



Wimbledon College



Careers Leader Applicant Information Pack



Jesuit Schools

Careers Leader

required from September 2022 or earlier if available

Salary scale : NJC Scale 6 [outer London]

Term Time 3 or 4 days per week for 40 weeks a year

Closing date: 12pm Monday 23rd May 2022

We are looking to recruit a Careers Leader to deliver an outstanding programme of careers education, information, advice and guidance. You will prepare learners for their next steps into further training, Higher Education, apprenticeships or employment and help them maximise their potential.

You will work to provide a quality service and support our work to achieve the Gatsby Benchmarks and Matrix accreditation. Ideally you will already hold a level 6/7 qualification in careers guidance, alternatively, willingness to undertake training to gain this, will be required. You will need to have some experience of working in careers in an educational setting.

Job Specification

Main purpose of post

The role of the careers leader is to plan and implement a strategy for developing a careers programme for the school that meets all eight of the Gatsby benchmarks of good practice, and prepares young people for the choices and transitions in education, training and employment.

The role will include providing impartial careers information, advice, guidance and support to pupils, to assist them in exploring career ideas, reviewing options, establishing realistic career action plans, and helping them to develop their employability skills and progression routes.

Duties and responsibilities

Leadership and management

- Advise the senior and middle leadership teams on policy, strategy and resources for careers guidance and show how they meet the Gatsby Benchmarks, reporting as necessary.
- Assist in preparation, implementation and review of annual CIAEG action plan.
- Assist in planning the programme of activity in careers guidance.
- Monitor access to, and take up of, careers guidance. Keep the tracking of careers provision updated using Unifrog/Compass.
- Support tutors, providing initial information and advice.
- Ensure compliance with the legal requirements of the Baker Clause to provide independent careers guidance and give access to providers of technical education or apprenticeships to students in school.
- Set up and monitor work experience placements. To support young people on placements. Provide administrative support as required.

Delivery

- To provide the service in a variety of ways, to include: drop-in sessions, year group presentations, small group workshops, intensive individual guidance and support.
- To deliver an in-house programme of presentations and workshops which raise students' awareness of the range of career opportunities available to them post 16 and post 18.
- To work with the 6th Form team, local colleges, apprenticeship providers and external agencies to organise and implement a programme of events and work-based learning opportunities which support the career development, successful progression and employability skills of students, particularly within years 9 – 13.
- To deliver tailored CIAEG programmes for students considering specific vocational pathways and STEM opportunities.

Job Specification cont'd

- To provide advice, guidance and support for students applying to join 6th Form, in order to ensure the most appropriate combination of course choices, to match ability, strengths and post 18 aspirations.
- Working with the 6th Form team, to develop an effective programme of information advice and guidance for students, relating to post 18 Higher Education and apprenticeship pathways.

Communication

- To produce a monthly bulletin updating boys and parents on achievement, opportunities, LMI and upcoming events relevant to CIAEG.
- To maintain an up to date knowledge of the different pathways available to boys at the College and share these with parents.
- To be attend Parents' Evenings to discuss future options
- To ensure CIAEG programme is prominently displayed across the College and on the website
- To get timely and effective feedback from all stakeholders to continuously review and improve the CIAEG provision.
- To communicate to boys, parents and employers their roles in creating work. experience opportunities and supporting those to find placements where identified.

Co-ordination

- Managing the provision of careers information and education guidance.
- To co-ordinate whole school career event days.
- To co-ordinate a whole school careers fair where boys have the opportunity to meet employers.
- Liaising with the PSHE lead, and other subject leaders, to plan careers education
- Liaising with HoL, PSAs, SENCO and Head of Sixth Form, to identify students needing additional guidance.

Networking

- Establishing and developing links with employers.
- Establishing and developing links with FE colleges, apprenticeship providers and universities.
- To work with the alumni to access support in delivering an inspiring careers provision.
- To be proactive in looking for new opportunities for boys to engage with.
- To use a variety of web-based technologies/platforms/social media effectively.

Accountability

- The careers leader is accountable to the senior leader with overall responsibility for CEIAG.

Supporting the School

- To participate in relevant in-service training and actively seek other learning activities
- Undertake Level 6 Careers training, where not already achieved (sponsorship subject to written learning agreement).
- To attend and participate in meetings as required.
- To participate in performance development/appraisal, contributing to the overall planning, development, ethos, work, aims and organisation of support service to the school.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- To comply with school policies and procedures, including safeguarding, health, safety and data security and report any concerns to the appropriate person.
- To be aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences appropriately.
- Standard hours are 3 days per week 8am to 4pm (with one hour for break/lunch) subject to variance to allow for busy periods. The post holder will be expected to work their hours flexibly to meet the needs of the post, to work 2 weeks outside pupil term time. This may include 3 or 4 INSET days, results/enrolment days in August and extended days in busy seasons. Attendance at evening meetings and events may be required.
- To undertake other appropriate tasks as directed by line managers or the Head Master.
- Standard hours are 3 or 4 days per week 8am to 4pm (with one hour for break/lunch) subject to variance to allow for busy periods. The post holder will be expected to work their hours flexibly to meet the needs of the post, to work 2 weeks outside pupil term time. This may include 3 or 4 INSET days, results/enrolment days in August and extended days in busy seasons. Attendance at evening meetings and events may be required.

Person Specification

	Desirable	Essential
To hold a Level 6 Qualification in Career Development (QCD) or the Level 6 Diploma in Career Guidance and Professional Development or the Level 6 Higher Apprenticeship: Career Development Professional.	✓	
Experience of working in a secondary school setting, with experience of careers		✓
Excellent communication, IT, organisational and management skills		✓
Willingness to undertake Level 6 Qualification (where not already achieved)		✓
Ability to lead and work as team to deliver an outstanding CIAEG programme		✓
Ability to develop and maintain good relationships with staff, pupils, parents, governors, alumni and external agencies		✓
Possess excellent interpersonal skills		✓
Experience of using Compass+	✓	
A commitment to inclusion and diversity		✓
Support the Jesuit ethos of the school		✓
To have previously achieved the Quality in Careers Education Award	✓	

Department Information

Aims and Objectives

To help all our students reach their potential and make an effective transition from school to higher education and work, Wimbledon College is committed to delivering a high standard of Careers Education, Information, Advice and Guidance.

- support our students' decision-making as they approach transitions and have to make choices,
- inform, encourage and inspire them as they consider their future options, and
- help them understand and develop their employability skills as they prepare for the world of work



Assistant Headteacher & Careers Lead :

James Skinner

External Careers Adviser :

Martina Collett-Creedy (brought in services)



Accommodation and Resources

The school has 3 fully resourced IT classrooms each with 30 workstations and multimedia facilities. The department is supported by a full time Network Manager and an IT Technician's. We have a Windows server 2019 network which hosts both the Curriculum and Administration domains across school and our e-mail and internet is hosted by the LGFL. The school has recently updated its school wide wireless, provided for students, staff and guests. We have a number of classrooms with chrome books and multi media digital presentation screens. A large auditorium of

tiered seating for talks , collapsible for other events.

How is Careers taught at the College?

Below are summaries for each year group of the Careers work that is done

Year 7 – Exploring our strengths

In Figures, we want boys to explore their academic, personal and extra-curricular strengths. As part of our PSHE programme, boys use Unifrog resources to identify their strengths and consider ways in which they may be

helpful when entering the world of work. We look at the term 'career', and get boys to consider the paths that they have available to them. In PSHE boys identify skills that they have need to be a good employer and a good employee. In the summer term, boys

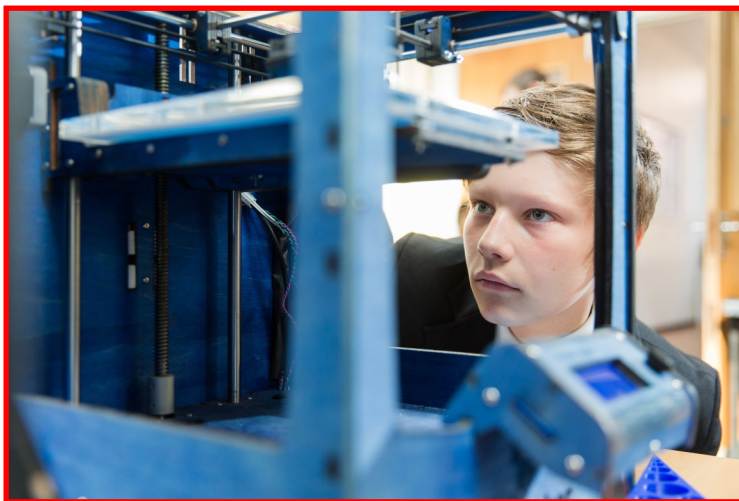
are given the opportunity to showcase some of the skills that they have learnt by taking part in the Careers and Enterprise day, where they are set a business and teamwork challenge.

Department Information

Year 8 – Looking to the future

Boys in Rudiments build on what they studied in Figures, and begin to think about the how future decisions they make can impact upon their lives. They have the 'Pathways 1' assembly which takes a tentative look into the different choices that they have coming up and the variety of pathways that can be taken. In PSHE, boys use Unifrog resources to consider what is meant by a successful career and also study career terminology.

On Friday's boys have a 'Future Friday' session during tutor time, this is where they look and listen to those in different sectors of employment and consider Labour Market Information to discuss future job prospects. In the summer term boys engage in an enterprise challenge and see how there are many different components to running a successful business.



Year 9 – Making Choices

In Lower Grammar boys make their GCSE Option choices. They have a dedicated GCSE Options Evening where they hear from subject specialists and have the opportunity to discuss subjects and the benefits of studying these when considering their futures. Those boys who need additional support are offered this by the Head of Line and SEN Department in order to ensure they are making the best decision for their futures. Boys have PSHE sessions and assemblies to draw attention to those subjects that they may not have studied in Figures and Rudiments.



We are privileged to have Alumni speakers visit to share their experiences and this allows boys to further consider the GCSE Options that they are wanting to take.

Year 10 – Preparing for the world of work

Boys in Grammar get their first their experience of the workplace, as in July they embark on a week of work experience. They are supported by our Careers Advisor and have PSHE sessions to ensure they have the skills needed to make a success of their week and are aware of employer's rights and responsibilities. Parent sessions are also delivered virtually to ensure they are also engaged in this process. Boys also receive a dedicated meeting with our Careers Advisor, feedback about their session and next steps are given to the boys and a copy sent to parents about how they can support their son's in their future endeavours. We also focus on ensuring that all boys are starting to think about their post 16 choices and have external FE colleges come to visit and we arrange visits for those boys who show an interest in this pathway.

Year 11 – Making informed Choices

In assemblies and PSHE sessions, boys explore the different routes that are available to them after studying their GCSEs. They have a Sixth Form Open Evening where they learn what Wimbledon College can offer, as well as Ursuline High School, who offer a wide range of T Level courses including adult nursing, business support and digital production. Boys can get support for any external applications from our Careers Advisor.



Year 12 – Investigating post 18 options

Throughout Year 12, students listen to a range of guest speakers from across the spectrum of work. They listen to those who have set up businesses to those who work for global companies. Students are encouraged to ask questions to discover more about their journeys. In the summer term the Sixth Form Team with the help of an apprenticeship provider, deliver a 'next steps' presentation to talk students and parents through the UCAS process as well as how to apply for an apprenticeship. A University Day visit is arranged in the summer term, where students are taken to a local University to hear about what University life is like. Students also have a week of work experience to help focus them further on the post Sixth Form path they wish to take. All students also receive a one to one interview with our career's advisor in school.



Year 13 – Applying for the next step

In the final year of school, preparations for taking the next steps are usually well under way. There is additional support from our on-site Careers Advisor for those that need it. Those who are a little more unsure of taking their next steps are offered the opportunity to go to a University and Apprenticeship Fair in September and ask questions of those in attendance to try and help them to decide what to do next. As part of the PSHE programme, students continue to learn the importance of managing finances and understanding the rights of employees and employers. There are also ongoing talks from members of the alumni to help inspire future career choices.



Information about the College



Wimbledon College is a popular and oversubscribed school which prides itself on its exam results at both GCSE and A level with results significantly above national averages. As a Jesuit school, our ethos can be summed up by St Ignatius Loyola's vision for Jesuit schools as being "for improvement in living and learning for the greater glory of God and the common good." Central to St Ignatius' vision and to the College is the education of the whole person, providing each pupil with the opportunity to strive for excellence in all that they do.



The school is accommodated in striking Grade II listed buildings on Edge Hill, above the parish church of the Sacred Heart, on a spacious green site in a conservation area. Private and public funds have facilitated a substantial development of the facilities of the College over the last fifteen years.



The College currently has close to 1300 boys on roll including 270 in the Sixth Form. It is a great place to work with a supportive, committed staff who share the school's high expectations. All teachers are specialists in their subjects and there is a well-established CPD programme which encourages staff to work collaboratively on self-identified areas of research and pedagogy.



Wimbledon College has a strong system of pastoral care and discipline. All teachers are form tutors and work with Heads of Line in ensuring every boy is supported, cared for and challenged to progress academically and become involved in the wider life of the school. The school's intake is truly comprehensive academically, socially and economically and ethnically. It draws from across southwest London and from Surrey and north of the Thames also. Last year saw boys join the College from over 40 different schools. Places in Y7 are regularly oversubscribed threefold.

We encourage all of our boys to be involved in extra-curricular clubs and activities and we offer over 80 different such opportunities to the boys. The school has a strong tradition of drama and music as well as a very extensive sports programme in the school, financially supported by parents' donations to the School Fund.

We were graded as Good in our most recent Ofsted inspection in 2017, below are some the key findings:

- "The school provides an inclusive, orderly and welcoming environment where pupils achieve well and enjoy their learning.
- Pupils benefit from strong levels of support, guidance and care through the chaplaincy and pastoral teams. This contributes effectively to their positive attitudes to learning and prepares them well for the next steps in their education.
- All pupils are encouraged to be 'men for others' through the embodiment of the school's core values.



Staff Development

At Wimbledon College, we believe that professional development is an essential and inherent part of your role regardless of the stage you are at in your career or the position you hold. This results in bespoke CPD journeys based on your current position and the trajectory you would like your career to go in. Every staff member is supported along that journey. Through a combination of internal and external CPD opportunities staff are able to develop their own skills and competencies and then have the opportunity to share those with colleagues from the College and across the borough.

We use a range of resources and strategies within and outside the College to achieve this:

- We have staff completing external leadership courses such as NPQs and Merton specific Leadership Courses
- We engage with a wide range of organisations, including UCL, Bluesky and PixL to support the delivery of our extensive professional development programme for both career progression and skills development tailored to individual needs
- We have a coaching programme to allow both teaching and non teaching staff to share best practice and offer career advice and guidance.
- We have in-school groups that work collaboratively on projects around a chosen topic such as promoting literacy across the curriculum

If you are starting your teaching career with us, we partner with Teach Wimbledon and Roehampton University to welcome both Schools' Direct and PGCE students. We also have a comprehensive Early Career Teacher support system where you will receive an individual mentor, reduced timetable and opportunities to embed your learning.

We fully appreciate the importance of training for support staff and have a generous budget to ensure that external courses are available in addition to in school training for all interested support staff.

Our aim is to empower staff to ascertain their own professional needs, both within and around their role, and to provide whatever support they require to flourish.



"I'm really pleased to have joined the Sixth Form team this year as Head of Rhetoric (Y13). Supporting students at such an important time of transition in their lives comes with a great deal of unexpected challenges. Thankfully, I have a lot of experienced staff in the pastoral support team to lean on. I try to stay as organised as possible and 'control the controllables' so that I can respond to any problems arising with a clear mind. Of course it's a demanding job but seeing my students engage with learning in a positive way and start to achieve success is equally rewarding."

Antoinette Torto, Head of Yr 13, English



"Now in my 20th year teaching here at Wimbledon College I continue to seek ways to give back to the College Community who have provided me with so many opportunities over my time here. This includes being heavily involved in extra curricular activities such as the highly popular Lego Club for younger pupils and being instrumental in the sport of Boxing at the College, whereby we have our own affiliated amateur boxing club - one of the many sports on offer to our pupils. I have also completed my MA in Education (part funded by the College) and currently undertaking my NPQSL are just some examples of

Working at Wimbledon College



"Being an ECT I feel so lucky to be in such a supportive environment at Wimbledon College. All the staff have been so welcoming and encouraging. The pupils have a real drive to learn which makes it a pleasure to teach them. I have especially enjoyed getting involved with the plethora of extra curricular activities, including coaching a Year 9 rugby team. There is a great sense of camaraderie between the staff and there is a really cohesive rather than competitive atmosphere."

James Stock, ECT, Religious Studies



"I'm really pleased to have joined the Sixth Form team this year as Head of Rhetoric (Y13). Supporting students at such an important time of transition in their lives comes with a great deal of unexpected challenges. Thankfully, I have a lot of experienced staff in the pastoral support team to lean on. I try to stay as organised as possible and 'control the controllables' so that I can respond to any problems arising with a clear mind. Of course it's a demanding job but seeing my students engage with learning in a positive way and start to achieve success is equally rewarding."

Antoinette Torto, Head of Yr 13, English Dept



"I have had many roles in the College but being the Pastoral Support Assistant for Sixth Form has been my favourite. No two days are the same and the students are very appreciative of the support they get from all the staff at the College. I enjoy making sure that all the sixth formers are as safe, happy, healthy and ready to learn as possible. Although students are facing ever tougher challenges in their lives, we provide a constant that they can rely on"

Michelle Jones, Pastoral Support Assistant- Sixth Form



"Now in my 20th year teaching here at Wimbledon College I continue to seek ways to give back to the College Community who have provided me with so many opportunities over my time here. This includes being heavily involved in extra curricular activities such as the highly popular Lego Club for younger pupils and being instrumental in the sport of Boxing at the College, whereby we have our own affiliated amateur boxing club - one of the many sports on offer to our pupils. I have also completed my MA in Education (part funded by the College) and currently undertaking my NPQSL are just some examples of how both the College supports me and I them."

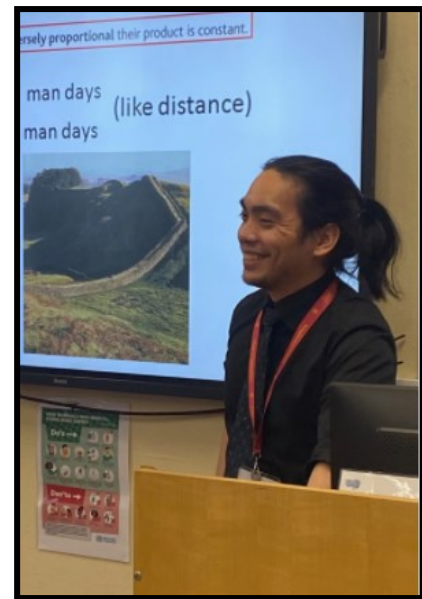
Shaheen Afshar, Head of Business Studies

Working at Wimbledon College



"I've really enjoyed developing my career from NQT to Head of Department in the time I have been at Wimbledon College. I have been well supported every step of the way and am looking forward to the opportunities and challenges being HOD will offer me. I am hoping to expand the History department by offering more extra curricular activities and continuing with the work to ensure our curriculum reflects the diversity of the students."

Claire McCarthy, Head of History



"Having been a student at Wimbledon College, I knew that I would enjoy teaching here due to the studious and respectful atmosphere around the school. Although starting a career in teaching is challenging, I have been really well supported from within and outside my department. I am also looking forward to getting more involved in helping with the huge array of extra curricular activities, both academic and non academic that the College offers."

Paolo Nery, Teach Wimbledon Trainee, Maths



"For my first teaching position I doubt I could have landed in a school more supportive and encouraging than Wimbledon College. The atmosphere at the school really is one of positivity, care and support; and with that support, it's hard not to throw yourself into school life. As a head of house, it's a pleasure to see students encourage each other to get involved in all manner of house activities, from sports day to swimming, chess club to rugby, all with the goal of winning the illustrious house championship. The opportunities offered to student and staff alike are abundant. I've been able to share my love for the countryside with the students in getting involved with the DofE programme, undertake an NPQ alongside my teaching, take on the roles of Head of house and Co KS3 science coordinator, and above all else, coach the mighty u13C rugby team to some spectacular wins."

Tom Woodhall, NQT+1, Science

Testimonials

Rhetoric (Y13) Leavers' reflections on their time at the College



"I am very proud of having being part of a Jesuit school. It not only brings a sense of belonging in the sense of feeling part of the Jesuit family. All the boys have a real sense of community and I have made long standing friendships"

"The opportunities I have had this year to go so much further into the life of the school has made me realise how much people really do care about it. Especially the staff, who have inspired me to love my subjects and would go so far to get what's best for each and every pupil. The daily interactions with them are invaluable."



"I feel very proud to call myself a student of Wimbledon College. Whether it was doing up my tie in the morning with seven stripes or holding my hand on my heart above the Wimbledon College logo when I was preparing for a football game for the school, I always knew that my identity was a Catholic student of Wimbledon College, and I aimed to show that in everything I did, in and out of school. Every member of staff along the way encouraged me, and influenced me to work to my strengths, furthering my admiration of the subject, and overall, the teachers made me feel a sense of pride about my God-given talents."



"I don't believe any other school focuses on the men that we shall become and how we will impact the world around us, and for that reason I am proud to have attended the College. I have been able to achieve targets in and out of the classroom which I am very proud of, and there have been teachers along the way that I have always been able to turn to. Wimbledon College has furthered my development into a young man who is ready for the next step in his life, and I believe that is all a school is there to do"

"Every opportunity that comes my way to help my fellow students in need is an integral part of life at Wimbledon College. The school encourages us to live for the success of not only ourselves, but our colleagues likewise."

"Wimbledon College has given me opportunities that I never dreamed of doing and has taught me how to be a better man through respecting other, listening and adapting myself to challenging situations."

"The College has allowed me to become an individual who acts as a natural leader, sharing success with peers. Wimbledon College brings out the philosophical side, and allows for a deeper meaning of our world, that will encourage us to explore more when we leave."



You may be a committed Roman Catholic and know a lot about the Jesuits, or you may be from a different faith, or have no religious background. You may know little or nothing about the Jesuits. Whichever it may be, we hope this short introduction will help you to gain a basic understanding of what Jesuit schools are, and to decide whether a Jesuit school is a place where you will be happy and thrive.

The Jesuits

The Society of Jesus (popularly known as the Jesuits) is a Religious Order within the Catholic Church. Founded in 1540 by St Ignatius Loyola and nine companions, there are around 18,000 Jesuits today in almost every country of the world.

Most Jesuits are priests, but there are also Jesuit Brothers and Jesuits in studies preparing for ordination. Jesuits take vows of poverty, chastity and obedience and lead a common life in community. As well as in schools and universities, Jesuits are to be found in a wide range of other works from parishes and retreat houses, to hospitals and prisons, missions in developing countries, work with refugees, in scientific laboratories, medicine and health care, film, television and the arts, architecture, business and industry, politics and community action, spiritual direction, writing, academic and social research, philosophy, theology and biblical studies, interreligious dialogue, archaeology and astronomy, and military chaplaincy.

Jesuit schools

There are eleven Jesuit schools in Britain, including two comprehensive schools, one state primary school, two senior independent boarding schools, four preparatory schools, and an independent day school in Scotland with its own junior school.

These schools are part of a much wider network of Jesuit education. The Society of Jesus is responsible for 3,780 primary and secondary schools, colleges and universities educating some 2½ million students in over 70 countries. This great responsibility and enterprise is undertaken in partnership with thousands of lay people, Catholics and non-Catholics alike, who share the vision and spirit of Jesuit education. It is their generosity and commitment which make the Jesuit identity and mission of the schools a reality. All of the Jesuit schools in Britain are led by lay head teachers.

In most of the schools, a majority of the pupils will come from Catholic backgrounds.

Staff in Jesuit schools come from a wide range of religious and philosophical backgrounds. Many will be committed Catholics or belong to other Christian churches, while others will have a Catholic or Christian background but have questions about their faith. Some will be from other religions. Others may have no particular religious belief. All have an important and valued part to play in the education of children and young people in Jesuit schools.

Expectations of Staff in Jesuit schools

If you join the staff of a Jesuit school, you will be joining a strong Christian community with a sense of purpose. Its underlying values of respect for the individual and giving each person every opportunity to develop their talents and grow as a person will be accorded to you as much as to everyone else. Generosity is a hallmark of Jesuit schools, both in what is expected from staff and as an attitude encouraged and fostered in the pupils.

Many of the expectations of your work in a Jesuit school will be exactly the same expectations any good school would have. These include being competent and enthusiastic in your teaching, being interested in and committed to the pastoral care and personal development of pupils, and playing an active role in the wider life of the school.

Values, personal opinions and conscience

Parents who send their children to Jesuit schools do so in the expectation that the teaching, the character of the school, and the values and opinions communicated to their children will accord with their own Catholic faith.

The Catholic Church has a long tradition of teaching on ethical and social issues as well as its theological beliefs. The Church tries to balance clear teaching, on sometimes controversial issues, with the practical pastoral care of individuals who may find that teaching difficult to live up to. This is no different in a Catholic school community. We strive for the highest standards, informed by Catholic moral and social teaching, and are committed to compassion, reconciliation and the building up of a community built on love and mutual respect.

No teacher in a Jesuit school is asked to speak or act against his or her conscience. The Catholic Church explicitly teaches that conscience, informed by appropriate study, is the highest authority for the individual. However, if you choose to work in a Catholic school, there is an expectation that you will do nothing to undermine the Catholic faith and practice that is the school's *raison d'être* and way of life.

Of course, we recognise that many people will have different views on a range of topics. Catholics themselves hold views that sometimes do not accord with the Church's official teaching. In a Catholic school we are responsible for forming children and young adults. We try to do so in a way that imparts the religious and moral views of their parents, and of the Church, and at the same time encourages increasing independence in forming and expressing their own views. In practice, we are confident you will find Jesuit schools are open and tolerant places. They clearly articulate the tradition of beliefs and values of Catholic Christianity but do not seek to indoctrinate or foist unwelcome views on impressionable young people.

Further information

The identity and mission of Jesuit schools is set out in a document called *The Characteristics of Jesuit Education* which is available on the Jesuit Institute website. Each school will have its own mission statement which sets out how it realizes its own identity and mission as a Jesuit school in its particular circumstances and for its pupils and community.