Last updated: 4th January 2022

**JOB DESCRIPTION**

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| Post title: | Associate Director Student Systems Transformation  |
| School/Service: | Student and Education Service (SES) |
| Faculty: | Student Experience Directorate |
| Career pathway: | Management, Specialist and Administrative (MSA) | Level: | 6 |
| \*ERE category: | n/a |
| Posts responsible to: | Director of Student and Education Services |
| Posts responsible for: | Student Systems Manager  |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| This post will provide leadership to the development of new student technology applications, projects and processes. The postholder will drive forward innovative solutions designed to make significant improvements to the student experience and achieve the strategic priorities of the University. Student records are the custodians of student records data and a priority is to deliver accurate reports and integrated solutions. The postholder will need to define our technology blueprint across our student systems, define our strategic plan to achieve our ambitions and convert into effective localised delivery through the communication of clear business objectives, implementation of effective business processes and a clear analysis of student needs to deliver the strategic direction for the division. |

| Key accountabilities/primary responsibilities | % Time |
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|  | Provide leadership to the development of new student technology applications, projects and processes including:1. Developing the student systems strategic plan in line with the University strategy and strategic priorities of the institution
2. Develop and maintain a roadmap of student systems related projects, including resource plans, which enable major project delivery, systems maintenance, and regular user enhancements
3. Bring a visionary and multi-dimensional perspective to the challenges associated with adopting new and emerging technologies to achieve the University’s strategic ambitions
4. Be a key contributor, working in collaboration with senior stakeholders, to ensure the provision of innovative, sustainable, integrated, and collaborative student systems
 | 20% |
|  | Take overall responsibility for the leadership of the University’s student systems. Leading by example using presence, decision-making and open communication. Including, but not limited to: 1. Determine and set priorities and allocate resources to meet long term objectives
2. Motivate and develop staff and ensure an appropriate level of skills, knowledge, and capacity to deliver an excellent and exemplary student experience
3. Develop a culture of high performance and continuous improvement
4. Accountability for financial management of a budget of circa £5 million ensuring the budget is met and any savings delivered in support of wider department and secure additional external funding where appropriate
5. Identify appropriate performance indicators and service standards and drive performance improvements against these identified measures
6. Ensure full compliance with University policy in people management, finance and procurement, statutory obligations, health and safety regulations and risk management
7. Be the expert in Student Systems advising the Director of Student and Education Services accordingly
 | 20% |
|  | Leading, designing and delivering innovative and creative solutions to operational processes to ensure robust and reliable delivery of student and education services via University student systems.  | 15% |
|  | Managing delivery of service standards, service level or partnership agreements, statutory requirements and national codes of practice including:1. Ensuring our student systems development is informed by student and staff voice and ensure the development of service provision to act on the feedback
2. Designing, delivering, and enhancing systems, processes, and services to ensure that the offer is positioned as one of the best in the sector and is recognised as an exemplar of best practice, contributing to the institutional strategy to deliver quality.
 | 15% |
|  | Providing concise and informed reports or briefing notes of a high standard for the Director or members of the University Executive Group against tight deadlines upon request | 10% |
|  | Working in close partnership with the Faculties and Heads of Professional Services to raise the profile of student systems provision and set the direction for a quality student experience and its implementation by:1. Developing and nurturing effective working relationships with internal and external stakeholders; including, but not limited to senior colleagues in academic departments, local, national experts, and colleagues in Higher Education institutions.
2. Providing clear communications to relevant stakeholders regarding planning, strategy, staffing, new initiatives, and day-to-day operations as appropriate.
3. Integrating and optimising working practices across all functions and to develop positive links with those areas of the institution involved in student systems
 | 10% |
|  | Represent the University externally and provide guidance within the University on the implications of relevant external issues, policies, and legislation. Including creating and anticipating opportunities to enhance existing provision in response to change. | 5% |
|  | 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
* Colleagues across the Student and Education Services and Student Experience Directorate
* Professional Services and Faculties

External* Student’s Union
* Higher Education Institutions
* Local, national, and international student systems experts
* Members of the public/community
* Relevant suppliers
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| Special Requirements |
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| * Support and contribute to the delivery of Student Experience frontline services, including attendance at events such as Open Day, Ceremonies and Corporate events
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of a professional qualification or postgraduate degree (e.g. MBA, Med) or equivalent experience in Higher Education (or similar), IT application management or other related area. Proven strategic management in IT application management or a similar environmentStrong understanding of management information systems, data and systems design.Proven leadership and management experience including team building and significant change management Able to demonstrate and authoritative awareness of the theory and practice of the student experience and an ability to use this to tackle broad university prioritiesDemonstrable success in a service-orientated organisation, including evidence of successfully managing change in an area of work relevant to the postSignificant financial management experienceEvidence of confidence in working with and delivery emerging technologies | Previous experience of working in Higher Education with an excellent understanding of the Higher Education landscape | ApplicationApplicationInterviewInterviewApplicationApplication/InterviewApplicationApplication/ Interview |
| Planning and organising | Able to plan and shape the direction of a specialist or professional area of activityAble to set and deliver appropriate and measurable long, medium and short-term goals in the form of a business planAble to lead projects and new initiatives with little or no precedentAble to re-prioritise workload in a fast moving environmentAble to oversee multiple and complex areas of service delivery ensuring deadlines and standards are maintainedEvidence of collaborative and effectively work with colleagues outside direct responsibility, e.g. in delivering organisation wide or external projects | Experience of delivering a substantive project which had a direct positive impact on the user experience | InterviewInterviewApplicationInterviewApplicationApplication |
| Problem solving and initiative | Self-sufficient, capable of target setting and monitoring, actively seeking information from internal or external sources as requiredAble to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve themAble to develop significant new concepts and original ideas within the student experience in response to intractable issues of importance to the University | Able to respond to changes in marketplace and institutional environments to develop new concepts, original ideas and remain competitiveAbility to transform services within contextual constraints | InterviewInterviewInterview |
| Management and teamwork | Able to proactively develop team dynamics and performance, ensuring quality standards are consistently achievedAble to foster positive relationships confidently both within and outside their own DepartmentAble to manage budgets and resources effectivelyAble to proactively work with senior managers across the University to achieve key long-term and short-term deliverablesExperience of delivering all areas of staff management including professional development, performance management and change management |  | InterviewInterviewApplicationInterviewInterview |
| Communicating and influencing | Excellent presentation and verbal skills, with ability to communicate confidently at all levelsProven ability to keep accurate records and disseminate appropriatelyAble to persuade, influence and collaborate with a wide range of people of different backgrounds and expertise, internally and externallyExcellent writing skills with ability to produce and present complex issues in a focused, succinct, professional and persuasive manner (e.g. reports, bids, papers, policies and guidelines)Able to negotiate effectively on behalf of the Department or University on key issuesAble to develop and lead key communications strategiesAble to represent the University confidently and knowledgeably in UK HEI sectorAble to receive, understand and convey complex theoretical ideas or information and transform them into accessible implementation plansAble to demonstrate a strong and stakeholder focus and an anticipatory and agile and responsive approach identifying issues and responding to user and stakeholder requirements |  | InterviewInterviewInterviewApplication and InterviewInterviewInterviewInterviewInterviewInterview |
| Other skills and behaviours | Excellent IT skills, including Microsoft Office suiteExcellent personal resilience and the ability to thrive in a rapidly changing working environmentCommitment to working collegiately across all areas of the University High level of self-awareness, personal presence and awareness of the impact of others**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. |  | InterviewApplicationInterviewInterviewInterview |

**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  |  |  |  |

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.

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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 |
|   |   |
| **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.