

Job Description

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| Job Title | Careers Leader |
| Grade/Salary | Grade 7, Scale Range 18 – 23 |
| Reporting to | Assistant Headteacher |

Job Purpose

- To provide key information, advice and guidance to students in Key Stage 3 and Key Stage 4 in order to help them make realistic and informed choices about future education, training and work.

Key Responsibilities and Accountabilities

Specific to the role

- Interview and provide guidance for students in both KS3 and KS4 on a one-to-one and/or small group basis.
- Provide additional support for students identified as at risk of being NEET, through building aspirations and practically through application and interview preparation.
- Provide information, advice and guidance about careers, education, employment, training and student finance either directly or in partnership with external partners.
- Work with and establish external partnerships to ensure that the school offers a comprehensive careers package.
- Assist students in gaining the skills required to increase their chances of successful transition from secondary education to higher education, training and employment.
- Prepare students for the Year 9 Options process to ensure that careers plans are considered and students are on the right courses.
- Work with individual students to action plan for further education and training and support them to achieve their goals.
- Support the school's wider curriculum work in Ethics & Character and develop student's manners and etiquette in a careers context.
- Encourage and implement the appropriate use of online resources within planned careers lessons.
- Present information at Open Evening's, Parents/Carers Evenings and other events where appropriate.
- Liaise with the school SENCo, and Trust Director of Safeguarding & Inclusion in supporting the transition of vulnerable students and those with additional needs.
- Facilitate group, one-to-one sessions for students or present to wider groups where appropriate.
- Assist with the planning and organisation of careers fairs and conventions – both internally and externally and contribute to the development of the wider co-curricular offer.

- Keep up-to-date with labour market information, legislation and professional and academic developments by visiting employers, training providers and any events run by professional bodies.
- Contribute to the development of a work experience programme by engaging stakeholders and building a portfolio of business links.
- Track and monitor the progression of Year 11 into further and higher education, training and employment and contribute to the development of an Alumni group to provide further links.
- Plan external trips and visits to promote aspiration and develop cultural capital.
- Produce careers information and guidance through online and hard copy literature, and visual displays in school.
- Organise presentations by speakers from the world of work, universities and other vocations.
- Develop incentives and initiatives which actively encourage pupils to sign up to the school careers service.
- Encourage the training of school staff to promote careers guidance to their students.
- Provide an open-door service for students to drop in and discuss their options.
- Develop a network of specialist partners in order to provide guidance on specific careers and other post-16 pathways.

School ethos and culture

- To be a high visible presence around the school ensuring that the school's high standards are met.
- Act as a positive role model to staff and students, communicating the highest expectations of behaviour, attendance and punctuality.
- To demonstrate a commitment to equality of opportunity for all members of the school community.
- Maintain the school culture and ethos that is committed to achievement for all.
- Implement and reinforce a consistent behaviour for learning policy and system of rewards, characterised by consistent, orderly behaviour and caring/respectful relationships.
- Develop and maintain strong partnerships and ensure regular and productive communication with parents/carers.

Curriculum

- To co-ordinate a careers curriculum provision as necessary.

Responsibilities for People

- To ensure that all staff (tutors, teachers and leaders) are familiar with the aims and objectives of the school's careers vision.
- To ensure effective communication/consultation as appropriate with the parents of students and other relevant stakeholders.
- To liaise as appropriate with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.

- To promote teamwork and to motivate staff to ensure effective working relationships.

Performance Management and Review

- Objectives and professional development plans will be balanced between the Trust, personal and school-focused objectives and will be formally agreed with your line manager at the start of the review period. Ongoing support and monitoring will be provided through regular 1:1s, peer support, and external mentoring or CPD where required.
- The annual appraisal process will be used to assess performance against agreed objectives and professional development plans in accordance with the Trust Policies and Procedures.

Core Responsibilities and Duties

- Promote high standards of personal and professional conduct in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with policies and procedures relating to child protection, financial regulations, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Be prepared to provide additional support to the Central Trust or other schools of the Trust if required.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Be proactive in seeking appropriate advice and guidance where required.

Other Duties and Responsibilities

- Promote high standards of personal and professional conduct and integrity in accordance with the Trust Employee Code of Conduct.
- Be aware of and comply with Trust policies and procedures including child protection, financial regulations, health, safety and security, confidentiality and data protection.
- Contribute to the overall vision and values of the Trust.
- Appreciate and support the role of other professionals.
- Work effectively as part of a team and attend and participate in relevant meetings as required.
- Be flexible and willing to work between different sites across the Trust as required.

The duties and responsibilities highlighted in this Job Specification are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

Person Specification

| No. | Categories | Essential or Desirable | Assessed by: | |
|---------------------------------|---|------------------------|--------------|-------------------|
| | | | App Form | Interview or Task |
| Qualifications | | | | |
| 1. | GCSE A* - C / 9 - 4 in English and Maths or equivalent. | E | ✓ | |
| 2. | QCF Level 6 Diploma in Career Guidance and Development and/or a Post graduate Diploma in Careers Guidance. | E | ✓ | |
| Experience and Knowledge | | | | |
| 3. | Evidence of continuous professional development. | E | ✓ | ✓ |
| 4. | Experience of working with a wide range of people, including young people. | E | ✓ | ✓ |
| 5. | Experience of planning and delivery of group sessions. | E | ✓ | ✓ |
| 6. | Taking accountability for the leading and success of an initiative, implementing changes and improvements. | E | ✓ | ✓ |
| 7. | Experience of delivering careers support from Year 7 to 11 with the proven ability to motivate, inspire and empower young peoples' career choices. | E | ✓ | ✓ |
| 8. | Knowledge and understanding of relevant statutory guidance pertaining to CEIAG. | E | ✓ | ✓ |
| 9. | A working understanding of the full range of career opportunities for students, including apprenticeships, education, employment, training and student finance. | E | ✓ | ✓ |
| 10. | Excellent knowledge and an understanding of careers and the labour market. | E | ✓ | ✓ |
| 11. | Knowledge of universities, subject choices, non-academic career choices, gap years and volunteering. | D | ✓ | ✓ |
| 12. | Experience of leading a team. | D | ✓ | ✓ |
| Abilities and Skills | | | | |
| 13. | Work effectively both as a leader and as a member of a team. | E | ✓ | ✓ |
| 14. | Initiate, lead and manage change. | E | ✓ | ✓ |
| 15. | Prioritise, plan and organise. | E | ✓ | ✓ |
| 16. | Direct and co-ordinate the work of others. | E | ✓ | ✓ |
| 17. | Set high standards and provide a role model for pupils and staff. | E | ✓ | ✓ |
| 18. | Deal sensitively with people and resolve conflicts. | E | ✓ | ✓ |

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| 19. | Seek advice and support when necessary. | E | ✓ | ✓ |
| 20. | Prioritise and manage own time effectively. | E | ✓ | ✓ |
| 21. | A commitment to an open and collaborative style of management. | E | ✓ | ✓ |
| 22. | Communicate the vision of the school in relation to the development of the local community. | E | ✓ | ✓ |
| 23. | Negotiate and consult fairly and effectively. | E | ✓ | ✓ |
| 24. | Build relationships with key stakeholders. | E | ✓ | ✓ |
| 25. | Ability to communicate to a range of audiences. | E | ✓ | ✓ |
| 26. | Chair meetings effectively. | E | ✓ | ✓ |
| 27. | Communicate effectively orally and in writing to a range of audiences. | E | ✓ | ✓ |
| 28. | Motivate all those involved in the delivery team. | D | ✓ | ✓ |
| 29. | Liaise effectively with other organisations and agencies. | D | ✓ | ✓ |
| 30. | Develop, maintain and use an effective network of contacts. | D | ✓ | ✓ |
| 31. | Make decisions based on analysis, interpretation and understanding of relevant data and information. | E | ✓ | ✓ |
| 32. | Demonstrate good judgement. | E | ✓ | ✓ |
| 33. | Think creatively and imaginatively to anticipate, identify and solve problems. | D | ✓ | ✓ |
| 34. | A commitment to inclusive education. | E | ✓ | ✓ |
| 35. | Evident enjoyment in working with young people and their families. | E | ✓ | ✓ |
| 36. | Empathy in relation to the needs of the school and the local community. | E | ✓ | ✓ |
| 37. | Ability to inspire confidence in staff, pupils, parents and others. | E | ✓ | ✓ |
| 38. | Adaptability to changing circumstances/new ideas. | E | ✓ | ✓ |
| 39. | Reliability, integrity and stamina. | E | ✓ | ✓ |
| 40. | Personal impact and presence. | E | ✓ | ✓ |
| 41. | Work under pressure and to deadlines. | E | ✓ | ✓ |
| 42. | Vision, imagination and creativity. | D | ✓ | ✓ |
| 43. | A commitment to professional development. | D | ✓ | ✓ |