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| Logo_print_50mm_300ppi  **FULFORD SCHOOL** | | | |
| **JOB DESCRIPTION** | | | |
| **DIRECTORATE:** | | | **DEPARTMENT:**  Education |
| **JOB TITLE:** Careers Education Coordinator/Adviser | | | **POST NUMBER:** |
| **REPORTS TO:** Head of Personal Development | | | **Grade:** 7 |
| 1. | **MAIN PURPOSE OF JOB**  To develop, co-ordinate and deliver a programme of CEIAG that undergoes regular evaluation to ensure it is current, relevant and optimises the most successful and informed outcomes for all students in their transitions in education, training and employment. | | |
| 2. | **CORE RESPONSIBILITIES, TASKS & DUTIES:** | | |
|  | i. | To design a programme for CEIAG for Key Stage 3-5 that is delivered within timetable and that includes off-timetable enrichment events and off-site activities. | |
|  | ii. | In conjunction with the Subject Leader for Citizenship / PSHCE, to develop the teaching quality of staff delivering Careers Education, providing training so they are equipped to deliver specific activities in citizenship lessons and tutor time. | |
|  | iii. | To work with Subject Leaders to ensure that Careers Education is woven throughout the subject-based schemes of learning and to secure, organise and promote employment engagement (CE). | |
|  | iv. | To work with key staff to deliver a programme of enrichment sessions to support students seeking apprenticeships and employment, creating links with employers and professional organisations and ensure staff and students are aware of the range of opportunities available. | |
|  | v. | To undertake assemblies as and when required (IAG) and be available to attend parents evening and school events. Also be available on A level and GCSE results days and open days to give support and advice (IAG). | |
|  | vi. | To provide face to face Careers guidance interviews for students. | |
|  | vii. | To secure employer engagement with the school and the Careers provision within it, including organising Careers Fairs for students. | |
|  | viii. | To map student intentions and destinations, ensuring students move in to positive activities post compulsory education, minimising our NEET figures (IAG). | |
|  | ix. | To work with parents to enable them to support their children with their career planning (IAG). | |
| **3.** | **SUPERVISION / MANAGEMENT OF PEOPLE**  None.   * No. Reporting: 0 * Direct: 0 | | |
| **4.** | **CREATIVITY & INNOVATION**   * To develop links with outside employers to engage them in careers work in the school and with its students. * To keep up to date with the range of opportunities available to students including education, training and other work-based education and training options (IAG). * To train teaching staff to deliver Careers Education delivery and to produce teaching resources to support this delivery. * To keep up to date with local and national labour market intelligence (IAG), careers resources and enterprise education. * To develop Careers literature and web-based Careers information, keeping it published on the school website, and promote the use of and monitor the access to and take up of this Careers information (IAG). * To draw up individual action plans for students to help them achieve their education, employment and training aspirations (IAG) and to ensure these action plans undergo regular evaluation and are adjusted as necessary, with the student remaining fully informed of all available options for them. * To report to the SLT on policy, strategy and resources and raise awareness of the importance of this amongst staff. * To deliver presentation to student groups and to engage in teaching aspects of careers provision to class groups. * To devise and deliver enrichment sessions and workshops for students on careers issues and on preparation for employment. * Will be required to deal with complex problems and new and challenging situations as they arise. * Will follow established procedures and practices where these exist and interpret legal guidelines. * Use initiative in proposing changes to working practices and/or processes for own and department’s work. * Continually assessing work, improving systems as necessary. * Ability to give high quality advice appropriate for individual students and also to seek information from students and parents. * To work to build a network of alumni who can aid or contribute to the careers guidance programme. | | |
| **5.** | **CONTACTS & RELATIONSHIPS**   * To oversee, advise and and administer the work experience process for Year 10 and post 16 students, liaising with students, parents, staff and external partners as required to ensure a range of appropriate opportunities are available and suitably informed placements are brokered. * To provide high quality impartial Careers guidance to both individuals and groups of students via a range of formats including face-to-face Careers interviews, workshops, online and telephone (IAG). This will include conducting interview with students regarding their capabilities and opportunities available to them whilst engaging and motivating them. * To provide guidance and support to targeted students (including SEN, disadvantaged students) and students encountering difficulties with accessing education and other opportunities (IAG) in liaison with school staff. * To liaise with exterior agencies and providers to ensure that students have access to relevant local enrichment activities, such as Green Apples. * To organise speakers and external organisations to undertake Careers activities, keeping students and parents informed of such events via newsletters, correspondence and the school website. * To collaborate with teaching staff so that careers education is embedded within the curriculum and to monitor the teaching and learning in careers education. * Will have regular contact with SLT and team leaders on a regular basis to give advice and give and receive information; a confident, calm and firm manner may be required. * Will involve providing high quality impartial advice to all staff, students, parents, and Governors and will require diplomacy and tact when resolving contentious issues. * Network and build links with businesses and external organisations. * There will be substantial contact with LA Officers, suppliers, Special Educational Needs and Disabilities (SEND) agencies and Social Services, with the requirement to deal with new situations as they arise. * The post-holder will also work with other outside agencies (Police, health services, NYBEP, Enterprise Adviser, CEC, LEP etc) to support careers work in school. | | |
| **6.** | **DECISIONS – discretion & consequences**   * Management / prioritisation of own workload and of that of others, delegating work as appropriate. * Negotiation, problem solving, giving advice and seeking information. * Working without close supervision and dealing with issues which will not be subject to established procedures, practices and routines. * Use judgement to design, develop and implement modification / variations to processes and working arrangements, to improve the quality of the work of the team. * Using expertise when giving advice to students to enable them to make informed Careers choices. * Uses discretion when responding to enquiries so as not to commit any breaches of confidentiality. * The role the jobholder undertakes can have a significant effect on the staff morale and efficiency of the operation of the school and the service it provides. | | |
| **7.** | **RESOURCES – financial & equipment**  (Not budget, and not including desktop equipment.)  Description (Value)   * Normal office equipment. | | |
| **8.** | **WORK ENVIRONMENT – work demands, physical demands, working conditions & work context**    **Work Demands**   * Work is often unpredictable. Required to work to deadlines set by external organisations or LA and to give timely advice when requested by staff, students, parents and governors.   **Physical Demands**   * This role is largely office bound but sometimes involves visiting other agencies and organisations.   **Working Conditions**   * Normal office environment.   **Work Context**   * There may be a risk of abuse from some pupils / parents and a risk from contagious illnesses. | | |
| **9.** | **KNOWLEDGE & SKILLS**   * Professionally qualified to level 6 or above in careers guidance and development. * Wide knowledge of a specialist area (CEIAG) including robust knowledge of skills, qualities, choices, labour market information, careers software and resources that aim to enhance exploration of and opportunities for employment and further training or study. * Be able to work flexibly and under own initiative. * Computer literacy, numerate, typing/secretarial skills. * A good understanding of a number of routine administrative work procedures, and always seeks to improve existing practices. * Proficient in use of IT and knowledge of a range of computer software packages. * Ability to work under pressure to deadlines. * Knowledge of Health and Safety issues. * Ability to input, interpret and present data. * Excellent communication skills at all levels. * Experience of conducting interviews, negotiating and delivering presentations and training. * Requires persuasive, influencing skills for dealing with students, parents, staff, governors, and external contractors. * Ability to supervise, train and induct staff and prioritise their work. * Ability to give clear, accurate advice. * Understanding of SEND and child protection issues. * A pro-active record of CPD. * Professional understanding of the requirements of Regulations on Confidentiality and Data Protection | | |
| **10.** | **Position of Job in Organisation Structure** | | |

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| **Job Description agreed by:** | **Name:** | **Signature:** | **Date:** |
| Job Holder |  |  |  |
| Manager |  |  |  |