

 GREENWOOD ACADEMIES TRUST JOB SPECIFICATION CAREERS LEAD	
Reports To: Assistant Principal	
Why	Job Summary: Plan and implement a strategy for developing a careers programme for the Nottingham Girls' Academy that meets all eight of the Gatsby benchmarks of good practice and prepares young people for the choices and transitions in education, training and employment.
What	Main Responsibilities: Careers Leader role: Leadership - Advising senior leaders on policy, strategy and resources for CEIAG; - Reviewing and evaluating CEIAG and preparing and implementing a CEIAG development plan that maintains the academy's Careers Mark status by ensuring all 8 of the Gatsby Benchmarks continue to be fulfilled. - Reporting on CEIAG to senior leaders and relevant trust staff. - To collaborate with the Education Directorate and other Careers Leads across the Trust, including on quality assurance of provision at other academies within the Trust. - To contribute to appropriate action plans to continue to develop careers education in the academy. - Remain up to date with the Ofsted inspection toolkit in relation to careers guidance in order to facilitate providing accurate self-evaluation to senior leaders and pastoral teams. Management - Planning schemes of work for careers education and briefing and supporting teachers. - Monitoring teaching and learning of careers education as well as access to, and take up of, careers guidance. - Supporting tutors by providing initial information and advice. Coordination - Managing the provision of careers information. - Working with Senior Leaders, the PSHE Coordinator, other subject leaders and Pastoral Teams, to plan careers education, drop-down days and events and co-ordinate careers advice meetings for pupils (prioritising vulnerable pupils and those identified as being at risk of being NEETs). - To plan and coordinate suitable work experiences for all pupils in accordance with the Gatsby Benchmarks. Networking - Establishing and developing links with employers, FE colleges, apprenticeship providers and universities. - Negotiating a service level agreement with the local authority for support for vulnerable young people. - Managing links with the LEP and other external providers. PSHE Delivery - To work as part of a team to help plan and develop the PSHE curriculum, including but not limited to, aspects relating to careers and employability. - To work as part of a team to deliver and assess the PSHE Curriculum, including (but not limited to) aspects relating to careers and employability. Careers Advisor Role: Personal Career Guidance - To conduct client-focused, impartial, personal career guidance interviews with pupils which challenge and support them to make informed, realistic and adaptable career decisions based on self and opportunity awareness, aspirations, motivation, confidence and approach to learning and which, if necessary, broaden their horizons. - To generate and maintain client records electronically in support of personal guidance interviews, including a summary of agreed actions / action plan. Careers Information Use expert knowledge of careers information and labour market information and intelligence to enable pupils to identify, access, interpret and utilise valid and current information that is relevant to them, including the appropriate use of information technology, e.g social media and web-based information sources. To organise careers fairs and other relevant activities.

	Career Guidance Programmes		
	- To provide advice to SLT on the range of resources and the role of opportunity providers, other education, training and employment providers and relevant others e.g EMCCA in the development and delivery of the career guidance programme in school and the achievement of the Gatsby Benchmarks. - To facilitate career-related learning activities in groups with pupils. - To assist, where relevant, with the monitoring evaluation and reporting on the effectiveness of the career guidance programme in achieving the Gatsby Benchmarks and the Quality in Careers Standard.		
	Networking, Consultancy and Advocacy		
	- To refer to specialist services if required to support specific needs of pupils e.g young people with SEND. - To communicate with relevant external agencies and networks for the benefit of pupils and the enhancement of the career guidance programme. - To involve parents and carers, where relevant, in the career guidance programme and support provided to their child and attend parents' evenings as required. - To negotiate Service Level Agreements, where relevant.		
	Professionalism		
	- To abide by the relevant legislation, codes of practice, e.g. the CDI Code of Ethics and Trust policies and procedures, particularly in relation to child protection and behaviour management. - To abide by all measures to safeguard young people. - To reflect on practice and engage in continuous professional development to further develop the skills and knowledge required for professional practice and to keep up to date with developments in the sector. - Any other duties deemed appropriate to grade and skills. - Ensure the health and safety of all pupils at all times. - Maintain confidentiality at all times		
	How	<u>Competencies</u>	<u>Personal Attributes</u> (level expected when job is conducted to the required standard)
		Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>	Supports others to apply the Trust's ethos. Participates in Health & Safety working teams. Encourage individual and collective responsibility. Disciplined, tenacious and pragmatic.
		Development <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	Take responsibility for cascading to the department up to date knowledge and information about particular areas. Embedding practice ensures highly effective professional contribution across the academy. Give and receive effective feedback and act to improve personal performance.
		Leading <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Has a basic understanding of supervision / line management principles, consults widely and may provide direction to achieve results. Encourages openness and honesty. Does not apportion blame. Understands the impact and implications of projects/activities on own or others areas of the organisation. Fosters positive and productive relationships across the team in order to deliver results. Sets clear objectives and checking for understanding.
		Working with Others <i>Work effectively with other professionals, parents, carers and outside agencies as well as with pupils themselves.</i>	Works in partnership with and communicates effectively with parents/carers and external agencies. Drafts reports and ensures all relevant staff, parents/carers and external agencies are kept informed of progress. Works collaboratively with others to make informed decisions for the benefit of pupils.
		Task Management <i>Establishing appropriate courses of action for oneself and others to accomplish.</i>	Sets short term tasks (daily, weekly) Contributes to plans for change Develops own effectiveness in role, adapting to changing prioritises

Context	Communication <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Ensures communication has met its purpose	
		Presents complex information and concepts in a way that is simple and easy to understand	
	Problem Solving/Decision Making <i>Able to identify a potential problem, propose and assess solutions and decide upon a course of action.</i>	Creatively focuses upon solving the problem. using different techniques/ experience from other areas	
		Responsible for proposing what decisions should be made within the team and what needs to be referred	
		Collate, analyse and evaluate information within the scope of the role providing it for further analysis in a user-friendly format	
		Deals with problems across departments to achieve resolution	
	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfil all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You will be required to travel to academies as necessary.
	Education, Qualifications and Experience (EQE)	Essential Level 6 qualification in careers guidance alongside a qualification, or significant experience, in careers leadership. Effective use of ICT including word processing and data inputting skills. Desirable Experience of working with young people in a pastoral / advisory capacity. Willingness to undertake relevant training relevant to the successful application of the role	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	
	Data Protection	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.	

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.