



University of Sussex

Recruitment And Selection Guidance Notes For Appointing Committees

(Academic appointments)

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Recruitment and selection are important to the success of the University and it is important that they are carried out equitably and effectively to find the most suitable candidate for the post. Why we do what we do is not always obvious so these guidance notes have been written to accompany the Recruitment And Selection Procedures For Academic Appointing Committees to try to help you through the processes.

As well as giving advice on interview and presentation conduct and organisation these notes contain important information regarding equality and diversity issues.

RECRUITMENT

Advertising

The purpose of an advertisement is to attract someone with the right skills and qualities to read the further particulars and apply for the vacancy. It has to do no more than catch the eye and arouse interest.

Advertising copy will be written with reference to the Job Description and Person Specification and generally states as concisely as possible:

- The title of the job
- what the job entails
- the basic essential qualities required
- the activities of the school or unit - optional
- job location (if not on campus)
- benefits of applying for the post – including reward package
- tenure and whether full or part time
- where to obtain further details and application procedure

It is important that your phrasing and wording is appropriate for the intended market and is clear of any discriminatory bias. A good advert is one that does all of this without unnecessary padding.

Focus on what is different about the post, not what the reader will already know. They will know what a lecturer does.

Put in the most important facts first. Someone browsing adverts will typically spend less than one second on each.

Use short sentences.

Avoid jargon wherever possible – it will only confuse. We may understand it but will they?

Try not make the advert too general; it should be worded so that only those who can fulfil the essential criteria are encouraged to apply. Too many applications are sometimes just as bad as too few and can indicate loose wording in the advert.

Make the advert friendly, write it as though it is a letter and use 'you' rather than phrases such as 'the successful candidate'.

Full details of the job and the University should not appear in the body of the advert, this will be given in further particulars which will appear on our web site and sent to everyone enquiring about the post. As this is free you can be freer with the text of web-based advertisements so long as clarity and focus are maintained.

Genuine Occupational Requirements

It is possible in limited cases to advertise for a person of a particular sex or racial group where this is strictly necessary. This is known as a 'genuine occupational requirement'. The circumstances where this is allowable are very limited and include, e.g. where the essential nature of a job calls for a person of a particular sex for reasons of physiology (e.g. male model) or authenticity in dramatic performances, or where the job needs to be held by a man or a woman for reasons of decency or privacy.

Media

You should give consideration as to the most appropriate media to be used to attract suitable candidates; advice can be sought from your Personnel Officer.

The use of printed media is relatively expensive, £900 is the average cost of advertising in the Argus, so wording should be used very carefully, charges are calculated on the basis of column centimetres. You can save hundreds of pounds simply by re-reading an advert and removing excess words. Our advertising agency can help to trim adverts at the cost of £15 per advert.

All University vacancies automatically appear on the University website at <http://www.sussex.ac.uk/jobs>. and on www.jobs.ac.uk It may be the case that for certain posts, for example jobs in IT, the most relevant media to use is the web and therefore no advert would appear in a printed medium. Publications can offer very reasonably priced packages that blend the printed and electronic media together – for example the New Scientist offers a package aimed at Post Docs comprising an allowance of 60 words under our logo in print with a link to a larger advert and further particulars on – line. This costs a fraction of the price of a standard printed advert. Consideration can also be given to producing a shorter advert for publication directing applicants to a fuller advert on our website. However consideration should be given to those who may not have web access.

Your deciding consideration in determining where to advertise is that media should provide the most cost effective way of ensuring that the advert is seen by a large and diverse pool ensuring that all sections of the *target audience* are given an equal opportunity to apply for the vacancy. The University encourages use of targeted advertising to attract under-represented groups for particular posts, i.e. women, ethnic minorities and disabled people. Personnel or the Equalities Unit can advise further. Equalities Unit can be emailed at equalities-unit@sussex.ac.uk.

It may be appropriate on occasions for you to advertise a post internally to University staff only. This will normally be sanctioned in cases where we can demonstrate that there is a pool of potential candidates within the University large enough to allow for the appointment to be made with reference to the equality of opportunity or in cases of restructure, re-organisation or re-deployment. Guidance is available from your Personnel Officer.

The best medium is the one from which your target audience will learn of your vacancy and allows you to express yourself in a way which will arouse their interest without incurring undue cost.

SELECTION

Interviewing

Although interviews remain the most commonly used selection technique, they have very poor predictive ability if conducted by untrained individuals in an unstructured way. To have any value they should:

- always be conducted or supervised by trained individuals
- be structured to follow a previously agreed set of questions mirroring the person specification
- allow candidates the opportunity to ask questions.

ARRANGEMENTS BEFORE AN INTERVIEW

So that the appropriate candidates can be invited for interview in the appropriate manner the Chair of the Appointing Committee provides the following information to Personnel:

- to whom candidates should report
- where candidates should report (Personnel will send a map)
- approximately how long the interview will last
- a timetable of candidates' appointments
- details of presentation or other selection process (see section below)
- the names and positions of those on the Appointing Committee

Individual applicants will be asked whether they require any specific assistance to enable them to attend and fully take part in the selection process. This could include for example an interview in a room easily accessed by wheelchair users or signing interpreters. This information will be relayed to the Chair of the Appointing Committee by Personnel so that reasonable adjustments can be made.

Proper preparation before the interviews is vital to ensure that the interviews are conducted to maximum effect.

It is usual to allow between approximately twenty and forty-five minutes for each interview. These can run back to back but it is advisable to schedule in a ten to fifteen minute break after every few interviews. The Chair should always schedule in approximately thirty minutes at the start of the day for the Committee to agree format and to understand their roles as well as a further half hour to an hour at the end to allow for discussion and decision-making. It is not advisable, although in extreme circumstances it may be necessary, to run interviews over more than one day.

The Chair should make sure that all the arrangements regarding equipment, refreshments, specific adjustments etc have been confirmed and carried out.

All members of the Appointing Committee will have read the candidates' papers, the references, the job description and the person specification carefully before the interview.

You should plan the interview and work to a schedule of questions, aiming to match the candidate against the job description and person specification. Members of the Appointing Committee should use the time before the first interview to review the papers, consider who will put which questions and in what order to which candidates and decide on procedural matters, e.g. whether members should give each other a brief summary of their views on candidates after each interview, or whether comments should be left until all candidates have been seen. Any discussion about procedures, or the scope of duties, should be resolved at this meeting or earlier and not take place in front of a candidate

Arrangements should be made to receive the candidates and to show them somewhere comfortable and convenient to wait before the interview begins.

Thought should be given to the layout of the interview room. You should place the candidate's chair so that s/he is comfortable and can converse easily with all members of the Appointing Committee.

Place A 'Do Not Disturb: Interview in Progress' notice on the door of the interview room. If there is a telephone in the room, you should ensure that calls are diverted to another number. It's a good idea to provide water and glasses.

OVERALL ORGANISATION OF THE DAY

Consideration needs to be given to planning the whole day. If candidates are expected to attend a presentation in the morning and an interview in the afternoon lunch needs to be arranged. Most Committees opt to book a room in the department where a buffet lunch can be provided; bookings through Catering Services can be made on 8221.

Furthermore you need to consider accommodation both for candidates who are travelling long distances and for those expected to interview and present on different days. Personnel will book any hotel accommodation that you request.

CONDUCTING THE INTERVIEW

The purpose of the interview is to allow you an opportunity to gather further information as to whether a candidate has the ability, qualities and experience required for the particular post. All of the questions must therefore relate solely to this purpose.

- The Chair starts by introducing all members of the Committee at the start of each interview.
- The Chair then explains the format to each candidate
- The panel should ask roughly the same questions of each candidate - personal details, education, career history, experience - but they concentrate in areas that require exploration as to the extent to which they match the requirements of the Person Specification – this will vary from candidate to candidate
- You must avoid discriminatory questions.
- You should make use of both open and closed questions.
- Taking brief notes during the interview is recommended but this should not be at the expense of the dialogue; allow time to write longer notes immediately afterwards. These notes will be collated by the Chair of the Appointing Committee, retained and sent to Human Resources.
- At an agreed point in the interview the panel fields questions put by the candidates it is wise to ensure as far as is possible that the interviewers have sufficient information about the job to answer any reasonable question.
- Towards the end of the interview the Chair of the Appointing Committee advises candidates on the timescale for what happens next, depending on whether they have been successful or unsuccessful.
- Remember to ask whether there are any restrictive covenants in operation that would preclude a candidate from accepting an offer for a specified period.
- At the end of the interviews the Chair produces a written record of the interviews indicating the preferred candidate (or candidates) with brief reasons for preference and rejection and sends this information to the Vice Chancellor. This is then forwarded by the Vice Chancellor to Human Resources.

Please be careful that icebreaker questions can not be construed as discriminatory - asking about something as simple as family holidays can be problematic

CONDUCT DURING THE INTERVIEW

When interviewing candidates panel members should:

Listen carefully to what the candidate says, and the way it is said.

Frame questions so that the candidate has to give a full answer to the point in his/her own words. Avoid leading questions, and use sparingly 'closed' questions that call for a 'yes' or 'no' answer as they restrict the flow of information, although this is not always a bad thing.

Avoid talking too much or dominating the discussion, and allow the interviewee to answer the question.

Look out for the answer that has been prepared for expected questions and that is designed to please the Appointing Committee.

Be sure that judgements are not based on prejudice, but solely on the evidence given as to how well the interviewee could do the required job, i.e. how well they match the person specification.

Beware the 'halo / horns' effect, i.e. where the candidate gives an immediate favourable / unfavourable impression which then distorts judgement of what follows.

Feel free to make notes during each interview but be aware that these notes will be passed to Human Resources for retention.

Remember that the interview is also an opportunity for the applicant to find out more about the job and the University, and that the Appointing Committee will want to persuade a good applicant that this is the right place for him or her. The applicant should therefore be asked if there are any questions he or she wishes to put. It will also often be helpful to applicants to be shown around the place of work and given the opportunity to talk to other employees.

You should also take the opportunity to inform the candidate about the Postgraduate Certificate in Learning and Teaching in Higher Education, if applicable. This is a highly regarded two-year part-time programme provided by the Teaching and Learning Development Unit (TLDU) which is mandatory for all new teaching faculty with fewer than three years teaching experience. Delegates are awarded 0.1 remission from their duties (half a day per week) for their attendance, coursework and related activities.

AFTER THE INTERVIEW

After the interviews members of the panel should compare all the candidates, bearing in mind the job description and the person specification. The Committee should be clear why it has chosen the successful candidate and why each other candidate was not chosen. Those reasons should be recorded in case any applicant submits a claim of discrimination to an employment tribunal. One effective way of assisting members of the Appointing Committee to structure their judgements on each candidate is to set up a grid showing an assessment of each candidate in respect of each quality or skill detailed on the person specification. Any notes taken will be collected by the Chair and forwarded to Human Resources.

An administrative officer, who is not a member of the Committee, can record key summing up decisions during the interviews or during the final discussions. This record should be submitted to the Vice-Chancellor with the recommendation for appointment.

Presentations

Ideally presentations should take place in the department, although alternative rooms are available around campus should the need arise. Chairs should carefully consider the following when deciding what candidates are to be asked to do:

PURPOSE AND CONTENT:

- What skills are the candidates being expected to demonstrate? E.g. ability to convey complex information in a clear and animated manner; ability to respond to questions/discussion positively.
- What exactly is the subject of the presentation? E.g. a particular area of research; strategic vision etc.
- It is not helpful to ask candidates to choose a random topic, as the panel will find it very difficult to compare each applicant.
- Presentation subjects should not overlap with or duplicate interview questions
- Candidates should not be asked to present on more than one area, as the likelihood is that subjects will not be covered in enough depth. Candidates will also be confused as to exactly what is being asked of them.
- Ensure that all reasonable adjustments requested have been made for those requesting such.

TIMINGS

- This should be explicit. If forty-five minutes is allocated for the presentation candidates need to know exactly how this should be broken down e.g. 'You are asked to spend approximately fifteen minutes outlining how you have promoted excellence in teaching in your current role and a further fifteen describing how you would apply this at Sussex. The last fifteen minutes will be devoted to questions from the Panel.'

EQUIPMENT

- When allocating rooms the Chair in conjunction with MSU should investigate exactly what equipment is available e.g. OHP, Power Point, flip chart, white board etc. Personnel / Recruitment should then be informed so that they can include this information in the invite letter. Ensure that the selection of media does not unfairly discriminate against those with disabilities and that those with disabilities are provided with equipment that they request – assistance is available from Personnel and the Equalities Unit.

AUDIENCE – THE PANEL

- Who will be invited to attend the presentations? It is usual for members of the department concerned to be invited so that they too can be included in the selection process. However only those on the Committee will have an official voice in the decision making process. It is also worth considering drawing on the University's wide range of knowledge and technical specialism as appropriate to the post.
- Some candidates may wish their application to remain confidential. If this is the case the audience should be restricted to the official Appointing Committee only.

- In all cases where a presentation will be required for academic appointments the following paragraph should be inserted into the further particulars:
 “As part of the interview process, short-listed candidates will be required to The identity of such short-listed candidates will therefore be known to those who attend the, and the names, application and lists of publications of short-listed candidates will have been available in School Offices to members of the Department (School of). However, applicants may specify at the time of applying that their application should remain confidential throughout the appointing process. Please indicate whether you wish this to be the case for your application, in which case appropriate arrangements to maintain confidentiality will be made.”

FEEDBACK

- The panel must be made explicitly aware how their views will be taken and in what format they will need to present them. Any notes made will be collected by the Chair and forwarded to Human Resources.

DOCUMENTATION

All recruitment documentation is subject to data protection legislation.

The recruitment process needs to be documented accurately using the proformas detailed in these guidelines and the Recruitment And Selection Procedures and access limited to those directly involved in the recruitment process.

Information should be kept for sufficient time to allow for any complaints to be handled. It is therefore important that all documentation is sent to Human Resources at the end of the selection process.

EQUALITY AND DIVERSITY

The University is working to promote diversity and the equality of opportunity for all. To support this endeavour the University’s Equalities Unit (equalities-unit@sussex.ac.uk) is available for all staff to give help and advice on any equality areas concerned with race, gender, disability, sexual orientation, religion, age, part time working etc.

Details of the guidance relating to equality and diversity and how this specifically relates to recruitment and selection can be found in the Notes for guidance.

In the area of recruitment and selection there are matters that you need to bear in mind.

Discrimination against a person on the grounds of that person's gender or marital status, on racial grounds or on grounds of disability is illegal under the Sex Discrimination Act 1975, the Race Relations Act 1976 and the Disability Discrimination Act 1995. 'Racial grounds' is defined to include colour, race, nationality or ethnic or national origins. It is unlawful to discriminate on the grounds

of age under the Age Equality Regulations 2006. It is also unlawful to discriminate on grounds of sexual orientation, transgender status or religious belief.

The University has an Equality and Diversity Policy that outlines the commitment to:

“Ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio- economic background, or any other inappropriate distinction”.

This commitment is borne out in the way that the recruitment and selection processes are described in this document.

A number of factors as well as sex, marital status, disability, age or race might lead also to discriminatory practices in recruitment, e.g. religion, sexual orientation. For all applications, Appointing Committees should follow the principle that they are assessing the ability of the applicant to carry out the duties of the post, and any factor that is not relevant to this should be disregarded. They should also note when considering applicants for part-time posts that the Conditions of Service, including promotion procedures, apply equally to part-time and full-time employees. Applicants' personal Information is not submitted to Appointing Committees. This information is collected with applications and is used for legal monitoring purposes and for promoting equality and diversity.

Recruitment action affected by legislation

The following notes are intended to assist members of Appointing Committees in avoiding claims of illegal discrimination. Further advice on general or individual issues may be obtained from the Human Resources Division. There is often confusion about what can and can't be done within the law, however by considering the contents of this section and applying objective selection criteria within the recruitment and selection procedures Appointing Committees will be able to make their choice of the best candidate for the University without the fear of litigation.

The Sex Discrimination Act, the Race Relations Act and the Disability Discrimination Act, Employment Equality (Religion or Belief) Regulations and Employment Equality (Sexual Orientation) Regulations all affect the work of Appointing Committees by making discrimination on these grounds unlawful:

In the arrangements made for the purpose of determining who should be offered employment. 'Arrangements' include advertising, deciding to call references, short-listing, and the interview itself. It is unlawful to make any discriminatory arrangements, *even where the person appointed is more suitable than the person discriminated against*, e.g. failing to call a man for interview for what is unlawfully considered to be a woman's job even though the woman appointed was better qualified;

In the terms on which employment is offered to someone;

By refusing or deliberately omitting to offer someone employment, or

By failing to make a reasonable adjustment that would allow a disabled applicant who was otherwise suitable for the post to be employed.

Direct and Indirect Discrimination

Under the Sex Discrimination Act, Disability Discrimination Act and Race Relations Act direct discrimination and indirect discrimination are unlawful (but see (c) below). The meaning of direct discrimination is self-evident, and is unlawful even if the action is well-intentioned, e.g. Appointing a woman in place of a better-qualified man to achieve a better balance between the sexes, or failure to appoint a non-white person to a group where problems had arisen in the past when such an appointment had been made.

Indirect discrimination occurs where the effect of certain provisions, criteria or practices imposed by an employer has an adverse impact disproportionately on one group or other. Indirect discrimination generally occurs when a considerably smaller proportion of people from a particular group can meet a rule or condition, which is applied equally to everyone, the rule is to their disadvantage, and it cannot be justified on other grounds.

e.g. setting an upper age qualification for entrance to the Civil Service discriminated against women with different career patterns from men, and setting unnecessarily high standards of literacy in English discriminated against immigrants. Appointing Committees setting requirements for a post should therefore consider carefully whether only a minority of a particular sex or racial group could comply with it, and then if that is the case whether the requirement is justified, i.e. necessary, rather than convenient or administratively desirable.

Genuine Occupational Requirements

It is possible in limited cases to advertise for a person of a particular sex or racial group where this is strictly necessary. This is known as a 'genuine occupational requirement'. The circumstances where this is allowable are very limited and include, e.g. where the essential nature of a job calls for a person of a particular sex for reasons of physiology (e.g. male model) or authenticity in dramatic performances, or where the job needs to be held by a man or a woman for reasons of decency or privacy.

Questions in Interview

Appointing Committees should not only avoid making decisions on discriminatory grounds, they should also avoid asking questions of interviewees that might give the impression of a discriminatory attitude. Questions put to an interviewee should be relevant only to finding the person's suitability for the post. In questioning interviewees, members of Appointing Committees are advised:

to avoid making general assumptions about the emotional or physical characteristics of members of one sex or racial group;

to avoid making general assumptions about a particular social role for members of one sex. Questions about marriage plans or family intentions should not be asked, as they could be construed as showing bias.

where it is necessary to assess whether personal circumstances will affect performance of the job (for example, where it involves unsocial hours or extensive travel) this should be discussed objectively without detailed questions based on assumptions about marital status, children and domestic obligations, and questions should be asked equally of men and women candidates.

to avoid making assumptions about what a disabled person can do and about their requirements in the workplace. However, a disabled candidate should be asked at interview what adjustments (if any) they would require to the workplace or conditions of service to enable them to do the job.

The Disability Discrimination Act requires us to provide Reasonable adjustments for disabled candidates at the selection stage and upon taking up a post with the University. Reasonable adjustments can include a range of areas such as adjustments to working hours, part time working, equipment, specialist software etc. Managers or Chairs of Interview panels will be informed in advance if they will be interviewing a disabled candidate who meets the minimum criteria but in order to ensure equality ALL candidates must be asked the following question:

Are there any adjustments that you would need to be put in place in order to enable you to do this job?

Employment of Disabled People

The University has a Disability Policy for staff. The following notes are intended to provide brief guidelines on avoiding unjustifiable discrimination against candidates with a disability.

The person specification should be task specific, to avoid unjustifiable requirements which would exclude disabled candidates. For example, the requirement to hold a driving licence will discriminate against candidates with a visual impairment or certain other conditions. For a job such as van driver or chauffeur, this is fair; however, for a job which merely requires the person to travel, public transport or taxis may be a workable alternative and to require a driving licence could be unjustifiable.

The job description where possible should distinguish between significant and minor duties. This will make it easier to decide which duties can be reallocated (should it be necessary to enable a suitable candidate with a disability to do the job).

It is legitimate to state requirements in the job description such as lifting, walking, standing but not to state that people must be 'fit' or with 'no health problems'.

Occupational Health can advise on the individual circumstances in relation to the specific job.

Arrangements for job interviews may need to be altered to avoid putting at a disadvantage a candidate with a disability. Examples include: reserving a parking space for someone with walking difficulties; holding interviews in a wheelchair accessible room; allowing the candidate to bring with them a signer or reader; allowing a longer interview time to discuss any adjustments to duties or the workplace which might be needed.

Under the Disability Discrimination Act, an employer is required to consider whether reasonable adjustments can be made to the workplace the duties or the conditions of the post to enable an otherwise suitable candidate who is disabled to do the job. Examples of such adjustments include installing a ramp to allow wheelchair access to a building; allocating a minor duty (such as occasional cover for a telephonist by a person with a hearing impairment) to someone else; or adjusting the hours of work to allow a later start for someone who would find rush hour travel difficult. What is a reasonable adjustment will depend on the cost involved, the impact on other employees and how effective it would be in facilitating the proper performance of the job. It is good practice to involve the candidate in discussions about what adjustments (if any) would be necessary as they may have experience of what is most effective. During the interview it is important that **ALL** candidates are asked a standard question to the effect that: *“Do you have any disabilities that may require reasonable adjustments to allow you to fulfil the requirements of the job?”*

Various schemes exist to facilitate the employment of disabled people. These include arrangements for a trial period of employment and grants towards the purchase of special equipment or building modification under the ‘Access to Work’ programme. Please discuss this with your Personnel Officer.

APPENDIX A

Further Particulars

Please note that Further Particulars for Professorial appointments must be approved by the Vice Chancellor.

Please note that the standard wording in section 2 below has been approved by the Vice Chancellor and should not be altered without his consent.

UNIVERSITY OF SUSSEX

School – Department

**Post title, (Fixed term / Permanent, full time / part time)
Expected start date **/**/** if known**

1 Advertisement: Ref:

Text

2 The University

The University of Sussex was the first of the seven new universities created in the 1960s. The idea of a University at Brighton dates back to before the Great War but nearly fifty years elapsed before the idea became a reality with the granting of a Royal Charter in 1961. Now, over 40 years later, the University has more than 10,000 students, about 40% of whom live on the University campus, where there are shops and other facilities, including a health centre, two sports centres, games pitches and an arts centre with its own theatre and gallery.

Sir Basil Spence, Bonnington & Collins, with the help of the landscape architect, Dame Sylvia Crowe, advised on and guided the development of the campus from the University's opening in 1961. The natural beauty of the site and its surroundings have always been basic factors in deciding the design and siting of University buildings. The style of architecture which is given unity by the use of local materials, particularly russet brick, has become one of the features of the University.

The campus is planned as a number of closely related zones linked by footpaths, with buildings grouped around several informal courtyards. The largest of these is Fulton Court, named after the University's first Vice-Chancellor. Residential buildings are sited at the North of the campus and social amenities are provided in buildings in the south-west of the Park (Sportcentre and Falmer House), and in and around Bramber House and the student residences. The playing fields, squash courts and Sports Pavilion are sited on the ridge to the east of the main campus.

The University is proud of its successful record of working in partnership with both local and national service providers. The Brighton and Sussex Medical School

(BSMS) is one such example. Jointly funded by the Universities of Brighton and Sussex this partnership also includes the involvement of local NHS Trusts.

Based on the established strengths of the Universities, BSMS is committed to creating a forward looking approach to both medical education and innovation in its teaching. Educational and training units are based on all partner sites. For the purposes of this document all references to the 'University' the 'University of Sussex' or 'University staff' will be inclusive and applicable to staff of the Brighton and Sussex Medical School. Where variations in general University procedures occur, specific guidance for Medical School staff is provided in the relevant section.

3. Senior leadership and management

The Vice-Chancellor (Professor Michael Farthing) is the senior academic officer and, as Chief Executive, is responsible to the University Council for management of the University. He is supported by an executive group which includes the Deputy Vice-Chancellor, the two Pro-Vice-Chancellors, the Registrar and Secretary, the Director of Finance and the Director of Human Resources. The Heads of the Schools of Studies at Sussex and the Dean of the Medical School report to the Pro-Vice-Chancellors.

The Registrar and Secretary heads the Professional Services of the University. In addition, under the University Statutes, the Registrar and Secretary is Secretary to the University Council. The Director of Finance reports to the Vice-Chancellor. The Director of ITS and the Librarian report to the Deputy Vice-Chancellor.

4. The School

There is standard information on each School to be found on the homepage of that school. This section should cover the aims, identity and staffing compliment of the School, its goals and purpose.

The Department

It may be necessary to outline the functions of a particular department within a school or division. The same topics should be covered at a more local level

5. Job Description

See Appendix B Recruitment And Selection Guidance Notes For Appointing Committees

6. Person Specification

See Appendix C Recruitment And Selection Guidance Notes For Appointing Committees

7. Summary Terms and Conditions of the Post

Insert here the appropriate summary to be found at:
<http://www.sussex.ac.uk/humanresources/1-2-14.html>

APPENDIX B

Guidelines for the writing of Job Descriptions

The aim of a Job Description is to set out as clearly and concisely as possible what is expected of the post holder. It should be unambiguous and written in a way that the post holder can understand.

Job Descriptions are not only used at the point of advertising to fill a post, although this is often the time of initiation. Other uses of the Job Description are:

- Induction - to clearly outline what is expected of the individual and the support required;
- Probation - to evaluate the performance of new appointees;
- Development and Training - to act as the reference point for training needs analysis;
- Appraisal - to identify strengths and weaknesses in performance and to refocus efforts. It is normal to start an appraisal interview by reviewing the contents of a Job Description with the post holder after making necessary changes.
- Job Evaluation – to provide an objective description of the duties and responsibilities of the post.

The Job Description is a live document to be reviewed and amended as appropriate.

When writing a Job Description please be wary of describing the current or last post holder's preferred duties rather than the post and what you want it to achieve. Always consider how the post can be altered to make it more flexible and therefore open to a wider section of the community, e.g. by offering the post on a part time or job share basis.

Creating a Job Description

The University has a standard format for all Job Descriptions that should be used by managers in all instances. If your requirements cannot be met by the use of this format please discuss this with your Personnel Officer. Some groups of posts have a generic Job Description so it will be unnecessary for another to be created – check with your Personnel Officer.

When completing the Job Description you should consider the following areas: Job Descriptions should be based on a detailed job analysis and should be as concise and factual as possible.

1. Planning and organisation.

This covers organising, prioritising and planning time and resources, be they human, physical or financial. This may include planning and organising one's own work; planning work for others on day-to-day tasks or on projects, carrying out operational planning and planning for coming years.

2. Communication

Focus on those with whom the post holder interacts e.g. internal and external groups, organisations and individuals etc. What is the purpose of the communication and in what form this communication takes place e.g. in writing, electronically, orally, by presentation, etc.

3. Responsibility for others

Who the post holder has responsibility for e.g. team members, staff, students etc.

How this responsibility is discharged e.g. - Formal interventions such as teaching, coaching, and training. Welfare provision such as appraisal, duty of care, personal support. Supervision such as provision of leadership, oversight (degree).

4. Responsibility with others

Described with reference to the structure chart.

Membership of teams and groups (internal and external) and the function within these groups should be detailed.

5. Investigation, Analysis and Research

May include following standard procedures to analyse data; identifying appropriate (new) methods of research; collating and analysing a range of data from different sources.

6. Exceptional working conditions

Factors that might impact on any of the above points e.g. noise, fumes, dirt or any other difficult or challenging working conditions.

Post title

Should indicate as clearly as possible the function in which the job is carried out and the level of the job within it.

Responsible to

The title of the line manager

Responsible for

The job titles of the posts reporting directly to the post holder. A structure chart should be attached.

Purpose of the post

This section is to be used to describe where the post fits into the structure of the section and what the general purpose of the post is. The aim should be to convey in one sentence a broad picture of the job that will clearly distinguish it from other jobs and establish the jobholder and the contribution they make towards achieving the objectives of the unit. No attempt should be made to describe the activities, but the overall summary should lead naturally into the next section. It is often better to complete this section after the activities have been analysed and described.

Principal Accountabilities / Main Tasks

This is a summary of general duties that comprise the post. The steps required to define the main areas of responsibility or main tasks are:

- Identify and produce an initial list of the main activities or tasks carried out by the jobholder.
- Analyse the initial list of tasks and group them together so that no more than about ten main activity areas remain, if the number extends much beyond this the Job Description will become over complex and it will be difficult to be specific about accountabilities or tasks.

Specific Duties

This section gives a detailed description of the day-to-day activities of the post.

Define each activity as a statement of what the post holder is expected to achieve i.e. an output. This should be done in one sentence that should:

- Start with a verb in the active voice e.g. plans, prepares, produces, provides, maintains. It is worth considering the use of verbs as these may have an effect on grading decisions e.g. manage or supervise, be responsible for or progress in agreement with.
- Describe the object of the verb (what is done) as succinctly as possible e.g. tests new systems, posts cash to the nominal ledger.
- State briefly the purpose of the activity in terms of outputs or standards to be achieved e.g. tests new systems to ensure that they meet the agreed systems specifications, posts cash to the nominal ledger in order to provide up to date and accurate financial information.

Statements that emphasize outputs in terms of results expected provide essential data for use in agreeing objective performance measures.

Examples:

Prepare supply and demand information of materials to meet business requirements

Plan and implement employee development programmes to meet identified needs.

To maintain efficient manual filing and record systems

Advise on personnel strategies, policies and practices that support the University's business and academic objectives while fulfilling its obligations to employees.

Review

On each Job Description there appears the following statement:

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or the level of responsibility entailed.

It is important that the Job Description does indeed vary as the post changes with the developing demands of the school or unit. Times when the Job Description should be reviewed include, but are not restricted to:

- Recruitment
- Annual review / appraisal
- Reorganisation of duties within the school or unit
- Restructuring exercises

By regular review the Job Description will continue to be a useful document rather than something that was accurate once.

Upon review it may be necessary to submit the Job Description for regrading, this should be carried out in accordance with the University procedures for review and appraisal to be found on the Human Resources website, and should so far as is possible adhere to the cycle of the relevant procedure.

UNIVERSITY OF SUSSEX

Job Description for the post of:

Department

School

Location

Grade

Responsible to

Responsible for

Purpose of the post

Principal Accountabilities / Main tasks

Giving approximate percentage time spent on each main task

- 1
- 2
- 3
- 4
- 5
- 6

Specific Duties

- 1
- 1.1
- 1.2
- etc
- 6.6

This Job Description sets out current duties of the post that may vary from time to time without changing the general character of the post or the level of responsibility entailed.

Date

APPENDIX C

Guidelines for writing Person Specifications

A Person Specification, derived from the job description, is a profile of the skills and aptitudes required of the post-holder. It lists the criteria that will be used in shortlisting and selecting candidates. It provides:

- A set of criteria against which all applicants can be measured objectively;
- A structured and systematic means for a comparative assessment of the applicants;
- A document to ensure that the basis of decision-making is transparent.

The Person Specification is a live document to be reviewed and amended as appropriate in line with the Job Description.

Creating a Person Specification

The University has a standard format for all Person Specifications that should be used in all instances. If your requirements cannot be met by the use of this format please discuss this with your Personnel Officer. Some groups of posts have a generic Person Specification so it will be unnecessary for another to be created. Please check with your Personnel Officer.

The person specification should include:

Skills / Abilities

- e.g. competence in the use of IT tools including Word, Excel and PowerPoint - someone with an impairment can perform these duties so long as equipment and / or support workers are provided.
- e.g. ability to prepare budgets and annual financial statements
- e.g. able to speak fluent Cantonese

Knowledge

- e.g. up-to-date knowledge of employment law
- e.g. specific knowledge of developments and good practice in teaching and learning techniques
- e.g. understanding of the current issues in Higher Education

Experience (specify the type of experience where possible)

- e.g. line management experience
- e.g. proven experience in managing a teacher education programme or course
- e.g. experience of cash handling and banking

Qualifications (do not insist on paper qualifications unless absolutely essential to the post. Experience and evidence of competence should be viewed as equally valid).

- e.g. NEBOSH Diploma in Occupational Health & Safety or equivalent
- e.g. ILT membership

Personal Attributes and Circumstances (only include criteria that the performance of the post depends upon, consider reasonable adjustments that would enable a person with a disability to comply. Standards of physical fitness are permissible but only when they are essential to the post)

- e.g. able to work flexible and unsocial hours including weekends as and when required. Some Bank Holiday shifts will be required.
- e.g. able to lift weights up to 20kg
- e.g. able to work independently

The requirements set out in the person specification should be specific and measurable during the selection process e.g. English to GCSE standard or equivalent. To ensure equality of opportunity all criteria on the person specification should be derived from the requirements set by the job description.

The criteria included in the person specification must be capable of being objectively justified as the minimum requirements to carry out the post effectively. Criteria should not be included if they unfairly discriminate on the grounds of age, race, religion or belief, gender, sexual orientation, or disability. Give careful consideration should be given to reasonable adjustments that can be made.

The person specification should be divided into **essential** and **desirable** criteria. This should be used in the short-listing process to distinguish between candidates. Essential criteria are those that are critical for the satisfactory performance of the job. It is expected that applicants will meet all the essential criteria to be considered eligible for appointment. Desirable criteria are those that enhance a person's capacity to do the job. These are usually not listed as essential because it is expected that they can be acquired once in employment. For example, while specific knowledge of the University and its environment could be of benefit, it can also be learnt. You must consider how the candidate is going to be measured against these criteria. All tests are subject to reasonable adjustment and people with impairments must be allowed to undertake an assessment in a suitable alternative manner.

If you require any further help or assistance in the production of a Person Specification please contact your Personnel Officer.

UNIVERSITY OF SUSSEX

Person Specification for the post of:.....

Criteria can only be described as essential if the outcome required is absolutely dependant upon them. Consider reasonable adjustments and discount factors that unfairly discriminate on the grounds of race, religion or belief, gender, age, sexual orientation or disability.

SKILLS / ABILITIES

	Essential	Desirable

KNOWLEDGE

	Essential	Desirable

EXPERIENCE

	Essential	Desirable

QUALIFICATIONS

	Essential	Desirable

PERSONAL ATTRIBUTES AND CIRCUMSTANCES

	Essential	Desirable

Note for managers: The criteria should be changed to reflect the job description and the number of criteria boxes can be increased or decreased.

Date

APPENDIX D

Shortlisting checklist

Selection Criteria are those on the Person Specification

	Selection Criteria 1	Selection Criteria 2	Selection Criteria 3	Selection Criteria 4
Candidate 1				
Candidate 2				
Candidate 3				

The people who are shortlisting would indicate to what level each candidate met the selection criteria based on the evidence provided in the application.

GGC 22 March 2006

Human Resources

MC 19 May 2010 (appendix A and web link updated, Heads of School replace Deans)