

JOB DESCRIPTION: Careers Support Advisor

Grade & Salary: National Joint Council for Local Government Common Pay Spine
S01: pro rata

Reporting to: J Melhuish (DHT)

Type of appointment: Permanent

Employment Hours; 17.5hrs per week to be split across the Trust; Term time plus one week.

Job Purpose:

1. To provide individual support and advocacy for students across the age and ability range (11-19) and across the NNAT, and, where appropriate, their parents/carers, about specific career pathways of interest to them based on an assessment of learning and personal development needs. To have a good understanding of the Government's career strategy and Gatsby Benchmarks in order to fulfil the schools' legal requirements when providing careers guidance. To negotiate and agree learning and personal development plans and refer to specialist agencies.

The six key roles of a Careers Advisor are to:

- engage with students to identify and address their needs, offering information, advice, guidance and support on learning and career options and personal development opportunities, with a view to raising the aspirations of each student;
- work with and support education and training organisations and employers in meeting the needs of students;
- work with and develop a network of voluntary, statutory and community agencies, and commercial bodies to ensure a coherent approach to support for the student;
- work with parents, carers and families to support students in accessing learning and other personal development opportunities;
- manage information effectively to facilitate the process of meeting the needs of students;
- review and reflect upon their individual professional practice to achieve continuous improvement.

Specific Duties:

1. Provide structured and individual careers support to targeted students and create an individual plan with agreed targets using the assessment, planning, implementation and review framework;
2. Actively engage students in decision making about their future choices and enable their development into effective adults by providing impartial support, advice and guidance.
3. Identify the appropriate manner in which to communicate with students, and their parents and carers, specifically where special needs have been identified and traditional communication methods are unsuitable.
4. Develop areas of expertise with respect to particular students' needs or circumstances as appropriate.
5. Work within a diverse range of formal and informal settings to accept referrals of students in need of substantial personal development and learning support.

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6. Manage a caseload of students, regularly reviewing their progress and assessing the level of support required.
7. Develop a thorough understanding of available local provision and make appropriate referrals. Respect professional boundaries within specialist support services while putting the students' needs first, monitoring and tracking their progress providing additional support as necessary.
8. Maintain up-to-date and accurate student records and provide progress reports on students as and when required.
9. Act as an advocate on behalf of students and support them in their interaction with learning and social support agencies.
10. Identify needs and help provide and inform the provision of imaginative learning programmes aimed at those not engaged in learning.
11. Develop specific programmes and strategies for particular cohorts of students depending upon experience.
12. Work closely with the Deputy Headteacher for Support and Guidance to organise specific events such as the Careers Fairs.

To work flexibly and to undertake any other duties that are within the scope of this post, as determined by the Headteacher.

PERSON SPECIFICATION

ESSENTIAL CRITERIA

Qualifications, Experience and Knowledge

1. At least 2 years' experience of working with students in a paid or voluntary capacity where there has been personal caseload responsibility and/or the giving of advice & guidance.
2. A thorough understanding of the Government's Career Strategy and the Gatsby Benchmarks.
3. Possession of a careers guidance qualification at level 4 or above.
4. A high level of understanding of the educational, employment and social care needs of students (11 - 19).
5. Understanding of the formal assessment processes of a student's needs and formulation, implementation and review of individual pathway plans
6. Experience of building and sustaining professional boundaries and appropriate relationships with students.
7. Experience of developing programmes of career development for Years 7-13.

Skills and Abilities

1. Able to use a computer in completing student database entries and produce basic spreadsheets, word processing documents and e-mail.
2. Ability to work independently and under general guidance; to manage own workload on day-to-day basis and make efficient use of time and resources and to meet deadlines and achieve objectives.
3. Ability to develop as a professional through self-reflective practice and proactive personal development.
4. Effective interpersonal skills in dealing with colleagues and students showing resilience in challenging circumstances.
5. Able to contribute actively to the team, work with others to get things done and develop and maintain good working relationships.
6. Make appropriate decisions and judge when to consult or involve others.

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7. Ability to adapt to change and show a flexible approach to working practice and suggest improvements in service delivery.
8. Able to involve students in decision making.
9. Ability to communicate effectively using well developed verbal and written communication skills and effective presentation skills.
10. Able to liaise effectively with a range of professional staff and community representatives.

Personal Characteristics

1. Understanding and commitment to equal opportunities and evidence of practice in effective service delivery.
2. Able to deal with complex equality issues.

Personal Effectiveness; You should;

1. Understand your own motivation, impact or personal experiences, and have a capacity for insight, reflection and development;
2. Accept accountability for behaviour, successes and failures;
3. Demonstrate integrity in dealing with others;
4. Use authority, power and control to provide direction and build the capacity of others;
5. Be emotionally resilient;
6. Understand and be committed to your duty of care, taking the initiative, challenging inappropriate practices and people;
7. Work co-operatively and purposefully in teams;

DESIRABLE CRITERIA

Qualifications, Experience and Knowledge

1. Possessions of suitable professional level qualifications;
2. Experience of managing basic finances;
3. Experience of planning and delivering staff training/ mentoring and an understanding of staff appraisal;
4. Experience of developing programmes of career development for students in Years 7 – 13.