



Job Description and Person Specification



Post Title:	Careers Advisor
Responsible to:	Assistant Headteacher (Personal Development)
Responsible for:	Development and maintenance of a high quality careers guidance service
Grade:	Band G, 37 hours per week, 200 days as directed Salary: Full time equivalent (FTE) is £25,990 to £27,741 Actual Pro Rata Salary: £23,427 to £25,005

Main Purpose of Job

As a member of our professional support services for Inspire Trust and LEAP Multi Academy Trust, the successful candidate will provide Careers Education, Information and Guidance to a range of pupils at Oakwood High School for years 7 to 11 and at Brinsworth Academy and Dinnington High School for years 7 to 13. The post holder will also be required to work in support of a number of pupil/student support teams to ensure that priorities and services are met.

All postholders are required to work at their designated level to support the implementation of all school policies and procedures to achieve the key targets of the school. These targets are reviewed annual and adapted to meet the needs of our pupils/students.

All professional support staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. This is a varied role and requires a person who is willing to be adaptable and to multitask in response to the needs of the pupils / students and staff. The post holder will be a key member of the team in the Academies and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the Academies in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust / LEAP Multi Academy Trust and all Academies working within the Trusts. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post or the lead responsibility for an activity lies with another member of staff this is stated and will be expanded on in the Operational Schedule (or procedures) for this post.



Dinnington High School
Achieving Excellence



Eckington School
Achieving Excellence



Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

Duties and Responsibilities

1	Support for Pupils and Students	A	L	O
1.1	Provide Careers Education, Information, Advice and Guidance to pupils/students to support their choices and future educational/career aspirations and progression, this includes liaison with other internal and external providers.	✓	✓	✓
1.2	Develop, deliver and evaluate an annual operational plan for CEIAG linked to school priorities and pupil needs in consultation with relevant middle and senior leaders to reflect national and local initiatives and priorities (against standards - see RMBC Document 4 Connexions Universal Information AIG Specification attached). This will include:		✓	✓
1.2.1	Representing the school at the local CEIAG network meeting and providing update and feedback to SLT as appropriate.	✓	✓	✓
1.2.2	Liaise with Rotherham Children and Young People's Services (YPS) and post 16 institutions to provide the operational plan for CEIAG for pupils/students under the guidance of the relevant senior leader	✓	✓	✓
1.2.3	Plan, deliver and evaluate appropriate models for integrating CEIAG into the curriculum (liaising with relevant colleagues) delivering appropriate programmes of study.		✓	✓
1.2.4	Provide a prioritised schedule of interviews for pupils/students.			✓
1.2.5	Develop after school 'drop in' Careers club for pupils/students and parents/carers.	✓	✓	✓
1.2.6	Evaluate major aspects of provision and provide reports for senior colleagues.			✓
1.2.7	Maintain effective communication with pupils/students, staff and stakeholders through liaison with post 16 providers and YPS on provision.	✓	✓	✓
1.2.8	Effective and relevant displays/communication.			✓
1.2.9	Involvement in school events; review day, parents' evenings, etc, as appropriate.	✓	✓	✓
1.2.10	To provide accurate annual statistics for the school including tracking and reporting on pupil destinations, recruitment and retention to post 16.	✓	✓	✓
1.2.11	Identify potential NEETS - work with and support pupils/students to secure post 16 provision.		✓	✓
1.3	Develop and coordinate the Work Related learning provision of the School (including, inter alia, Vocational and Bespoke Professional routes); this will include:			
1.3.1	Communication with organisations to secure placements			✓
1.3.2	Maintenance and review of the Placements Database.			✓

	1.3.3	Supporting in the communication and visits of pupils/students on placements.			✓
	1.3.4	Provide IAG and other support for the Pupil Options selection process.		✓	✓
	1.3.5	Developing and delivering procedures to monitor pupil performance, achievements, Health and Safety and attendance at placement in line with existing School policies and procedures.			✓
	1.3.6	To continue to liaise with employers, relevant staff, pupils/students and parents throughout the work experience period to ensure that issues are dealt with as they arise.		✓	✓
	1.3.7	Support in the delivery of the Work Experience Debrief.		✓	✓
	1.3.8	Ensure that contingency plans are in place, are agreed by all concerned and known by all concerned.			✓
1.4	Assess the needs of pupils/students and use detailed knowledge and specialist skills to support pupils/students' learning or skills development.		✓	✓	✓
1.5	Establish productive working relationships with pupils/students, acting as a role model and setting high expectations.		✓	✓	✓
1.6	Promote the inclusion and acceptance of all pupils/students within the classroom. Encourage pupils/students to interact and work cooperatively with others.		✓	✓	✓
1.7	Support pupils/students consistently whilst recognising and responding to individual needs.		✓	✓	✓
1.8	Promote independence and employ strategies to recognise and reward achievement of self-reliance.		✓	✓	✓

2	Support		A	L	O
2.1	Set up, organise and manage appropriate learning environments and resources.		✓	✓	✓
2.2	Within an agreed system of supervision, plan challenging learning objectives to evaluate and adjust lessons / work plans as appropriate.			✓	✓
2.3	Monitor and evaluate pupils/students' responses to learning activities through a range of assessments and monitoring strategies against pre-determined learning objectives.		✓	✓	✓
2.4	Provide objective and accurate feedback and reports, as required on activities, pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.		✓	✓	✓
2.5	Work within the established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence.		✓	✓	✓
2.6	Produce Action Plans, Delivery Schedules, SoW lesson plans, worksheets, plans, etc.			✓	✓

3	Wider Responsibilities		A	L	O
3.1	Deliver local, national and subject specific learning strategies and make effective use of opportunities provided by other learning activities to support the development of pupils/students' skills.		✓	✓	✓
3.2	Use ICT effectively to support learning activities and develop pupils/students' competence and independence in its use.		✓	✓	✓
3.3	Select and prepare resources necessary to lead learning activities, taking account of pupils/students' interests and language and cultural backgrounds.		✓	✓	✓
3.4	Advise on the appropriate deployment and use of specialist aid/resources/equipment.		✓	✓	✓

4	Evaluation	A	L	O
4.1	The postholder will manage performance and evaluation of performance as requested and as commensurate with the grade of the post.	✓	✓	✓
4.2	The postholder will undertake recruitment / induction / appraisal/training and mentoring of other trainers, teaching assistants, assessors and technical staff.			✓

5	General
5.1	All employees have a responsibility for implementing all School Policies and procedures and working in accordance with the Code of Conduct for Staff.
5.2	Break-time, dinner and after school duties (on a rota basis).
5.3	All employees will be asked to work at their level on student interventions to meet student needs and school targets.
5.4	Be aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop.
5.5	Appraisal and Continuing Professional Development (including attendance and contributions to School INSET and Planning events/meetings). Recognise own strengths and areas of expertise and use these to achieve and support others.
5.6	Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
5.7	Contribute to the overall ethos/aims of the schools and the Trusts.
5.8	Establish constructive relationships and communicate with others in liaison with the Teacher, to support achievement and progress of pupils/students. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils/students.
5.9	Deliver out of school learning activities within the guidelines established by the schools, you may be required to adjust your working day to support this.
5.10	Supervise pupils/students on visits, trips and out of school activities as required.
5.11	Support for school wide events.
5.12	Support the role of other professionals

Excellent standards of behaviour, respect and learning depend upon the ‘tone’ set by all members of the Trust community. We build upon our strengths – together!

**Person Specification
Post: Careers Advisor**



Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment.

Personal Skills Characteristics		Essential	Method of Assessment
1	Qualifications and Experience		
1.1	GCSE English and Maths at grade C or above or equivalent (GCSE Science is also preferred). Applicants must hold the following: QCF level 6 Qualification in Careers Guidance.	✓	AF
1.2	Evidence of qualities that would suggest suitability for working with and supporting the needs of pupils/students.	✓	AF
1.3	A commitment to future training and development.	✓	AF
1.4	Self-motivated, enthusiastic and able to work on own initiative.	✓	AF, I, R
2	Support for Learning		
2.1	Interest in the educational provision for pupils/students with specific needs.	✓	I, R
2.2	Knowledge of educational developments.	Desirable	I
2.3	Evidence that suggests commitment to pupil success and achievement.	Desirable	AF, I, R
3	Personal Qualities		
3.1	Conscientious, honest and reliable.	✓	I, R
3.2	Able to make carefully considered decisions.	✓	I, R
3.3	Ability to work on your own initiative.	✓	R
3.4	Ability to communicate with a range of adults and pupils/students.	✓	I, R
3.5	A commitment to self-improvement.	✓	AF, I
3.6	Capacity to motivate, inspire and challenge young people.	✓	I, R
3.7	Ability to establish and maintain good relationships with a range of adults and pupils/students.	✓	I, R
3.8	Inclusive.	✓	AF, I, R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10	Ability to identify risks within personal objectives.	✓	AF, I
3.11	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I
4	Mandatory Requirements		
4.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	C
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF

Personal Skills Characteristics		Essential	Method of Assessment
4.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF

5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

5	Effective Behaviours	Method of Assessment
5.1	Managing self and personal skills: Willing and able to assess and apply own skills, abilities and experience. Being aware of own behaviour and how it impacts on others and ensuring to work in a positive way that benefits all.	A/I/R
5.2	Delivering excellent service: Providing the best quality service to all pupils/students and staff and to external customers e.g. clients, suppliers. Building genuine and open long-term relationships in order to drive up service standards.	A/I/R
5.3	Finding innovative solutions: Taking a holistic view and working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identifying opportunities for innovation.	A/I/R
5.4	Embracing change: Adjusting to unfamiliar situations, demands and changing roles. Seeing change as an opportunity and being receptive to new ideas.	A/I/R
5.5	Using resources: Making effective use of available resources including people, information, networks and budgets. Being aware of the financial position of the school (Trust) and impact of decisions on this.	A/I/R
5.6	Engaging with the big picture: Seeing the work that you do in the context of the bigger picture, eg, in the context of what the Trust / School are striving to achieve and taking a long-term view. Communicating vision clearly and enthusiastically to inspire and motivate others. Appreciating the role of others, their impact on you and your impact on them.	A/I/R
5.7	Developing self and others: Showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
5.8	Working with people: Working cooperatively with others in order to achieve objectives. Demonstrating a commitment to diversity and applying a wider range of interpersonal skills.	A/I/R
5.9	Achieving results: Planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meeting objectives and success criteria.	A/I/R

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Key to abbreviations:

AF Application Form, **R** References, **I** Interview, **CQ** Certificate of Qualification, **OT** Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed), **DBS** Disclosure and Barring Service Check.