

HAMPSHIRE COUNTY COUNCIL

ROLE PROFILE FORM

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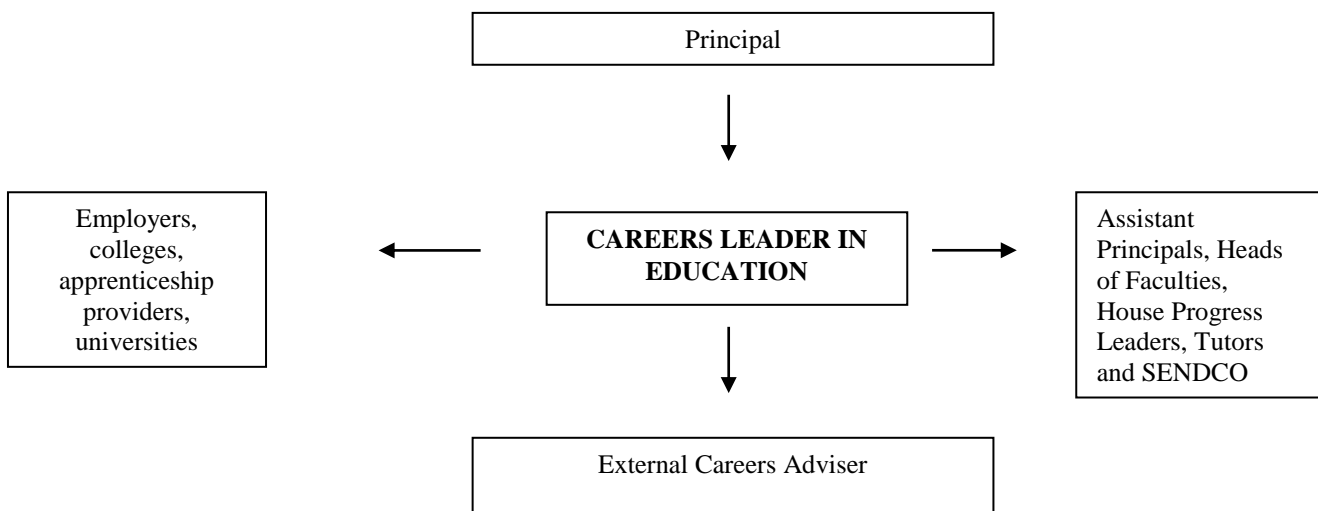
Role Profile Reference Number 02301

1. **DEPARTMENT:** Education
2. **SECTION:** Schools
3. **GROUP/SPECIALISM:** Secondary
4. **ROLE TITLE IN FULL:** Careers Leader in Education
5. **SAP ROLE TITLE:** Careers Co-ordinator
6. **DATE OF COMPLETION:** March 2019
7. **REPORTS TO:** Principal
8. **ROLE PURPOSE:**

To effectively lead, manage and co-ordinate careers, including networking and project management.

Working in partnership with the Senior Leadership Team (SLT) and local stakeholders, the Careers Leader in Education will ensure the student work experience and careers programme is run efficiently and effectively

9. **ORGANISATION**



10. ACCOUNTABILITIES

Leadership (Strategic) and Service Development

- To be the single point of contact for careers in the college, reviewing current provision and identifying needs and funding
- To develop new partnerships and lead on the strategic development, planning and implementation of the service
- To advise SLT on policy and strategy by informing through reports to SLT and Governors
- To ensure the active involvement, empowerment and participation of students in work experience, developing creative approaches and services to address needs
- To ensure, through impact assessment, that service provided is inclusive and responds to the needs of individual students.
- Benchmarking against National Assessment Framework and to ensure full compliance with the Gatsby Benchmarks

Curriculum and Management

- To manage the provision of careers information
- To liaise with subject and pastoral leaders to plan careers education in the curriculum both discreet and embedded
- Liaise with tutors, mentors, SENDCO and SLT to identify students needing careers guidance
- To line manage the External Careers Adviser
- To advise SLT and other colleagues on policy and approaches in respect of careers and the world of work and advise on the careers syllabus
- To organise and prepare units of work, schemes of work and to develop materials and manage resources in consultation with teachers
- To extend the range of work placements and activities for KS4 students, particularly hard to engage students
- To take assemblies as part of the Careers and Vocational Education programme
- To assist with 'Option' choices
- Manage the provision of guidance and support structures and careers mentoring at KS4
- Liaise with Assistant Principals over production of the Options booklet and to ensure appropriate courses for KS4 students
- Organise small groups and one to one sessions in Years 9 – 11 as agreed with outside agencies and service providers
- Co-ordinate the Local Employer's Network including liaison with local industry about their involvement in the Careers Education Programme, (visits, work experience, skills for life day, mock interview day, job information, job opportunities, applications and references etc)
- Attend parent consultation, information evenings and GCSE results day providing accessible careers information to parents and students at these events

Partnership Development (Networking)

- To develop and facilitate a culture of co-operation and inclusive partnership working between the college, local schools, higher institutions and apprenticeship providers
- To establish positive working relationships and network opportunities, developing links with apprenticeship providers and employers
- Negotiating annual service level agreements with the local authority and other agencies; in particular, commissioning careers guidance services
- Liaise with the outside agencies and service providers to finalise Service Level Agreement
- To work with other agencies, partnerships, the Local Authority and national bodies to identify and disseminate good practice and inform effective planning

Project Management

- To monitor, review and evaluate progress against the strategic development plan for careers to ensure targets and deadlines are met and outcomes achieved, reporting back to SLT and outside agencies
- To monitor teaching and learning in careers education and evaluate the impact of careers provision
- To plan schemes of work for careers education and support teachers to deliver effectively
- To monitor access to, and take up, of careers guidance
- Work closely with outside agencies, service providers and employers to develop, deliver and monitor college links and insights into the world of work
- Actively promote community involvement and employability skills to KS4 students as part of work experience
- Liaise with College Press Officer over articles for local newspapers
- Ensure liaison with local agencies, colleges and training providers about progression, student destinations, course information, link courses, student tasters, parents events, applications, references and visits

Resource and Information Management

- To be accountable, on behalf of the college, for securing, pooling and managing the funding and resources required to develop and sustain careers guidance service
- To ensure an efficient, shared approach to information management, collating, analysing and reporting on data to meet college, county and national requirements
- To disseminate information to stakeholders about the local labour market
- To maintain up to date information regarding the college's careers programme and labour market information on the college website
- Establish links with local employers and post 16 providers of education and training
- Provide references for current and former students as requested
- Represent the college at external careers meetings
- Inform relevant staff regarding any students not going on work experience or those who return early
- Keep SLT fully briefed about work experience
- Ensure publication relating to Careers and Vocational is up to date for inclusion on website and in college prospectus, and NEET data is fed into data checking website for Department for Education
- Ensure provision and updating of a Careers Library and general careers related courses, including computer hardware and careers software
- Represent the college at meetings with appropriate bodies

Legislation, Statutory and Corporate Compliance

- To comply with relevant legislation and HCC policies and procedures (eg in relation to Health & Safety, Child Protection, Equalities and Diversity, Data Protection)
- Follow HCC policies and protocols relating to the common assessment framework (CAF), information sharing (ISI), information security and confidentiality
- Ensure compliance with financial auditing regulations, legislation and policies

Professional Development

- To keep up to date with relevant developments, legislation and research
- To access learning through supervision, networks and training

Administration

- Co-ordinate activities/events which develop students' awareness of career opportunities:
- Careers day, skills for life day, external speakers, Army, college liaison etc
- Contribute to the Options booklet
- Ensure the provision and updating of all work experience materials
- Co-ordinate with the House Progress Leaders on the organisation of Parents Information evening
- Ensure with the Year 10 Pastoral Team, the transmission of all forms and information, including copies of Employer Report forms for work experience providers and H&S information
- Co-ordinate the visiting of all students by staff or Governors whilst on work experience
- Co-ordinate production of work experience certificates
- Manage and organise work experience

11. Role Dimensions – financial (e.g. budgets) and non-financial units (e.g. workload, customers/staff)

- Manage a Careers budget
- Time management of own workload
- Ordering of resources
- Drafting college policy documents
- Curriculum development
- Negotiation with partner colleges over post 16 provision
- Prepare development bids
- Work towards a quality mark award for careers
- Development planning with line manager
- Delivery of sessions for students embarking on extended work experience placements

12. Main Contacts – external/internal customer contacts and purpose

External

- Agencies - to discuss resources, SLAs, individual students, and manage work experience within the college
- Local Employers – to discuss work experience
- Colleges – to arrange speakers and career opportunities and to liaise over the quality of post 16 provision for students
- External speakers – as above
- Parents – to discuss individual student requirements regarding careers and work experience
- Enterprise adviser network

Internal

- Teachers and SLT – to advise on various career related issues and destinations data
- Governors – to arrange work experience contact and report to governor's uptake and impact
- Students – to be the contact for all career and work experience queries

13. Working Conditions – environmental and physical factors, physical effort or strain and frequency of occurrence

- College based with occasional meetings externally

14. Role requirements for operational effectiveness

- Degree or equivalent level qualification or substantial experience in education and careers education
- Strong, effective and high level interpersonal skills including the ability to consult, influence, negotiate and to establish credibility and engagement with multi-agency partners, service providers and the wider community (including young people)
- Sound organisational, workload and time management skills
- Experience of project planning, delivery, monitoring and evaluation against performance criteria
- Experience of grant or fund bidding and budget planning
- Ability to think creatively, problem solve and to exercise initiative and implement ideas
- Knowledge of current legislation, guidance and developments in relation to children and young people
- Ability to communicate with a range of people at all levels
- Excellent organisational skills
- Knowledge and understanding of the statutory careers education, work experience and enterprise requirements
- Networking skills
- Time and project management skills

15. Context/Additional Information

A background in education or careers service is essential. Some prior training in these fields would give the individual a sound knowledge and experience which would provide a firm foundation for the role. A formal qualification in careers education would be advisable.