



Careers (CEIAG) Advisor

Grade 6, Level 1-4 (£27,514 to £30,015 p.a.)
reduced pro rata to £24,233 to £26,436

Permanent, ideally 37 hours per week, term time only

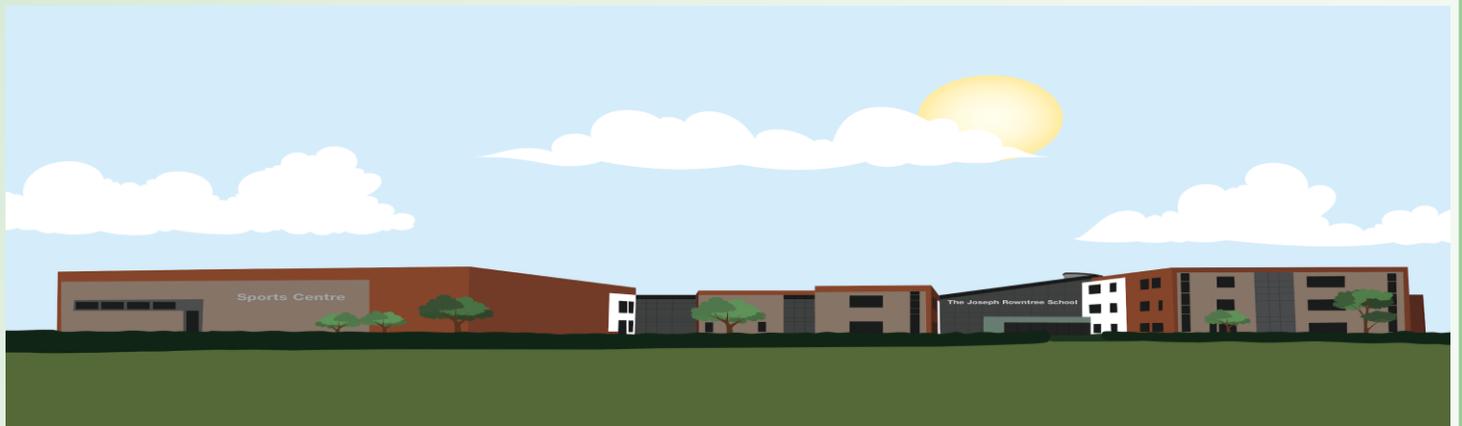
Part time working may be considered for an exceptional candidate (at least 22.5 hours per week)
Please indicate preferred working pattern in your application

To start as soon as available

Closing Date: Sunday 1 June 2025 at midnight

School website - www.josephrowntreeschool.co.uk

School email - contact@josephrowntreeschool.co.uk





The
**Joseph
Rowntree School**
the right school to grow in



Dear Prospective Applicant

Welcome to the Joseph Rowntree School. Please read the information about the school contained in this letter prior to completing your application.

General Information

We are a successful 11-18 comprehensive school of 1275 students, with 170 students in the sixth form. Our modern buildings and state of the art facilities provide an excellent learning environment and our talented and dedicated team of staff are wholly committed to the school and its students. We offer a broad curriculum which enables students to develop knowledge and skills that lead to important qualifications and the nurturing of talents.

Our extensive range of extra-curricular activities develops skills, interests, relationships and an enjoyment of school life. We are a school community where students are happy, safe and develop into well-rounded individuals. Integral to our focus on achievement and creativity, is a strong guidance and pastoral care system; this ensures that students are valued and supported well.

In October 2022, the school was judged to be 'Good' by Ofsted. We were pleased that Ofsted reported so positively on many aspects of the work we do with our students, particularly how well they are supported in school, the ambitious curriculum they access and how they feel safe and happy here. We are proud of our successes but are ambitious for the future. We continue to strive to develop the very best education for our students

Origins

The original school opened in 1942 as a model school in the North Riding. It was built on land provided by the Joseph Rowntree Trust. It continues to have voluntary controlled status with four governors from the Joseph Rowntree Foundation. It is, however, a non-denominational LA school. Since its illustrious origins the school has expanded considerably in phases to meet the demands of a changing educational scene and increased population.

Grounds and Buildings

The school is set in very extensive attractive grounds and playing fields. We have an excellent learning environment and superb facilities.

The Educational Context

The school is part of the City of York Councils education provision. York is a unitary authority, characterised by forward-looking leadership and a desire to work in partnership with its schools and parents/carers. The school shares this aim. There is a close network of effective working relationships in this relatively small LA. The school also has close links with its six main link primary schools.

Our Students

Our students are of above average ability with many from higher socio-economic groups. That said, we are fully comprehensive and proud of it. Approximately 16% of students receive free school meals (26% disadvantaged) and there are 202 on the SEN register (EHCP and K), 39 of whom have an Education & Health Care Plan. Equally, there are students with talents and ability to rank with the best in the country. The intake is largely from the villages of New Earswick, Haxby and Wigginton, with increasing numbers from within the historic city boundary. Our students are friendly, confident, articulate, hardworking and well-motivated. Our strong pastoral and behavioural systems help meet their needs and ensure that they fulfil their potential.

Our Staff

The school is lucky in having a forward thinking and reflective teaching and support staff. There is a wide range of experience and expertise. We are friendly, welcoming and helpful. We set a high priority on professional development and job satisfaction. Our staff work hard and there is a genuine commitment to provide high quality education for all of our learners. Working at The Joseph Rowntree School is rewarding and there is a strong induction programme for new staff. Developing best practice is a real focus at the school.

Organisation

The school's academic structure is based on departments. Guidance and welfare is based on a Year Group system. There is a great emphasis placed on teamwork and collaborative working at all levels. Leaders are expected to provide leadership, support and challenge to their teams. The Governing Body provide excellent support whilst challenging us effectively. The Senior Leadership Team consists of the Head, two Deputy Heads, three Assistant Heads and a School Business Manager. We have high standards and expect colleagues to meet these, regardless of which role they play in school.

Curriculum

The full range of subjects typical of comprehensive schools is available in the school. Currently there are around 30 different AS/A2 subjects available in the Sixth Form with a small degree of collaborative arrangements with the neighbouring Huntington School. Extra-curricular provision is wide ranging, with particularly high engagement in Sport, Drama and Music. We continue to value all subjects equally, notwithstanding a particular focus on English and Maths. We take pride in ensuring our curriculum offer at all stages meets the needs of all students. Since 2010 we have had an enhanced resource provision for students on the Autistic spectrum, one of only two units in the City; our philosophy is to allow such students to access as much of the whole-school curriculum as possible, in order to match their needs.

In Conclusion

The Joseph Rowntree School is a hard-working school community with a high level of cohesion and mutual support. We have high expectations of our students, both in terms of their behaviour and their studies. Our students are treated with respect and care and are expected to treat their staff the same in return. Relationships are good.

We always seek to appoint highly skilled and reflective members of staff. You will need to be enthusiastic, hardworking and committed to delivering high standards in your role. You should like and understand children and be prepared to go the extra mile to help them succeed.

Application information

Please read our 'How to Apply Guide' which will explain the application process from completing the application form through to appointment. Please email your completed application to recruitment@josephrowntreeschool.co.uk

We do try to acknowledge receipt of all of the applications we receive but it is advisable that you request a read receipt due to the number of applications we receive. Please accept my thanks in advance should you decide to apply.

Further information about the school is available on our website at www.josephrowntree.co.uk

Thank you for the interest you have shown in The Joseph Rowntree School.

David Hewitt

Headteacher

Important Information

Shortlisting

Applications will be evaluated against the requirements of the post, with those candidates that best fit the requirements being shortlisted. Shortlisted candidates will be contacted and invited to interview. If you have not been contacted within one month of the closing date, please assume you have not been shortlisted. In this case, may we thank you in advance for your interest in this post and wish you the very best for the future.

Due to the volume of applicants, **we are unable to give feedback to non-shortlisted candidates.**

Selection Process

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children. The Joseph Rowntree School is committed to safeguarding and promoting the well-being of all children and expects all staff and volunteers to share this commitment. Therefore, interviews will include questions about safeguarding children.

Under the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Validation of Qualifications and Identity

All shortlisted candidates will be asked to bring original certificates of relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies for the successful candidate will be retained on their personnel file. The copies for unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

Right to Work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK.

Photographic proof of identity will also be required.

Disclosure & Barring Service

Employment at this school is subject to an enhanced check with the Disclosure & Barring Service. All such checks must be satisfactory before any offer of an appointment can be confirmed and before commencement of work can take place. All supply and/or peripatetic staff will be required to produce their ID and other relevant documents when they arrive at school.

Safeguarding

The Joseph Rowntree School is committed to safeguarding and promoting the welfare of its pupils and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure (see above)

School Policies can be found on our School website or by following the link below. The School's Child Protection Policy should be read by candidates who are intending on applying for a post at The Joseph Rowntree School.

https://www.josephrowntree.co.uk/docs/school_policies/Child_Protection_Policy.pdf

Medical Assessment

Before taking a teaching appointment, the preferred candidate is required to complete a Work Health Assessment Form. This will be sent with the letter of appointment which states that the appointment is subject to a satisfactory medical assessment.

References

It is important that you give details for valid referees otherwise there may be a delay in confirming your appointment, should you be successful.

Please ensure that you provide the full details for two people who can comment on your suitability for the post. These people should be:

1. Your present employer, one of which should be your current Headteacher, or, if unemployed, your last employer, including your last Headteacher; AND
2. Your former employer i.e. your employer prior to your present or last employer; OR
3. If you haven't been employed before or you have only one former employer, you may use, if they consent, the details of:
 - (a) Your current or former teacher, lecturer or tutor
 - (b) Some other person of a "profession" who can comment on your suitability for the role e.g. policeman, doctor, solicitor etc.

You cannot use a family member or a friend as a referee. This applies even if you work for a family member.

All referees must be over 18 years old.

Please seek an alternative referee if you cannot comply with the above requirements. Contact us if you are unsure.

References may be taken up prior to interview for posts within schools. If you have any objection to references being taken up at this point please make the Recruiting Manager aware of this.

Confirmation of the offer of employment will be subject to satisfactory pre-employment checks including references.

Induction and Continuous Professional Development

The Joseph Rowntree School is committed to developing its staff and is proud of the approach it takes to supporting appropriate staff development. Staff are fully inducted into our school community to enable new colleagues to become familiar with the culture of our school and its policies, expectations and procedures.

Dress Code

We expect all staff to dress professionally and appropriately for the roles undertaken at The Joseph Rowntree School. We pride ourselves on the high standards of dress of both our students and staff; these standards are led by our staff whom we expect to set an example.

School Policies

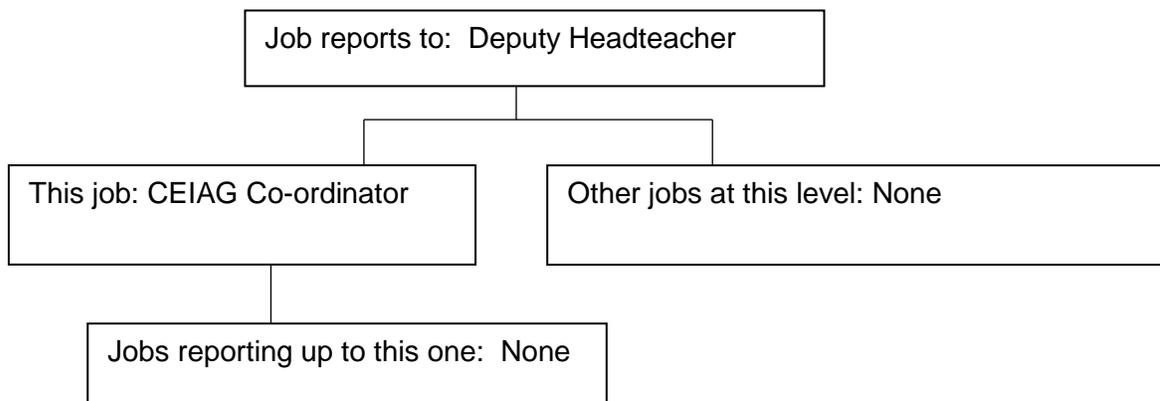
All school policies are available on our website or upon written request - <https://www.josephrowntree.co.uk/Policies/>

JOB DESCRIPTION	
DIRECTORATE:	DEPARTMENT: Education
JOB TITLE: Careers Education Information Advice and Guidance (Aspirations) Coordinator/Adviser	POST NUMBER:
REPORTS TO: Deputy Headteacher	Grade: 6
1.	MAIN PURPOSE OF JOB To plan, co-ordinate and deliver a programme of CEIAG which supports all students to make informed Careers choices enabling them to move successfully onto their next step towards their chosen career
2.	CORE RESPONSIBILITIES, TASKS & DUTIES:
i.	To plan and deliver high quality Careers Education provision that takes into account statutory guidance and complements the School Development Plan (SDP); this will include developing, in conjunction with the Subject Leader for PSHCE, the structured curriculum programme, a centrally planned programme of Careers Education events and off-site Careers-related activities (CE).
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 oversee and administrate the work experience process for Year 10 and post 16 students
iv.	To work with Subject Leaders to ensure that Careers Education is woven throughout the subject-based schemes of learning (CE).
v.	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, on-line and telephone (IAG).
vi.	To develop links with, and keep up to date with, the range of opportunities available to students including education, training and other work-based education and training options (IAG).
vii.	To keep up to date with local and national labour market intelligence (IAG).
viii.	In conjunction with the Director of Sixth Form, 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 and are able to take advantage of these links (IAG).
ix.	To organise speakers to undertake Careers activities (IAG).
x.	To undertake assemblies as and when required (IAG).
xi.	To develop Careers literature and web-based Careers information and promote the use of this Careers information (IAG).
xii.	To provide guidance and support to targeted students (including the Pupil Premium students) and students encountering difficulties with accessing education and other opportunities (IAG). Liaise with exterior agencies and providers to ensure that students have access to relevant local enrichment activities, such as Roots to Success
xiii.	In conjunction with the tutor teams, to assist students to draw up individual action plans to help them achieve their education, employment and training aspirations (IAG).

	i.	To map student intentions and destinations, ensuring students move in to positive activities post compulsory education, minimising our NEET figures (IAG).
	ii.	To attend parents evenings and other school events (IAG).
	iii.	To work with parents to enable them to support their sons and daughters with their career planning (IAG).
	iv.	To be available on A level, GCSE results and open days to give support and advice (IAG).
3.	SUPERVISION / MANAGEMENT OF PEOPLE None. <ul style="list-style-type: none"> No. Reporting: 0 Direct: 0 	
4.	CREATIVITY & INNOVATION <ul style="list-style-type: none"> 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. 	
5.	CONTACTS & RELATIONSHIPS <ul style="list-style-type: none"> 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. 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 etc) as required. 	
6.	DECISIONS – discretion & consequences <ul style="list-style-type: none"> 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 Career 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.	<p>RESOURCES – financial & equipment</p> <p><i>(Not budget, and <u>not</u> including desktop equipment.)</i></p> <p>Description (Value)</p> <ul style="list-style-type: none"> • Normal office equipment.
8.	<p>WORK ENVIRONMENT – work demands, physical demands, working conditions & work context</p> <p>Work Demands</p> <ul style="list-style-type: none"> • 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. <p>Physical Demands</p> <ul style="list-style-type: none"> • This role is largely office bound but sometimes involves visiting other agencies and organisations. <p>Working Conditions</p> <ul style="list-style-type: none"> • Normal office environment. <p>Work Context</p> <ul style="list-style-type: none"> • There may be a risk of abuse from some pupils / parents and a risk from contagious illnesses.
9.	<p>KNOWLEDGE & SKILLS</p> <ul style="list-style-type: none"> • Professionally qualified to level 6 or above in careers guidance and development or a willingness to work towards qualification • Wide knowledge of a specialist area (CEIAG). • Computer literacy, numerate, typing/secretarial skills. • A good understanding of a number of routine administrative work procedures, and always seeks to improve existing practices. • 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. • 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.

10. **Position of Job in Organisation**



THE JOSEPH ROWNTREE SCHOOL



School Ethos and Values

- **R**espect all members of our community
- **O**vercome obstacles to success
- **W**ork together collaboratively
- **N**urture talent
- **T**each and learn through inspiration
- **R**ecognise excellence
- **E**mbrace diversity
- **E**ncourage wellbeing