



Careers Education, Information, Advice and Guidance (CEIAG) Teacher

Job Description

Reports to: Deputy Headteacher - Wellbeing

Status of Post: This role sits within our Teaching Teams.

Job Purpose

You will take lead responsibility and accountability for the delivery of our school's programme of careers advice and guidance. The post holder will have the confidence and authority to lead colleagues, make decisions, and enact reforms to ensure that the school meets the Gatsby Benchmarks.

Under the reasonable direction of the Executive Head Teacher and Senior Leadership Team, you will carry out the professional duties of a school teacher as set out in the current School policies.

Areas of Responsibilities

There are responsibilities that are specific to CEIAG as well as general responsibilities as a teacher.

This position also encompasses the role of class tutor, supporting a cohort of 8 students with updating their personal documentation and teaching the class RE, PSHE, Skills Builder and wellbeing lessons.

CEIAG Responsibilities

Leadership

- Plan the programme of activity in careers guidance and lead and support the team of teachers, administrators, external partners and others who deliver careers guidance
- Monitor the delivery of careers guidance across the 8 Gatsby Benchmarks and advise the senior leadership team on policy, strategy and resources for careers guidance and showing how they meet the Gatsby Benchmarks
- Report to senior leaders and governors as required
- Review and evaluate careers guidance and provide information for school improvement planning, Ofsted and other purposes

- Prepare and implement a careers guidance development plan
- Understand the implication of a changing education landscape for careers guidance, e.g. technical education reform
- Ensure compliance with the legal requirements to provide independent careers guidance and give access to providers of technical education or apprenticeships to students in schools.
- Find out destinations points for the first two terms for all students that have left Heath Farm School at Key stage 4 as outlined in national guidance documentation
- Ensure that details of the school's careers programme and the provider access policy statement are published on the school's website.

Management, Coordination and Teaching

- Manage the work of others e.g. careers advisers and other staff involved in the delivery of careers guidance
- Plan and teach careers lessons
- Manage and organise all work experience programmes for years 10-13
- Manage the provision of career and labour market information
- Manage the careers section of the school's website, ensuring information is accurate and up to date
- Liaise with the PSHE leader and other subject leaders to plan their contribution to careers guidance
- Deliver the teaching of PSHE/Careers to 6th form students as part of their weekly timetable
- Refer pupils to careers advisers
- Coordinate encounters with employers and work experience
- Communicate with pupils and their carers in relation to careers development

Networking

- Establish and develop links with further education colleges, apprenticeship providers, university technical colleges and universities.
- Establish and develop links with employers
- Negotiate a service level agreement with the local authority as appropriate
- Commission careers guidance services where appropriate
- Manage links with external organisations
- Secure funding for careers related projects
- Build a network of alumni who can help with the careers guidance programme

General Responsibilities

Behaviour Management

- Have the ability to identify and de-escalate potential problems before they escalate and be able to develop strategies to promote the positive behaviour of pupils;
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- Maintain the school's system of rewards and sanctions, which is understood and appreciated by pupils and parents;

- Promote learners' self-governance, independence and cooperation through developing their social, emotional and behavioural skills.

Pupil care and welfare

- Be familiar with and supporting all staff in following the school's safeguarding policy;
- Be aware of, and comply with, current policies and procedures relating to child protection; health & safety; confidentiality and data protection, reporting all concerns to the appropriate person;
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Other Duties and Responsibilities

- Have a commitment to collaboration and co-operative working where appropriate;
- Provide cover by supervising and teaching any pupils, whose teacher is unavailable;
- Know and understand the relevant statutory and non-statutory curricula/frameworks for their subjects/curriculum areas;
- Engage actively with the annual performance management review process, in accordance with the school's policy;
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Ensure attendance at morning briefing each day as well as attendance at weekly staff training meetings
- Contribute to the life and community of the school in all of its aspects.
- Perform any reasonable duties as requested by the Executive Headteacher or member of the Senior Leadership Team.



Secondary Department Lead

Job Description

Reports to: Assistant Headteacher- Curriculum

Status of Post: This role sits within our Middle Leadership Team

Job Purpose

The essential quality of a school leader is to provide all teachers with an example which demonstrates the commitment required to achieve excellence and school improvement.

You will lead, co-ordinate, evaluate and support teaching and learning within the secondary team and liaise with other members of the Leadership Team to ensure continuity and progression throughout the curriculum. You will constantly strive to produce outstanding/good teaching and learning at all times to ensure that all learners succeed. You will lead by example and teach in accordance with the ethos, organisation and policies of the school as a fully committed member of the middle leadership and teaching team, as detailed in the specific duties and core standards below.

Areas of Responsibilities:

As Secondary Lead

- Support the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils irrespective of background, ethnicity, sex or disability.
- To enthuse, lead, develop and enhance the teaching practices of others across the phase, through mentoring, coaching, evaluating, supporting, guiding and target setting.
- Help lead and manage the creation and implementation of the school strategic plan which identifies priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement and to take responsibility for appropriately delegated aspects of it.
- Raise standards of individual pupil achievement and ensure that good attainment is maintained by providing a model of high quality teaching.
- Role model exemplary classroom practice.
- Be responsible for the pastoral care of pupils within the phase team, promoting self-discipline and positive behaviour in accordance with school policy.

- Support the senior leaders in the monitoring of the quality of teaching and learning across the phase, including the analysis of performance data.
- Ensure issues surrounding the transition of pupils from the phase are considered across the school.
- Co-ordinate and oversee the organisation of school visits and extra curriculum enhancements within the phase
- Update the senior leaders and governing body on the effectiveness of provision for pupils.
- Have input into the target setting process for raising achievement for pupils across the key stage and feedback to the senior leadership team.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to all pupils.
- Support the senior leadership team in developing positive working relationships with and between all pupils and staff.
- Provide support to colleagues in the teaching of the school curriculum across the phase.
- Co-ordination of the phase to support the raising of standards and the quality of provision.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in open evenings and after school events.
- Uphold the school's behaviour systems and uniform regulations.
- Attend and lead team and staff meetings.
- Keep yourself fully apprised and aware of educational and other appropriate developments whether national or local, and assess their impact on the school and the team for which you are responsible.
- Ensure the highest standards of professional conduct and confidentiality at all times, and in particular when with other staff of the school.
- Ensure the development and maintenance of a team culture that enables all members of the leadership team to be effective in their respective roles.
- Ensure the development and maintenance of a collaborative culture which demonstrates loyalty and integrity towards school leaders.

Teaching & Learning

- Be responsible for the learning and the achievement of all pupils in your classes ensuring equality of opportunity for all;
- Ensure curriculum coverage, continuity and progression for all pupils
- Ensure effective development of pupils' literacy, numeracy and IT skills through the subject
- Planning and preparing long term and medium term plans;
- Create a purposeful learning environment;
- Teaching, according to individual educational needs, the pupils assigned to him/her, including the setting and marking of work to be carried out by the pupils in school and elsewhere;
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment;
- Know how to make effective personalised provision/effectively provide differentiated tasks for those they teach;

- Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them;
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement, and plan future teaching.
- Deliver exciting and innovative learning and undertake assessment using a broad range of methods, taking full responsibility for the success of own learners, developing a personalised and holistic learning approach in all lessons.

Assessment, Recording & Reporting

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take responsible and conscientious attitude to their own work and study;
- Set a vision and targets for pupil success;
- Assessing, recording and reporting on the development, progress and attainment of pupils;
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment;
- Track progress, regularly monitor reports on progress, identify and deliver interventions where appropriate;
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to examinations and qualifications;
- Know a range of approaches to assessment, including the importance of formative assessment;
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement;

Strategic Direction, Leadership and Management

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Establish a clear, shared understanding of the importance and role of teaching in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Monitor and evaluate the curriculum offered and review appropriate planning, assessment, record keeping and reporting procedures, school improvement planning, school policy as and when requested;
- Support colleagues in ensuring that effective and purposeful learning is taking place within your phase across the school.
- Contribute to the life and community of the school in all of its aspects.
- Establish and maintain a positive learning environment in which the pupils' behaviour is well managed and within which social, emotional and learning needs can be met within a supportive framework.
- To promote the social and emotional development of children through positive approaches that encourage appropriate relationships and the development of self-esteem.

Job Specification

| Area | Essential | Desirable |
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| Qualifications | Qualified Teacher Status (or on pathway to QTS) | Evidence of continued professional development Middle Leadership Training or a willingness to undertake such a qualification |
| Experience | Excellent classroom practitioner; Meeting the needs of all children Ability to work successfully with pupils with challenging behaviour | Leading curriculum subject or area |
| Curriculum | Knowledge of the National Curriculum Knowledge of Accreditation including GCSE, Entry Level and Functional Skills assessments | Evidence of continually improving the outcomes of pupils |
| Personnel | Develop and sustain good personal relationships Strong communication skills Ability to inspire others Excellent team player | Support the team and be aware of others' levels of resilience in different situations |
| Assessment | Experience and knowledge of target setting, assessment, recording and reporting Successful use of Assessment for Learning strategies | |
| Skills | Classroom teaching that challenges and inspires Set good standards of behaviour and social interaction of pupils Good organisational skills ICT literate To make an additional contribution to extra-curricular activities Applies knowledge of behaviour strategies to ensure a calm working atmosphere in the classroom | Evidence of ability to plan strategically. Sustain energy, optimism and motivation in the face of pressure and setbacks |
| Parents/Carers | Be committed to a partnership between home and school | Experience of working with and engaging parents and the wider community |
| Personal | A belief in inclusion and education for all High expectations of self and others Ability to work on own initiative; Enthusiasm Emotional literacy Ability to adapt and innovate | Constant deep reflection which leads to personal growth and better pupil outcomes The courage and conviction to make a difference |

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| Other | Enhanced DBS clearance Commitment to the safeguarding and welfare of all children | |
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- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Other Duties and Responsibilities

- To have responsibility for a further area of the school as discussed with Headteacher at time of appointment;
- Have a commitment to collaboration and co-operative working where appropriate;
- Engage actively with the annual performance management review process, in accordance with the school's policy;
- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies;
- Perform any reasonable duties as requested by the Headteacher or member of the Senior Leadership Team.