



Holy Family Catholic Multi Academy Trust

Job Description

Job Title	Careers Lead - HFCMAT
Location	Holy Family Catholic Multi Academy Trust
Responsible To	Director of Education (strategic); Headteachers (operational)
Contract	Full Time, term time plus one week (to include examination results days)
Salary Grade	Band H SCP 25–28 (£31,554 & £33,975 actual)

Key Purpose of Job

The Careers Lead is responsible for developing and delivering a high-quality, coherent careers programme across all schools in HFCMAT — two secondary schools (St John Plessington Catholic College and St Mary's Catholic College) and associated primary schools.

The postholder will ensure the trust meets its statutory duties and that every student has access to impartial, inspiring careers education, information, advice and guidance. This means holding the vision for a joined-up trust-wide programme while being responsive to the needs of individual young people — including those who are most vulnerable or at risk of disengagement.

The role carries strategic leadership responsibility as well as direct delivery. The postholder will work closely with the Director of Education, headteachers, pastoral and curriculum teams, and external partners — including the Careers and Enterprise Company (CEC), CareerConnect, and a wide range of employers, FE and HE providers.

Statutory Framework and Compliance

The postholder is expected to have a thorough and up-to-date understanding of the statutory and policy framework governing careers education. This includes:

- The DfE statutory guidance Careers Guidance and Access for Education and Training Providers (updated May 2025)
- The updated Gatsby Benchmarks (in force from September 2025), which set the standard for a high-quality careers programme across all eight benchmarks
- Provider Access Legislation (PAL), including the requirement for a minimum of six encounters with approved apprenticeship and technical education providers across Years 8–13, with the PAL statement maintained and published annually on each school's website
- The Government's Work Experience Guarantee and the CEC's Modern Work Experience framework, which expect all students to experience a minimum of 50 hours of meaningful workplace engagement across KS3 and KS4
- Destination data and September Guarantee requirements, including timely LA returns



Key Responsibilities of the Post

1. Strategic Leadership and Planning

- Lead the development and implementation of the HFCMAT Careers Strategy, ensuring alignment with each school's improvement plan, the trust's Values, and the statutory framework
- Embed careers as a whole-trust priority, working with headteachers, SLT, governors and curriculum teams to build shared ownership of the careers programme
- Contribute to the trust's strategic planning cycle through an annual review and report on the quality of careers provision across all schools, including primary
- Maintain, complete and submit termly Compass Plus evaluations against the updated Gatsby Benchmarks, using this data to identify priorities and drive improvement
- Work with the Executive Team to secure funding and partnership opportunities to extend provision.

2. Individual Guidance and 1:1 Support

- Provide high quality, impartial 1:1 careers guidance to students across the trust, with a particular focus on vulnerable young people: Pupil Premium, SEND, Looked After Children, and those at risk of NEET
- Coordinate and support CareerConnect advisers to deliver 35 days per year of quality 1:1 interviews at each secondary school
- Ensure all students in Years 7–13 have access to a transition and action plan, regularly reviewed at key decision points
- Provide careers guidance to students in Inclusion bases and alternative provision settings, including home visits where appropriate
- Prioritise support at key transition points: KS4 options, post-16 choices, and post-18 planning (including UCAS)

3. Programme Delivery and Events

- Plan, coordinate and lead the annual programme of careers events across both secondaries: careers fairs, career carousels, employer assemblies, HE visits, mock interview days, and the National Careers Challenge
- Organise and lead university residential visits, including to Russell Group universities
- Lead on key national initiatives: National Careers Week, National Apprenticeship Week, and Green Careers Week — including communications to students, parents and via Google Classroom
- Coordinate the ASK programme and Next Steps / Elevate programme for identified student cohorts
- Coordinate mock interview days annually for Year 12 students
- Coordinate and support Year 12 visits to HE establishments

4. Work Experience and Employer Engagement

- Lead the trust's approach to the Work Experience Guarantee, planning and coordinating a minimum of 50 hours of meaningful workplace experiences per student across KS3 and KS4, in line with the CEC Modern Work Experience framework
- Develop a multi-encounter model — including employer visits, projects, and immersive experiences — that builds from KS3 and intensifies in KS4 and KS5
- Coordinate and manage extended work experience placements and employer partnerships



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- Ensure equity of access: identify and proactively address barriers for students with SEND, from disadvantaged backgrounds, or in alternative provision
- Engage a broad and diverse range of employers — including self-employed, micro and SME businesses — to provide meaningful encounters aligned to updated Benchmark 5 and 6 requirements

5. Provider Access and PAL Compliance

- Ensure the trust meets its PAL obligations, providing students with a minimum of six encounters with approved apprenticeship and technical education providers across KS3–KS5
- Write, maintain and publish the trust's PAL statement annually on each school's website
- Record PAL-compliant encounters in Compass Plus in line with CEC and DfE requirements and deadline dates (including the February 28th milestone for Years 9, 11 and 13)

6. Destination Tracking and Data

- Coordinate and manage destination tracking for all Year 11, 12 and 13 students
- Ensure September Agreement and September Guarantee returns are completed accurately and submitted to the LA in a timely manner
- Publish KS4, KS5 and post-18 destination data on each school's website in line with statutory requirements
- Use destination and participation data to evaluate programme impact and identify gaps — particularly for vulnerable groups

7. Labour Market Information and Professional Development

- Maintain up-to-date knowledge of labour market information (LMI) and disseminate this to relevant year groups and to SLT
- Provide timely LMI to students via curriculum channels, including Google Classroom, during key careers initiatives
- Attend relevant training events, employer visits, and professional development to remain current in knowledge of pathways, legislation and best practice
- Organise and deliver training for school staff to support the delivery of high-quality careers content within PSHE and the enrichment curriculum

8. Inspection Readiness and Quality Assurance

- Maintain comprehensive, evidenced records of all careers activities across the trust, using Compass Plus and other relevant systems
- Take a lead role in supporting internal and external inspections — including Ofsted and Diocesan Inspection 48 — through preparation of evidential documentation and, where required, direct engagement with inspectors
- Review and report on the quality of careers provision across all trust schools (primary and secondary), producing reports for SLT and governors as required

9. Communication and Stakeholder Engagement

- Produce a regular careers bulletin aligned to the secondary school calendar and share with parents via Google Classroom and other channels
- Maintain and update careers libraries and displays across all trust schools
- Build and sustain productive relationships with: the Careers and Enterprise Company (CEC), CareerConnect, the local Careers Hub, FE and HE providers, employers, and external funding partners



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- Liaise with parents and carers to support students' wider support networks, particularly at key transition points
- Contribute to trust communications, website content and marketing around careers and destinations, including post-Ofsted and for prospectus purposes

Working Environment & Conditions

The post is based across HFCMAT schools. The postholder will be expected to travel between sites regularly and to attend external events, employer visits and university trips as required.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Other Duties

- Undertake additional duties as required, commensurate with the level of the post
- Contribute to the effective working of HFCMAT and to the trust's Catholic ethos
- Maintain positive, professional relationships with students, parents and carers, and colleagues
- Participate in induction, staff review processes and continuing professional development
- Comply with all trust policies and procedures, including Equal Opportunities, Health and Safety, and the Smoke-Free Policy
- Familiarise yourself with and adhere to all relevant safeguarding and child protection policies and procedures
- This job description will be reviewed and updated periodically. Any proposed changes will be discussed with the postholder by the line manager. Where agreement cannot be reached, management reserves the right to make changes following appropriate consultation.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility



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Person Specification

Area	Job requirements	Essential/Desirable	Evidence
A. Qualifications and Professional Development	Level 6 Diploma in Career Guidance and Development (or equivalent)	D	A, I, C
	Level 4 Diploma in Career Information and Advice (essential; Level 6 desirable)	E	A, I, C
	Good degree in a relevant discipline (desirable)	D	A, I, C
	<i>Note: candidates working towards Level 6 will be considered; support will be provided</i>		
B. Experience	Proven experience as a careers adviser or careers leader working with young people	E	A, I, R
	Experience delivering careers provision across a multi-site environment	D	A, I, R
	Track record of securing positive destinations and outcomes for young people	E	A, I, R
	Experience identifying and sourcing funded opportunities to extend programme reach	D	A, I, R
	Experience working with vulnerable groups: PP, SEND, LAC, CLA	E	A, I, R
C. Knowledge/ Skills	Comprehensive knowledge of the updated Gatsby Benchmarks (September 2025) and ability to embed them across a whole-trust careers programme	E	A, I, R
	Sound understanding of Provider Access Legislation (PAL) and ability to write and maintain the trust's PAL statement annually	E	A, I, R
	Knowledge of the Work Experience Guarantee and Modern Work Experience framework (CEC); ability to plan and coordinate 50 hours of workplace experiences across KS3–KS4	E	A, I, R
	Up-to-date knowledge of post-16 and post-18 pathways: T Levels, apprenticeships, HE, vocational routes	E	A, I, R
	Ability to use Compass Plus and other CEC digital tools to record, evidence and evaluate provision	E	A, I, R
	Competent in using data to evaluate programme impact and identify gaps in participation	E	A, I, R
	Current awareness of child protection and safeguarding legislation	E	A, I, R
	Ability to complete risk assessments and Evolve Plus documentation	E	A, I, R
D. Communication	Ability to communicate clearly and sensitively with young people, parents and carers on career and progression choices	E	A, I, R
	Confident communicator with all levels of staff, SLT and governors	E	A, I, R
	Ability to build and sustain productive relationships with employers, FE/HE providers, CEC, CareerConnect and external agencies	E	A, I, R



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E. Personal Qualities	Strategic thinker who can see the whole-trust picture as well as individual student need	E	A, I, R
	Organised and self-directed; able to manage a complex, multi-school workload	E	A, I, R
	Resilient and adaptable in a demanding environment	E	A, I, R
	Committed to equity, inclusion and challenging low aspirations	E	A, I, R
F. Technology/IT Skills	Confident user of Google Workspace	E	A, I, R
	Ability to analyse and present data clearly to non-specialist audiences	E	A, I, R

Key to Evidence:

A – Application Form & Letter
C - Certificates
I – Interview
R - Reference