

Job Roles: Careers Advisor
Pay Points: 9 – 15 Level 4
16 – 21 Level 6
Locality: Central Role with Full Mobility



The Consortium Trust is a lifelong learning community. It recognises, will promote and expects sharing of best practice. All employees are expected to participate with this ethos and there may be opportunities where you will be expected to mentor, advise or share best practice with colleagues.

Consortium Trust schools and settings provide education for children between the ages of 6 months to 18 years old, many with complex additional needs and challenging behaviour. It is likely that there will be occasions where it will be necessary to adjust or amend a role to continue to provide the appropriate educational support for individual children. All job descriptions are subject to interpretation and alterations according to the setting and age, requirements and capabilities of the child.

***Please note the relevant professional standards should be read in conjunction with this document, including but not restricted to:**

- CEIAG guidelines
- CDI Code of Ethics

JOB PURPOSE

To provide impartial information, advice, guidance and support to help pupils make realistic choices about careers, education and training across two special schools and fourteen mainstream primary schools within the trust, adapting provision to meet the developmental and additional needs of pupils.

Job Objectives

- Produce tailored careers information, advice and guidance to meet the needs of young people including vulnerable groups and those with special educational needs and disabilities (SEND); taking part in reviews and contributing to the education health and care plans as required.
- Assist pupils to draw up action plans for further education, independence and the world of work.
- Organise people from the world of work, including employers, colleges and apprenticeships to deliver sessions to groups of pupils.
- Take a proactive and highly visible approach to developing working relationships with other professionals both internal and external, including providing feedback, agreeing priorities and reviewing arrangements.
- Manage information by maintaining paper and electronic records to the required standards, sharing information appropriately, all within the boundaries of confidentiality and with regard to Data Protection legislation.
- Attend parents'/carers events as required and plan and deliver programmes of work which successfully involve parents/carers so that they are able to contribute to and support the progression of their child into learning and work.
- Collaborate with school colleagues and external providers, including colleges and employers, to plan successful transitions for every pupil.

- Develop and maintain personal and professional effectiveness and standards of work in accordance with the CDI Code of Ethics through participation in progress/performance review processes, attending relevant meetings, training and support and activities.
- Promote diversity and equality of opportunity as part of delivering effective information, advice and guidance.
- Be responsible for adhering to both local and the Corporate Safeguarding policy and procedures aimed at promoting and safeguarding the welfare of children and at-risk adults and attend mandatory child protection and/or adult protection safeguarding and prevent training.
- Design and deliver age-appropriate careers learning activities for primary-aged pupils, supporting early aspiration-building, challenge to stereotypes, and awareness of the world of work.
- Demonstrate a flexible, person-centred approach to careers guidance for pupils with complex needs, including adapting resources, communication methods and delivery models.
- Contribute to school improvement priorities through high-quality careers provision and preparation for inspection.
- Collate evidence for achieving the Quality in Careers Standard Award.
- Coordinate and carry out tailored, face-to-face, impartial mock interviews, and provide feedback pupils.
- Gather local and national information on the labour market and employment trends to offer up to date accurate knowledge of opportunities to support effective career guidance.
- Liaise and collaborate with the Careers Leaders and SLT, on the delivery of the trust's career guidance programme and support the achievement of Gatsby Benchmarks.
- Manage a resource centre containing relevant career-related materials, including HE and FE prospectuses, vocational training provider information and industry guides.
- Collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave school.
- Track and evaluate the effectiveness of our career guidance programmes and initiatives through student feedback, surveys and destinations data.

PERSON SPECIFICATION

Knowledge and understanding

Essential

- Will have experience of careers guidance.
- An understanding of and a commitment to, equality of opportunity for all Knowledge of the local labour market and issues relating to learning and employment,
- Demonstrate an up-to-date knowledge of legislation and statutory requirements of working with young people,
- Detailed knowledge of relevant developments in Careers Education, Information,
- Knowledge of local networks for building employer relationships.

Advice and Guidance

- Demonstrate professional commitment to children's rights, equal opportunities and diversity
- Have a detailed knowledge of education, employment, training and personal development opportunities that are available for young people
- Understanding of working with young people and their careers aspirations

Desirable

- Knowledge of using digital & social media in a workplace environment
- Knowledge of education, employment, training and personal development opportunities that are available for young people

- Detailed knowledge of relevant developments in Careers Education, information, advice & Guidance
- Knowledge of evaluation methods and how to measure impact of activities

Experience

- Will have worked with young people preferably in a school setting
- Will have worked in a collaborate team setting and built/maintained effective relationships
- Will have experience in CIAG in any setting

Skills

- Level 4 and/or working towards Level 6 qualification in CEIAG, registered with CDI
- GCSE Maths and English (Grade 4) or equivalent.
- Effective communication skills including written and verbal and be able to relate to a wide range of people and organisations
- Work collaboratively as part of a team
- Excellent organisational skills to include time management of own work
- Ability to meet deadlines and achieve targets and implement contingency plans where necessary
- Excellent IT skills including all Microsoft Office software
- Apply a flexible approach to work activities including travel as required to meet business objectives
- Display an open mind and positive attitude to work and colleagues
- Proficiency in using career assessment tools, information databases and online resources for career planning (e.g. Compass+)

NOTES

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the setting at the reasonable discretion of the Academy Head.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to their existing level of experience and responsibility.