



### JOB PROFILE

<b>Job Title:</b>	Careers Advisor	<b>School/Department:</b>	Temple Learning Academy
<b>Salary Grade:</b>	S01 £26,717 - £28,373	<b>Working Hours:</b>	37 hours per week, 8.00am – 4.20pm Monday to Friday with one day finishing at 3.50pm
<b>Contract Type:</b>	Permanent, Term Time plus 2 additional weeks (including 5 training days)	<b>Location:</b>	Leeds

**Responsible to: AAP Enrichment**

#### **Role summary:**

Do you share our belief that all children should be supported to achieve their full potential? Do you feel that all children should have equal access to their curriculum? Are you motivated by working as a team in an all-through academy? We are ideally looking for a candidate with relevant experience of offering career advice and guidance to join us as part of the team.

**Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.**

#### **Special conditions of service:**

No smoking policy, including e-cigarettes.

Through a coordinated approach and reporting into the AAP, the Careers Advisor will produce and deliver a Careers, Information, Advice and Guidance Programme supporting and guide our young people in making decisions about their future careers, including appropriate course choices and pathways to meet their individual needs.

The post holder will work collaboratively with school staff, external businesses and further education establishments to deliver outstanding careers advice and guidance to students through one-to-one support and group activities.

#### **Special Conditions of Service:**

Requirement to occasionally work outside of school hours, and off school premises as required by the school. Enhanced DBS clearance requirement.



## Role specific responsibilities

- Work in collaboration with the AAP with responsibility for Careers, prepare and implement a Careers Education Information and Guidance (CEIAG) development plan to ensure that the school meets the Gatsby Benchmarks and organise other careers events including Careers Evenings, Options & HE days/evenings, employer insight days, HE fairs etc.
- Support the AAP with responsibility for Careers, with regards to the delivery of a planned program of lessons and activities for careers education as appropriate, including developing employability skills.
- Present careers related information to others including open evenings, parent's evenings, senior leadership meetings.
- Co-ordinate all IAG meetings within the school and support the development of effective and continually improving careers education, careers information and careers guidance for all students.
- Liaise with Special Educational Needs and Disability Coordinator (SENDCO) in supporting the transition of vulnerable students and those with learning difficulties including students in alternative provisions and students who are likely to be vulnerable adults.
- Research and explore careers, options, and support organisations to meet students' needs.
- Keep up to date knowledge of apprenticeship offers and support and guide students through the research and application process.
- Be a crucial support and guide to our young people in making decisions about their future careers, including appropriate course choices and pathways to meet their individual needs.
- Provide career coaching and guidance to identified students on a one-to-one basis and/or in groups.
- Provide additional support to students identified as at risk of becoming NEET including the early identification of students in Key Stage 1, 2 and 3.
- Deliver apprenticeship workshops to show students how to search and apply for vacancies on the National Apprenticeship website.
- External contacts and relationships
- Successfully work with employers, further education establishments and training providers in the delivery of outstanding careers advice and guidance to students.
- Develop relationships with other careers advisors to collaborate, understand and gain best practice, share new ideas and provide network opportunities.
- Actively promote and engage parents in attending post 16 pathway events.
- Use, and where appropriate, establish IT systems for administrative tasks, such as recording student interactions and monitoring and updating student activity.
- Be aware of and abide by all the school policies and procedures, in particular Safeguarding and Equality Diversity & Inclusion.
- Assist at school open days, preparation for and on exam results days, career related functions and with extra-curricular activities.
- Attend staff INSET sessions and key staff meetings.
- Undertake any other reasonable duties as required. This list of tasks is not intended to be exhaustive but as a guide to the type of duties expected.



### **RK People responsibilities:**

- Contribute to the overall aims and values of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

### **Red Kite Mission, Values & Leadership Expectations**

#### **Our Trust Mission**

Nurturing ambition, delivering excellence and enriching children's lives

#### **Our Trust Values**

**Collaboration:** we pull together to get the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements – personal and collective

**Integrity:** we put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice

**Respect:** we champion equity, equality and diversity. We treat our staff, children and families and partners with respect and kindness – modelling our values and wanting the very best for each other

#### **Our Leadership Expectations**

**Coach your Team:** our leaders use coaching principles to support their teams to be self-aware, grow and work collaboratively

**Lead with Respect:** our ethical leaders lead with trust, integrity and show appreciation. Wellbeing and fairness are shared priorities

**Challenge for Excellence:** our leaders challenge themselves and their teams to continually grow in their role and towards their aspirations. They support an innovative approach where colleagues are encouraged to try new approaches with the aim of improvement

### **PEOPLE PROFILE**

<b>Aptitudes and Characteristics</b>	<b>Essential</b>	<b>Desirable</b>
Excellent communication, interpersonal and presentation skills.	√	
Able to build rapport easily and quickly with others.	√	
Able to balance use of initiative with working as part of a team.	√	
Able to manage multiple activities and provide ongoing support and guidance.	√	



Competent in ICT including knowledge and application of Management Information Systems for analysis, report writing and administrative purposes.	√	
Able to analyse data, research opportunities, share information, make suggestions and develop resources to support programmes and students.	√	
Excellent organisational and planning skills and ability to act calmly and respond flexibly when under pressure or amend plans and act as needs arise.	√	
Able to use ICT and relevant systems effectively.	√	
Able to apply experience and knowledge to support and guide students.	√	
Able to manage and undertake group work with students as well as on an individual basis.	√	
Able to establish, maintain and provide accurate record keeping, sharing data with others in appropriate formats for differing stakeholders.	√	
Creative in use of strategies and knowledge in seeking most suitable and positive outcomes for students.	√	
Passionate belief in the ability of every student to achieve, an inspiring and motivating careers leader.	√	
The ability to build and maintain positive, respectful relationships with both colleagues and students, and external contacts in business, and higher education.	√	
Confident in working with small and large groups, with individuals and with contacts outside the school.	√	
Good organisational skills and high levels of self-motivation.	√	
Energy, self-confidence and the ability to 'give more' when the occasion demands it.	√	
Ability to work under pressure and to meet deadlines.	√	
Calm and resilient in challenging situations.	√	
Forward thinking and creative.	√	
Record of good attendance and punctuality.	√	
Able to present self well and act as a role model for students, acting with integrity, professionalism and in line with the school values.	√	
Willing to undertake training and development to aid professional development.	√	
<b>Qualifications, Knowledge and Experience</b>	<b>Essential</b>	<b>Desirable</b>
Professional qualification in Careers Guidance or Information Advice and Guidance.		√



Competency in written and oral English, and maths so as to understand and analyse data.	√	
Recent experience in the field of Careers Education Information Advice and Guidance (CEIAG).	√	
Experience working in an educational setting or other relevant environment providing a range of support/interventions to children and young people.	√	
Understanding of the key quality indicators with a careers and guidance service.	√	
Awareness of recent developments in pre and post 16 education.	√	
Up-to-date understanding of British higher education system, developments and initiatives.	√	
Knowledge of IT technology and efficient in analysing data.	√	
Knowledge of local progress systems.		√
Understanding of all aspects of Employability Skills.		√
Knowledge of training and employment initiatives.		√
<b>Safeguarding and Promoting the Welfare of Students</b>	<b>Essential</b>	<b>Desirable</b>
Appropriate motivation to work with students.	√	
Ability to maintain appropriate relationships and personal boundaries with students.	√	
Emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	√	

