

MORPETH SCHOOL



Careers Administrator Application Pack

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Dear Candidate,

Thank you for your enquiry about the vacancy for the post of **Careers Administrator** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website www.morpethschool.org.uk will give you a strong sense of the school. You will find the Job Description/Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedeno (recruitment@morpeth.towerhamlets.sch.uk).

Completed applications should be returned to this address by Monday 9th December 2024. Successful candidates will be contacted by telephone and invited for interview thereafter.

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



John Pickett
Headteacher



Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels.

We are a community:

- committed to learning and achievement
- based on friendship and respect
- where everyone is valued.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration.

We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and non-teaching – work together regularly throughout the year to develop our relational practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 150 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

What makes us different?

Our KS4 curriculum structure

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects (approximately 80%) with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



Our inclusive approach

We support students by:

- focusing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- being trauma-informed - understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 12 pupils from Years 7 – 11.

We have 100 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

What do we offer?

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments with a focus on developing subject pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.

“A supportive community for students and staff”

“A school with a human face, diversity is appreciated”

“High professional trust and autonomy”

“I feel respected and appreciated”

“Supportive colleagues and an opportunity to grow”

“Excellent facilities and amazing SEN provision”

“Relational practice”

“Sense of community felt within the school”

“We teach each other something every day”

“A school that thinks about all communities and promotes equality and inclusivity”

“There is always a smile waiting for you”





Position:	Careers Administrator
Salary:	NJC Scale 5 points 12-15 Actual salary £17,362 - £18,176 (pending pay award)
Contract Type / Working Agreement:	Part-Time (3 days) / Term Time + 2 weeks
Required for:	ASAP
Closing date for all applications:	12:00 (noon), Monday 9 th December 2024
Interview date:	TBC

An appointment as Careers Administrator is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centered focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

How to apply:

Completed applications should be returned to recruitment@morpeth.towerhamlets.sch.uk

For full details and application pack see the school website www.morpethschool.org.uk or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

Careers Administrator – Job Description

Contract Type	Support Staff (NJC)
Duration	Permanent (upon successful completion of probation)
Working Hours	21 hours pw / 08.00 – 16.00 3 days pw – Monday, Wednesday, Friday
Working Pattern	Term Time + 2 weeks (41 weeks per year)
Salary	Scale 5 points 12-15 Actual Salary: £17,362 - £18,176
Responsible to	Careers Lead / SLT with Careers Responsibilities

Main purpose of the job:

To coordinate the provision of a quality careers Information, advice and guidance service to students in line with statutory guidance and school careers strategy.

Main Duties & Responsibilities:

- Coordinate careers guidance interviews, mock interviews, university and college information events and other careers related events.
- Liaise with relevant staff regarding work related learning across the school and events associated with it.
- Advertise and arrange careers related opportunities and encounters, for example, the weekly student careers bulletin.

Trips and Work Experience:

- To support with the organisation of careers trips and work experience.
- Arrange appropriate information giving to students and parents.
- To deal with appropriate administration e.g. approval forms, health and safety checks.

General:

- Participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- Be aware of current developments within careers education, information, advice and guidance (CEIAG) and use this to inform school planning.
- Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
- Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy.
- Support the learning culture and ethos of the school.
- Provide career and labour market information.
- To be a Coach to a small group of pupils

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are neither exclusive nor exhaustive and the post holder may be required by the Line Manager to carry out appropriate duties within the context of the job and/or skills and/or grade.

Selection Criteria

GENERAL HEADING	DETAIL	EXAMPLES
Qualifications & Experience	Specific qualifications and experience	Successful experience of working with children in a school environment AND/OR a relevant Careers qualification (level 4 or equivalent desirable) AND/OR a willingness to train.
	Knowledge of relevant policies and procedures	Understanding of the statutory guidance relating to careers EIAG in schools. Knowledge of general school policies and procedures.
	Literacy	Good Literacy skills
	Numeracy	Good Numeracy skills
	Technology	Good working knowledge of ICT to support learning and for administrative/organisational effectiveness.
Communication	Written	Ability to write reports, letters, complete returns etc
	Verbal	Ability to use clear language to communicate information unambiguously. Ability to communicate effectively with others, including students, colleagues, parents/carers, outside agencies.
	Negotiating	Ability to negotiate clearly with adults and children
Working with children	Behaviour Management	Ability to implement the school's behaviour management policy to ensure appropriate conduct and behaviour of students whilst in school
	SEND	Ability to understand and support children with SEND.
	Curriculum	An understanding of the school curriculum and post-16/18 options.
Working with others	Relationships	Ability to establish rapport and respectful and trusting relationships with others.
	Team work	Ability to work effectively with a range of professionals, including outside agencies. Ability to work independently. Ability to work as part of a team in a flexible way as required.
	Information	Contribute to the development and implementation of effective systems to share and safeguard information. Ability to provide timely and accurate information.
Responsibilities	Organisational skills	Good organisational skills. Ability to remain calm under pressure.
	Time Management	Ability to manage own time effectively. Ability to meet deadlines.
	Creativity	Ability to produce a variety of resources for students/school designed to support the delivery of an effective careers service, to include advertising of training and job opportunities. Ability to deal with unexpected problems.
General	Equality and Diversity	Awareness and commitment to equality and diversity for all.
	Safeguarding	Understand and implement Safeguarding procedures.
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality.
	Training and Development	Demonstrate a clear commitment to developing and learning in the role Be prepared to train relevant staff

Careers Department at Morpeth School

The Careers Department are responsible for ensuring that all students at Morpeth School receive an ambitious and aspirational careers education, and leave school equipped with the knowledge and skills necessary to make informed and open-minded decisions about the paths they take now and in the future.

We offer students a wide range of learning opportunities and experiences to support their careers education, working closely with a broad spectrum of employers and specialists to deliver our careers programme both in and outside of school. The intention of our careers education, information, advice and guidance (CIAG) programme is for students to work towards independent living and working, choice, hope and optimism, adaptability and resilience, access to and engagement in meaningful work (both voluntary and paid), opportunities to learn and make progress, and the pursuit of wellbeing and happiness.

Our aim is to identify how our pupils can access these intentions, what they need in order to access these intentions and what their priorities within these intentions need to be. The school's CIAG programme delivers careers guidance for pupils from Year 7 to Year 13 in accordance with section 42A of the Education Act 1997 and the Gatsby benchmarks. The CIAG programme has been developed to also engage parents and local employers, both in school and externally, to support our students in becoming employable and inspirational young people. Our CIAG programme reflects the fact that we are a community committed to learning and achievement, based on friendship and respect, where everyone is valued.

From career guidance meetings to mentoring programmes and employer insight days to university trips, the Careers Department take a mixed approach to embedding the careers programme through linking with the curriculum and hosting careers specific drop-down days.