

| Last Updated: 11 <sup>th</sup> June 2026 |                                                     |                                     |                      |
|------------------------------------------|-----------------------------------------------------|-------------------------------------|----------------------|
| <b>Job Title</b>                         | EDI Specialist and Charters Lead                    |                                     |                      |
| <b>Faculty/ Department</b>               | Equality, Diversity and Inclusion / Human Resources | <b>Legal Entity</b>                 | University of Surrey |
| <b>Job Family</b>                        | Professional Services                               | <b>Job Level</b>                    | 4                    |
| <b>Reports To</b>                        | Head of EDI                                         | <b>Line Manages (role title(s))</b> | n/a                  |

### **Job Statement**

The EDI Specialist and Charters Lead will play a pivotal role in delivering the University's equality charters including on the Race Equality Charter (REC) renewal submission and the Athena Swan Gender Equality Charter renewal. Working within the Equality, Diversity and Inclusion (EDI) Team and with members of the REC and Athena Swan Implementation Teams, the position will coordinate the collection, analysis and presentation of data, working collaboratively with academic and professional services teams to ensure evidence-based, inclusive and impactful applications. This includes providing expert advice and guidance to academic Schools in the development of their Athena Swan submissions, building local capability and ensuring alignment with institutional priorities and best practice.

The post holder will engage stakeholders at all levels and contribute to the development and refinement of actionable strategies that foster a culture of equity and inclusion. This position will also provide specialist EDI advice and contribute to strategic delivery of EDI training across the University. It is critical to the success of our EDI Plan 2030, demonstrating our commitment to addressing inequalities and embedding sustainable change within our university.

### **Key Responsibilities**

1. **Project Leadership:** Lead the planning, coordination and delivery of the University's Race Equality and Athena Swan Charter renewal submissions by developing and managing a detailed project plan, ensuring milestones are met to a high standard. Monitor progress throughout the project, proactively identifying risks and implementing effective mitigation strategies to ensure timely and successful submissions.
2. **EDI Charter Framework Adherence:** Ensure all documentation, evidence and outputs meet the REC and Athena Swan framework requirements and deadlines.
3. **Data Analysis and Evidence Gathering:** Work collaboratively with relevant teams (Strategic Planning and HR Systems) to collect, analyse and interpret quantitative and qualitative data, ensuring it is robust and charter-aligned. Present data clearly, accessibly and impactfully to communicate and evidence key issues, demonstrate progress and support a compelling and coherent submission narrative.
4. **Stakeholder Engagement:** Build and maintain strong relationships with staff, students and external partners to ensure broad, inclusive engagement in the charters process; facilitating focus groups, workshops and consultations to capture lived experience and feedback. Contribute to the delivery of EDI Learning and Development across the University.
5. **School-level Athena Swan Support:** Provide specialist advice, guidance and support to academic Schools in the development of Athena Swan submissions, including interpreting framework requirements, supporting data analysis and action planning, and building local capability to deliver high-quality, sustainable equality interventions.
6. **Advice and Communications:** Provide expert advice and clear communications on EDI requirements, best practice, progress and institutional commitments - including briefing and presenting to senior leaders and EDI governance committees and responding to Freedom of Information requests.
7. **Writing and Submission:** Draft, edit and finalise the institutional Race Equality Charter and Athena Swan submissions in line with Advance HE's criteria, ensuring a clear, coherent and evidence-based narrative. Coordinate and quality-assure contributions from multiple authors, ensuring a high standard submission with strong alignment to institutional priorities.
8. **Action Planning:** Work closely with the EDI Team to develop and refine robust, evidence-based and measurable equality action plans and responsive to identified gaps and challenges. Ensure actions are embedded within university strategies and that effective systems are in place to monitor, evaluate and report progress against equality objectives.

**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

The postholder will be accountable for leading and coordinating the delivery of the University's Equality Charter renewal submissions, with responsibility for the quality, coherence and timeliness of all related activity. Operating with a high degree of autonomy and independence, they will manage the day-to-day delivery of the submission process, including data gathering, stakeholder engagement, risk management and progress reporting. The post holder will follow established guidance available from Advance HE and equality frameworks and will work collaboratively with University implementation teams. The post holder will understand the standard required at institutional level and sector best practice, and align this with resources and approaches at Surrey. Ultimate decision-making authority will rest with the Director of Organisational Development, Culture and EDI and the Head of EDI, to whom the postholder will provide expert advice, recommendations and assurance, escalating key issues as required and supporting informed strategic decision-making.

### 2. Problem solving

The postholder will be responsible for resolving a wide range of operational and analytical issues arising during the Equality Charter submission process, applying sound judgement within the clear procedures, guidance and expectations set out in the Charters framework. They will be expected to interpret charters guidance, identify appropriate solutions to data, engagement or narrative challenges, and recommend options to address emerging risks or gaps. More complex or strategic issues, or those requiring deviation from established guidance, will be escalated to the Director of Organisational Development, Culture and EDI and the Head of EDI, ensuring alignment with institutional priorities and agreed decision-making authority.

### Supplementary Information

The post holder has no budgetary responsibility. They will interact with a range of internal stakeholders including staff and students to ensure that the Charter submissions are collaborative and authentic pieces of work which will advance equality at Surrey and inclusion more generally.

The post holder will report to the Head of Equality, Diversity and Inclusion.

**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 in a relevant specialist subject, plus several years relevant experience<br>OR<br>Significant vocational experience, demonstrating development through the acquisition of appropriate specialist knowledge and involvement in a series of progressively more demanding/relevant work/roles.                                                                                                                                                                                                            |                                 | E                    |
| <b>Technical Competencies (Experience and Knowledge)</b> 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 work collaboratively with colleagues and staff from a broad range of disciplines both academic and professional services                                                                                                                                                                                                                                                                                                                                                                                                 | Essential                       | 3                    |
| Experience of Project Management/project co-ordination with excellent administrative and organisational skills                                                                                                                                                                                                                                                                                                                                                                                                                      | Essential                       | 3                    |
| Quantitative data presentation and analysis skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Essential                       | 3                    |
| Understanding and demonstrable commitment to equality issues                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Essential                       | 2                    |

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| Knowledge of University Equality Charters                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Essential | 3                |
| Research experience in science/social science/human resource areas or researcher development                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Desirable | n/a              |
| Experience of using HR/ staffing and/or student databases and systems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Desirable | n/a              |
| <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 and Flexibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           | 2                |
| Customer, Client service and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |           | 2                |
| Planning and Organising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |           | 3                |
| Continuous Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           | 2                |
| Problem Solving and Decision-Making Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |           | 3                |
| Managing and Developing Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           | 1                |
| Creative and Analytical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |           | 3                |
| Influencing, Persuasion and Negotiation Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           | 2                |
| Strategic Thinking and Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |           | 1                |
| <p>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.</p> <p><b>All staff are expected to:</b></p> <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> <li>Undertake such other duties within the scope of the post as may be requested by your Manager.</li> <li>Work supportively with colleagues, operating in a collegiate manner at all times.</li> </ul> <p><b>Help maintain a safe working environment by:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> |           |                  |
| <b>Organisational/Departmental Information &amp; Key Relationships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |           |                  |

### **Background Information**

The EDI Specialist and Charters Lead sits within the Equality, Diversity and Inclusion team and plays a key role in advancing the University's equality agenda through a blend of specialist expertise, strategic delivery, and internal consultancy. The role works closely with colleagues across faculties, professional services, and senior leadership to build strong, collaborative relationships that support the integration of equality, diversity and inclusion across all areas of the institution.

A core aspect of the role is to lead the development of major equality charter submissions, including the Race Equality Charter and Athena Swan. This involves working in partnership with a wide range of stakeholders to gather evidence, develop action plans, and ensure that charter activity is aligned with and embedded within wider institutional priorities.

The post holder also acts as a trusted EDI advisor, providing expert guidance to inform decision-making, policy development, and inclusive practice across the University. In addition, the role contributes to building organisational capability through the strategic design and delivery of EDI training and interventions, supporting colleagues to embed inclusive approaches in their work. This work is central to delivering the EDI Plan 2030 and strengthening the University's commitment to a culture of inclusion, belonging, and excellence.

### **Department Structure Chart**

