



Head of Careers and Student Pathways to Success

Job Description

Position:	Head of Careers
Responsible to:	Principal and Deputy Principal - Pastoral
Key relationships:	Principal, Senior Leadership Team, Deans, Careers and Pathways staff, Atawhai teachers, Learning Support, Faculty Leaders, students and whānau, tertiary providers, employers, industry partners and community agencies. Leading staffing within the Careers area: Gateway, STAR, Work Experience Coordinator and Administrative Support to the Careers Advisor.
Job purpose:	To lead Careers Education and Pathways Planning across Years 9-13 through high-quality guidance, pathway development, careers curriculum leadership, external partnerships and transition support. The role provides strategic leadership so learners develop personalised pathways, achieve meaningful qualifications, and transition successfully into tertiary study, training, apprenticeships, employment and future opportunities.

Specific Responsibilities of the Head of Careers

A Head of Careers at Long Bay College has a number of specific responsibilities, including those listed below.

Educational Leadership Capabilities	Performance Indicators
Building and sustaining high-trust relationships.	• Develops strong partnerships with students, whānau, staff, tertiary providers, employers and community organisations to support student pathway success. • Builds credibility through educational expertise in careers education, pathways guidance and transition-focused student support.
Ensuring culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage, using Te Tiriti o Waitangi as the foundation.	• Uses strengths-based, culturally responsive approaches to support students to identify aspirations, pathway goals and future destinations. • Works with whānau and staff to ensure pathway planning is responsive to identity, language, culture and learning needs.
Building and sustaining collective leadership and professional community.	• Leads a collaborative Careers team and contributes to school-wide development of future-focused learning. • Supports Atawhai teachers, Deans, Faculty Leaders and relevant staff to contribute to careers learning and pathway planning.
Strategically thinking and planning.	• Leads the strategic development of careers education, personal pathway planning and transition systems. • Aligns careers programmes with Long Bay College strategic priorities.
Evaluating practices in relation to outcomes.	• Uses pathway participation, qualification progress, student voice and destination data to evaluate programme effectiveness. • Reports patterns, outcomes and recommended improvements to Senior Leadership and the Board as required.
Adept management of resources to achieve vision and goals.	• Leads Careers resources, staffing coordination, budgets and external partnerships efficiently. • Uses community, provider and industry networks to enrich student opportunities.

Attending to their own learning as leaders and their own wellbeing.	• Keeps up to date with careers education, tertiary pathways, vocational education, workplace learning and evidence-informed leadership. • Seeks feedback and reflects on leadership practice as part of professional growth.
Embodying the organisation's values, and showing moral purpose, optimism, agency and resilience.	• Models the Long Bay College values of Respect, Care, Creativity and Community. • Leads with integrity and a commitment to helping students pursue excellence and plan positive futures.

Key Responsibilities

Key Responsibilities	Performance Indicators
Lead Careers Education and Pathways Development across Years 9-13.	• Design and oversee comprehensive careers and pathways programme operating across all year levels, linking in with Atawhai. • Ensure careers learning is embedded across curriculum areas. • Coordinate pathway education lessons. • Provide resources and professional support for staff. • Leading PLD for Atawhai Leaders on Careers Programme. • Students develop informed pathway plans and understand post-school options. • Careers curriculum and scheme reviewed and updated annually. • Career education is coordinated with pathway events, tertiary visits and employer engagement opportunities.
Lead subject selection and individual pathway guidance.	• Students receive timely guidance linking subject choices, qualifications and future pathways. • Students requiring additional pathway support are identified and supported. • Whānau are engaged in pathway planning where appropriate.
Oversee STAR, Gateway, Trades Academy, workplace learning and tertiary transition opportunities.	• Gateway, STAR and Work Experience students access relevant courses, work-based learning and external opportunities. • Strong partnerships are maintained with tertiary providers, employers and industry organisations. • Programme participation and outcomes are monitored and reviewed.
Develop and maintain external partnerships.	• Effective links are sustained with universities, tertiary providers, employers, industry training organisations and community partners. • Students access authentic learning, transition and career exploration opportunities.
Lead the pathway components of the Atawhai Programme.	• Career management competencies are embedded into Atawhai learning. • Resources support career exploration, goal setting, decision making and pathway planning. • Atawhai staff are supported to deliver consistent and meaningful pathway learning, through schemes, resourcing and PLD. Design and oversee: • Embed pathway planning school-wide • Teach career management competencies • Deliver pathway education from Years 9-13 • Support goal setting and transition planning
Provide professional leadership and management of Careers staff.	• Department meetings are held regularly with agendas and minutes. • Staff are supported through coaching, appraisal and professional growth processes. • Responsibilities are delegated appropriately and team collaboration is effective. • Leadership capability is developed within the team.

Manage Careers resources and budget.	• Annual budget prepared to meet student pathway and programme needs. • Resources are maintained, secure and effectively used. • Spending is monitored within allocated limits and invoices are approved promptly.
Monitor, analyse and report on student outcomes.	• Programme participation, qualification progress, student voice and destination data are analysed. • Reports are provided to Senior Leadership Team and the Board of Trustees as required. • Findings are used to improve programmes and strengthen student pathways.

Strategic Alignment

Tino Akoranga - High Quality Teaching and Learning	Supports students to achieve meaningful qualifications and develop future-focused learning plans.
Orangatangā - Student Success and Inclusive Support	Strengthens achievement planning and equitable access to career and pathway opportunities.
Whanaungatanga - Community and Whānau Engagement	Builds productive relationships with whānau, tertiary providers, employers and community partners.
Future Pathways and Transitions	Prepares students for successful transitions into tertiary study, apprenticeships, training, employment and community participation.

Long Bay College Values

Promote and display the school values: Respect, Care, Creativity and Community. Contribute to the College vision: Pursue Excellence, Nurture Wellbeing, Lead with Integrity.

Job Description Approved by:

Signed: _____ [name] Date: _____

Signed: _____ CJ Healey, Principal Date: _____

NOTE: This job description is to be read in conjunction with the Classroom Teacher job description. It is not intended to be restrictive nor limit the tasks and responsibilities to only those described above.