

Job Title:	Head of Futures
Reporting to:	Director of Sixth Form
Key Purpose of the Job	To provide support, guidance and inspiration for students as they assess future opportunities, both at university or in the workplace.
Written by:	Ed Dickie
Date:	January 2020

Key Accountabilities (Statements of 'deliverables' required.)	
<ol style="list-style-type: none"> 1. Safeguarding: To be fully familiar with, and lead on the adherence of school policies, especially those pertaining to child protection / safeguarding, anti-bullying, substance misuse and Health and Safety; to ensure the appropriate response needed in these areas and support colleagues in the maintenance of a strong safeguarding culture within the Sixth Form Centre; to promote a culture in the Sixth Form of inclusion and tolerance; to ensure that issues of emotional well-being are addressed appropriately. 2. Regulatory compliance: to be aware of the implications of the <i>Common Inspection Framework</i> and ISP's <i>School Educational Review</i> and support the school's preparations for all inspections; to ensure that all sports in the school are delivered in a compliant environment; to provide, within the departmental handbook, policies and protocols pertaining to regulatory compliance. 3. Leadership of the Careers Programme: to manage the school's careers and futures programme for ALL years; to work closely with the Student Job Coach (SJC) to implement a comprehensive coaching programme for students; to provide careers guidance for students through face-to-face meetings, events, group work, social media, drop-in clinics or other appropriate methods; to produce relevant documentation for students and parents relating to careers at the school; to keep up to date with current developments in relation to careers; to develop a work experience programme that offers opportunities and pathways for students across the school; to run an annual 'Futures Week' for Sixth Form and Y11 students; to co-ordinate and develop the enrichment programme in consultation with DSL; to work closely with CPS to ensure a common Claremont careers experience. 4. Managing the UCAS Process: to take overall responsibility for the university application process, ensuring that students prepare high quality applications; to lead & train Sixth Form tutors in the production of references; to ensure students are well prepared for interviews and aptitude tests; to meet agreed deadlines for the submission of applications; to communicate clearly and effectively with parents about the progress of applications; to keep up to date with developments in the applications process available to students and advise students, parents and staff as appropriate; to be aware and promote vocational opportunities and to develop useful links with universities and further education colleges; to provide pathways for study outside of the UK; to help prepare students for Oxbridge and US Universities. 5. Non University Routes: to ensure the full range of post school options are available for students; to make links with local businesses; to encourage, when appropriate, apprenticeships and similar programmes. 	

6. **Management of the Sixth Form Centre:** to lead the day to day management of the Sixth Form Centre; to play a leading role in the development of a strong academic culture in the Sixth Form Centre.
7. **Strategic Leadership:** to provide strategic leadership for careers and futures education in school; to provide an annual report for SLT; to work with the Marketing Department to promote a careers programme; to work with CPS to provide a seamless careers programme across the school; to contribute to wider strategy in relation to the Sixth Form (curriculum, timetabling, events etc).

Measures

(Key performance indicator(s) used to measure the effectiveness of delivery against each accountability)

1. **Safeguarding;** Safeguarding training, My Concern, SFC signing-in sheets; minutes of SF meetings; visitors book, Health & Safety annual audit.
2. **Regulatory compliance:** Ofsted report, SER Review, Health & Safety annual audit; strategic plan.
3. **Leadership of the Careers Programme:** Feedback from students, parents and families; feedback from Student Job Coach; Futures Week programme; Careers booklet/documentation; social media; attendance at careers CPD events; published programme of Futures events across the year; enrichment programme; successful work experience programmes for Sixth Form and Y11; looking for learning data; enrichment programme.
4. **Managing the UCAS Process:** All UCAS applications completed to school deadline; number of offers; successful information events for parents and students; interview practice programme; Social Media presence; feedback from students and parents; evidence of links with higher education institutions; evidence of engaging wider staff in UCAS process; non UK offers; Oxbridge/Medical/Vet offers.
5. **Non University Routes:** evidence of links to local businesses; work experience programme; students successfully enrolled to apprenticeships; feedback from students and parents.
6. **Management of the Sixth Form Centre:** Feedback from staff and students; tours.
7. **Strategic Leadership:** Strategic plan; feedback from SLT.

Key Individuals Impacted by the Job: (managers and supervisors; other roles only if applicable)

(Include number of people managed and job titles)

1. Headmaster.
2. Director of Sixth Form (Line Manager).
3. School Secretary.
4. Sixth Form Tutors.
5. Assistant Head (Student Progress).

Key Skills and Experience: (Knowledge, Experience, Skills & Abilities)

(List all relevant qualifications & length of post-qualification experience, or in-the-job experience, that is necessary)

1. A 'can do/will do' attitude.
2. A clear, articulated 'vision' for careers education.
3. A proven record of managing young people.
4. An ability to write with fluency and accuracy.
5. An ability to communicate in the appropriate style with colleagues, students and parents.
6. A record of organising and managing groups of students and staff.
7. A knowledge of the UCAS process.
8. A knowledge of non-university and vocational opportunities, including apprenticeships.

Key Relationships:

(Internal and External organisations or people (including job title) with whom you have regular contact)

1. All staff.
2. All students.
3. Headmaster.
4. Head of Prep School.
5. Heads of House.
6. Student Job Coach staff.
7. University Admissions officers.
8. Local businesses.
9. Parents/Guardians.
10. Marketing Department.
11. School Office.

Operating Environment and Context of the Role:

(The most challenging features (and reasons) of the job; any critical time constraints, the impact, influences and consequences of the work done etc.)

Claremont is a school of over 700 pupils situated across two main sites in East Sussex. The Prep School (Reception to Y8) is situated on the edge of St Leonards-on-Sea and occupies a large open site that includes a large number of sports fields, a sports hall and an astroturf space. The Senior School (Y9-13) is in Bodiam, about 8 miles north of the Prep School, and has a Sports Centre and astroturf space on site. The School has a diverse student body that includes over 100 boarders, many of whom come from more than 20 countries across the world. Claremont has a strong academic and co-curriculum programme. Claremont is part of the International School Partnership (ISP), a group of more than 50 schools across the world.

This is an exciting new role at Claremont School, one of the fastest growing independent schools in the region. It has never been more important for schools to be preparing students for the workplace through effective skills training and modern careers advice. As an academically non-selective school, Claremont has students with a wide range of abilities and interests. While the majority will be looking to go onto further education, the courses they pursue are diverse. We consistently send students to top Russell Group universities, including Oxford and Cambridge, yet also will prepare students for highly vocational courses, degree level apprenticeships and the workplace. Claremont has recently adopted a coaching model for its careers education and it would be expected that the successful candidate would build on these foundations. The school works closely with an outside careers organisation called the 'Student Job Coach'. It is expected that this programme will develop across the school ensuring that a common language and careers education is felt by students throughout their time at the school. This position will be critical to the success of this project. Alongside managing the UCAS process the post will promote work experience, build links with local businesses and promote a wide range of career opportunities for all students in the school. Based in our Sixth Form Centre, the post will also play a defining role in the development and maintenance of a dynamic and activist working culture amongst the Sixth Form.

This role impacts on a large number of students, providing exciting pathways for their future. The Head of Futures works under the Director of Sixth Form. While there is no direct responsibility for the academic and pastoral management of sixth form students, the office holder would, inevitably, contribute to conversations concerning students - as such, they would need to have the ability to work effectively with fellow staff.

This role comes with a 50% timetable reduction and a Responsibility Allowance (RA) to be negotiated with the Headmaster.

Safeguarding:

(Details of responsibilities in relation to Safeguarding regulations and any other legal entity or any other governance and compliance. Our minimum statement is stated below and should appear in all job profiles along with any further specific requirements for the role)

Claremont School complies fully with the DCSF Guidance *‘Safeguarding Children and Safer recruitment in Education’* and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.

In addition, the job holder will be expected to pursue professional development opportunities relating to safeguarding and keep up to date with national developments in the area.

Job Holder:	Name:		Date:	
Approved by SLT:	Name: Job Title:		Date:	

