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| Post Details | | Last Updated: 07/03/25 | | |
| Faculty/Administrative/Service Department | A Faculty | | | |
| Job Title | Student Success Coach | | | |
| Job Family | Professional Services | | Job Level | 3 |
| Responsible to | Associate Director Student Experience with a dotted line to the Senior Tutor within the School | | | |
| Responsible for (Staff) | N/A | | | |
| Job Purpose Statement    To provide specialist and tailored coaching and personal skills development to support students to succeed academically, significantly contributing to an enhanced student experience and improved student outcomes. This post holder will proactively engage with students who may be at risk of leaving the University, through targeted and bespoke 1:1 support. This includes those who need support but may not necessarily reach out. For example, they may not be attending regularly. The post holder will work closely with colleagues to support transition, retention and progression amongst those students who are most at risk. In particular, they will work closely with specialist student services and the schools Senior Tutor to ensure timely, seamless support and effective case management for each identified student. They will work to an agreed set of KPIs focused principally on engagement and retention and positive student outcomes. | | | | |
| Key Responsibilities | | | | |
| 1. To offer support opportunities (drop-in appointments / group support) for all students within the school and to support the delivery of the Personal and Professional Skills Module working alongside the Senior Tutor and support services staff. 2. To proactively identify students at risk of leaving the University through the use of existing engagement and assessment data, through the generation of new data, referrals from support services, the senior tutor and those resitting or returning to study. 3. Intervene on a 1:1 basis to support good student outcomes. Initiate and maintain contact with students at risk, using a range of communications channels and build a trusted relationship with individuals. 4. Arrange regular sessions, providing students with a confidential space to discuss challenges and oversee ongoing bespoke pastoral and academic study skills and assessment support. 5. Explore and actively enable students to engage with a range of additional sources of university support or advice, as appropriate to the individual case, liaising with academic colleagues with the school and other specialist professional services staff to ensure effective referral and advice for students. 6. Maintain regular, ongoing 1:1 support session to monitor 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. Monitor and meet agreed KPIs, including attendance, attainment, pass rates and retention 7. 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 individuals at risk and share insights and trends, as appropriate, with colleagues across the University community to feed into improvements across academic and professional services teams. 8. 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 wrap around support. | | | | |

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| 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. |

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| 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 | |  |
| 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 |
| A Coaching Qualification (ILM Level 3+) | | D |
| 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 |
| 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 |
| Special Requirements: | | Essential/ Desirable |

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| 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 an enhanced level is a prerequisite for this role. | E |
| Core Competencies 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. | Level 1-3 |
| Communication  Adaptability / Flexibility  Customer/Client service and support  Planning and Organising  Continuous Improvement  Problem Solving and Decision-Making Skills  Managing and Developing Performance  Creative and Analytical Thinking  Influencing, Persuasion and Negotiation Skills | 3  2  3  2  2  3  2  2  3 |
| This Job Purpose reflects the core activities of the post. As the Department 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.  Should significantly changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose. | |
| Organisational/Departmental Information & Key Relationships | |
| The post holder will work closely within the School with Senior Tutors and Module Leads but also with staff from the Chief Student Office and across the wider University in student support roles to ensure an effective joined up approach. | |