

Cambian Hereford School Careers Policy

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at Cambian Hereford School. Effective careers support and guidance can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that at the Cambian Hereford School we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

Statutory Guidance

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme. It takes guidance from the DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance January 2018].

In line with the DfE Guidance above, Cambian Hereford School follows the principles of the Gatsby Benchmarks.

Aims

This policy aims to set out our school's provision of impartial and informed Careers Guidance for our pupils. High quality Careers Guidance is important for our pupils' future and our school aims to:-

- Provide experience and a clear understanding of the working world
- Help pupils prepare for the world of work, building self-development and career management skills
- Develop pupils' awareness of the variety of education, training and careers opportunities available to them
- To help pupils understand the routes into the careers they are interested in, and to make informed choices about their next step into further education/training or the workplace
- Encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- Promote a culture of high aspirations and equal opportunity.

Roles and Responsibilities

Careers Lead

Our careers programme is embedded into the school PSHE programme. Our careers PSHE lead and SLT will:-

- Take responsibility for developing, running and reporting on the school's careers programme
- Plan and manage careers activities
- Support teachers to build and develop the careers education and guidance into subjects across the curriculum

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Cambian Hereford School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

- Establish and develop links with employers, education and training providers.
- Work with all staff and Careers Advisor to identify the guidance needs of all pupils and put into place personalised support and transition plans
- Work with the Headteacher to support LAC, understand their additional support needs to ensure that identified Career pathways form part of the transition plan in LAC / IEP / EHCP meetings.
- Review the school's providers access policy statement, in agreement with stakeholders

INTENT

- To raise pupil's aspirations, increase re-engagement, motivation and raise aspirations
- To enable pupils to make informed and realistic decisions about their future
- To provide independent careers advice for all pupils
- To support pupils to increase their awareness of post-16 pathways and the world of work
- To support inclusion, challenge stereotyping and promote equal opportunities
- helping pupils to understand the changing world of work
- facilitating meaningful encounters with employers for all pupils
- supporting positive transitions when pupils leave Cambian Hereford School
- helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- develop enterprise and employability skills
- encouraging participation in continued learning, including further and higher education and apprenticeships by working in partnership with all post-16 providers
- contribute to strategies for raising achievement, particularly by increasing motivation
- demonstrate the relevance of the knowledge and skills learnt across the school curriculum to the world of work.

Implementation:

All pupils are entitled to be fully involved in an effective careers programme at Cambian Hereford School. Pupils are encouraged to take an active role in their own career development, so the careers programme emphasise pupil participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills. During their time at school, all pupils can expect:

- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons during tutor time in KS3 and KS4, covering options after school, the world of work, the job market and the skills needed for the future.

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- Encounters with representatives from the world of work; this could be through work experience [risk assessment allowing], assemblies, careers talks (in or outside lessons/school), projects and visits
- to meet with a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff/tutors
- access to one-to-one guidance with a trained, impartial, independent careers adviser
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement with the Headteacher if appropriate
- Information will be fed into PEPs, Annual Reviews and LAC reviews, EHCP, transition plans, IEPs where appropriate.
- to be asked their views about the careers education and guidance they have received to ensure that the school continues to meet the needs of the pupils.
- To ensure that alternative provisions/vocational placements provide the opportunity for pupils to learn relevant skills and capabilities required to succeed in the workplace.

Parental / carer involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental/carers involvement in the careers programme, wherever possible. Parents/Carers are informed of college, training provider open days.

Events for parents and carers

Parents/Carers are invited into school to discuss their young person's progress. Careers also forms part of the PEP meetings which are held termly.

Impact

Delivery of the Careers Programme

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

Year 7

An introduction into self-reflection to highlight student strengths, interests and preferences.

- Students can talk about their strengths and know what they like and enjoy doing.
- Say what matters to them now and what might matter to them in 10 years.
- Students can tell their own story, how students are making progress and what students need to do to raise their achievement and improve their wellbeing
- State at least 3 comments which begin to describe them
- Be able to say how their interests may help and shape their progression in school.

Year 8

Students will study what careers are and how they can be developed, understand different types of work and why people's satisfaction with their working lives can change and are able to identify types of stereotyping and discrimination in the work place.

- Using the online platform careers pilot students can investigate different jobs and potential pathways.
- Students find out how careers are different and then reflect on the similarities and difference between them.
- Students create career timelines to summarise the career of someone they admire.
- Students link building of skills and qualifications to their goals where appropriate.
- Students can identify different kinds of work that people do.
- Students can say why people's job satisfaction varies.
- Students find out the purpose of work clothes/uniforms and whether people like or dislike wearing them (linked to a school non-uniform day).
- Students read and discuss online research about work and working life.
- Students can say how to stand up to stereotyping and discrimination that is damaging to students and those around students.
- Students research how people could potentially be discriminated and provide advice on how to combat stereotyping and discrimination.
- This links with the PSHE module on "risks we face in our modern societies".

Year 9

Students explore SMART principles to make current goals or goals in the near future more realistic and achievable. Students reflect and recognise the qualities and skills they have demonstrated both in and out of school that will help to make students employable. Show that students can be positive, flexible and well prepared at transition points in their life.

- Students can recognise the skills and qualities needed for the world of work through activities/experiences
- Students watch short video clips and identify the qualities and skills that support employability
- Students can research the skills, qualifications and experience a person would need to succeed in their chosen goal.
 - In doing so, focus on how the student or a selected person can improve their prospects through researching college courses or options at KS4, undertaking voluntary work, joining a local club or starting a hobby and reflecting on their school life, work ethic/attitude and their priorities in life.
 - Students engage in target-setting and review activities with their teacher.
 - Students can be positive, flexible and well prepared for their move into key stage 4.
 - Begin to have conversations with teachers to reflect and discuss their interests and future plans.

Year 10

Students research different jobs and brainstorm the skills and qualities needed. Students reflect and compare how ambitions have changed over the last 25 years and predict how the working landscape may further change. In addition, students will learn about marketing and personal branding, types of employment and the rights and responsibilities at work.

- Reflect on what skills are important in a future job.
- Rank the following skills in order of importance and justify their reason.
- Discuss the advantages and disadvantages of potential perks of a job.
- Reflect on how ambitions have changed over the past 25 years.
- Discuss current ambitions and potential future jobs.
- Discuss the power of social media and potential opportunities available.
- Understand why it is important to keep your social media professional or on private.
- Understand the difference between a quality, skill and qualification. After, reflect and your own.
- Research the difference between employed and self-employed.
- Discuss the advantages and disadvantages of either option.
- Identify different jobs and decide if they're "typically" self-employed or employed.
- What does an employer expect?
- What does an employee expect from their employer?
- What is a trade union?

Year 11

Students will research the different post-sixteen pathways available. Within this, students will receive support to help identify and apply for a suitable college course. Students will visit a local college and be made aware of upcoming open days. Students will design their own CV and receive a mock interview. Furthermore, students will visit at least one working environment.

- Explore what post sixteen options are available.
- Research your own pathway in as much detail as possible including, college, course, requirements and future aspirations.
- Have a tour of the respective college the student is planning to attend.
- Research the advantages and disadvantage of the options available.
- This includes college, apprenticeships and voluntary work.
- Spend time understanding apprenticeships and what apprenticeships could be available.
- Critique the following personal statements.
- Using your personal branding, select your qualities, skills and characteristics to assist in writing your personal statement.
- Explore different CV designs.
- Critique a selection of CVs.
- Design their own CV.
- Brainstorm your interest and hobbies.
- Reflect on how the student can make the following more appealing to an employer.
- Research potential interview questions and respective answers.
- Prepare and undertake a mock interview.
- Reflect on how the interview went.
- Visit potential employer.
- Discuss what the roles and responsibilities are for that respective job.
- Gain first-hand experience of the working world.

Career guidance meetings

Pupils are entitled to appropriate guidance to meet their individual needs.

- All pupils at school will have an appointment with an independent career's adviser during KS3 prior to options and KS4 to support Post-16 transition.
- Pupils discuss their own careers pathway in Year 10 where they discuss their career and post-16 pathways.

Career information

Careers information is available through Careerspilot which pupils have access at any time up until the age of 25 on the internet. Related articles can be saved in personal pupil's areas, a selection of college prospectuses, through relevant displays in subject areas and through assemblies.

Information on post-16 provisions are available on-line, college prospectuses are made available along with visits, talks and taster days from a range of local providers.

External providers

A range of external providers where appropriate are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers. In all cases, staff and organisations will be vetted for suitability by the relevant staff at school.

Management and staffing

All staff have a duty to contribute to the Careers Education and Guidance programme through their role as subject teachers and tutors.

Staff Development

Teachers /tutors are introduced to the concepts, aims and programme for CEIAG at Cambian Hereford during staff meetings by the careers lead. They will support pupils during tutorial sessions to explore career options and to plan for next step which is fed into PEP, EHCP and LAC meetings. An integral aspect of this is to develop with pupils a career action plan as well as a transition plan.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources. Pupils will be offered the opportunity to access the ASDAN suite of qualifications. All of the Vocational tasters – including Independent Living - have a careers section which accredits work experience and encourages reflection on careers in their chosen area, including skills, qualities and qualifications.

Employer links

Links with employers, businesses and other external agencies continue to grow through the Cambian Hereford School Community; by building on local community connections through D of E volunteering.

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to suit their individual needs with the support to explore options that suit their preferences, skills and strengths. The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a pupils might see an independent careers adviser.

Role models including local business people, are invited into the school to help raise aspirations, awareness and demonstrate what is possible once they leave the Cambian Hereford School.

The destinations of school-leavers are monitored and reported.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- pupil feedback on their experience of the careers programme and what they gained from it [pupil survey / verbal]
- staff feedback on careers lessons delivered through tutor time.
- gathering informal feedback from external partners and from parents/carers
- quality assurance of careers lessons as part of the school monitoring - through learning walks, lesson observations, discussions with pupils and Independent Careers Advisor
- post-16 destination figures post-16.

Links to other Policies:

- Teaching and Learning
- Assessment
- PSHE
- Equal Opportunities
- Use of Alternative Provisions
- SEN
- Safeguarding

References

DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance January 2018]

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

www.thecdi.net/New-Careers-Framework-2015

Compass on-line tool

<https://www.careersandenterprise.co.uk/schools-colleges/about-compass>

Fast Tomato on-line Careers Programme

<https://www.fasttomato.com/schoolsReferences>

DfE Careers Guidance and Access for Education and Training Providers [Statutory Guidance January 2018]

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