

Job Description Support Staff

Post title:	Careers Advisor
School:	Walton High
Line manager/s:	Head of Education 2 Employment
Pay Scale:	4.8 - 4.13

Main purpose of the job:

To plan and support the delivery of Walton High’s careers information, advice and guidance programme.

Principal Duties:

- Use knowledge gained through qualifications in careers information, advice and guidance, alongside experience in delivering careers IAG to support the careers development of students.
- Support students in their career planning, through diagnostic assessment of skills and life preferences. Utilising online diagnostic and training tools.
- Use specialist careers knowledge to understand individual student’s needs in terms of: vocational development; occupational and learning opportunities; local market opportunities; decision-making influences and community expectations.
- To have knowledge and understanding of the Gatsby benchmarks and support in embedding these across the school.
- Use strong problem solving skills, to support students to overcome the barriers to education, training and employment; providing appropriate information and advice on how to overcome such barriers.
- Have, and further develop, strong local market information and some national market information in relation to educational, job and training opportunities.
- Support in collecting and reporting on destinations data.

- Use excellent levels of communication (both orally and in writing) when working with students, staff and external organisations and agencies.

Induction, Supervision and Management

- Support the training and induction of staff as required.

Decision Making, Creativity and Innovation

- Develop resources which support the students' knowledge of the skills, qualifications and experiences needed to secure their work preferences; and also to support them in developing the skills and tools needed to secure further and higher education, employment, or training.
- Apply analytical, judgmental, creative and developmental skills, including the use of paper-based and on-line diagnostic and assessment tools to test students' understanding of their own work-related skills.
- Create, develop and deliver careers events for students to attend and participate in. For example: an annual careers fair and events linked to National Apprenticeship week.
- Using a student-centred approach write effective action plans which support students' journeys into further and higher education, employment and training.
- Keep careers practices under review through self-reflection, analysis and evaluation of the success of students moving into further and higher education, employment and training – revising ways of working as necessary.
- Use Unifrog to record Careers interactions and activities to support students with their career learning journey during their time at Walton High.
- To use other digital technologies and IT to maximise student facing contact and their use of online careers resources, e.g. web-chats, National Careers Service, Fast Tomato, or Skills 2 Succeed Academy, to enhance and enrich students' career knowledge.

Contacts and Relationships

- To work closely with the Head of Education 2 Employment to develop careers provision at Walton High
- Liaise and work with employers, colleges, universities and the Local Enterprise Partnership (LEP) to ensure that students have appropriate learning and work pathways to follow after leaving the School.
- Work in partnership with staff to ensure priority groups are supported and ensure positive destinations are secured.
- Work closely with the National Apprenticeship Scheme and local employers, arranging consultant, adviser and employer visits to the School, ensuring that students are aware of local and national opportunities and that local employers are encouraged to develop partnership opportunities with the School - delivering new

accredited apprenticeships for students.

- Support Post 16 students with applications for HE, apprenticeships and employment
- To support students to develop the skills and tools that they will need to secure further and higher education, employment, or training. Such support to take the form of one to one sessions; group work; and drop-in sessions.

Resources

- Develop and maintain resources to provide a range of materials that support students’ careers knowledge and skills, e.g. CV and interview resources; growth mind-set resources.
- Any other reasonable duties requested by the Principal

NECESSARY KNOWLEDGE, EXPERIENCE AND SKILLS

	ESSENTIAL	DESIRABLE
Education	5 GCSEs (A*-C including Maths & English)	
Qualifications	Level 4 Diploma in careers advice and guidance or a willingness to gain one.	L6 Diploma in careers advice and development or a willingness to gain one.
		Membership of the Careers Development Institute.
Experience	Experience of delivering careers advice and guidance.	
	One to one delivery across the age range.	Delivering careers advice in a school or college environment.
	Group work delivery across the age range.	Using a customer relationship database.
	Event planning and delivery. Annual and one off events.	
	Working with employers, colleges, universities and the LEP to ensure that students have appropriate learning and work pathways to follow after leaving school.	
	Demonstrable experience of successfully working to set targets and KPIs.	
	Working with consultants/ advisers from the national apprenticeship programme.	

	ESSENTIAL	DESIRABLE
Job Related Skills	To understand and be able to use guidance theories within delivery and post-delivery reflection.	SIMS data entry.
	Ability to communicate effectively and accurately both orally and in writing.	
	Vision and initiative.	
	Problem solving skills, including: To understand the barriers to education, training and work and how to overcome them.	
	An understanding of confidentiality.	
	Student and team oriented.	
	Ability to use analytical, judgmental, creative and developmental skills; including using paper-based and on-line diagnostic and assessment tools.	
	Ability to work under pressure.	
	Networking skills, particularly with employers, education and training organisations.	
	Advanced user of Microsoft Office.	
	Knowledge and effective use of on-line careers websites to support students' knowledge and skills.	
	Highly effective organisational skills.	
	Ability to manage own workload, understanding priorities and ensuring deadlines are met.	
	Strong local market information and some national market information in relation to educational, job and training opportunities.	
	The ability to write effective action plans which support students' journeys into further and higher education, employment, or training.	
	Resource development: to provide a range of materials to support students' careers knowledge and skills (e.g.: CV and interview resources; growth mind-set resources).	

Dress Code

Principles

Walton High recognises the importance of personal appearance in setting high expectations and a positive tone. This is reflected in our Dress Code for staff and students.

Practice

All members of staff at Walton High follow a professional dress code. The formal standard of dress required of students has implications for how we as staff dress.

Male staff are expected to wear a jacket and tie when working with students in a classroom context. Similarly, whilst business suits are not essential for female staff, a similar level of smartness is expected. Extremes of fashion in clothes, hairstyle and jewellery should be avoided. In warmer weather the Principal may inform male staff that jackets and ties are not necessary. All staff should ensure that in warmer weather they are still suitably attired in smart professional dress, this means that flip-flops, short skirts and cropped tops / trousers and shorts should not to be worn.

General Requirements

All school based posts are defined as Regulated Activity and therefore the post is subject to an Enhanced with Barred List DBS check.

All employees are expected to share this commitment, to follow MKET's safeguarding policies and procedures and to behave appropriately towards children and vulnerable adults at all times, both in work and in their personal lives.

Safeguarding is everybody's business. MKET is committed to ensuring that all our children and young people are safe and feel safe; that children, parents and carers, and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or at risk of, harm. We expect everyone who works in our school to share this commitment. This applies to all adults, including volunteers, working in or on behalf of MKET

Commitment to uphold MKET's Equality and Health and Safety policies.

All staff must follow the MKET Code of Conduct.

All staff must have an understanding of the requirements of Data Protection and confidentiality in the workplace.