



Brownhills Ormiston Academy

Job title:	Careers Advisor
Location:	Brownhills Ormiston Academy, Brownhills
Salary:	OAT Grade OAT Grade 6, 20 - 25
Status:	Permanent
Contract:	Academy
Hours:	37 hours a week, 39 weeks per year + training days
Reports to:	Senior Leader Careers & Associate Assistant Headteacher (Personal Development)
Disclosure level:	Enhanced Disclosure and Barring Services Check (DBS) will be a requirement of the post, as well as obtaining suitable references for the successful applicant.
Safeguarding:	Brownhills Ormiston Academy takes safeguarding seriously. All applicants will be subject to rigorous safeguarding checks and will be asked questions on safeguarding

Purpose of the job:

To ensure the academy fulfils its duty to students by working with employers and others to inspire young people about the world of work;

To ensure the academy is meeting the Gatsby Benchmarks and ensure we continue to meet the National Quality Careers Mark standards;

To inspire students to think about their future possibilities; to aim high, motivating them in school as well as beyond, ensuring they are informed about education, training and career options;

To assess students' current strengths and areas for development and to enable them to acquire the skills valued by employers.

Responsible for:

	Main Duties and Responsibilities
General	<ul style="list-style-type: none"> • Provide a thorough, personalised career service throughout the school. • Provide engaging advice, guidance and support on post-16 choices, including vocational courses, academic pathways, apprenticeships, and post-16 careers. • Show an awareness of pupils' preferences and which pathway(s) would be most appropriate for them. • Monitor and evaluate the effectiveness of the career's guidance at Brownhills Ormiston Academy. • Staying up-to-date with relevant CPD and developments in the Careers Education, Information, Advice and Guidance (CEIAG) sector. • Use destinations data to monitor the choices made by pupils at the end of Year 11. • Develop information for the academy website about the support provided to help pupils to progress into further education, training or work. This could include information on the school's links with employers and how pupils at the school have access to inspiration and mentoring opportunities.
Teaching and Learning	<ul style="list-style-type: none"> • Produce careers information and guidance through online and hard copy literature, and visual displays in school. • Organise PSHE Careers resources and workshops for students that prepares them for their future careers, including interview skills, presenting oneself and how to fill out a job application. • Actively promote the careers service in-house at open evenings, presentation days, assemblies and parents' evenings. • Organise presentations by speakers from the world of work, universities and other vocations. • Develop incentives and initiatives which actively encourage students to sign up to the school's career service. • Work with staff across the curriculum to prevent all forms of stereotyping in the advice and guidance they provide, to ensure boys and girls consider the widest possible range of careers.
Leading and Managing Staff	<ul style="list-style-type: none"> • Encourage, plan and deliver training of school staff to promote careers guidance to their students. • Ensure staff have the necessary information required for providing students with the support,

	<p>leadership and motivation needed when they consider their post-16 and post-18 pathways.</p> <ul style="list-style-type: none"> • Work with teachers to ensure they create learning environments which allow and encourage students to tackle real life challenge, manage risk and develop their decision-making, team-building and problem-solving skills, which can be applied to the workplace. • Attend and represent the school at local careers education guidance (CEIAG) meetings, Hubs meetings coordinating the work of the school and other local schools wherever possible. • Attend regular meetings with the Senior Leader overseeing Careers, representing key views and ideas of CEIAG, ensuring that the Associate Assistant Headteacher (Personal Development) is kept well informed of critical developments.
<p>Direction and Development of CEIAG:</p>	<ul style="list-style-type: none"> • Consult with the Senior Leader overseeing Careers and subject leaders regularly to create aspirational, yet achievable, aims for students in their last two years of compulsory education. • Create a successful careers service which effectively places students in the most suitable pathways for them. • Promote a multitude of opportunities to reach a wider student base, via the connections made with external sources.
<p>Contribution/Progression/Retention of CEIAG:</p>	<ul style="list-style-type: none"> • Ensure that students have access to impartial information and advice on a broad range of options to include apprenticeships, entrepreneurialism and vocational routes alongside A levels and university, to support informed decisions at key transition points. • Provide an open-door service once a week for students, to drop in and discuss their options with the careers advisor. • Arrange 1-1 meetings with all Y11 students, providing them with information which will be valuable for their individual requirements. • Arrange follow-up appointments with students to ensure they are still aiming for a set goal, evaluate their progress, and discuss alternative options with them, if required. • Offer services to past students for up to a year after their departure from compulsory education. • Provide information on financial aid for students depending on the pathway they choose. • Develop a CEIAG scheme of work/ overview` and share this with staff members.

	<ul style="list-style-type: none"> • Liaise with staff members to contribute CEIAG-related materials to lesson plans. • Develop an effective CEIAG-related policy which outlines how careers advice will be provided at the school and ensure this is communicated with staff members.
Equality and Diversity:	<ul style="list-style-type: none"> • Ensure all measures of stereotyping are prevented in any advice which is given. • Provide a wide range of career options for students before refining their choices. • Ensure that opportunities are suitable for a wide variety of people, including students with special educational needs and disabilities (SEND), minorities and students at risk of not participating in a post-16 pathway. • Adhere to the school's Equal Opportunities Policy at all times
Working with External Agencies:	<ul style="list-style-type: none"> • Ensure that the academy gives employers a voice in the classroom, giving students a first-hand view of the world of work through access to inspirational speakers and role models. • Establish an effective work experience programme supporting students in order to ensure it is effective and worthwhile. • Create visits to workplaces and high-quality work experience that reflects the strengths of individual students and has clear links to the curriculum. • Develop a network of specialist partners in order to provide guidance on specific careers and other post-16 and post-18 pathways. • Establish a planned programme of employer engagement that will give students the opportunity to hear directly from professionals and be inspired by role models. • Organise work experience and workplace visit days with external agencies. • Maintain effective partnerships with external agencies; actively promoting new ideas and collaborating sources to provide a well organised, developed service internally. • Work with the LA to identify vulnerable young people, including students with (SEND), and those at risk of not following a post-16 pathway, and identify ways in which these students can be supported. • Organise tailored open days for students at colleges and universities.
Professional Development	To undertake any necessary professional development and training.

<p>Knowledge, skills and experience</p>	<p>Hold a Level 6 Diploma in Career Guidance and Advice (or other relevant degree). Consideration will be given to candidates currently working towards or prepared to work towards a Level 6 qualification.</p> <p>Good IT and keyboard skills.</p> <p>Knowledge and compliance with policies and procedures relevant to health and safety, safeguarding and child protection.</p>
<p>Physical demands and working conditions</p>	<p>Normal physical effort with a mixture of sitting, walking and carrying minor loads.</p> <p>Work normally carried out in an office environment</p> <p>Will be expected to receive training in positive handling</p>
<p>General</p>	<p>To contribute to the overall ethos, work and aims of the academy.</p> <p>All staff are required to partake in performance management and training activities.</p> <p>Undertake any supervisory duties as directed by SLT may include lunch/break duties or trip support.</p> <p>Undertake first aid duties as required, training will be provided if not already qualified.</p> <p>If required, drive the school minibuss – license requirements to be clarified.</p> <p>Be aware of promote and comply with policies and procedures relating to safeguarding, child protection, health, safety, security, confidentiality and data protection, reporting all concerns to an appropriate person.</p> <p>Maintain confidentiality of information acquired in the course of undertaking duties.</p> <p>Ensure that work is completed in compliance with relevant legislation and procedures relating to this role.</p> <p>Ensure GDPR principles are embedded in normal working practices.</p> <p>Post holders may be required to work flexibly in order to meet the business needs.</p> <p>Appreciate and support the role of other professionals</p> <p>Participate in training and other learning activities and performance development as required</p> <p>The Trust expect that employees deal with people politely and tactfully, communicating with colleagues</p>

	<p>both formally and informally, modelling the Academy's Code of Conduct and the equality policy objectives.</p> <p>The above list is not exclusive or exhaustive, and the school may require the post holder to undertake duties commensurate with the level of the role. As part of your wider duties and responsibilities, you are required to promote and actively support the Academy's responsibilities towards safeguarding.</p> <p>To work within academy policies and procedures, including the Pupil Behaviour Policy and Safeguarding/Child Protection policies.</p> <p>To contribute to the provision of an effective environment for learning.</p> <p>To support the promotion of positive relationships with peers, staff, parents, families and outside agencies.</p> <p>To care for their own and other people's health and safety.</p> <p>To be aware of the confidential nature of issues.</p> <p>Actively participate in performance management.</p> <p>Identify personal training needs and other learning activities as required.</p> <p>Develop an understanding of policies and procedures, complying with their contents and raising concerns in a timely manner.</p> <p>To recognise own strengths, areas of expertise and use these to advise and support others.</p> <p>The post holder may be required to undertake other duties that are commensurate to the post holder's abilities, position and grade.</p> <p>The duties listed above are examples of duties at this level and other duties of a similar level/nature may be undertaken by individuals and are not excluded simply because they are not itemised.</p>
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The duties and responsibilities of this post may vary from time to time and post holders may be expected to undertake other duties of a similar level/nature which is considered appropriate to the level of this post.

Person Specification

<p>Education and Qualifications</p>	<p>Essential</p> <ul style="list-style-type: none"> • Level 4 Diploma in Career Information and Advice • Level 6 Diploma in Career Guidance and Advice or other relevant degree qualification. Consideration will be given to a candidate currently working towards their Level 6 Diploma • High standard of literacy and numeracy. <p>Desirable</p> <ul style="list-style-type: none"> • Other Under and Postgraduate qualification in careers guidance
<p>Knowledge and understanding</p>	<p>Essential</p> <ul style="list-style-type: none"> • a clear understanding of the requirements for successful Careers Information, Advice and Guidance • a knowledge and understanding of guidance and legislation on Careers provision in school, including the Gatsby Benchmarks, Career Mark and the CDI Framework. <p>familiarity with national policy relating to careers education, including</p> <ul style="list-style-type: none"> • the Government's Career Strategy, Gatsby Foundation's Good Career Guidance Report, as well as other current key educational initiatives pre and post 16. • a knowledge and understanding of the school's role in providing effectively for the individual needs of all pupils, including those with special educational needs • experience of delivering individual one to one advice and guidance • knowledge and understanding of the full range of choices that students have when making their KS4 options, Post 18 and Post 18 pathway choices • knowledge of child protection and safeguarding issues <p>Desirable</p> <ul style="list-style-type: none"> • knowledge and understanding of key developments in IAG and the local/national labour market • experience of delivering group-based advice and guidance
<p>Skills and experience</p>	<p>Essential</p> <ul style="list-style-type: none"> • Understanding and commitment to the safeguarding of children • ability to plan effectively, setting priorities and targets for implementation • experience of working with students in a secondary school setting • strong interpersonal skills including the ability to work in a team and independently, using their own initiative • skills as an effective and confident communicator, having a good command of English, both spoken and written, appropriate to a variety of audiences.

	<ul style="list-style-type: none"> • ability to use current Windows based packages including Microsoft Word, Excel, Outlook and PowerPoint, software relevant to Careers. • ability to work flexibly and manage own time to best effect • an awareness of the importance of confidentiality and data protection. • an awareness of and commitment to equality and diversity for all. <p>Desirable</p> <ul style="list-style-type: none"> • experience of organising and leading school visits to colleges, universities and careers events • experience of leading whole school careers activities and events
<p>Interpersonal Skills</p>	<p>Essential</p> <ul style="list-style-type: none"> • A commitment to safeguarding and promoting welfare for all • To be able to communicate effectively, orally and in writing with SLT, other staff, students and parents. • To use every opportunity to promote the academy to students, parents and the wider community. • To be able to prioritise, plan and organise. • To be able to work within a team. • To complete tasks within a specific time frame. • To be able to provide clear written communication to a range of audiences. • Self-motivated, organised and enthusiastic.