

ST IVO ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

CAREERS LEADER AND ADVISOR

CANDIDATE PACK



Open Letter from our Principal

Dear Colleague,

Thank you for your interest in St Ivo Academy and the post of Careers Leader and Advisor. This is an opportunity to join a vibrant and supportive pastoral team, where no two days are ever the same.

St Ivo is a large 11-18 comprehensive academy in the town of St Ives, Cambridgeshire. We have around 1700 students with around 300 in our Sixth Form. The school is 70 years old and is proud of its place within the local community. We are a truly comprehensive and inclusive academy. This is reflected in our approach to all areas of our work, from supporting students preparing for Oxbridge through to working with the most vulnerable - St Ivo embraces everyone.

We are committed to a knowledge-rich curriculum and a traditional approach to teaching, behaviour and culture. We believe that schools must teach powerful knowledge, 'the best that has been thought and said' and an 'entitlement curriculum' for all. We believe in explicit instruction and have been greatly influenced by Lemov's 'Teach Like A Champion', Rosenshine and recent developments in cognitive science. We believe that the creation of a scholarly culture that is warm and strict, disciplined and joyful, where there is 'purpose not power', ensuring impeccable behaviour, where teachers can focus on teaching and pupils can focus on learning, underpins everything.

We are values-driven and our vision is to provide an inclusive, aspirational and academic education for all our students, so that all of them will learn, thrive and lead successful lives. We are unapologetically ambitious for every child, no matter what their background, prior attainment or needs. We want to ensure that all our students have the option to be able to go to university or aspirational alternative. We are not going to reduce expectations because of a child's background or home life, or because they are new to English or have a special education need. In fact, the opposite is true. It is our job to redouble our efforts to help children overcome these barriers so that they can flourish.

I hope that you will want to find out more about St Ivo Academy and that you will want to apply for the post. If you would like to more information prior to application, or to arrange a visit, please do get in touch. Please contact Clare Sherwood, Vice Principal, email Clare.Sherwood@astreastivo.org.

I look forward to receiving your application.

Yours sincerely

Tony Meneagh, Interim Principal

Job Description

JOB TITLE:
Careers Leader and Advisor

REPORTING TO:
Assistant Principal

SALARY RANGE:
SCP 29 - 32
£37,713 to £40,785 full time
£33,079 to £35,773 actual

CONTRACT TYPE:
Permanent

WORKING PATTERN:
37 hours per week, 40 weeks (term time plus 2 weeks)



Role Description

Purpose

This is an exciting opportunity to join a supportive Academy Trust who truly believe in the benefits and significance of Careers and Personal Guidance. Working at St Ivo Academy in Cambridgeshire as a qualified Careers Advisor, you will also be the school's middle management Careers Leader. We are a flexible Trust and are willing to consider part time or job share for the right candidate. You will:

- Provide professional career guidance services, including personal guidance interviews in order to improve students' skills, knowledge and understanding for career planning and management.
- Provide an exceptional Careers programme to all year groups.
- Manage a large administration workload.

Main Duties and Responsibilities

Personal Career Guidance

- Conduct student focused, impartial and personal career guidance meetings with students which challenges and supports them to make informed, realistic and adaptable career decisions.
- Base guidance on student self and opportunity awareness, aspirations, motivation, confidence and approach to learning.
- Generate and maintain student records electronically in support of personal guidance interviews, including a summary of agreed actions.
- Prioritise 1:1 intervention for vulnerable students (PP, SEN, LAC) in Years 7 to 13. Careers Information
- Develop and use expert knowledge of career and labour market information and intelligence to enable students to identify, access, interpret and utilise valid and current information that is relevant, including the appropriate use of information technology, e.g. social media and web-based information sources.
- Be responsible for organising events and activities promoting careers. E.g. post 16 option events and Higher Education activities.
- Prioritise advice and support for students and parents at key points in the school year; e.g. Post 16 Options Evening, some parent/carer events and Year 11 results day.
- Be responsible for organising and updating the school's careers resources.

Career Guidance Programmes

- Coordinate the range of resources and the role of opportunity providers, 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.
- Quality Assure the provision of Careers programmes.
- Monitor, evaluate and report on the effectiveness of the career guidance programme in achieving the Gatsby Benchmarks and other careers related standards.
- Co-ordinate and manage the school's work experience programmes.
- Support teaching staff in order for them to promote careers in the curriculum meaningfully.

Networking, Consultancy and Advocacy

- Refer to specialist services if required to support specific needs of students e.g. young people with SEND.
- Communicate with relevant external agencies and networks for the benefit of students and the enhancement of the career guidance programme.
- Develop strong professional relationships with a wide network of employers, both regionally and nationally that can support the school.
- Involve parents and carers, where relevant, in the career guidance programme and support provided to their child and attend parents' evenings as required.
- Provide information, advice, guidance and signposting for students to specialist agencies about a range of issues in addition to careers. e.g. education, housing and finance and include signposting within school to key areas of support within the pastoral and wellbeing team.

Role Description continued

Main Duties and Responsibilities continued...

Leadership

- To be the public face of the school's careers programme to students, parents, teachers, businesses and other educational providers
- To provide leadership for staff (e.g. teachers, administrators, external partners) as they prepare for and deliver careers activities.
- To communicate the aims and vision of the school's careers programme
- To lead the annual review of the school's careers policies including ensuring compliance with the legal requirements to provide independent career guidance. This includes organising access for providers of technical education or apprenticeships, and the publication of the policy statement of provider access.
- To lead all the school's careers events and specific projects (e.g. Futures Week) as appropriate.
- To advise the senior leadership team on policy, strategy and resources for career guidance showing how they meet the Gatsby Benchmarks.
- To report to senior leaders and governors on a regular basis
- To review and evaluate career guidance and provide information for school development planning, Ofsted and other purposes.
- To lead the school's participation in careers accreditation schemes
- To prepare and implement an annual careers improvement plan and to ensure that details of the careers programme are published on the school's website.
- To understand the implications of a changing education and economic landscape for career guidance.

Professionalism

- Develop and promote high standards throughout Astrea Academy Trust.
- Abide by the relevant legislation, codes of professional practice, e.g. the CDI Code of Ethics and school policies.
- 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.
- Be aware of and comply with policies and procedures relating to safeguarding and child safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- All employees are required to meet the expected level of performance necessary for undertaking their role, whilst demonstrating positive behaviours in line with Astrea Academy Trust Values
- Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all employees to share this commitment
- All employees are required to comply with all Astrea Academy Trust statutory and school policies and act in accordance with them as necessary
- All employees are required to demonstrate a continued commitment to professional development and undertake all relevant mandatory training associated with their role

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.



Person Specification

Experience

- Proven experience of delivering Personal Guidance with young people.
- A track record for achieving positive outcomes for young people.
- The ability to provide an effective and impartial service underpinned by equal opportunities, a respect for diversity and a commitment to challenge stereotyping and low aspirations.
- Experience of developing and maintaining comprehensive, up to date knowledge and understanding of a range of career and learning progression routes and labour market information.
- Experience of tracking student destinations.
- Experience of successful leadership

Education and Qualification

- Level 2 qualifications in Maths and English – Essential
- Level 6 Diploma in Careers Guidance & Development or equivalent
- A Degree
- Careers Leader Training at Level 6 or 7

Skills and Knowledge

- An understanding of the communities being served, including education and learning provision 11 – 18 and beyond.
- Knowledge of safeguarding and child protection procedures.
- The capability to work effectively in a busy and demanding environment, often under pressure.
- The ability to advocate in the best interest of individual young people.
- The ability to work independently and within a team
- Demonstrate initiative and self-motivation.
- The ability to work positively with a wide range of stakeholders and external agencies.
- The ability to present information clearly and concisely to prescribed formats.
- Excellent written and verbal communication skills.
- The ability to respect and maintain confidentiality
- The ability to deal appropriately with a range of sensitive issues.
- The ability to remain truly impartial and student focused.
- Please note that the ability to travel flexibly between different sites is essential for this post

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.



Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

Here at Astrea Academy Trust we know that diversity fosters creativity and innovation. We are committed to developing and retaining a workforce that is representative of the diverse communities that we serve. We are committed to equality of opportunity, to being fair and inclusive and building our culture of belonging. We therefore particularly encourage applications from candidates who are likely to be underrepresented in Astrea's workforce. These include people from Black, Asian and minority ethnic backgrounds, disabled people, LGBTQI+ people, and men.

