|  |  |
| --- | --- |
| Last updated: | September 2024 |

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| Post title: | **Senior Administrative Officer – Pre-sessional Lifecycle & Learning Opportunities**  |
| Academic Unit/Service: | Student Administration & Academic Affairs (SA&AA) |
| Faculty: | Faculty of Arts & Humanities |  |  |
| Career pathway: | MSA | Level: | 3 |
| \*ERE category: |  |
| Posts responsible to: | Pre-sessional Lifecycle & Learning Opportunities Team Leader (MSA4) |
| Posts responsible for: | Supervision of the activities performed by:2 x Administrative Officers supporting Pre-Sessional programmes, Life-Long Learning and other enterprise activities (MSA 2B) |
| Post base: | Hybrid  |

|  |
| --- |
| Job purpose |
| To support the Faculty’s educational enterprise programmes (e.g. Pre-sessional, Life-Long Learning, etc.) by providing an efficient and flexible administrative service across several functional administrative teams as the business demands, applying a detailed knowledge of associated systems and processes.To establish and maintain effective working relationships with academics and administrative staff in the Faculties and other Professional Services to ensure that agreed standard processes are implemented.To proactively identify process, system and service improvements through the development of constructive relationships with academic and administrative staff in the Faculties and other Professional Services. |

| Key accountabilities/primary responsibilities | % Time |
| --- | --- |
|  | To apply a detailed understanding of policies, processes, and systems across the Pre-sessional and learning opportunities lifecycles , ensuring that activities are delivered accurately, efficiently and by agreed deadlines, to University standards and to identify potential improvements for further investigation.  | 30 |
|  | To lead on responsibilities delegated by the Team leader, deliver a set of functional activities and to build and maintain knowledge of the business processes and flows ensuring team integration, spread of knowledge and workload equivalency. | 20 |
|  | To oversee and coordinate own work and the work of the administrative team in the provision of an agreed level of service to beneficiaries; to ensure that the work is completed accurately and that quality standards are maintained, resolving qualitative issues, and escalating to the Team Leader as appropriate. | 10 |
|  | To ensure the consistent planning and prioritisation of short- and medium-term work activities in response to agreed deadlines, reporting progress to the Team Leader.  | 10 |
|  | To work collaboratively, specifically, with staff in Global Recruitment and Admissions (GRA), Student Administration & Academic Affairs (SA&AA) , the Faculty Operating Service (FOS), and other Professional Services, ensuring that shared responsibilities for processes are discussed and equitable arrangements agreed. This will involve gaining a greater understanding of institutional developments, student-centred and customer service approaches. | 10 |
|  | To apply agreed customer-focused service standards to all students and stakeholders. To monitor progress on agreed service standards, reporting significant issues to the Team Leader. | 10 |
|  | To identify training and mentoring needs, including contribution to the Appraisal process, facilitating support and guidance as necessary ensure that the design and delivery of agreed processes meet the needs of beneficiaries, reporting any significant issues to the Team Leader. | 5 |
|  | To be flexible and adaptable in the approach to work routines, undertaking other tasks, roles and duties as may be assigned by the Team Leader following consultation with the postholder. | 5 |

| Internal and external relationships |
| --- |
| * Active collaboration with Academic and MSA Staff in the Faculty as appropriate.
* Active collaboration with teams within SA&AA, GRA, FOS and other Professional Services as appropriate.
* Active collaboration with and support for students
* Active collaboration with international partners
* Active collaboration with members of the general public
* Groups of temporary staff during peak periods
 |

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge & experience: | Either:Possess A Level, HNC, NVQ3 or equivalent relevant experience.Or:Broad work experience acquired through a combination of job-related training, considerable on the job experience, demonstrating development through progressively more demanding work roles. |  | Application, Interview |
| Planning & organising: | Able to plan and schedule events, activities and resources and ensure they run smoothly. Able to plan and prioritise own, and the team’s, short- and medium-term standard and non-standard work activities within guidance offered by the Team Leader.Monitor timescales and resources and report to the Team Leader, issues which cannot be resolved within the standard daily operation. |  | Application, Interview and References |
| Problem solving & initiative:  | Able to acquire and apply a comprehensive knowledge of relevant processes, procedures, and systems.Able to identify and solve problems by applying judgement and initiative to tackle some situations in new ways and by developing improved work methods.Able to acquire a clear understanding of the quality and standards required for the delivery of relevant functions in a customer-focused organisation. |  | Application, Interview and References |
| Management & teamwork: | Contribute to team behaviours and interact effectively and sensitively with peers. Build effective social networks across the GRA & SA&AA workstreams and other Professional Services; sustain productive workplace relationships for the long term.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. | Line Management experience | Interview and References |
| Communicating & influencing: | Effective partnership working and interpersonal skills are essential and include:Capacity to speak to groups and individuals and explain processes clearly and concisely; and to write in a clear and factually/ grammatically accurate way.Demonstrate adequate preparation for meetings so that time is used effectively.Demonstrate confidence and positive commitment to the University’s ways of working and explain these to all staff. |  | Interview and References |
| Information Technology Skills | Be a proficient database user; be fully conversant with Microsoft Office suite of products with a high level of expertise in Microsoft Excel. Be proficient in using web-based IT solutions. Able to accurately analyse and interpret complex quantitative and qualitative data, presenting summary information in a clear and concise format. | Be a proficient user of admissions and/or student record systems.  | Application and Interview |
| Other skills and behaviours: | Evidence of a commitment to delivering services that add value from the perspective of the students and key staff.Proactive approach to following the standards set for all staff and engagement in sharing best practices across the Team.Maintain receptiveness to new ideas and approaches.Engage in appropriate training and staff development to ensure knowledge and skills are always up to date.Capacity for patience and tolerance with large numbers of people, particularly when working under pressure. |  | Application, Interview and References |
| Special requirements: | Commitment to the integrity and confidentiality of all relevant data and processes.Flexibility to undertake other duties as required by the Team LeaderFlexibility to take leave outside peak times for the team and/or duties outside standard working hours. |  | Interview |

**JOB HAZARD ANALYSIS**

**Is this an office-based post?**

|  |  |
| --- | --- |
| [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.

|  |  |  |  |
| --- | --- | --- | --- |
| **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  |  |  |  |