



JOB SPECIFICATION CAREERS ADVISER AND ADMINISTRATOR

Reports To: Careers Lead

Why	Job Summary <ul style="list-style-type: none">To provide professional career guidance services, including personal guidance interviews, to improve pupils' skills, knowledge and understanding for career planning and management.	
What	Main Responsibilities <ul style="list-style-type: none">To conduct client-focused, impartial, personal career guidance interviews with pupils which challenge and support them to make informed, realistic and adaptable career decisions based on self and opportunity awareness, aspirations, motivation, confidence and approach to learning and which, if necessary, broaden their horizons.To assist the Careers Lead to collect and manage year 11 destination data, working with students where necessary to apply and manage their transition to college.To organise logistics of and be involved with the running of workshops, events, mentoring and assemblies with FE, HE, apprenticeship providers and employers.To provide year 10 students with work experience opportunities and assist with the planning and applications of work experience choices.Maintain records to inform the preparation and return of report to measure the impact of the interventions delivered to DANCOP learners.To use expert knowledge of careers information and labour market information and Intelligence to enable pupils to identify, access, interpret and utilise valid and current information that is relevant to them, including the appropriate use of information technology, e.g. social media and web-based information sources.To deliver CPD to teaching and non-teaching staff to upskill the workforce in areas of expertise.To provide advice to the Careers Leader on the range of resources and the role of opportunity providers, other education, training and employment providers and relevant others e.g. Enterprise Co-ordinator/Adviser in the development and delivery of the career guidance programme in school and the achievement of the Gatsby Benchmarks.Networking, consulting and being an advocate, including referring pupils to specialist services if required to support their specific needs, e.g. young people with SEND.Undertake any other duties which may be reasonably regarded as being within the nature of the duties and responsibilities / grade of the post as defined.	
How	<u>Competencies</u>	<u>Personal Attributes</u> (level expected when job is conducted to the required standard)
	Framework <i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i>	Creates an environment which consistently applies the Trust's ethos.
		Have presence around the academy and act as a lead professional in supporting all aspects of wider academy life, upholding the principles and ethos at all times.
		Creates an environment which promotes the principles of safeguarding and fosters an environment in which pupils thrive.
		Meeting their responsibilities in all aspects of safeguarding and ensuring all team members do likewise.
		Act as a role model demonstrating professionalism and consistent high expectations at all times which supports the ethos of the Trust.
		Instigate opportunities to collaborate with colleagues across the academy and the Trust.
		Lead, innovate and share best practice resulting from such collaboration and play a part in making the academy more inclusive.
		Ensures deployment of appropriate resources.
	Development <i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>	Act as a lead professional in coaching and mentoring colleagues across the academy/Trust.
Create a 'can-do' culture to raise aspiration for all.		
Takes responsibility for improving own working/teaching practices through appropriate professionals development, responding to advice and feedback from colleagues.		
Leading	Ensures clear career and development opportunities are provided across the organisation.	
	Fosters a worthwhile and rewarding environment.	

	<i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Achieves goals by driving and implementing new projects, processes, policies, procedures and management of resources.	
		A participative, consultative and inspirational leader who creates a common consistent internal and external vision.	
		Fosters positive and productive relationships across the team in order to deliver.	
	Task Management <i>Establishing appropriate courses of action for oneself and others to accomplish.</i>	Interprets objectives and sets long term tasks (6+ months, up to 5 year plans).	
		Develops proposals and ensures resources are available to achieve the plan and stated goal.	
		Prioritises objectives.	
		Contributes to plans for change.	
		Develops own effectiveness in role, adapting to changing priorities.	
	Communication <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Develops effective communication channels across cultures, geographies, functions and / or external parties.	
		Has impact and gets engagement through communication.	
	Problem Solving/Decision Making <i>Able to identify a potential problem, propose and assess solutions and decide upon a course of action.</i>	Makes decisions that have a significant impact based upon information from internal and external sources.	
		Critically evaluates proposals or recommendations; challenges assumptions.	
		Deals with complex problems where there is more than one correct answer influencing others.	
		Makes decisions under pressure that have an impact upon a large number of staff / stakeholders.	
		Recognises the differing learning needs of pupils and is able to support pupils with advice from the teacher.	
Context	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
	Education, Qualifications and Experience (EQE)	Level 6 qualification, or significant experience in careers guidance or have significant experience in careers guidance and be willing to work towards becoming Level 6 qualified.	
		A working knowledge of Careers Education, using Compass Plus and Work Experience processes in school is also desirable	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	
	Data Protection	All adults employed by the Trust have a responsibility for data protection and have a duty to observe and follow the principles of the GDPR Regulations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.