



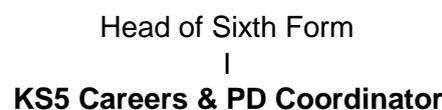
## KS5 CAREERS & PERSONAL DEVELOPMENT COORDINATOR

<b>RESPONSIBLE TO:</b>	Head of Sixth Form
<b>SCHOOL:</b>	Thomas Alleyne Academy, High Street, Stevenage, Herts SG1 3BE
<b>GRADE:</b>	L5: £30,024-£32,597 (FTE)
<b>CONDITIONS:</b>	37 hours per week, 41 weeks per annum Term Time + 10 days including August GCSE results/ enrolment day and A-Level results day

### PURPOSE OF POST:

- To act as a pivotal figure in the Sixth Form team, working under the guidance of The Head of Sixth Form to champion student success.
- Provide holistic support—covering academic progress, pastoral welfare, and future transitions—ensuring every student is empowered to achieve their full potential in a safe and ambitious environment.
- Contribute to the safeguarding and promotion of the welfare and personal care of children and young people with regard to the *Keeping Children Safe in Education* agenda and Area Child Protection Procedures.

### ORGANISATION CHART:



### PRINCIPAL RESPONSIBILITIES:

#### 1. Academic Progress & Coaching

- Conduct regular 1-to-1 coaching sessions with students to set targets, monitor progress, and develop reflective learning practices.
- Maintain accurate coaching logs and performance records to evaluate the impact of interventions.
- Provide constructive feedback to learners regarding their achievement, under the Direction of the Head of Sixth Form.
- Supervise the sixth form work space in timetabled slots.



## **2. UCAS & Post-18 Transitions**

- Lead the administration of the UCAS application process, including Student Finance and Apprenticeship pathways.
- Manage the admin for the UCAS process and stay current with UCAS developments through annual training.
- Support students with practical transition skills, including CV writing, personal statements, and interview preparation.

## **3. Enrichment & External Partnerships**

- Design and coordinate a cost-neutral Enrichment Programme, sourcing high-quality keynote speakers and bespoke external opportunities.
- Liaise with stakeholders and external agencies to provide students with work-related guidance and unique learning experiences.
- Organise and oversee promotional events to celebrate and market the Sixth Form.

## **4. Pastoral Care & Safeguarding**

- Actively implement the school's commitment to the safety and welfare of young people, reporting all concerns to the designated leads.
- Manage the administration and meetings associated with the 16-19 Bursary Fund, ensuring financial support reaches those in need.
- Foster an inclusive environment where all learners have equal access to opportunities.

## **5. Administration & Operations**

- Support the Key Stage 5 admissions and enrolment process, including crucial attendance during August results periods.
- Provide administrative and operational support for the consortium arrangements.
- Liaise sensitively with parents/carers regarding student progress and wellbeing.
- Supervise students on educational visits and out-of-school activities as required.
- Provide admin support for the Head of Sixth Form.
- Provide support for the school's attendance processes.
- Other administrative tasks required at the request of the Head of Sixth Form

### **DIMENSIONS:**

**Supervisory management:** NA

**Financial resources:** Yes -Bursary applications and payments

**Physical resources:** NA

**Other:** NA

### **Physical effort:**

Operation of standard office equipment to include personal computers, photocopiers, and telephones.

**Working environment:** Office / classroom environment



## Safeguarding Children

### **Context:**

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focusing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006. Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Applicants are required to declare all unspent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applications will not be refused posts because of offences, which are not relevant to and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, detailed above, will result in dismissal or disciplinary action by the Trust.

**Disclosures are handled in accordance with the DBS Code of Practice, which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

*The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.*

*CVs will not be accepted for any posts based in schools.*



## PERSON SPECIFICATION: KS5 Careers and Personal Development Coordinator

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E): without which a candidate would be rejected

Desirable (D): useful for choosing between two good candidates

Please make sure, when completing your application form, that you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How measured
<b>Experience</b>	Working with young people (16-19) in an educational or coaching setting.	1, 2, 3	Experience managing UCAS or post-18 transition cycles.	1, 2
<b>Skills and Abilities</b>	<p>Able to communicate with colleagues, parents, pupils and senior managers.</p> <p>Able to follow procedures and guidelines.</p> <p>Able to maintain accuracy written work and in record keeping, both hardcopy and electronic.</p> <p>Ability to work on own initiative and make decisions</p> <p>Ability to work under pressure.</p> <p>Ability to develop good working relationships with staff, pupils and visitors.</p> <p>A firm but fair attitude to pupils.</p> <p>Able to organise own time to meet individual work schedules.</p> <p>Able to work positively as a member of a team.</p>	<p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1, 2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p> <p>1,2</p>	<p>To hold a current driving licence and have access to a vehicle and be prepared to use the vehicle when required</p> <p>Excellent communication, organisation, and the ability to build rapport with teenagers.</p>	<p>1,2</p> <p>1, 2</p>



<b>Equality Issues</b>	Able to recognise some forms of discrimination, which commonly exist.	1,2		
<b>Education and Training</b>	Level 3 qualifications or equivalent experience	1,2	CIAG qualifications	
	Grade 5-9 (C-A equivalent) grades in English and Maths GCSE.	1,2	Level 4+ qualifications	
	Numeracy – able to add, subtract, multiply and divide, and reconcile figures.	1,2	Word processing, database and spreadsheet skills	
	Literacy – able to write straight forward reports and read and comprehend written information. Willingness to learn and undertake professional development.	1, 2		
<b>Other requirements</b>	Willingness to adjust working arrangements to suit service as needed.	1,2		
	Willingness to be flexible in tasks undertaken.	1,2		
	Willingness to undertake training.	1,2		

1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise

We will consider any reasonable adjustments under the terms of the Equality Act 2010, to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Chiltern Learning Trust and the School's policies are reflected in all aspects of his/her work, in particular those relating to:

- i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018) & General Data Protection Regulation (2018)
- (iv) Code of Conduct