

# Careers Education and Guidance



Published by the Governors of Priestlands School

Prepared for Governors by Kerrie McAdam

Considered by Board of Governors: September 2018

Ratified by Board of Governors: September 2018





## 1 Overview

- 1.1 Careers Education is as much about aspiration and inspiration as it is about advice.
- 1.2 It aims to help students develop skills, attitudes and abilities which will enable them to plan for and achieve a positive future.
- 1.3 Priestlands is committed to delivering a careers programme which encourages high aspirations and which provides high quality, independent advice and guidance.
- 1.4 This policy adheres to the statutory guidance, “Careers guidance and access for education and training providers” January 2018.
- 1.5 Priestlands School acknowledges its responsibility to provide independent and impartial guidance for students in years 8-13.

## 2 Aims

- 2.1 To provide independent and impartial advice on a range of education, training and employment opportunities in a manner which promotes the best interest of the student.
- 2.2 To provide inspiration through more “real life” contact with employers and the world of work.
- 2.3 To deliver a Careers programme which encourages high aspirations and which provides high quality guidance based on information and knowledge.
- 2.4 To ensure that students are confident and prepared to make realistic and inspired choices at every decision-making junction.
- 2.5 To ensure students know about financial support for continuation in education or training up to age 18.
- 2.6 To ensure students understand the importance of STEM subjects in a wide range of careers.
- 2.7 To ensure that the school strategy for advice and guidance is clearly linked to student outcomes.

## 3 Raising the Participation Age (PPA)

- 3.1 All students now have to stay in education (school/college) or employment with training until they are 18.
- 3.2 Students who do not achieve a grade 4 or better in GCSE English and Maths will be required to continue to study these subjects at college or as an apprentice.
- 3.3 This information will be made clear to students.

## 4 Working with the Local Authority

- 4.1 Priestlands will work with the Local Authority to support vulnerable students, including those with special educational needs and those who are disengaged or at risk of becoming disengaged.
- 4.2 Priestlands will provide the Local Authority with student destination data and will inform them if any student drops out before course completion if they are 16 or 17.

## 5 Independent and Impartial Careers Advice

- 5.1 Priestlands employs a Level 7 qualified, part-time, independent careers advisor.
- 5.2 Independent advice is also provided via a number of other career events; our careers fair in October, open days in local FE colleges, visits from employers and post 16 providers and through the school’s work with Solent Education Business Partnership.

## 6 Working with other Education Trainers and Providers

- 6.1 Where appropriate Priestlands will organise visits to external providers including open days and taster sessions at colleges/schools/universities.
- 6.2 External providers may be invited in to school to deliver talks/workshops regarding post-16 provision.

## 7 Careers Advisor

- 7.1 Our Careers Advisor will offer the following provision:
  - attend and support information evenings/parents evenings/curriculum choices evenings/careers events.
  - provide training and support to staff who deliver the careers education modules through the Life Skill Programme;
  - provide face to face careers guidance (individual/small group) where appropriate;
  - work with the Careers Coordinator to plan the Careers Education schemes of work;
  - work with students who are at risk of becoming NEET;
  - track destinations.

## 8 Careers Education through the Curriculum

### 8.1 A brief overview of what is covered in year 8-11 (careers and PSHCE).

Benchmark	Summary	Criteria	What we do at Priestlands
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 pupils, parents, teachers and employers.	<ul style="list-style-type: none"> <li>– Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>– The careers programme should be published on the school’s website in a way that enables pupils, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>	Careers programme is designed to show progression through the school with staff trained to deliver a comprehensive overview within the Kudos programme in Years 9-11
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	Every pupil, 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 the best use of available information.	<ul style="list-style-type: none"> <li>– By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>– Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>	All pupils in Year 9 complete units within Careers sessions and the Kudos programme contains career information on over 750 careers and has been designed to be easily understood by our pupils
3 ADDRESSING THE NEEDS OF EACH PUPIL	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school’s careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>– A school’s careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>– Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development.</li> <li>– Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>	<ul style="list-style-type: none"> <li>• the careers co-ordinator will check on data quality, collate impact reports for the SLT, and the continuing use of relevant reports aimed at guiding the planning of career activities and events</li> <li>• use a software system to collect and distribute data on students’ career aspirations</li> <li>• using students’ intended destination data to guide interventions, activities and events</li> <li>• involving parents/guardians in careers activities and events</li> </ul>

			<ul style="list-style-type: none"> <li>• involving local authorities to best support SEN students and those at risk of becoming NEET</li> <li>• using age-appropriate guidance to ensure the message is properly understood</li> <li>• using properly informed face-to-face guidance activities that are focused on those students that would benefit the most.</li> </ul>
4 LINKING CURRICULUM LEARNING TO CAREERS	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of career pathways.	– By the age of 14, every pupil should 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.	The Kudos programme includes the ability to investigate careers starting from a subject, so a STEAM teacher can start at their subject and show students the wide variety of careers the subject leads to. Reports are shared with pupils and parents
5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES	Every pupil 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 opportunities including visiting speakers, mentoring and enterprise schemes.	– Every year, from the age of 11, pupils should participate in at least one meaningful encounter*with an employer. *A ‘meaningful encounter’ is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.	The Kudos programme allows users to favourite careers they are interested in. CASCAID Manager (the overview software used within school) allows the teachers/careers advisers to view these favourite careers and gives them the opportunity to target appropriate employers. The successful work experience programme allows the pupils to experience the world of work in a practical and valued way.
6 EXPERIENCE OF WORKPLACES	Every pupil 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.	– By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have. – By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.	All pupils are given the choice of work experience placements and are encouraged to research and investigate the wider roles within the organisation they work for.
7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All pupils 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.	– By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including sixth forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. – By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. * A ‘meaningful encounter’ is one in which the student has an opportunity to explore what it is like to learn in that environment.	Kudos allows us to use the software to co-ordinate which providers have what courses as these are also linked to careers. Kudos supports schools to identify which colleges/ universities they should engage with. Work is ongoing to forge stronger links with our local FE and HE providers and they form a crucial part of our careers fair.
8 PERSONAL GUIDANCE	Every pupil should have opportunities for guidance interviews with a Careers 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 pupils but should be timed to meet their individual needs.	– Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18	The Kudos programme supports personal guidance by providing a printable report detailing each student’s career and qualification aspirations. Each pupil will also have a dedicated careers interview and guidance given them to them wither in a 1:1 or group session.

## 9 Other Careers Opportunities and Activities

- 9.1 There is a specified resource area in the school library.
- 9.2 There is a careers noticeboard which advertises vocational opportunities and relevant open days and evenings.
- 9.3 There are links to various on line careers resources via the school website.
- 9.4 There are visits to assemblies from guest speakers.

## 10 Support for Vulnerable Students and Students with SEND

- 10.1 The careers advisor will attend all annual reviews for students with SEND where possible.
- 10.2 Vulnerable students will be identified early and face to face career meetings will be prioritised for these students.
- 10.3 Vulnerable students will be prioritised (with parental input) and supported to find appropriate work experience placements.
- 10.4 Students and their parents will be provided with independent and impartial advice on all mainstream pathways and provision as well as any specialised provision available where appropriate.

## 11 Staff Responsibilities

- 11.1 SLT – Oversight of Careers Education and Guidance
- 11.2 Governor with responsibility for Careers
- 11.3 Personal Development Learning Co-ordinator (with specific responsibility for Careers)
- 11.4 Work Related Learning/Work Experience Co-ordinator
- 11.5 Careers Advisor

## 12 Management of Provider Access Requests

- 12.1 This section of the policy 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
- 12.2 All students in Years 8-11 are entitled to:
  - find out about technical education and qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
  - 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;
  - understand how to make applications for the full range of academic and technical courses.

### Procedure

- 12.3 A provider wishing to request access should contact the SLT member of staff with responsibility for Careers, by telephone or email ([info@priestlands.hants.sch.uk](mailto:info@priestlands.hants.sch.uk)).
- 12.4 The school will make available an appropriate venue with ICT equipment to support the provider with presentations. Requirements will be discussed in advance of the visit.
- 12.5 Providers are welcome to leave a copy of their prospectus or relevant literature with the Careers Co-ordinator who will ensure it is placed in the careers section in the school library.

### **Opportunities for access**

12.6 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.

12.7 Additional visits and events will be considered on request.

## **13 Review and Development**

13.1 The Careers Co-ordinator (working with other members of the team) will undertake an annual review of provision and will work with the SLT line manager to produce the resulting action plan.