**![logo-uob-resize[1]]()**

**Job Description**

|  |  |
| --- | --- |
| **Job title:** | **Peer Support Administrator** |
| **Department/School:** | **Students’ Union** |
| **Grade:** | **4** |
| **Location:** | **University of Bath premises** |

|  |
| --- |
| **Job purpose** |
| *To perform general administrative duties and provide support to the Peer Support Coordinator as required. The main focus of the role will be to assist with the organisation of volunteer recruitment and training, provide information to students and staff as required, and to maintain and update databases.* |

|  |
| --- |
| **Source and nature of management provided**  |
| *Peer Support Coordinator* |

|  |
| --- |
| **Staff management responsibility** |
| *N/A* |

|  |
| --- |
| **Special conditions**  |
| *May be required to work occasional evenings for activities which can be reclaimed as TOIL.*  |

|  |
| --- |
| **Main duties and responsibilities**  |
| **1** | To carry out administrative functions as required, including organising and servicing various meetings. |
| **2** | To maintain and update student volunteer databases. |
| **3** | To answer general queries from students and staff regarding any aspect of peer support, while referring more complex enquiries to the Peer Support Coordinator. |
| **4** | To assist with the coordination of training, including room bookings, the booking of Audio Visual equipment, preparing training materials and sending out information to students about training times and places. |
| **5** | To assist with some training delivery where required. |
| **6** | To assist with the delivery of some PAL debriefs. This includes any follow up actions that are required, referring more complicated actions to the Peer Support Coordinator. |
| **7** | To assist with some PAL observations and consequently provide prompt and constructive feedback to students. |
| **8** | To communicate with student volunteers using Moodle and social media, as well as updating the website where required.  |
| **9** | To input and monitor attendance at PAL sessions. |
| **10** | To use data collected to assist in report writing.  |
| **11** | To remain informed of peer support provision in other HEIs. |
| **12** | To support the Peer Support Coordinator with events throughout the year, including mentor/mentee events, PAL workshops and conferences. |
| You will from time to time be required to undertake other duties of a similar nature as reasonably required by your line manager. You are required to follow all University policies and procedures at all times and take account of University guidance |

**![logo-uob-resize[1]]()**

**Person Specification**

|  |  |  |
| --- | --- | --- |
| **Criteria: Qualifications and Training** | **Essential** | **Desirable** |
| Good level of general education; educated to A Level (or equivalent) or above. Must include English and Maths GCSE. | X |  |
| **Degree level or equivalent** |  | X |

|  |  |  |
| --- | --- | --- |
| **Criteria: Knowledge and Experience** | **Essential** | **Desirable** |
| **Relevant office experience** | X |  |
| **IT skills** | X |  |
| **Experience of servicing meetings and taking minutes** | X |  |
| **Experience of working in Higher Education** |  | X |
| **Knowledge of peer support** |  | X |
| **Experience of events support** |  | X |
| **Experience updating webpages**  |  | X |

|  |  |  |
| --- | --- | --- |
| **Criteria: Skills and Aptitudes** | **Essential** | **Desirable** |
| **Excellent interpersonal, verbal and written communication skills, including the ability to engage appropriately with a wide range of stakeholders** | X |  |
| The capacity to maintain good relationships and work as part of a team. | X |  |
| **Good organisation skills including attention to detail** | X |  |
| **Use of own initiative** | X |  |
| **Professional manner** | X |  |

|  |
| --- |
| **Effective Behaviours Framework**The University has identified a set of effective behaviours which we value and have found to be consistent with high performance across the organisation. Part of the selection process for this post will be to assess whether candidates have demonstrably exhibited these behaviours previously.  |
| **Managing self and personal skills:**Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others.   |
| **Delivering excellent service:**Providing the best quality service to all students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.   |
| **Finding innovative solutions:**Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.   |
| **Embracing change:**Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.  |
| **Using resources:**Making effective use of available resources including people, information, networks and budgets. Being aware of the financial and commercial aspects of the University. |
| **Engaging with the big picture:**Seeing the work that you do in the context of the bigger picture e.g. in the context of what the University/other departments are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others.   |
| **Developing self and others:**Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the University.   |
| **Working with people:**Working co-operatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.    |
| **Achieving results:**Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.   |