

Job Description

Job Title: System Leader for Careers Education, Information, Advice and Guidance

Location: Based in AET's Euston offices or an Academy within the AET trust but with frequent travel between academies across the country

Hours of work: Full time or part time – 37 hours a week

Line Manager: National Director of Secondary Schools

Purpose of the role: *To create and lead the delivery of the Trust's strategy for outstanding careers education, information, advice and guidance (CIAG) that spans Key Stages 3 - 5 across AET's secondary academy network throughout England.* As part of this, the postholder will lead AET's response to, and ensure our academies full comply with, the government's Careers Strategy (December 2017), the new wider statutory requirements, and the eight Gatsby Benchmarks for good careers guidance (see Annex 1).

Making sure that there is excellent and seamless CIAG throughout an AET child's secondary career, rooted in the secondary and sixth form curriculum and starting from Year 7, will be a key performance indicator for this role. As will being able to develop a deep knowledge of pathways and opportunities with providers of higher education, training apprenticeships and local and national employers for post-16 opportunities for AET students beyond their time at school. A can do attitude is essential as well as flexibility to support the business. You will have excellent inter-personal skills enabling you to work with all colleagues professionally, enthusiastically and with relentless attention to detail and accuracy.

Overview:

- We are seeking to appoint a high performing expert in careers, information, advice and guidance with a proven track record in securing sustainable improvement and high quality CIAG education for students from Years 7 to 13 across a number of schools. You will possess exceptional leadership skills and be able to establish effective working relationships with Principals, Headteachers and senior leaders in the secondary academies across the group, offering good support, advice and challenge to develop outstanding educational practice and educationally and financially viable CIAG provision across our schools.
- You will have a robust, well rounded understanding of CIAG and associated curricula, as well as ideally teaching, assessment and qualifications at KS3-5, developed through your extensive practice as well as contemporary research. You will possess a secure understanding of national policy, training, apprenticeships, other destination options, academic and vocational qualifications, new specifications and qualifications such as T-Levels and be able to develop good relationships with local, regional and national stakeholders in the arena of CIAG, for example local, regional and national training providers, and employers.
- You will be able to demonstrate an unrelenting focus on making sure that high quality CIAG enables all students to succeed and secure the educational and work-related experiences needed to excel both during, by the end of key stages 4 & 5 and beyond.

Key responsibilities:

- Design, develop and deliver a Trust-wide CIAG Strategy that puts AET secondary academies amongst the best in England in this arena;

- Ensure that all AET academies have an embedded and effective programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers, and support those academies where this is not the case;
- Ensure that all AET academies have a high quality careers programme in place that embeds equality and diversity considerations throughout;
- Ensure, through evaluating academies' CIAG provision, and through your guidance and support to academies, that every AET secondary has at least one separate 'meaningful encounter' with an employer, learning provider, and where relevant, two visits to universities (where a post 16 student is considering applying for HR);
- Lead and ensure that all secondary academies link curriculum learning to careers effectively, for example in STEM subjects
- Effectively and continuously lead and develop excellent CIAG educational practice so that all secondary academies with sixth forms are developing outstanding academic, vocational and careers education for all pupils;
- Ensure that every AET secondary academy has a named, informed CIAG adviser available for students, and quality assure the effectiveness of their work;
- Identify the key strengths and areas needing development in each academy so that all Principals/Headteachers and senior leaders fully understand and are held to account for the actions they need to take to secure rapid and sustainable improvement in respect of their CIAG offering, including effective links with other providers and employers;
- Keep up to date with developments in CIAG and secondary education policy, national research practice and Ofsted school inspections and be able to update the National Director of Secondary Schools and other central team colleagues as necessary;
- Collate and analyse appropriate data about each secondary academy in terms of CIAG.
- Lead challenging discussions with Principals and senior leaders about their impact in academy improvement in this area based on assessment data and evidence secured from visits to each academy.
- Lead, develop and quality assure the systems in each academy and across the country to evaluate the impact of monitoring work by senior and middle leaders.
- Produce succinct, sharply-focused summary reports from visits to each academy which support evaluation across the country by the National Director of Secondary Schools and National Director of Education.
- Produce high quality, evaluative reports as required by the National Director of Secondary Schools, National Director of Education or Executive Team colleagues in a concise and timely manner and on occasion for rapid response briefings.
- Develop, coordinate and lead INSET, both at academy level and at national level, that fully supports the strategy and the key areas needing improvement in CIAG practice. Develop opportunities to bring together all AET CIAG leaders and teachers across the country to share best practice.
- Work with the National Directors of Secondary School & Education to quality assure key documentation, including: Academy Self-Evaluation, Academy Improvement Plans, and curriculum models, ensuring that they adhere to AET's expectations, non-negotiables and School Improvement Strategy.
- Attend and contribute to all Ofsted inspections, DfE, RSC, LA and AET led visits and reviews, providing assurance about how CIAG provision is scrutinised, supported and held to account through the governance model at AET.
- Work with the Chair of the local governing boards and governors during governance days for academies, ensuring that each academy is held to account on the effectiveness of CIAG provision.

The post-holder is also required to undertake such other duties and training as may be required by or on behalf of Academies Enterprise Trust provided that they are consistent with the nature of the post.

This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Academies Enterprise Trust.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.
2. All Academy leaders are subject to the requirements of the National Standards of Excellence for Headteachers, as published and revised by the DfE. These criteria will form part of the individual's professional development, performance management and review to be carried out by the National Director of Secondary and the Chair of the LGB
3. 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.
4. 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.
5. This job description may be varied to meet the changing demands of the Trust at the reasonable discretion of the Chief Executive
6. 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.

Safeguarding

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person specification

Job Title: Careers, Information, Advice and Guidance System Leader

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> • Degree • Teaching qualification 	<ul style="list-style-type: none"> • Higher qualification in education and/or management • An NPQ • Participation in an accredited school leadership programme
Knowledge/ experience	Specific knowledge/experience required for the role	<ul style="list-style-type: none"> • Successful experience in at least two secondary good/outstanding schools/academies leading or responsible for an embedded, high quality programme of careers education & guidance • Knowledge and experience of working with HE providers, training and apprenticeship providers, and employers to develop post-16/18 opportunities • Understanding and experience of operationalising the government's Careers Strategy, DfE statutory requirements pertaining to CIAG and the Gatsby Benchmarks for good careers guidance (see Annex 1) • Track record of school improvement and impact 	<ul style="list-style-type: none"> • N/A

		<p>on destinations outcomes at secondary and/or post 16 level</p> <ul style="list-style-type: none"> • Successful management of the school self evaluation leading to rapid improvement of identified priorities at KS3-5 and in CIAG • Strong understanding of the Ofsted process • A deep knowledge and clear understanding of educational legislation, the statutory framework for education, new innovation and developments in relation to post 16 education and CIAG • Experience of driving and delivering transformational and cultural change 	
Skills	Abilities	<ul style="list-style-type: none"> • Leading and managing change in other schools • Developing a culture of high expectations within other schools • Strategic thinking ability • Being able to rapidly identify and implement key priorities for school improvement • Political and emotional intelligence and self reflection • Strong negotiating and influencing skills • Well developed interpersonal and communication skills 	•
Personal characteristics	Behaviours	<ul style="list-style-type: none"> • Passionate about education • Resilient • Firm and fair • Interpersonal awareness and concern for impact • Lead by example with high professional standards • A sense of proportion 	•
Special requirements		<ul style="list-style-type: none"> • Successful candidate will be subject to an enhanced Disclosure 	<ul style="list-style-type: none"> • Recent accredited safeguarding training

		<p>and Barring Service Check</p> <ul style="list-style-type: none"> • Right to work in the UK • Evidence of a commitment to promoting the welfare and safeguarding of children and young people • Commitment to safeguarding and promoting the welfare of children and young people • Sound understanding of statutory safeguarding requirements 	
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Annex 1:

The Gatsby Benchmarks¹⁰

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.

¹⁰ Holman, J. (2014) Good Career Guidance. London: Gatsby Charitable Foundation

5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.
7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Effective: August 2018

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28/8/18 v0.2