

## **Stanley High School Careers Education and Guidance Policy**

### **Vision and purpose**

Promoting a career development culture is an essential part of the mission and ethos of our school. We aim to support the aspirations of all our learners 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 wellbeing of their families, the communities to which they belong, wider society, businesses and the economy.

### **Policy**

This policy statement sets out the school's arrangements for managing the access of providers to students at the school, for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

### **National and local expectations**

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

- Securing independent and impartial careers guidance for Years 7-11 as required by the 2011 Education Act. In implementing this duty we will pay particular regard to the DfE's principles of good practice (Section 10 of the statutory guidance, March 2015) and Ofsted's inspection criteria for evaluating careers provision in schools (September 2015).
- 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.
- Following the information and recommendations found in 'Careers guidance and access for education and training providers statutory guidance for governing bodies, school leaders and school staff (January 2018)', 'Careers strategy: making the most of everyone's skills and talents. The government's plan for raising the quality of careers provision in England (December 2017)' and 'Gatsby Benchmarks for Good Careers Guidance (2014)'.

### **Student entitlement**

All students in Years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

For further information see Appendix A.

### **Current priorities**

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations
- Meeting the needs of specific groups including looked after children, young carers, children from economically-deprived backgrounds and children with special educational needs and disabilities
- Developing learners' career management skills, especially those associated with career adaptability, resilience, enterprise and employability
- Improving young people's working lives by helping them to identify the values that are important to them
- Developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support
- Working with parents/carers, alumni and education, community and business partners to meet students' career development needs

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## Strategy

To achieve the objectives of this policy, we will:

- Assign a senior member of staff to advise the senior leadership team and governors on curriculum, staffing and resource requirements; and to lead the development, implementation and evaluation of the school's careers provision with the support of other key post holders (e.g. Year Leaders) and specialist careers staff
- Ensure that the governing body appoints a careers governor who works with the senior careers leader in actively shaping careers policy and strategy and is actively involved in shaping careers policy and strategy
- Working with middle leaders to develop and maintain a costed annual careers plan for achieving current priorities, including delivering the planned programme, meeting staffing and CPD costs, and monitoring, reviewing and evaluating the strategy
- Commission independent careers guidance services from individuals/organisations that meet the standards set by the Quality in Careers Standard
- Set out clearly the contribution expected of all staff, including subject teachers and tutors for students' career learning and planning
- Actively involve learners themselves in the planning, delivery and evaluation of the careers programme.

## Implementation

- Year leaders coordinate the careers programme and are responsible to the Assistant Headteacher. Year leaders are also responsible for supervising the administration linked to the programme. Work Experience is planned and implemented by Elaine Fraser-Orr and Sefton EBP.
- All staff contribute to CEIAG through their roles as form tutors and subject teachers. Specialist sessions are delivered through curriculum days and PSHE sessions. The CEIAG programme is planned, monitored and evaluated by the AHT and year leaders in connection with the Careers Connect personal advisors who provide specialist CEIAG. Careers information is available in the Careers Connect Resource Centre. Administrative support is available for Year 11 references.
- Careers information is available in the Careers room and online resources such as KUDOS which are regularly updated. All curriculum areas have displays exhibiting the careers available to students in these areas.
- The careers programme includes careers education sessions, careers guidance activities (group work and individual interviews), information and research activities, WRL (including one week's work experience) and individual learning activities. Careers lessons are part of the school's personal development programme. Students are actively involved in the planning, delivery and evaluation of activities.
- In Year 8 students are advised on choices for KS4 by a variety of methods. At KS4 Options evening, students and parents/carers speak to subject leaders and college staff to discuss the courses available. The year leaders and learning mentors interview the Year 8 students along with parents/carers to discuss the preferences chosen.
- In Year 10/11 staff deliver careers lessons that discuss the options available post 16. Apprenticeship places are publically displayed. Students who are struggling to make choices are given one to one interviews with Careers Connect staff. Students who have not applied anywhere are spoken to by the Careers Co-Ordinator/Connexions and Pastoral staff. Students contemplating college courses attend taster sessions.
- The intended learning outcomes for students are based on the National Framework and are assessed using AfL techniques. All students who successfully complete work experience receive a certificate.
- An annual Partnership agreement is negotiated between the school and Career Connect which identifies the contributions to the programme that each will make. Other links will be developed with other bodies when necessary.
- Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The Assistant Headteacher is responsible for the effective deployment of resources. Sources of external funding are actively sought.
- The Partnership Agreement with Careers Connect is reviewed annually by the Assistant Headteacher and the personal advisors using the Gatsby quality standards for CEIAG, to identify areas for improvement. CEIAG schemes of work are reviewed and updated when necessary.

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## Management of provider access requests

### Procedure

A provider wishing to request access should contact Mr E Wright, Assistant Headteacher.

Telephone: 01704 228940; Email: enquiries@stanleyhigh.co.uk.

### Opportunities for access

As outlined in the table below a number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to students and/or their parents/carers.

### Premises and facilities

The school will make the main hall, classrooms or meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the School.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 8	Event for University Technical Colleges.  Life Skills – assembly and tutor group opportunities.  STEM Careers event.	KS4 options event.  Options Assemblies.	Life Skills – assembly and tutor group opportunities.
Year 9	Event for University Technical Colleges.  Enterprise project – from ideas to production and sale.	STEM Careers event.	STEM Careers event.
Year 10	Life Skills – work experience preparation sessions.  Enrichment Days.	Colleges taster day visits.  Enrichment Days.	Life Skills – assembly and tutor group opportunities.  Enrichment Days for whole year group scheduled each term.
Year 11	Life Skills – assembly on opportunities at 16.  Event for University Technical Colleges, Enrichment Day College Carousel where colleges and universities deliver information sessions.  Apprenticeship advice session.  Year group assemblies delivered by college/higher education providers.  Career assembly advising on different options available post 16.  College application workshops.	Post-16 evening.  Post-16 taster sessions, College Masterclasses.  Mock interviews with local employers.  Form time sessions for delivery of specific information and guidance.  Form time CV/personal statement sessions.	Form time and assemblies on a weekly basis.  Life Skills-How to revise sessions and exam preparation sessions.

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Please speak to our Careers Leader to identify the most suitable opportunity for you.

**Review**

This policy will be reviewed yearly by the Governing Body.

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors

Date \_\_\_\_\_

Date of next review \_\_\_\_\_

Refer to:

School website Careers page; Careers statement of Entitlement; PSHE SoW

[Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff \(January 2018\)](#)

[Careers strategy: making the most of everyone's skills and talents. The government's plan for raising the quality of careers provision in England \(December 2017\)](#)

[Gatsby Benchmarks for Good Careers Guidance \(2014\).](#)

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## **Appendix A**

### **Student entitlement - you have a right to:**

#### **Work-related Learning and Careers Education, Information and Guidance**

##### **Statement of Entitlement**

Students at Stanley High School are entitled to receive a programme of work and career related learning, careers information and impartial advice and guidance, designed to help each individual to recognise and develop their skills and abilities, know what opportunities are available in the world of work and to make plans to help them achieve their education and career goals.

##### **At all Key Stages students 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 their aspirations based upon their 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
- Receive careers information and on-going support from staff such as your Tutor
- Take part in the Year 8 Option Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4
- 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 PSHE education programme, through tutor group time and assemblies
- Be offered at least one individual appointment with a qualified, independent, impartial careers advisor
- Devise an action plan towards your career goals
- Have taken part in an enterprise activity
- 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 e.g. employer mock interviews
- Be able to access careers information and resources via KUDOS and the careers 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
- Have opportunities to evaluate individual achievements e.g. rewards assemblies, enterprise activities
- Be given the opportunity to take part in work experience

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