

Post Details		Last Updated: 09/04/2026	
Faculty/Administrative/Service Department	Chief Student Officer's Directorate		
Job Title	Student Success Coach		
Job Family	Professional Services	Job Level	3
Responsible to	Student Outcomes and Transitions Manager		
Responsible for (Staff)	N/A		
<u>Job Purpose Statement</u>			
<p>The Student Success Coach plays a central role in fostering student engagement, wellbeing, and academic progression across academic schools. Working closely with the academic colleagues, and specialist support services, the postholder provides proactive, personalised, and data-informed support to help students thrive, overcome challenges, and successfully progress through their programme. The role combines 1:1 coaching, group support, early-intervention outreach, and ongoing case management to strengthen student belonging, attainment, and retention.</p> <p>The post holder will 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. The post holder will proactively engage with students, through targeted 1:1 support, bespoke group initiatives and the delivery of a Student Success personal and professional skills module.</p> <p>The post holder will work closely with teams across Surrey's pastoral ecosystem to support the continuation, completion and progression of all students. They will utilise available data to identify students at risk of withdrawal to proactively reach out and re-engage students and ensure timely, seamless support and effective case management for each identified student.</p>			
<u>Key Responsibilities</u>			
<ol style="list-style-type: none"> 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.

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.

The Student Success Department is committed to creating an actively inclusive environment for our staff and students. The post holder will be required to undertake regular self-development work to continuously improve and enhance their understanding of EDI, inequities in society and Higher Education and how to be an active bystander and ally.

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

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	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

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 The Student Success Department, is located in the Chief Student Officer's Student Life Directorate. The Student Success Department includes approximately 35 members of staff across two teams, Student Employability and the Widening Participation and Success Team.

The Chief Student Officer Directorate serves to provide a joined-up and effective service to students across their student journey at the University: from pre-enrolment to graduation. Supporting all student to thrive and succeed regardless of background or personal circumstance, ensuring equity of opportunity and experience across the student lifecycle, creating the condition to encourage a sense of belonging to the University of Surrey community.

Internally

- Student Employability
- Widening Participation & Success
- Student Wellbeing and Disability
- Student Experience
- Student and Academic Administration
- Academic Skills and Development
- Marketing and Communications
- Associate Heads of Education
- Senior Personal Tutors

Externally

- Students' Union Staff and Sabbatical Officers
- Industry Partners
- Alumni

