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| Last updated: | 8 June 2022 |  |

**JOB DESCRIPTION**

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| Post title: | **Snr Programme Administrator**  |
| School/Department: | Student Education Services |
| Career pathway: | MSA | Level: | 3 |
| Posts responsible to: | Programme Administration Manager |
| Posts responsible for: | n/a |
| Post base: | Office-based |

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| Job purpose |
| Provide administrative services to support the delivery of a defined set of the School’s undergraduate and postgraduate programmes, working closely with Programme Directors. |

| Key accountabilities/primary responsibilities | % Time |
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|  | **Programme Administration** * Provide detailed advice and guidance on specialist defined processes and procedures to internal and external stakeholders, using judgement to suggest the most appropriate course of action where appropriate
* Apply a detailed understanding of relevant processes, systems and policies to ensure that programme specific activities are prioritised and delivered accurately and efficiently to agreed timeframes, and identify potential improvements for further investigation.
* Ensure administrative process are implemented in a way that best supports the student and staff experience and academic priorities, working with the School’s academic leadership, for example, improving and augmenting BlackBoard sites, education related sharepoint sites, appropriate internal communications and relevant School-specific activities
* Contribute to Student induction and other local new student processes including ensuring students have relevant information and resources supplied by the School for the programme
* Support academic leadership to manage the academic cycle, eg organisation and arrangement of assessment deadlines with the student experience as a priority and provide a point of contact for SES colleagues seeking information or input from programme leaders in the School
* Work with local SES colleagues to ensure appropriate allocation of personal tutors to best support student outcomes
* Support other School based education administration and activities (eg Outreach, working with Student Advisors) and monitor local budgets, where appropriate, (eg for Demonstrators)
 | 50% |
|  | **Support for senior colleagues** * In partnership with relevant academic leads, provide an agreed level of service to the School with a focus on a particular set of programmes, ensuring the consistent planning and prioritisation of short and medium term work activities in response to agreed deadlines
* Support for Directors of Programmes, Module leaders and senior Education colleagues within the School including support for meetings, as appropriate, and other School-specific activities
 | 20% |
|  | **Collaborative working and line management*** Work collaboratively with a broad team of colleagues supporting the student experience (including Student and Education Services and other Professional Services staff) to ensure that shared responsibilities for processes are discussed and equitable arrangements agreed
* Line management of programme administration staff, where appropriate, exercising good people management practices.
* Establish a close working relationship with local SES and FOS colleagues to ensure efficiency of processes
* Contribute to the sharing of good practice with peers and other stakeholders to support the student experience, evaluate and review practices and make recommendations to change where appropriate
* Support and contribute to the delivery of Student Experience frontline services, including attendance at events such as Open Day, Ceremonies and Corporate events.
* Demonstrate Southampton University behaviours
 | 20% |
|  | **Other*** Ensure information provided is current and accurate, working with colleagues across the University or with external contacts, and apply thorough understanding of the student lifecycle and academic regulations.
* Ensure personal updated knowledge on current compliance issues, regulatory changes and sector best practice
* Any other responsibilities as allocated by the line manager following consultation with the post holder.
 | 10% |

| Internal and external relationships |
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| * Senior Tutors and Personal Academic Tutors
* Course Leaders
* Student Advisers
* Deputy Heads of School (Education)
* School academic leads for teaching and curriculum
* Academic and MSA Staff in the Faculty with responsibility for administration, assessment and curriculum
* Teams within SES and other Professional Services especially the Faculty Operating Service
* Students and student representatives (eg Student-Staff liaison committees)
* Groups of temporary staff during peak periods
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| Special Requirements |
| * Commitment to the integrity and confidentiality of all relevant data and processes
* Flexibility to take leave outside peak times in negotiation with the Manager/Team Leader
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**PERSON SPECIFICATION (L3)**

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| Criteria | Essential | Desirable |
| Qualifications, knowledge and experience | * Able to apply a comprehensive understanding of relevant University systems and procedures and procedures, and an awareness of activities in the broader work area.
* Able to accurately analyse and interpret complex quantitative and qualitative data, presenting summary information in a clear and concise format.
* Able to make effective use of standard office computer systems including word-processing and spreadsheets.
* Skill level equivalent to achievement of HNC, A-Level, NVQ3 with proven work experience acquired in relevant roles and job-related training.
* Demonstrate commitment to maintaining professional knowledge and awareness through continuing personal and professional development
 | Experience of student operations/administration in a higher education institution |
| Expected Behaviours  | * Able to apply and actively promote equality, diversity and inclusion principles to the responsibilities of the role.
* Model the Southampton Behaviours and work with the management team to embed them as a way of working within the School.
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| Management and teamwork | * Able to solicit ideas and opinions to help form specific work plans.
* Able to positively influence the way a team works together.
* Able to ensure staff are clear about changing work priorities and service expectations.
* Able to effectively allocate to, and check work of staff, coaching/ training and motivating staff as required.
 | Successful supervisory experience. |
| Planning and organising | * Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities.
* Able to successfully plan and deliver administrative projects over a period of several months (eg to co-ordinate an event or project meeting)
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| Problem solving and initiative | * Able to identify and solve problems by applying judgement and initiative to tackle some situations in new ways and by developing improved work methods.
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| Communicating and influencing | * Able to elicit information to identify specific customer needs.
* Able to offer proactive advice and guidance.
* Able to deal with sensitive information in a confidential manner.
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| Special requirements (of the postholder) | * None
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**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  |  |  |  |