



CAREERS ADVISOR: JOB DESCRIPTION

Post Title: Careers Advisor

Payscale: Hay 7 (£35,373-£41,637) FTE – Pro-rate 2 days p.w, 39 weeks p.a

Reporting to: AHT Personal Development

Job Purpose: To provide professional career guidance services, including personal guidance interviews, in order to improve pupils' skills, knowledge and understanding for careers planning and management.

Key Functions

- Deliver tailored, personal career interviews and for pupils across Years 7 to 13.
- Support the AHT Personal Development and wider Careers team to elevate the school's overarching careers strategy.
- Support the design and facilitation of agreed workshops, assemblies, and career events (e.g., career fairs, mock interviews).
- Provide targeted, dedicated transitional support for Years 11 and 13, with a heavy focus on SEND, Pupil Premium, vulnerable groups, and NEET prevention.

Specific Responsibilities

Direct Pupil Support & Personal Guidance

- Conduct impartial, one-to-one career interviews that challenge and support pupils from Year 7 through to Year 13, fostering self-awareness, motivation, and confidence to effectively broaden their horizons.
- Generate, maintain, and securely manage accurate electronic student records, ensuring every personal guidance session culminates in a clear, collaborative, and tailored action plan.
- Provide dedicated, targeted intervention and preparation support for key transitional stages, focusing heavily on securing positive destination outcomes for Year 11 and Year 13 cohorts.
- Proactively identify and refer pupils with specific or complex needs, particularly Pupil Premium students, those with SEND or those at risk of becoming NEET (Not in Education, Employment, or Training), to specialist support services.

Careers Learning, Information, & Digital Literacy

- Support the AHT Personal Development and wider Careers team in facilitating engaging, interactive group-based career learning activities, assemblies, and targeted employability workshops directly to students.
- Utilize expert knowledge of local and national career pathways and current Labour Market Information (LMI) to help students identify, interpret, and leverage relevant economic trends and training data.
- Incorporate modern digital infrastructure into daily practice, teaching pupils how to evaluate and utilize valid web-based, AI-driven, and social media career information sources safely.

- Champion technical and vocational education pathways alongside traditional academic routes, actively raising awareness of BTECs, T-Levels, higher apprenticeships, and vocational training options.

3. Strategy, Compliance, & Quality Assurance

- Provide specialist advice to the AHT Personal Development regarding the role of external opportunity providers, and statutory frameworks to continuously improve the school's careers strategy.
- Assist in monitoring, evaluating, and reporting on the overall effectiveness of the careers programme, ensuring compliance with updated statutory guidelines and the ongoing maintenance of the Quality in Careers Standard.

4. External Partnerships & Stakeholder Engagement

- Collaborate closely with the AHT Personal Development and wider Careers team to organise, promote, and execute career events, including employer network panels, practice interviews and school careers fairs.
- Cultivate and maintain robust relationships with local employers, further/higher education institutions, apprenticeship hubs, and training providers to maximise external opportunities for the student body.
- Actively involve families in their child's career planning journey through regular communication, specialised guidance, workshops, and attendance at achievement evenings.

5. General

- Actively contribute to a safe school environment where all students are safe and staff responsibility for safeguarding is paramount.
- Follow all safeguarding expectations and guidelines as set by the school, Trust, KCSIE (Keeping Children Safe in Education), and Government Guidelines.
- Fully engage with the staff induction programme, completing all allocated tasks and seeking clarification and support as needed.
- Read and actively engage with all school and trust policies, seeking guidance if aspects are not understood and adhering to the expectations.
- Participate in the school's Appraisal and Professional Development policy, including any related support plans.
- Contribute to, through team activities and staff voice, the faculty and year group development plans, linking in to the School Development Plan.
- Take personal responsibility for professional delivery and use line management effectively to seek support.
- Undertake specific duties as agreed with the Team Lead or as reasonably required by the Head Teacher.

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- They shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- All staff participate in the school's performance management scheme.
- The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

- The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.
- We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.

Person Specification

Qualifications

- Level 6 Diploma in Career Guidance and Development (or equivalent, e.g., QCG / QCD) — (Essential)
- Evidence of active registration on the CDI Register of Career Development Professionals — (Essential)
- Evidence of continuous professional development (CPD) aligned with current UK careers frameworks — (Essential)
- A relevant undergraduate degree or equivalent professional experience — (Desirable)

Knowledge, Skills and Experience

- Experience delivering impartial, 1:1 careers guidance interviews to young people within a secondary school, college, or young people's service environment
- Proven track record of managing a caseload, creating action plans, and keeping accurate electronic records
- Experience working with vulnerable young people, including those with SEND or those at risk of becoming NEET
- Experience designing and delivering interactive workshops, group career sessions, or assemblies
- Deep understanding of the Gatsby Benchmarks and the Quality in Careers Standard framework
- Expert, up-to-date knowledge of regional and national Labour Market Information (LMI)
- Comprehensive knowledge of post-16 and post-18 pathways, including traditional academic routes, T-Levels, apprenticeships, and vocational training
- Familiarity with modern digital careers tools, including AI-driven platforms and national career databases (e.g., Unifrog, National Careers Service)
- Ability to use student data to generate appropriate and effective support.
- Strong presence in the school environment.
- Ability to tailor communication and support styles to individual student and family needs.
- Efficient and meticulous in organisation.

Professional Behaviours

- Genuine passion, and a belief in the potential of every child, whatever their background or personal characteristics
- A clear understanding that all roles in the school, are focused on student achievement and potential.
- A good awareness of safeguarding, KCSIE, understanding how and when to take appropriate action.
- The ability to work in close harmony with other staff
- Alignment to and evidence of the school values of Working Hard, Care, Curiosity and Integrity
- Excellent listening skills and a reflective mindset, open to feedback
- Passion, energy, resilience, and optimism to work in a team through day-to-day challenges
- A firm and constant belief in the unlimited potential of every student (particularly Pupil Premium students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive education
- Willingness to participate in Continuous Professional Development including the ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop
- The ability to manage personal workload, plan ahead and remain organised
- Confidence, self-motivation and the ability to be decisive
- High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion
- A professional outlook, detail oriented and able to multitask and meet deadlines
- Calm and professional under pressure
- Understanding of the impact of actions on the workload of others
- Understanding of the importance of confidentiality and discretion