



THE ADEYFIELD ACADEMY

JOB DESCRIPTION

Careers Lead

37 Hours Per Week

Term Time + 5 INSET Days

Pay Grade H6

RESPONSIBLE TO: Deputy Headteacher

PURPOSE OF POST:

- To evaluate the school's careers programme against the eight Gatsby Benchmarks.
- To complete the annual review of the school's careers programme on Compass+.
- To ensure the quality of careers education and guidance.
- To support and deliver effective careers guidance, careers education, and information for students.
- To design, select, and provide curriculum resources, activities, and services to meet students' career needs.
- To organise and co-ordinate a range of professional guidance and career planning to enhance student employability.
- To co-ordinate work-related learning (WRL) and careers activities.
- To support and facilitate the delivery of all work experience programmes.
- To oversee the work experience provision.
- To co-ordinate careers events with local partners.
- To work in close collaboration with staff and employers to facilitate student progression and aspiration.
- To lead on a range of projects which assist and support students into employment or higher education, and act to raise aspiration.

PRINCIPAL RESPONSIBILITIES:

Work Experience Co-ordination

- To manage the delivery of all work experience placements in Key Stage 4.
- To map work experience provision and oversee gap analyses by sector.
- To develop local external business links to facilitate work experience placements.
- To develop a bank of good practice resources to support new employers taking on work experience placements and internships.
- To manage the production of evaluation reports on work experience delivery and provision.

Careers Advice and Guidance

- To provide workshop sessions, which may include CV writing, applications, interview preparation, applying for volunteering or work experience opportunities, choosing a career, or pathways into Higher Education.
- To work with Higher Education institutions (including Russell Group universities), employers, voluntary organisations, and business enterprises to promote aspiration and opportunities for students.
- To ensure there is a clear strategy for the delivery of careers guidance with diverse activities and services to meet the needs of students at different stages of their development, including within the mainstream curriculum.
- To obtain written feedback from students, colleagues, and partners on the delivery of the service to monitor and evaluate the quality and impact of provision.





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- To develop partnerships and networks with local employers to support the school in ensuring students have greater direct exposure to the world of work and the full range of career pathways.
- To ensure students are well signposted to different guidance activities and to promote the use of the National Citizen Service (NCS).
- To ensure that careers advice, guidance, and education activities provide students with up to-date, industry-related knowledge, labour market information, and available apprenticeships.
- To design, select, and provide activities, resources, and services to meet students' career needs.
- To co-ordinate activities and events relating to careers education, including the facilitation and management of the annual careers fair.
- To develop, in consultation with postholders, the provision of Information, Advice, and Guidance (IAG) co-ordination and events related to preparing students for apprenticeships.
- To support the Senior Leadership Team (SLT) lead and other staff in the co-ordination of whole-school careers events.
- To support and advise the SLT in relation to matters of compliance and statutory careers duties.

Whole-School Support

- To disseminate information to colleagues, students, and parents on up-to-date developments in Higher Education and employment.
- To research and provide up-to-date information on local and national career opportunities, and keep students and colleagues informed of new developments and trends.
- To lead on compiling and analysing progression data when students move on.
- To support the enrolment and recruitment process for post-16 provision as required.
- To undertake full First Aid training and act as a school First Aider, including on off-site visits with students.





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PERSON SPECIFICATION:

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Experience of working with young people between 11-18 years old.	1,2	Delivering mentoring and progression services to young people.	1,2
	Managing, implementing and evaluating action plans.	1,2		
	Managing and implementing recording and reporting systems.	1,2	Multi-agency working.	1,2
	Producing reports.	1,2	Developing banks of educational resources.	1,2
Skills / Abilities	The ability to motivate.	1,2	Ability to be both constructive and critical.	1,2
	The ability to implement plans.	1,2		
	The ability to build good relationships at all levels.	1,2		
	The ability to effectively map provision.	1,2		
	The ability to promote and maintain quality control in all aspects of work.	1,2		
	Team player with energy, commitment, enthusiasm and perseverance.	1,2		
	Excellent organisational skills encouraging positive collaborative working practices.	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2		





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Disposition and Attitudes	Able to form appropriate relationships with young people. Ability to represent the school in a professional manner with a calm, tactful and responsible attitude.	1,2 1,2	Ability to relate well to other professionals.	1,2
Equality Issues	Able to identify when discrimination is taking place in service delivery or in the workplace and to take appropriate action where this is identified.	1,2		

Specialist Knowledge, Education and Training	Knowledge of a range of IT software, e.g. spreadsheets and databases. A working knowledge of the English education system. Knowledge and understanding of issues facing diverse and inner-city communities. Knowledge and experience of working within an educational setting. GCSE Grade C and above in English and Maths. Qualification relevant to the job, or good evidence and training gained in the work place. Able to commit to relevant job training.	1,2 1,2 1,2 1,2 4 4 1,2	Evidence of knowledge, understanding and enthusiasm for the personalised learning agenda. Understanding of budget management. Higher education qualifications in a related degree. A qualification in Career Guidance and Development Level 6, i.e. QCG, NVQ/SVQ Diploma, Dip, CG, AGCAS. Teaching Qualification Qualified Careers coordinator Willingness to undertake a First Aid course and apply this in school	1, 2, 4 4 1,2
Other requirements	Willingness to adjust working arrangements to meet day to day service demands.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

