



JOB DESCRIPTION

POST TITLE:	CEIAG Lead
RESPONSIBLE TO:	Deputy Head
PAY GRADE:	Grade 6 NJC points 19 – 21 pro rata
JOB PURPOSE:	With support from the DHT (curriculum), lead, manage and coordinate the school's careers education, information, advice and guidance (CEIAG) programme in line with the Gatsby Benchmarks and DfE statutory guidance. This includes ensuring we are 'Ofsted-ready'.

CEIAG Lead

Duties to include:

- Ensure every pupil receives high-quality, impartial, and personalised careers guidance that supports successful transitions into further and higher education, apprenticeships, training, or employment.
- Work with the DHT (curriculum) to develop, implement and evaluate the whole-school careers strategy aligned with the Gatsby Benchmarks.
- Plan, deliver and evaluate a progressive careers programme for Years 7–13.
- Report regularly to SLT and governors on progress, impact, and compliance with statutory duties.
- Support subject leaders to embed careers learning into schemes of work across the curriculum and provide training as appropriate
- Lead all KS3/4 careers activities including employer encounters, workplace visits, careers days, mock interviews, CV writing skills, apprenticeship mornings, Year 9 EBL presentations, and parental information evenings
- Ensure all pupils have access to independent, impartial careers guidance from a qualified adviser
- Quality assure the work of the independent Careers Advisor (Inspira) ensuring consistency and quality in the delivery of careers guidance
- Oversee the use of Compass+ to track Gatsby Benchmark progress and complete a termly evaluation, as required by the Careers Hub.
- With the DHT, manage and publish the school's Provider Access Policy, ensuring compliance with Section 42B of the Education Act 1997 to arrange opportunities for technical education and apprenticeship providers to speak to pupils.
- Maintain records of provider visits and evaluate their impact.
- Build and sustain partnerships with employers, FE colleges, training providers, universities, Enterprise Advisors, and the local Careers Hub.
- Work with Inspira regarding individual student interviews for Year 11 and 13, destination data, the activity surveys and the September guarantee.
- Deliver assemblies, for example during National Careers Week and National Apprenticeship Week
- Progressively introduce Skills Builder across KS3 and 4 and evaluate its impact



- Introduce and develop the use of Unifrog and the Start Profile as part of the careers programme for KS4
- Coordinate meaningful employer encounters for all year groups and evaluate against CEC guidance
- Participate in a CEIAG annual internal leadership review (ILR) with the DHT and link governor
- Work with the Learning Support Department, Student Support Centre, Education Support Officer and wider pastoral team to oversee targeted support for vulnerable groups, including SEND, PP, and those at risk of becoming NEET.
- Promote careers opportunities through assemblies, newsletters, emails and parent events.
- With the DHT, use internal and published destination data to analyse trends to inform improvement planning
- Evaluate the impact of the careers programme using pupil voice, parent voice, staff feedback, and employer/provider input.
- Maintain accurate records of careers activities and encounters.
- Keep up to date with national policy, national and local labour market information, and best practice.
- Review the CEIAG policy and work experience policy on a regular basis and with the DHT, produce an annual CEIAG development plan
- Ensure all statutory documentation is on the school website and we are fully compliant
- Manage the work of others e.g. administrative and other staff involved in the delivery of career guidance.
- Manage the careers budget.
- Write the careers units for the Year 7-11 PD curriculum, evaluate with the PD team and make annual changes and updates
- Write the materials for 'Futures Friday' and work with the pastoral team and form prefects to ensure its effective running in the KS3 form time programme
- Ensure the use of Future Skills questionnaires are embedded into the careers programme
- Build a network of alumni who can help with the career guidance programme.
- Attend TLC (Heads of Department) meetings and Western Consortium CEIAG network meetings
- Update the CEIAG curriculum maps and key vocabulary lists on the school website
- Take students on careers related trips and visits e.g. to local colleges and universities
- Liaise with the sixth form team to ensure Gatsby Benchmarks are being met by the post 16 careers provision including in the PD programme

Work Experience

Duties to include:

- Design, coordinate and deliver a high-quality KS3 and KS4 work experience programme that provides every pupil with meaningful workplace encounters, supports their personal development, and contributes to the school's careers strategy in line with the Gatsby Benchmarks and DfE guidance.
- Produce an annual plan and timeline for work experience activities, ensuring smooth delivery.
- Help source new placements that reflect a wide range of sectors and student interests.
- Ensure employers understand their responsibilities, including safeguarding and health & safety expectations.
- Coordinate and deliver pre-placement preparation sessions covering applications, expectations, conduct, health & safety, and employability skills.
- Support students in identifying suitable placements and completing necessary permissions using Unifrog
- Provide targeted support for SEND, disadvantaged, or at-risk students to ensure equitable access.
- Maintain accurate records of placements, risk assessments, employer details, and student attendance using Unifrog.
- Act as the main point of contact for students, parents/carers, employers, and staff regarding work experience.



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Head teacher: S. Jackson, M.A. (Oxon), M.Ed., FRSA
 Keswick School Multi Academy Trust
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 CA12 5QB. Tel. 017687 72605
 Email: admin@keswick.cumbria.sch.uk
 Web: <http://www.keswick.cumbria.sch.uk>

- Work with pastoral teams, SENDCo, and subject leaders to ensure students are supported before, during, and after placements.
- Track student participation, engagement, and outcomes.
- Collect feedback from students and employers to evaluate the quality of placements.
- Report regularly to SLT on progress, impact, and areas for improvement.
- Undertake employer visits during work experience if required
- Celebrate success through assemblies, newsletters, and employer recognition.

Responsibilities

1. Be aware of, and comply with, policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. Be aware of and support difference and ensure equal opportunities for all.
3. Contribute to the overall ethos/work/aims of the school.
4. Appreciate and support the role of other professionals.
5. Attend and participate in relevant meetings as required.
6. Participate in training and other learning activities and performance development as required.

Health & Safety:

The Health & Safety at Work Act 1974 and amendments state it is responsibility of all employees to comply with Health and Safety Law. The post holder will be required to attend all statutory Health & Safety training as directed.

Confidentiality:

Staff and Pupil information is confidential. It is a condition of employment that all employees will not use or disclose any confidential information obtained during the course of their duties to any person or body other than as directed by their Line Manager.

Job descriptions will be reviewed annually and there is the expectation that the post holder will have the capacity for flexibility. The post holder will be expected to comply with all reasonable requests from the Headteacher to undertake work of a similar level that is not specified in their job description.

This post requires an enhanced DBS check



PERSON SPECIFICATION

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Attribute/Criteria	Essential	Desirable
Professional Qualifications/Training	<p><i>This will include</i></p> <ul style="list-style-type: none"> A good general standard of education, including English and maths Educated to at least Level 6 in Certificate in Careers Leadership or willingness to undertake training 	<p><i>This may include</i></p> <ul style="list-style-type: none"> Any <u>relevant</u> qualifications for working in a school based environment e.g. safeguarding training
Employment Experience	<p><i>This will include</i></p> <ul style="list-style-type: none"> Knowledge of CEIAG, Gatsby Benchmarks, and DfE guidance Experience of influencing and working across a whole school 	<p><i>This may include</i></p> <ul style="list-style-type: none"> Experience in education, careers guidance or employment engagement Significant experience in a careers guidance role Experience or working with SEND or vulnerable students
Professional Skills	<p><i>This will include</i></p> <ul style="list-style-type: none"> Strong leadership skills Strong organisation skills – multiple priorities and deadlines Strategic thinker – plan, implement and evaluate 	<p><i>This may include</i></p> <ul style="list-style-type: none"> Understanding of safeguarding and health & safety in relation to work placements Understanding of local labour market information
Personal Skills	<p><i>This will include</i></p> <ul style="list-style-type: none"> Excellent communication and interpersonal skills to build relationships with a wide range of stakeholders Ability to use initiative and be self-motivated 	<p><i>This may include</i></p> <ul style="list-style-type: none"> Sense of humour Commitment to own professional development



	<ul style="list-style-type: none">• Ability to work well under pressure and maintain a high sense of perspective• Ability to problem solve• Flexibility and adaptability• Good team worker• Inclusive approach to education• Ability to manage own time effectively	
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The Selection Process

Criteria

In most cases the essential criteria identified in the person specification must be fully met. This includes qualifications, experience and any other requirements need to perform the role, particularly in relation to working with children and young people.

To be successful, you will need to demonstrate these skills during the recruitment process.

Assessment of suitability to work with children

During the selection process, your suitability to work with children and young people will be assessed. This will involve specific questioning based on the essential and desirable criteria identified in the person specification as well as safeguarding questions during the interview.

Verification

Keswick School MAT will contact current and previous employers if you are shortlisted as part of the pre-appointment check.

Anomalies

Upon shortlisting, any discrepancies or anomalies in the information provided or issues arising from references will be discussed at interview. This may include unexplained gaps in employment history.

Safeguarding

Keswick School MAT is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures.

Sources of assessment

- Application form
- Performance at interview
- Verification of qualification
- Original documents must be presented at interview when identified as essential criteria



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Equal Opportunities

Keswick School MAT is committed to ensuring that no member of its community experiences unfair discrimination based on sex, age, racial origin, physical ability, educational need, sexual orientation, political persuasion or religious creed. This commitment extends to those who are married or in a civil partnership, pregnant or on maternity leave or undergoing, have undergone or are planning to undergo gender reassignment.

Curriculum

All aspects of the curriculum will be developed to avoid excluding particular groups or individuals, except for sound educational reasons.

Behaviour

We expect behaviour to be impeccable at all times. Intimidating or insulting language will not be tolerated.

Staffing

Keswick School MAT is committed to ensuring that its recruitment practices do not discriminate against candidates or potential candidates based on factors unrelated to their ability to perform the duties of the post.

Recognising that young people view staff as role models, every effort will be made to ensure equality of opportunity is evident at all levels in all areas of staffing.

The Academy and the Community

The academy enjoys an excellent relationship with the local community and has a high reputation both locally and beyond.

The academy is well supported by an energetic Local Governing Body.



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