



CHRISTLETON HIGH SCHOOL

CAREERS GUIDANCE POLICY

Careers Education

1 Introduction

- 1.1 The Government's careers strategy¹, published on 4th December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. Every school providing secondary education should use the Gatsby Charitable Foundation's Benchmarks² to develop and improve their careers provision. These Benchmarks set out and help to define all of the elements that make up an excellent careers programme: one that provides all stakeholders with access to the help, knowledge, support and opportunities they need to have fulfilling and successful careers.
- 1.2 For the purposes of this guidance, 'careers guidance' refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

The employment market is changing in ways which make it more important than ever for students to take personal responsibility for managing their own career development throughout life. For this they need to develop the skills to manage their own career including the abilities to reflect and review, to plan and make decisions, to use information resources effectively, to create and to take opportunities, and to make provision for lifelong learning. Career Education Guidance (CEG) is one essential component of the overall support which students need.

There is, however, an important interrelationship between career education, information and guidance and the development of employability and career management skills.

- 1.2 Both the nature of employment and the way in which the employment market functions are undergoing ever more rapid, technology-led change. The range of opportunities taken up by students is now broader than ever; their career patterns are more varied, less predictable and more volatile. The choices which students face are becoming less certain and more complex. There is therefore a critical need to prepare students to face the future, and for CEG provision to be forward-looking and innovative.
- 1.3 The career preparation of students is important not only to students themselves but also to their families, to employers, to Government, to the tax-payer and to the economic prosperity of the

¹ <https://www.gov.uk/government/publications/careers-strategy-making-the-most-of-everyones-skills-and-talents>

² <http://www.goodcareerguidance.org.uk/>

country. These various stakeholders are entitled to expect that the provision of CEG is quality assured with the same rigour as other aspects of academic provision.

- 1.4 A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students access to careers education, information and guidance. Christleton High School endeavours to follow the statutory guidance in ***The Technical and Further Education Act (2017)*** as well as ***Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018)***.
- 1.5 The launch of the 'Pathway' name and logo in December 2011 gave a clear brand identity and vision for careers advice, work-related learning, and progression to employment within the school. The priorities of Pathway are to: -
- increase awareness of students, teachers, and parents of employment opportunities and pathways available
 - further develop employability skills of students
 - offer impartial and independent careers advice and guidance to students in all key stages.

2 Principles and Aims

- 2.1 The Careers Strategy at Christleton High School aims to provide impartial information, advice, guidance and support for both students and prospective students. It is envisaged that this support will empower students to reach well-informed, reasoned decisions about their future education, training and occupations. Students will be encouraged to recognise and utilise their academic and non-academic skills to achieve their true potential in life and foster a culture of life-long learning.
- a All students will be given the opportunity to develop the knowledge, skills and attitudes to manage their own learning.
 - b All students will have access to careers education and guidance, irrespective of race, gender, special needs, culture background and ability.
 - c Students will have access to careers education guidance and information at the point of need.
 - d The careers education guidance and information provided will be impartial and free from bias towards and particular organisation, employer or individual.
 - E All students will receive the statutory advice, guidance and opportunities as set out in the government's Gatsby Benchmarks

3 Self Development

- 3.1 Students will be taught to develop the skills necessary to:
- a evaluate themselves honestly and realistically;
 - b identify transferable skills;
 - c understand personal needs, values and aspirations;
 - d match personal skills, abilities and interests to careers aspirations.
 - e actively seek to challenge stereotypical thinking and raise aspirations.

4 Career Exploration

- 4.1 Students will be taught to develop the skills necessary to:
- a identify and select sources of careers information, data retrieval and analysis;
 - b find out about opportunities and progression routes, including entry requirements, skills, qualities and the experience required

5 Career Management

5.1 Students will be taught to develop those skills necessary for them to manage their own learning and career planning:

- a negotiating;
- b decision making;
- c reviewing progress;
- d goal and target setting;
- e summarising achievement;
- f making applications;
- g self-presentation

5.2 At Christleton, Careers Education and Guidance includes

- a personal interviews (e.g. with Sylvia Wood, Pathways Advisor) - Every pupil will have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.
- b work experience (we will ensure (By Sept 2020) that by the age of 16, every pupil has at least one experience of a workplace, and one further such experience by the age of 18)
- c action planning and recording achievement (e.g. U-explore website)
- d careers lessons (as part of the PSHCE programme)
- e assemblies
- f visits, including Pathway Days– we will offer every young person seven encounters with employers – at least one each year from Year 7 to Year 13
- g guest speaker presentations – we will ensure that some of these guest speakers or employer encounters will be with STEM employers.
- h employer engagement sessions - Every year, from the age of 11-18, pupils will participate in at least one meaningful encounter* with an employer.
- i Careers Information Evening
- j 360 Futures Fresher’s Fair and electives
- k Post 18 options and destinations events and talks:
 - By the age of 16, every pupil will have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This will include the opportunity to meet both staff and pupils.
 - By the age of 18, all pupils will have had at least one meaningful encounter with a university to meet staff and pupils, either virtually or in person.
- l Apprenticeships – By the age of 16 or 18 all those who are considering an apprenticeship will have received at least one encounter with an apprenticeship provider and also an apprenticeship package facilitated by the CEIAG Programme co-ordinator
- m Governor support and guidance – The Careers Lead and CEIAG Programme co-ordinator will be supported by a named governor
- n 3 signature events across the year to be arranged and managed by the CEIAG programme co-ordinator and the Careers Lead e.g. Empowering Women event 2019 or the Apprenticeship Pathway Day at the Law College 2019.
- o The launch of the CHS Careers Week every March – to coincide with National Careers Week

Our aim is to enable the students and parents/carers to make educational, vocational and training choices as part of their ongoing education and to prepare them or their child/ward to manage a wide range of adult roles.

5.3 In particular it should enable them to:

- a Develop sense of self-awareness and knowledge of their skills, abilities and potential.

- b Acquire knowledge of the world of work and the opportunities for continuing education, training and employment.
- c Make decisions about their continuing education, training and employment choices and be able to implement those decisions.
- d Develop a structured approach to vocational decision making, using U explore and/or other appropriate means.
- e Acquire and recognise transferable skills, which will allow them to be effective in a variety of situations in adult and working life.
- f Access and use information about career paths and the labour market to inform their own decisions on study options³.
- g Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
- H Have access to good quality information about future study options and labour market opportunities. Christleton High school in conjunction with the National Careers Service will provide this portal.⁴

5.4 CEG not only helps individuals by developing their skills and increasing their employability, it also aims to raise their motivation and achievements. In addition, CEG contributes to students' broader learning in school by helping them to choose courses and develop skills that are appropriate for their career path.

5.5 With the current emphasis on adaptability to change, learning is becoming a lifelong process. Careers choices are rarely made for life, and Careers Education and Guidance has to reflect the need for a flexible workforce whose education continues long past school and university.

5.6 Christleton High School will promise to:

- a keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.
- b All pupils should have access to these records to support their career development.
- C Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.
- D to help build and maintain alumni networks which will be invaluable for giving pupils encounters with employers and employees
- E to help collect and analyse destination data to help Christleton High School track and assess the impact of our careers provision.
- f to ensure that we work closely with the Local Authority to share data on students who are likely to need support with post-16 participation costs e.g. Pupil Premium, LAC, FSM
- g to notify the Local Authority whenever a 16 or 17 year old leaves our Sixth Form before completion
- h to ensure that for looked after children, their personal education plan can help inform careers advice
- I to ensure that a student/parental survey sample is done every 24 months to judge the impact of our CEIAG programme
- J To appoint a CEIAG Programme co-ordinator to: Oversee and track the implementation and impact of the CEIAG provision at Christleton High School under the nominated Careers Lead
- K to appoint a nominated governor to provide support, guidance and oversight of our Careers provision
- L Ensure all students will receive the statutory advice, guidance and opportunities as set out in the government's Gatsby Benchmarks including LMI information.

³ <http://www.lmiforall.org.uk/>

⁴ <https://nationalcareersservice.direct.gov.uk/>

6 Assessment

- 6.1 Career learning outcomes have been identified and a framework for assessing what students have achieved needs to be developed for all year groups, although there is no statutory requirement that CEG be assessed.

7 Monitoring, Review and Evaluation

- 7.1 A formal framework for monitoring the delivery of the careers programme needs to be developed. All key events, such as Practice Interview contain an element of student evaluation/feedback and evaluation by participants. Informal evaluation takes place constantly in a dialogue between staff.
- a this will include a 12 month review and reflection using the Gatsby "Compass Tool" to highlight any possible gaps or areas of weakness within our provision
 - b It will involve an audit of CEIAG provision within the TLT, to enable the sharing of good practice and highlight any need within the trust for extra training.
 - C it will include a yearly student/parental survey to judge the impact of our CEIAG programme

Work Related Learning

8 Introduction

- 8.1 Work-related learning is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including:
- a learning through work - by providing opportunities for students to learn from direct experiences of work, (for example, through work experience or part-time jobs, enterprise activities in schools , vocational contexts in subjects and visits to industry);
 - b learning about work - by providing opportunities for students to develop knowledge and understanding of work and enterprise, (for example, through vocational courses and careers education);
 - c learning for work - by developing skills for enterprise and employability, (for example, through problem-solving activities, work simulations and mock interviews).
- 8.2 This three-strand approach highlights that it is not skills and knowledge that are unique to work-related learning, but the context in which they are developed. Direct experience of the world of work should be at the heart of work-related provision.
- 8.3 Christleton High School is committed to maximising the benefits for every student, in the development of a whole school approach to work-related learning. We recognises that there should be some work-related learning for all students and more for some. The school wishes to promote work-related learning as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work'. The school curriculum should provide a range of activities and opportunities for all students to prepare for working life by developing an understanding of the diversity of the workplace opportunities and requirements.
- 8.4 All and any work related provision will be audited and safeguarded under our Alternative Provision Policy and the schools safeguarding policy.

9 Aims for Work Related Learning (WRL)

- 9.1 We aim for work-related learning to focus on the provision of opportunities for students in order to prepare them for adult and working life and include:
- a to improve educational standards through using contexts that improve motivation and attainment for all students;
 - b to ensure that students follow a range of courses and programmes which are appropriate to their longer term aspirations and needs;
 - c to improve students understanding of the world of work and its demands;
 - d to improve the quality of provision and guidance;
 - e to increase access and choice for all students;
 - f to improve the transition of students from school to adult and working life
 - g to develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
 - h to promote awareness and understanding of work, industry, the economy and community;
 - i to relate skills attitudes, concepts and knowledge learned in school to applications in the wider world;
 - j to challenge gender, and other stereotypes surrounding certain jobs which are "not for people like me"
 - k to provide a clear focus on entrepreneurial skills to enable self-employment success

10 Rationale

- 10.1 All young people need work-related learning as an essential part of full preparation for an adult life in which they will contribute to the country's economic well-being. Young people are increasingly concerned with the role of education in occupational success. They want to see the relevance of education to their future lives, and they want assurance that what they are learning is developing their employability. Work-related learning provides the connection between learning and earning, which a strong motivator for many.
- 10.2 Learning about work and enterprise is only one aspect of work-related learning. Some basic economic understanding is essential for all citizens. All young people need to understand how the economy functions, including the role of business and financial services.
- 10.3 Many of the skills valuable for both higher education and future employment can be developed through work-related activities. Work experience and enterprise schemes, with their focus on social and personal skills, offer opportunities to stretch the most able students. One of the barriers to participation in higher education is the low self-esteem and limited aspirations of many 14 to 16 year olds. Improved knowledge of the labour market and employers' needs will raise the aspirations of some and help others make more informed decisions about suitable learning programmes post 16.
- 10.4 Work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from the school to adulthood and employment.
- So that students can make this effective transition we should provide a range of opportunities for students to learn, about, through and for work in a range of contexts. The school seeks clearly identified work-related learning outcomes for all students together with procedures for assessing individual student's progress.
- 10.5 All and any work related provision will be audited and safeguarded under our Alternative Provision Policy and the schools safeguarding policy.

11 Curriculum Provision

11.1 Work related learning activity and opportunities within our school are provided by:

- a National Curriculum Subjects
- b Vocational Education
- c Experience of Work
- d Careers Education and Guidance
- e Personal and Social Education
- f Extra Curricular Activities

12 Assessment and Accreditation

12.1 At this moment in time there is no presumption that WRL should lead to formal examination for all students, although a small number of students at Key Stage Four follow The 'Learning to Work' programme which gives them formal recognised qualification. Evidence of individuals' learning could be included in their PSHCE folders and *U-Explore* (dream 'cloud') or Unifrog

12.2 Assessment is all about collecting evidence of students' work and making judgements about how well students have achieved learning outcomes.

12.3 Assessment of WRL at Christleton High School will be undertaken in number of ways.

- a By teachers who observe students undertaking tasks such as PSHCE activities, or ICT teachers who mark CV's for the Practice Interviews, (similarly English teachers and the application forms).
- b By visiting speakers, such as assessment sheets used to mark student performance in Practice Interviews.
- c By our Pathways Careers Advisor who assesses through interview how much students are learning to apply career planning skills.
- d By students themselves – self assessment, action planning – recorded in ***U-Explore (dream 'cloud') or on Unifrog.***
- e By visiting interviewers during the Sixth Form Mock Interview Day
- f As part of the student/parental survey sample conducted every 24 months
- g As part of our yearly CHS Careers Week in March

13 Management of Work Related Learning

13.1 The nominated school Careers Lead has responsibility for:

- a the management and co-ordination of the various aspects of work-related learning;
 - b the range of activities in each key stage;
 - c how the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated;
 - d the procedures and strategies for student evaluation of activities and learning outcomes;
 - e the systems to secure balance, progression and continuity; and
 - f ensuring appropriate channels of communication at senior management level, governing body and consortium and across LA.
- G ensuring that all pupils and parents are aware that if they do not achieve a grade 4 or better in GCSE maths and English by the end of key stage 4 they will be required to continue working towards this aim as part of their 16-19 study programme.

H to work with the Careers & Enterprise Company to identify an Enterprise Adviser appropriate for the school.⁵

13.2 Individual subject staff are responsible for:

- a ensuring that their schemes of work contribute to work-related aims;
- b identifying the types of activity at relevant points in the schemes of work;
- c identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them;
- d clarifying how the activities helps progression and learning about, for and through work; and indicating the scope for students to set their own learning objectives.
- e ensuring that all curriculum areas provide at least 1-2 employer engagement opportunities every school year.
- f the STEM subjects will ensure that by the age of 14, every pupil will have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
- g providing at least TWO encounters within their subject area across the school year
- h to facilitate their subject provision across CHS Careers Week every March

Approved by the Governing Body on 3 December 2020

⁵ <https://www.careersandenterprise.co.uk/schools-colleges>

Christleton High School: Provider Access Policy

Introduction

This policy statement sets out the school’s arrangements for managing the access of providers to pupils 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.

Pupil entitlement

All pupils in years 8-13 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 taster events;
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact *[Mr Mike Cosstick]*, *[Assistant Head, Head of Sixth Form and Careers Leader]*, Telephone: *[01244 335 843]*; Email: *[cosstickm@christletonhigh.co.uk]*

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
Year 7	<ul style="list-style-type: none"> • Apprenticeships assembly 	<ul style="list-style-type: none"> • CHS Careers Week 	<ul style="list-style-type: none"> • Life skills – assembly and tutor group opportunities
Year 8	<ul style="list-style-type: none"> • Apprenticeships assembly 	<ul style="list-style-type: none"> • Life skills – assembly and tutor group opportunities • CHS Careers Week 	<ul style="list-style-type: none"> • Day at a University • Careers preparation Day
Year 9	<ul style="list-style-type: none"> • Careers and employability Fair (Nov) • Post-16 options assembly 	<ul style="list-style-type: none"> • KS4 – Options event • Apprenticeships assembly • CHS Careers Week 	<ul style="list-style-type: none"> • Life skills – assembly opportunities • Day at a University • Careers preparation Day
Year 10	<ul style="list-style-type: none"> • Careers and employability Fair (Nov) • Apprenticeships assembly • Post-18 options assembly 	<ul style="list-style-type: none"> • Work experience event • Work experience assembly • KS4 – Curriculum Evening • CHS Careers Week 	<ul style="list-style-type: none"> • Year 10 work experience placement
Year 11	<ul style="list-style-type: none"> • Careers and employability Fair (Nov) • Apprenticeships assembly • 1-1 interview with careers adviser 	<ul style="list-style-type: none"> • Post-16 evening • Post 16 taster sessions • Employability Day • Student perspective on post-18 options afternoon. • CHS Careers Week 	<ul style="list-style-type: none"> • Post-16 Taster Day
Year 12	<ul style="list-style-type: none"> • Fresher’s Fair and 360 electives. • Careers and employability Fair (Nov) 	<ul style="list-style-type: none"> • Post-18 options evening • 360 Futures electives • Alumni talks on careers • CHS Careers Week 	<ul style="list-style-type: none"> • Mock Interview Day • Careers Conference • UCAS Post-18 destinations conference

	<ul style="list-style-type: none"> • Apprenticeships assembly 		
Year 13	<ul style="list-style-type: none"> • Careers and employability Fair (Nov) • Unifrog sessions in PSHCE • UCAS application and Post-18 360 Futures sessions. 	<ul style="list-style-type: none"> • Careers breakout sessions (lunch and break) • Alumni talks on careers – 360 Futures • CHS Careers Week 	

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

Premises and facilities

The school will make the main hall, classrooms or private 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 Careers Resource Centre, which is managed by the school librarian and careers adviser. The Resource Centre is available to all students at lunch and break times.