

## JOB DESCRIPTION

<b>Job Description:</b>	<b>Careers Guidance Lead (Driffield School &amp; Sixth Form)</b>		
<b>Reporting To:</b>	<b>SLT Lead</b>	<b>Pay Scale: 25</b>	<b>Hours of Work: Up to 37 hours per week term time</b>
<p><b>Job Purpose:</b> Delivering personal guidance and support for the management of careers and employability, this role will contribute significantly to a whole-school approach to careers and employability in collaboration with school staff and external opportunity providers. The post-holder will be required to deliver employer-led career learning activities for young people, as well as personal career guidance interviews and group activities. The role is focused on ensuring that young people are excited about their future and all activities are geared towards helping them to make informed choices about education, training and work. The post holder will raise aspirations and challenge stereotypes relating to career and education opportunities, ensuring equality of access to opportunities for all.</p>			
<b>Key Responsibilities:</b>			
<ul style="list-style-type: none"> <li>• Provide impartial specialist advice around progression opportunities and longer-term career planning for students, as well as supporting a range of activities and interventions for the whole school cohort.</li> <li>• Provide high-quality interviews for students either one-to-one or in small groups to identify, nurture and support student aspiration and progression.</li> <li>• Using knowledge and expertise to assist learners in drawing up action plans for employment, education and training and supporting them to achieve these goals.</li> <li>• Ensure that there is a robust process for recording of career-related activities with a focus on evidencing the impact of careers guidance and learning for the benefit of students as well as the school.</li> <li>• Maintain and nurture relationships with local businesses and post 16 education and training providers, in order to draw on local expertise, broker progression opportunities and enhance the careers programme.</li> <li>• Keep up to date with local and national labour market information, legislation, and professional and academic developments by visiting employers, training providers and attending training events.</li> <li>• Gather, maintain and distribute careers information, in a range of formats to support accessibility, to colleagues, students and parents/carers, particularly during Options processes in Years 9 and 11.</li> <li>• Be an accessible, supportive source of specialist, professional knowledge and expertise for the wider teaching team on careers and employability development.</li> <li>• Support applications by students to any next-stage progression.</li> <li>• Support all school staff involved in the careers advice and guidance process to understand the tools and resources available to them, so that they can make a positive contribution to school objectives student career development.</li> <li>• Ensure that the progression of targeted groups as identified by the school is closely monitored and that all young people have equal access to high quality, effective support.</li> <li>• Liaise with internal staff teams, including pastoral and teaching staff, regarding learner progression and provision/ programme delivery as required (for example assemblies and form activities)</li> <li>• Be visible around the school delivering assemblies and meeting form groups.</li> <li>• Liaise with the Careers Co-ordinator to gather effective student, staff and parental voice to guide next steps.</li> </ul>			
<b>Specific:</b>			
<p>The post holder will be expected to work within the trust and school's policies and procedures and uphold the organisation's vision. Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.</p>			
<b>The key competencies and behaviours commensurate with this post are identified overleaf.</b>			
<b>General Information:</b>			
<ul style="list-style-type: none"> <li>• <i>The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Headteacher, appropriate to the remit.</i></li> <li>• <i>The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.</i></li> <li>• <i>The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.</i></li> <li>• <i>The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.</i></li> <li>• <i>The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.</i></li> <li>• <i>To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018</i></li> <li>• <i>To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records).</i></li> </ul>			

# Ethical Leadership Qualities Competencies and Behaviours

Competency	We do this by
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>