

# Job Description and Person Specification

Last updated: 18<sup>th</sup> March 2021

## JOB DESCRIPTION

|                        |  |        |   |
|------------------------|--|--------|---|
| Post title:            | <b>Financial Support Manager</b>                     |        |   |
| School/Department:     | Student Experience Directorate                       |        |   |
| Faculty:               | Widening Participation and Social Mobility           |        |   |
| Career Pathway:        | Management, Specialist and Administrative (MSA)      | Level: | 4 |
| *ERE category:         | n/a  |        |   |
| Posts responsible to:  | Head of Student Success                              |        |   |
| Posts responsible for: | Client Services Advisor<br>Financial Support Advisor |        |   |
| Post base:             | Office-based   |        |   |

| Job purpose   |
|---|
| The post holder will be responsible for the management of the Financial Support Team, financial reporting, oversight of projects relating to the increase of financial education and financial compliance of key areas. |

| Key accountabilities/primary responsibilities   | % Time |
|---|--------|
| <p>1. Lead and manage the Financial Support team within the Student Success function including responsibility and accountability for:</p> <ul style="list-style-type: none"> <li>- Providing leadership, expertise and direction to the team in support of ensuring the provision of a high quality, relevant and engaging financial support programme which supports of departmental and university strategies</li> <li>- Working with the function, the wider Widening Participation team and with University colleagues to determine priorities</li> <li>- Setting service standards and quality metrics, reviewing and evaluating their delivery to ensure they best meet the needs of students.</li> <li>- Workload planning to ensure activity is managed and delivered effectively</li> <li>- Staff recruitment, induction, motivation, performance management, development and annual appraisal to ensure individual contributions are maximised and to encourage individual contributions are maximised and to encourage staff inclusion and engagement</li> <li>- Maintain accurate financial records in line with compliance requirements from external and internal partners</li> </ul> | 30 %   |
| <p>2. Oversee and implement a comprehensive and high-quality programme of student financial support and education</p>   | 20 %   |

| Key accountabilities/primary responsibilities |  | % Time |
|---|--|--------|
| 3.  | Working closely with colleagues, understand and respond to feedback to develop a dynamic and forward-thinking approach ensuring best practice is delivered and achieved in creating a sense of community for our students  | 15%    |
| 4.  | To contribute to University wide projects using specialist knowledge and/or lead short-term projects within own department.  | 10%    |
| 5   | To carry out detailed assessment and analysis of issues and problems, using specialist knowledge to identify and recommend appropriate solutions including the development of analytics to drive a culture of improvement and engagement in student focused events | 10%    |
| 6   | To draft reports and deliver briefings and presentations, as required.   | 5 %    |
| 7.  | To attend internal and external meetings to ensure that departmental issues are appropriately represented and reported.  | 5%     |
| 8   | Any other duties as allocated by the line manager following consultation with the post holder.   | 5 %    |

| Internal and external relationships  |  |
|--|--|
| <p>Internal</p> <ul style="list-style-type: none"> <li>- Student Body</li> <li>- Departmental Management</li> <li>- Student Services Staff</li> <li>- Professional Services Staff</li> <li>- Office of the Vice Chancellor</li> <li>- Faculty Staff</li> </ul> <p>External</p> <ul style="list-style-type: none"> <li>- Student Union</li> <li>- Community Groups</li> <li>- Relevant suppliers and external contacts</li> </ul> |  |

| Special Requirements   |
|--|
| <ul style="list-style-type: none"> <li>- Support and contribute to the delivery of Student Experience frontline services including attendance at events such as Open Day, Ceremonies and Corporate events.</li> <li>- Some evening and weekend working will be required to support the delivery of the student experience</li> </ul> |

## PERSON SPECIFICATION

| Criteria                                 | Essential  | Desirable   | How to be assessed   |
|--|--|---|--|
| Qualifications, knowledge and experience | <p>Skill level equivalent to achievement of HND, Degree, NVQ4 or basic professional qualification related to events management</p> <p>Proven knowledge of practices, processes, procedures and systems related to student success</p> <p>Proven experience of planning and progressing work activities within broad professional guidelines and/or broad organisational policy.</p> <p>Proven people and workload management skills</p> <p>Understanding of how the specialist/professional services provided by the post-holder support the objectives of the University.</p> <p>Proven ability to apply an awareness of principles and trends in a specialist or professional field and an awareness of how this affects activities in the University.</p> | <p>Proven ability to appreciate Higher Education priorities and apply these in managing work outcomes.</p> <p>Experience of student finance and financial support in a higher education setting</p> | <p>Application</p> <p>Application, Interview, Test</p> <p>Interview</p> <p>Application, Interview</p> <p>Application, Interview</p> <p>Interview</p>         |
| Planning and organising                  | <p>Proven ability to independently manage conflicting demands in a challenging environment</p> <p>Proven ability to seek opportunities to progress a broad range of activities within professional guidelines and in support of University policy</p> <p>Proven ability to manage and prioritise own work, work of different teams and organisational goals simultaneously.</p> <p>Proven ability to set measurable short, medium- and long-term goals for yourself and your team.</p> <p>Demonstrably proactive and responsive approach to work tasks or requests.</p> <p>Ability to successfully evaluate and plan for short and long term projects</p>  | <p>Experience of successful project management.</p>   | <p>Application Interview</p> <p>Application, Interview</p> <p>Application, Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> |

|                                |  |   |   |
|--------------------------------|--|---|---|
| Problem solving and initiative | <p>Proven ability to develop understanding of long-standing and complex problems and to apply professional knowledge and experience to solve them.</p> <p>Proven ability to think strategically about the development of Student Success services in a rapidly changing environment</p> <p>Demonstrably self-sufficient, capable of target setting and monitoring, actively seeking information from internal or external sources as required.</p> |   | <p>Application, Interview</p> <p>Application, Interview, Test</p>                                 |
| Management and teamwork        | <p>Proven ability to proactively work with colleagues in other work areas to achieve outcomes.</p> <p>Proven ability to delegate effectively, understanding the strengths and weaknesses of team members to build effective teamwork.</p> <p>Ability to formulate development plans for own staff to meet required skills.</p> <p>Ability to manage team dynamics, ensuring any potential for conflict is managed effectively</p>                  | Proven experience of managing a successful team | <p>Application, Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p> |
| Communicating and influencing  | <p>Proven ability to provide accurate and timely specialist guidance on complex issues.</p> <p>Proven ability to use influencing and negotiating skills to develop understanding and gain co-operation.</p> <p>Proven ability to convey information and ideas clearly and accurately</p>   |   | <p>Test</p> <p>Application, Interview</p> <p>Application, Interview</p>                           |
| Other skills and behaviours    | <p>Able to demonstrate alignment with the University's core values in all areas of work, and champion those behaviours in the department</p> <p>Empathetic to the goals and aims of widening access, success and progression in Higher Education</p>   |   | <p>Interview</p> <p>Application</p>   |
| Special requirements           |  |   |   |

# JOB HAZARD ANALYSIS

## Is this an office-based post?

|   |  |
|---|--|
| <input checked="" 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 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.<br>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<br>(<30% of time) | Frequently<br>(30-60% of time) | Constantly<br>(> 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   |                                |                                |                               |
| <b>EQUIPMENT/TOOLS/MACHINES USED</b>   |                                |                                |                               |
| ## 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)   |                                |                                |                               |
| <b>PHYSICAL ABILITIES</b>  |                                |                                |                               |
| 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  |                                |                                |                               |
| <b>PSYCHOSOCIAL ISSUES</b>   |                                |                                |                               |
| Face to face contact with public   | X                              |                                |                               |
| Lone working   |                                |                                |                               |
| ## Shift work/night work/on call duties  |                                |                                |                               |