast of the work of sector skills councils, professional bodies, Institute of Student Employers (ISE) and in particular Association of Graduate Careers Advisory Services (AGCAS).
 | 10% |
|  | To contribute to broader initiatives to ensure a high quality, accessible and client centred service inc: Cross service / University projects, working groups or initiatives which support the achievement of Southampton’s and CESE’s objectives and enhancement of the student experience as part of SED, as determined by the Director of CESE  Achievement and maintenance of agreed quality standards and external quality accreditation through on-going review of practices, contributions to the assessment process and the delivery of high quality, measurable outcomes (eg Customer Service Excellence, AGCAS Quality Membership Standard)  To develop and regularly update skills, through membership of AGCAS learning opportunities, relevant training courses and good practice groups, to ensure current industry standards are met, maximising use of the AGCAS Professional Pathways to support career development  To promote and exemplify inclusive working practices and strive for diversity within the organisation and its services, ensuring that that you are aware of and aligned with University of Southampton’s strategic objectives on Equality and Diversity  Participate as appropriate in cross-functional activities at times of peak demand to support colleagues across Student Experience Directorate (SED) such as international student registration, open days and student recruitment events; confirmation and clearing  | 10 % |
|  | 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 Student Services• All Professional Services• All Faculties• Office of the Vice ChancellorExternal • Students’ Union• Schools and Colleges• HEI Institutions• HESA, and UCAS• Employers• National Governing/Professional Bodies inc AGCAS• Members of the Public/Community Groups |

| Special Requirements |
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| The post holder may be required to work from a variety of campus locations or visit students, customers or organisations external to the University and therefore must be willing to travel.The post holder is expected to work flexibly to provide services to a range of customers. Occasional evening and weekend work may be required to support events and wider university commitments such as open days.The ability to maintain a responsible and confidential approach to sensitive information.Demonstrate Southampton University behaviours (Embedding Collegiality – see below).  |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Recognised professional qualification in careers guidance, or relevant experience of providing advice (and preferably guidance) within a Higher Education/Further Education/Schools context plus a commitment to acquiring approved qualification once employedVocational training o Formal qualification(s) equivalent to Level 5 or 6 of the [Regulated Qualifications Framework](https://www.gov.uk/what-different-qualification-levels-mean/list-of-qualification-levels) e.g. foundation degree or degree with honours, or Level 5 or 6 award, certificate, diploma, NVQ.Significant knowledge of careers and employability, current challenges faced by students in HE and developments within the graduate labour market | Experience or qualification in main subject areas within faculty in which post is based Experience or qualification in teaching and/or curriculum design and implementation Postgraduate Certificate in Academic Practice / Advance HE Associate statusExperience of successful project management | Application ApplicationApplication/ Presentation/ Interview |
| Planning and organising | Proven experience of successfully planning and delivering a broad range of specialist activities within professional guidelines /organisational policy in a high quality and timely manner Ability to lead and/or deliver a specified piece of work or project within professional guidelines and in support of university policy Ability to manage conflicting demands in a challenging schedule |  | InterviewInterviewApplication /Interview |
| Problem solving and initiative | Ability to apply professional/specialist knowledge to analyse complex problems and recommend solutions/plans of action Experience of using qualitative and quantitative data to critically evaluate, demonstrate and improve the effectiveness of activities Experience of working innovatively and embracing new ways of working | Evidence of implementing and managing change in a relevant context | Application /Interview Application /Interview Application / Interview |
| Management and teamwork | Proven experience of working proactively and in partnership with colleagues in other work areas to achieve positive outcomes Ability to actively participate in planning sessions, training events and peer review to maximise professional performance Ability to delegate work where appropriate and understanding of the strengths and weaknesses of colleagues in building effective teamwork | Successful experience of developing staff/colleagues through sharing best practice | Application /Interview Application /Interview Interview |
| Communicating and influencing | Ability to communicate clearly and appropriately with a range of audiences in a variety of different situationsAbility to provide accurate and timely specialist guidance on complex issues Ability to use influencing and negotiating skills to develop understanding and gain co-operation Evidence of good networking skills including maintaining good partnership working with a range of colleagues Excellent interpersonal skills |  | Presentation/ InterviewObservation / InterviewApplication /Interview InterviewInterview |
| Other skills and behaviours | A commitment to professionalism, actively supporting equality and diversity and the delivery of high-quality service and client satisfaction levels, both internally and externallyAbility to systematically and rigorously evaluate the impact of service provision Regularly evaluate professional performance and reflect constructively using evidence to improve performance Ability to apply knowledge and awareness of principles and trends in a specialist field and an awareness of how this affects activities within the University | Ability to develop resources through a wide range of media Able to understand cultural diversity Ability to speak a second language | Application /Interview Application /Interview Application / InterviewPresentation /Interview |
| Special requirements | Ability to demonstrate understanding of role / motivation for applying  |  |  |

**JOB HAZARD ANALYSIS**

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

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| [x]  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.

