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| Last Updated | January 2025 |

**JOB DESCRIPTION**

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| Post title: | **Administrative Officer – Pre-sessional Lifecycle & Learning Opportunities** | | |
| Academic Unit/Service: | Student Administration & Academic Affairs | | |
| Faculty: | Faculty of Arts and Humanities | | |
| Career pathway: | Management, Specialist and Administrative (MSA) | Level: | 2B |
| \*ERE category: | N/A | | |
| Posts responsible to: | Senior Administrative Officer – Pre-sessional Lifecycle & Learning Opportunities (MSA3)  Pre-sessional Lifecycle & Learning Opportunities Team Leader (MSA4) | | |
| Posts responsible for: | N/A | | |
| Post base: | Hybrid | | |

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| 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 a number of functional administrative teams as the business demands, guided by the Pre-sessional Lifecycle & Learning Opportunities Team Leader and Senior Administrative Officer.  To proactively contribute to 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 |
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|  | To apply a good working understanding of policies, processes and systems across the Pre-sessional and learning opportunities lifecycles, efficiently and by agreed deadlines, to University quality standards. | 60% |
|  | With minimal supervision, to plan and prioritise own work activities to support the delivery of a set of functional activities. To build and maintain knowledge of the business processes and share best practices with colleagues. | 25% |
|  | To be flexible and adaptable in the approach to work routines, undertaking other tasks, roles and duties as may be assigned. | 5% |
|  | To apply agreed customer-focused service standards to beneficiaries and stakeholders | 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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| Internal & External Relationships: (nature & purpose of relationships)   * Active collaboration with Academic and MSA Staff in the Faculty as appropriate. * Active collaboration with teams within SA&AA, GRAM, FOS and other Professional Services as appropriate. * Active collaboration with and support for students * Active collaboration with international partners * Communication with other job families, e.g. TAE * Groups of temporary staff during peak periods |

**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.  Broad relevant administrative/customer service work experience that includes experience of operating and responding to some non-routine work situations. | Experience of working within a Higher Education Institution setting. | Application |
| **Planning and organising** | Capacity to organise data and schedule activities, activities so that they run smoothly.  Ability to operate processes and procedures within relevant policies as they affect student data.  Capacity to manage own time effectively and deliver outputs consistent with the standards expected in terms of productivity and quality. |  | Application, Interview, and references |
| **Problem solving and initiative** | Ability to acquire and apply good working knowledge of administrative processes, procedures, and systems.  Use initiative and judgement to resolve daily problems with guidance from relevant colleagues and escalate issues that postholder cannot resolve within standard daily operations to Line Manager.  Acquire clear understanding of the quality and standards required for the delivery of student data and processes in a customer-focused organisation. |  | Application, interview, and references |
| **Management and teamwork** | Contribute to team behaviours and interact effectively and sensitively with peers.  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. |  | Application, interview, and references |
| **Communicating and influencing** | Able to seek and clarify detail.  Capacity to speak to individuals and explain processes clearly and concisely; and to write in a clear and factually/ grammatically accurate way.  Demonstrate confidence and positive commitment to the University’s ways of working. |  | Interview |
| **Information Technology Skills** | Experience of assisting with the analysis and manipulation of student data or similar large data sets.  Able to make effective use of MS Office suites specifically Excel, Outlook and SharePoint. | Experience of using admissions and/or student record systems i.e. Banner/MS Dynamics. | Application and Interview |
| **Other skills and behaviours:** | 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 relevant colleagues.  Flexibility 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?**

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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: |  |  |  |
| 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 |  |  |  |