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| Last updated: | 15/3/21 |

**JOB DESCRIPTION**

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| Post title: | **CHEP Administrator** |
| Standard Occupation Code: (UKVI SOC CODE) | N/A |
| School/Department: | Centre for Higher Education Practice |
| Faculty: | Faculty of Social Sciences |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 2b |
| Posts responsible to: | CHEP CPD lead for Research & Enterprise |
| Posts responsible for: | NA |
| Post base: | Office-based/Non Office-based (see job hazard analysis) |

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| Job purpose |
| To provide comprehensive, effective and efficient administrative support to the Centre for Higher Education Practice (CHEP) and Doctoral College (DC) professional development team and its customers (primarily academic staff and Postgraduate Research Students across the University).CHEP is the University of Southampton’s centre for promoting academic professional learning for every member of University staff, in all areas of academic activity and at every stage of their career. <https://www.southampton.ac.uk/chep/index.page>. The Doctoral College provides a focal point for doctoral training and researcher development. It provides high-quality training and resources for postgraduate researchers from all disciplines and acts as a hub for Southampton’s vibrant and inspiring doctoral research community. <https://www.southampton.ac.uk/doctoral-college/index.page>  |

|   | % Time |
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|  | To provide administrative support for the Doctoral College and CHEP programme of professional development events and online professional development resources. This includes:Enter details of events into staffbook/gradbook/or equivalent systems, updating spreadsheets and Sharepoint sites.Closely monitoring of bookings and taking appropriate actions when events are under or over-subscribed, answering queries about the event and liaising with participants and facilitators/trainers to ensure they have all of the information and support they need. Administering the online evaluations system. Setting up and supporting events either online or face to face Ensuring that online resources are kept current, accessible and easy to navigate, checking for broken links or out of date information.   | 30 % |
|  | To provide administrative support and/or set up for other initiatives developed to support academic staff and PGRs with their research and enterprise activities.  | 20 % |
|  | To analyse, manipulate and interpret data in order to compile detailed summary reports. Most commonly this will involve evaluation data from DC and CHEP events and resources, but may include other data. | 20 % |
|  | To provide effective and efficient administrative/secretarial support to senior colleague(s), including the co-ordination of diaries, arranging and servicing meetings, filtering enquiries, drafting and preparation of documentation and organisation of events. | 10 % |
|  | To apply a good working knowledge of departmental administrative systems to answer queries and resolves problems from colleagues and external customers, providing excellent customer service to trainers and participants.  | 5 % |
|  | Contacting other departments or external customers to source and exchange information.(Primarily departments offering professional development opportunities, either to provide administrative support, and/or to publicise. Regular communication with other relevant departments, including Student Academic Administration (SAA), Research Information (?) Services (RIS), the Library, and key links in faculties.  | 5 % |
|  | To process invoices and orders, making effective use of Agresso financial administrative process as required.  | 5 % |
|  | To provide informal coaching/training to colleagues in relation to administrative tasks. | 2.5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 2.5 % |

| Internal and external relationships |
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| Colleagues in CHEP and DC including seconded staff and internsOther professional services who support research/enterprise staff and students such as RIS, library, Doctoral College SAA team, Career DestinationsRoom bookings, catering bookings and communications teamsFaculty key contacts, advisory groupsExternal organisations such as Vitae |

| Special Requirements |
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| To work out of standard (9am to 5pm) working hours if required on occasion for important events such as the Doctoral College Festival and CHEP festivals. The setup of training venues may involve the repositioning of furniture. |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of NVQ2, GCSE or City and Guilds.Previous work experience within an administrative or secretarial support role.Able to demonstrate a sufficient knowledge of work systems, equipment processes and standard IT packages.Able to demonstrate a good knowledge of the role and its context.Able to produce clear, accurate and concise written documentation.Experience of analysing data and presenting summary information clearly. | Successful experience of providing a training administration support service. Experience of website/SharePoint maintenanceKnowledge of University processes and regulations |  |
| Planning and organising | Able to effectively organise allocated work activities and assist in the effective organisation of non-standard tasks and events.Able to work well with minimum supervision.Ability to efficiently and systematically organise and store course data and use records appropriately. |  |  |
| Problem solving and initiative | Able to independently solve a range of problems by responding to varying circumstances, whilst working within standard procedures. |  |  |
| Management and teamwork | Ability to manage self and prioritise workload and to brief/keep line-manager informed of status of workload.Ability to work as part of a team, adapting workload and practices to the demands and priorities of the Centre: helping others when required. Ability to work pro-actively and collaboratively with other individuals including external bodies and people, to achieve outcomes.Able to effectively allocate work and check the work of any temporary staff, ensuring required service standards and deadlines are met.Able to adapt well to change and service improvements. | Previous supervisory experience |  |
| Communicating and influencing | Able to seek and clarify detail.Experience of providing advice on administrative procedures to colleagues and external customers.Able to demonstrate own duties to other colleagues as required.Ability to pay close attention to detail. Ability to elicit information to identify specific training needs.Ability to deal with sensitive information in a confidential manner.Excellent interpersonal and customer service skills. |  |  |
| Other skills and behaviours | The post holder will need to have (or develop) an understanding of how equality and diversity applies to the responsibilities of the role and to actively promote equality and diversity in all aspects of the role. |  |  |
| Special requirements | May be required on occasion to work out of standard office hours to support the delivery of workshops and events. The setup of training venues may involve the repositioning of furniture. |  |  |

**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  |  |  |  |