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**Job Description**

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| **Job title:** | **Careers Consultant** |
| **Department/School:** | **Careers** |
| **Grade:** | **7** |
| **Location:** | **University of Bath Premises** |

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| **Job purpose** |
| The Careers team offers a range of services to students, employers and colleagues across the University and works in partnership with academics and professional service staff. Careers Consultants are aligned with a Faculty, School or Function, and are expected to use their knowledge, expertise, and judgement to advance and shape the careers and employability agenda. They are trusted experts in the field of employability and can work comfortably with all student cohorts and disciplines.  Careers Consultants are expected to cultivate and maintain strategic relationships with a wide range of stakeholders, including academics, professional services, employers and other bodies and associations. They are confident working pan-institutionally and will also develop strong networking capabilities, both internally and externally.  They offer a full range of careers guidance to students (UG; PGT; PGR) drawing on career theory and using a professional guidance model, underpinned by regular CPD. Careers consultants provide group and 1:1 support, utilising face to face and technology mediated interactions. Alongside a core programme of skills development workshops and webinars, they use their expert knowledge to design and deliver bespoke sessions, tailored to programme and cohort need.  Where possible, careers consultants should work collaboratively and constructively with academics and placement teams to embed employability support throughout the student lifecycle, starting with year one. They are required to use sound judgement and deliver careers and employability solutions that align with strategic goals, extend reach, increase student engagement, and achieve optimal impact. Their approach is founded on a strong evidence base, that is data driven and informed.  Careers consultants are required to develop specialist knowledge, determined by their caseload or remit, and use their professional networks to ensure they keep pace with policy changes and sector trends. As an expert in the field, they are responsible for further dissemination of this knowledge and information, to students and the wider university community. |

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| **Source and nature of management provided** |
| Head of Careers |

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| **Staff management responsibility** |
| May include limited staff management, including of Student Employability Coaches. |
| **Career and Professional Development Activities** |
| Post-holders will assist in the facilitation of CPD activities as part of their substantive role. |

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| **Special conditions** |
| Careers Consultants sometimes work in the evening to deliver appointments, group sessions and host panel or employers led events. Participation in University Open Days is expected – some of these will take place on a Saturday. There may also be a need to support ad hoc careers events tantamount to one or two Saturdays a year, but weekend working is minimal. Conferences and employer visits may require an overnight stay. |

| **Main duties and responsibilities** | |
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| **1** | Forge strong and effective relationships with academic, professional services and administrative staff in your allocated Faculty/School/Function to develop tailored employability support in congruence with the university strategy. This will include working alongside Faculty teams and attending relevant committees/networks. |
| **2** | Build effective relationships with students and staff through relevant and timely communications, building credibility and reputation as a trusted expert and source of impartial CEIAG |
| **3** | Design and deliver engaging sessions and webinars tailored for specified groups of students on careers and employability topics, using knowledge of the wider sector – and labour market trends – to adapt to student need/behaviour, and addressing employer needs. |
| **4** | Promote effective career management skills through co/extra-curricular delivery, using knowledge of current practice, and creative approaches to maximise reach and engagement. Use influencing and consultancy skills to negotiate curriculum time and ensure career planning is interwoven within the broader student experience. |
| **6** | Counsel students and graduates individually about their career choices helping them to understand the range of opportunities and how to align with their skills, values, interests and needs. |
| **7** | Develop and maintain appropriate professional knowledge and awareness of the graduate employment market, including: recruitment practices, emerging trends, and employer insights, through networking, employer visits, conferences, and sector events. Regularly disseminate expert and up-to-date Labour Market Information to your associated Faculty/School cohort. |
| **8** | Develop and maintain an awareness of policy and practice within the HE sector, especially relating to employability, and employability-related research. Engage actively with careers professionals, thought leaders, employers, and professional bodies/associations. |
| **10** | Lead on and contribute to Service- and University-wide employability initiatives and respond to emerging strategy. |
| **11** | Gather, interpret, and use data (Careers Registration; Graduate Outcomes; MyFuture and NSS) to inform approach, using sound evidence base to formulate appropriate career interventions, and target resource. |
| **12** | Develop, write, and update high quality careers resources both digital and print, attending closely to EDI and accessibility. |
| **13** | Seek opportunities to contribute to projects in support of Bath students’ careers and employability, with particular focus on under-represented students or those who benefit from discrete provision. |
| **16** | Represent the Service (and thereby the University) at open days and relevant external meetings and conferences; actively promote the University and its students to employing organisations and professional bodies. |
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| Postholders will from time to time be required to undertake other duties of a similar nature as reasonably required by their line manager.  Postholders are required to follow all University policies and procedures and take account of university guidance. | |



**Person Specification**

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| **Criteria** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
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| A degree  A professional (L6) qualification in Careers Guidance such as a PG Diploma in Careers Guidance, PG DipCEIGHE, QCG (or equivalent)  Relevant qualification(s) in Occupational and Personality testing  Qualifications and/or experience in teaching (such as PGCE; (A)FHEA) | √  √ | √  √ |
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| **Experience/Knowledge** |  |  |
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| (Significant) experience in careers guidance, ideally gained in a Higher Education environment, including experience designing and delivering careers education/interventions to large and small groups of students | √ |  |
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| Ability to deliver careers intervention in a mixture of modes including online; comfortable with online and anonymous polling to assess engagement | √ |  |
| Awareness of equality, diversity, inclusivity, and accessibility issues  Employment experience in a sector or sectors likely to be of relevance to University of Bath students.  Knowledge of current graduate recruitment processes and how students can best prepare for them.  Knowledge of the UK graduate labour market | √  √  √ | √ |
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| **Skills** |  |  |
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| Excellent training skills including the ability to both design and deliver innovative, inclusive, and appropriate and accessible workshops | √ |  |
| Ability to teach and facilitate large groups effectively while maintaining engagement and delivering effective learning.  Excellent counselling skills for working with students on a one-to-one basis.  High-level interpersonal skills and the ability to build successful working alliances; influencing and negotiating with academics and professional services staff.  Confident and resourceful; able to cultivate networks and build consensus with multiple stakeholders.  Ability to critically analyse data, both quantitative and qualitative, and use it to improve the effectiveness of own and Service activities.  The ability to interact effectively with university students, staff, and employers, including an approachable interpersonal style, diplomacy, and the ability to remain calm under pressure  Skilled and confident in using MS Office suite; willing and able to keep IT skills updated in response to need and trends.  Confident with technologies such as generative AI and how they may be used to support careers work.  The ability to write fluently, in an appropriate style, to suit a wide range of audiences | √    √  √  √  √  √  √  √  √ |  |
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| **Attributes** |  |  |
| Able to work successfully as a member of multiple teams, within and beyond the Service. | √ |  |
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| The ability to plan, prioritise and implement long-term projects and balance a busy workload, with minimal guidance.  The ability to adapt working style to varying client needs, and the creativity and resilience to do this with occasionally challenging clients.  Adaptability and a willingness to embrace change.  Drive to continually improve own and others’ practice | √  √  √  √ |  |
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