



Littleover  
Community  
School

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APPLICATION PACK

# Littleover Community School Careers Lead

# A warm welcome from our Headteacher, Mrs L. Johnson

Many thanks for your interest in the Careers Lead position. Littleover Community School is a warm and welcoming environment, where the motto of 'Learn, Care and Succeed' underpins the vision for our school. Staff joining Littleover Community School should understand from the outset that we work together in partnership with students and families to provide a safe and stimulating environment, where all members feel valued and safe.

As a Platinum Careers Mark school with a highly regarded CEIAG programme, we are committed to delivering exceptional careers education in line with DfE statutory guidance and the Gatsby Benchmarks.

In this pivotal role, you will work alongside our PSHE and Careers Co-ordinator to ensure pupils in Years 7–13 receive impartial guidance and meaningful encounters with employers and education/training providers under the Provider Access Legislation. You will lead on embedding careers across the curriculum, track destinations, and collaborate with our Careers Hub, FE/HE institutions, independent training providers, and local employers to broaden horizons and raise aspirations for every student.

Our students have high ambitions, and we are looking for someone who can match their drive, impact-driven, innovative, and passionate about preparing young people for their next steps.

As a school our expectations are high, and this is evident through the reputation of Littleover Community School; in the last school inspection, Ofsted found the school to be 'Good' and the Sixth Form 'Outstanding;' the student outcomes at Littleover Community School, both at GCSE and A-Level, as well as the enrichment programmes on offer, are excellent. We are proud of the achievements of our students and know they happen because we value and celebrate staff expertise.

Littleover Community School offers a robust and engaging CPD programme and staff wellbeing is taken seriously here; again, this can be stated with confidence as staff retention at LCS is high.

I hope you will consider the information above when making your application to Littleover Community School; we want committed practitioners that will support Littleover Community School students to become life-long learners, and well-rounded citizens.



Best of Luck,

A handwritten signature in black ink, appearing to read 'L. Johnson'. The signature is fluid and cursive, written on a white background.

Mrs L. Johnson  
**Headteacher**

# Learning, Caring, Succeeding

Littleover Community School is a Local Authority maintained school with an outstanding Sixth Form, catering for ages 11 - 18 with approximately 1850 students.

## Welcome to Littleover

As a school, we are committed to continuous improvement so that we can continue to evolve to match the changing needs of our students, parents and carers, staff and wider school community. We are keen to utilise the latest thinking and technologies to ensure all our students are best equipped to achieve success in the future.

Our governors and staff are fully committed to serving the needs of our school community in these challenging social times, including continuing to develop the very strong academic performance of our school. If you feel you could contribute to this vision, we would be very pleased to receive your application.

Littleover Community School is an 11-18 comprehensive, community school. We are a Local Authority maintained school and have a positive working relationship with Derby City Council.

Our school is situated four miles to the south west of the centre of Derby, in pleasant, spacious grounds. We have a proud academic and pastoral record and the school is always popular with parents and carers looking for school places, within our own catchment area and beyond.

We currently welcome 295 students into Year 7 each year, giving us a current roll of approximately 1850, including a Sixth form of over 350 students.

## Student outcomes

We are proud of our students' attainment and progress: Littleover Community School students consistently perform above local and national averages.

### Summer 2025 headlines:

- GCSE grades 9-4 in Maths and English 74%
- Grade 4 and above in English Baccalaureate 49%
- Key Stage 4 students who receive the Pupil Premium achieved in line with their Attainment 8 target on average.
- A\*-A grades at A Level 33%
- A\*-C grades at A Level 86%



# Learning, Caring, Succeeding

## Our Vision & Aims

We are an inclusive school which means we are determined to ensure all students achieve the best outcomes possible. Our aims of “Learning, Caring and Succeeding” are the basis for all that we do and students are at the heart of our everyday practice. Looking to improve further is always key. Our school priorities are shared with staff and Governors and our community of parents/carers and students have a say in what we are and what we want to be.

## Ofsted

The school was inspected in October 2022 and was judged as ‘Good’ in all areas with ‘Outstanding’ Sixth Form provision.

The full report can be accessed here: [HTTPS://FILES.OFSTED.GOV.UK/V1/FILE/50201266](https://files.ofsted.gov.uk/v1/file/50201266)

*“Leaders have high expectations. They have created an inclusive and academic culture. Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), achieve well. Leaders help pupils prepare for next steps in their education. Pupils and sixth-form students leave school with the skills and knowledge they need to thrive.*

*Pupils’ behaviour in lessons is calm and focused. They are eager to share their ideas and knowledge. The vast majority of pupils do not worry about bullying. If they had any concerns, they would report them to staff. Leaders are quick to respond to concerns. The ‘LCS Way’ helps to create a caring and purposeful culture.*

*Students in the sixth form experience a welcoming and respectful environment. One student said that attending the sixth form has helped them to develop their identity. Students value the support their*

*teachers provide and the sense of community they share with their peers.*

*Leaders provide pupils with personal development opportunities. These include the Duke of Edinburgh’s Award scheme as well as sports, arts and music clubs. Some pupils access games club and craft club.*

*Students in the sixth form join in with enrichment activities. These include pottery classes, learning British Sign Language and a debating society.*

*Leaders are ambitious about what they want pupils to learn. Sequences of lessons cover a broad range of knowledge. Leaders have ensured that teachers know which knowledge to teach and in what order. This helps pupils to develop their understanding of the subjects they study. Sixth-form students are very knowledgeable and make connections between current and prior learning.”*



# Why Should You Join Littleover Community School?

## Wellbeing - What We Offer

Access to a team of specialist counsellors who are directly contracted to the school to offer support for our staff.

A strong centralised behaviour system that supports teachers, delivers disruption free classrooms and is supported by a highly effective internal Alternative Provision.

A Leadership Team who fully consider staff workload and wellbeing when considering any changes to practice or systems.

A highly supportive approach to CPD and quality assurances that focuses on every member of staff improving, not proving.

Access to the latest technology, including new high spec laptops for staff.

An approach to pedagogy that ensures we deliver high-quality teaching in each and every lesson, whilst giving staff professional autonomy .

All staff also have access to Education Support's Employee Assistance Programme which includes:

A range of counselling options including telephone, on line or face-to-face sessions, and a mindfulness module

A dedicated coaching service for line managers, aimed at developing soft skills and building confidence for handling challenging situations.

Financial, legal and practical support from qualified professionals on a range of personal issues.

## Employment Benefits

There are an extensive range of benefits that are available to you as an employee of Littleover Community School.

For your health and wellbeing there is access to a free on site gym and an employee assistance programme.

You will have access to the Derby City Council Rewards platform, which hosts a wide range of benefits such as the Cycle2Work scheme, benefits and offers at an extensive network of retailers, Tusker Car Lease Scheme and more!

These benefits run alongside other benefits such as access to the Teachers' Pension Scheme or Local Government Pension Scheme (depending on your role), free on-site car parking, free annual flu jab and a friendly, supportive working environment!



# Careers Lead

## Vacancy Details

JIQ Reference No:	S-5227
FTE Salary:	Grade H SCP 26 - 29 £37,280 - £39,862
Actual Salary:	Grade H SCP 26 - 29 £19,585 - £20,941
Hours:	22.5 hours per week 3 days per week: 8.00am - 4.00pm <i>(half an hour unpaid lunch each day)</i> Working days negotiable and to be agreed with the Line Manager.
Contract Type:	Permanent Term Time Only (39 weeks, including Inset days)
Responsible to:	Assistant Headteacher/ School Operations Manager
Start date:	To be confirmed once pre-employment checks have been completed
Closing date:	Monday 13th April 2026

## Job Purpose

To lead, manage and quality-assure a whole-school programme of Careers Education, Information, Advice and Guidance (CEIAG) that meets statutory duties and delivers the eight Gatsby Benchmarks for all pupils (Years 7–13).

## Duties & Responsibilities

### Strategic Leadership & Compliance

- Own the whole-school CEIAG strategy, ensuring a stable, published careers programme that is understood by pupils, parents, staff and employers, and is regularly evaluated against the Gatsby Benchmarks.
- Ensure statutory compliance with DfE guidance across Years 7–13, including impartial careers guidance, and access for a range of education and training providers (Provider Access Legislation/Baker Clause). Maintain and annually review the Provider Access Policy

- statement on the school website.
- Plan and quality-assure provider encounters so that pupils receive the minimum number and range of meaningful encounters required under PAL (e.g., across Years 8–13, including technical routes, T Levels, HTQs and apprenticeships), with clear preparation and follow-up.
- Report to SMT and Governing Body on compliance (including PAL), Gatsby Benchmark progress, destination data, and impact measures; support Ofsted lines of enquiry relating to personal development and CEIAG.
- Prepare and submit the Careers Mark validation every 2 years.
- Manage the Year 11 Work Experience programme, providing support to students in gaining placements, building links with local employers and co-ordinating the on-site provision for students not on placement.
- Support the Sixth Form Work Experience programme to help students gain placements building on the link made with local employers.

### Programme Design: Gatsby Benchmarks (1–8)

- Benchmark 1 – A stable careers programme: design, publish and annually evaluate a sequenced CEIAG curriculum across KS3–5.
- Benchmark 2 – Labour market information (LMI): ensure pupils and parents access high-quality LMI and study options information, with staff trained to help pupils make sense of it.
- Benchmark 3 – Addressing the needs of each pupil: embed targeted support, track participation, and tackle equality/diversity/inclusion; provide tailored support for SEND and disadvantaged cohorts.



# Careers Lead

- Benchmark 4 – Linking curriculum to careers: coordinate with subject leaders so curriculum learning (including STEM) explicitly connects to pathways and skills.
- Benchmark 5 – Encounters with employers: broker regular, meaningful employer encounters (talks, mentoring, projects) across year groups
- Benchmark 6 – Experiences of workplaces: organise and quality-assure workplace experiences/work placements appropriate to age/need; plan scalable access and inclusion. (Note: the DfE's May 2025 guidance references ambitions around expanding work experience; schools should plan ahead for implementation timelines.)
- Benchmark 7 – Encounters with FE/HE/ITPs: ensure pupils meet a range of providers (colleges, universities, ITPs, Institutes of Technology) to explore academic and technical routes.
- Benchmark 8 – Personal guidance: secure access to independent, impartial 1:1 guidance by a qualified careers adviser at key transition points.

## Provider Access Legislation (PAL) Delivery

- Publish and implement the Provider Access Policy with clear procedures for requests, grounds for granting/refusing access, and safeguarding arrangements; monitor compliance and quality of encounters.
- Schedule the required provider encounters across three key phases (Years 8/9; 10/11; supporting 12/13), ensuring encounters are meaningful, unbiased and timely, and that pupils can follow-up for more information.
- Engage parents/carers around technical pathways using accessible LMI/resources and events.

## Management, Coordination & Networking

- Line-manage CEIAG staff/roles (e.g., Careers Adviser) and lead a Careers Steering Group (Heads of Year, SENDCo, PSHE Lead, Employer Engagement Lead).
- Work with external partners (Careers Hub/CEC Enterprise Adviser, local employers, FE/HE, ITPs, IoTs) to expand opportunities and enrich encounters.
- Commission and oversee independent careers guidance services, ensuring quality and impartiality.

- Staff development: deliver training/briefings so teachers can link curriculum to careers and confidently discuss all routes, including apprenticeships/technical education.

## Tracking, Evaluation & Quality Assurance

- Destination tracking: collect, analyse and use pupil destination data (post-16 and post-18) to refine provision and address gaps (NEET prevention).
- Compass+ / Benchmark self-assessment: use recognised tools and CEC resources to monitor progress against Gatsby Benchmarks; set targets and publish impact highlights.
- Impact evaluation: define KPIs (encounter quality, uptake, progression, satisfaction, career readiness) and report termly to SLT/Governors.

## Inclusion, Safeguarding & Risk

- Ensure safeguarding and EDI are embedded in all encounters and workplace experiences; risk-assess activities; differentiate access for SEND pupils and those with EHCPs.
- Guarantee impartiality and avoid bias towards any particular pathway; uphold statutory duties and school policies.



## PERSON SPECIFICATION

# Careers Lead

## Essential Skills & Qualities

	Essential	Desirable
Experience of working in a school/college environment or with young people	X	
Leadership and management experience in a school environment or other relevant organisation		X
Knowledge of DfE statutory guidance on careers and Provider Access Legislation (PAL); practical understanding of the Gatsby Benchmarks	X	
Ability to design and evaluate programmes, analyse destination data, and evidence impact	X	
Experience using Compass+ / CEC resources and local Careers Hub support to drive benchmark progress	X	
Adaptable and flexible, with the ability to tailor support to individual and group needs.	X	
Good understanding of post-16 and post-18 pathways (A levels, T Levels, apprenticeships, HE, employment)	X	
Knowledge of equality, diversity, and inclusion in careers guidance	X	
Strong communication skills to work with students, parents/carers, staff and, senior leaders, Employers, FE/HE providers, and external agencies	X	
Ability to engage employers and external partners meaningfully	X	
Ability to lead and work as a member of a team to achieve agreed objectives	X	
Able to collate and feedback information and produce accurate and precise data with maintaining strong record keeping skills	X	
Able to maintain confidentiality in the working environment	X	
Have a working knowledge of Microsoft packages, particularly Microsoft Excel and mail merge.	X	

## Qualifications & Training

	Essential	Desirable
English and Maths GCSE A*-C or equivalent	X	
Level 6 Careers Leader qualification, or working towards it	X	
Level 6 Careers Guidance & Development qualification		X
A full, clean driving license		X
Be prepared to undertake other relevant training, as and when required	X	
To share the school's commitment to safeguarding and child protection and be familiar with the Safeguarding and Child Protection Policy and other relevant policies	X	

## Personal Qualities

	Essential	Desirable
Strong interpersonal and networking skills	X	
Ability to respond positively and calmly, with students, parents and others who work with you	X	
Ability to build rapport with young people	X	
Commitment to impartial guidance, safeguarding and inclusion, including SEND	X	
Flexible attitude to work and willingness to adapt to change	X	

# Equality, Diversity & Safeguarding

Littleover Community School is proud of the cultural diversity of our school community.

## Equality & Diversity

Littleover Community School is proud of the cultural diversity of our school community. We welcome enquiries from everyone and also value the diversity of our workforce. As such, the school actively promotes equality of opportunity for all with the right mix of talent, skills and potential.

### Derby City Council's Equality Commitment

<https://www.derby.gov.uk/community-and-living/equality-diversity/our-equality-commitment/>

We welcome applications from a wide range of candidates, including those with criminal records. As an organisation assessing applicants' suitability for positions which are included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order using criminal record checks processed through the Disclosure and Barring Service (DBS), Littleover Community School complies fully with the DBS Code of Practice <https://www.gov.uk/government/publications/dbs-code-of-practice> and undertakes to treat all applicants for positions fairly. Littleover Community School undertakes not to discriminate unfairly against any subject of a criminal record check on the basis of a conviction or other information revealed and can only ask an individual to provide details of convictions and cautions that they are legally entitled to know about.

Where a DBS certificate at either standard or enhanced level can legally be requested (where the position is one that is included in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 as amended) and where appropriate Police Act Regulations (as amended), Littleover Community School can only ask an individual about convictions and cautions that are not protected.

DBS offers a sensitive applications route for transgender applicants, more information on this can be found at <https://www.gov.uk/guidance/transgender-applications>

Littleover Community School selects all candidates for interview based on their skills, qualifications and experience.

## Safeguarding

Littleover Community School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An offer of employment will be subject to the receipt of a satisfactory enhanced level DBS disclosure with a children's barred list check, two satisfactory references and successful completion of vetting procedures.

In accordance with the statutory guidance, Keeping Children Safe in Education (KCSIE), an online search will be conducted as part of due diligence on shortlisted candidates.

Copies of our Child Protection and Safeguarding Policy, along with other school policies, are available on our website at: <https://www.littleover.derby.sch.uk/information/policies-compliance>

We would advise anyone applying for a position at LCS to read the above documents, along with the following Keeping Children Safe in Education document: <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

