



## CHESTNUT GROVE ACADEMY - JOB DESCRIPTION

### Higher Education Coordinator & Post-16 Careers Leader

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| Scale/Point: | SO1 point 23 (points 23-25)  |
| Contract:    | Permanent  |
| Weeks/Hours  | 3 days a week (21.6 hours pw, 8.30am-4.30pm)   |
| Conditions:  | Support Staff National Pay & Conditions  |
| Reports To:  | The post is professionally responsible to the Headteacher but will report to and take direction from the Heads of Sixth Form |
| Location:    | Within the School site   |

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#### Context

Chestnut Grove Academy is a high performing comprehensive school which prides itself on enabling students of all abilities and backgrounds to achieve highly. The school is a former arts college, specialising in the visual arts and media, and creativity remains at the core of our curriculum, but academic successes span the whole curriculum. The student capacity is approximately 1300 students.

This is a key role within the sixth form, directly supporting students in Years 12 and 13. The post holder will play a vital role in liaising with staff, as well as working with external partners and organisations. The appointed person will be responsible for leading initiatives related to higher education, apprenticeships and will oversee careers advice, information and guidance at post-16, ensuring sixth form students are fully informed and prepared for their future pathways. In addition, the role involves close collaboration with the sixth form leadership team and the extended team of tutors to ensure a cohesive approach to student support and development.

#### Main Purpose of Role

To provide comprehensive support and guidance to students in Years 12 and 13 as they prepare for higher education, apprenticeships, careers, and work experience. This role focuses on effectively overseeing UCAS applications (including Oxbridge), apprenticeship opportunities, careers advice, and work experience, ensuring that students are well-prepared for life beyond sixth form. The role also ensures that the school's careers programme is fully compliant with the Gatsby Benchmarks of Good Career Guidance and the Baker Clause, supporting students in making informed and successful decisions about their future pathways.

## 1. UCAS Co-ordinator:

- **Responsible for processing all university applications via the UCAS website**, ensuring timely and accurate submission of personal statements, references, and required documents for all students
- **Provide one-to-one guidance on UCAS applications**, ensuring students are well-informed about deadlines, course options, and entry requirements
- **Update the UCAS Student Handbook** annually for each year of university entry, ensuring it provides clear, current guidance for students on the UCAS process, key deadlines, personal statement writing, and interview preparation
- **Deliver assemblies on applying to university**, providing students with essential information about the UCAS process, university selection, course options, and key application deadlines
- **Guide students in researching and applying for university scholarships, grants, and bursaries**, ensuring they have access to financial support options that can help reduce the burden of university fees
- **Liase directly with university admissions teams** to ensure that students who may require additional academic or pastoral support are identified early and can access the appropriate resources when attending university
- **Co-ordinate UCAS Week for Year 12 in July**, delivering talks on applying to university, organising university trips, and assisting students with registering on the UCAS website, while providing focused time for them to explore university options and start drafting their personal statements
- **Organise and lead a Parent's Evening in July of Year 12**, focusing on UCAS, apprenticeships, and other post-18 opportunities, providing parents with the information they need to support their children's future planning
- **Encourage and support students to engage with activities to evidence their intellectual curiosity and to support a competitive UCAS application**, such as MOOCs (Massive Open Online Courses), which provide free online learning opportunities to enhance their skills and knowledge in preparation for higher education. Equally to encourage students to attend public lectures, visit galleries and museums, engage with TED Talks, podcasts, wider reading and listening to Radio 4.
- **Collate and compile all subject references and optimistic predicted grades**, ensuring that tutors have easy access to this information when writing UCAS references
- **Quality assure all tutor references**, ensuring they are accurate, well-written, and aligned with students' academic achievements and personal strengths before submission to UCAS
- **Coordinate the Year 13 Higher Education Day in November**, where all Year 13 students are off timetable to focus on their UCAS applications
- **Update the UCAS notice board in the Sixth Form Study** with important dates of university open days, helping students stay informed about opportunities to visit universities and explore their options
- **Support former students (post A level applicants) who are making a UCAS application through the school**, ensuring they link their accounts to the school and have a school reference included in their application
- **Contact parents where students are behind with their UCAS application**, ensuring they are kept informed and providing support to help the student get back on track
- **Support students who haven't received any university offers** and need to go through UCAS Extra in February

- **Contact university admissions teams in advance of A Level results day** when unforeseen circumstances arise that may adversely affect a student's performance in their exams, ensuring that the university is aware of potential impacts and can offer appropriate guidance or adjustments
- **Come into school on A Level results day in August** to provide support to students who may need assistance with their university applications, such as guiding them through Clearing and/or the UCAS Adjustment processes
- **Establish an alumni framework** to track the progress of past students and create opportunities for alumni to support current students through mentoring, talks, or career advice
- **Brief students and the sixth form tutor team about the upcoming change to UCAS personal statements from September 2025**, ensuring that students, parents and staff are fully prepared for this change when applying for a university start in September 2026
- **Support students applying for an Art Foundation**, working in liaison with the Art department to guide students through the application process, including the preparation of their art portfolio, ensuring it meets the required standards and deadlines. Assist with advising on important dates for submission and portfolio presentation, ensuring students are well-prepared for their applications.
- **Provide the sixth form leadership with an updated full list of destinations for each leaving Year 13 cohort**, so that we can effectively monitor our impact. This to be circulated in early September.

## 2. Oxbridge/Medic Consultant and Early-Entry Applications Support:

- **Provide detailed advice and personalised support on completing UCAS applications for Oxford and Cambridge**, including ensuring students meet the 15 October early submission deadline for applications and understand the importance of choosing a college or submitting an open application
- **Keep students informed of, and monitor, the Oxbridge/Medical admissions timeline**, including ensuring students book any pre-admission tests, apply by the 15 October deadline, submit work to Colleges as appropriate, and prepare for online interviews, with final offer decisions in January
- **Help students craft personal statements** that focus on academic achievements and intellectual curiosity. Competitive Oxbridge/Medical applications will place greater emphasis on super-curricular engagement
- **Write all references for Oxbridge and early-entry students**, ensuring that their academic achievements, personal strengths, and suitability for their chosen course are effectively highlighted and aligned with the rigorous demands of these applications
- **Organise mock interviews** and provide tailored interview preparation for Oxbridge candidates, helping students understand the academic nature of the interviews and the types of questions they may be asked
- **Advise students on submitting written work** where required, ensuring it is of high quality and reflects their academic ability. This could include essays or extended projects. Liaise with HODs to ensure work for submission has been 'deep' marked by the school before sending.
- **Stay updated on the latest developments in Oxbridge admissions**, including changes to testing, interview formats, and decision-making processes
- **Support students applying for early-entry courses**, such as medicine, dentistry, and veterinary medicine/science, by providing guidance on additional requirements such as UCAT/BMAT tests, personal statements, and interview preparation or for

MMIs. Help students navigate the specific application processes for these courses, ensuring they meet deadlines and adhere to the necessary admissions criteria.

- **Work with our PiXL-Post 16 Associate to support Oxbridge and early-entry students**, providing guidance on completing successful applications, preparing for interviews, and offering tailored advice on navigating the specific requirements of these competitive entry processes.

### 3. Apprenticeship Guidance:

- **Deliver assemblies on apprenticeships**, informing students about apprenticeship pathways, application processes, and available opportunities in various industries, helping them explore alternative routes to higher education
- **Offer tailored advice on apprenticeship pathways (including degree apprenticeships)**, ensuring students have access to current information about available schemes
- **Support students through interview preparation**, including conducting mock interviews, providing feedback, and helping them build confidence in presenting themselves
- **Assist students with assessment centre preparation**, including guidance on completing tasks, group exercises, and written tests
- **Provide support for psychometric testing** and other forms of testing commonly used in apprenticeship selection processes.
- **Build partnerships with local businesses and apprenticeship providers** to increase student opportunities
- **Organise events** to inform students about higher and degree-level apprenticeships
- **Promote technical education and apprenticeships** in line with the Baker Clause, ensuring students are aware of and have access to a broad range of non-academic routes. Facilitate access for colleges, training providers, and employers to discuss apprenticeship and technical qualification opportunities with students in Years 12 and 13.
- **Support students in registering on relevant apprenticeship websites**, such as:
  - Apprenticeships UK: [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk)
  - Gov.uk: [www.gov.uk/apply-apprenticeship](http://www.gov.uk/apply-apprenticeship)
  - UCAS: [www.ucas.com/apprenticeships](http://www.ucas.com/apprenticeships)
  - Find Apprenticeships: [www.findapprenticeships.co.uk](http://www.findapprenticeships.co.uk)
  - Rate My Apprenticeship: [www.ratemyapprenticeship.co.uk](http://www.ratemyapprenticeship.co.uk)

Ensure students receive vacancy alerts and are kept informed of new opportunities in the apprenticeship sector.

- **Review and check all apprenticeship applications before they are submitted**, ensuring they are complete, accurate, and appropriately presented
- **Set up and maintain apprenticeship student profile cards** in the Sixth Form Office, tracking individual students' apprenticeship applications and progress

### 4. Support for Work Experience (Year 12):

- **Support the Sixth Form Administrator and the Head of Year 12** with coordinating work experience placements for Year 12 students
- **Assist in preparing information resources**, including guidance on CV writing, interview skills, and workplace expectations
- **Support in liaising with employers to facilitate placements**, ensuring that safeguarding protocols are followed

- **Assist with the collection and tracking of work experience placements** and monitor progress, providing feedback to sixth form leadership
- **Help students make calls to their employers** once they have been allocated their work experience placement, ensuring clear communication and addressing any concerns or questions students may have
- **Support the Sixth Form team in conducting follow-up phone calls to work experience employers** to ensure students have settled into their placements smoothly, addressing any issues or concerns that arise in a professional and timely manner.
- **Support students in finding additional work experience placements** should their university course require it, such as for courses in healthcare, medicine, or other fields that demand relevant experience as part of the application process.

## 5. Careers Advice and Guidance:

- **Review, develop, and deliver the CEIAG and HE Rolling Programme** throughout the academic year for both Year 12 and Year 13, ensuring continuous support and engagement with careers education and higher education planning
- **Conduct individual career planning sessions with all sixth form students** to help them define their career goals and pathways post-sixth form, with records to be kept ensuring a consistent approach to career advice and progress tracking
- **Organise career fairs** and invite guest speakers from various industries to broaden students' understanding of career options
- **Liase with parents** to keep them informed and involved in their child's career planning and post-18 options, including UCAS, apprenticeships, and work experience opportunities
- **Support students with job applications** for those entering the workforce after sixth form, providing guidance on writing CVs, cover letters, and interview preparation
- **Write references for students applying for jobs**, ensuring that their strengths and achievements are accurately represented and tailored to each opportunity.
- **Liase with the SEND department** to ensure that students with Special Educational Needs (SEN) are adequately supported and well-informed of all their options
- **Collaborate with the Health Curriculum Lead** to ensure that careers education is fully embedded into the sixth form curriculum
- **Update and maintain a Careers Advice Board** in the Sixth Form Study, ensuring it is regularly updated with relevant information, opportunities, and resources to support students in their career planning and decision-making
- **Offer advice and guidance to students considering a gap year**, helping them explore options and opportunities, such as voluntary work, travel, or internships. Establish links with gap year organizations to ensure students have access to relevant information and resources.
- **Stay updated with labour market trends** to provide current, relevant advice to students.
- **Work closely with the school's Careers Advisor** and external career services to provide comprehensive guidance to students

## 6. General Coordination and Administration:

- **Maintain accurate records of student progress and applications**, ensuring timely submission of all necessary documents



- **Produce termly reports on Year 13 intended destinations**, including university offers, apprenticeship placements, and work experience
- **Stay informed about changes in the higher education landscape**, especially updates to UCAS, student finance, and apprenticeship frameworks
- **Collaborate with sixth form leadership and teaching staff** to integrate career planning into the wider curriculum
- **Support the delivery of the Sixth Form Induction Programme**, assisting in the preparation and execution of activities designed to integrate new students into the Sixth Form, providing guidance on their academic and career development.
- **Maintain and update the school's subscription to Net Sixth Form**, ensuring that the sixth form team has access to relevant resources and newsletters
- **Data analysis and reporting**, put together key data and records regarding Year 13 destinations, including university offers, apprenticeships, and employment outcomes, ready for review by SLT in September

## 7. Other key responsibilities

- Any other appropriate activity reasonably requested of you by the Headteacher or member of SLT
- To play a full part in the life of the school community, to support its ethos and to encourage students, staff and colleagues to do the same
- To engage actively with own performance review process and take responsibility for own development
- To be fully aware of and understand the duties and responsibilities from the Children's Act 2004 and Working Together in relation to child protection and safeguarding children, young people and vulnerable adults
- To ensure that the line manager or designated safeguarding officer is made aware and kept fully informed of any concerns in relation to safeguarding and/or child protection
- To be fully aware of and abide by all relevant school policies (ie Health & Safety, GDPR, Code of Conduct)
- To be aware of, and support difference and ensure Equal Opportunities for all

## Person Specification

### Qualifications, Experience and Skills Required

- Outstanding academic record, including possession of a good university degree
- Comprehensive knowledge of the UK education system, and of post-18 pathways
- Proven experience in providing effective higher education, UCAS, and careers guidance
- Proven track record in supporting students into Oxbridge Colleges and into UK medical schools
- Strong understanding of apprenticeship schemes and evidence of work experience coordination
- Ability to work to fixed deadlines and manage multiple tasks efficiently
- Strong organisational and administrative skills, with a keen eye for detail

- Excellent communication skills, particularly in advising students and liaising with parents and external partners
- Good level of IT competency, including experience with UCAS systems and general office software (e.g. Microsoft)
- Ability to support and inspire students towards achieving their aspirations
- Willingness to organise and participate in extra-curricular activities for the Sixth Form
- An excellent record of attendance and punctuality
- Ability to understand and work within the culture of Chestnut Grove, including opportunities and challenges presented by that culture

*Although some specific responsibilities may be fixed as part of an individual's job description, there will be a regular audit of tasks and responsibilities within this job description to ensure they meet the needs of the business in the future. Some tasks or aspects of responsibility may change over time in response to internal and external changes or to maximise opportunity for professional development and the need to ensure a collaborative approach to all aspects of work. Any significant changes to this job description will be discussed with the individual.*