



HAGLEY CATHOLIC HIGH SCHOOL AND SIXTH FORM



Careers Education, Advice and Guidance Policy

This policy was adopted by the Hagley Academy Committee on 16 October 2018

Careers Policy

The Government's new Careers Strategy sets out a long-term plan to build an excellent Careers system- helping young people and adults choose the career that is right for them. All students are entitled to a careers education and guidance programme. The programme of study will be flexible and aims to prepare students for their progress in adult life and their chosen learning pathway.

The Careers programme will enable the students to develop their skills, linking curriculum learning to careers, for students to develop their skills in self-development/ careers exploration and personal guidance.

Student entitlement

The 1997 Education Act states that all registered pupils are provided with independent career guidance during the relevant phase of their education. From Years 9-11 pupils have access to careers education, information and guidance. Furthermore, the 14-19 White Paper states that from Year 7 careers education is implemented to all pupils.

The Careers team at Hagley Catholic High School are committed to providing a planned programme of careers education, information and guidance for all pupils from Year 7 to Year 13.

Students are entitled to CEIAG that is impartial, tailored for each student, confidential and is integrated into their whole school experience.

Aims

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Hagley Catholic High School will provide students with a programme of careers education, information, advice and guidance. Our aim is:

- To focus students on their future aspirations
- To contribute to strategies for raising achievement, especially by increasing motivation
- To encourage participation in continued learning including higher education and further education
- to meet the needs of all our students
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To develop employment skills
- To reduce drop out from and course switching in education and training

- To involve parents and carers

Outcomes

The outcomes for students of the Careers Education Programme at Hagley Catholic High School will be:

- To support the eight Gatsby benchmarks of Good Career Guidance. (see appendix 1)
 1. A stable careers programme
 2. Learning from career and labour market information
 3. Addressing the needs of each pupil
 4. Linking curriculum learning to careers
 5. Encounters with employers and employees
 6. Experiences of workplaces
 7. Encounters with further and higher education
 8. Personal guidance
- Understand how their own skills and qualities can be adapted in relation to education, training and work
- Gain substantial knowledge of available career pathways using a number of different resources including ICT software.
- Gain an understanding of all opportunities available to them- post 16, both education and careers opportunities
- Feel positive about transition from pre to post 16
- To make every second, minute, hour and day count- Understand themselves, their interests, likes and dislikes, what they are good at and how this affects the choices they make
- Have access to current information about labour market trends, occupations and lifestyles
- Take part in one week work experience where their skills and qualities can be put into practice
- Follow a process of action planning and target setting and attended one or more careers/pathways interview
- Attend assemblies/organised days/visitor sessions on education, careers and training.

Delivery of the Programme

Years 7-9

A careers, work related learning and enterprise programme will be delivered during tutor time and collapsed timetable days, for example PHSE and Challenge Week. Year 8 will investigate their skills, interests and work preferences to match against suitable occupations. They will also research into the labour market and their expectations of job availability and salary, and the training required. Year 9 students will be given the opportunity to explore all KS4 and KS5 Choices available to them as well as have an introduction to KUDOS a 24-hour interactive careers programme available via the internet.

Before choosing their options all students receive a Learning Pathways Interview to help guide and support them on their chosen learning pathway.

Years 10-13

The programme will be delivered by the same method as for Year 7-9 as well as through assemblies/organised visits/external agencies and work experience. Careers interviews will be available for them

A trip to the Three Counties Career Fair at Malvern Showgrounds focuses on careers available in the three local counties of Herefordshire, Gloucestershire and Worcestershire such as: engineering and manufacturing, cyber security, construction, food production and the land based industries. The aim of the trip is to support student's aspirations and make them aware of some of the employment opportunities available to them post Hagley Catholic High School.

Students in Year 11 will focus on Post-16 personal statements, CV writing, mock interviews and applications to colleges and apprenticeships. Individual interviews with the careers officer will be available for all students. Progressive pathways Post16/18 and after, such as Higher Education or Apprenticeships where appropriate, will be explored and explained.

Other events and activities are planned and organised separately throughout the year.

The careers education and guidance policy is consistent with that of the whole school policies and is governed by the general statement of intent with regard to the following:

Equal Opportunities

The careers policy aims to provide equal opportunities for all students within the broad balanced careers curriculum, which will not discriminate against gender, culture or ability.

The Learning Support team and the Careers Adviser will work closely with those with learning difficulties.

Differentiation

In careers education and guidance, there is a need to offer a programme of learning experiences which are appropriate for all ability levels and which will take into account their thoughts and feelings about themselves and the world of work. Each student will find freedom and flexibility in the programme to follow their individually defined pathway.

Differentiation will usually occur when there is a planned intervention by a member of staff in order for the student to make maximum progress and to be able to access bespoke information.

The careers programme will use a number of resources, either in house or web based that will be readily available at all times and are easy to use. All students will be able to access the information within the tutor programme and their Citizenship lessons. Lesson delivery will involve mixed ability groups. Students will support each other by discussing their own and each other's future plans in a positive manner.

Extra support will be offered to small groups or individuals; this will be in the form of: Careers/Personal Advisor, Tutor, Learning Support Manager and Head of Year.

The more able student will be able to access extension activity material where necessary.

Work Experience

Students in Year 10 have the opportunity to spend three days in the last week of Year 10 developing their hands on experience of work. Students in Years 12 depending on their course may attend one day or a series of days on work placement tailored to their course.

All students will be supported to independently find a placement where possible, suited to their chosen career pathway (where possible).

Preparation for work experience will be made during tutor time. Post work experience; students will reflect on their placement and complete their diary etc. during Tutor time.

Delivery of the Career Programme

A number of parties will be involved in the delivery of the programme:

THE CAREERS LEAD - will oversee all careers input.

HEAD OF YEAR - Will be aware of general activities concerning education through assemblies, tutor meetings etc.

TUTORS - Will be involved in the delivery and evaluation of the programme during tutor time.

CAREERS ADVISER- Will be in school every day, supporting a range of students.

LEARNING SUPPORT ASSISTANT- Will support students/groups or individuals where necessary.

OUTSIDE AGENCIES- Visits from outside agencies add a great deal to the programme. These will include employers running individual sessions as well as Industry/Employability Day.

PARENTAL INVOLEMENT- is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. All online resources are easily accessed through the links on the school website. Parents are kept up to date with careers related information through letters and at open evenings.

Resources

The Careers office is based in The HUB, resources include:

- Career information- brochures/books/leaflets
- College and University prospectus
- Access to ICT- kudos
- Open day information

Cross-curricular Careers Work

Each department works closely with students to advice and guide them on specific career Pathways and progression routes relating to their subject area. Each department are also involved in the pathway process in Year Nine.

Assessment, Monitoring and Review Careers Education

As with other subject areas, students will be monitored on their individual progress, plus their targets and action plans.

Careers Guidance is monitored and evaluated annually through discussion with key staff and students and appropriate observation of activities by the Senior Leadership Team.

When reviewing the programme, the School Development Plan (SDP) is used to ensure that the Careers Education is fully supporting whole school aims.

The programme will aim to:

- Ensure all students reach an agreed level of personal achievement
- Help students recognise their achievements
- Increase their confidence, self-esteem and motivation

Student's will:

- Record their own learning and achievement
- Be monitored by staff
- Use individual self-assessment
- Monitor themselves through checklists

Evaluation

Formal evaluation will take place after work experience and Year 9 Pathways. This will take place in the form of questionnaires issued to the students.

1:1 meetings with students will take on less formal evaluations, discussing changes and giving feedback.

Appendix 1:

The Gatsby Benchmarks for good Careers Guidance

1. A STABLE CAREERS PROGRAMME Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

3. ADDRESSING THE NEEDS OF EACH STUDENT Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. LINKING CURRICULUM LEARNING TO CAREERS All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

6. EXPERIENCES OF WORKPLACES Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. PERSONAL GUIDANCE Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all students but should be timed to meet their individual needs.