

THE CHARTER SCHOOLS

EDUCATIONAL TRUST

Careers Adviser (Schools-based) – England

Job title: Careers Adviser

Salary: Hay 7 (£35,373-£41,637)

Purpose: To provide professional career guidance services, including personal guidance interviews, in order to improve pupils' skills, knowledge and understanding for careers planning and management.

Accountabilities: To the Head Teacher and Assistant Head Teacher, Personal Development, as appropriate in school.

Responsibilities:

Personal Career Guidance

1. 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.
2. To generate and maintain client records electronically in support for personal guidance interviews, including a summary of agreed actions/action plan.

Careers Information

1. 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.
2. To organise and support careers fairs and other relevant activities in conjunction with the Careers & Destinations Coordinator.

Career Guidance Programmes

1. To provide advice to the Careers & Destinations Coordinator on the range of resources and the role of opportunity providers, other education, training and employment providers and relevant other 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.
2. To facilitate career-related learning activities in groups with pupils
3. To assist, where relevant, with the monitoring, evaluation and reporting on the effectiveness of the career guidance programme in achieving the Gatsby Benchmarks and the Quality in Careers Standard.

Networking, Consultancy and Advocacy

1. To refer to specialist services if required to support specific needs of pupils e.g. young people with SEND.
2. To communicate with relevant external agencies and networks for the benefit of pupils and the enhancement of the careers guidance programme.
3. To involve parents and carers, where relevant, in the career guidance programme and support provided to their child and attend parents' evenings as required.

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4. To negotiate Service Level Agreements, where relevant.

Professionalism

1. To abide by the relevant legislation, codes of professional practice, e.g. the CDI Code of Ethics and school policies.
2. To abide by all the measures to safeguard young people.
3. To reflect on practice and engage in continuous professional development to further develop the skills and knowledge required for professional practice and to keep up to date with developments in the sector.

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Person Specification: Careers and Destinations Coordinator

Criteria	Essential	Desirable
Qualifications and Knowledge	<ul style="list-style-type: none"> • Educated to A Level or equivalent • Be literate and numerate and hold qualifications that demonstrate this • Have a record of working successfully with young people • Have knowledge and experience of working with new technologies, specifically G-Suite and Microsoft Office applications • Have a passion for working with children and young people 	<ul style="list-style-type: none"> • Knowledge of Careers Education • Knowledge of The Gatsby Benchmarks and Careers Ofsted Criteria • Level 6 Qualification in Careers Guidance and Development
Experience	<ul style="list-style-type: none"> • A minimum of two years' experience of working with children (either paid or unpaid capacity) preferably in a secondary education setting • A recognised interest in the importance of Careers Education in a school • Understanding of strategies needed to establish consistently high aspirations and standards of results and behaviour 	<ul style="list-style-type: none"> • Experience of teaching small groups
Skills & Abilities	<ul style="list-style-type: none"> • Demonstrates high expectations which inspire, enthuse, motivate and challenge students to achieve their best • Ability to form strong relationships with students, particularly those from disadvantaged backgrounds and those with additional needs • An ability to network with our parent body in order to support events • Ability to build and maintain effective relationships through excellent interpersonal skills • Demonstrates excellent communication skills (verbally and written) • Ability to develop effective teamwork • Demonstrates an inclusive approach to education • Ability to work under pressure, maintaining a high sense of perspective • Ability to manage own time effectively • Commitment to regular on-going professional development • Commitment to collaborative working practices 	
Personal Qualities	<ul style="list-style-type: none"> • Professional, enterprising • Outgoing, approachable, inclusive • Positive, adaptable • Energetic and enthusiastic • Self-motivated, self- confident, reliable • Generosity of spirit, sense of humour • Committed to improving outcomes for all students • Team Player 	