

| Post details                              | Last updated: 20/08/2026            |           |   |
|-------------------------------------------|-------------------------------------|-----------|---|
| Faculty/Administrative/Service Department | Advancement                         |           |   |
| Job Title                                 | Alumni Engagement Coordinator       |           |   |
| Job Family                                | Professional Services               | Job Level | 3 |
| Responsible to                            | Senior Advancement Services Manager |           |   |
| Responsible for (Staff)                   | N/A                                 |           |   |

### Job purpose statement

The role of Advancement is to work with the academic community to engage alumni, friends, companies and trusts in support of the University. We are responsible for sustaining a lifelong relationship with our worldwide alumni community of over 160,000 graduates in 186 countries, maintaining lasting engagement, raising funds and encouraging volunteering to support the University's corporate strategy.

Within Advancement, the Alumni and Supporter Engagement Team delivers a full suite of engagement activities nationally and internationally which include: fundraising, communications, events and volunteering opportunities, to encourage alumni and supporters to engage with the University and build a long-term connection between the University and its alumni.

The Alumni Engagement Coordinator works to maintain a lifelong connection with our graduates through delivering an extensive programme of both broad and targeted communications to alumni and supporters of the University. The post holder will contribute to a portfolio of communications projects working across a range of channels to engage specific audiences, championing University and Advancement objectives and messaging, yet also reflecting alumni/supporter preferences and interests.

Imagination and creativity, aligned with an efficient and planned approach, together with the ability to build good networks to source engaging content from both within the University and externally, are key requirements of this role.

### Key responsibilities

- To deliver the communications plan for the Advancement team, which supports annual giving, volunteering and major gifts strategies to galvanise engagement and support.
- To produce a suite of communications tools and resources to support the work of the Advancement team such as PowerPoint templates, email templates, case for support templates, film and photographic briefs, recorded interviews, social media templates.
- To contribute to the delivery of our annual magazine for alumni and supporters – Forever Surrey – to ensure that the content has the right tone and balance of interesting and engaging content which is consistent with the priorities of the University and the Advancement team.
- To contribute to the delivery of comms for our award-winning Pioneers audience segment, to ensure that the content has the right tone, balance of interest, and is engaging and relevant to that audience. This can include content creation, working with freelancers, design management, photo research/briefing, handling sign-off, managing data requests, mailing house and print management and evaluation.
- To coordinate and produce the monthly e-newsletter 'Forever Surrey E-news' and specific supporter e-communications, including content collation, data segmentation requests as required and evaluation.
- To refresh web content and ensure online material compliments other forms of comms.
- To work with students to create unique video content for social media to promote and support the Forever Surrey Fund
- To oversee the alumni communications calendar, ensuring that each communication is targeted, timely and consistent in terms of messaging. This involve working with each team member to plan their

communications requirements and scheduling, to achieve maximum reach and reporting back on successes to ensure future communications are effective.

**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**

- The post holder's schedule will be determined by the ongoing programme of activity within the office and the requirements of the alumni and other audiences, together with new incoming priorities. They will be required to meet agreed timeframes and appropriate deadlines.
- On a daily basis, the post holder will need to demonstrate initiative and flexibility in the arrangement of their work priorities. This will include successfully managing any conflicting demands, possessing a basic awareness of the options available and being able to make effective and appropriate decisions.

**Problem solving and decision making**

- Operating within the guidance given from the Senior Advancement Services Manager, the post holder will work both independently and as part of the wider team.
- The post holder will be expected to address problems and issues through the interpretation of custom and practice, referring more complex issues to their line manager.
- They will also be expected to use initiative and judgement in dealing with individual enquiries, monitoring feedback and suggesting and implementing improvements to the service provided, under the guidance of their manager.

**Continuous improvement**

- The post holder will add to the established processes and procedures in regards to communications activities and make necessary improvements as their role develops.
- They are required to exercise sound judgement and demonstrate initiative in terms of ensuring requirements of the department are implemented effectively and that they are maintained in accordance with standards set by university policy, procedures and legislation.

**Accountability**

- The post holder will work with limited guidance and general instructions from more senior colleagues, exercising discretion and judgement when addressing and resolving daily problems or issues on a wide range of routine matters.

- The post holder will be responsible for the delivery of several key communication projects. They must demonstrate strong written skills and must have excellent attention to detail. They must be able to communicate with internal and external contacts of all levels.

#### Dimensions of the role

This post holder may supervise temporary staff and contractors in terms of messaging, handling social media, creating and evaluating communication campaigns, content generation and other communications techniques.

#### Supplementary information

The post holder will be required to have some degree of flexibility in terms of working outside of normal office hours due to the nature of the post.

**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

Professionally qualified with a relevant degree/postgraduate qualification, plus broad demonstrable experience in similar or related roles

Or:

Substantial vocational and relevant experience demonstrating ability in an appropriate professional or specialist area, and success in similar or related roles, supported by evidence of significant appropriate specialist knowledge.

E

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**

Experience in creating engaging content to engage audiences – email, web content, magazines, case for support briefs, press releases, social media content, video briefs.

E

2

Experience of implementing communications campaigns ensuring that the correct channel mix is used to maximise engagement.

D

2

Experience of managing external agencies including designers, printers, data agencies, video producers and mailing houses.

D

2

Experience of planning and progressing a work plan using own initiative and judgement and analytical and problem-solving skills to develop individual elements and to prioritise workload.

D

2

Comprehensive knowledge of MS Office and managing social media channels.

D

2

Digital tools such as video editing, using Canva to produce graphics

E

2

Understanding of digital marketing techniques, such as social media advertising, to maximise engagement

D

2

#### Special requirements:

**Essential/  
Desirable**

Prepared to work outside regular office hours to assist at occasional events.

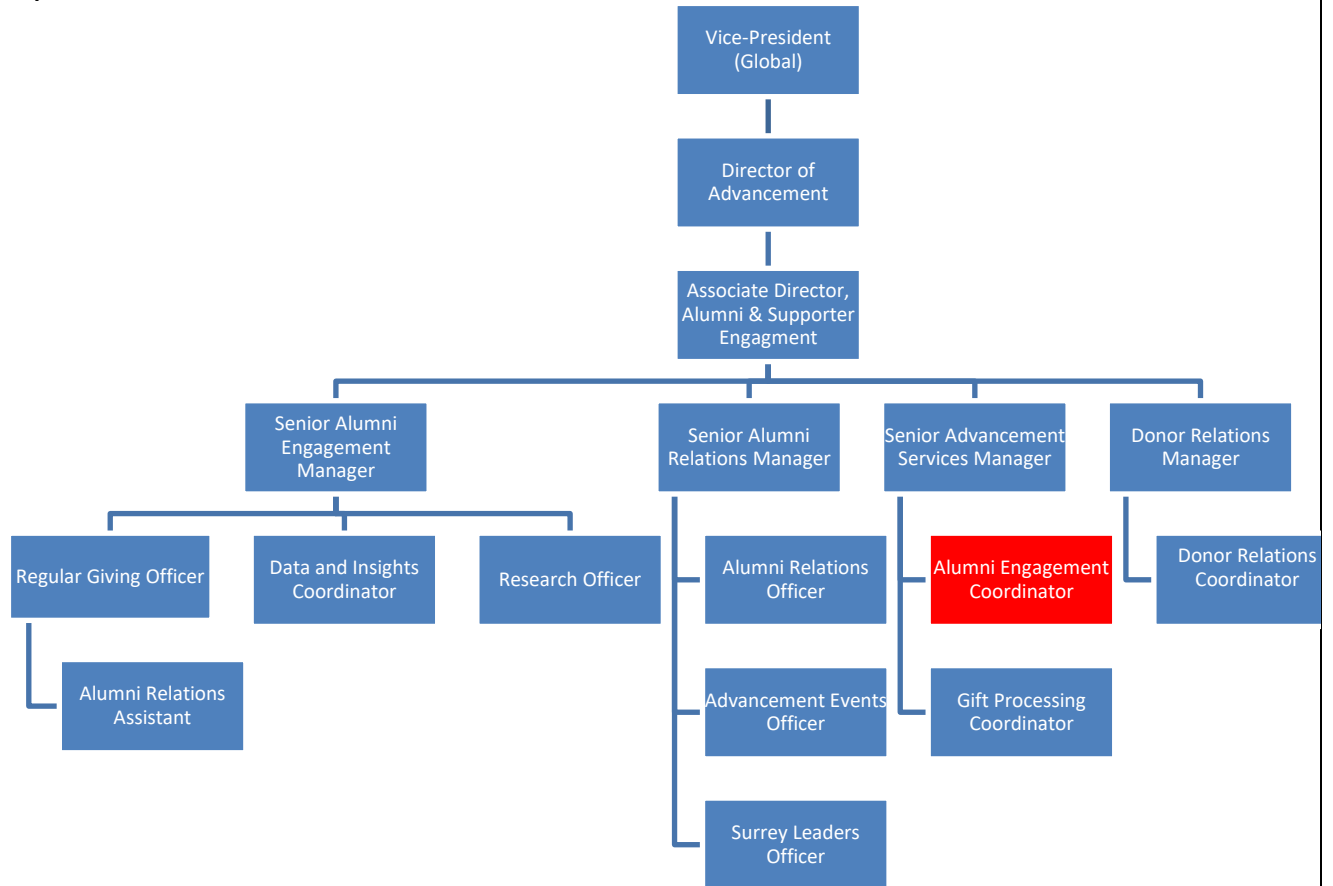
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Core Competencies This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade.

Level  
1-3

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|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Communication                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 3   |
| Adaptability / Flexibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2   |
| Customer/Client service and support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2   |
| Planning and Organising                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2   |
| Continuous Improvement                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 2   |
| Problem Solving and Decision-Making Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 2   |
| Managing and Developing Performance                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | n/a |
| Creative and Analytical Thinking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 2   |
| Influencing, Persuasion and Negotiation Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 2   |
| Strategic Thinking & Leadership                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | n/a |
| <p>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.</p> <p>Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose.</p>                                                                                                                                                                                                                                                                                                                                              |     |
| <b>Organisational/Departmental Information &amp; Key Relationships</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |     |
| <p><b>Background information</b></p> <p>The role of the University's Advancement team is to build and maintain connections with our Alumni and to help secure philanthropic support for the University. We are responsible for sustaining a lifelong relationship with our worldwide alumni community of over 160,000+ graduates and raising funds to support students and the University's research and teaching activities.</p> <p>The team works in partnership with academic and professional colleagues throughout the University to build enduring relationships with external constituencies – including alumni, non-alumni, corporate and foundation donors – and to increase financial support for agreed academic priorities.</p> <p>The Advancement team culture is professional, collaborative and customer service focused, and values transparency, flexibility, proactivity, integrity, respect, tenacity, motivation and commitment.</p> |     |

### Department structure chart



### Relationships

#### Internal

- The post holder will have contact with the offices of senior staff within the University
- The post holder will have frequent contact with senior staff in the Faculties (including Deans, Heads of School and administrators).
- The post holder will liaise with and build relationships with staff from professional services departments.
- The post holder will work closely with the marketing and communications team to make the most of wider opportunities.
- The post holder will have contact with students and the Students' Union, as appropriate.

#### External

- The post holder will liaise with external suppliers. This interaction will be both in person and via various methods of communication.
- The post holder will liaise with consultants, suppliers and contractors on behalf of the wider Advancement team.