



Challney High School for Girls

Addington Way | Luton | Bedfordshire | LU4 9FJ

Telephone: 01582 571427 | Email: admin@challneygirls.luton.sch.uk

<https://www.challneygirls.luton.sch.uk>

Headteacher: Mrs S George

Developing influential women of the future.

JOB DESCRIPTION

TITLE: Careers Lead

SCHOOL: Challney High School for Girls

RESPONSIBLE TO: Deputy Headteacher

GRADE: NJC M1, Point Range 28-31

PRO RATA BASIS: 37 hours per week, 39 weeks a year

PURPOSE OF POST:

- To evaluate the school's careers programme against the eight Gatsby Benchmarks.
- To complete the annual review of the school's careers programme on Compass+.
- To ensure the quality of careers education and guidance.
- To support and deliver effective careers guidance, careers education, and information for students.
- To design, select, and provide curriculum resources, activities, and services to meet students' career needs.
- To provide a range of professional guidance and career planning to enhance student employability.
- To co-ordinate work-related learning (WRL) and careers activities.
- To support and facilitate the delivery of all work experience programmes.
- To oversee the work experience provision.
- To co-ordinate careers events with local partners.
- To work in close collaboration with staff and employers to facilitate student progression and aspiration.
- To lead on a range of projects which assist and support students into employment or higher education, and act to raise aspiration.

ORGANISATION CHART:

Deputy Headteacher
|
Careers Lead

PRINCIPAL RESPONSIBILITIES:

Work Experience Co-ordination

- To manage the delivery of all work experience placements in Key Stage 4.
- To map work experience provision and oversee gap analyses by sector.
- To develop local external business links to facilitate work experience placements.
- To develop a bank of good practice resources to support new employers taking on work experience placements and internships.
- To manage the production of evaluation reports on work experience delivery and provision.



CHILTERN
LEARNING
TRUST



- To assist or represent the Assistant Headteacher on the Progression and Transition Board (PTB) and with other local partners.

Careers Advice and Guidance

- To provide outstanding careers guidance, coaching, and information to ensure all students receive sufficient information to consider a wide breadth of career possibilities, and have access to independent, impartial, and inspirational advice and guidance. This includes guidance in relation to subject options and choices.
- To provide workshop sessions, which may include CV writing, applications, interview preparation, applying for volunteering or work experience opportunities, choosing a career, or pathways into Higher Education.
- To work with Higher Education institutions (including Russell Group universities), employers, voluntary organisations, and business enterprises to promote aspiration and opportunities for students.
- To ensure there is a clear strategy for the delivery of careers guidance with diverse activities and services to meet the needs of students at different stages of their development, including within the mainstream curriculum.
- To obtain written feedback from students, colleagues, and partners on the delivery of the service to monitor and evaluate the quality and impact of provision.
- To develop partnerships and networks with local employers to support the school in ensuring students have greater direct exposure to the world of work and the full range of career pathways.
- To ensure students are well signposted to different guidance activities and to promote the use of the National Citizen Service (NCS).
- To ensure that careers advice, guidance, and education activities provide students with up-to-date, industry-related knowledge, labour market information, and available apprenticeships.
- To design, select, and provide activities, resources, and services to meet students' career needs.
- To co-ordinate activities and events relating to careers education, including the facilitation and management of the annual careers fair.
- To develop, in consultation with postholders, the provision of Information, Advice, and Guidance (IAG) co-ordination and events related to preparing students for apprenticeships.
- To support the Senior Leadership Team (SLT) lead and other staff in the co-ordination of whole-school careers events.
- To support and advise the SLT in relation to matters of compliance and statutory careers duties.

Whole-School Support

- To disseminate information to colleagues, students, and parents on up-to-date developments in Higher Education and employment.
- To research and provide up-to-date information on local and national career opportunities, and keep students and colleagues informed of new developments and trends.
- To lead on compiling and analysing progression data when students move on.
- To support the enrolment and recruitment process for post-16 provision as required.
- To undertake full First Aid training and act as a school First Aider, including on off-site visits with students.

General Requirements

- The postholder must at all times carry out their responsibilities with due regard to the Chiltern Learning Trust's policy, organisation, and arrangements for Health and Safety at Work.
- It is your responsibility to carry out your duties in line with the Chiltern Learning Trust's policy on Equality and Diversity, remaining sensitive and caring to the needs of others and promoting a positive approach to a harmonious working environment.



- You must promote and safeguard the welfare of children, young people, and vulnerable adults for whom you are responsible or with whom you come into contact.
- To remain flexible in working to meet the needs of the school. This post requires two weeks of commitment beyond term time.
- To undertake any other duties commensurate with the grade that may be required by the school management.

DIMENSIONS:

Supervisory Management: Coaching Others

Financial Resources: No direct budget-holding responsibility, unless delegated by the Senior Leadership Team for specific careers events.

Physical Resources: Classroom materials, equipment and careers resources

WORKING ENVIRONMENT:

Primarily split between an administrative office environment (equipped with standard IT facilities and telephone access) and active school areas (classrooms, assemblies, and event halls).

Occasional travel to local business premises, Higher Education institutions, and external venues to assess work experience settings and represent the school on local partnership boards.

CONTEXT:

All support staff are part of a whole-school team. They are required to support the values and ethos of the school, alongside school priorities as defined in the School Improvement Plan. This will mean focusing on the needs of colleagues, parents, and pupils, and being flexible in a busy, pressurised environment. A Teaching Assistant at this level will take responsibility for pupils on placement. They should be involved in promoting the acceptance and integration of pupils with special educational needs, as well as those with English as an additional language (EAL). This post meets the definition of 'regulated activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

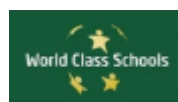
Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974; therefore, applicants are required to declare all unspent cautions and convictions, as well as any adult cautions (simple or conditional) and spent 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 them from being appointed to this post. Applicants will not be refused posts because of offences that 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 employment being taken up, any failure to disclose such offences, as detailed above, will result in dismissal or disciplinary action by the Trust.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. The postholder will be expected to work flexibly and carry out all duties in compliance with the school's and the Chiltern Learning Trust's policies. We will consider any reasonable adjustments under the terms of the Equality Act 2010 (incorporating the provisions of the Disability Discrimination Act 1995) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The Chiltern Learning Trust is committed to working in wider partnership to promote well-being outcomes for young people. All personnel may be required to work across the Trust by agreement with the Chief Executive.

'CVs will not be accepted for any posts based in Trusts'.



CHILTERN
LEARNING
TRUST



PERSON SPECIFICATION:

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 candidate would be rejected

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

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Experience of working with young people between 11-18 years old.	1,2	Delivering mentoring and progression services to young people.	1,2
	Managing, implementing and evaluating action plans.	1,2	Multi-agency working.	1,2
	Managing and implementing recording and reporting systems.	1,2	Developing banks of educational resources.	1,2
	Producing reports.	1,2		
Skills / Abilities	The ability to motivate.	1,2	Ability to be both constructive and critical.	1,2
	The ability to implement plans.	1,2		
	The ability to build good relationships at all levels.	1,2		
	The ability to effectively map provision.	1,2		
	The ability to promote and maintain quality control in all aspects of work.	1,2		
	Team player with energy, commitment, enthusiasm and perseverance.	1,2		
	Excellent organisational skills encouraging positive collaborative working practices.	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2		
Disposition and Attitudes	Able to form appropriate relationships with young people.	1,2	Ability to relate well to other professionals.	1,2
	Ability to represent the school in a professional manner with a calm, tactful and responsible attitude.	1,2		
Equality Issues	Able to identify when discrimination is taking place in service delivery or in the workplace and to take appropriate action where this is identified.	1,2		

Specialist Knowledge, Education and Training	Knowledge of a range of IT software, e.g. spreadsheets and databases.	1,2	Evidence of knowledge, understanding and enthusiasm for the personalised learning agenda.	1, 2, 4
	A working knowledge of the English education system.	1,2	Understanding of budget management.	
	Knowledge and understanding of issues facing diverse and inner-city communities.	1,2	Higher education qualifications in a related degree.	4
	Knowledge and experience of working within an educational setting.	1,2	A qualification in Career Guidance and Development Level 6, i.e. QCG, NVQ/SVQ Diploma, Dip, CG, AGCAS.	
	GCSE Grade C and above in English and Maths.	4	Teaching Qualification	
	Qualification relevant to the job, or good evidence and training gained in the work place.	4	Qualified Careers coordinator	
	Able to commit to relevant job training.	1,2	Willingness to undertake a First Aid course and apply this in school	1,2
Other requirements	Willingness to adjust working arrangements to meet day to day service demands.	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 the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- Equal Opportunities
- Health and Safety
- Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

The Trust 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.



CHILTERN
LEARNING
TRUST

