



Careers Policy

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Signed: David Buckle Chair of Governors

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Careers Education, Information, Advice and Guidance and Work-related Learning Policy

Introduction

Through a planned programme of activities, on Careers Education, Information, Advice and Guidance (CEIAG) and Work-related Learning (WRL), Higham Lane School seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong careers and learning.

Commitment

Higham Lane School is committed to:

- Providing a planned programme of activities to which all students from Years 7–13 are entitled, which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on students' needs

Ensuring that the CEIAG and WRL programme follows local, regional and national frameworks for good practice and other relevant guidance, such as Sections 42A, 42B & 45A of the Education Act 1997, Section 72 of the Education & Skills Act 2008, The Gatsby Benchmarks 2014 and Careers guidance & access for education & training providers 2018, as well as guidelines from Ofsted.

Links with other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, recording and reporting achievement, PSHE Education, work-related learning and enterprise, equal opportunities and diversity, more able learners and SEN/Autism spectrum disorder.

Entitlement

Students are entitled to CEIAG which meets professional standards of practice and which is person-centred, personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to deliver explicit learning outcomes, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at Higham Lane School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:-

- Prepare young people at Higham Lane School for the opportunities, responsibilities and experiences of adult life;
- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across the three stages at 13+, 16+ and 18+;
- Ensure that, wherever possible, all young people leave the school with employment, further education or training.

The programme also:-

- Contributes to improving achievement, by raising aspirations and motivation;
- Supports inclusion, challenges stereotyping and promotes equality;
- Encourages participation in education and/or training beyond the key stages at 16+ and 18+;
- Develops enterprise and other skills valuable in the world of work.

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

Assessment

Through evaluation following career-related events we assess whether or not students have met the above learning outcomes. Learning outcomes are shared in PSHE lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Management

Responsibility for careers education falls with the Careers Leader, with assistance from the Careers Support Advisor. The Careers leader plans, co-ordinate and evaluate the careers programme. The Careers Support Advisor plans and implements work experience for Y10 students. Subject leaders and Progress Leaders are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in applied subjects across the school. All subjects have a focus on and link to career development and work-related learning.

Implementation: Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered by the CPSHE tutor team at Key Stage 3, 4 and 5. Careers information is available in the Careers Library in the Library which is maintained by the Librarian and on Sharepoint, the school virtual learning website.

Implementation: The CEIAG Programme

The Careers Programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including 1 week of work experience) and individual learning planning/portfolio activities. Careers lessons are part of the school's CPSHE programme. Other focused events, e.g. a Job Taster Event for Year 8 students and Year 10 Practice Interviews occur throughout the academic year. Work experience for all students takes place in Year 10 and students prepare for work experience in Year 10 CPSHE lessons. Students are actively involved in the evaluation of activities including work experience through lessons and in written feedback.

The Careers Programme at Higham Lane School is distinguished by the personalised nature of the support given to each student. All students receive at least one careers interview with the Careers Support Advisor during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing Work Experience placements particularly challenging. The Careers Support Advisor is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. In addition, the Careers Support Advisor provides an important contribution to the planning, design and delivery of all aspects of our careers education, allowing for current labour market intelligence to inform these processes. The Careers support advisor runs lunchtime Drop-In Sessions where students from all year groups are able to access information and guidance. Support is also provided on a 1-2-1 basis for any students in danger of not being in education, employment or training. Signposting to Prospects, the Warwickshire County Council service for careers who deal with students who may be NEET (not in education, employment or training) at this stage is a fundamental part of the Careers Support Advisors job, as well as working with other outside agencies.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and between education and the world of work.

Careers Guidance enables them to use the knowledge and skills to make decisions about education and the world of work that are appropriate for them.

The programme is provided to students through:-

- The CPSHE curriculum via targeted lessons;
- Tutor and mentoring activities;
- Careers interviews;
- Careers presentations and activities;
- Careers activities with employers;
- The Work Experience programme;
- Attendance at Careers Fairs;
- University Visits;
- Apprenticeship talks.

External Partnerships

Employment partnerships:

Firm links have been established with a range of employers, particularly through the provision of work placements within applied courses; some KS4 and many KS5 students undertake work placements, integral to their courses. Employers visit the school to run work related activities with students and to speak to students about a range of employment sectors, an example of this being our annual Year 8 Job Taster event.

Over recent years we have had careers speakers from a range of industries, including: scientists, engineers, architects, a quantity surveyor, an illustrator, medics, lawyers, a police officer, an actuary, a linguist, an entrepreneur, a midwife, physiotherapists, and computer programmers.

Apprentice partnerships:

There have been recent developments with employers offering apprenticeships and information is shared with students about available apprenticeships via Sharepoint and the Careers advisor. In addition, employers offering apprenticeships visit the school to facilitate work related learning and speak to students about opportunities within their companies and sectors; examples being Coventry Building Society, Manufacturing Technology Centre Coventry & Midland Group Services.

Further and Higher Education Links:

We have a close relationship with a number of universities throughout England and each year students from KS4 and KS5 are invited to visit these universities as part of our aspirations programmes. Universities also come into school to work with students. Examples of these universities are University of Oxford, University of Cambridge, University of Birmingham, University of Warwick & Coventry University.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Careers leader with oversight of CEIAG is responsible for the effective deployment of resources.

- Accommodation – a resource area is located in the Learning Resource Centre which contains the Careers Library, PCs and prospectuses for the UK Universities as well as for local colleges. The Sixth Form conference room also contains prospectuses and career-related publications.
- Access to ICT for staff – a selection of careers resources is available on the school network through a careers website. All staff also have access to Unifrog to support students in finding appropriate university courses and apprenticeships.
- Budget provision – funding is provided annually from the capitation budget.

Monitoring, review, evaluation and development of CEIAG

The following provision is reviewed by the C PSHE Co-ordinator.

- Learning Walks within PSHE/ SMSC lessons as part of School Self Evaluation & Department Development Plan.
- Feedback on the effectiveness of the CEIAG programme is sought through student & staff questionnaires. Resulting action points then feed into the following year's planning process to ensure they are addressed. Feedback received from employers is also addresses and used in the planning process for the following year's activities.

Appendix 1

Work-Related Learning and Careers Education, Information and Guidance Statement of Entitlement

As a student at Higham Lane School, you are entitled to receive a programme of work related and career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect ...

- access to a planned programme relevant to your year group
- access to a qualified impartial and independent careers adviser for personalised advice and guidance
- help to recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- information about the world of work and how the labour market is changing
- information about further and higher education, training and apprenticeships and employment routes
- to take part in activities which challenge stereotyping and raise your aspirations
- to develop skills and qualities to improve your employability
- to develop enterprise skills
- to be well prepared for different transitions
- help to develop financial capability skills
- to develop and strengthen your personal presentation skills for selection processes
- sign posting to relevant up-to-date and impartial sources of careers information and advice

Also, to not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals.
- Be able to access careers resources via the LRC and the career menu website.
- Receive careers information and on-going support from staff such as your Tutor.
- Take part in the Year 8 Options Evening event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4.
- Taken part in the Year 8 Job Taster event
- Have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance advisor.

By the end of Key Stage 4:

- Experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, in CPSHE & tutor time.
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have listened to talks on different careers
- Have been given the opportunity to speak to representatives from various sectors of the world of work
- Have developed financial capability skills
- Have produced and reviewed a curriculum vitae
- Have written a formal letter, e.g. covering letter
- Been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- Develop presentation and interview skills, taking part in the Year 10 Practice Interviews.
- Be able to access careers information and resources via the LRC and the Careers Departmental Website
- Be offered the opportunity to take part in taster days/ sessions
- Have visited or spoken to representatives of further or higher education institutions, such as universities
- Be given the opportunity to take part in work experience

By the end of Key Stage 5:

- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Participate in an enrichment and tutorial programme focused on your personal development
- Develop independent research skill.
- Have had the opportunity to meet university representatives
- Have had the opportunity to meet apprenticeship providers
- Have been given the opportunity to visit universities
- Have been given the opportunity to volunteer or take part in work experience
- Have received a regular bulletin, containing up-to-date information on higher education taster days, apprenticeship and job opportunities
- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Write a personal statement for a UCAS or job application
- Have been mentored through the university application process or supported with job or training applications
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Be given the opportunity to take part in enterprise and challenge activities