



<b>Job title</b>	Senior Administrator - Here For You Guides Support	<b>Job family and level</b>	Administrative, Professional and Managerial Level 3
<b>School/ Department</b>	School of Computer Science	<b>Location</b>	University Park Campus, Jubilee Campus

## Purpose of role

The purpose of the role is to provide a first point of contact for qualifying year students in the School, providing crucial day-to-day support and guidance as part of a wider multidisciplinary team. You will be responsible for a variety of issues and processes advising and/signposting students whilst working with the wider team.

The role holder will provide senior administrative support to processes with minimal day to day supervision, managing relevant processes within your team and delivering an excellent service.

A key component of this role will be the ability to build close working relationships with internal colleagues, Professional Services and School staff whole demonstrate a consistent high degree of personal responsibility and initiative.

	<b>Main responsibilities</b> (Primary accountabilities and responsibilities expected to fulfil the role)	<b>% time per year</b>
1	<p><b>Supporting Tutoring and Student Engagement</b></p> <ul style="list-style-type: none"> <li>▪ Proactively provide specialist knowledge and skills to be able to serve as a key contact and provide day-to-day support to qualifying year students, addressing their concerns, questions, and needs.</li> <li>▪ Actively engage in conversations with students to understand their requirements and determine the appropriate individuals or teams to provide assistance.</li> <li>▪ Act as coach to students, empowering them to own their student journey</li> <li>▪ Provide an effective, flexible and customer focused service.</li> <li>▪ Take the initiative and work closely with and advise the local support team, key support staff and directors of teaching and curriculum leadership to enhance student support services, offering specialist knowledge of the local school and pilot.</li> </ul>	65%

	<ul style="list-style-type: none"> <li>▪ Play an active role in the School's involvement in key aspects of the student journey, including welcome and induction week, social activities, academic excellence awards etc.</li> <li>▪ Highlight and prioritise and take the lead on any issues for further investigation to support informed decision making throughout the department and University</li> <li>▪ Maintain and update institutional knowledge regarding student support resources, policies, and procedures.</li> <li>▪ Facilitate a smooth transition into the University through helping students engage with induction activities.</li> <li>▪ Where appropriate, reach out to students, offering guidance and resources as necessary.</li> <li>▪ Remain composed and effective in high-pressure situations, providing empathetic and timely support to students.</li> <li>▪ Continuously seek opportunities for professional development and stay informed about current best practices in student support.</li> <li>▪ Diagnose and rectify faults/problems with systems and/or procedures within own area, for sharing with the School and wider University.</li> </ul>	
2	<p><b>Recording Student Support Information</b></p> <ul style="list-style-type: none"> <li>▪ Working closely with the School to maintain databases and use University systems that provide an in-School resource for the maintenance of student support and enquiry data.</li> <li>▪ Using University systems to produce generic correspondence with students and assisting with the analysis of trends in queries.</li> <li>▪ Properly engage with record keeping systems dependent on School need, offering support to other colleagues</li> <li>▪ Take the lead on keeping timely and up-to-date records of interactions with students and support requests.</li> </ul>	20%
3	<p><b>Facilitating Meetings with Collaborating Teams</b></p> <ul style="list-style-type: none"> <li>▪ Proactively organise and facilitate meetings predicting future needs, which may involve cohort leads, Education and Student Experience (ESE) teams and wellbeing teams to address specific student support issues and collaborate on effective solutions.</li> <li>▪ Assist in setting agendas for student meetings, ensuring that relevant topics and concerns are addressed.</li> <li>▪ Organise regular multi-disciplinary meetings with appropriate team members as required including academics, students and professional services</li> </ul>	10%

	<ul style="list-style-type: none"> <li>▪ Lead focus groups on the behalf of staff to gain views of students and maintain and develop communication channels, feedback mechanisms and a sense of community.</li> <li>▪ Gather student stories of success and identify projects and initiatives to benefit the student community and enhance their experience and engagement with the School/wider Faculty.</li> <li>▪ Show sensitivity and consideration to other people's needs and feelings, which may include dealing with signs of obvious distress.</li> <li>▪ Work collaboratively with a diverse range of colleagues to contribute to the delivery of service and project objectives.</li> </ul>	
4	Any other duties appropriate to the grade and role	5%

## Person specification

	<b>Essential</b>	<b>Desirable</b>
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Proven understanding of current University tutoring systems.</li> <li>▪ Proven organisational skills with the ability to prioritise workload, demonstrate flexibility and manage multiple deadlines.</li> <li>▪ Excellent customer service and interpersonal skills, with the ability to interact confidently and easily with a range of stakeholders including students, academic colleagues, and senior managers.</li> <li>▪ Excellent verbal and written communication skills, with the ability to interact confidently and easily with a range of stakeholders including students, academic colleagues, and senior managers.</li> <li>▪ Excellent administrative and IT skills, including advanced use of Microsoft Office 365, including Excel, Outlook, Word, Teams and PowerPoint.</li> <li>▪ Strong data manipulation and data analysis skills.</li> <li>▪ Proven skills in attention to detail and the ability to work accurately under pressure to meet deadlines.</li> <li>▪ Ability to think creatively and innovatively to solve problems and find fresh approaches.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Coaching skills</li> </ul>
<b>Knowledge and experience</b>	<ul style="list-style-type: none"> <li>▪ Significant, recent experience in a relevant administrative role.</li> <li>▪ Experience of working effectively in a team to achieve a common goal and deliver projects successfully.</li> <li>▪ Experience of handling conflicting priorities and pressured situations, with the ability to think clearly and act calmly.</li> <li>▪ Experience of developing and improving administrative processes and procedures.</li> <li>▪ Experience of handling datasets and data interrogation.</li> <li>▪ Experience in collaborating with colleagues at all levels of the organisation.</li> <li>▪ Experience of working independently and adapting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Experience of working in Higher Education.</li> <li>▪ Experience of working in a customer-facing role.</li> </ul>

	<p>successfully in a fast-moving environment.</p> <ul style="list-style-type: none"> <li>▪ Experience of organising and facilitating meetings.</li> <li>▪ Demonstrated knowledge and understanding of EDI principles and cultural issues within a University setting.</li> <li>▪ Experience of continuous improvement activity and/or management of change.</li> </ul>	
<p><b>Qualifications, certification and training (relevant to role)</b></p>	<ul style="list-style-type: none"> <li>▪ GCSE English grad C or equivalent, plus experience of working in a relevant role</li> </ul> <p>AND</p> <ul style="list-style-type: none"> <li>• HNC or HND (or equivalent) in a relevant subject plus considerable experience in a relevant role(s)</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Broad substantial relevant experience demonstrating development through involvement in a series of progressively more demanding roles.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Degree or equivalent</li> </ul>
<p><b>Statutory, legal or special requirements</b></p>	<p>Flexible working may be required on an occasional basis to support events and activities outside normal working hours, at evenings and weekends</p>	



## 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



