## Purpose of role

Our Global Strategy 2020 puts students firmly at the heart of the University and makes them partners in their own education. The Student Services Administrator role will be based in either a Service Centre, within a School or in the Service Development base location and will ensure the delivery of a number of services associated with the student journey.

1. **Staff located in a Service Centre** will undertake roles in one of 2 areas:
   - Student Services: Support the development and delivery of student journey services delivered to students through the Service Centre
   - Academic Processes: Support the provision of specialist advice and direction as well as ensuring the delivery of a number of processes and services; Student Records, Registration, Induction, Graduation, Partnerships, Placements and Mobility, Finances, Funding, Curriculum, Postgraduate Research, Timetabling and Examinations.

2. **Some staff will be located in a School** where a close and consistent working relationship between administrative and academic staff is required to deliver the school's academic provision or provide discipline-specific academic/pastoral support to students.

3. **Staff located in Service Development** will run some underpinning services, but collectively will support the core development of processes, focus on Service Quality to develop continuous improvement of standard operating procedures and systems, as well as performance and talent management, communication and engagement. The teams will promote customer service best practice, manage complaints/conduct issues and assist the drive of the take-up of online services from students. Staff will be based with the associated Service Development team where their role is focussed on process development in a particular functional area.

The role will work within established procedures with minimum day to day supervision, to provide a range of services to agreed quality standards. The role holder will require a thorough understanding of relevant systems/processes of the working environment, gained through vocational qualification with work experience, or relevant work experience over some years. Role holders will organise their own day-to-day work to meet clear objectives and in some cases may be responsible for the allocation and scheduling of work to junior colleagues. They will typically have specific responsibility for a clearly defined section or sub-section of work and will be expected to deal with less routine queries/issues/requests, referring conflicts or more complex situations to the relevant person. Independence and initiative will be required to react to changing priorities and work circumstances, with scope to make decisions within clear parameters.
<table>
<thead>
<tr>
<th>Main responsibilities</th>
<th>% time per year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Service Development and Delivery</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Provide knowledge, skills and advice in relation to the following areas (with experience in at least one), and deliver high quality services to a diverse community of students and staff:</td>
<td>85%</td>
</tr>
<tr>
<td>▪ Registration and induction, including module enrolment</td>
<td></td>
</tr>
<tr>
<td>▪ Student fees, payments and funding opportunities and schemes</td>
<td></td>
</tr>
<tr>
<td>▪ Attendance monitoring and reporting</td>
<td></td>
</tr>
<tr>
<td>▪ Student mobility</td>
<td></td>
</tr>
<tr>
<td>▪ Postgraduate research student administration (from induction through to examination)</td>
<td></td>
</tr>
<tr>
<td>▪ Assessment and examination delivery, support and feedback, including appeals and complaints</td>
<td></td>
</tr>
<tr>
<td>▪ Progression and award</td>
<td></td>
</tr>
<tr>
<td>▪ Graduation</td>
<td></td>
</tr>
<tr>
<td>▪ Curriculum design and review</td>
<td></td>
</tr>
<tr>
<td>▪ Student support (tutoring support, alternative assessments etc)</td>
<td></td>
</tr>
<tr>
<td>▪ Timetabling</td>
<td></td>
</tr>
<tr>
<td>▪ Visa support</td>
<td></td>
</tr>
<tr>
<td>▪ Partnerships and placements, including placements scheduled as part of the curriculum</td>
<td></td>
</tr>
<tr>
<td>▪ External, management and operational reporting</td>
<td></td>
</tr>
<tr>
<td>▪ Customer Service optimization</td>
<td></td>
</tr>
<tr>
<td>▪ Service Quality improvement</td>
<td></td>
</tr>
<tr>
<td>▪ Receive and respond to enquiries from/to customers, including more complex queries, judging when to forward on to or involve others.</td>
<td></td>
</tr>
<tr>
<td>▪ Recognise/understand impact of incidents arising and raise issues of concern where necessary to ensure appropriate resolution of customer enquiries/issues.</td>
<td></td>
</tr>
<tr>
<td>▪ Deliver relevant administrative activities in specific student journey work area, ensuring an excellent customer experience and level of service quality through attainment of agreed timescales and quality standards</td>
<td></td>
</tr>
<tr>
<td>▪ Gather and manipulate routine data so that others can interpret it or incorporate it into their own work. Monitor trends and anomalies within source data, reporting findings accurately and appropriately.</td>
<td></td>
</tr>
<tr>
<td>▪ Demonstrate or explain the services available to customers.</td>
<td></td>
</tr>
<tr>
<td>▪ Develop and maintain relevant databases, spreadsheets and filing systems to ensure accurate, up to date, information is accessible to those that require it.</td>
<td></td>
</tr>
<tr>
<td>▪ Create documents as work requires. Ensure that due care and attention is attributed to confidential data and information</td>
<td></td>
</tr>
<tr>
<td>▪ Relay customer feedback and comments and contribute to proposals for improvements to current working methods.</td>
<td></td>
</tr>
<tr>
<td>▪ Work flexibly across Student Services to ensure peak periods are accommodated and the services are able to adapt with changing demands</td>
<td></td>
</tr>
<tr>
<td>▪ Keep skills up to date and develop competence through learning from colleagues and/or gaining experience of a range of work.</td>
<td></td>
</tr>
</tbody>
</table>

| Planning, organising and liaison | |
| ▪ Plan and prioritise own work activities, responding to work unit requirements, in addition to own responsibilities. | 10% |
- Arrange and/or support internal and external activities/events, collating and recording relevant information/documentation as requested.
- Develop a network of contacts throughout own area, identifying who key individuals are, to support own work activities.
- Communicate with customers and service users through established/routine connections as own section of work requires.

| People Management | | | |
|-------------------|---|---|
| | Either | And/or |
| | • Allocate and prioritise the work/tasks of others, ensuring they are completed correctly and to schedule, and providing feedback when necessary. Provide guidance and support to junior colleagues through informal (on-the-job) training/coaching in own area. | • Show sensitivity and consideration to customer needs and feelings, which may include dealing with signs of obvious distress (e.g. individual in tears). Co-operate with and offer mutual support to colleagues in a work unit, adopting a flexible approach to delivering work objectives. |

| | | 5% |
| | | |

4 Any other duties appropriate to the grade and role

Person specification

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Good written and verbal communication skills and interpersonal skills.</td>
<td></td>
</tr>
<tr>
<td>▪ Good IT skills, including knowledge of Microsoft Office.</td>
<td></td>
</tr>
<tr>
<td>▪ Appreciation of the standards set for the conduct and output of the role.</td>
<td></td>
</tr>
<tr>
<td>▪ Ability to use own initiative</td>
<td></td>
</tr>
<tr>
<td>Where relevant</td>
<td></td>
</tr>
<tr>
<td>▪ Competent in routine processes and systems to support activities.</td>
<td></td>
</tr>
<tr>
<td>▪ Proven experience in area of specialism (e.g. timetabling).</td>
<td></td>
</tr>
</tbody>
</table>

| Knowledge and experience | | |
|---------------------------|---|
| ▪ Experience of assessing and responding to non-routine work/situations. | Some experience and knowledge of at least one of the major components of the student journey (as detailed in the Main Responsibilities section) |

| Qualifications, certification and | |
|----------------------------------| |
| ▪ Educated to GCSE level, including Grade C or above in English and | |
| training (relevant to role) | Maths, or hold vocational qualifications (NVQ 2-3) or equivalent, with some relevant experience.  
  ▪ Or significant experience in related area. |

The University of Nottingham is focused on embedding equality, diversity and inclusion in all that we do. As part of this, we welcome a diverse population to join our workforce and therefore encourage applicants from all communities, particularly those with protected characteristics under the Equality Act 2010.
Expectations and behaviours

The University has developed a clear set of core expectations and behaviours that our people should be demonstrating in their work, and as ambassadors of the University’s strategy, vision and values. The following are essential to the role:

**Valuing people**
Is friendly, engaging and receptive, putting others at ease. Actively listens to others and goes out of way to ensure people feel valued, developed and supported.

**Taking ownership**
Is clear on what needs to be done encouraging others to take ownership. Takes action when required, being mindful of important aspects such as Health & Safety, Equality, Diversity & Inclusion, and other considerations.

**Forward thinking**
Drives the development, sharing and implementation of new ideas and improvements to support strategic objectives. Engages others in the improvement process.

**Professional pride**
Is professional in approach and style, setting an example to others; strives to demonstrate excellence through development of self, others and effective working practices.

**Always inclusive**
Builds effective working relationships, recognising and including the contribution of others; promotes inclusion and inclusive practices within own work area.

Key relationships with others