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 Senior 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 in 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 work of the role will either demand the application of specialist knowledge, or have a mainly planning and co-ordination content and/or be of a supervisory nature. A consistently high degree of personal responsibility and initiative will be required to respond independently to queries and use judgement to deal with daily unforeseen problems and circumstances, with limited guidance. This may also include responding to complaints and escalated issues, and resolving problems. Role holders will plan and organise their own work activities and if applicable that of a team of people, with discretion to determine and change priorities as required. They will typically set and monitor standards within their own work area, with scope for improving operational effectiveness and quality service through the application of process improvements.

<table>
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<tr>
<th>Main responsibilities</th>
<th>% time per year</th>
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<td>(Primary accountabilities and responsibilities expected to fulfil the role)</td>
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### Service Development and Delivery

- Provide specialist knowledge, skills and advice in relation to the following areas (specialising in at least one), and deliver high quality services to a diverse community of students and staff:
  - Registration and induction, including module enrolment
  - Student fees, payments and funding opportunities and schemes
  - Attendance monitoring and reporting
  - Student mobility
  - Postgraduate research student administration (from induction through to examination)
  - Assessment and examination delivery, support and feedback, including appeals and complaints
  - Progression and award
  - Graduation
  - Curriculum design and review
  - Student support (tutoring support, alternative assessments etc)
  - Timetabling
  - Visa support
  - Partnerships and placements, including placements scheduled as part of the curriculum
  - External, management and operational reporting
  - Customer Service optimisation
  - Service Quality improvement

- Provide advice to colleagues and customers to respond and independently resolve a range of standard and unforeseen issues, within pre-determined operational limits.
- Deliver relevant administrative activities in specific student journey work area, ensuring an exceptional customer experience and level of service quality through attainment of agreed timescales and quality standards
- Advise on and propose changes in procedures, plans, and priorities to improve operational efficiency and quality of service.
- Analyse data/statistics, interpreting and reporting patterns and trends. Identify gaps or shortfalls in information and search for sources of information to fill these. Highlight and prioritise any issues for further investigation to support informed decision making.
- Advise and/or train service users on specific aspects within own section of work such as design/preparation/use of existing systems, services or processes. Diagnose and rectify faults/problems with systems and/or procedures within own area
- Work flexibly across Student Services to ensure peak periods are accommodated and the services are able to adapt with changing demand
- Keep skills up to date and further develop depth or breadth of knowledge in a particular area through learning from more senior/experienced colleagues, proactive exposure to a range of activities, and/or formal training/professional qualification.

### Planning, organising and liaison

- Plan and organise own/team activities to ensure that deadlines/customer expectations are met.
- Communicate and build working relationships with key contacts from other work units as well as external bodies, to support own work activities.
- Attend meetings, as requested by manager, to support work unit activities and to report back on main discussion points

| Range from 60-80 % dependant on balance of team mgt vs. specialism |
| Range from 10-15 % dependant on balance of team mgt vs. specialism |
People Management

Either

- Oversee the day-to-day running of a work area, allocating resources, scheduling work and providing support, advice and encouragement to staff in order to ensure work objectives are met. Select or play a significant part in the selection of staff and training of new staff for work area. Act as first point of contact for day to day staff welfare issues (e.g. sickness), initiating appropriate action by involving or referring to the relevant person.

And/or

- Show sensitivity and consideration to other people’s customer needs and feelings, which may include dealing with signs of obvious distress (e.g. individual in tears). Advise and gain the support of other people (e.g. staff, students, contractors, external agents), where there is no line management responsibility, in order to contribute to the delivery of services/project objectives.

Range from 10-25% dependant on balance of team mgt vs. specialism

Any other duties appropriate to the grade and role

Person specification

<table>
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<tr>
<th>Skills</th>
<th>Essential</th>
<th>Desirable</th>
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<td></td>
<td>▪ Analysis and problem solving capability.</td>
<td>▪ Working knowledge of the activities of other areas of the University relevant to the role.</td>
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<td>▪ Well developed written and verbal communication skills and interpersonal skills.</td>
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<td></td>
<td>▪ Planning and organisational skills.</td>
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<td></td>
<td>▪ Excellent IT skills, including knowledge of Microsoft Office.</td>
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<td></td>
<td>▪ First line supervisory skills – scheduling, monitoring and reviewing work by others.</td>
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<td></td>
<td>▪ Proven experience in area of specialism (e.g. timetabling).</td>
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<tr>
<td>Knowledges and experience</td>
<td>▪ Experience of working/responding independently and dealing with unforeseen problems and circumstances.</td>
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<td>▪ Experience and knowledge of at least one of the major components of the student journey (as detailed</td>
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Where relevant
- Comprehensive knowledge and experience of the work practices, processes and procedures relevant to the role, including those that would be required to provide first line advice and guidance, typically of a more specialised nature, to customers

Qualifications, certification and training (relevant to role)
- A Level, or equivalent, plus experience of working in a relevant role
- OR considerable relevant experience in a comparable role
- Degree or equivalent

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 work force 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

[Diagram showing the relationships between Line manager, Manager, Senior Administrator, Direct Reports and colleagues, School staff, Students, Role holder, and key stakeholder relationships.]