

Job Description and Person Specification

Last updated: March 2024

JOB DESCRIPTION

Post title:	Doctoral College Senior Administrative Officer		
School/Department:	Doctoral College		
Faculty:	N/A		
Career Pathway:	Management, Specialist and Administrative (MSA)	Level:	3
Posts responsible to:	Doctoral College Team Leader		
Posts responsible for:	Doctoral College Administrative Officers (MSA L2B)		
Post base:	Office-based		

Job purpose
<p>To ensure the Doctoral College, provides best in class support for doctoral researchers (PGRs) and stakeholders in furtherance of the University strategy and strategic plans.</p> <p>To support the Team Leader in overseeing and delivering the administration for a range of duties across the Doctoral College in the delivery of an excellent student experience. These duties will include but are not limited to; admission, enquiry handling, programme administration, reporting on student data,</p> <p>To work with colleagues across the Doctoral College as part of a process of continuous improvement to ensure we are delivering efficient and effective support in line with agreed service standards.</p>

Key accountabilities/primary responsibilities	% Time
1. To apply a good working understanding of policies, processes and systems in support of the delivery of postgraduate research activities.	20%
2. To work proactively across the Doctoral College to assure the timely delivery of key administrative tasks in line with agreed service standards, including admissions, inductions, monitoring of student progress, assessment and enquiry handling.	20%
3. To coordinate own work and oversee and coordinate the work of the administrative team, agreeing and providing service to beneficiaries. To ensure the consistent planning and prioritisation of short and medium-term work activities in response to agreed deadlines.	20%
4. To provide expert advice and guidance to stakeholders on policies and procedures, applying knowledge of systems, processes and regulations to resolve problems.	15%
5. To apply agreed customer-focused service standards to all students and stakeholders. To monitor progress on agreed service standards, escalating significant issues as appropriate.	10%

Key accountabilities/primary responsibilities		% Time
6.	To identify training and mentoring needs of others within the team, including contribution to the appraisal process, facilitating support and guidance as necessary, to ensure that the design and delivery of agreed processes for postgraduate research meets the needs of beneficiaries, reporting any significant issues through relevant line management.	5%
7.	To be flexible and adaptable in the approach to work routines, undertaking other tasks, roles and duties within the Doctoral College as may be assigned.	5%
8.	Any other duties as allocated by the line manager following consultation with the post holder.	5%

Internal and external relationships
<ul style="list-style-type: none"> • Active collaboration with students, Academic and MSA Staff across the university • Active collaboration with teams within the Doctoral College and other Professional Services • Communication with external stakeholders

Special Requirements

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>Evidence of a commitment to delivering services that add value from the perspective of the students and key staff.</p> <p>Be a proficient database user; be fully conversant with Microsoft Office 365 suite of products.</p> <p>Be proficient in using web-based IT solutions.</p>	<p>Be a proficient user of the Banner student record system.</p>	<p>Application</p> <p>Application</p> <p>Application</p> <p>Application</p> <p>Application</p>
Planning and organising	<p>Plan and prioritise own short and medium term work activities within guidance offered by the team leader.</p> <p>Monitor timescales and resources and report to the team leader issues which cannot be resolved within standard daily operation.</p> <p>Capacity to organise data and schedule events, activities and resources and ensure they run smoothly.</p>		<p>Application / Interview</p> <p>Application / Interview</p> <p>Application / Interview</p>
Problem solving and initiative	<p>Ability to acquire and apply comprehensive knowledge of University processes, procedures and systems; use initiative and judgement to resolve daily problems within the team with guidance offered by the team leader.</p> <p>Ability to acquire clear understanding of the quality and</p>		<p>Interview</p>

	<p>standards required for the delivery of an optimised student experience</p> <p>Maintain receptiveness to new ideas and approaches.</p>		<p>Interview</p> <p>Interview</p>
<p>Management and teamwork</p>	<p>Ability to contribute to team behaviours and interact effectively and sensitively with peers. Build effective networks across the, SAAA work stream and Professional Services; sustain productive workplace relationships for the long term.</p> <p>Ability to be flexible and adaptable in approach to work routines, be able to adapt quickly to change; be open to working with different teams/individuals as the business demands.</p> <p>Proactive approach to following the standards set for all staff and engagement in sharing best practice across the team and Doctoral College in general.</p> <p>Capacity for patience and tolerance with large numbers of staff particularly when working under pressure.</p>		<p>Application / Interview</p> <p>Application / Interview</p> <p>Interview</p> <p>Interview</p>
<p>Communicating and influencing</p>	<p>Effective partnership working and interpersonal skills are essential including:</p> <p>Capacity to speak to groups and individuals and explain processes clearly and concisely; and to write in a clear and factually/grammatically accurate way.</p> <p>Demonstrate adequate preparation for meetings so that time is used effectively.</p> <p>Demonstrate confidence and positive commitment to the institutional ways of working and explain these to all staff.</p>		<p>Application / Interview</p> <p>Interview</p> <p>Interview</p> <p>Interview</p>

Other skills and behaviours	Engage in appropriate training and staff development to ensure knowledge and skills are always up to date.		Interview
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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. 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			
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			

Appendix 1. Embedding Collegiality

Collegiality represents one of the four core principles of the University; Collegiality, Quality, Internationalisation and Sustainability. Our Southampton Behaviours set out our expectations of all staff across the University to support the achievement of our strategy.

All staff	Behaviour
Personal Leadership	I take personal responsibility for my own actions and an active approach towards my development
	I reflect on my own behaviour, actively seek feedback and adapt my behaviour accordingly
	I show pride, passion and enthusiasm for our University community
	I demonstrate respect and build trust with an open and honest approach
Working Together	I work collaboratively and build productive relationships across our University and beyond
	I actively listen to others and communicate clearly and appropriately with everyone
	I take an inclusive approach, value the differences that people bring and encourage others to contribute and flourish
	I proactively work through challenge and conflict, considering others' views to achieve positive and productive outcomes
Developing Others	I help to create an environment that engages and motivates others
	I take time to support and enable people to be the best they can
	I recognise and value others' achievements, give praise and celebrate their success
	I deliver balanced feedback to enable others to improve their contribution
Delivering Quality	I identify opportunities and take action to be simply better
	I plan and prioritise efficiently and effectively, taking account of people, processes and resources
	I am accountable, for tackling issues, making difficult decisions and seeing them through to conclusion
	I encourage creativity and innovation to deliver workable solutions
Driving Sustainability	I consider the impact on people before taking decisions or actions that may affect them
	I embrace, enable and embed change effectively
	I regularly take account of external and internal factors, assessing the need to change and gaining support to move forward
	I take time to understand our University vision and direction and communicate this to others