

## Job Description for the Post of Careers Leader, Arbour Vale School

<b>Post title</b>	Class Teacher with responsibility to support the delivery of the Careers Education Programme
<b>School:</b>	Arbour Vale School
<b>Salary and grade:</b>	Main pay scale range 1-6 with SEN 1 & TLR 2c
<b>Line manager/s:</b>	Assistant Principal Curriculum
<b>Supervisory responsibility:</b>	The postholder will be responsible for aspects of curriculum delivery for Careers Education in conjunction with the Senior Leadership Team

### Main purpose of the job:

- **Strategic Leadership:** Develop and implement a whole-school careers strategy and programme that aligns with the school's development plan.
- **Programme Delivery:** Design and deliver an accessible careers curriculum, including workshops on employability skills, and bespoke learner experiences.
- **Employer & Community Engagement:** Build and maintain partnerships with local employers, colleges, and training providers to secure work experience placements and "encounters" with the world of work.
- **Transition Planning:** Support with post-16/19 transition plans in conjunction with the Post 16 Phase Leader, ensuring students and families are supported in moving toward meaningful next steps.
- **Monitoring & Evaluation:** Track and monitor student destinations and progress using tools like [Compass Plus](#) to assess the impact of the careers offer.
- **Staff Guidance:** Provide professional guidance and CPD (Continuous Professional Development) to teaching staff and learning support assistants to embed careers education across the curriculum.
- **Personal Development:** Undertaker Career Leader training as provided by the Careers and Enterprise Company.

### Duties and responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current [School Teachers Pay and Conditions Document](#). Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher [standards](#) as part of the appraisal process as relevant to their role in the school.

### Teaching

- Plan and deliver the curriculum as relevant to the age and ability group/subject/s

- Be responsible for the preparation and development of teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of pupils' you teach
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these, demonstrating knowledge and understanding of how pupils learn
- Have a clear understanding of the needs of all pupils with special educational needs; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject)
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired as appropriate
- Participate in arrangements for examinations and assessments within the remit of the *School Teachers' Pay and Conditions Document* as appropriate

### **Behaviour and Safety**

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour, which are expected of pupils
- Have high expectations of behaviour, promoting self-control and independence of all learners
- Carry out playground and other duties as directed and within the remit of the current *School Teachers' Pay and Conditions Document*
- Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures

### **Team working and collaboration**

- Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies

- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the school
- Cover for absent colleagues within the remit of the current *School Teachers' Pay and Conditions* document

#### **Fulfil wider professional responsibilities**

- Work collaboratively with others to develop effective professional relationships
- Deploy support staff effectively as appropriate
- Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate
- Communicate and co-operate with relevant external bodies
- Make a positive contribution to the wider life and ethos of the school

#### **Administration**

- Register the attendance of and supervise learners, before, during or after school sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current *School Teachers' Pay and Conditions Document*

#### **Professional development**

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and well-being, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with the Appraisal Regulations 2012

#### **Other**

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Principal

#### **Additional Notes**

- Job Descriptions are to be reviewed annually
- The responsibilities listed above are the essentials of the post; it is always open to the postholder to propose ways of extending these responsibilities
- This job description is not exhaustive and you may be asked to carry out other duties commensurate with the role.

### ***Person Specification for the Post of Careers Leader, Arbour Vale School***

The Person Specification shows the abilities and skills you will need to carry out the duties in the Job Description. Shortlisting is carried out based on how well you meet the requirements of the Person Specification. You should mention any experience you have had which shows how you could meet these requirements when you fill in your Application Form. If you are selected for interview, you may be asked also to undertake practical tests to cover the skills and abilities shown below.

<b>Area</b>	<b>Requirements</b>	<b>Essential/Desirable</b>
<b>Qualifications</b>	Qualified Teacher Status (QTS) or equivalent recognised teaching qualification.	Essential
	Evidence of relevant professional development linked to careers education, SEND, or curriculum leadership.	Desirable
	Willingness to undertake Careers Leader training through the Careers and Enterprise Company.	Essential
<b>Experience</b>	Experience of teaching pupils with Special Educational Needs across a range of abilities and needs.	Essential
	Experience of planning and delivering an engaging and differentiated curriculum.	Essential
	Experience of working collaboratively with external agencies, employers, colleges, and training providers.	Desirable
	Experience of supporting students with transition planning and preparation for adulthood.	Desirable
	Experience of monitoring student progress and using data to inform planning and interventions.	Essential
<b>Knowledge &amp; Understanding</b>	Knowledge and understanding of effective careers education, employability skills, and Gatsby Benchmarks.	Desirable
	Understanding of the needs of pupils with SEND and strategies to support engagement, independence, and progression.	Essential
	Knowledge of safeguarding legislation, statutory guidance, and safer working practices, including Keeping Children Safe in Education (KCSIE).	Essential

	Knowledge of safeguarding procedures and promoting the welfare of children and young people.	Essential
	Understanding of assessment, monitoring, and recording processes to support pupil progress.	Essential
	Knowledge of post-16 and post-19 pathways, including further education, training, supported internships, and employment opportunities.	Desirable
<b>Skills &amp; Abilities</b>	Ability to plan and deliver engaging careers education and employability activities tailored to individual learner needs.	Essential
	Ability to build positive relationships with pupils, families, staff, employers, and external agencies.	Essential
	Strong communication and interpersonal skills with the ability to influence and support colleagues.	Essential
	Ability to analyse and use data effectively to monitor destinations, progress, and the impact of the careers programme.	Essential
	Strong organisational skills with the ability to manage competing priorities and coordinate events, placements, and partnerships.	Essential
	Ability to deliver training and guidance to staff to embed careers education across the curriculum.	Desirable
	Ability to maintain appropriate professional boundaries and safeguard the welfare of children and young people.	Essential
<b>Personal Attributes</b>	Commitment to inclusive education and achieving the best possible outcomes for pupils with SEND.	Essential
	Commitment to safeguarding and promoting the welfare of children and young people.	Essential
	Enthusiastic, proactive, and able to work collaboratively as part of a team.	Essential
	Ability to act as a positive role model and maintain high professional standards.	Essential
	Flexible, resilient, and adaptable in responding to the changing needs of the school and pupils.	Essential

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*Orchard Hill College & Academy Trust endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.*

*This **Job Description** and **Person Specification** is current but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in job requirements which are commensurate with the job title and grade in line with the school's changing needs.*

*In line with the statutory guidance in Keeping Children Safe in Education, the Trust reserves the right to request and review references **prior to interview** as part of our safer recruitment process. Any concerns raised will be followed up with the applicant before a recruitment decision is made.*

**Signature of post holder:** ..... **Date:** / / .....

**Signature of headteacher:** ..... **Date:** / / .....