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| **POST TITLE:**  | **Careers, Education, Information, Advice & Guidance (CEIAG) Lead** |
| **RESPONSIBLE TO:** | **Lead of Personal Development** |
| **GRADE:** | **Band 8 (SCP 19-23)** |
| **WORKING WEEKS:** | **37hrs/wk - Term time plus + 10 days (40 working weeks)** |
| **PURPOSE OF POST:** | **To deliver impartial and independent careers advice and guidance to all pupils****To raise aspiration across the Academy through the development of an action plan, monitoring implementation and measuring impact****To develop, monitor and measure the impact of a whole academy strategy for CEIAG in line with the 8 Gatsby Benchmarks and work towards the Careers award through:*** **A stable careers programme**
* **Learning from career and labour market information**
* **Addressing the needs of each pupil**
* **Linking curriculum learning to careers**
* **Encounters with employers and employees**
* **Experiences of workplaces**
* **Encounters with further and higher education**
* **Personal guidance**
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The job description will be reviewed regularly to reflect or anticipate changes in the job, commensurate with the salary and areas of responsibility.

**SPECIFIC DUTIES AND RESPONSIBILITES**

1. To deliver impartial and independent careers advice and further educational guidance to all pupils at appropriate points in their school life
2. To liaise with the SLT link for PD on the creation of a scheme of work and coordinate the strategy for a whole academy Careers, Information, Advice and Guidance action plan for all year groups in line with Gatsby Benchmarks.
3. To keep abreast of all current developments and best practice in careers through research, attendance at training events and conferences, and establishing relationships with peers from other institutions
4. To apply and achieve the Careers Quality Mark every three years.
5. Liaise with the Lead of Personal Development to create a rolling programme of careers activities that supports the whole academy PSHE/life/SMSC strategy.
6. Create and deliver a programme of assemblies that raise aspirations for all pupils.
7. Develop an alumni strategy that promotes the career successes of previous pupils.
8. Develop and monitor links with external careers advisors to ensure that all children receive impartial advice and guidance. E.g. Tees Valley Business Partnership.
9. Organise careers events and coordinate with all Post 16 providers to provide information every parent evening and key parental events.
10. Ensure all Year 11, 10 and all vulnerable pupils in other year groups receive a careers interview. Strive to provide interviews for all pupils.
11. Create a list of local business ambassadors and develop a programme of activities that proactively involve business in the academic life of pupils to raise expectations.
12. To devise and monitor the ‘Secret Employer’ strategy that incorporates the use of business leaders to assess the non-academic skills of student who may be prone to making wrong behaviour choices.
13. To incorporate business ambassadors in all aspects of academy life (e.g. lates/ choices of behaviour/ academic / enrichment etc.)
14. Organise the work experience at KS3 and KS4 – aspiring for 100% compliance.
15. To organise opportunities for pupils in Yrs 10 and 11 to experience working life in holiday times and monitor the impact.
16. Explore the Active Citizenship Aware schemes and link to employability skills.
17. To be aware of pupils who are at risk of becoming NEET, track their progress and work in partnership with other providers and organisations to prevent this.
18. To monitor the impact of this strategy and CEIAG as a whole and report termly to SLT.
19. Devise and monitor a Careers tracker that ensures all pupils have access to Careers guidance, ensuring that all SEN/D, PP pupils are prioritised with independence CEIAG and impact is measured.

1. Market and promote Careers opportunities and achievements of all pupils through social media.
2. Liaise with the Yr10/11 Year Manager enrich the aspirational experiences and guide them on the recognising the value of education in their future lives.
3. Use Student Voice to measure impact and opportunity.
4. Liaise with the lead for transition to marry careers education at primary to our offer.
5. Liaise with the Academy Lead for Personal Development to track the Careers pledge.
6. Monitor and QA the quality of the external delivery of activities and mentoring. Produce termly reports showing the impact of the strategy and present at SLT meetings.
7. Develop and maintain effective and supportive mentoring and other supportive relationships with children and young people and those engaged with them.
8. Liaise with parents to improve pupils’ enrichment opportunities.
9. To attend SLT meetings as requested.
10. Deliver assemblies as appropriate.
11. Support SLT with lunchtime duties.
12. Deal with any immediate problems or emergencies according to the academy’s policies and procedures.
13. Respect confidential issues linked to home/pupils/teacher/academy work.
14. Ensure that you work in line with all the Academy/Trust policies and procedures and ensure that you are aware of your obligations under these.
15. Behave according to the relevant Trust Code of Conduct and ensure that you are aware of your obligations and responsibilities re: conflicts of interest, gifts, hospitality and other matters covered by the Code.
16. To comply with health and safety policies, organisational statements and procedures, report any incidents / accidents / hazards and take a pro-active approach to health and safety matters in order to protect yourself and others.
17. You are required to safeguard and promote the welfare of children / pupils for whom you have responsibility, or with whom you come into contact, to include adhering to all specified procedures.
18. This post is deemed to be a ‘Customer Facing’ role in line with the definition of the Code of Practice on the English language requirement for public sector workers.
19. This post is subject to an enhanced disclosure. The successful applicant will be subject to the relevant vetting checks before an offer of appointment is confirmed. Following appointment, the employee will be subject to rechecking as required from time to time by the Trust.
20. Any other duties of a similar nature related to this post that may be required from time-to-time.

Last Reviewed: July 2025

**PERSON SPECIFICATION**

**Careers, Education, Information, Advice & Guidance (CEIAG) Lead**

**Key**

**A Application form including personal statement**

**S Selection Process including interview**

**R Employment References**

**C Certificates**

**D Enhanced Disclosure and Barring Services Criminal Check**

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|  | **Criteria** | **Essential/****Desirable** | **Stage Identified** |
|  | **Qualifications & Education** |  |  |
| 1 | Maths and English GCSE (4-9 /C-A\* grade)   | E  | A, C  |
| 2 | Educated to degree level | D | A, C |
| 3 | Evidence of recent relevant professional development | D | A, C |
|  | **Experience & Knowledge** |  |  |
| 4 | Experience in secondary education  | E | A, R |
| 5 | Knowledge of the use of data to establish benchmarks and set targets for improvement | E | S |
| 6 | Knowledge of local & national policies, priorities and statutory frameworks | E | S |
| 7 | An understanding of the Gatsby Benchmarks and CEIAG statutory expectations | E | S |
| 8 | Knowledge of all associated phases of education | D | S |
|  | **Leadership Experience** |  |  |
| 9 | Evidence of different leadership and management roles | E  | A, S, R |
| 10 | Evidence of responsibility for allocation and monitoring of financial resources | E | A, S, R |
| 11 | Previous experience of working in a Careers based programme or organisation | E | A, S |
| 12 | Evidence of successful strategies used to raise learner progression achievement and attainment | E | S |
| 13 | Evidence of monitoring, evaluating and reviewing performance, through a robust performance management system | E | S |
| 14 | Evidence of successfully operating at both strategic and operational levels | E | A, S |
|  | **Skills** |  |  |
| 15 | Ability to communicate both orally and in writing with a range of different audiences    | E | A, R  |
| 16 | Excellent ICT skills | E | S |
| 17 | An ability to analyse and interpret information to make informed decisions and exercise good judgement | E | S |
| 18 | An ability to evaluate quality and implement actions that lead to improvement | E | S |
| 19 | An ability to challenge and motivate others to create a forward-thinking organisation committed to academy improvement | E | S |
|   | **Personal Attributes** |  |  |
| 20 | A commitment to equality and diversity | E | S |
| 21 | High standards of integrity and a positive role model for pupils and staff | E | S |
| 22 | High level of personal effectiveness including good organisational, planning and prioritisation and ability to meet deadlines | E | A, S, R |
| 23 | An ability to influence key stakeholders, particularly families and the wider local community | E | S |
| 24 | Stamina, resilience, reliability and integrity | E | S |
| 25 | An understanding of the value of a successful work life balance for self and others | E | S |
|  | **Special Requirements** |  |  |
| 26 | Ability to form and maintain appropriate relationships and personal boundaries with children  | E | D |
| 27 | Suitability to work with children/young people   | E | D |
| 28 | The ability to communicate at ease and provide advice in accurate spoken English  | E | S |

Employment references will be requested prior to the selection process and any issues arising from these will be discussed at interview. All appointments to satisfactory references.

Last Reviewed: July 2025