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| Last updated: |  September 24 |

**JOB DESCRIPTION**

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| Post title: | **Senior Administrator**  |
| School/Department: | Centre for Higher Education Practice (CHEP) |
| Faculty: | Faculty Operating Service (FOS) |
| Career Pathway: | Management, Specialist and Administrative (MSA) | Level: | 3 |
| \*ERE category: | n/a |
| Posts responsible to: | Interim Director, Centre for Higher Education Practice |
| Posts responsible for: | n/a |
| Post base: | Office-based (see job hazard analysis) |

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| Job purpose |
| To provide comprehensive, effective and efficient administrative and operational support to the local academic environment through the maintenance of clear office systems and processes, including delivery of the FOS core services, coordinating and diarising meetings, servicing meetings and general communications. |
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| Key accountabilities/primary responsibilities | % Time |
|  | To provide Executive Assistant support to the Director of CHEP, including diary management, email support, arranging and servicing meetings, filtering problems and enquiries, drafting and issue of documentation, organisation of events, and attending meetings as appropriate.  | 30% |
|  | To provide project / programme administrative support including the monitoring of plans, status reporting, carrying out of background research, producing briefing papers, reports and presentations to help ensure key deadlines are met. | 20% |
|  | To organise meetings and workshops for CHEP. This may include booking rooms, organising itineraries, agenda, arranging travel, providing and preparing equipment, and issuing invitations and monitoring replies, ensuring all activities run efficiently. | 15% |
|  | To work collaboratively with all team members to provide a consistent and reliable service to the University and external stakeholders, answering queries by providing detailed advice and guidance on processes and procedures, using judgement to suggest the most appropriate course of action.  | 10% |
|  | Manage and maintain key documents, following information management best practice. | 10% |
|  | To ensure effective working practices are followed within CHEP, including safe custody and maintenance of all relevant electronic and paper datasets, files and records. Ensure that both internal and external reporting requirements are met. | 5 % |
|  | To help ensure that CHEP is aligned with the best practice procedures promoted by the Strategy Delivery Department | 5 % |
|  | Any other duties as allocated by the line manager following consultation with the post holder. | 5 % |

| Internal and external relationships |
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| * FOS team members across the faculty.
* Other members of the school / department / group and faculty.
* Colleagues within other professional services.
* External stakeholders as appropriate.
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| Special Requirements |
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| * Travel to other Faculty/University sites and flexible hours of work may be required for events, meetings etc.
* Good communication skills are essential.
* The maintenance of confidentiality in information and data management at all times is mandatory.
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**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge and experience | Skill level equivalent to achievement of HNC, A-Level, NVQ3 with proven work experience acquired in relevant roles and job-related training. Experience of working with a range of stakeholders in a complex and sensitive administrative environment.Able to apply a comprehensive understanding of relevant systems, procedures and processes, and an awareness of activities in the broader area of change delivery.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, online web content and documentation management systems, word-processing and spreadsheets. | Relevant degree (or equivalent qualification or experience).RSA II word-processing (or equivalent qualification or experience).Financial administration/budget monitoring experience.Experience with Office 365 / SharePoint.Experience of an HE environment.Experience of working in a project/programme environment.Project or Programme Management qualifications, (e.g., Prince2 etc.) | Application & Interview |
| Expected Behaviours | Able to apply and actively promote equality, diversity and inclusion principles to the responsibilities of the role. Demonstrate the Southampton Behaviours and work with colleagues to embed them as a way of working within the team. |  | Application & Interview |
| Planning and organising | Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities.Ability to efficiently and systematically organise and store office data and use records appropriately.Ability to prioritise a conflicting workload and multi-task effectively. |  | Application & Interview  |
| Problem solving and initiative | Ability to provide constructive advice, analyse and interpret complex and/or specialist issues and translate these into efficient management measures and actions with respect to the relevant tasks.Ability to use own initiative and suggest and implement practical and effective solutions. |  | Application & Interview  |
| Management and teamwork | Ability to manage self and prioritise workload.Ability to work independently on project activities.Ability to work with other individuals and teams proactively and collaboratively, including external bodies and post holders to achieve agreed outcomes. | Able to keep a project/programme team functioning effectively in the absence of the project/programme manager. | Application & Interview |
| Communicating and influencing | Ability to collaborate effectively with relevant professional service departments in the University, colleagues within faculties, external stakeholders, customers, and beneficiaries. Communicate sensitively and effectively with others to influence successful delivery of objectives. Operate and maintain confidentiality with respect to data including personal data.Ability to communicate requirements, processes and findings clearly and effectively, using a range of communication channels appropriate to the audience.Ability to take and produce high quality, concise and accurate minutes from complex meetings.Excellent interpersonal skills and the ability to develop good relationships and a strong network. |  | Application & Interview |
| Other skills and behaviours |  |  | Application & Interview |
| Special requirements |  |  |  |

**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 (e.g.: 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 (e.g.: 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 (e.g.: fridge/ furnace) |  |  |  |
| ## Potential for exposure to body fluids |  |  |  |
| ## Noise (greater than 80 dba - 8 hrs twa) |  |  |  |
| ## Exposure to hazardous substances (e.g.: solvents, liquids, dust, fumes, biohazards). Specify below: |  |  |  |
| Frequent hand washing |  |  |  |
| Ionising radiation  |  |  |  |
| **EQUIPMENT/TOOLS/MACHINES USED** |
| ## Food handling  |  |  |  |
| ## Driving university vehicles (e.g.: car/van/LGV/PCV)  |  |  |  |
| ## Use of latex gloves (prohibited unless specific clinical necessity) |  |  |  |
| ## Vibrating tools (e.g.: strimmers, hammer drill, lawnmowers)  |  |  |  |
| **PHYSICAL ABILITIES** |
| Load manual handling |  |  |  |
| Repetitive crouching/kneeling/stooping |  |  |  |
| Repetitive pulling/pushing |  |  |  |
| Repetitive lifting |  |  |  |
| Standing for prolonged periods |  |  |  |
| Repetitive climbing (i.e.: steps, stools, ladders, stairs) |  |  |  |
| Fine motor grips (e.g.: 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  |  |  |  |