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**Job description: Careers Advisor**

**Salary Range**:

**Responsible to**:

**Working with:** *TDA College*

**PURPOSE OF THE JOB**

To provide high-quality, accessible, and inclusive careers education, information, advice, and guidance (CEIAG) to deaf and hard-of-hearing students with EHCPs. The role will support students’ transition from education into employment, training, or further study, in alignment with the Gatsby Benchmarks and the Careers Development Institute (CDI) Code of Ethics.

**KEY RESPONSIBILITIES**

* Deliver a comprehensive CEIAG programme that meets all 8 Gatsby Benchmarks, tailored to the needs of deaf learners.
  + A stable careers programme
  + Learning from career and labour market information
  + Addressing the needs of each student
  + Linking curriculum learning to careers
  + Encounters with employers and employees
  + Experiences of workplaces
  + Encounters with further and higher education
  + Personal guidance
* Develop and maintain a structured, whole-college careers programme that is embedded in the curriculum and reviewed annually.
* Ensure the programme is inclusive, accessible, and reflects the diverse needs of the student population, including those with SEND or from underrepresented groups.
* Provide 1:1 and group careers guidance using British Sign Language (BSL) or other accessible formats.
* Engaging with students and parents to provide high quality career guidance.
* Develop and maintain inclusive careers resources, including visual and signed materials.
* Coordinate employer engagement activities, including work experience, workplace visits, and guest speakers, ensuring accessibility for deaf students.
* Support students with UCAS, apprenticeships, supported internships, and other progression routes.
* Collaborate with curriculum staff, external agencies, and employers to ensure a joined-up approach to careers education.
* Maintain accurate records of student interactions and progression outcomes.
* Promote self-advocacy and confidence-building in students to navigate the workplace as deaf individuals.
* To keep up to date with the local employment opportunities and to work closely with the college Supported Internship Teams.
* Use LMI to inform guidance sessions and curriculum planning.
* Collaborate with teaching staff to embed careers learning into subject areas.
* Promote the relevance of curriculum content to future career paths.
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* Promote the relevance of curriculum content to future career paths.
* Stay up to date with labour market information (LMI) and ensure students are informed of relevant opportunities available to them.
* Use LMI to inform guidance sessions and curriculum planning.
* Coordinate work experience placements and employer engagement activie4s.

**General**

* To complete reports to contribute to the planning and progression at annual reviews of EHCP.
* Work with students to identify their strengths, interests and life goals.
* To provide accessible, and culturally aware careers advice tailored to Deaf and hard-of-hearing students, empowering them to make informed decisions about their future in education, employment, or training.
* The role will also involve working closely with the college careers lead to co-develop and implement a whole-college careers strategy that aligns with all eight Gatsby Benchmarks.
* Collaborate with job seekers to agree on a range of activities that enable and inspire them to achieve sustained employment and non-employment progression measures, such as improving wellbeing, self-confidence, and independence.
* Provide guidance and pastoral support to college leavers throughout their journey, ensuring professional growth and programme engagement. Dealing with day-to-day queries.
* To provide a professional customer service to internal and external customers, representing and advocating the academy as a professional (including appropriate dress code for communication support)
* To attend staff meetings as required
* To demonstrate flexibility in responding to changing demands in personal, team and college workloads
* To take responsibility for your own continuing professional development
* To comply with Equal Opportunities and Diversity policies and their implementation and development in colleges
* To comply with all Health and Safety and Risk Management policies and legislation whilst carrying out your duties
* To ensure confidentiality of student/teacher and college information and to comply with the Data Protection Act (refer to further work on confidential information/safe working practices)
* To comply with relevant Colleges’ Computer network user policies
* To carry out any other reasonable duties within the CSW team function, which are appropriate with this level of responsibility.
* To regularly engage and reflect on own practice (add to CPD line), providing reflective practice log sheets to mentor (relevant to experience and skills)

**Other duties**

* To be responsible for the health and safety of self and others (in accordance with the Academy’s Health & Safety Policy).
* Providing cover in other areas as required.
* To carry out any other appropriate duties requested by the Line manager or Principal
* To be responsible for promoting and safeguarding the welfare of children and young adults you are responsible for (or come into contact with) in accordance with the Academy’s Child Protection Policy & Procedures

**The above list is indicative and not exhaustive. The Career Advisor is expected to carry out all such additional duties as are reasonably commensurate with the role. (remove duplicate messaging on this)**

**The Job Description and Person Specification contained in this pack will be sent to the post holder via SamPeople HR system for review and agreement (through MySam Self Service portal).**

**Person specification: Career Advisor**

The above lists are indicative and not exhaustive. The Junior CSW is expected to carry out all such additional duties as reasonably commensurate with the role.

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| **Criteria** | **Essential** | | **Desirable** | |
| **Knowledge, Qualifications & Memberships** | **Application** | **Interview** | **Application** | **Interview** |
| Accredited/Examined British Sign Language Level 2 or above\* | ü |  |  |  |
| Willingness to study towards BSL level 3\* | ü |  |  |  |
| Accredited/Examined British Sign Language Level 3 or above\* |  |  | ü |  |
| Level 2 Maths and English (GCSE A\*-C/9-4) or equivalent | ü |  |  |  |
| A’ Level or equivalent academic qualification | ü |  |  |  |
| A recognised qualification in Careers Guidance (e.g. L6 or equivalent experience) |  |  | ü |  |
| **Knowledge & Skills** |  |  |  |  |
| Excellent communication with Deaf people including explicit recent use of BSL in a professional or personal capacity |  | ü |  |  |
| An understanding of and empathy with the mission of the Deaf Academy |  | ü |  |  |
| Ability to form and maintain appropriate relationships and personal boundaries with children and young people |  | ü |  |  |
| Up to date knowledge of post-16 and post -18 pathways and labour market trends |  | ü |  |  |
| Aware of learning opportunities for deaf learners |  | ü |  |  |
| Excellent interpersonal skills |  | ü |  |  |
| Understands Deaf Culture & Community |  | ü |  |  |
| Has worked in a team |  | ü |  |  |
| Excellent communication with Deaf people |  | ü |  | ü |
| Lip-speaking skills |  |  |  | ü |
| Ability to use Microsoft Office software applications to include internal, email, work and excel | ü |  |  |  |
| **Experience** | | | | |
| Previous experience of working in a school or youth-based setting |  |  |  | ü |
| Working in a further education environment | ü |  |  |  |
| Previous experience of supporting people with Learning difficulties & disabilities | ü |  |  |  |
| Mentoring, teaching and supporting Deaf students with EHCP and specific learning difficulties and or disabilities including learners with Social Emotional and Mental Ill Health and difficulties with engagement and attendance | ü |  |  |  |
| **Other** | | | | |
| Commitment to widening participation, equal opportunities & social inclusion |  | ü |  |  |
| Positive attitude to supporting young people |  | ü |  |  |
| A commitment to training and developing skills to provide a pathway to becoming a CSW+ and potentially progressing to a Senior CSW role. |  |  |  |  |

\*These elements of the person specification may vary depending on the nature of the job.