



GRACE COLLEGE

*Emmanuel Schools Foundation*

CAREERS OFFICER

VALUED, CHALLENGED, INSPIRED

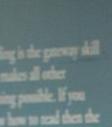
# VALUED, CHALLENGED, INSPIRED

READING FOR INFORMATION



Reading is the gateway skill that makes all other learning possible. If you know how to read then the whole world opens up to you.

READING FOR KNOWLEDGE



Books are a friend, books are an escape, books are a means to empowerment and books are a means to understanding yourself. They are everything.

READING FOR INFORMATION



Without books is like a body without a soul.

Tullius Cicero

READING FOR COURAGE

One child, one teacher, one book, one pen can change the world.

Malala Yousafzai

READING FOR ADVENTURE



READING FOR KNOWLEDGE

Books are a friend, books are an escape, books are a means to empowerment and books are a means to understanding yourself. They are everything.

Emma Watson

READING FOR UNDERSTANDING



READING FOR UNDERSTANDING

The more you read, the more you will know. More learning, more places.

Dr Seuss



# WELCOME

Dear Applicant,

Thank you for your interest in the role of Careers Officer at Grace College. We truly believe that Grace College is a fantastic place to study and to work, and this is an exciting opportunity to lead an area of provision that is central to our commitment to inclusion and belonging.

Grace College is a Christian-ethos school of character for the whole community, where everyone is welcome, regardless of educational background, faith, social or ethnic background. We serve students from the Low Fell area of Gateshead and beyond, and we are passionate about transforming young people's lives by supporting them to grow academically and in character. Our ambition is for every student to leave Grace College prepared for their next stage, with clear goals, strong self-belief and a sense of possibility.

Grace College is a place of boundless potential. We are seeking to appoint a Careers Officer who will champion high-quality, inclusive careers education and ensure that all students benefit from a coherent, well-planned and aspirational careers programme. This role is beneficial to supporting and broadening students' aspirations, using Gatsby Benchmarks as a tool to do so, to ensure that careers education is inclusive, visible, valued and an integral part of everyday school life.

At the heart of our vision for this role is a commitment to preparing every student for life beyond school. The Careers Officer will be instrumental in realising this intent by providing inclusive, high-quality careers education that inspires ambition and empowers students to make confident, well-informed choices about their future. Through strong partnerships with staff, families, and external agencies, the Careers Officer will help ensure

that every learner develops not only the skills and knowledge required for employment, but also the resilience, independence, and character needed to thrive in an ever-changing world.

We hold high expectations for behaviour, attendance and engagement, recognising their importance in preparing students for adult life and the world of work. The successful candidate will adopt a relentlessly positive approach with all students, particularly when working with students who face barriers to aspiration or engagement. Careers education at Grace College is viewed as a powerful tool for improving motivation, confidence and long-term outcomes, allowing us to broaden every student's horizons.

A central part of this work will be breaking down barriers to participation and progression so that every student can fully access the opportunities available to them. Working in partnership with families, colleagues and employer partners, the Careers Officer will help create a culture where careers education supports not only future pathways, but also personal growth, positive behaviour and academic success.

If you are committed to delivering high-quality careers education, widening opportunity and ensuring that every young person can access ambitious and meaningful futures, we would be delighted to receive your application. If what you have read aligns with your values and professional ambitions, you are likely to find Grace College a purposeful and deeply rewarding place to work.

Rachael Hooker  
Principal

# MISSION

## CHARACTER EDUCATION

We build good character. We learn about good character, why it matters and how to develop it.

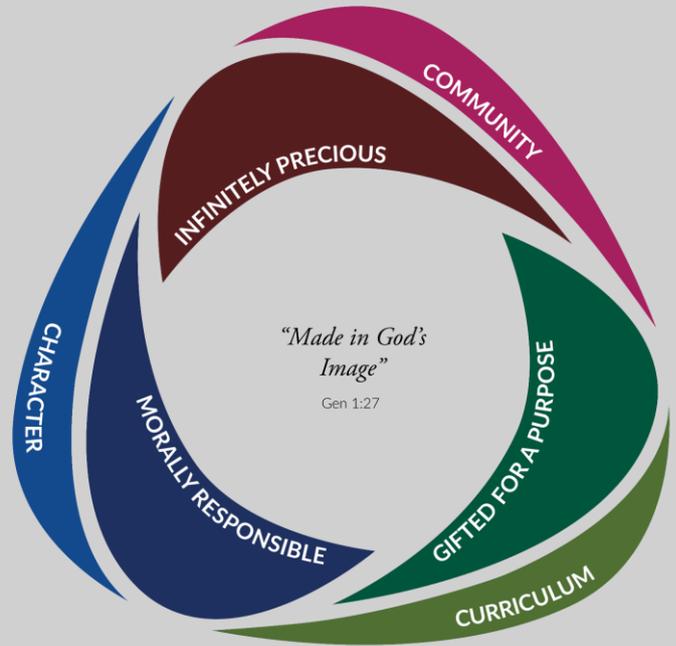
## CURRICULUM EXCELLENCE

We are determined to achieve a personal best. We provide a broad ambitious curriculum that ensures excellent student learning, progress and future destinations.

## COMMUNITY ENGAGEMENT

We serve with gratitude. We use our gifts to benefit the community and the environment.

## OUR CORE VIRTUES





**GRACE COLLEGE**  
All our students will be challenged to achieve their potential.

**COURAGE**  
We are determined to achieve even in the face of difficulty.

**HUMILITY**  
We avoid arrogance, being real about our strengths and weaknesses.

**INTEGRITY**  
We are honest with ourselves and our words and actions agree.

VALUES CHALLENGED. INSPIRED.

“

**ALL PEOPLE ARE INFINITELY  
PRECIOUS, MORALLY  
RESPONSIBLE AND GIFTED  
FOR A PURPOSE”**

# THE ROLE

**Careers Officer will be responsible to Assistant Vice Principal for:**

**1. Develop an effective careers education programme which benefits from high impact external partnerships (Years 7–11)**

- Lead the development of an inclusive, whole-school careers programme which is embedded across the curriculum.
- Build and maintain strong partnerships with employers, training providers, and external agencies to expand opportunities to engage with employers and work experience.
- Coordinate careers events and pathways while ensuring activities are impactful and aligned with student needs.

**2. Ensure student engagement in careers education is effective and inclusive.**

- Plan and deliver engaging careers activities, including workshops, trips, presentations, and small-group sessions.
- Provide tailored support and targeted interventions to ensure all students can access and benefit from careers education.
- Inspire aspiration and informed decision-making through meaningful and inclusive careers learning experiences.

**3. Provide personalised careers guidance, support effective transitions so that students move on to appropriate destinations.**

- Provide impartial one-to-one guidance and progression planning for students.
- Support students and families at key transition points, including options choices, post-16 pathways, and results days by ensuring they have appropriate advice, guidance and support.
- Track destinations and use data and feedback to evaluate and continuously improve careers provision and outcomes.

The careers advisor will also be responsible for ensuring that the school is compliant with the Baker Clause and that we fulfil our responsibilities under the Gatsby Benchmarks.



“

**SUPPORTING STUDENTS  
AND STAFF TO BECOME  
THE PERSON THEY HAVE  
THE POTENTIAL TO BE”**

# THE PERSON

## Category

## Essential

## Desirable

### Qualifications

- A recognised careers guidance qualification (e.g. Level 6 Careers Guidance) or substantial relevant experience delivering careers education in a secondary school or similar setting and a willingness to work towards this qualification.
- GCSEs (or equivalent) in English and Maths at grade 4/C or above.

- Qualified Careers Adviser status.
- Teaching qualification or experience of delivering structured learning to groups of young people.
- Safeguarding or trauma-informed practice training.

### Teaching & Learning

- Experience of delivering careers education, guidance or employability learning to secondary-aged students.
- Ability to plan and deliver engaging careers activities, workshops or guidance sessions tailored to individual needs.
- Experience supporting students at key transition points (KS3–KS4, KS4–post-16).

- Experience delivering careers learning within Alternative Provision or to students with SEND.
- Experience embedding careers education across the curriculum in collaboration with teaching staff.
- Experience evaluating impact on student outcomes and destinations.

### Knowledge

- Secure understanding of the Gatsby Benchmarks and statutory careers guidance requirements.
- Knowledge of post-16 and post-18 pathways, including academic, vocational, technical and apprenticeship routes.
- Understanding of local labour market information (LMI) and progression opportunities.
- Awareness of barriers faced by vulnerable learners and how careers education can address them.

- Experience preparing for or contributing to Ofsted inspection evidence around personal development and careers.
- Knowledge of destination tracking systems and careers software.
- Understanding of employer engagement best practice.

# THE PERSON CONTINUED

## Category

## Essential

## Desirable

Effective Relationships

- Ability to build strong, professional relationships with students, parents/carers, staff and external partners.
- Experience working collaboratively with pastoral, SEND and senior leadership teams.
- Confidence liaising with employers, training providers, colleges and universities.
- Commitment to inclusion, safeguarding and equal access to opportunity for all students.

- Experience coordinating careers fairs, employer talks or work experience programmes.
- Experience engaging parents/carers in careers education and aspiration-building.
- Established employer or provider networks.

Personal Attributes

- Strong organisational skills and the ability to manage competing priorities.
- Resilient, reflective and solution-focused, with a student-centred approach.
- Alignment with the ethos and values of Grace College.

- Creativity and initiative in developing new opportunities and partnerships.
- Ability to influence and inspire students and adults.
- Ambition to further develop careers provision and professional practice.

Knowledge

- Secure understanding of the Gatsby Benchmarks and statutory careers guidance requirements.
- Knowledge of post-16 and post-18 pathways, including academic, vocational, technical and apprenticeship routes.
- Understanding of local labour market information (LMI) and progression opportunities.
- Awareness of barriers faced by vulnerable learners and how careers education can address them.

- Experience preparing for or contributing to Ofsted inspection evidence around personal development and careers.
- Knowledge of destination tracking systems and careers software.
- Understanding of employer engagement best practice.



# STUDENT SUPPORT

At Grace College we provide universal pastoral support for students. Each student has a tutor and belongs to one of our four houses. They see their tutor every day and along with the Head of House they provide pastoral care to ensure that all students feel that they belong to Team Grace, are known well and valued as an individual. When a student requires more than this universal support to ensure they can flourish we have the following targeted intervention teams:

- **Behaviour Support:** led by the Senior Behaviour lead who works with a team of behaviour support officers to ensure students have the right support to engage well in learning and be safe, professional and kind at all times.
- **SEND:** led by the AVP: Student Support (SENCO) who works with another SENCO, Deputy SENCO and Learning Support Assistants to ensure that where students require additional support access the curriculum this is high quality and supports students to achieve their personal best in the classroom.
- **Attendance:** led by the Senior Attendance Lead who works with a team of attendance support officers and an administrator to ensure that we promote good attendance and respond effectively when students are absent, so that absence does not prevent students from engaging and achieving.
- **Welfare:** led by the AVP: Student Support (SENCO) who works with a team of welfare support officers who provide responsive and proactive intervention and support for students who may need help to maintain positive wellbeing.
- **Safeguarding:** the successful candidate to this post would lead a team of child protection officers to ensure that there continues to be a strong culture of safeguarding at Grace College and that we take appropriate and swift action to safeguard students.



Books on the top shelf of the left section.

Books on the top shelf of the middle section.

Books on the top shelf of the right section.

Books on the middle shelf of the left section.

Books on the middle shelf of the middle section.

Books on the bottom shelf of the left section.

Books on the bottom shelf of the middle section.

Books on the bottom shelf of the right section.

Book cover: **Harry Potter**  
Chris Ryan

Book cover: **CHRIS RYAN**  
Plot Lines

# STUDENT DEVELOPMENT

We consider the development of each young person's character to be a vital part of what we do at Grace College. We do not want to simply develop compliance to a set of rules but teach young people how to have self-control and do what is right when no one is watching. Therefore, character development is one of the five themes of our personal development programme:

1. Relationships
2. Health and Wellbeing
3. Character
4. Rights and responsibilities
5. Futures

Students have dedicated time each week in their timetable in which the taught curriculum is delivered by their tutor. They also have an assembly each week led by the Heads of House where personal development and student support topics are covered.

However, personal development is so much more than the taught curriculum and we believe in providing a wealth of opportunities for young people to develop their talents, interests and passions. We offer an extensive after school co-curricular programme that we are seeking to grow further. Outdoor education experiences are offered to students in year 7 and 8 preparing them to consider signing up for the Duke of Edinburgh's award in year 9. We have committed to running an affordable residential for all students in year 7 and are developing this for year 8 students. In year 7 students will have the opportunity to attend Camp Grace, a 4-day camping experience in Edinburgh, we have now run this experience for two years and it is a highlight of the year long transition for year 7 students. Last year we also introduced an annual tradition of whole college events including the Christmas Carol Service, Easter Service, Sports Day at Gateshead Stadium and Presentation Evening at The Glasshouse, Gateshead. Our music and performing arts department offers annual events performances as well as LAMDA and peripatetic tuition for students, which participation in is growing every year.

Our four houses: Butler, Stephenson, Cookson and Swan are all lead by a Head of House and they also organise a range of house events each term as well as organising and promoting wider opportunities for students to engage in so that there is something special happening in college every day.



BUTLER HOUSE



COOKSON HOUSE



STEPHENSON HOUSE



SWAN HOUSE

# APPLICATION DETAILS

## Vacancy Details

Salary: SCP 15 – 19 £26,058.45 - £27,826.43

Start date: As soon as possible

Location: Grace College, Gateshead

Working Terms: 37.5 hours per week, Monday – Friday 08:00am – 16:00, term time plus 5 days

## Deadline

Closing date: 6<sup>th</sup> March 09:00am

Interviews to be held the following week.

If applicants would like to visit the school, please contact [enquiries@gracecollege.org.uk](mailto:enquiries@gracecollege.org.uk)

## How to apply:

For further information, please visit [www.esf-web.org.uk](http://www.esf-web.org.uk) or call HR on **0191 442 2000** or . A CV may be submitted to supplement your application but will not be accepted instead of a completed on-line application

[APPLY ONLINE HERE](#)

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This post will involve daily contact with children and is subject to an enhanced DBS check. In addition, as part of the shortlisting process, and in accordance with statutory guidance, we may carry out an online search (for publicly available material) to help identify any incidents or issues that have happened which we may want to explore with shortlisted applicants at interview.

Please note that this detail is indicative and can be amended, updated or replaced as felt appropriate at any time and in order to remain in line with any future legal requirements or expectation.

