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| Last updated: | May 2023 |

**JOB DESCRIPTION**

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| Post title: | **Senior Administrative Officer Student Casework** | | |
| School/Department: | Office of the Academic Registrar | | |
| Faculty: | Student Experience Directorate (SED) | | |
| Career pathway: | Management, Specialist and Administrative (MSA) | Level: | 3 |
| Posts responsible to: | Casework Manager ( MSA 4) | | |
| Posts responsible for: | Administrative Officer/s (MSA 2b) | | |
| Post base: | Office-based | | |

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| Job purpose |
| To deliver an effective and efficient service to beneficiaries and stakeholders, applying a detailed knowledge of systems and processes within student casework management i.e. Academic Appeals, Student Complaints, Student Discipline, Academic Integrity and Fitness to Practise.  To establish and maintain effective working relationships with colleagues in; the Office of the Academic Registrar (OAR), Student Experience Directorate (SED), staff in Faculties and other Professional Services to ensure that agreed standard processes are implemented.  To be proactive in identifying improvements to service, processes and systems highlighted through the collection of feedback, evaluation and benchmarking. |

| Key accountabilities/primary responsibilities | | % Time |
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|  | To apply a detailed understanding of student casework policies, processes and systems to ensure that activities are delivered accurately, efficiently and by agreed deadlines, and to identify potential improvements for further investigation. | 20% |
|  | To lead on delegated responsibilities for the organisation and delivery of student casework and to build and maintain knowledge of the business processes and flows ensuring team integration, spread of knowledge and workload equivalency. | 20% |
|  | To work collaboratively with colleagues in OAR, SED and other Professional Services to ensure that shared responsibilities for student casework processes are discussed and equitable arrangements agreed. This will involve gaining a robust understanding of sector developments, institutional developments, student-centred and customer service approaches. | 15% |
|  | 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 the consistent planning and prioritisation of short and medium term work activities in response to agreed deadlines, reporting progress to the Casework Manager. | 15% |
|  | To ensure that the work is completed accurately and that quality standards are maintained. To resolve qualitative issues, escalating to the Casework Manager as appropriate. | 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 Casework Manager. | 10% |
|  | To identify training and mentoring needs including appraisals, facilitating support and guidance as necessary, to ensure that the design and delivery of agreed processes for student casework meet the needs of beneficiaries, reporting any significant issues to the Casework Manager. | 5% |
|  | To be flexible and adaptable in the approach to work routines, undertaking other tasks, roles and duties within OAR as may be assigned. | 5% |

| Internal and external relationships |
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| * Active collaboration with Academic and Professional Services staff in Faculties. * Active collaboration with colleagues within OAR, SAAA and other Professional Services e.g. exams, awards and graduation, student records, admin and assessment, international office, legal services * Communication with students * Communication with other job families, e.g. TAE, ERE * Communication with external stakeholders and collaborative partner institutions * Temporary staff during peak periods * External customers * Members of the public |
| Special Requirements |
| * Commitment to the integrity and confidentiality of all relevant data and processes * Flexibility to take leave outside peak times in negotiation with the Manager |

**PERSON SPECIFICATION**

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| Criteria | Essential | Desirable | How to be assessed |
| Qualifications, knowledge & 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 operating and responding to some non-routine work situations.  Experience of undertaking detailed analysis and interpretation of written information.  Proficient database user; be fully conversant with Microsoft Office suite of products.  Proficient in using web based I.T solutions. | Proficient user of the Banner student record system. | Application  Application and interview  Application and interview  Application and interview  Application |
| **Planning & organising:** | Capacity to organise data and schedule events, activities and resources and ensure they run smoothly.  Able to plan and prioritise a range of one’s own, and the team’s, standard and non-standard work activities.  Monitor timescales and resources and escalate issues which cannot be resolved within standard daily operation.  Evidence of an attention to detail and the ability to check own and other’s work for accuracy. |  | Application, interview and references  Application and interview  Application and interview  Application and interview |
| **Problem solving & initiative:** | Ability to acquire and apply comprehensive knowledge of casework management processes, procedures and systems; use initiative and judgement to resolve daily problems  Ability to acquire clear understanding of the quality and standards required for the delivery of casework management activities . |  | Application, interview and References  Application and interview |
| **Management & teamwork:** | Ability to contribute to team behaviours and interact effectively and sensitively with peers.  Ability to build effective social networks across the SAAA professional service and other professional services; sustain productive workplace relationships for the long term.  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. Proactive approach to following the standards set for all staff and engagement in sharing best practice across the Team  Capacity for patience and tolerance with large numbers of staff particularly when working under pressure. |  | Application and interview  Application and interview  Application and interview  Application and interview |
| **Communicating & influencing:** | Ability 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.  Able to deal with sensitive information in a confidential manner. |  | Application, interview and references  Application and interview  Application and interview  Application and interview |
| **Special requirements:** | Be flexible enough to avoid taking leave during peak times for the team |  | Interview |

**JOB HAZARD ANALYSIS**

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

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| 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: |  |  |  |
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| 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 |  |  |  |