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|                            | <b>Last Updated:</b> 16/6/26             |                                     |                                    |
| <b>Job Title</b>           | Religious Life and Belief Lead           |                                     |                                    |
| <b>Faculty/ Department</b> | Student Experience                       | <b>Legal Entity</b>                 | University of Surrey               |
| <b>Job Family</b>          | Professional Services                    | <b>Job Level</b>                    | 4                                  |
| <b>Reports To</b>          | Associate Director of Student Experience | <b>Line Manages (role title(s))</b> | Administrator, Volunteer Chaplains |

### **Job Statement**

The Religious Life and Belief Lead plays a central role in supporting the diverse faith, belief, and pastoral needs of students and staff across the University community. Working closely with and under the leadership of the Principal Chaplain, they help to deliver and coordinate the University's multi-faith provision, support the coordination of a team of volunteer chaplains, and promote inclusive dialogue and interfaith collaboration through events, festivals, celebrations and one-to-one support.

The post-holder will ensure the service contributes positively to the wellbeing, inclusion, and sense of belonging for all members of the University community.

### **Key Responsibilities** This is not designed to be a list of all tasks undertaken but the main responsibilities

1. Lead and support the leadership and coordination of the University Chaplains and volunteers in the delivery of high quality and safe pastoral support services. Ensure the diverse Chaplaincy team work effectively by organising regular team meetings, training sessions and professional development opportunities.
2. Work as part of the wider Student Experience team and in collaboration with the Principal Chaplain to develop activities and events designed to promote a cohesive and inclusive University community in which students and staff drawn from diverse religions and cultures flourish, work together and develop a sense of belonging.
3. Provide pastoral support to students and staff including during times of crisis or bereavement. Foster an open and inclusive environment for individuals to explore and express their beliefs and faith.
4. Promote interfaith dialogue and understanding within the university community. Collaborate with representatives from different religious and cultural groups to create a harmonious and respectful environment.
5. Assist in the coordination and facilitation of religious services, ceremonies, and rituals catering to the diverse needs and traditions represented within the university and have operational oversight of religious spaces.
6. Contribute to reporting on Religious Life and belief plans and activities, including evaluating its work, and identifying issues and trends arising from its work, to improve the service according to demand and evidence and contributing to metrics and annual reports.
7. Support the Principal Chaplain in ensuring that all activities conducted under the auspices of Religious Life and Belief comply with University policy and procedures and national legislation including safeguarding, GDPR and Equality Act 2010 including documentation, supervision and referral to appropriate services.
8. Assist in the coordination and maintenance of MOUs with sending institutions ensuring that an MOU is in place for each Chaplain, and any issues are escalated appropriately and act as a link between the University, Cathedral and Diocese of Guildford and develop relationships with other faith communities further in promoting collaboration between these institutions with special reference to joint activities.

**N.B. The above list is not exhaustive.**

### **Role Scope and Impact** This is a summary of the post holder's role in delivering outcomes, making decisions, and the complexity of problem-solving involved in the role.

#### **1. Accountability: Describe level of autonomy and decision making**

The role holder supports the effective service delivery of the Religious Life and Belief team, working under the leadership of the Principal Chaplain and with the support of the Associate Director of Student Experience. They contribute to delivering services that have an impact on the student experience.

The role holder is expected to work under the direction of the Principal Chaplain and the Associate Director of Student Experience on the development of Religious Life and Belief plans and activities,

including contributing to the evaluation of the team's work and helping to identify any issues and trends arising.

The Religious Life and Belief Lead and the team's activities will be guided by and underpinned by the Religious Life and Belief Governing Group, chaired by the Chief Student Officer (CSO).

The role holder will support the Principal Chaplain in ensuring the safe recruitment and management of Volunteer Chaplains through MOUs from sending institutions and, upon recruitment, in relation to training, DBS checks, documentation of cases and accurate and timely referrals to University support systems and statutory services.

The role holder will assist the Principal Chaplain in ensuring that the Chaplaincy team meets the University's statutory obligations to adhere to the Foreign Influence Registration Scheme (FIRS) and all other relevant regulatory requirements.

## 2. Problem solving:

The post-holder is expected to provide advice and solutions to routine day-to-day problems. Resolution for these issues will usually be found through referring to their previous experience of similar problems as a practicing cleric or pastoral advisor and through making reference to departmental policies and procedures.

The post holder is expected to suggest improvements to current working methods or systems, building upon their successes, challenging approaches that are less effective and advising the Director of Student Experience where there are specific issues which need to be addressed. They are expected to take a pro-active approach to identifying ways to address issues and to implement them under the guidance of the Principal Chaplain and or the Associate Director of Student Experience, where appropriate.

The post holder is expected to provide advice and solutions to sensitive situations, sometimes dealing with students or staff in distress. When dealing with particularly unusual or complex problems, the post holder is expected to put forward recommendations on managing the situation/problem to the Associate Director of Student Experience, with only the most complex of problems being referred to them for resolution.

### **Supplementary Information**

You may wish to include information that has not been captured in the other sections but has an impact on the size of the role e.g. number of staff indirectly reporting to the post holder, the budget they manage, number and type of students or customers the job affects directly/indirectly, key internal and external relationships\*.

The post holder has no budgetary responsibility

The role holder will be expected to regularly review and report at the Governing group (using data and student feedback) and develop the services provided by Religious Life and Belief to ensure they are meeting the needs of our diverse student body.

The Principal Chaplain identifies the need for new or replacement appointments; approaches the relevant faith community seeking nominations through the robust use of MOUs with Sending Institutions; and advises the University on the Chaplaincy's recommendation concerning those nominations. The role holder does not, however, intervene in the right of each faith community to freely choose a nominee to the University for including in the Chaplaincy network.

**Person Specification** This section describes the 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, HND, NVQ 4 qualified or equivalent in relevant subject/relevant formal training, plus a number of years' experience in similar or related roles.

Or: Significant vocational experience, demonstrating development through involvement in a series of progressively more demanding relevant work/roles, and the acquisition of appropriate professional or specialist knowledge

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| At least 4 years relevant experience in pastoral work in university or healthcare or in a senior voluntary sector role or in a religious parish or community OR evidence of progression and development gained through 5-6 years relevant work experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                 | E                               |
| <b>Technical Competencies (Experience and Knowledge)</b><br>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).<br>Level 1: basic level of understanding/experience and can apply it with guidance.<br>Level 2: good level of understanding/experience and can apply it with little or no guidance.<br>Level 3: expert level of understanding/experience and can apply, develop it and guide others.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 |                                 |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Essential/<br/>Desirable</b> | <b>Level<br/>1-3</b>            |
| Ability to relate well to all people regardless of faith or belief with empathy and sensitivity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | E                               | 3                               |
| To have the skills to build and maintain important relationships and managing key stakeholder relations with senior figures such as those leading faith communities, non-religious community figures, as well as alumni and wider community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | E                               | 3                               |
| Staff management experience                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | E                               | 2                               |
| Ability to work unsupervised and on own initiative                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | E                               | 2                               |
| Apply initiative and judgement to resolving problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | E                               | 2                               |
| <b>Special Requirements</b> This may include a Disclosure and Barring Service (DBS) check, regular overseas travel, driving licence, shift work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                                 |
| DBS check upon start and every 3 years                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 | <b>Essential/<br/>Desirable</b> |
| <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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                                 |
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| Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                 | 3                               |
| Adaptability and Flexibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                 | 3                               |
| Customer, Client service and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 | 3                               |
| Planning and Organising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                 | 2                               |
| Continuous Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                 | 2                               |
| Problem Solving and Decision Making Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 | 2                               |
| Managing and Developing Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 | 2                               |
| Creative and Analytical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 | 2                               |
| Influencing, Persuasion and Negotiation Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                 | 3                               |
| Strategic Thinking and Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 | 2                               |
| This Job Purpose outlines the core activities of the role. As the Department/Faculty and the post holder evolve, the duties and focus of the role may change. The University expects the post holder to adopt a flexible approach to work, including undertaking relevant training when necessary. If significant changes to the Job Purpose are required, the post holder will be consulted, and the changes will be reflected in a revised Job Purpose.<br><b>All staff are expected to:</b> <ul style="list-style-type: none"> <li>Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy.</li> <li>Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students.</li> <li>Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions.</li> <li>Contribute towards broader university initiatives that have a positive impact on student experience, recruitment and campus operations. This may include participation in cross-functional activities such as open days, confirmation and clearing, welcome week, graduation.</li> <li>Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role.</li> </ul> |                                 |                                 |

- 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:**

- All staff have a statutory responsibility to take reasonable care of themselves and others and to prevent harm by their acts or omissions. All staff are, therefore, required to adhere to the University's Our Safety Policy Statement and associated Procedures.

## Organisational/Departmental Information & Key Relationships

### Background Information

The post holder will be part of the Student Experience which is located within the Chief Student Officer Directorate. The Directorate serves to provide a joined-up and effective service to students at every stage of their journey at the University: from application to graduation, with excellent student experience as its primary focus.

The post holder will work closely with many of the staff across the Directorate to ensure this joined-up approach, as well as other internal stakeholders, most notably the Student Events and Communities team.

### Department Structure Chart

