|  |  |
| --- | --- |
| **Role Title** | Careers Adviser |
| **Job Family** | **Families Directorate** |
| **Competency Level** | **Careers co-ordinator/Careers adviser** |
| **Pay Range / Scale** | **S02** |
| **Purpose**  To enthuse, engage and raise the aspirations of young people so that they can successfully progress into education, training, voluntary and employment opportunities. Work with Careers Leader & teachers to support the development of the Careers Programme  **GENERIC PRINCIPAL** | |
| **Generic Accountabilities** | **End Results/ Outcomes** |
| Safeguard the welfare of young people, and vulnerable adults you work with directly and those who you come into contact with | Practitioners identify, record and report risks to young people and vulnerable adults according to the guidelines set out in national guidance and to school safeguarding policy  Young people and vulnerable adults are safeguarded from risk of harm and their welfare is promoted through prevention. |
| To understand and comply with the Council’s Equal Opportunities Policy | Demonstrate support and adherence to policy |
| To understand and have a commitment to the Council’s Core Values and to the Council’s Management | Demonstrate support and adherence to relevant policies  Good working relationships are maintained with all staff across the council |
| Carry out all duties and responsibilities with reasonable care for the health and safety of self and others and report any potential hazards or unsafe practices to Careers Lead in school & line manager | Work is carried out in a way that is safe and without risks to health. |
| Work closely with others to support the development and delivery of improvements in careers processes and procedures. | Identifies gaps in service provision/highlight policy issues and makes recommendations to resolve the issues.  Agreed improvements are developed, delivered and evaluated.  Issues and recommendations are brought to the attention of senior managers.  Benchmark against best practice. |
| Co-operate with and support colleagues. | Colleagues are supported.  Required information is provided. |
| Act in accordance with all policies and procedures which apply to the job and understand the reasons for this. | All policies and procedures are complied with. |
| **Job Specific Accountabilities:** | **End Results/Outcomes** |
| Organise & deliver impartial, informed and timely careers information, advice and personal guidance, both one to one, and via workshops. | Students are offered opportunities in education, training and employment  Accurate use of SIMS ensures that students attend interviews. |
|  |  |
| Assess student’s needs using counselling, coaching and advice work approaches. Writing action-plans/interview notes and brokering access to a range of specialist services | Individuals are helped to understand their situation, and consider the choices available to them, students are supported to overcome any the barriers that prevent them moving forward |
|  |  |
| Keep up to date with the government’s Careers Strategy support. Attend Careers Networking Events.  Record careers programme activities | Information & advice is given to Careers Lead to support the development of the school careers programme.  Support Careers Lead with monitoring, evaluating and reviewing careers programme.  Activities are logged in e-portfolio/tracker to record student careers activities  Evaluation using Compass Classic or Compass + is recorded every term. |
| Identify employers, arrange a mock interview day.  Support enterprise activities, if required  Co-ordinate work experience | Students are given the opportunity to learn from employers about work, employment and the skills that are valued in the workplace.  Initial contacts are made with employers, relationships are developed, activities planned, programmes drafted, debriefing, follow-up and evaluation takes place  Students find their own work experience placement |
| Maintain a detailed knowledge of the labour market to include educational, training, employment and personal development opportunities.  Produce new or update careers materials | Students gain a broad overview of the education system and of how the world of work is organised.  Information is interpreted and tailored to the needs of students and others |
| Work effectively in internal networks in school and external partnerships to support a planned programme of on-site and off-site visits to FE, HE and work-based training providers.  Co-ordinate a Careers Fair | Heads of Department are supported to develop careers programme. Database of providers is maintained.  All administrative tasks involved with the preparing and running the event are completed. Debriefing, follow-up and evaluation takes place. |

|  |
| --- |
| ***Nature of Contacts***  Typically involves young people, teaching staff, families, Careers Leader, Careers Service Manager and external agencies and organisations providing a range of services for young people and families  Develop sensitivity, persuasiveness, and negotiation and assertiveness skills to communicate with diverse audiences in emotive circumstances.  Deal with people at all levels confidently, sensitively, and diplomatically. |
| **Procedural Context** |
| Will represent the team and council within and outside of the Council, maintain professionalism and ensure the Council is represented in a positive manner at all time.  The role will require high level of data entry, accuracy and attention to detail will be pivotal to the job.  Works within laid down procedures but needs to deal with day-today problems without always referring to others. Will be required to plan and organise their own day to day activities using own initiative and judgement.  Decisions will be made based on Council procedures.  Reports to Careers Service Manager and Careers Leader |
| **Key Facts and Figures**  Enhanced DBS  CDI registered  On site at a school |

|  |
| --- |
| **Resourcing**  Budget Responsibilities**:** None  Supervisory Responsibilities: None |
| **Knowledge, Skills and Experience**   * Experience of working as a Careers Adviser in a school setting & in a range of other settings. * A detailed knowledge of education, employment, training and personal development opportunities that are available for young people * Experience of working with young people and families with specific, multiple and complex needs. * Sound knowledge of data protection, safeguarding and child protection policies and procedures * Knowledge of policy frameworks in relation to careers work in schools, not least Careers Strategy 2017, Careers guidance and access for training providers Oct 2018, London Enterprise Adviser Network, Compass planning & evaluation tool * Ability to negotiate and persuade and build and maintain effective working relationships at all levels. To engage with customers, partners, stakeholders, and young people. * Experience of partnership working. * Good planning and organisational skills, with proven ability to prioritise and co-ordinate workloads, monitor and evaluate work, to ensure deadlines are achieved. * Proven initiative and judgement to identify and resolve problems * Good ICT skills - both standard Microsoft applications and specialist systems such as SIMS. |
| **Indicative Qualifications**  Post Graduate Diploma in Career Guidance parts 1 and 2.  Qualification in Careers Guidance, Qualification in Careers Guidance and Development (Scotland), Level 6 in Career Guidance and Development, Qualification in Career Development Level 7.  Continuing Professional Development |
| The above profile is intended to describe the general nature and level of work performed by employees in this role. It is not intended to be a detailed list of all duties and responsibilities which may be required. This role profile will be supplemented and further defined by annual objectives, which will be developed in conjunction with the post holder. It will be subject to regular review and the Council reserves the right to amend or add to the accountabilities listed. |