

Job Description

Job Title:	Careers Leader
Reference:	
Reports to:	Director of Business & Enterprise
Responsible for:	No line management
Salary range:	UNQ
Contract:	Permanent

Main purpose of the role:	To provide professional career guidance services, including personal guidance interviews, in order to improve pupils' skills, knowledge and understanding for career planning and management
Careers Guidance Programmes Bench mark 1 'Provide a Stable Careers Programme'	1. To facilitate career-related learning activities in groups with pupils and producing fortnightly newsletters for tutors. 2. 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
Careers Information Bench Mark 2 'Understanding career and labour market information' Bench Mark 4 'Linking the curriculum with careers ' Bench Mark 5 'Encounters with employers and employees' Bench mark 6 'Experiences of workplaces ' Bench Mark 7 'Encounters with further and higher education'	1. 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. 2. To organise careers fairs and other relevant activities and working with subject leaders. 3. Organising guest speakers, trips, working with local businesses and the community 4. Organisation/ facilitation of work experience for year 10 and 12 students annually. 5. To provide advice on the range of resources and the role of opportunity providers, other education, training and employment providers and relevant others e.g. Enterprise Co-ordinator/Adviser in the development and delivery of the career guidance programme in school and the achievement of the Gatsby Benchmarks.
Personal Career Guidance:	1. To conduct student-focused, impartial, personal career guidance interviews with pupils which challenge and support them to make

Bench Mark 8 'Every student should have at least one interview by the age of 16 and the opportunity for the further interview by the age of 18.'	<p>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.</p> <p>2. To generate and maintain student records electronically in support of personal guidance interviews, including a summary of agreed actions/action plan.</p> <p>3. Analyse and report destination data / census data</p>
<p>Networking, Consultancy and Advocacy</p> <p>Bench mark 3. 'Addressing the needs of each pupil'</p>	<p>1. To refer to specialist services if required to support specific needs of pupils e.g. young people with SEND.</p> <p>2. To communicate with relevant external agencies and networks for the benefit of pupils and the enhancement of the career guidance programme.</p> <p>3. To involve parents and carers, where relevant, in the career guidance programme and support provided to their child and attend parents' evenings as required. 4. To negotiate Service Level Agreements, where relevant.</p>
Professionalism	<p>1. To abide by the relevant legislation, codes of professional practice, e.g. the CDI Code of Ethics and school policies.</p> <p>2. To abide by all measures to safeguard young people.</p> <p>3. 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.</p>
Recommended 18-month training	Level 6 Apprenticeship for Career Leader qualification with the Careers Guidance element (interviewing) – fully funded mostly online with 20 hours face to face training.

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> Hold a good honours degree or equivalent and a recognised teaching qualification (e.g. PGCE); Evidence of Continuing Professional Development 	<ul style="list-style-type: none"> QTS/QTLS

	relevant to the role.	
Experience	<ul style="list-style-type: none"> • Proven strong effective leadership and people management skills. • Ability and commitment to lead the Academy's drive to secure a transformational change in aspiration and standards. • Experience of supporting pupils/students of differing abilities and backgrounds. • A strong awareness of whole school and wider educational issues and current developments • A proven knowledge of the current national curriculum agenda and a strong understanding of the curriculum offering and personalised approaches to learning. 	
Skills	<ul style="list-style-type: none"> • The ability to provide appropriate levels of challenge so that pupils make good progress and achieve beyond their potential • Ability to secure high standards of behaviour by motivating, encouraging and engaging pupils • Ability to develop in pupils the skills to work independently and collaboratively • Demonstrable ability to build effective working relationships with a range of colleagues and stakeholders, including parents/carers, teachers and external professionals. • Demonstrable ability to communicate effectively in both oral and written form - for writing learning and support plans, reports on pupil/student progress, and training and guidance for staff. • Creative and innovative. • Excellent facilitation and presentation skills suitable up to and including senior managers. • Data and IT literate with good IT skills. • Excellent organisation and time-management skills - needed for 	

	<p>prioritising and balancing a busy and varied workload.</p> <ul style="list-style-type: none"> • Empathy and emotional intelligence - in order to recognise and be sensitive to the needs of pupils/students and parents. • Analytical and problem-solving skills - necessary for analysing school, local and national data and developing appropriate strategies and interventions. • Understanding of child protection, safeguarding and bullying issues and able to demonstrate understanding of own accountabilities.
Qualities	<ul style="list-style-type: none"> • Able to confidently liaise with senior colleagues including in formal settings. • Confident in operating flexibly and pragmatically in the face of shifting expectations and pressures. • Personal and professional authority and resilience. • Able to credibly challenge established assumptions and ways of working and make a valuable contribution to influencing organisational culture. • Empathetic, tactful and diplomatic. • Solution focused, working collaboratively and collegially with colleagues and stakeholders. • Excellent inter-personal skills. • A willingness and ability to develop specialist knowledge and keep up to date with local and national policy and developments.