



Careers Lead

Application Pack

Caroline
Chisholm
School



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Chisholm
School



Globally Minded • Future Ready

94% of CCS staff say

- ▶ 'I enjoy coming to work'
and
- ▶ 'I receive high quality
support'

(Oct 2025)



CCS received the 'Wellbeing Award for Schools' (2024)

Welcome - Thank you for your interest

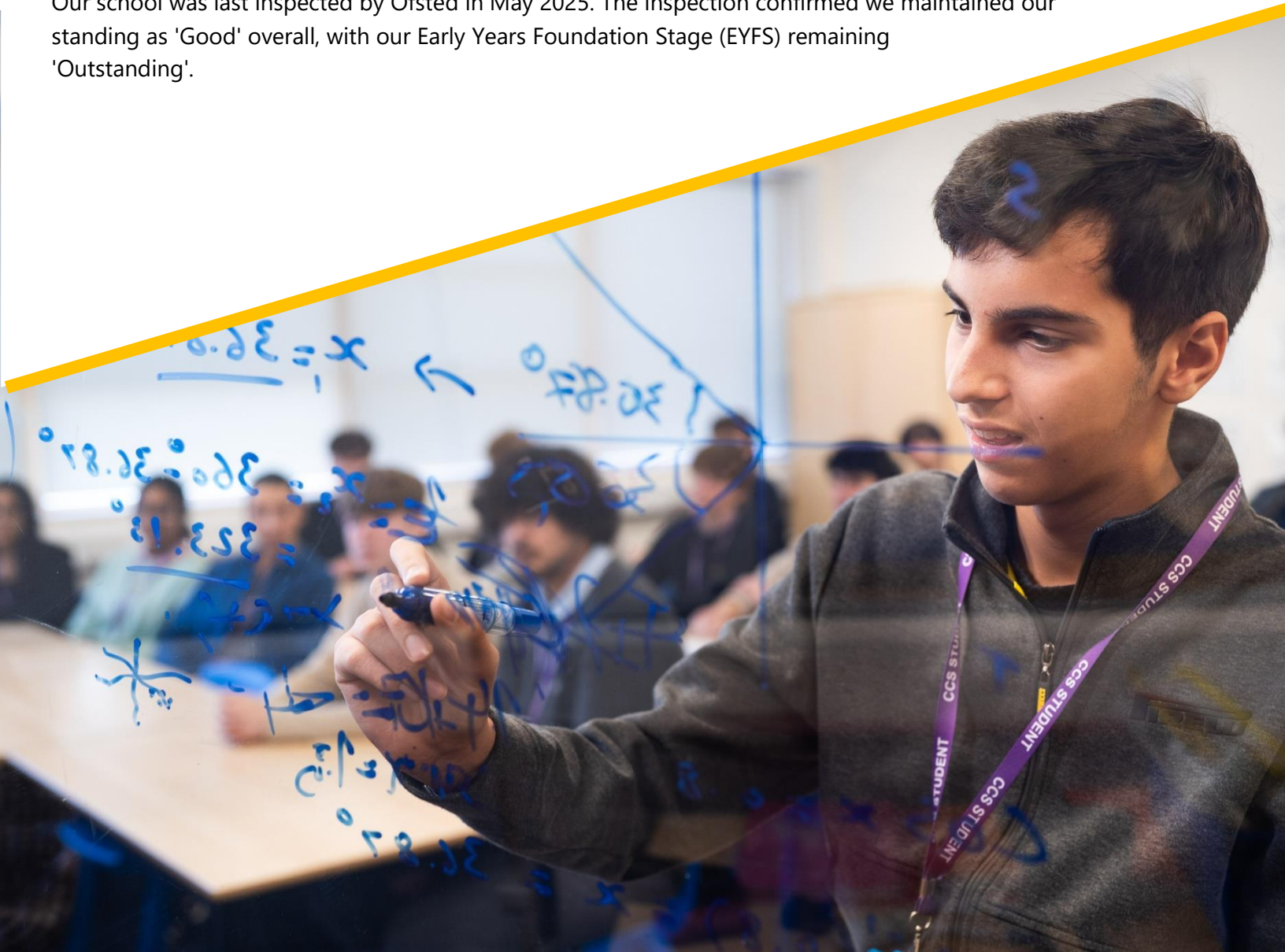
Big question: 'Do you want to work in a place where staff wellbeing truly is at the heart of every decision?'

If so, then our school and the post of Careers Lead at Caroline Chisholm School may be worth considering.

Our school is a dynamic and heavily oversubscribed all-through academy which, as England's first all through state school, covers an age range from 4 to 19. The school caters for over 2100 students across our Primary phase, Secondary phase, and Sixth Form. The school has an incredibly talented and motivated staff body and a supportive, bright, and extremely well-behaved student body.

We are currently seeking someone to join our incredible team within our fully inclusive, all-through learning community. The successful candidate will be a highly motivated individual who has outstanding experience and/or potential. You will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

Our school was last inspected by Ofsted in May 2025. The inspection confirmed we maintained our standing as 'Good' overall, with our Early Years Foundation Stage (EYFS) remaining 'Outstanding'.



This is the important stuff...

► Our Vision

Our mission is simple, yet powerful: To inspire every student through the delivery of an innovative, world-class education'. We are proud to be a beacon of excellence in our community; a place where every individual feels safe, valued, included, and glad to belong.

Being an all-through school has a number of benefits for staff, students and parents; children stay settled; staff can work together across all phases and parents can be assured with a consistent approach to their child's education.

We believe passionately in nurturing the natural curiosity of every learner. Our curriculum and wider opportunities are designed to enrich lives, fostering not just academic success, but also social development, moral integrity, and personal growth.

At the heart of our school are our CCS values that shape and resonate in everything we do. Our learners leave us as confident, resilient individuals with deep respect for others and a life-long love of learning. Our curriculum is enriched with first class opportunities for creativity, personal development and global connection designed to shape not only great scholars, but also students who are 'globally minded and future ready'.

► Our Values

At the heart of everything we do are the values that define us: acting with kindness, learning with curiosity, and living with integrity.

Kindness builds a community where everyone feels safe and valued. It teaches empathy, inclusion, and respect; qualities that underpin strong relationships and positive mental health. Kindness ensures that care for others remains central to all learning and behaviour.

Curiosity drives a love of learning and discovery. It encourages children and young people to ask questions, think critically, and explore the world with open minds. A curious learner becomes a lifelong learner; adaptable, creative, and ready to face change.

Integrity means doing the right thing, even when no one is watching. It fosters honesty, trust, and accountability, the foundation for strong character and good citizenship. It unites academic learning with moral development across every age group.

Together, we will continue to create an inspiring learning environment, one where our young people enjoy exceptional teaching, supported by a 'no excuses' culture, and leave us fully prepared for life and the world of work.

Personal message to applicants, from the Principal

It is such a huge decision to decide where and with whom you will 'do life' with during the next phase of your career. It is certainly something I have considered prior to every job I have ever considered in mine. Are these the kind of people who will support me, help me grow, empower me to become all I can be... somewhere I can give, somewhere I can effect change on the lives of young people... and importantly somewhere I can enjoy living?'

This has always been at the forefront of my mind in the schools I have led, as I believe that our greatest investment should be in our people.

Richard Branson said it best I think: "Train and equip people well enough that they can leave, treat them well enough that they don't want to." This philosophy underpins what we have termed 'The CCS People's Pledge' - our shared commitment to staff wellbeing and excellence. When we really prioritise staff wellbeing and professional growth, we create a culture where every colleague feels valued, supported, and empowered to thrive.

The reality is clear, well documented and often quoted: Workload, burnout, poor pay, lack of support, and leadership gaps are driving talented educators away. Yet schools will always exist, and children will always need great teachers and staff who support them. If we want to be part of shaping globally minded students to enable them to become future ready, something has to change, fast. That change starts with us. With us leading learning, not just managing people but trusting professional autonomy; and recognising the daily impact all staff make beyond test scores.

Teachers and Support Staff are the heartbeat of education. When they choose to leave, the entire system feels it. That's why our pledge is more than words, it's action. We commit to prioritising wellbeing, fostering belonging, championing balance, celebrating contribution, and investing in growth. Because when our staff thrive, our students flourish. It's important we do more than just talk and at CCS... we are doing exactly that!

If you feel that our school ethos fits your ambitions, I would very much like to hear from you. This position is available from May 2026, and is a new opportunity within our structure.

If you would like to visit our school, please contact Jane Trevellick
(jtrevellick@ccs.northants.sch.uk)

I look forward to exploring the future together, so please get in touch.

Kind regards

Chris Bishop

A portrait of Chris Bishop, the Principal, is positioned on the right side of the page. He is a middle-aged man with a short beard and mustache, wearing a dark blue suit jacket, a white shirt, and a light-colored tie. The background behind him is a blurred outdoor setting with greenery. A diagonal yellow line runs across the page, separating the text from the portrait.

www.linkedin.com/in/cbishop1



Careers Lead

Job description



Reporting to:

Assistant Principal Post 16 provision

Salary:

Grade H £15,433 - £17,031 (actual salary for 22 ½ hours per annum) dependent on experience.

Pay award pending

Working time:

Monday to Friday, 22 ½ hours per week, working flexibly. 39 weeks per annum term time, plus training days and one week for results days

Job Description

Main duties and responsibilities

Role Purpose

The Careers Lead will be responsible for the professional management of careers across the Trust. They will ensure all students, particularly those in years 10 – 13 receive expert careers guidance and targeted support to ensure they are well prepared for further education, training and employment. They will work to achieve the Gatsby benchmarks and meet statutory guidance.

Key Responsibilities

Careers and destinations guidance

- Lead on the strategic development and implementation of the school careers programme in line with statutory guidance and the Gatsby Benchmarks
- Coordinate careers education across year groups, ensuring students have access to impartial, high-quality guidance
- Organise careers events, work experience, employer encounters for all year groups, careers fairs and post-16/post-18 transition activities
- Arrange mock interview days and transition workshops to enhance student understanding
- Ensure statutory guidance is adhered to in relation to The Baker Clause.
- Facilitate bespoke appointments as necessary for vulnerable students including those with SEND.

Networking & stakeholder engagement

- Develop and maintain strong links with employers both locally and nationally, training providers, further and higher education institutions
- Ensure parental engagement by representing the school at parent evenings and post 16 / post 18 information evenings
- Build a network of university contacts

UCAS Coordination

- Work with the post 16 Assistant Principal to ensure successful completion of the UCAS application process so that students submit high quality, timely applications. This includes managing deadlines, providing resources for Personal Statements, and ensuring tutors are updated on HE trends.

Evaluation of student outcomes

- Track and analyse student destinations data and produce reports for senior leaders, Trustees and external stakeholders
- Support students at risk of becoming NEET (Not in Education, Employment or Training), through targeted interventions and guidance
- Ensure accurate recording of careers activities and destination outcomes

- Maintain Provider Access legislation policy to ensure it meets legal requirements

Student Leadership Programme

- Develop & oversee the student leadership programme, organising leadership pathways aligning these with school values

Training and Growth Opportunities

- Support for continuing professional development (CPD) through school-funded courses.

Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

“The school provides many opportunities for pupils to develop their talents and interests. [...] Pupils have many opportunities to develop their character and to contribute to school life. Students in the sixth form are proud to mentor younger pupils.”

Ofsted, 2025

Person specification

E Essential

D Desirable

Education, training and skills

| | |
|----------|---|
| E | Good education with minimum of grade 4/C pass in GCSE English and Maths or O Levels at Grade C or above. |
| D | Either Level 6 Careers Guidance and Development or willingness to undertake this training in first year of role |
| E | A good understanding of the statutory career's guidance requirements for schools |
| E | Effective communication and interpersonal skills |
| E | Ability to build effective working relationships both inside and out the organisation |
| E | Ability to inspire ambition in students |
| E | Able to work independently and part of a team |
| E | Able to manage a busy and diverse work load |

Personal Qualities

| | |
|----------|---|
| E | A commitment to getting the best outcomes for all students and promoting the ethos and values of the school |
| E | Ability to work under pressure and prioritise effectively |
| E | Commitment to maintaining confidentiality at all times |
| E | Flexible and adaptable to changing priorities |
| E | Commitment to safeguarding and equality |

Experience

| | |
|----------|---|
| E | A good understanding of the statutory careers guidance requirements for schools |
| E | Experience working with young people in a guidance or educational capacity |
| E | Experience of planning, managing and organising events |
| E | Experience of working with a range of stakeholders, including employers, training providers and colleges/universities |
| E | Familiarity of the Gatsby Benchmarks |
| E | Familiarity with Unifrog |
| E | Familiarity with the UCAS application process |
| E | Effective communication and interpersonal skills |
| E | Ability to build effective working relationships both inside and outside the organisation |
| E | Ability to inspire ambition in students |
| E | Able to work independently and part of a team |
| E | Able to manage a busy and diverse workload |

Applicable to all staff

| | |
|----------|---|
| E | Undertake training as required in order to fulfil the requirements of the role |
| E | Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school |
| E | Play an active role in terms of safeguarding all students and adults |

Safeguarding statement

Caroline Chisholm Education Trust is committed to safeguarding and promoting the welfare of all children and young people and preventing extremism. It expects all staff and volunteers to share this commitment. All staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

We are required to conduct a variety of checks and online searches about you as part of our recruitment process in accordance with Keeping Children Safe in Education guidance.

It is an offence to seek employment in regulated activity if you are barred from working with children. This post will involve regular contact with children, and therefore is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Further guidance can be found at:
<https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974>.

Applicants are therefore not entitled to withhold information about convictions, cautions or bind-over orders which for any other purposes are "spent" under the provisions of the Act. Any information that is "protected" under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, 2013 and 2020 will not appear on a DBS certificate and does not need to be declared.

Shortlisted candidates will be asked to complete a self-declaration related to their criminal record or any information that would make them unsuitable to work with children.

The successful candidate will be required to undergo an Enhanced Disclosure from the Disclosure and Barring Service (DBS) and obtain any other statutorily required clearance. If you have lived or worked outside of the UK, additional information may be required from you to satisfy safer recruitment checks. Please see our website for up to date policies including our Child Protection and Safeguarding Policy.

Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role.

Our Core Wellbeing Offer

1. Work–Life Balance

- ▶ 45-minute meetings as standard
- ▶ “Out of office” email protocol for holidays/weekends
- ▶ Agile working arrangements considered
- ▶ Protected Planning, Preparation and Assessment (PPA) time
- ▶ Paid, annual ‘Flexi-Day’ off from Trustees available, upon request
- ▶ Directed time well below 1265 hours for teaching staff
- ▶ ‘Discretionary leave’ considered for life events
- ▶ Half day at end of Christmas and Summer terms

2. Recognition & Community

- ▶ Monthly “I heard a Whisper” awards
- ▶ Regular shout-outs from leadership and peers
- ▶ Relaxing, shared staffroom spaces
- ▶ Termly staff raffle
- ▶ “Feel Good Friday” thank-you briefings
- ▶ Link Trustees to leadership
- ▶ £500 “Recommend a Friend” bonus
- ▶ Salary sacrifice schemes for bikes, tech, childcare
- ▶ Blue Light Card paid for bi-annually
- ▶ Fair TLR values for part-time staff

3. Voice & Influence

- ▶ Annual strategy review using Boston Consulting Group (BCG) Matrix
- ▶ Annual anonymous staff survey with published actions
- ▶ "Stay Interviews" to understand retention
- ▶ Termly Staff Wellbeing Forum
- ▶ Dedicated Wellbeing Trustee
- ▶ Open-door SLT policy

4. Professional & Personal Growth

- ▶ Funded CPD and skill development
- ▶ Peer-to-peer instructional coaching & mentoring
- ▶ Transparent career pathways
- ▶ Regular 1:1s with leaders
- ▶ Disaggregated training days
- ▶ Learning walks with no personal judgements
- ▶ Free music tuition (where possible)
- ▶ July start for Early Career Teachers

5. Health & Wellbeing

- ▶ Wellbeing Policy
- ▶ Free flu vaccinations
- ▶ Access to 'GP On-Demand'
- ▶ Free tea and coffee
- ▶ Mental Health First Aiders
- ▶ Wellbeing modelled by senior staff
- ▶ Formal supervision statutory for DSL staff
- ▶ Wellbeing email for concerns/suggestions
- ▶ Confidential, free Employee Assistance Program (EAP)
- ▶ Clear policy for managing challenging families – 'no excuse for abuse'
- ▶ SLT agenda includes "Impact of decisions made"
- ▶ "Brunch at Breaktime" on last Friday of each month
- ▶ Fitness and wellness program – inc. Yoga lessons, staff sports, free on-site gym



How to apply

To apply, simply click “apply now” to complete the application form, and upload your supporting statement to tell us about your experience and suitability for the post with reference to the job description and person specification.

An on-line search will be conducted for all shortlisted candidates prior to interview.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Jane Trevellick, Payroll and HR Coordinator via:

jtrevellick@ccs.northants.sch.uk

Please note that all applications must be submitted by **midday Friday 1 May 2026**

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

Interview

Interviews for the post will take place on Wednesday 13 May 2026

The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.

“Reflecting on my time in both primary and secondary, I can see how much support I've received. My school has provided a solid foundation in academics, helping me develop essential skills that I will carry forward.”

Trisha, Year 8

Caroline Chisholm School



Principal: Mr Chris Bishop

Vice Principals: Mr Andrew Fisher, Mrs Elizabeth Husband



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Caroline Chisholm School

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