

Briefing Pack for Applicants Careers Leader & Advisor



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Careers Leader & Advisor

Pay scale: Grade 7 Point 27-31 (£33,820-£37,261 pro rata)

Actual Annual Salary: £24,795-£27,318 (Under 5 years' service)

Contract: 30 hours per week / 41 weeks per year - Permanent

Start date: Immediate

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the South Western outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

Required as soon as possible we are seeking to appoint a hard-working and highly organised individual to undertake the important role of Careers Leader & Advisor.

The closing date is Monday 6th November at midday with interviews week commencing 13th November.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapelton Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2022, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Careers Leader & Advisor
GRADE/SALARY	Grade 7 Point 27-31
HOURS/WEEKS	30 hours / 41 weeks
LOCATION	High Storrs School
RESPONSIBLE TO	SLT link for Careers
RESPONSIBLE FOR	Staff roles in the structure if applicable
PURPOSE OF THE JOB	<p>To lead and further develop the careers curriculum and provision at HSS.</p> <p>To provide a professional, comprehensive Careers Information Advice & Guidance Service to the school.</p> <p>To further raise the aspiration of all students and impact of HSS career provision.</p>
RELEVANT QUALIFICATIONS	<p>Level 6 Diploma Career Guidance and Development (or equivalent). (Or willingness to complete the qualification quickly, including partly in own time)</p> <p>Previous experience of offering IAG in a school setting</p>

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN DUTIES

Key Responsibilities: Leadership

- Lead, manage and coordinate the provision of impartial CEIAG for students aged 11-18, delivering a service that meets the Sheffield Entitlement.
- Deliver 'good career guidance' to all students, using the Gatsby benchmarks as a framework for a comprehensive careers curriculum across Y7-Y13. Ensure the school is compliant with all the Gatsby careers benchmarks by leading on all elements of the framework.
- Develop and follow an annual Careers Action Plan.
- Lead, coordinate and develop the careers education, information, advice and guidance (CEIAG) programme throughout the school, including contributions to the PSHE and Tutorial curriculums in Y7-Y13. This will be in partnership with the Subject Leader for PSHCE, Director of Sixth Form and SENDCo.
- Provide impartial Careers Advice and Guidance to students (in all year groups, but particularly in Key Stages 4 and 5) through careers interviews.
- Ensure that accurate, timely careers advice is available to students at various stages of their education. Work with students and relevant staff to devise appropriate individual support plans for students' future career plans.
- Develop and co-ordinate a programme of work-related learning (work experience) for Y12 and Y10 students.
- Liaise with education and training providers to provide the most effective support to ensure successful Post 16 and Post 18 progression. Develop and make links with business and community partners to benefit students' careers education.
- Lead and coordinate progression support for students during and after their A Levels / GCSEs, including support with applications, intervention on/ after results days. This includes leading the work at A Level and GCSE results days.
- Make use of school data to identify, plan for and monitor the progress of students, including liaising with the appropriate staff to support the transition between key stages.
- Regularly update data findings to SLT link, SLT team and governors as required.
- Evaluate data/information and produce reports/information/data as required to support the CEIAG audit and the Careers and School Action Plans.

Area of responsibility: Teaching, Learning & Aspiration

- Plan and lead careers intervention and focus groups for key groups of students across the school.
- Design and coordinate opportunities to raise aspiration for HSS students, including making links with other industries and universities.
- Organise careers events and visits to inform and inspire students, including Y10 Careers Day.

- Manage the careers section of the school website and use other publicity materials (e.g. social media, blogs, newsletters, displays) to promote and inform careers opportunities to students, parents and staff.
- Support Subject Leaders with the organisation of careers-related experience and identify relevant speakers, as appropriate.

Area of responsibility: Outcomes – Destinations

- Manage and coordinate the Sheffield Progress and other Post 16 application processes to ensure efficient and effective Post 16 progression for all students.
- In partnership with Assistant Headteacher - Director of Sixth Form, support the Post 18 application processes (primarily UCAS) to ensure efficient and effective Post 18 progression for all students.
- Contribute to the Higher Education co-ordination at HSS. This includes liaising with universities and coordinating visits for students to those establishments.
- In conjunction with the pastoral team, intervene accordingly with potential “Not in Education, Employment or Training” (NEET) students at both Post 16 and Post 18.
- Collect and coordinate destinations data for all HSS students Post 16 and Post 18. This includes leading the work at A Level and GCSE results days.

Area of responsibility: Staff Development

- Provide and/or facilitate any appropriate CPD for teaching and support staff on Post 16 and Post 18 progression options and the related careers education, information, advice and guidance programme.
- Develop and share resources to support classroom practice for Y7-13.

SAFEGUARDING

- To be aware of and work in accordance with the school’s child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support it’s mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust’s policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. 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 Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Careers Leader & Advisor

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
A relevant Level 6 qualification, e.g. Diploma in Careers Guidance & Development (or a willingness to complete a relevant qualification quickly and partly in own time)	AF/I
KNOWLEDGE AND EXPERIENCE	
Experience of working with young people aged 11-18.	AF/I
Relevant recent experience of motivating, mentoring and guiding young people in relation to the providing appropriate Careers advice	AF/I
Experience of working with students on an individual, group or classroom level	AF/I
Experience of leading and managing relevant projects	AF/I
Adept at using data to monitor student progress and achievement	AF/I
PROFESSIONAL DEVELOPMENT	
Recent CPD showing a commitment for personal development	AF/I
SKILLS	
Excellent communication and interpersonal skills	AF/I
Strong written, verbal and IT Skills	AF/I
QUALITIES AND ATTRIBUTES	
Flexible approach to work	AF / I
Demonstrate a positive team approach to work	AF / I
Ability to work under pressure	AF / I
Excellent interpersonal skills and communication skills required for motivating and intervening with students	AF / I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview

Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.