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| <b>Post Details</b>                              | <b>Last Updated:</b> 23/06/25   |                  |   |
| <b>Faculty/Administrative/Service Department</b> | School of Social Sciences<br>Faculty of Arts, Business and Social Sciences                  |                  |   |
| <b>Job Title</b>                                 | Student Success Coach   |                  |   |
| <b>Job Family</b>                                | Professional Services   | <b>Job Level</b> | 3 |
| <b>Responsible to</b>                            | Head of Discipline (Sociology), Director of Learning and Teaching, or Senior Personal Tutor |                  |   |
| <b>Responsible for (Staff)</b>                   | N/A   |                  |   |

#### **Job Purpose Statement**

This post holder will provide 1:1 support and coaching for students who need support to help them engage and progress effectively with their degree programme as a result of academic, wellbeing-related or other issues. The post holder will work closely with colleagues to support transition, retention, progression and success amongst those students in need of support with navigating their degree programme effectively. In particular, they will work closely with personal tutors and the senior personal tutor, alongside specialist student services teams across the University to ensure timely, seamless support and effective case management for these students. The post-holder will work to an negotiate a set of KPIs focused principally on engagement, retention and positive student outcomes.

#### **Key Responsibilities**

- Identify students who may be struggling or at risk of not completing their course, including through use of attendance, engagement and assessment data, referrals from personal tutors and the senior personal tutor, and information on those resitting or returning to study.
- Be available to support and coach students who wish to self-refer for support, through an appointment system, drop-in sessions or similar.
- Coach and support students 1:1 to support good student outcomes. Initiate, respond to and maintain contact with students in need of such support, using a range of communications channels and build a trusted relationship with individuals.
- Provide one-off or more regular sessions as appropriate, providing students with a confidential space to discuss challenges and oversee bespoke pastoral and study skills support.
- Ensure effective referral and advice for students, liaising with academic colleagues with the school and other specialist professional services staff.
- Organise, deliver or contribute to occasional student support seminars.
- Maintain 1:1 support sessions to monitor student progress, support the student in developing agency and ensure regular communications occur with students to maintain a sense of belonging to their programmes and to the wide University community.
- Make full use of available data, including the use of MySurrey Engagement and MySurrey Attendance, to track student engagement, and closely monitor outcomes to ensure ongoing and effective end to end case management.
- Use initiative, creativity and flexibility to support students who need support and share insights and trends, as appropriate, with colleagues across the University community.
- Maintain a detailed and up to date record of student meetings and other interactions, with particular focus on the use of MySurrey Engagement, to ensure that the University has a clear and accurate picture of support needs.
- Monitor and meet agreed KPIs, including attendance, attainment, pass rates and retention



All staff are expected to:

- Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.
- Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.
- Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions. Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.
- Undertake such other duties within the scope of the post as may be requested by your Manager.
- Work supportively with colleagues, operating in a collegiate manner at all times. Help maintain a safe working environment by:
  - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
  - Following local codes of safe working practices and the University of Surrey Health and Safety Policy.

### **Elements of the Role**

#### **Planning and Organising**

The post holder will ensure that they meet their agreed objectives, whilst working within established processes and procedures. As they will provide support for specific groups of students, sometimes with complex support queries, they will also be required to work flexibly and rearrange work priorities as and when needed. Within these parameters the post holder will work with minimum day-to-day supervision and should apply judgement and initiative when managing their workload, including determining short and medium-term priorities, responding to conflicting demands, and managing activity in line with the KPIs of the School.

#### **Problem Solving and Decision Making**

The post holder is expected to work in a proactive manner and to decide how to achieve the desired KPIs, generally basing decisions on their work objectives. The post holder is expected to provide advice and solutions to routine problems within the specialist area in which they are familiar. Resolution for these issues will usually be found through reference to their previous experience of similar problems and through reference to the application of University policies and procedures. When dealing with a particularly complex issue, the post holder is expected to use these routes to seek resolution. However, where these issues cannot be resolved or fall outside the remit of their role, they will seek guidance from their line manager and/or other senior staff, putting forward recommendations where necessary.

#### **Continuous Improvement**

The post holder will use institutional data, as well as their experience, to develop support activity and make recommendations for improvements where necessary.

They will be active in seeking feedback from students and staff.

#### **Accountability**

The post holder will be responsible for meeting with and advising students on a one to one basis and gaining an understanding of their academic and/or pastoral needs. The post holder is accountable for data integrity regarding data stored in the office systems.

### Dimensions of the role

The post holder does not have any budgetary or supervisory responsibility.

### Supplementary Information

The role will suit an individual able to work collegially across teams/management and be comfortable with student research / activity / events / services.

**Person Specification** This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

### **Qualifications and Professional Memberships**

Minimum of HNC, A level, NVQ 3, HND level or equivalent with a number of years' relevant experience.

Or:

Broad vocational experience, acquired through a combination of job-related vocational training and considerable on-the-job experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles.

E

**Technical Competencies (Experience and Knowledge)** This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance).

**Essential/  
Desirable**

**Level 1-3**

Proven skills in relation to interviewing/seeking information for example: active listening, asking questions, clarification, summarising, with a strong attention to detail

E

3

Ability to act with empathy, care and patience which may include students who are suffering extreme emotional states

E

3

Proven communication skills (both verbal and written)

E

3

Strong research and problem-solving skills, with a continuous improvement mindset

E

3

Good organisational/administration skills with the ability to effectively prioritise tasks and manage own time

E

2

An understanding and awareness of confidentiality issues and GDPR

E

3

An understanding of University and School policies and procedures

E

3

Ability to analyse data and experience of developing, or working with others to develop, support interventions for students.

E

3



| <b>Special Requirements:</b>  | <b>Essential/<br/>Desirable</b> |
|---|---------------------------------|
| Commitment and ability to work collaboratively across teams   | E                               |
| Experience of providing student/staff advice in a similar or related role, preferably in Higher Education.  | E                               |
| Must be willing to undertake a DBS check. Clearance at a standard level is a prerequisite for this role.  | E                               |
| A relevant coaching certificate (e.g. International Coaching Federation (ICF), Association for Coaching (AC), and/or related professional experience  | E                               |
| <b>Core Competencies</b> This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.   | <b>Level 1-3</b>                |
| Communication   | 3                               |
| Adaptability / Flexibility  | 2                               |
| Customer/Client service and support   | 3                               |
| Planning and Organising   | 2                               |
| Continuous Improvement  | 2                               |
| Problem Solving and Decision-Making Skills  | 3                               |
| Managing and Developing Performance   | 2                               |
| Creative and Analytical Thinking  | 2                               |
| Influencing, Persuasion and Negotiation Skills  | 3                               |
| <p>This Job Purpose reflects the core activities of the post. As the Department/Faculty and the post holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The University expects that the post holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.</p> <p>Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.</p> |                                 |
| <b><u>Organisational/Departmental Information &amp; Key Relationships</u></b>   |                                 |
| The post holder will work closely within the School but also with senior tutors, personal tutors and module leads.  |                                 |