

# Careers Policy

## Incorporating

### **CEIAG - Careers Education, Information, Advice & Guidance Provision Mapping**

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## Context

From September 2013, The Education Act of 2011 placed schools under a duty to ensure that all registered pupils in Years 7-13 have access to independent, accurate and impartial information advice and guidance.

Each year, around 75 students (approximately 50% of the cohort) stay on from Year 11 into the Sixth Form. They are joined by approximately 75 pupils from other centres at the start of Year 12. By the end of the Sixth Form our destinations data shows choices made

		2018	[2017]	(2016)
All University	–	72%	[71%]	(69.6%)
Top 30/Top third University	–	22%	[17%]	(-)
Russel Group University	–	20%	[15.6%]	(11.3%)
Foundation Deg. College	–	6%	(-)	(-)
Apprenticeship/Training	–	11%	[4.7%]	(30.4%)
Employment	–	4%	[3.7%]	(-)

At each point where we deal with 'leavers' we ensure that appropriate advice and guidance is available, including information and support regarding apprenticeships, employment or re-commencement of study with another provider.

## Aims & Objectives

To help students develop the skills and confidence to make realistic and informed decisions about their futures and to manage the transitions from one stage of their education, training and work to the next. The objectives are;

- To ensure that students develop the skills and attitudes necessary for success in adult and working life;
- To make students aware of the range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+;
- To equip students with the necessary decision-making skills to manage those same transitions;
- To develop in students an awareness of the wide variety of education, training and careers opportunities both locally and nationally;
- To encourage students to make good use of the paper-based, virtual and staff resources available to them, in order that they can make informed and appropriate choices throughout their school journey;
- To foster links between the school, local businesses and further/higher education establishments;
- To enable students to experience the world of work and develop transferable skills;
- To ensure that wherever possible, all young people leave the school to enter employment, further education or training;
- To maintain a culture of high aspirations;
- To promote equality of opportunity, celebrate diversity, challenge stereotypes and ensure all students who require any extra assistance and guidance to reach their potential, receive it.

## Principles

The CEIAG programme is being audited and is being developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018. The Gatsby Benchmarks;

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

(<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>)

Netherthorpe School Careers operates under the following 3 main principles

- Individuality: the most appropriate outcome will differ for each student and there is no one 'best route'.
- CEIAG will be integrated as a key component of, and established within, the curriculum and seek to pursue excellence through continuous improvement.
- The delivery of up-to-date impartial careers information and guidance to individuals in all key stages.

## **External Provider Access**

As part of our legal obligation and because we believe it to be in the best interests of our students we recognise that students in years 7-13 are entitled to find out about technical education qualifications and apprenticeships opportunities, as part of a wide reaching and personalised careers programme. We seek to provide information on the full range of education and training options available at each transition point.

Please see our provider access policy on our website for further detail.

## **National and local expectations**

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

- Securing high quality, impartial careers guidance for Y7-13. Our work does start in Y7 as we believe careers should be for all students;
- 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;
- Participating in and promoting local and regional careers events (e.g. local schools Post 16 events, Derbyshire County Council Careers fair, CLT Schools and Trust activities) and working in partnership with supporting organisations (e.g.: Youth Inc, Made in Chesterfield etc.)

## **Review Priorities for careers in the coming 2 year cycle of this policy**

1. Benchmark our current programme against the Gadsby Benchmarks to seek to support individual aspirations, improving attainment and ensuring continued positive destinations;
2. Continue 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;
3. developing the use of digital technologies to meet young people's career development needs in conjunction with face-to-face support;
4. working with parents/carers, alumni and education, community and business partners to meet students' career development needs
5. continuous improvement of the planning and delivering a CEIAG programme
6. review the monitoring process of CEIAG in school

## **Statement of commitment to the priorities**

The school will;

- ensure that the governing body is involved in careers policy and strategy;
- identify a member of senior leadership 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. SENCO, Careers Leader, Head of Destinations) and specialist careers staff;
- identify a middle leader(s) to manage the operational running of the careers programme;

- 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;
- Provide high quality careers guidance services for our students which includes independent and impartial support, implementing the Gatsby Benchmarks in a phased and sustainable way
- 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.

## Provision

The current careers programme is delivered through a combination of methods, including PHSE in Years 7 to 10, Form activities/days, through assemblies, Post 16/18 events, presentations, in lessons specific to subject areas, employer visits, work experience, seminars, workshops, drop down days and 1:1 sessions. Additionally, several special events are held such as the careers fair, an annual activity of careers events held.

To enable students to track their progress and have a record of their skills, achievements and goals, the UniFrog programme is being rolled out in school.

The drive is to enable students to relate their school experience and factors such as punctuality and subject learning, to the world of work, as well as helping them identify any gaps they have against an employability skill set.

By the end of the key stages all students will:

### Key Stage 3

- have a greater awareness of themselves (their qualities, abilities, weaknesses & limitations).
- know how and where to access careers information & guidance.
- be aware of the implications of KS4 choices.
- be able to explain & understand the links between school & the world of work.

Some students will have specific 'Careers and Destinations' work undertaken with them based on an increasing drive of personalisation across the school e.g. Sheffield University outreach activities.

### Key Stage 4

- have chosen an appropriate education or training pathway by researching the necessary information, advice & guidance.
- have participated in at least week of work experience. Our school focus remains 2 weeks and the vast majority of students have achieved this over the past decade
- have an increased awareness of post-16 (and post-18) options & pathways, including Apprenticeships & higher education.
- have an increasing portfolio of career-related documents including but not exclusively a CV, a Personal Statement and a Key Skills audit.

### Key Stage 5

- have an increased awareness of postpost-18, and where applicable post-HE, options & pathways, including HE, Apprenticeships (various levels), Internships, Employment, training, hybrid options, college, overseas opportunities and Gap Years.

- had access to a Post 18 mentor to support the students application(s) to preferred destination of choice
- have built their CV and Personal Statement through study, volunteering, access to student leadership opportunities, work experience, part-time work etc.
- have chosen and successfully applied for an appropriate pathway by researching the necessary information, advice & guidance
- have participated in appropriate work experience.

#### Equal Opportunities

- All students have an entitlement to CEIAG regardless of race, gender, religion, ability (including SEN and G&T), disability, background & sexual orientation.
- All students have equal access to accurate, current, impartial & independent information, advice & guidance, free from bias and stereotyping.
- Students' personal needs and aspirations are the most important factor in any activity and will be treated with respect.
- The programme will continue to reflect the changing nature of occupational patterns and trends.

All students have access to a range of resources (including web-based) which match individual need. The CEIAG programme will seek to help students to understand;

- The importance of equal opportunities in working life.
- To challenge stereotyping & demonstrates how to deal with prejudice & discrimination of all types.

We have a wide ranging and evolving list of events please speak to our named Careers Leader/Head of Destinations to identify the most suitable opportunity for you.

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Year 7 & 8	Careers in citizenship		Careers in citizenship
Year 9	The big Event, Assemblies.	Real Game & Options events across school	
Year 10	Work Experience (WEx) Assemblies. WEx programme in citizenship	Working through the WEx system with Derbyshire WEx online	2 Weeks Work Experience & review. Health and Safety work in Citizenship
Year 11	Youth Inc work with specific students Post 16 Careers Fair (open to all Years)	Taster Sessions, support with applications. Apprentice support	Examinations
Year 12	Destinations Programme. WEx explained. Unifrog engagement. Specific sessions for specific groups	Various talks, tailored. Volunteering, WEx, Leadership (SFSLT) opportunities, enterprise activity/various events	Post 18 Day, UCAS & Apprentice Fair, University and Apprenticeship visits Post 18 Mentor allocation
Year 13	Post 18 Mentor work Deadline support.	Targeted support with Post 18 Mentors, Destinations lead.	Examinations

## Learning Outcomes

Students should be able to:

- Assess their achievements, qualities and skills;
- Present this information as appropriate;
- Use this information for personal development;
- Set career and learning targets;
- Recognise and deal accordingly with influences on their attitudes, values and behaviour in relation to work; and
- Recognise the value and impact their activities at school can have on their future.

## Implementation

The school guarantees impartial and independent advice via:

- access for all students and staff to the start profile careers exploration website and other appropriate sources of guidance;
- promoting the National Careers Service Website and Helpline;
- promotion of independent websites relevant to all career needs, from choosing a university to pursuing a career via an annually updated pamphlets
- in Year 9, at options evenings, details available on the school website
- in Year 11 at the Careers Fair, Post 16 seminars, Sixth Form Open evening, SLT meeting regarding options
- in Sixth Form through Destinations and or enrichment sessions, UCAS and Post 18 Fairs, University and Apprenticeship visits day, Open day and interview day
- access to a wide variety of external speakers offering independent sources of information including several local and national employers, representatives from professional bodies and organisations
- former students, visiting on a range of events
- all staff have a part to play in the implementation of this policy through their role as tutors and as subject specialists.

## Information and Resources

Careers information and resources are located in the Unifrog package and Careers Resource Centre, which contains up-to-date, impartial information presented in a variety of media. It is reviewed and renewed on a regular basis by the Careers Leader. College and University prospectuses are current, and visual displays on the noticeboards are kept current in both the School and Sixth Form resource points. The careers library can be accessed by students before school, during break and lunch times and after school.

## **Monitoring, Review and Evaluation**

This policy will be reviewed bi-annually in order to allow sustained and effective careers provision to be established.

Parents are welcome to give feedback on any aspect of the CEIAG programme to the Careers Leader.

The Careers Leaders work is assessed at least annually by the line manager from the SLT via appraisal.

Student voice activities are conducted with students from various year groups. All activities should seek to include a separate survey used to collect feedback

## **Careers and PP, SEND provision**

*(PP – Pupil Premium, SEND – Special Educational Needs or Disability)*

Every SEND & PP student follows the same programme of careers as their peers, with adaption and support from the SEND team or PP Lead where appropriate. Groups with include PP, SEND and others are identified by Heads of Section and leaders to ensure independence advisors see and work with these students through their time with us.

The careers programme is primarily focused on individual choice and personal aspirations it is tailored for young people's needs naturally.

Tutors, Heads of Section, SEND and PP leaders can refer students to the Careers Leader to enable early identification of any needs and necessary adaptations, as well as to recognise the careers aspirations of young people with additional needs. Where any extra intervention is deemed necessary, they are prioritised for a careers appointment with the external, independent careers adviser.

Students can also self-refer and form tutors are also able to raise concerns. If a student has an additional need that current provisions cannot fully address, advice will be sought from the National Careers Service, for guidance on providing the best support.

## **Partnerships**

The CEIAG programme is greatly enhanced through links with several partners who help ensure that students' learning is up to date and relevant. We strive constantly to expand and improve links with employers and other local groups such as Made in Chesterfield. This involvement includes the provision of work experience placements, careers talks, workplace visits and mock interviews. Links are also maintained with Chesterfield College together with various training providers supporting apprenticeships for those pupils considering that route as an alternative to further or higher education.

## Work Experience

The objective of Work Experience in Year 10 is to provide students with an opportunity to experience the world of work first-hand, and to develop their employability skills. Where possible, students should seek a placement in an environment which is linked to a career which they are considering for their own future.

During the placement, students will develop their communication skills, learn about the expectations of a workplace and possibly develop some skills which are specific to their placement role. All students will be offered the opportunity to undertake at least one-week placement in the summer term of Year 10. The school works with Derbyshire Work-Experience online team to ensure all checks are completed in order for students to enjoy a safe and secure placement.

This experience may be limited by the availability of suitable placements.

It is ultimately the student's responsibility to ensure that they have secured a placement (before the deadline given by the Careers Leader); however, support in finding a placement will be offered by the school via citizenship lessons in Year 10.

Prior to the placement, students will participate in several preparation activities including creating a CV, letter/e-mail writing and potentially a mock interview. A Work Experience briefing will be held for all students in Year 10 in the week prior to their placements to ensure that they understand how to approach their placement, and the procedures to follow if there are any problems.

Necessary and relevant health and safety information will also be covered through the process and will require signatures from all three parties (Employer, Student and Home) to enable the placement to go ahead.

Each student will be visited or telephoned during their placement by a member of staff.

On return to school, there are Work Experience debrief sessions during form time where the students are given the opportunity to reflect upon and share their experiences with classmates and staff.

Students are not permitted to undertake placements outside of England and Wales, for Health and Safety and other regulatory reasons - the school cannot ensure that students are working in a safe environment at such a remote distance.

When a placement is requested outside of Derbyshire, the school will request that Health & Safety checks are undertaken in conjunction with the work by Derbyshire Work Experience. This can rely on multiple parties beyond the schools control working to deliver the placement it is therefore essential that all parties understand cancellations and delays are possible any after January in the year cannot be guaranteed.

Work experience is offered to students in Year 12 and 13 adopting the same system as Year 10. In Sixth Form the nature of requests varies and therefore discussion are with the Head of Destination and subject staff to allocate the most suitable point for the individual.

**It is expected that all students complete work experience and it is advised this is in Year 12.**

Students can discuss specific needs with their tutor, Head of Destination, Careers Leader or Head of Section.

## **Safeguarding**

To ensure that students are safe during Work Experience placements, the school will check that the organisation offering the placement holds valid 'Employers' Liability Insurance' (ELI) for the time of the placement. Any placement which does not hold ELI and which has not been Health and Safety checked for the period of the placement will not be approved for Work Experience, and the student seeking the placement will be advised to find an alternative. In addition, the school cannot support placements with sole traders or single employees.

## **Staff Links and training**

All staff have a duty to play their part in students' progress through the careers curriculum, some of the examples from Netherthorpe School include:

- Form tutors relationships with their tutee's to enable information flow to individuals of interest, need or suitability.
- Subject teachers linking their curriculum subject to careers and ensuring students realise what skills their subject is promoting, as well as the opportunities a qualification in a subject can provide;
- Coordinating or enabling work experience;
- Providing a reference for someone's job, training, HE or FE application;
- Monitoring progress and conducting interviews/application meetings to ensure students are on track and assisting them with post-14, post-16 or post-18 applications such as UCAS, apprenticeships or employment;
- Senior managers ensuring a whole-school focus on careers education and supporting CEIAG development;
- Coordinating CPD to ensure all relevant staff are trained appropriately with regards to careers.

Opportunities are provided for attending further training courses and these are monitored and reviewed in the annual appraisal. The external, independent advisor who visits school weekly is qualified and the service level agreement dictates that training is kept up to date.

Some key sites for use with training and supporting this policy:

<https://www.unifrog.org/>

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

<https://nationalcareersservice.direct.gov.uk/>

See Head of Destinations and Careers Leader for specific guidance.