

Job Description

Job title: Careers Adviser and Coordinator

Salary: OAT Scale 6 £32,597.00-£36,363.00 pro rata (Actual £11,215.34- £12,511.07)

Start Date: September 2026

Contract Type: Permanent

Contract Term: 2 days per week/Term Time plus 1 week (plus GCSE results day)

This Academy is committed to safeguarding and promoting the welfare of children and young people and requires all staff to share this commitment.

Job purpose

The Careers Adviser and Coordinator will support the Academy to meet its statutory careers guidance duties and Gatsby Benchmark 8 by providing impartial, person-centred careers guidance. The role will focus primarily on Year 11 students, particularly those who are vulnerable, persistently absent, without a secure intended destination or at risk of not progressing into education, employment or training (NEET).

The postholder will manage an agreed caseload, provide clear action plans and proportionate follow-up, engage students and families where attendance is a barrier, and support the Careers Lead with defined work experience and careers administration.

As this is a two-day post, the caseload and coordination tasks will be prioritised through an agreed work plan. Strategic leadership of careers education, information, advice and guidance (CEIAG), UCAS and the overall careers programme remains with the Careers Lead.

Duties and Responsibilities

Personal careers guidance and transition support

- a) Deliver impartial one-to-one personal guidance interviews to an allocated caseload, with a primary focus on Year 11 and other priority students agreed with the Careers Lead.
- b) Work with the Careers Lead, attendance, pastoral, SEND and safeguarding colleagues to identify students requiring additional intervention, including those with no clear intended destination, no application or offer, poor attendance, SEND or EHCP needs, disadvantage, vulnerability or an increased risk of NEET.
- c) Use current knowledge of post-16 education, apprenticeships, training, employment and labour market information to help students develop realistic, aspirational and adaptable plans, including an appropriate back-up route.
- d) Produce clear and accessible records and action plans following guidance meetings, with agreed next steps, responsibilities and review points.
- e) Provide proportionate follow-up support for allocated students, including course and provider research, applications, CVs, apprenticeship searches, interview preparation, referrals and transition planning.
- f) Liaise appropriately with parents and carers, tutors, pastoral and SEND staff, external providers and other professionals; advocate for students where this is needed to support progression.
- g) Contribute to relevant EHCP, transition or multi-agency discussions for allocated students when requested and within the scope of the role.

Engagement, attendance and home visits

- h) Work with attendance and pastoral colleagues to engage Year 11 students who are persistently absent, difficult to reach or have not accessed their careers guidance entitlement.
- i) Undertake planned, careers-focused home visits where appropriate. Visits must be risk-assessed and completed in accordance with Academy safeguarding and lone-working procedures, with another colleague where required.
- j) Use flexible approaches such as telephone or online appointments, family meetings and appointments arranged around individual circumstances.
- k) Use contact and visits to clarify intended destinations, identify barriers, agree practical next steps and reduce the risk of a student leaving without a suitable plan.
- l) Maintain accurate records of attempted contact, visits, outcomes and actions, and report any safeguarding, welfare or attendance concerns without delay.

Work experience and careers programme support

- m) Provide agreed administrative and coordination support for work experience, under the direction of the Careers Lead. This may include placement sourcing, employer contact, student matching and maintaining accurate placement records.
- n) Collect, record and chase placement information, parent or carer consent, employer liability insurance details and other documentation required by the Academy's agreed work experience process.
- o) Communicate professionally with students, families, employers and staff; support briefings and help resolve placement changes, absences or practical concerns before and during work experience.
- p) Support selected careers activities and events, such as provider sessions, mock interviews, employer encounters and transition activities, where agreed within the role's available time.
- q) Develop and maintain effective working relationships with relevant colleges, training providers, apprenticeship organisations, employers and community partners.

Recording, destination tracking and reporting

- r) Maintain complete, accurate and confidential records of interviews, action plans, contacts, referrals, interventions and outcomes on the Academy's agreed systems.
- s) Support the tracking of Year 11 intended and confirmed destinations, including the September Guarantee and local authority returns where required, and identify students without a secure offer or back-up route.
- t) Provide concise caseload and progress updates to the Careers Lead, highlighting students requiring additional intervention, referral or escalation.
- u) Contribute relevant participation, feedback and destination information to the evaluation of the careers programme.
- v) Handle personal information in accordance with confidentiality, data protection and Academy record-keeping requirements.

Key outcomes

- w) Allocated Year 11 and priority students receive timely, impartial guidance and leave with a clear, recorded action plan.
- x) Students who are absent, disengaged or at risk of NEET are actively contacted, tracked and supported to secure an intended destination and realistic back-up plan.
- y) Agreed work experience and careers administration is accurate, well organised and completed within the priorities and timescales set by the Careers Lead.
- z) Careers records and Year 11 destination information are current, reliable and suitable for monitoring and reporting.

General responsibilities

- aa) Promote equality of opportunity, challenge stereotyping and ensure guidance is inclusive, impartial and responsive to individual need.
- bb) Maintain up-to-date professional knowledge of careers guidance practice, post-16 routes, apprenticeships, local provision and labour market information, and undertake relevant continuing professional development.
- cc) Comply with all Academy and Trust policies, including safeguarding, health and safety, equality, confidentiality, data protection and lone working.
- dd) Attend relevant meetings and training as agreed with the Careers Lead and consistent with the contracted working pattern.

ee) Undertake other reasonable duties consistent with the nature, grade and two-day scope of the post.

Person specification

Knowledge, skills and experience

- a) GCSE English and mathematics at grade 4/C or equivalent.
- b) Level 6 qualification in career guidance and development (or equivalent), or currently working towards / willing to complete the qualification within an agreed timeframe.
- c) Experience of providing careers information, advice or guidance to young people.
- d) Experience of supporting young people who are vulnerable, disengaged, have SEND/EHCP needs or are at risk of NEET.
- e) Experience in a secondary school, college or similar education setting.
- f) Experience of work experience administration, employer liaison or coordination of careers activities.
- g) Good knowledge of post-16 education, apprenticeships, training and employment routes, together with current labour market information.
- h) Understanding of statutory careers guidance, Gatsby Benchmark 8, impartiality and the needs of young people at key transition points.
- i) Understanding of safeguarding, confidentiality, data protection and professional boundaries.
- j) Ability to build rapport and communicate effectively with students, families, colleagues and external partners, including students who may be reluctant to engage.
- k) Ability to conduct person-centred guidance conversations, produce clear action plans and make appropriate referrals.
- l) Strong organisation and time-management skills, with the ability to manage an agreed caseload and priorities independently within part-time hours.
- m) Accurate record keeping and confident use of Microsoft Office, databases, school systems or careers platforms.

Personal attributes

The successful candidate will have:

- a) Self-motivated with a positive outlook
- b) Ability to relate well to children and adults
- c) Willingness to work flexibly in order to meet tight deadlines and develop the service
- d) Commitment to team working
- e) Willingness to undertake further training as required
- f) Short periods of increased physical effort e.g. carrying resources.