



Post Title	Careers Leader
Salary range/grade	T1-T6 Grade 6-34 £25,200 to £33,600
Responsible to	Senior Management Team
Type	Full Time
Base	ALP Leicester
Job Purpose <p>The post holder will be responsible for leading the delivery of Careers Education, Information, Advice, and Guidance (CEIAG) across ALP Leicester, serving as the designated Careers Leader. In addition to this role, they will also contribute to teaching and learning activities related to Careers Education.</p> <p>With direction and support from the Careers representative for the Executive Board and senior leaders, the Careers Leader will plan and guide a strategy for developing careers programmes in both schools that meet all of the eight Gatsby benchmarks. Where appropriate, they will work collaboratively with Career's Co-ordinators and external careers advisors to ensure good practice and ensure young people are prepared for choices and transitions in education, employment and training.</p> <p>The purpose of the job is to ensure that all ALP Leicester learners are engaging in an appropriate level of careers education, information, advice and guidance.</p>	
Key Tasks and Activities: <ol style="list-style-type: none"> 1. To develop and implement a careers EIAG plan across ALP Leicester 2. To guide and support teachers at primary, secondary and post-16 with reference to careers EIAG 3. Ensure action plans are being met and developments are taking place regards Careers EIAG. 4. To work in partnership with external carers agencies as directed by local authorities and educational establishments. 5. Report the schools progress in terms of Careers EIAG to the Executive Board or the Careers representative 6. Keep up to date with national developments and policy with regards to careers EIAG and special educational needs 7. Update the schools Careers Policies 8. Prepare and implement a Careers EIAG action plan 9. Plan and deliver careers education and support others to do so 10. Provide careers information, advice and guidance in one to one meeting with learners and provide action plans 11. Liaise with relevant staff to ensure careers education is understood and embedded in other lessons. 	

12. Consider special education needs of learners and assist with such needs in relation to careers EIAG
13. Establish and develop links with employers
14. Establish and develop links with FE colleges, apprenticeship providers, alternative provisions and universities
15. Manage links with the LEBC and other external organisations
16. Arrange suitable, appropriate and meaningful work experience
17. Organise relevant careers related trips that support the schools' ethos in relation to careers.
18. To work in a manner that encourages each school to make progress towards achieving and maintaining the Gatsby benchmarks
19. Participate in assemblies and parents evening in relation to careers
20. Line manage individuals as directed

Role Specific

1. To build and maintain successful relationships with learners, treat them consistently with respect and consideration and be concerned for their development as learners.
2. To maintain records of each child's development and progress with their careers development and ensure records available electronically.
3. Support and set tasks for teachers in relation to their learners careers action plans.
4. To demonstrate and promote the positive values, attitudes and behaviour they expect from the learners with whom they work.
5. To work collaboratively with colleagues and seek help and advice when necessary.
6. To adapt creative approaches to engage learners career progression with the aim of inspiring them, raising confidence, self-esteem and achievement.
7. To have a good understanding of special education needs.

Teaching and Learning Activities:

- a. To use clearly structured delivery methods that interest and motivate pupils and advance their guidance.
- b. To communicate effectively and sensitively with learners to support their guidance.
- c. To promote and support the inclusion of all learners in the information, advice, guidance and educational activities in which they are involved.
- d. To use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful information, advice and guidance environment.
- e. To advance learners' guidance in a range of settings, including working with individuals and small groups.
- f. To recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
- g. To organise and manage safely the information, advice, guidance and educational activities, the physical teaching space and resources.

Planning and Expectations

1. To plan and prepare lessons

2. To select and prepare resources that meet the diversity of learners' needs and interests.
3. To plan opportunities for pupils to learn in accordance with ALP schools policies and procedures.
4. To create and update action plans and files relevant to careers EIAG

Monitoring and Assessment

1. To evaluate learners' progress in meeting their action plans
2. To monitor learners' responses to EIAG and modify their approach accordingly.
3. To monitor learners' participation and progress, providing feedback to teachers and management, and giving constructive support to learners as they progress.
4. To maintain and analysing records of pupils' progress in relation to careers education

Knowledge and Understanding

1. To have sufficient understanding of careers EIAG and be educated to level 6, thus being able to support learners' progress, and be able to acquire further knowledge to contribute effectively and with confidence to the sessions in which they are involved.
2. To be familiar with the national careers framework, Ofsted requirements, the age-related expectations of learners, the main engagement activities in which they are involved.
3. To know how to use ICT to advance learners career development and can use common ICT tools for their own and learners' benefit.
4. To know the key factors that can affect the way pupils engage.
5. To be fully aware of the statutory frameworks relevant to their role.
6. To know the legal definition of Special Education Needs and Disabilities (SEND), and be familiar with the guidance about meeting SEND given in the SEND Code of Practice.
7. To be able to deploy a range of strategies to establish a purposeful guidance environment and to promote good behaviour. .

Personal Development and Well-Being

1. To support ALP Leicester's drive for high standards by adhering to the ARRRTT philosophy.
2. To support and contribute to the school's commitment to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being.
3. To maintain high expectations of all learners, respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.
4. To demonstrate the ability to liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
5. To be able to improve your own practice, including observation, evaluation and discussion with colleagues.

Environment and Supervision

1. To ensure that the personal working environment is clean and tidy, well presented and welcoming
2. To participate in ALP Leicester's duty rota as directed

Monitoring and Self-Evaluation

1. Within the ALP Leicester's policies and guidelines, to evaluate progress and developments in the careers framework to ensure that you consistently respond to the needs of learners, parents, staff and other stakeholders
2. To take action to share areas of strength and remedy any weaknesses

Key Performance Indicators

1. Attendance and participation of target group in Careers EIAG
2. Proportion gaining appropriate information, advice, guidance and education
3. Learner level satisfaction.
4. Number of parents regularly reporting on the effectiveness of the schools careers EIAG service
5. Meeting Ofsted requirements for careers EIAG

Expectations and Values

ALP Leicesters are committed to continuous learning and all staff are expected to engage in continuing professional learning and development. In common with all who work in the centres, the postholder will also be expected:

1. Act as an ambassador for the school and the partnership by supporting our values and expectations of learning.
2. Be a significant presence and role model for students and staff and to meet fully the school dress code.
3. Follow and where appropriate enact all relevant school policies, procedures and guidelines and those agreed by the Partnership.
4. Contribute to development through team planning and review meetings.

All staff have a responsibility for providing and safeguarding the welfare of children and young persons s/he is responsible for or comes into contact with.

Special Factors:

1. The nature of the work may involve the post-holder carrying out work outside of normal working hours.
2. The post-holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
3. Expenses will be paid in accordance with the schools policy
4. This post is subject to a check being carried out at an Enhanced level by the Disclosure and Barring Service regarding any previous criminal record.

The above responsibilities are subject to the general duties and responsibilities contained in the Written Statement of Particulars.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

ALP Leicester seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Essential (E) Desirable (D)

Education and Qualifications

To have achieved a qualification in English / literacy and mathematics / numeracy equivalent to at least a level 2 on the National Qualifications Framework. (E)

Level 6/7 Career Guidance and Development Diploma (E)

Educated to degree level (D)

Relevant qualification and occupational competence in the subject area (E)

Experience

- Relevant experience of working with young children/people with Careers/work experience in an educational setting (E)
- Experience of working with special needs including social emotional and mental health difficulties, alternative education provisions, community development, dealing with vulnerable people and those with complex needs (E)
- Experience of working with clear guidelines, procedures and adhering to child protection (E)
- Ability to establish and maintain professional working relationships with a variety of colleagues across directorates and other agencies (E)
- Understanding of working with people with challenging behaviour / complex needs / disabilities. (E)
- Ability to quickly establish relationships with young people, vulnerable people and families with complex needs. (E)
- Experience of managing a team or co-ordinating volunteers (D)

Knowledge, Skills and Abilities

- Knowledge of the National Curriculum and or alternative learning qualifications in various subjects (E)
- Willingness to keep up to date in subject knowledge and national developments (E)
- Good Knowledge of special educational needs and disabilities (E)
- Ability to plan and teach effectively using a variety of strategies. (E)
- Ability to lead training sessions for other teachers to develop knowledge and expertise in Careers (E)
- Excellent interpersonal skills with both adults and children. (E)
- Willingness and ability to work as part of a team. (E)
- Ability to communicate effectively both verbally and in writing. (E)
- Ability to prioritise and organise own work. (E)
- Ability to work effectively to a high standard, on occasion, under pressure, meeting deadlines. (E)
- Knowledge of Health and Safety procedures and their application. (D)
- Proactive approach to problem solving (D)
- Ability to work flexibly in a rapidly changing environment (D)
- Strong understanding of youth and wider community issues (E)
- Computer literate (Word, Excel, Outlook and internet) (E)
- Excellent interpersonal skills, inc active listening (E)
- Strong organisational, planning and time management skills (E)
- Excellent written and communication skills (D)
- Knowledge of social media (D)

Personality and Social Skills

- To have a 'can do' philosophy (E)
- To enjoy working with young people. (E)
- To be flexible, energetic, adaptable and have the ability to use initiative. (E)
- To identify and develop opportunities (D)
- To carry out professional duties in a positive, helpful and courteous manner. (E)
- To have high aspirations and expectations for their students and themselves. (E)
- Committed to raising standards and continuous improvement. (E)
- To be dedicated to the progression of the students, the school and themselves (E)
- An empathetic nature (E)
- Mature and professional approach to vulnerable people, families and other professionals. (E)
- Ability to maintain confidentiality in the light of handling sensitive information (E)
- Good communication and social skills, with a good sense of humour (E)
- Ability to work flexibly with reference to time and location and meet deadlines (E)
- Ability to cope with difficult interpersonal behaviour and language (E)
- Demonstrate a consistent and positive attitude to challenges (E)
- Demonstration of a solution focussed and flexible approach to management (E)

Other Factors

- Full and current driving licence with use of a vehicle for work (E)
- Willingness to drive a company vehicle (E)
- Availability for flexible working, including some evening and weekend commitments (E)