

Post Details		Last Updated: 30/07/2026		
Faculty/Administrative/Service Department	Faculty of Engineering and Physical Sciences - School of Mathematics and Physics			
Job Title	Outreach and Public Engagement Specialist			
Job Family	Professional Services	Job Level	Level 4	
Responsible to	Dr Noelia Noël, Principal Investigator and STFC Leadership Fellow in Public Engagement			
Responsible for (Staff)	No direct reports. Coordinates and mentors student volunteers, student researchers, early-career researchers and Engagement Champions contributing to the programme.			

Job Purpose Statement *This should be an accurate, concise, un-detailed statement (short paragraph) of what the post is and why the post exists in terms of its contribution or result e.g. improved student/staff experience, increasing University funds etc.*

To support the successful delivery of a three-year STFC Leadership Fellowship in Public Engagement, focused on inspiring young carers aged 8-16 to explore STEM and build science capital through space science. Working closely with the Principal Investigator, young carers and project partners, the postholder will support the co-creation, coordination and delivery of inclusive public engagement activities across the Fellowship's Engage, Equip and Embed strands. The postholder will coordinate workshops and partner communications, facilitate engagement activities, mentor volunteers and early-career researchers, and support data collection and evaluation. As the Fellowship progresses, the postholder will take increasing responsibility for leading the local and regional engagement programme across Surrey, Hampshire and Sussex.

Key Responsibilities *This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities (5 to 8 maximum)*

1. Coordinate the day-to-day delivery of the STFC Leadership Fellowship programme, translating the agreed project plan into an effective schedule of activities in collaboration with the Principal Investigator.
2. Work collaboratively with young carers, families, partner organisations and other stakeholders to co-create inclusive, accessible and engaging space-science and STEM activities.
3. Plan, organise and facilitate workshops, events and engagement activities across Surrey, Hampshire and Sussex, coordinating venues, schedules, resources, accessibility arrangements and participant communications.
4. Develop and maintain effective operational relationships with Action for Carers Surrey, Surrey NanoSystems, Get with the Program, schools, charities, community organisations and regional partners.
5. Support implementation of the Fellowship evaluation framework by coordinating attendance data, participant feedback, surveys, interviews, creative reflection activities and case studies, working with the Principal Investigator and the University Public Engagement Evaluation Specialist.
6. Support safeguarding-aware, inclusive and safe delivery by following University and partner procedures relating to safeguarding, consent, data protection, accessibility, risk assessment and health and safety, escalating concerns appropriately.
7. Coordinate, brief and mentor student volunteers, student researchers, early-career researchers and Engagement Champions so that activities are delivered consistently and to a high standard.
8. Maintain accurate operational records and contribute to activity resources, communications, case studies and the Inclusive STEM Engagement Toolkit, working with the Administrative Coordinator on bookings, procurement, travel, financial administration, safeguarding paperwork and reporting.

N.B. The above list is not exhaustive.

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

This section outlines some of the key elements of the role, which allow this role to be evaluated within the University's structure. It provides an overview of what is expected from the post holder in the day-to-day operation of the role.

Planning and Organising *Where does the work come from? What planning is required, how complex is the planning and over what timescale e.g. days/weeks/months/annually/longer?*

- Plan and coordinate a multi-site programme across the three-year Fellowship, balancing annual milestones with the detailed operational arrangements required for individual workshops, events and partner meetings.
- Manage competing requirements and availability across young carers, families, partner organisations, venues, schools, volunteers, researchers and University teams, adapting schedules while maintaining delivery quality and continuity.

Problem Solving and Decision Making *What types of problems or challenges are faced by the post holder and how are they solved? What kind of guidance is in place to support the problem solving process e.g. policies/procedures/protocols/legislation. You should detail the nature of the post holder's role in solving these problems, indicating whether the post holder thinks independently or in collaboration with others and how much freedom there is to provide solutions/make these decisions. You should also state what the impact of wrong decisions/judgement is and what happens in cases where the post holder is unable to find a resolution.*

- Resolve routine operational issues independently, including changes to schedules or venues, participant needs, accessibility requirements, volunteer availability, resources and adaptations required during delivery.
- Make decisions within agreed project plans and University policies. Safeguarding concerns, significant financial or reputational risks, or substantial changes to project scope must be escalated to the Principal Investigator or relevant University specialist. Poor judgement could affect participant wellbeing, partner confidence, project outcomes and the University's reputation.

Continuous Improvement *You should state whether the post holder is responsible for making any improvements within their area of responsibility, what level of improvement they may be required to make and what freedom they have to make those changes independently.*

- Use participant and partner feedback, evaluation evidence and reflective practice to improve activities, resources, communications and delivery processes throughout the Fellowship.
- Recommend and implement practical improvements within the agreed Fellowship aims, consulting the Principal Investigator where changes affect project scope, budget, safeguarding or strategic direction.

Accountability

What level of control has the post holder got for the achievement of their end results? How frequently does the post holder require supervision? What freedom do they possess to act with or without reference to guidance/procedures and/or supervision? Detail the discretion given to the post holder to direct resources, their answerability for the consequences of decisions and actions taken by themselves/their team and the impact. Detail the nature of the impact which the role exerts on end results and the area of the institution on which the role has impact.

- Accountable for the timely, safe, inclusive and professional coordination of assigned activities and for maintaining accurate operational records and communications. The role operates with day-to-day independence, supported by regular planning and review meetings with the Principal Investigator.
- The level of responsibility will increase across the Fellowship: Year 1 will focus on co-creation, pilots and evaluation development; Year 2 on leading regional workshop delivery, partner liaison and volunteer mentoring; and Year 3 on lead responsibility for the continuing local and regional programme while the Principal Investigator focuses on national dissemination, evaluation synthesis and legacy.

Dimensions of the role Dimensions describe the statistics relevant to the job. Where relevant, you should cover the operational, financial or staffing aspects of the role. Relevant factual, quantitative information that describes the scope of the role, e.g. number of staff directly/indirectly reporting to them, financial aspects (budgets, contract, cash handling etc. and approximate figures), approximate number and type of student/customers the job affects directly/indirectly should be given.

- Part-time role at 0.4 FTE, fixed term for 36 months, anticipated to run from October 2026 to 30 September 2029.
- Supports delivery across Surrey, Hampshire and Sussex and contributes to a programme aiming to engage approximately 300-500 young carers aged 8-16, train 60-80 researchers and educators, and develop 10-20 Engagement Champions.
- No direct staff reports. Coordinates and mentors volunteers, students and early-career researchers. Works alongside a 0.1 FTE Administrative Coordinator.
- The Principal Investigator retains responsibility for strategic direction, overall evaluation, funder accountability, national dissemination and the project budget.

Supplementary Information You may wish to include some information here that has not been captured in the other sections of the form, but still has a significant impact on the size of the job. This may include details such as for example the importance in some roles to influence, develop and change the motivation and behaviour of people.

- The programme works with young carers who may have significant caring responsibilities, accessibility needs or challenging personal circumstances. The postholder must build trusting and respectful relationships while maintaining appropriate professional and safeguarding boundaries.
- Travel across Surrey, Hampshire and Sussex and occasional evening or weekend work may be required. Flexible working or time off in lieu will be managed in accordance with University policy.

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		
Degree, equivalent professional qualification, or substantial relevant professional experience in public engagement, science communication, education, youth/community work, STEM engagement or a related area.		Essential
Relevant training or qualification in safeguarding, youth work, public engagement, project/event management or evaluation.		Desirable
Evidence of continuing professional development relevant to inclusive engagement, working with young people or programme delivery.		Desirable
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
Substantial experience of coordinating and delivering outreach, public engagement, educational or community activities for children or young people.	Essential	3
Experience of working collaboratively with external partners such as charities, schools, youth organisations, community groups or industry partners.	Essential	2
Knowledge and practical understanding of safeguarding, inclusive practice, accessibility, consent, risk assessment, data protection and appropriate professional boundaries.	Essential	2
Strong project and event coordination skills, including management of schedules, logistics, resources, records and multiple deadlines.	Essential	3
Experience of gathering feedback, supporting evaluation and communicating evidence clearly in reports, case studies or other formats.	Essential	2
Experience of co-creation, STEM or science engagement, volunteer coordination, or working with young carers or other underrepresented groups.	Desirable	2
Special Requirements:		Essential/ Desirable
Willingness and ability to travel to programme activities across Surrey, Hampshire and		Essential

Sussex and undertake occasional evening or weekend work.	
Satisfactory completion of the appropriate DBS check and willingness to undertake required safeguarding, health and safety, and data protection training.	Essential
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	2
Planning and Organising	3
Continuous Improvement	2
Problem Solving and Decision Making Skills	2
Managing and Developing Performance	1
Creative and Analytical Thinking	2
Influencing, Persuasion and Negotiation Skills	2
Strategic Thinking & Leadership	1
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. Should significant 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	
Background Information You should include a short statement on the background of the Faculty and/or the department in which the post holder will be operating. You may also wish to include any other useful information to an applicant e.g. why the project exists, what the strategy of the department is etc. The School of Mathematics and Physics is part of the University of Surrey's Faculty of Engineering and Physical Sciences and undertakes internationally recognised education and research across mathematics, physics and astrophysics. The School is committed to widening participation, inclusive education and meaningful engagement with communities beyond the University. This post supports the STFC Leadership Fellowship in Public Engagement, "Inspiring Young Carers to Explore STEM and Build Science Capital through the Lens of Space Science". The programme will work with young carers aged 8-16 and project partners to co-create accessible space-science activities, strengthen confidence and belonging in STEM, and build a nationally replicable model. Delivery will begin with pilots in Surrey, expand to Hampshire and Sussex, and culminate in national dissemination and an open-access Inclusive STEM Engagement Toolkit.	

Department Structure Chart Please highlight the post holder's role by right clicking and selecting format shape, selecting solid fill and 2nd shade of blue in list. Boxes can be added/removed by right-clicking and selecting add shape or cut. Font should be Frutiger LT Std 45 Light (max font size 10).

Head of the School of Mathematics and Physics



Dr Noelia Noël - STFC Leadership Fellow, Principal Investigator and Line Manager



OUTREACH AND PUBLIC ENGAGEMENT SPECIALIST - 0.4 FTE

Dotted-line working relationships: Administrative Coordinator (0.1 FTE); University Public Engagement Evaluation Specialist; project partners; student volunteers; early-career researchers; Engagement Champions.

Relationships This is not an exhaustive list of every relationship the post holder has, but is a brief description of those that play an important part in the post holder successfully carrying out the role. It should identify the significant internal and external relationships and contacts that the post holder has in their job and describe the overall purpose and nature of those relationships (i.e. exchanging information, negotiating, networking, etc.)

Internal

- Principal Investigator: regular planning, review, decision-making, risk escalation and monitoring against Fellowship objectives.
- Academics, researchers, students and Engagement Champions: briefing, coordination, mentoring and support for activity development and delivery.
- University professional services: liaison with Public Engagement, Widening Participation, EDI, Finance, Procurement, Communications, Safeguarding, Data Protection, Health and Safety and event administration teams.
- Administrative Coordinator and Public Engagement Evaluation Specialist: coordination of operational administration, compliance documentation and evaluation activity.

External

- Young carers and their families: co-creation, consultation, participation, feedback and development of safe, accessible and meaningful experiences.
- Action for Carers Surrey and other young-carer organisations: recruitment, safeguarding coordination, operational planning, participant support, evaluation and programme development.
- Surrey NanoSystems, Get with the Program, schools, charities, community organisations and venues: activity development, specialist input, logistics and local delivery.
- Regional and national public-engagement networks, including STFC and NCCPE communities: dissemination, sharing learning and supporting adoption of the programme model and toolkit.