



Aylesbury High School | #AHSWalksTall

Developing uniquely talented young adults, who are independent, strong and confident

CAREERS AND NEXT STEPS LEAD

THE SCHOOL

Aylesbury High School (AHS) is a forward-thinking girls' grammar school that values both academic and pastoral excellence and co-curricular opportunities with the vision of developing uniquely talented young adults, who are independent, strong and confident

We create a welcoming environment which draws the very best from all in our community. Achieved by providing an ambitious education that stimulates creative and critical thinking, values diversity and facilitates dynamic personal development.

The AHS values are Boundless Aspiration, Resilient Bravery, Curious Engagement and Selfless Generosity and we want all our community to experience, develop and demonstrate these characteristics both within the curriculum and through our extensive co-curricular offering.

JOB DESCRIPTION: Careers and Next Steps Lead

LINE MANAGED BY:	Assistant Headteacher
DATE:	May 2026
Hours per week:	30 hours per week, with two weeks in the Summer holiday
Pay Scales:	Range 4 (without Level 6 Qualification) (£23,450 to £25,661) Range 6 (with Level 6 Qualification) (£28,565 to £32,062)

JOB PURPOSE

To provide strategic leadership and professional management of Careers and Enterprise Education and Next Steps.

The Careers Lead will ensure that all students—particularly those in Years 10-13—receive expert careers guidance and targeted support.

You will work to achieve the Gatsby benchmarks and meet statutory guidance.

You will bridge the gap between education and the professional world, coordinating with staff to support students in future pathways including UCAS applications and delivering high-impact events that ensure successful transitions into employment, apprenticeships, or higher education.

DIMENSIONS

Students: Approximately 1300.

Staff Liaison: Personal Development/L4L team, Head of Sixth Form, Form Tutors, and Assistant Headteacher.

Financial: Oversight of the careers resource and events budget.

PERFORMANCE STANDARDS

1. Leading Teaching, Learning & Transition Events

- **Strategic Oversight:** Develop school policies that meet statutory DfE guidance and exceed the Gatsby Benchmarks. Coordinate and manage the work experience process.
- **Curriculum Delivery:** Coordinate Careers & Enterprise Education within the PSHE programme and PSHE lead (Y7-11), ensuring tutors are equipped to deliver high-quality content.
- **Transition Events:** Design and deliver large-scale events (e.g., Careers Fairs, Mock Interview Days, and Transition Workshops) specifically focused on the leap to employment, apprenticeships, or degrees.
- **Quality Assurance:** Monitor provision through student feedback, and destination data analysis.

2. Targeted Guidance

- **Careers Guidance:** Provide professional careers guidance counselling, helping students navigate complex decisions regarding their future identity and professional path.
- **Targeted Scheduling:** Develop and maintain a rigorous meeting schedule for students in Y10-13, ensuring every student receives timely, targeted advice tailored to their specific aspirations.
- **Alternative Pathways:** Proactively promote and support applications for degree apprenticeships and direct employment, ensuring these pathways are promoted with equivalence to higher education.
- **Vulnerable Groups:** Facilitate bespoke appointments for students with SEND or those at risk of becoming NEET (Not in Education, Employment, or Training).

3. Networking & Stakeholder Engagement

- **Employer Relations:** Build a robust network of local and national employers to provide meaningful workplace experiences.
- **Parental Engagement:** Representation at Parent Consultation Evenings and post-16/post-18 information nights.
- **University Contacts:** Build a network of University contacts.

4. Self-Evaluation & Improvement

- **Conduct reviews** of the Careers programme, submitting evidence of impact (training logs, feedback, and destination data) to the Senior Leadership Team.
- **Willingness to undertake CPD** and research to remain current and in line with statutory guidance.

5. UCAS Coordination

- **UCAS Coordination:** Ensure the successful completion of the UCAS application process so that students submit high quality, timely applications. This includes managing deadlines, providing resources for Personal Statements, and ensuring tutors are updated on HE trends.

PERSON SPECIFICATION

Feature	Essential Criteria
Experience	Experience working with young people in a guidance or educational capacity.
	Proven track record of organizing events or managing complex schedules.
Knowledge	Deep understanding of the UCAS application process and apprenticeship cycles. Knowledge and experience of supporting competitive courses.
	Familiarity with the Gatsby Benchmarks and current UK labor market information.
	Familiarity with Unifrog and Compass+ will be beneficial.
	Either Level 6 Careers Guidance and Development or willingness to undertake this training whilst in 1st year of role
Skills	Counselling/Mentoring skills: Ability to hold high-stakes career conversations.
	Coordination: Ability to liaise with Form Tutors and HoDs to synchronize school-wide applications.
	Communication: High-level verbal and written skills for networking with external speakers and participants at events as well as reviewing personal statements and applications. Presenting information both verbal and written to parents, carers and students.
Attributes	Resilient, organized, and capable of inspiring ambition in students from all backgrounds.

FLEXIBLE WORKING

AHS is a supporter of Flexible Working; over a third of our staff have a flexible work arrangement. We recognise that a better work-life balance can improve employee motivation, performance and productivity, and reduce stress and therefore want to support our employees in achieving a better balance between work and their other priorities, such as caring responsibilities, leisure activities, further learning and other interests.

Please include detail in your letter of application or talk to us at interview about the flexibility you need. We cannot promise to give you exactly what you want, but we will do our best to accommodate your needs. For this role we are open to discussing the possibility of reduced hours, {remote working}, flexible start and finish times, or compressed hours.

AHS is committed to agreeing any flexible working arrangements, provided that the needs and objectives of both the organisation and the employee can be met.

SAFEGUARDING STATEMENT

CVs alone cannot be accepted for safeguarding reasons

If you are shortlisted for this post, you will also be required to complete a self-disclosure form as part of the recruitment process; this will not be used for shortlisting purposes.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Our Safeguarding Statement is [here](#). The appointment will be subject to references, which are satisfactory for the advertised post, an enhanced DBS check with a Child Barred List check, identity checks, prohibition orders and qualification checks as appropriate.

AHS is an equal opportunities employer. We encourage early applications for all vacancies and reserve the right to close our vacancies at any time should the right candidates be found.