# POST-16 CEIAG (careers EdUCATION, INFORMATION, ADVICE AND GUIDANCE) CO-ORDINATOR

# JOB DESCRIPTION

**St. Anthony’s Girls’ Catholic Academy.**

**Permanent**

**TLR 2a.**

**Line Manager: Director of Sixth Form.**

## Introduction

The school has been designated by the Secretary of State as a school with a religious character. Its instrument of government states that it is part of the Catholic Church and is to be conducted as a Catholic school in accordance with canon law, the teachings of the Roman Catholic Church and the trust deed of the Diocese of Hexham and Newcastle. The school is part of Bishop Chadwick Catholic Education Trust. At all times the school is to serve as a witness to the Catholic Faith in Our Lord Jesus Christ.

This appointment is with the board of the school under the terms of the Catholic Education Service contract signed with the board as employers. It is subject to the current conditions of service for leadership staff contained in the *School Teachers’ Pay and Conditions* document and other current education and employment legislation.

In carrying out his/her duties the Post-16 CEIAG Co-ordinator shall consult with the Director of Sixth Form and when appropriate, with the board, the Diocese, the local authority, the staff, the parents of its post-16 students, the parish(es) served by the school and other local Catholic schools, particularly where collaboration or federation is being developed.

This job description is based on the key areas identified in the *National Standards of Excellence for Headteachers* published by the Department for Education (2015). It recognises the role of the Post-16 CEIAG Co. in the leadership of post-16 education within the school.

The board and the Diocese acknowledge the importance of the role of the Post-16 CEIAG Co. and will actively offer long term support, encouragement, affirmation and realistic challenge to the successful candidate.

The board and the Diocese are committed to safeguarding and promoting the welfare of children and young people and vulnerable adults and senior staff must ensure that the highest priority is given to following the guidance and regulations to safeguard them. The successful candidate will be required to undergo an Enhanced check for Regulated Activity from the Disclosure and Barring Service.

The core purpose of the Post-16 CEIAG Co. is to assist the Director of Sixth Form and senior team to set and implement the strategic direction of post-16 CEIAG and to provide professional leadership and management for post-16 CEIAG to drive achievement of high standards in all areas of the work of the sixth form, particularly in ensuring the provision of sustainable outstanding education through the preservation and development of its Catholic character.

The school’s objectives relate to the provision of Catholic education and the school is part of the Catholic Church and, as such, is to be conducted as a Catholic school in accordance with canon law, the teachings of the Catholic Church and the trust deed of the Diocese of Hexham and Newcastle.

## The Four Domains.

There are four ‘Excellence as Standard’ domains:

* Qualities and knowledge
* Students and staff
* Systems and process
* The self-improving school system

Within each domain there are key characteristics expected of the school’s Deputy Subject Leaders.

Domain One – qualities and knowledge.

CEIAG Co’s:

* hold and articulate clear values and moral purpose, focused on providing good/outstanding CEIAG for the post-16 students they serve;
* demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, and towards parents, governors and members of the local community;
* lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them;
* sustain wide, current knowledge and understanding of university entrance and post-18 education/employment/training,
* sustain wide, current knowledge and understanding of post-16 education and sixth form systems locally, nationally and globally, and pursue continuous professional development;
* work within a clear set of principles centred upon the sixth form vision for post-16 CEIAG ably translating local and national policy into the school’s context;
* communicate compellingly the post-16 vision for CEIAG and drive the leadership of post-16 CEIAG, empowering all students and staff to excel.

Domain Two : pupils and staff.

CEIAG Co’s:

* demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the sixth form vision for post-16 CEIAG re. pupil/student outcomes;
* secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and curriculum design, leading to rich opportunities within post-16 CEIAG and student well-being;
* establish an educational culture of ‘open classrooms’ as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis;
* create an ethos within which staff, are motivated and supported to develop their own skills and subject knowledge, and to support each other;
* hold staff to account for post-16 CEIAG, professional conduct and practice.

Domain Three : systems and process.

CEIAG Co’s:

* efficient and fit for purpose practice to achieve good/outstanding post-16 CEIAG upholding the principles of transparency, integrity and probity;
* provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in sixth form and in the wider society;
* welcome strong governance, and actively support the Director of Sixth Form in reporting to the governing board, to understand its role and deliver its functions effectively – in particular its functions linked to post-16 CEIAG;
* exercise leadership of post-16 CEIAG and work with the Director of Sixth Form and SLT to ensure financial planning to ensure the equitable deployment of any post-16 CEIAG budgets and resources, in the best interests of post-16 student progress and achievement and the school’s sustainability;

Domain Four: the self-improving school system.

CEIAG Co’s:

* create outward-facing staff teams which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent CEIAG achievement for post-16 students;
* develop effective relationships with fellow professionals and colleagues to improve academic and social outcomes for all students, with particular emphasis on post-16 CEIAG;
* harnessing the findings of well-evidenced research to frame self-regulating and self-improving curriculum and associated systems;
* model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability;
* inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people’s lives and to promote the value of education.