

JOB DESCRIPTION

Job Title: Careers Advisor
Responsible to: Vice Principal

Salary Scale and Point: Grade 6, Point 20 - 25
Contracted Hours: 37 hours per week/Term Time only

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.

Key Responsibilities/Duties:

General:

- Provide a thorough, personalised career service throughout the school.
- Provide engaging advice, guidance and support on post-16 choices, including vocational courses, university degrees and post-16 careers.
- Show an awareness of students' preferences and which pathway(s) would be most appropriate for them.
- Monitor and evaluate the effectiveness of the career's guidance at Ormiston Sheffield Community 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 and Year 13.
- 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:

- Produce careers information and guidance through online and hard copy literature, and visual displays in school.
- Organise PSHE Careers resources/ 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:

- Encourage the training of school staff to promote careers guidance to their students.
- Ensure staff have the necessary information required for providing students with the support, leadership and motivation needed for when they consider their post-16 and post-18 pathways.
- 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 Vice Principal overseeing Careers, representing key views and ideas of CEIAG, ensuring that the Vice Principal is kept well informed of critical developments.

Direction and Development of CEIAG:

- Consult with the Vice Principal 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.

Contribution/Progression/Retention of CEIAG:

- 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.
- 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:

- 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:

- 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 work place 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.

To undertake other duties appropriate to the grade for the post as the Principal or Line Manager may from time to time reasonably determine.

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

PERSON SPECIFICATION

Job Title: Careers Advisor

Grade: 6

Education and Qualifications

Essential

- **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.

Desirable

- Other Under and Postgraduate qualification in careers guidance

Knowledge and understanding

Essential

- 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.

familiarity with national policy relating to careers education, including

- 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 16 and Post 18 pathway choices
- knowledge of child protection and safeguarding issues

Desirable

- knowledge and understanding of key developments in IAG and the local/national labour market
- experience of delivering group-based advice and guidance

Skills and experience

Essential

- 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.
- 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.

	Desirable <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
Interpersonal Skills	Essential <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.
Prepared by:	D. Foreman

This position is subject to an enhanced Disclosure and Barring Service Check and suitable references for the successful applicant.