



**GLEBE
FARM
SCHOOL**

Careers Co-ordinator Glebe Farm School

Information for Candidates

5th June 2026



**Inspiring Futures
through Learning**

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Welcome from the Headteacher

Dear Applicant,

We are delighted that you are considering applying to join the team at Glebe Farm School.

Glebe Farm School is part of the Inspiring Futures through Learning, Multi-Academy Trust, which comprises of twenty schools across Milton Keynes and Corby. The Trust is committed to developing a family of schools whose purpose is to inspire the futures of us all through learning together.

I was appointed as Headteacher for Glebe Farm School in May 2021 and have had the privilege of seeing the creation of the school build which started on the first day of lockdown on 23rd March 2020.

We are looking for an exceptional individual to join the team and provide high quality care and education that meets the needs of pupils in the school setting. All team members will have responsibility for embedding the vision and ethos of the school to secure the success and continuous development of our school and young people, ensuring high quality education for all pupils.

As Glebe Farm School grows there will be many new and exciting roles created and being part of this journey will open many opportunities for colleagues. As part of the Inspiring Futures through Learning Multi-Academy Trust, successful candidates will have full access to our staff benefits package, including bespoke CPD package, enhanced Maternity/Paternity/Adoption Leave and Employee Assistance Programme. In addition, access to an Employee Benefits Scheme including discount on gym memberships, cinema tickets, retail discounts, cycle to work scheme and much more.

We look forward to receiving your application.

Matthew Shotton
Head Teacher





AMBITION



BELONGING



CREATIVITY

About Glebe Farm School

Glebe Farm School is a brand new, purpose-built all-through school, located in the new development of Glebe Farm, Milton Keynes. Our first cohort in September 2022 was restricted to 210 students in Reception, Year 1, Year 2, Year 7 and a 39 place Nursery. Glebe Farm School will continue to grow year on year and will eventually accommodate 1569 students when it reaches full capacity.

Glebe Farm School will serve the new residential developments of Glebe Farm. Secondary catchment area will include Glebe Farm, Eagle Farm, Wavendon Village (including new development areas) and Woburn Sands (Mk residents only).

We are an **AMBITIOUS** school, with a strong sense of **BELONGING** and **CREATIVITY** at the heart.



WE ARE A SCHOOL OF CHARACTER

Here are our values



INTEGRITY

To uphold the highest standards of honesty with the ability and desire to stand up for what is right; developing a strong moral compass that guides you to do the right thing when no one is watching.



RESPONSIBILITY

To take responsibility for your actions and choices; to make others feel valued and respected; to contribute and fully embrace our school community.



ENDEAVOUR

To endeavour to always do your best to face the challenges of school life and beyond; to try for the sake of others as well as the individual; to be consistent in all we do and strive for greatness.



BRAVERY

To be brave when taking risks and facing fears; to be a strength for others when they question their own strength; to remember, it is going to be hard, but hard is not impossible.



EMPATHY

To have the ability to relate to, and connect with, others for the purpose of inspiring and empowering their lives; to demonstrate humility when supporting others to be able to see, hear and feel from the position of another.

Core values and vision

Our vision for the children and young people we teach, is to deliver an exceptional 21st century, comprehensive and universal all-through learning experience that will unlock every individual's potential. We aim to develop the acquisition of knowledge, skills, emotional intelligence and character to become responsible, successful and fulfilled citizens with the highest levels of integrity.

We will equip pupils and students from the ages of 4–16 with the knowledge, skills, characteristics and emotional intelligence to become well-rounded, responsible and fulfilled citizens with the highest levels of integrity; and the ability to stand up for what is right.

At Glebe Farm School we develop the characteristics of bravery, empathy, endeavour, integrity and responsibility. These core values permeate throughout our school and curriculum.

The Curriculum

Whilst the curriculum is broad and balanced and offers the complete range of subjects the three distinctive principles that provide the foundation for everything we do: Ambition, Belonging, Creativity

The ABC drivers of our curriculum, firmly underpin all areas of school life and this ensures our curriculum offer is enriched and personalised to our children, their families and our developing community.



Inspiring Futures through Learning

We formed Inspiring Futures through Learning (IFtL) in 2016 as a natural extension of our school improvement journey. Indeed, for over twenty years our founding school, Two Mile Ash School had worked with very secure, high-quality partners in their ITT School-Based Partnership, supporting newly formed Trusts in turning schools in difficulty around and created our CPD programme to support the development of leadership and continual professional development both locally and nationally. There was a very strong track record of school improvement led by high performing leaders who shared a common vision. Developing a Multi-Academy Trust with like-minded schools and their leaders meant that our vision could circulate further, ensure the impact of our work reached out to more children and more staff benefited from high-quality development and learning from each other.

Since 2016 we have achieved great success. We can quantify our success in Ofsted reports, performance data, financial spreadsheets and our recruitment and retention figures. However, most importantly to note is that we can only achieve such success because of our culture and ethos. It is our more qualitative success that makes IFtL truly unique. We are a strong family, with different personalities and differing abilities but we have the golden thread that pulls us together - a belief that we are stronger together; that we will go that extra mile for each other and support each other when things aren't going the way we want them to.

The camaraderie is second to none as our school improvement system is strongly embedded in our schools as we use the skills and expertise to support each other. There is nothing new about a self-sustaining school improvement system – but the way we do it is unique to us and something that we are extremely proud of.

Indeed, IFtL is all about the people: the adults and the children. Our values set us apart:



This is the glue that holds us together, our common ethos, our shared values and our bare necessities. This is why we are special.

We are unashamedly proud of who we are and what we have achieved....

and we know that being part of the IFtL community is genuinely **a great place to be.**



Working at IFtL

To support all our employees, the Trust is committed to finding ways to ensure that your personal, financial, professional, and pastoral needs are met during your time with the Trust. Wherever possible, we seek out innovative and impactful ways to add real benefits to our teams - from helping with cost-of-living pressures, ensuring that professional development is readily and easily accessible through to wellbeing assistance - to ensure the work-life balance is being managed effectively.

IFtL is a Trust with a strong vision:

‘To inspire the futures of us all through learning together’.

This vision is lived every day by everyone in our trust in several ways....

- ✓ School Development
- ✓ Wellbeing
- ✓ Professional Development
- ✓ Employee ‘Salary Extras’ benefits
- ✓ IFtL Varsity (Professional Learning)
- ✓ Expert Learning Teams and Networks
- ✓ Employee Assistance Programme
- ✓ IFtL Portal
- ✓ Initial Teacher Training Partnership (ITTP)
- ✓ Safeguarding
- ✓ Quality Assurance



Benefits of our Trust

Employee Assistance Programme

The Health Assured programme offers:

- ✓ Confidential and compassionate guidance on any issues, professional and personal
- ✓ Life support: Unlimited access to counselling for emotional problems and a pathway to structured telephone counselling or face-to-face counselling sessions (employees only) at your convenience.
- ✓ Legal information: For any issues that cause anxiety or distress including debt management, accountancy, lawsuits, consumer disputes, property or neighbour legalities (employees only).
- ✓ Bereavement support: Health Assured offers qualified and experienced counsellors who can help with grief and related stress plus a team of legal advisors to help with legal issues.
- ✓ Medical information: Qualified nurses are on hand to offer advice on a range of medical or health-related issues. They can't diagnose but can offer a sympathetic ear and practical information and advice.
- ✓ CBT online: We recognise the value of self-help tools in dealing with a range of issues, which is why we have a range of CBT self-help modules, informative factsheets and invaluable advice videos from leading qualified counsellors.
- ✓ Weekly mood tracker: Keep track of your financial, physical and general wellbeing via our weekly mood tracker. My Health Advantage uses push notifications to remind you to complete your weekly mood tracker, via a set of simple questions.
- ✓ Mini health checks: My Healthy Advantage offers a collection of mini health checks within the app for the following: height & weight (BMI), waist, sleep, alcohol, mental health and fatigue.
- ✓ Four-week plans: Through My Healthy Advantage, you can access a selection of four week plans all aimed at improving your health, such as quitting smoking, losing weight and coping with pressure. You can reflect on your progress and input diary entries at the end of each week.
- ✓ Wellbeing articles: Covering a wide variety of topics, including; emotional, physical and financial wellbeing, legal, housing and consumer issues, retirement, childcare and much more.
- ✓ Personalisation: Personalise your newsfeed by selecting specific topics that interest you. My Healthy Advantage will generate learning materials tailored to your choices, such as equality & diversity, exercise and childcare & parenting



Inspiring Futures
through Learning

FREE
support

Employee Assistance Programme

Our Health Assured programme is **available 24/7** and **free** to access by all IFtL colleagues and their immediate family members, offering support through some of life's challenges, including:



Family issues



Financial wellbeing



Legal information



Medical information



Relationship advice



Tenancy and housing concerns



Alcohol and drug issues



Childcare support



Stress and anxiety



Bereavement



Counselling



Consumer issues

Call **0800 028 0199** to access help now

Job Description

Careers Co-ordinator at Glebe Farm School

Grade F

39 weeks 37 hours per week

This job description sets out the expectations of the role of Careers Co-ordinator at Inspiring Futures through Learning. The Careers Co-ordinator is required to carry out the professional duties identified below, subject to the conditions of employment as set out in School Teachers Pay and Conditions Document.

Our children and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Key deliverables

1	Careers Programme Delivery — Lead, coordinate, and continuously improve the school's careers education programme in line with the Gatsby Benchmarks and statutory guidance
2	Employer Engagement — Build and maintain partnerships with local employers, FE colleges, apprenticeship providers, and universities to broaden student opportunities.
3	Work Experience Coordination — Organise Year 10 work experience placements and also work towards a modern work experience model in line with the Equalex framework ensuring safeguarding, risk assessments, and high-quality learning outcomes.
4	1:1 Careers Guidance Support — Provide targeted support to students, including CV help, interview preparation, and post-16/18 pathways advice (alongside qualified advisers there required).
5	Careers Events Management — Plan and deliver careers fairs, employer talks, mock interviews, and themed careers weeks.
6	Tracking and Reporting — Using systems such as Unifrog and Compass+ to maintain accurate records of student destinations, interventions, and provider engagement; produce reports for SLT, governors and complete termly Compass evaluations.
7	Curriculum Integration — Support departments to embed careers learning into subject teaching and highlight labour-market relevance.
8	Student Guidance Resources — Develop and maintain careers resources, digital platforms, and information displays for students and parents.
9	Safeguarding and Compliance — Ensure all careers activities meet safeguarding expectations and statutory duties, including the <i>Provider Access Legislation</i> .
10	Parent and Community Engagement — Communicate effectively with parents/carers about careers pathways, events, and transition options.



Within reason these key deliverables may evolve to meet service need and it is expected that you will be flexible and adaptable in your delivery to meet both School and Trust wide needs.

Essential requirements Key skills, expertise, and qualifications

1	Qualifications - Level 6 Careers Qualification or willing to work towards.
2	Knowledge of Gatsby Benchmarks — Strong understanding of the national careers framework and statutory guidance for secondary schools.
3	Experience in Careers or Education — Previous experience in careers education, youth guidance, employer engagement, or a school/college setting.
4	Communication and Relationship Skills — Ability to build rapport with students, staff, parents, and external partners.
5	Organisational and Event Skills — Proven ability to plan, coordinate, and deliver events and programmes to deadlines.
6	Data and Administration Competence — Confident using MIS systems, spreadsheets, and tracking tools to monitor progress and destinations.
7	Safeguarding Awareness — Understanding of safeguarding responsibilities and willingness to undertake relevant training.
8	Guidance or CEIAG Training — Level 6 Careers Information, Advice and Guidance qualification (or willingness to work towards it).
9	Adaptability and Initiative — Ability to work independently, respond to changing needs, and support whole-school priorities.

Colleague expectations

- Be professional at all times
- Work together for the good of the team, School and Trust
- Promote a supportive culture
- Challenge assumptions
- Take ownership
- Be willing to change and do things differently
- Always work in a safe manner

Manager expectations

- Be a role model by displaying positive behaviours at all times
- Make well-considered decisions
- Support, coach and communicate with my team
- Be accountable for my team's performance

Education family job holders work directly with children and adults in an academic or related setting. They support the work of the wider team by engaging with those under the School and Trusts duty of care, and under the supervision and/or direction of teaching professionals and school management teams.

This element of the profile, taken from the job family descriptor for this grade, provides a general understanding of the level of work and demands required.

Role characteristics

At this level job holders will use their management authority and/or professional knowledge and experience to make substantive decisions about not only individual children, but about the in-school service they oversee, working closely with teaching colleagues and school management.

The knowledge and skills required

The type of knowledge required at this level will almost always be evidenced by a combination of formal, certificated education and extended experience in a scholastic or other child centred setting.

One to one interaction with children will involve assisting them with career development.

Thinking, planning and communication

Job holders will be taking a forward-thinking approach to ensuring the welfare of individuals and groups, taking responsibility for assessing their specific needs and devising and delivering appropriate activities and interventions for their benefit. They will make ongoing judgements and appraisals and contribute to child centred development programmes.

With many issues and problems being escalated to the job holder, they will need developed advisory, guiding and persuasive skills to handle small-scale, but difficult and potentially contentious situations.

Job holder will need to encourage individuals and groups of children to engage appropriately in both formal and informal school settings, this will require the exercise of both the authority vested in the post and the necessary communication skills to persuade others to conform to behavioural expectations.

Decision making and innovation

Job holders will have considerable freedom to manage their own work and that of others. They will of course adhere to school policies and procedures but will have responsibility for shaping their school's response to the needs of varied groups of children, as well as the individuals they work with on a one to one basis. Using their initiative to deal with problems and issues, they will solve most day-to-day problems independently, without recourse to managers for anything but particularly serious problems.

Areas of responsibility

Job holders will be required to make formal judgements and assessments of children's wellbeing and academic and social development. Making important contributions to the overall development plans overseen by teaching staff, job holders will personally devise and implement activities and interventions to children's direct benefit, both individually and in groups.

Job holders will have direct responsibility for the management of a small team of other staff. This will include attendance, appraisal, training and other formal elements.

There will be no significant financial responsibilities beyond the occasional handling of small amounts of cash.

Some jobs will have formal responsibility for the safe use and basic maintenance of vehicles, equipment or other physical resources, but all will share responsibility for record keeping relating to individual children.

Impacts and demands

Job holders will be required to be walk/stand for a considerable proportion of their working time and will periodically need to exert considerable physical effort in discharging their duties.

Job holders will be responsible to ensuring the welfare of the children in their care, in doing this they will need lengthy periods of sensory attention to observe the activities in the area they cover.

At this level, meaningful learning related interactions with children are an essential component of the job. As personal working relationships are forged, it is inevitable that job holders will require enhanced emotional resilience to deal with children and maybe others such as parents/guardians who occasionally place significant emotional demands on the job holder.

With the focus of the role firmly on the activities of children, there will inevitably be some exposure to unpleasant conditions. This might include dealing with bodily fluids and/or working in inclement weather.

Our pupils and young people come from a wide range of backgrounds, and so do our colleagues. We aim to reflect and celebrate diversity in our workplace in order to create an inclusive culture that adds real value to our vision of inspiring the futures of us all through learning together.

Inspiring Futures Through Learning is committed to safeguarding and promoting the welfare of children. All employees are expected to share this commitment, to follow the Trust's safeguarding policies and procedures and to behave appropriately towards children at all times, both in work and in their personal lives

All school based posts are defined as Regulated Activity and therefore this post is subject to an Enhanced with Barred List Criminal Records Bureau check.

This job description will be reviewed annually at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with the postholder.

How to apply

The closing date for applications is
9am on 15th June 2026

Interviews will be held the week of
TBC

Applications must be completed on MyNewTerm by using this link and selecting the vacancy: [CLICK HERE](#)

For more information on the role and to arrange a visit to Glebe Farm School please contact **Sonali Khanna** via SKhanna@glebefarmschool.co.uk

For more details about Glebe Farm School, scan the QR code to visit our website:

