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| Last updated: | <9.2.23> |

**JOB DESCRIPTION**

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| Post title: | **Careers Consultant (Professional Development)** |
| Standard Occupation Code: (UKVI SOC CODE)  | TBC 242X – Depends on Specialist Area and Key Accountabilities |
| School/Department: | Careers, Employability and Student Enterprise (CESE) |
| Faculty: | Student Experience Directorate (SED) |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 4 |
| \*ERE category: | n/a |
| Posts responsible to: | Head of Careers Guidance and Curriculum Design |
| Posts responsible for: | None |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| The Careers Consultant (Professional Development) will oversee and act as a mentor for the team of Careers Consultants during the completion of their professional guidance qualification. The post-holder will be required to stay up to date with developments in learning and development through regular engagement with AGCAS (Association of Graduate Careers Advisory Services), ISE (Institute of Student Employers) and ASET (the Work Based and Placement Learning Association) and will lead on the integration of the AGCAS Professional Pathways into all CESE recruitment, induction and professional development activity..The Careers Consultant (Professional Development) will collaborate with CESE management team to identify training gaps, areas for cross-service training and encourage the sharing of best practice. The post-holder will create and maintain a continuing professional development record for all CESE staff to ensure codes of practice are met, training records are maintained and support is provided to members of staff going through training and/or qualifications.The post-holder will also 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.  |
|  | The focus of this role is to oversee the professional development of CESE staff, working primarily with members of the Career Consultant team completing their professional guidance qualification, working in line with the Employability Action Plan, Education and Student Experience Strategic Plans and University Strategy, This includes:* For staff members completing the guidance qualification, to provide mentorship support, maintain accurate records, encourage the sharing of practice, review key deadlines, support applications and provide references where required
* To develop and maintain up to date knowledge and awareness of the offerings from training providers such as AGCAS, ISE and ASET to signpost members of the CESE team to relevant development opportunities
* To lead the implementation, mapping process and development of the AGCAS Professional Pathways guidelines into standard development practice (incorporating into recruitment, induction and continuing professional development)
* To lead on the review, roll out and management of the peer review programme and maintain this throughout the year
* To share research, training and development opportunities and represent continuing professional development on the agenda of department and team meetings
* To communicate effectively with members of CESE management to identify training requirements for all CESE staff and highlight suitable professional development opportunities
* To lead and coordinate the production of an agreed CESE yearly Training Needs Analysis
* To design, maintain and review accurate records of professional development across CESE staff
 | 50% |
|  | To support the core CESE service by participating in delivery of: * Short and long guidance sessions to support clients’ career development needs
* Interactive group sessions according 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
 | 20% |
|  | 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, subject of study, etc, with a particular emphasis on the career development needs of CESE staff
* 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, ISE (Institute of Student Employers) and in particular AGCAS (Association of Graduate Careers Advisory Services)
 | 15% |
|  | To contribute to broader initiatives to ensure a high quality, accessible and client centred service including:* 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• CESE Staff• All Student Services, inc Student Records / Registry• All Professional Services, inc ODAR, ISolutions, HRExternal • HEI Institutions• HESA• Employers• National Governing/Professional Bodies inc AGCAS, ISE, ASET• 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 graduates, 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 daysThe ability to maintain a responsible and confidential approach to sensitive information. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Recognised professional qualification in careers guidance and significant experience in careers guidance deliveryUniversity degree or equivalent level qualificationSignificant knowledge of careers and employability, current challenges faced by students in HE and developments within the graduate labour marketKnowledge / understanding of the AGCAS Professional Pathways, the routes to professional qualification in careers guidance, the role of mentoring and peer review in staff development | Experience of working as a mentor or in a role to enhance staff professional development | 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 / InterviewApplication / 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 practiceExperience of line management | 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  | 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  |  |  |  |