

Job Description

Job title:	Learning Administrator		
Department:	Learning, Coaching & Advice (LCA)		
Job Family:	Operational Support		
Location:	Various		
Reports to:	Learning Manager		
Salary Point*:	1 to 3	Hay points*:	121
Evaluated date*:	17/05/19		
Hours / week:	Up to 37 according to business need		
Status:	Permanent		
DBS:	Basic		
Supervisory responsibilities	none		
Job Shares will be considered for this post		Yes	
This position requires travel around the county and the ability to work flexible hours.			Occasionally and always prior to discussion

**To be completed by HR after evaluation has taken place*

Overall Job Purpose:

A brief statement about the main objectives of the post

Realise Futures operates as a hybrid company combining commercial trade with personal & government funded public services. Our aim is to create opportunities for people to succeed in work, learning and life through three company departments, Learning, Coaching and Advice, Employment & Inclusion Support, and RF Works.

The Learning Administrator sits within the Adult Learning department which provides government funded, first rung learning opportunities to adults facing economic, educational and social disadvantage.

Good organisational skills and attention to detail are key components of the role that is focused on providing day-to-day administrative support to curriculum teams whose members are based across Suffolk. The post holder is required to fulfil a range of tasks related to designated learning themes that will include monitoring course bookings, data collation, venue bookings and the production & distribution of promotional materials.

Proactive engagement and cooperation with colleagues at all levels as well as external partners is essential to the success of the whole team.

Realise Futures CIC

Registered Office: Realise Futures, Lovetofts Drive, Ipswich, IP1 5NZ

01473 242500

info@realisefutures.org

www.realisefutures.org

Registered No 7828443 England and Wales

Main Duties and Responsibilities:

A brief description of the most important tasks of the post

Administrating & ICT

- Act as first point of contact for your curriculum, delivering consistent, effective and timely support to colleagues, learners and external organisations.
- Signpost queries to appropriate colleagues for resolution.
- Organise team meetings, booking rooms and equipment, inviting attendees, collating and circulating meeting papers, handouts, etc.
- Provide timely administrative support to Senior Tutors and the accreditation team that will include the safe collection and collation of learner portfolios, ahead of planned assessment and/or verification processes.
- Administer financial procedures for the purchasing of resources and invoicing of fees/services according to company guidelines.
- Coordinate the production of the course delivery schedule, identifying/confirming courses, course codes, tutors allocations and, identifying/confirming venues, course timings & learning resources.
- As directed and following strict company guidelines, support in the production and distribution of marketing materials.
- As required, support the learning centre administrators in providing cover for planned and unplanned absence.
- Complete other administrative tasks as and when required such as photocopying, external/Internal mail, filing and archiving.
- Log curriculum data onto MIS system in a timely manner according to prime contractor requirements/quality standards.

Supporting, Advising & Guiding -including Cust Service

- Provide information, advice and guidance to callers enabling them to make informed choices that meet their needs adhering to funding body requirements.
- Provide information regarding Realise Futures provision, which may also support the learner.

Systems and Standards; Compliance

- Following established procedures, accurately input and complete all course planning, monitoring, auditing and tracking processes relating to the designated curriculum in a timely manner.
- GDPR.

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<p>1. Know-How:</p> <p><i>Know-how is defined as the sum of every kind of knowledge, skill, and experience required for standard acceptable performance in a role. Forward planning is concerned with the complexity of the planning required in the role, the time span that planning has to take place over i.e. how far does the job holder have to plan ahead and the scope of the planning, i.e. one department, a division or across the whole company. Communication is concerned with whether or not the job holder has to merely communicate with or influence others and the levels to which the role requires them to do so.</i></p>	<p>The skills, expertise, and training required for the job are:-</p> <ul style="list-style-type: none"> • Demonstrable ability to adhere to established guidelines and legislation • Evidence of successful time management to plan and organise own workload, taking responsibility for the delivery of tasks and follow through to completion • Knowledge of Microsoft packages e.g. Word, Excel, Outlook • Capability to enter data, set up and search for information on a database • Good attention to detail which can be successfully demonstrated in the ability to proof read documents and identify (and correct) data discrepancies • Knowledge of confidentiality and awareness of GDPR requirements in the workplace <p>Specific qualifications or training essential to the job are:-</p> <ul style="list-style-type: none"> • Good level of general education with a Level 2 in English and Mathematics • NVQ level 2 in business administration or equivalent qualification OR proven established experience in a work environment in administration/data entry <p>The amount of forward planning required in the job is:-</p> <p>Low</p> <ul style="list-style-type: none"> • Ability to schedule own workload, allowing for colleagues' priorities to supersede, predict peaks, manage extended tasks within agreed parameters, over short to medium timeframes. <p>The type of communication and interaction needed in the job is</p>

	<ul style="list-style-type: none"> • Professional telephone manner and ability to communicate with people at all levels face-to-face and via email • A positive, flexible and cooperative attitude to working both in a customer-facing role and within a team environment • Good verbal and written skills; discretion when dealing with confidential information • Confidence and emotional resilience required to deal with time-intensive and challenging situations
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<p>2. Problem-Solving:</p> <p><i>Problem solving is concerned with the levels of autonomous thinking required in the role for analysing, creating, reasoning and arriving at conclusions. Consider the job holder's freedom to think and the amount of guidance available and the level to which constraints exist as to how problems may be resolved, i.e. levels of supervision / direction and processes or procedures that dictate the way in which a task is to be performed. Also consider the scope of the thinking required in the role, i.e. is there a clear right or wrong answer or is an element of judgement required.</i></p>	<p>The level of analysis, evaluation and problem solving required in the job are:-</p> <ul style="list-style-type: none"> • Reactive support to day-to-day issues that will usually be guided by established processes/procedures • Ability to plan and implement daily/weekly workload, as directed by management • Understand and consistently apply confidentiality and GDPR requirements in the workplace. • Perform straightforward research and analysis tasks as directed by management <p>The level of creativity and/or original thought to resolve issues is:- Low</p> <ul style="list-style-type: none"> • Whilst core activities will be directed by management, the post holder will have opportunities to actively contribute to the continuous improvement of service delivery
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<p>3. Accountability:</p> <p><i>The freedom to take decisions is influenced by the presence or absence of constraints such as managers, processes and procedures and guidance. The nature of impact is concerned with the extent to which the role directly impacts on end results whilst the magnitude of impact considers how much of the organisation is</i></p>	<p>The amount of freedom to take decisions in the job is:- Low.</p> <ul style="list-style-type: none"> • Most decisions will be guided/directed although it is recognised that initiative will need to be employed when dealing with some aspects of the role. <p>Nature of impact:-</p> <ul style="list-style-type: none"> • Accurate recording and safe storage of information is an essential element to the successful achievement of the learning service.
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<i>affected by the job holder's accomplishment of the job's basic purpose.</i>	Magnitude of impact:- The Learning, Coaching and Advice service constitutes one third of the company's revenue. Whilst there is an impact on successful achievement of aims, should the post holder not carry out own work efficiently it is mitigated through detailed guidelines and under the direction of management.
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These duties and responsibilities are indicative and not exhaustive. We may make adjustments from time to time to reflect the changing needs of the organisation. We may require you to carry out reasonable alternatives within the character of your post. We expect you to adopt a flexible approach to your role but will consult you about significant changes.

Evaluation: B 1 2 (87), B 2 (12), B +0 B (22) Total points= 121