



Careers Education and Guidance Policy

SLT Responsible Person: Deputy Headteacher (Ms P Martin)

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To be read in conjunction with: Curriculum Policy
PSHCE Policy

Vision and purpose

Promoting a career development culture is an essential part of the mission and ethos of our College. We aim to support the aspirations and ambition of all our students and to ensure that they gain the understanding, skills and experience they need to make progress and succeed in learning and work. We believe that effective careers education and guidance not only contributes to the well-being of individuals but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.

National expectations

We are committed to meeting national expectations in relation to careers by:

- fulfilling the duties set out by the Statutory Guidance published in 2018.
- securing independent and impartial careers guidance for Y8-Y13 as required by the 2011 Education Act. In implementing this duty we will continue to pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015 see Appendix) and the guidance set out in the Statutory Guidance regarding Benchmark 8 and Ofsted's inspection criteria for evaluating careers provision in schools (September 2019)
- fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics.

Aims and Objectives

Our careers strategy aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at our College
- ensure students' readiness to take their next step in their learning or career. Helston Community College follows the principles of the Gatsby Benchmarks (see 'Related documents' at the end of this policy).

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student 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 College, all students can expect:

- the support they need to make the right choices in Year 9, Year 11 and in Post 16
- 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 from Y7 to Y11 covering options after school, the world of work, the job market and the skills needed for the future
- at least seven meaningful encounters with representatives from the world of work; this could be through work experience (Post 16), assemblies, careers talks (in or outside lessons), projects and visits
- to hear from 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 College
- the opportunity to relate what they learn in lessons to their life and career beyond College
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- to access one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students from Year 9.
- the College to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers' meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

Parental 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 College is keen to foster parental involvement in the careers programme, wherever possible.

Head of Faculty responsibilities

Each faculty must embed careers related learning into appropriate topics within the planned curriculum. Students should be provided with opportunities that raise their awareness of career pathways related to each subject, and develop specific knowledge and skills that will help to prepare them for the world of work. In addition to this, each Faculty will organise subject-specific careers events to enhance the taught curriculum. These events may take place in normal timetabled lessons.

Strategy

To achieve the objectives of this policy, we will:

- ensure that the Governing Body is involved in shaping the Careers Policy and strategy with a named governor assigned to the role of Careers Governor.
- identify a named Careers Leader to lead on the careers programme, line managed by a member of SLT (currently Mrs P Laban, line managed by Ms P Martin)
- develop and maintain an annual careers plan for achieving current priorities including delivering the planned programme and monitoring, reviewing and evaluating the progress towards implementing the Strategy
- commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard (currently Ms W Gibson from Careers4U)
- set out clearly the contribution expected of all staff including subject teachers and tutors for students' career learning and planning
- actively involve students in the evaluation of the careers programme.

Implementation

Careers Education

This will be delivered predominantly through collapsed timetable sessions and tutorials in Y7 – Y13 at key appropriate points throughout the academic year. Visiting speakers and workplace visits will also be used within the normal curriculum to support our vision and strategy. The careers programme allows for increasing intensity of interaction with employers from one year to the next throughout College.

1. Years 7, 8 & 9

Key activities: Y9 options' choices

Lessons might include what work is, the use of Labour Market Information (LMI), how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the options process that take place in Y9. There is a focus on enterprise in Key Stage 3.

By the end of Y9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness.
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, and the opportunity to attend 1:1 or small group careers meetings with the independent Careers Adviser.

2. Year 10

Key activities: Workplace experience and Curriculum Vitae ("CV") preparation

Lessons employability skills; CVs and applications and preparation for experiencing a workplace.

By the end of Y10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV.
- Experience at least one workplace (this may include virtual workplace experiences).
- Attend a careers interview with the independent Careers Adviser.

3. Year 11

Key activities: Post-16 applications:

Students will learn how to investigate Post-16 options; attend 1:1 or very small group interviews discussing the different Post-16 pathways and key considerations when choosing Post-16 options. There is also a focus on money management and finance supported by external partners.

By the end of Y11, all students will have had the opportunity to:

- Use a range of information sources (with support, as required) to explore Post-16 options
- Attend events both in and out of College where they can speak to employers, colleges, training providers and universities
- Attend the Post 16 taster day
- Attend an interview with a member of the Post 16 team to discuss the options available
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with the Careers Adviser.

4. Year 12

The focus is UCAS and work experience. The HE programme includes a seminar, UCAS convention, university visit and an application workshop. One week of work experience takes place during the course of the year. All students have the opportunity for 1:1 appointments with the Careers Adviser.

5. Year 13

The focus is UCAS and Apprenticeships. HE students are supported with their personal statement and UCAS application. There is also a student finance workshop. Students applying for work or apprenticeships have the opportunity to attend an apprenticeship event in January. All students have the opportunity for 1:1 appointments with the Careers Adviser.

Careers Guidance

i) Careers library

- a wide range of printed materials and access to online resources
- open throughout the College day
- situated in the main library

ii) Independent Careers Adviser

- available to Post 16 students as requested by students/directed by pastoral team for follow-up guidance for students identified as needing this
- used for small group work across Y9 to Y11, and individual interviews for most Y11s and other targeted students throughout the year
- available at Careers Events and Options Evenings

iii) Extra support where appropriate

- some students are targeted for extra help by the SENCO or Director of Key Stage/pastoral team

iv) Careers/Options Evenings

- Year 9 Options Evening
- Post 16 Open Evening, taster days and one to one meetings with senior staff

v) IT

- a range of software products are available for students to use. These include:
 - Career pilot
 - Unifrog
 - Links through the College website

Monitoring

This policy will be monitored by the Careers Lead and will consist of:

- tracking career plans as students move through key stages, along with destination data
- sampling career related action plans
- monitoring stability of option choices
- gathering student feedback on career related activities
- using Compass+ to review student engagement and track progress towards the Benchmarks.

Review

This policy will be reviewed by the Careers Lead and the SLT link for careers every two years or following relevant government policy change.

Related documents

Careers guidance and access for education and training providers - Statutory guidance for governing bodies, school leaders and school staff (October 2018)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff (March 2015)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440795/Careers_Guidance_Schools_Guidance.pdf

Appendix

Benchmark 8 of the Statutory Guidance, October 2018

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of College staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Section 10 of the statutory guidance, March 2015

10. Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school's ethos and meet the needs of all pupils. Schools should consider the following principles for good practice when developing their strategy:

- Provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, colleges and university visits, coaches and mentors. High quality mentoring can be an important part of delivering against the duty as it develops the character and confidence needed to build a successful career.
- Build strong links with employers who can help to boost young people's attitudes and employability skills, inform pupils about the range of roles and opportunities available and help them understand how to make this a reality.
- Offer high quality work experience that properly reflects individuals' studies and strengths, and supports the academic curriculum.
- Widen access to advice on options available post-16, for example, apprenticeships, entrepreneurialism or other vocational routes alongside the more traditional A levels and university route. This should also include giving other post-16 providers opportunities to engage with pupils on school premises.
- Provide face-to-face advice and guidance to build confidence and motivation. This should include consideration of the role that careers professionals can play in supporting pupils as one element of a varied careers programme.
- Work with local authorities to identify vulnerable young people, including those with special educational needs and those at risk of not participating post-16, and the services that are available to support them.
- Provide information to students about the financial support that may be available to help them stay in education post-16.
- Work with Jobcentre Plus to develop a smoother pathway between education and work.
- Consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Summary of relevant section of the Education Act 2011

The Education Act, 2011 placed the duty to '**secure access to independent careers guidance**' for their pupils and students upon schools (from September 2012 for pupils aged 14 to age 16), and then from September 2013 upon schools for pupils aged 13-18 and upon FE Colleges and Sixth Form Colleges for students aged 16-18.

The 2011 Act defines 'independent' in this way:

"careers guidance provided to pupils at a school is independent for the purposes of this section if it is provided other than by:

- (A) A Teacher Employed Or Engaged At The School, Or
- (B) Any Other Person Employed At The School"

The Act therefore requires schools to be commissioners of careers guidance not providers of it (that's not to say they will not provide some of it, but the new statutory duty is to secure external careers guidance in addition to whatever a school provides internally). It is worth reminding ourselves what the OECD definition of 'careers guidance' covers, as this is referred to by the Department for Education in its guidance on what the statutory duty includes:

"Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers.

The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services)."

(OECD, 2004)

Ofsted's inspection criteria for 'Good' under Personal Development

Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks⁸⁷ to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.