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**Job Description**

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| **Job title:** | **Registry Services Officer** |
| **Department/School:** | **Academic Registry** |
| **Grade:** | **6** |
| **Location:** | **University of Bath premises** |

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| **Job context and purpose** |
| The Academic Registry is a key, central, professional service department.  The department acts as an expert provider of **fundamental University-wide academic services**, including the following main functions:   * Management of registration and computerised **records of all students**; * Student-related **systems**; * **Student data and statistics**, external reporting (*e.g.*, HESA, HEFCE, OfS); * Course **timetabling**; * Formal **examinations** arrangements; * Student-related aspects of **graduation ceremonies**; * Award/degree **certificates**; * Student-related **records management**; * Advice on new **programmes/units**, academic frameworks; * Advice on and charts of the **academic year**; * Liaison with Student **Finance** England (and equivalent bodies); * Monitoring and safeguarding **academic standards**; * **Student information provision** (including advice on compliance with relevant legislation); * Preparing University frameworks and systems to meet **new sector requirements** (SLC, HESA Data Futures, Annual Provider Review, TEF); * Support for **governance** through committee-based decision-making.   The department also acts as **dynamic influencer of academic policy,** focusing on both internal strategic development needs and the external obligations that come with being a University in receipt of public funding.  Registry Services Officers provide senior administrative support and coordination for operations and projects within Academic Registry. While a Registry Services Officer may be assigned predominantly to one service area within Academic Registry, you are likely to have opportunities to gain experience across various teams and projects as needs arise. Adaptability to such needs and an ability to learn new tasks quickly will contribute to your personal professional development within a central professional services department in the University. |

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| **Source and nature of management provided** |
| Your normal line manager will be a Head of Registry Services, with supervision of designated work by managers of service areas and/or projects. |

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| **Staff management responsibility** |
| No line management responsibility. The role may involve the supervision of tasks undertaken by junior colleagues as appropriate. |

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| **Special conditions** |
| During peak times in particular service areas, you may be required to work beyond normal working hours in order to meet the requirements of the task. You may not be permitted to take annual leave during peak workload periods. Examples include graduation ceremony weeks and formal examination periods. |

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| **Main duties and responsibilities** | |
| Your main duties of **providing senior administrative support and coordination for operations and projects within Academic Registry** will be agreed with the Head of Registry Services. You will be supervised for designated work by managers of service areas and/or projects. Examples of your work would include the following: | |
| **1** | You will develop an understanding of the role of the Academic Registry within the University in order to apply that knowledge and understanding to prioritise tasks effectively and to provide excellent customer service. |
| **2** | You will learn, comply with, and contribute to the continuous improvement of, the policies, procedures, and guidance that are important elements of Academic Registry’s confidential work in, for example, the areas of records, examinations, and award verification. |
| **3** | You will advise University colleagues about policies and good practice, and respond to their enquiries, both orally and through clearly written communications. |
| **4** | You will use, with proficiency and accuracy, data and software as required for particular operational tasks. Typically these tasks may include: using business intelligence tools to generate reports on student data; manipulating and formatting data in Excel spreadsheets; using, and if appropriate, developing the student record database (known as SAMIS); using query management systems (known as RT, or TopDesk) for dealing with more complex queries; using Sharepoint systems for committee work; using calendar, e-mail, and other office application software to a high standard; using the University’s website content management system. |
| **5** | You will work effectively within a team environment to deliver both individual and group tasks. Typically these tasks may include: administration of, and support for, External Examiner functions; logistical preparation and process improvement for the University’s formal examination periods, graduation ceremonies, and student registration activities; updates to policy and guidance documentation; support for strategic and operational projects. |
| **6** | You will provide administrative and secretarial support for committees and subgroups as required. Typically these tasks may include: scheduling and arranging meetings; acting as first-point-of-contact for members’ queries; coordinating and distributing documentation; effective collaboration with the Secretary and Chair as appropriate. |
| **7** | You will provide project and process improvement support, including data collection, discussions with stakeholders, and written or oral briefings as appropriate. Typically these tasks may be across the broad range of operational and policy work undertaken within the department, including improvements to student-facing services and guidance, and the opportunity to contribute to strategic work towards the Education Strategy. |
| **8** | You will contribute to the development of the department’s online resources. Typically these tasks may include: using the University’s content management system; contributing to the writing and editing of resources and guidance; being a point of contact for content queries. |
| **9** | You will provide administrative support to the department’s Senior Team as required. Typically these tasks may include: making arrangements for meetings; summarising information about work in your current area of activity; providing confidential support for student case work; dealing with queries or visitors. |
| You will from time to time be required to undertake other duties of a similar nature, as reasonably determined by your line manager. | |

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**Person Specification**

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| **Criteria: Qualifications and Training** | **Essential** | **Desirable** |
| Education to degree level | ✓ |  |

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| **Criteria: Knowledge and Experience** | **Essential** | **Desirable** |
| Experience working in a busy office in an administrative role | ✓ |  |
| Experience with developing strong working relationships with a variety of colleagues and customers | ✓ |  |
| Experience working in a customer-facing role |  | ✓ |
| Computer literacy, and experience with learning new software | ✓ |  |
| Experience with organising and/or administering events |  | ✓ |

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| **Criteria: Skills and Aptitudes** | **Essential** | **Desirable** |
| Excellent written English, and the ability to present material in writing and orally for a range of audiences and levels of formality | ✓ |  |
| Ability to learn new concepts, practices, and software efficiently and effectively with appropriate guidance | ✓ |  |
| Excellent IT skills, including word processing, spreadsheet, and presentation packages | ✓ |  |
| Ability to interpret and present data | ✓ |  |
| Ability to work with range of people, in teams or individually, in a busy environment | ✓ |  |
| High standards of accuracy, consistency, and attention to detail | ✓ |  |
| Discretion in the handling and management of sensitive information | ✓ |  |
| Ability to prioritise and respond effectively to competing demands | ✓ |  |
| Ability to work with personal responsibility and initiative | ✓ |  |
| Ability to listen and take advice or direction from colleagues | ✓ |  |
| Ability to respond positively to varied workload | ✓ |  |
| Creative approach to process improvement |  | ✓ |
| Interest in professional development within higher education |  | ✓ |

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| **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. |