University of Sunderland
Role Profile
Part 1

Student Engagement and Timetabling Support

Job Title:	Student Engagement and Timetabling Support
Reference No:	
Reports to:	Graduations Lead Co-ordinator
Responsible For:	Administrative support for student engagement, graduations, certificates, timetabling and examinations
Grade:	B
Working Hours:	37 per week or pro rata where appropriate
Faculty/Service:	Academic Registry
Location:	Sunderland Campus
Main Purpose of Role:	Support the processes, procedures and policies relating to student engagement, attendance, graduations, academic timetabling and examinations. Proactively deliver a customer-focused, agile and professional administrative service to benefit students and other stakeholders and positively contribute to institutional reputation.
Key Responsibilities and Accountabilities:	**Effective Student Engagement** - Maintain the attendance monitoring infrastructure, including liaising with internal and external stakeholders to report issues/failures in software and to follow up any actions. - Facilitate the generation and distribution of relevant reports to academic staff to aid decision making and help with identification of students considered 'at risk' due to poor engagement. - Administer attendance verification checks and ensure the accurate input of data and undertake audits in line with data integrity plans. - Facilitate the administration and verification of replacement transcripts and certificates. - Maintain Academic Registry websites for timetabling, attendance monitoring and Graduations, which provide core institutional information for colleagues and students. **General Team Support** - Support the Graduations team with arrangements for Academic Awards ceremonies. - Support the Timetabling team with ad-hoc room bookings. - Undertake cover duties to support the whole team in annual leave and busy periods; this may involve deputising for the C grade and/or working across different teams in Registry for other team members. Any other duties within the scope and general nature of the grade which may be required. - Proactively identify opportunities for consistent approaches and processes. Suggest improvements and participate in the implementation across the

Timetabling, Attendance Monitoring, Exams and Graduations team to drive and maintain a "one process" approach for all.

- Actively and positively participate in any improvement activity to support the implementation of plans successfully.
- Establish a network across peers to ensure implications for others in the bigger picture have been considered to enable accurate administration or minor changes.
- Identify own training needs and suggest ideas and areas of opportunity for technical and behavioural development. Actively participate in the successful delivery of the plan each year across Academic Registry.

Lead

- Show pride and passion in what they do. Engage others in the shared vision. Challenge negativity, value difference, diversity and inclusion and ensures fairness and opportunity for all
- Praise the achievements of others to promote positivity in the team

Contribute to Culture

- Role model a culture in and beyond the Service which promotes high professional standards, efficiency, being agile

Communicate and Influence

- Adapt style to overcome challenging or difficult conversations and to influence a positive outcome
- Role model a culture of open and inclusive communication. Adapt style to influence stakeholders and communicate effectively with stakeholders to build successful relationships and outcomes

Make Effective Decisions

- Use evidence and knowledge to support accurate advice. Appropriately assess when to make the decision and when to defer or consult

Work Together

- Work collaboratively with other peers to develop a consistent and joined up professional offering
- Role model a culture of working together to form effective working relationships and partnerships both internally and externally

Develop Self and Others

- Role model a culture of continuous self-development; proactively acquire new knowledge and skills as appropriate relevant to driving the service forward. Take accountability for own learning
- Create a positive culture of knowledge sharing and confidence by positively responding to development opportunities

Change and Improve

- Play a positive and active role in changes
- Actively contribute to a culture of continuous improvement; works to and reviews administrative processes and procedures which improve the student and stakeholder experience

See the Big Picture

- Understand how their role fits with and supports organisational objectives. Recognise the wider priorities and ensures work is in the interest of both

Deliver at Pace

	• Role model a culture of the delivery of timely and quality results with focus and drive consistent with all functions
Special Circumstances:	Annual leave may be restricted at certain times in the year, e.g. Graduation Awards weeks

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Role Profile

Part 2

lifechanging

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Part 2A: Essential and Desirable Criteria

Essential

Qualifications and Professional Memberships:

- Educated to GCSE level (including English and Maths) or equivalent or relevant experience in a similar role

Knowledge, Skills and Experience:

- Experience of working independently on tasks which have been agreed
- Proven experience of working within a role that requires effective planning and organisational skills, strong attention to detail and successfully meeting deadlines
- Ability to distinguish between when to make a decision, when to defer and when not to take a decision
- Experience of self-development
- Ability to proactively collaborate within team, wider service and beyond
- Has effective time management
- Ability to adapt positively to a new working environment when working across different teams
- Proficient in the use of IT systems

Desirable

Qualifications and Professional Memberships:

- Educated to A Level standard

Knowledge, Skills and Experience:

- Worked in an administration environment or other professional environment
- Has an evaluative approach and confidence to suggest alternative approaches
- Is able to plan own workload

Part 2B: Key Competencies

Competencies are assessed at the interview/selection testing stage	**Communication** **Oral Communication** The role holder is required to understand and convey straightforward information in a clear and accurate manner. Occasionally is required to understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others **Written or electronic and Visual Media Communication** The role holder is required to understand and convey straightforward information in a clear and accurate manner. Occasionally is required to understand and convey information which needs careful explanation or interpretation to help others understand, taking into account what to communicate and how best to convey the information to others
	Service Delivery The role holder is required to deal with internal or external contacts who ask for service or require information; create a positive image of the organisation by being responsive and prompt in responding to requests and referring the user to the right person if necessary; deliver service that is usually initiated by the customer, and typically involves routine tasks with set standards or procedures
	Team Development The role holder is required to advise or guide others working in the same team on standard information or procedures
	Pastoral Care & Welfare The role holder is required to show sensitivity to those who may need help or, in extreme cases, are showing signs of obvious distress; initiate appropriate action by involving relevant people
	Work Environment The role holder is required to work in an environment which is relatively stable and has little impact on the role holder or the way in which work is completed; be aware of health and safety procedures and reports concerns to others
Date Completed:	**March 2021**