

Job Title	Head of Futures
Date	September 2026
Department	Whole School (Coram House & Senior School)
Line management	N/A
Reports to	Director of Sixth Form
Responsible for	Whole school careers and futures provision, including links with the wider community.
Location	Ackworth School
Contract/Grade	Full Time (Term time only + 10 days)

Purpose of the Role
The Head of Futures will provide strategic leadership and oversight of the school's Futures provision, ensuring that all pupils are prepared for life beyond school through a coherent, inclusive and ambitious programme of careers education, guidance and external engagement. They will also lead the sustainability strategy. The role will be responsible for designing, developing and embedding a progressive Futures Curriculum from KS1 to KS5, aligned to the Gatsby Benchmarks and best practice, while building strong and sustainable links with parents, alumni, employers and the wider community. This is a non-teaching role with a broad remit that sits at the intersection of personal development, destinations, community partnerships and social capital.
Departmental Information
The Head of Futures will work closely with the Head of Admissions and Marketing, Director of Sixth Form, Deputy Head Curriculum, Head of Coram House and Heads of Autism Resource. The Head of Futures will build strong working relationships with the Development and Engagement Manager, Heads of Department and Pastoral and Academic Leads to help meet their strategic goals.
Main tasks and responsibilities
Key Responsibilities

Strategic leadership of futures and careers education, including sustainability

- Lead, develop and evaluate a whole-school Futures and Careers strategy that meets and exceeds statutory guidance and the Gatsby Benchmarks.
- Hold overall responsibility for the quality, coherence, and impact of careers education, information, advice and guidance across the school.
- Ensure the Futures provision contributes meaningfully to pupils' personal development, aspiration, employability and readiness for transition.
- Integrate a sustainability strategy into careers, futures and partnership work to ensure that sustainability is at the heart of the vision.
- Report regularly to Senior Leadership on provision, impact, and pupil destinations.

Futures curriculum design (KS1–KS5)

- Design and own a coherent Futures Curriculum that clearly maps progression from KS1 through to KS5, ensuring it is:
 - Age- and stage-appropriate
 - Clearly sequenced and progressive
 - Embedded across the wider curriculum and pastoral provision
- Work in partnership with senior leaders, subject leaders and pastoral teams to integrate Futures learning into the life of the school.
- Work closely with the Heads of Autism Resource and the Autism Resource 16-25 Course Lead to build a comprehensive work placement programme.
- Ensure pupils develop increasing levels of self-knowledge, awareness of opportunity, and ability to make informed choices at key transition points.
- Maintain an up-to-date, clearly mapped Futures curriculum that is published and communicated appropriately.
- Work with the Director of Marketing to create an engaging and up to date Futures section of the Ackworth School website.

Sixth Form pathways and destinations

- Work closely with the Director of Sixth Form and the Sixth Form Team to support pupils as they consider and prepare for post-18 pathways.
- Support strategic oversight of:
 - Higher Education pathways, including understanding of the UCAS process
 - Apprenticeships, employment and alternative routes

- Ensure Sixth Form Futures provision aligns with the wider whole-school curriculum while responding to the specific needs of older pupils.
- Contribute to monitoring and evaluation of post-16 and post-18 destination data.
- Work closely with the Autism Resource team to ensure their 16-25 pathways offer every student the best chances to employability.

Employer, business and community partnerships

- Develop and sustain strong relationships with employers, businesses, educational providers and community partners to enhance pupils' real-world understanding and access to opportunity.
- Curate a programme of meaningful encounters, including:
 - Career talks and events
 - Workplace visits
 - Mentoring and project-based opportunities
- Ensure that Ackworth events are available to enrich the community and wider educational providers to fulfil our goals of contributing positively and sharing our resources to benefit others.
- Ensure partnerships are purposeful, inclusive and aligned to curricular and pupil needs.

Parent and alumni engagement

- Develop a strategic approach to parent engagement in Futures education, recognising parents as key partners in shaping pupil aspirations.
- Develop a database of parent expertise in line with our goals for developing Talent, Treasure and Time.
- Work closely with the Development and Engagement Manager to strengthen and embed alumni engagement within the Futures programme, including mentoring, talks and networking opportunities.
- Use alumni and parent expertise to enrich pupils' understanding of pathways, careers and life beyond school.

Inclusion, equity and quality assurance

- Ensure that Futures provision promotes equality of access, inclusion and diversity, particularly for pupils who may face barriers to aspiration or opportunity.
- Monitor participation and engagement to ensure all pupils benefit from the programme.

- Evaluate impact through pupil voice, parent feedback, destination outcomes and external benchmarks.

Person Specification

Qualifications:

Essential

- A good honours degree or equivalent professional qualification
- A strong commitment to ongoing professional development relevant to Futures, careers education, partnership work, or youth progression
- Eligibility to work in a school environment, including meeting safeguarding and safer recruitment requirements

Desirable

- A Level 6 qualification in Careers Guidance and Development
- A recognised qualification or professional learning in one or more of the following areas:
 - Careers education, employability or youth progression
 - Partnership development, community engagement or alumni relations
 - Coaching or mentoring young people
- Familiarity with, or professional development related to:
 - The Gatsby Benchmarks
 - Post-16 and post-18 pathways including Higher Education, apprenticeships and employment

Experience, Knowledge and Skills

Desirable experience

- Experience of working with young people across one or more key stages, ideally within an educational or youth-focused setting
- Experience of developing, coordinating or leading programmes related to careers, personal development, employability, enrichment or progression
- Experience of working collaboratively with a range of stakeholders, including staff, parents and external partners
- Experience of strategic planning, organisation and evaluation, with the ability to evidence impact and outcomes

Desirable Knowledge

- A secure understanding of careers education, employability and progression pathways, including post-16 and post-18 options

- Detailed knowledge of Higher Education systems, including UCAS processes and alternative progression routes
- Knowledge of the Gatsby Benchmarks and statutory expectations for careers education (or the capacity to acquire this knowledge rapidly)
- Understanding of the importance of early aspiration-raising and progressive Futures education from KS1 through to KS5
- Awareness of issues relating to inclusion, equity, access to opportunity and social mobility
- A clear understanding of safeguarding responsibilities when working with children and young people
- Understanding of how Futures education can be embedded across the wider curriculum and pastoral provision
- Familiarity with inspection and accountability frameworks relating to personal development, destinations and careers education

Desirable Skills

- Excellent communication skills, with the ability to engage confidently with pupils, parents, staff, alumni and external partners
- Strong strategic thinking skills, with the ability to design and articulate a coherent, long-term Futures vision
- Highly effective organisation and project-management skills, including the ability to manage multiple priorities simultaneously
- Confidence in planning and delivering events, talks or programmes involving external contributors
- The ability to represent the school professionally to external audiences and partners
- The ability to build and sustain professional relationships and partnerships
- Strong analytical and evaluative skills, including the use of data, feedback and reflection to measure impact and inform development
- A proactive, self-starting approach with the ability to work independently and as part of a team

Personal Attributes

- Inspiring and credible colleague who brings others with them.
- High expectations for pupils and staff alike.
- Committed to Ackworth's Quaker ethos and inclusive values.

Safeguarding, Health & Safety and Equalities

Ackworth School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The

postholder must follow Keeping Children Safe in Education (KCSIE), the school's Safeguarding, Health & Safety, Data Protection and Equalities policies, and complete all required training and checks.

Notes

This job description outlines the main duties and responsibilities and is not exhaustive. Duties may be amended to reflect evolving needs of the school and Teaching & Learning strategy. Job descriptions may be subject to review from time to time and can be altered or amended to meet the changing requirements of the School. They are not designed to limit the extent of the role but instead to outline the main tasks and responsibilities.