

Job Description and Person Specification

Last updated: July 2019

JOB DESCRIPTION

Post title:	Student Experience Project Administrator		
School/Department:	Centre for Higher Education Practice (CHEP)		
Faculty:	Social Sciences		
Career Pathway:	Management, Specialist and Administrative (MSA)	Level:	3
Posts responsible to:	Director of CHEP (Level 7 ERE)		
Posts responsible for:	Students employed to support the project		
Post base:	Largely office-based (See job hazard analysis)		

Job purpose
<p>Job Purpose:</p> <p>To administer and support “The Southampton Year 1 – our framework for transition to HE” project alongside Director of CHEP:</p> <ul style="list-style-type: none"> • Co-leading project meetings and contributing to decisions about the details of the project workstreams • Leading at least 1 of the workstreams within the project: To initiate, plan and implement a series of projects throughout the year, to improve and enhance the quality of the student experience of transition to studying at the University of Southampton • Acting as the main point of contact for any students-led activities for the project

Key accountabilities/primary responsibilities	% Time
1. To work with the co-project lead, project managers and project group to plan and deliver the project, set up and overseeing workstreams and providing regular reports.	25%
2. To recruit, train, manage and support volunteer and employed students to support the work of the project. To scope and propose sustainable ways of maintaining/ improving/ expanding support for transition for UG students, (with appropriate input from students, staff and other stakeholders)	20 %
3. Develop effective communication with UoS students and staff using a range of tools such as social media, VLE, surveys, focus groups and informal face-to-face meetings to promote engagement with the project and clearly communicate outputs.	20 %
4. To deliver in depth advice and support (and/or signposting to relevant support) on the student experience and transition into HE to staff across the University.	10 %

Key accountabilities/primary responsibilities		% Time
5.	Organise and promote events, resources, and materials to enhance transition into HE for our students working directly with staff or students	10%
6.	To represent the University and CHEP internally (eg. at project meetings and related University networks) and externally, in order to share and gain good practice	5 %
7.	Any other duties as allocated by the line manager following consultation with the post holder.	10%

Internal and external relationships
<p>Internal</p> <ul style="list-style-type: none"> • Student Body (to act as key point of contact with current students) • University Students and Staff (in particular senior education team, to keep informed about concerns and trends) • DHOSE & Programme Leaders & other academic staff leading on induction/transition activities. • Professional Services staff leading on induction/transition activities • Communications team <p>External</p> <ul style="list-style-type: none"> • Pre-arrival students • Students' Union • Alumni • National and international groups and networks supporting enhanced transition for students into HE

Special Requirements
<p>Special Requirements:</p> <ul style="list-style-type: none"> • The post holder may be required to visit other campuses, employers and other institutions or partners, and therefore must be willing to travel • The post holder may be expected to work flexibly on occasion, for instance if there are commitments outside the normal working day or week • Undertake such tasks as are reasonably requested • Work within the bounds of the University's Confidentiality Policy

PERSON SPECIFICATION

Criteria	Essential	Desirable	How to be assessed
Qualifications, knowledge and experience	<p>Skill level equivalent to achievement of HNC, A-Level, NVQ3 with proven work experience acquired in relevant roles and job-related training</p> <p>Understanding of the academic study requirements for Higher Education and difficulties students face transitioning into Higher Education.</p> <p>Strong empathy with students and current issues affecting them</p> <p>Experience of representing student groups and/or individuals</p> <p>A knowledge of services and organisations available to support students</p>	<p>Knowledge of educational theory and good practice in higher education</p> <p>Passionate about enhancing the support for students to transition into Higher Education.</p> <p>Experience of supporting activities to support students with their academic skills or other transition activities.</p> <p>Degree or equivalent qualification or experience</p>	Application/ Interview
Planning and organising	<p>Strong organisational ability</p> <p>Ability to work to strict deadlines and manage several projects at one time.</p>	<p>Prior experience of leading, delivering and evaluating project work</p>	Application/ Interview
Problem solving and initiative	<p>Able to identify and solve problems by applying judgement and initiative to tackle some situations in new ways and by developing improved work methods.</p>		Application/ Interview
Management and teamwork	<p>Ability to work independently or as part of a team</p> <p>Able to solicit ideas and opinions to help form specific work plans.</p> <p>Able to positively influence the way a team works together.</p> <p>Able to ensure staff and/or students are clear about changing work priorities.</p> <p>Able to effectively allocate to, and check work of staff and/or students, coaching/ training and motivating as required.</p>		Application/ Interview
Communicating and influencing	<p>High level of written and verbal communication skills including the ability to present complex information in a concise and user-friendly way.</p> <p>Ability to build good relationship with a wide range of colleagues across the organisation.</p> <p>Ability to negotiate and persuade a range of stakeholders on a range of issues to ensure timely delivery of projects including senior faculty academic and administrative staff</p>	<p>Able to make confident presentations to a range of different audiences.</p>	Application/ Interview
Other skills and behaviours	<p>Attention to detail</p> <p>Excellent IT skills including Microsoft Packages</p>	<p>Experience of ERGO and gaining ethical approval for education intervention evaluations.</p>	Application/ Interview

	Flexibility and willingness to adapt to changing priorities Experience of using a range of digital solutions including social media Creative individual		
Special requirements	Willingness to travel if required Willingness to occasionally work outside normal working hours		Application/ Interview

JOB HAZARD ANALYSIS

Is this an office-based post?

<input type="checkbox"/> 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.
<input checked="" type="checkbox"/> 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.

ENVIRONMENTAL EXPOSURES	Occasionally (<30% of time)	Frequently (30-60% of time)	Constantly (> 60% of time)
Outside work	x		
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	x		
Lone working	x		
## Shift work/night work/on call duties			