

Job Description & Person Specification

Job Title	Careers Coordinator
Responsible to	Assistant Principal (Curriculum)
Job Purpose	<p>The Careers Coordinator will be responsible for the delivery of Westminster Academy's programme of careers information, advice and guidance. The post holder will have the confidence and authority to lead colleagues and students, make decisions and enact reforms to ensure that the Academy securely and successfully delivers the Gatsby Benchmarks and Baker Clause requirements.</p> <p>The post-holder will be supported in the role by the AP Curriculum, who will assist with the policy and make a contribution to the overall planning and development of the careers programme that fosters high standards, inclusion, motivation and achievement in careers education.</p> <p>The post-holder will have knowledge of and understanding of the impacts of changing education landscapes for careers guidance and implement this into the careers curriculum plan, making adjustments where necessary.</p> <p>The post-holder will coordinate and advise students on the UCAS admissions process and university applications, including preparing for Oxford and Cambridge.</p>

Duties and Responsibilities

Leadership, Strategy and Coordination

Gatsby Benchmark 1:

- To be responsible and accountable for embedding a stable, structured programme of career education and guidance across Years 7-11 that is known and understood by students, parents, teachers and employers. This programme must ensure that the Academy is meeting all objectives set out by the Gatsby Benchmarks
- To work effectively with the and Post-18 Progression Coordinator and support the stable, structured programme of career education and guidance across Years 12-13
- To prepare and implement a CEIAG programme Action Plan
- To ensure the careers section on the Academy's website is accurate and the relevant information is published
- To ensure the Academy is compliant with the legal requirements to provide independent careers guidance
- To ensure the programme is reviewed and evaluated regularly, and the relevant updates are reported to the SLT and trustees when required. This includes reporting on the careers curriculum for Ofsted
- To lead on the implementation of UniFrog for supporting the careers programme to meet the Gatsby Benchmarks
- To coordinate the communication of the careers programme to students and parents/carers at parents-facing events and through reports when required

Gatsby Benchmark 2:

- To arrange, organise and lead on trips, external visitors, industry-related speakers workshops and

various other activities that support the delivery of the careers programme across all year groups.

- To ensure the careers section on the student pages website is accurate and relevant, including the provision of the labour market information for various career paths.
- Contribute to the Academy's PR, newsletter and the organisation of events where relevant

Gatsby Benchmark 3:

- To collect and track relevant data on the students to create a careers programme that is tailored to the needs of the students and actively seeks to challenge stereotypical thinking and raise aspirations.
- To collect, track and monitor the careers advice and guidance to ensure every student has had access to the full programme
- To work effectively with the Directors of Key Stage 3 and 4 and support:
 - The developing and empowering of Academy staff in their ability to effectively support students with their post-16 progression (i.e. training and relevant CPD)
 - The planning and implementation of advice and guidance for post-16 options
 - The ongoing evaluation of securing effective and successful post-16 progression routes
 - The creation of a strategy and implementation of a plan for identifying, raising aspirations and post-16 options for NEET students
- To work effectively with the Year Coordinators and support:
 - The implementation of careers and guidance in the Personal Development curriculum through planning relevant lessons and conducting assemblies where necessary
 - The identification of students for relevant career related opportunities including mentoring schemes
 - Identify and prioritise students for guidance, based on vulnerable groups and devise tailored packages of support for those most in need
 - The developing and empowering of the tutors in their ability to effectively support students with their transition into Key Stage 3 (i.e. training and relevant CPD)
 - The developing and empowering of the tutors in their ability to effectively support students with their GCSE options and progression into Key Stage 4 (i.e. training and relevant CPD)
- To work effectively with the SENCO to support the careers advice and guidance for SEND students

Gatsby Benchmark 4:

- To work effectively with the Director of Learnings and Curriculum Coordinators and support the embedding of linking careers education with curriculum
- To support, develop and empower Academy staff in their ability to effectively link careers into the curriculum through effective training and CPD
- To delegate and monitor the organisation of careers-related experiences and trips linked to curriculum
- Incorporate where appropriate, Spiritual, Moral, Social and Cultural (SMSC) development and the fundamental British Values within careers education

Gatsby Benchmark 5:

- Establish and develop links with further education colleges, apprenticeship providers, university technical colleges and universities
- Develop opportunities for collaboration and increase widening participation with the existing external organisations and providers we work with
- Establish and develop further links with employers and work experience providers
- Negotiate a service level agreement with the local authority as appropriate
- Commission careers guidance services where appropriate
- Manage links with external organisations
- Secure funding for careers related projects where appropriate
- Liaise with careers leaders in other schools and share best practice
- Maintain and grow a network of alumni who can help with the school's careers programme

Gatsby Benchmark 6:

- To lead on the coordination and delivery of the Year 10 and Year 12 work experience

programmes, including the Career Ready programme for the IBCP students.

- To ensure all placements are Health and Safety checked, liaising with the safeguarding team.
- To meet with local businesses and external organisations/partners to secure placements for students.
- To lead on an alternative work experience programme for those without placements

Gatsby Benchmark 7:

- To have knowledge of academic and technical and vocational routes and learning in schools, colleges, universities and in the workplace
- To ensure the Academy is meeting the Baker Clause with regards to giving the advice and guidance on approved technical education qualifications and apprenticeships.
- To work effectively with the Year Coordinators, Directors of Learning and Sixth Form Administrator to lead on the school-wide implementation of this benchmark

Gatsby Benchmark 8:

- To source (if necessary) and organise the independent careers advisor meetings for students
- To manage the timetabling of meetings for students with the external careers advisor
- To communicate effectively with students and parents/carers about their futures

General responsibilities:

To be aware of and comply with Academy policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person

To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students

To undertake personal development through training and other learning activities including performance management as required in line with Academy priorities and targets

To attend Senior Leadership Team, Governors and other meetings relevant to the role and follow the line management procedures of the Academy

To be a positive role model for students in dress code and conduct policy within the Academy

Scope of the Job Description:

The above duties are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The 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. This job description is not necessarily a comprehensive definition of the post, and therefore, you may be required to perform other duties as requested by your Line Manager. The duties may need to be varied to meet the changing demands of the academy at the reasonable discretion of the Principal and School Business Director. This job description does not form part of the employment contract. It describes the way the postholder is expected and required to perform and complete the particular duties.

Safeguarding of students and Duty of care:

All staff, regardless of role, level of seniority, and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils. We expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn and grow.

Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns they may have. All staff must be able to identify any children who are at risk of harm and know the characteristics of abuse or neglect. If you suspect or confirm harm, it is essential that you know what actions to take.

Person Specification - Careers Coordinator

Information for candidates: The person specification outlines the experience, skills, and abilities we expect the successful candidate to possess. You should match your own skills, experience, and abilities to those listed below. Tell us in what way you have carried out the criteria asked for.

All criteria listed below are essential for the post, unless otherwise stated.

Criteria
<p>Education/Qualifications:</p> <ul style="list-style-type: none"> - Good honors degree or equivalent (desirable) - Recent CPD to evidence understanding of careers education in schools - Level 6 Diploma in Careers Advice and Guidance (or willing to undertake)
<p>Professional knowledge, skills and competences:</p> <ul style="list-style-type: none"> - Excellent communication, ICT and presentation skills, both written and oral - Knowledge and understanding of careers, further and higher education - Ability to provide academic and general careers advice to students at all levels - Detailed knowledge of CEIAG frameworks, including the Gatsby Benchmarks and The Baker Clause and how to meet and evidence these - Careers Lead trained or willing to undertake Careers Lead training - A motivator, inspiring confidence in staff and students that they can succeed and achieve their best - An ability to actively engage and communicate effectively with students, parents, staff and governors, the local community and external organisations, in the life of the school and beyond - Experienced with relevant online platforms (e.g. UniFrog, Google) - Confidence with a range of communication methods including social media
<p>Experience:</p> <ul style="list-style-type: none"> - Experience of leading careers education in a secondary school environment - Experience of promoting and organising events - Experience with liaising with organisations - Experience of successfully motivating, encouraging and engaging young people from a range of backgrounds and with a range of aspirations and attainment - Experience with UCAS
<p>Philosophy and commitment:</p> <ul style="list-style-type: none"> - Knowledge of and commitment to strategies to ensure inclusion and equal opportunities - A belief that everyone can benefit from and has an entitlement to high quality educational opportunities - A personal commitment to lifelong learning and continuous professional development - A commitment to high standards, best value and continuous improvement - A commitment to establishing fair, respectful, supportive and constructive relationships with students - A "can-do" approach and positive attitude to innovation and change - Evidence of commitment to promoting the health, welfare and safeguarding of children in line with the latest DfE KCSIE document

Personal qualities:

- Strong organisational, time management, and attention to detail
- Collaborative team player with excellent interpersonal and motivational skills
- Self-motivated, enthusiastic, and proactive with a flexible and creative approach
- Resilient and calm under pressure, with stamina and a strong work ethic
- Reflective, self-critical, and committed to continuous improvement
- High expectations for academic achievement, behaviour, and personal conduct
- Able to inspire and influence in line with the school's vision and values