

# Careers Policy

## Heathcote School and Science College



<b>Approved by:</b>	Governors	<b>Date:</b> 29 March 2021
<b>Last reviewed on:</b>	Spring 2020	
<b>Next review due by:</b>	Spring 2024	

## **Other Documentation**

This Policy should be used in reference with the following documents;

- Provider Access Policy
- Curriculum Policy
- SEND Policy
- Learning and Teaching Policy
- Safeguarding Policy
- Careers Strategy Document

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## **Heathcote School Vision and Values**

**Encourage** - We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect to each other.

**Challenge** - We challenge our pupils to take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

**Succeed** - We succeed when all pupils reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment where they take a proactive role and develop socially.

## **School Improvement Priorities 2020-21**

- To ensure that our revised curriculum (supported by a clear IT strategy) fully develops each pupil's capacity to process, remember and apply information (Rosen shine) through high and consistent standards of learning and teaching backed up by an exemplary remote learning offer at all key stages, a cultural capital pledge and a VESPA research project at post 16
- To ensure that pupils of all ability levels are challenged to achieve academic success and success in their adult lives relative to their starting point irrespective of their personal circumstance or Covid experience. There will be a specific focus on disadvantaged pupils and ensuring Year 11 and 13 have every opportunity to reach their potential ensuring intervention and remote learning provide additional support
- To ensure that all operational processes associated with a post Covid world are implemented to keep all stakeholders safe in school and that pupils meet these high standards leading to continuing improved standards of behaviour and an improvement in key indicators
- To ensure that attendance in school for all stakeholders increases with a focus on disadvantaged and Year 11 and 13 pupils and to ensure HR processes support and challenge staff to improve attendance

- To ensure that our mental health and professional conduct policies for staff and pupils have lasting impact and create a more consistently happy and stable community
- To ensure that we consider all aspects of marketing and rebranding the school and finding our USP to ensure that parents, staff and pupils choose Heathcote as a first preference including finding alternatives to the traditional Open Evening and ensuring we can remain financially viable
- To develop a high quality AP provision that contributes to the improved life chances of the target groups by supporting them to return successfully to their original schools

## **Aims**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at Heathcote School & Science College. The CEIAG programme is designed to be progressive from Year 7 through to Year 13, and to support pupils in making choices at key moments in their chosen education and career pathway. A robust and stable careers programme helps avoid disengagement, puts school learning into a wider and relevant context, and raises aspirations.

At Heathcote School & Science College we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of career pathways. Through their careers education and guidance, pupils are encouraged to make the most of their talents, and to pursue vocations that suit their needs and aspirations. The policy is designed to meet the eight Gatsby benchmarks for best practice in careers education.

This document sets out how career activities are delivered at Heathcote and explains what pupils, parents, staff and stakeholders can expect from the careers programme.

## **Vision and Objectives**

### **Our Vision**

*Every pupil has the confidence to articulate and achieve their future academic and career goals. These goals are both ambitious and individual. Staff at Heathcote empower pupils with the skills and knowledge needed to achieve them.*

### **Strategic objective 1**

Embed careers education across the curriculum with **all** staff being aware of their role and taking an active part in career guidance.

### **Strategic objective 2**

To have pupils and parents engaging with careers opportunities systematically in school and using LMI to support them in making career and academic choices.

### **Strategic objective 3**

Providing multiple encounters with employers and having a strong relationship with a partnership company to enable **all** pupils to develop the soft skills needed in the job market.

## **Context and Statutory Requirements**

The policy ensures that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance and statutory requirements, such as:

- Section 19 Education Act (2011)
- The Technical and Further Education Act (Jan 2017)
- Careers Strategy: making the most of everyone's skills and talents (Dec 2017)
- Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018)
- Guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good careers guidance.

## **Role of Careers Lead with Support of Careers Adviser**

- Coordination and strategic leadership of careers department to ensure statutory guidance is met along with the achievement of the Eight Gatsby Benchmarks.
- Managing the provision of career and labour market information.
- Managing the careers section of the school's website, ensuring information is accurate and up to date.
- Liaising with the PSHE leader and other subject leaders to plan their contribution to career guidance.
- Liaising with tutors, mentors, SENCO and heads of year to identify pupils needing guidance.
- Referring pupils to Careers Advisers.
- Coordinating encounters with employers and work experience.
- Communicating with pupils and their parents.
- Networking
- Establishing and developing links with FE colleges, apprenticeship providers, University Technical Colleges and universities.
- Establishing and developing links with employers.
- Commissioning career guidance services where appropriate.
- Managing links with external organisations.
- Securing funding for careers related projects.
- Building a network of alumni who can help with the career guidance programme.

## **Pupil Entitlement**

All pupils are entitled to be fully involved in an effective CEIAG programme.

Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises pupil participation with a focus on transition; making career choices; self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all pupils can expect:

- support in choices and next steps for Y9 options, Post-16 and Post-18

- participation in tailored careers programme following their career flightpath
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- career lessons embedded in the curriculum
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience, Progression Week, assemblies, careers talks (in or outside lessons), projects and insight days
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- dedicated curriculum time for careers across all subjects to ensure pupils understand the link between subjects and future career choices
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to pupils of any year group. A meeting with an adviser independent of the school can also be requested.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.

## **Parental Involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers:

- Parents/carers are invited into school to discuss their son/daughter's progress at Parents Evenings.
- Parent information evenings for Y9 Options, Post-16 and Post-18
- Pupils complete career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress. This enables the careers programme to reflect the needs of learners.
- *Parent volunteering programme.*
- Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via Show My Homework, letters and texts home, the school website/portal and social media. With pupil's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

## **Delivery of the Careers Programme**

Our progression framework is designed with all our Heathcote pupils in mind. Pupils follow the Heathcote Career Flightpath which supports them in making informed, ambitious and individual career choices.

### **Year 7**

Career focus - To support pupils as they make the transition from primary to secondary school and to begin to explore careers and the skills needed in the world of work.

Measurable outcomes:

- Pupils can identify their interests, strengths, aspirations and motivations.
- Pupils can explain the meaning of 'Growth Mindset' and understand the importance of fostering this.

- Pupils can explain the meaning of essential skills in careers.
- Pupils can explain strategies needed in improving these skills.
- Pupils can identify key career pathways.

Activities:

- Self-reflection exercises: Pupils identify their interests, strengths, aspirations and motivations.
- Careers sessions delivered within PSHE.
- KS3 career lessons delivered in Challenge Week
  - Introducing a Growth Mindset
  - Exploring essential skills
  - Strategies for improving skills
  - Building financial independence
- STEM club
- Debate club
- BeReady resources
- Speakers 4 Schools
- Careers within the curriculum
- School trip to Kidzania
- Performing Art productions in school.
- Careers fair
- JLT

**Year 8**

Career focus - Understanding finances, setting goals and building dream job.

Measurable outcomes:

- Pupils can explain the meaning of essential skills.
- Pupils can describe 3 goals they have for the future.
- Pupils can explain what career goals they have and the pathways to achieving them.
- Pupils can reflect on what motivates them and use this to identify potential careers.
- Pupils can explain what transferable skills are needed to careers.

- Pupils can explain the process of budgeting.
- Pupils are aware of how to manage finances

Activities:

- Self-reflection exercises: Pupils identify their interests, strengths, aspirations and motivations.
- Careers sessions delivered within PSHE.
- KS3 career lessons delivered in Challenge Week
  - Setting goals
  - Let's talk dream job
  - Skills and careers
  - Building financial independence
- STEM club
- Debate club
- BeReady resources
- Speakers 4 Schools
- Careers within the curriculum
- School trip to Stubbers to support team building and skill set
- Performing Art productions in school.
- Careers fair
- JLT

**Year 9**

Careers focus - GCSE options, understanding skills and preferences to support future career choices, LMI.

Measurable outcomes:

- Pupils can identify which GCSE options will support them in their future career choices.
- Pupils can select GCSE's which are appropriate.
- Pupils can identify and explain key transferable skills.
- Pupils can use online platforms to access Labour Market Information, researching career pathways and analysing local job vacancies.

- Pupils are aware of their Post-14 Options.
- Pupils can describe the outcome of their 'Buzz Quiz'.

Activities:

- Self-reflection exercises: Pupils identify their interests, strengths, aspirations and motivations.
- Careers sessions delivered within PSHE.
- KS3 career lessons delivered in Challenge
  - GCSE options
  - Introduction to skills
  - Leadership
  - Adaptability
  - Listening and presenting
  - Staying positive
  - Creativity
  - Aiming High
  - Problem solving
  - Team work
- STEM club
- Debate club
- BeReady resources
- Speakers 4 Schools
- Careers within the curriculum
- Duke of Edinburgh Award
- GCSE options event for Parents and Pupils.
- Small group guidance for GCSE options.
- 'First Give' social action teamwork and fundraising project through PSHE curriculum.
- Performing Art productions in school.
- Careers fair
- JLT

**KS4 (Y10 and Y11 outcomes and activities will take place over the 2 year programme)**

## Year 10

Careers focus - What are my next steps? Post 16 and the wider world

Measurable outcomes:

- Pupils can explain the different Post-16 Pathway options available
- Pupils can explain their future aspirations
- Pupils can explain their Post-16 choices
- Pupils can identify their Post-16 options
- Pupils can talk about meaningful encounters with work
- Pupils are able to take responsibility for their own professional behaviour, including how they behave in difficult situations.
- Pupils can identify one career area, the skills required and entry pathways
- Pupils can speak with confidence about a local employer and what they do
- Pupils can explain what is needed on a CV
- Pupils can conduct themselves in a mock interview setting

Activities:

- Self-reflection exercises: Pupils identify their interests, strengths, aspirations and motivations.
- Careers sessions delivered within PSHE.
- KS4 career lessons delivered in Challenge Week
- Progression Week
- Work experience
- University visits
- Careers fair
- Apprenticeship sessions
- Sixth form taster sessions
- Performing Art productions in school.
- Careers fair
- JLT / Pupil Ambassadors
- STEM club

## Year 11

Careers focus - What are my next steps? Post 16 and the wider world

Measurable outcomes:

- Pupils can explain the different Post-16 Pathway options available
- Pupils can explain their future aspirations
- Pupils can explain their Post-16 choices
- Pupils can create a realistic action plan with SMART targets that will support them to secure their first choice destination.
- Pupils can explain the need for a contingency plan and how to adapt it if they do not get their first choice
- Pupils have completed self-reflection and research exercises to prepare for their interview with a careers advisor

Activities:

- Self-reflection exercises: Pupils identify their interests, strengths, aspirations and motivations.
- Pupil aspiration survey
- Transition assemblies led by HOY11 and Head of Sixth Form
- Letters to parents about post-16 options and action plans and destinations stall at Y11 parents evening
- careers guidance (SEN/LAC priority)
- NCS assembly
- University talks
- Sixth form taster lessons

**KS5 (Y12 and Y13 outcomes and activities will take place over the 2 year programme)**

## Year 12:

Career focus - What are my next steps? Post-18 and the wider world.

Measurable outcomes :

- Pupils can explain the different Post-18 Pathway options available
- Pupils can explain their future aspirations
- Pupils can explain their Post-18 choices
- Pupils can create a realistic action plan with SMART targets that will support them to secure their first choice destination.
- Pupils can explain the need for a contingency plan and how to adapt it if they do not get their first choice
- Pupils can talk about meaningful encounters with work
- Pupils are able to take responsibility for their own professional behaviour, including how they behave in difficult situations.
- Pupils can identify one career area, the skills required and entry pathways
- Pupils can speak with confidence about a local employer and what they do

Activities:

- Tutorial lessons
- Tutorial lessons and Progression Week
- Uptree/ What Career Live event @ Olympia/ Work Experience/ Careers assemblies eg. Property Pathway, EY/ Form time careers ppt.
- Work experience
- Progression week trips, Taster Days, SMF
- Interview skills
- CV Writing
- University and Apprenticeship workshops
- Employability Skills
- Challenge Week DDD and Uptree workshops
  - ADN link with Theobald and Gardiner & TfL
- Careers fair

**Year 13:**

Careers focus - What are my next steps? Post-18 and the wider world.

Measurable outcomes:

- Pupils can explain the different Post-18 Pathway options available
- Pupils can explain their future aspirations
- Pupils can explain their Post-18 choices
- Pupils can create a realistic action plan with SMART targets that will support them to secure their first choice destination.
- Pupils can explain the need for a contingency plan and how to adapt it if they do not get their first choice
- Pupils have completed self-reflection and research exercises to prepare for their interview with a careers advisor

## **Progression Week**

In Year 10 and Year 12 Progression Week gives pupils a chance to meet with a range of employers and institutions and participate in a curated week of events designed to support development of crucial employability skills and empower them to achieve their career goals. The week includes a range of activities including speakers in assemblies, workshops, insight days, university visits, employer input in lessons, visits from alumni working in a range of sectors, careers talks and a careers fair. By the end of this week pupils will be empowered with some of the key employability skills needed and the knowledge required to make informed and personal decisions related to their careers.

## **Work Experience**

Pupils not taking part in Progression Week will have the opportunity to complete work experience in Year 10 and Year 12. Work experience affords pupils with a meaningful encounter with the world of work and supports them in making future career choices, builds self-confidence, enhances their CV, develops new skills and provides them with a networking platform.

## **One to One Guidance**

Pupils are entitled to appropriate guidance to meet their individual needs. All pupils at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service.

All pupils will be assigned a careers meeting in Y11 and Y13 but staff and pupils can complete a referral for a pupil at any point using the referral form.

The careers adviser will record action plans on the SIMS system at school. Pupils will receive a copy and parents and staff have the option to see this information so they can support the process. If a pupil is absent or fails to attend, an alternative time will be arranged.

For those pupils identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the pupil leaves school.

## **Career Information**

Career information is available online via the school website and Show My Homework. With all new opportunities promoted online to parents and pupils. The careers library is located in the main school library and includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. This information is also available in the Career Adviser's office located in the Sixth Form building.

## **External Providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship

organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

We are fortunate to have built partnerships with the following companies:

- Zurich
- Accenture
- Gardiner & Theobald
- NHS England

A full list of the external providers and contact details is available on the school system. We are eager to develop new relationships with organisations and businesses that would like to get involved in supporting our school and we welcome partnerships that will build, develop and improve upon our Careers provision.

## **Equal Opportunities**

HSSC is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all pupils and provision is made to allow all pupils to access the curriculum. Pupils are encouraged to follow career pathways that suit their interests, skills and strengths with disregard to stereotypes.

Pupils with SEND follow the same programme of careers as their peers, with adaption and support from the SENDCO where appropriate. During the options process, SEND pupils will have an interview to enable early identification of any needs and necessary adaptations, and additionally recognise the careers aspirations of young people with additional needs. Where extra intervention is necessary, they are given priority with the Careers Advisor. If a pupil has an additional need that current provisions cannot fully support, advice will be sought from the Local Authority and the National Careers Service for further guidance.

## **Destination Tracking**

The destinations of school-leavers are monitored in line with national guidance. Pupils intended destinations in Y11, 12 and 13 are monitored throughout the year with intervention

groups being identified and further support being offered. Once pupils leave HSSC their destinations are monitored and evaluated with key trends being identified and fed back to our Senior Leadership Team to support our School Improvement Plan.

## **Resources**

There is an annual allocation of money for Careers and Careers resources. Relevant resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Careers Leader ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

## **Monitoring and Evaluation**

The careers programme is monitored regularly and amended as required. Pupils' and parents' opinions are actively sought and included in the evaluation and review. HSSC will measure the effectiveness of the CEIAG provision by considering both attainment data and destination data for our pupils at all transition stages.

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils.

The careers programme is evaluated in a number of ways, including:

- pupil feedback
- staff feedback
- parent feedback
- external partners feedback
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons
- student destination figures post-16 and post-18.

The school's arrangements for managing the CEAIG programme to pupils is monitored by Katie Morrison, Assistant Headteacher & Careers Leader.

This policy will be reviewed by Katie Morrison, Assistant Headteacher & Careers Leaders annually. At every review, the policy will be approved by the governing body.

## **Careers Education, Information, Advice and Guidance Policy 2020 Covid-19 Addendum**

To assist with providing each pupils with the skills and confidence to make well informed decisions regarding their future, this document is to be read in conjunction with the current policy on Careers Education. It sets the expectations at Heathcote in light of the Covid-19 pandemic and the new systems in place to support children as they prepare for their next academic pathways.

All pupils will be supported in the following ways:

- The Careers programme will be followed as closely as possible to ensure pupils are given up-to-date, impartial advice and guidance.
- All pupils and parents/carers will receive a copy of the Careers learning journey.
- A dedicated Google Classroom for careers will provide all pupils with access to relevant, current and appropriate careers information.
- Where employers are not able to visit the site, the careers Leader will endeavour to use alternative means to provide pupils with the ability to see, hear and ask questions of employers in line with the careers programme. This will be utilised through our google classroom platform.
- Whilst external visitors are prohibited on site, the Careers Leader will provide an in-house offer normally delivered by external partners and or virtual adaptations to all activities.
- Work Experience – where possible pupils will be encouraged to take part in a virtual work experience format (until pupils are allowed off-site).
- Careers Fairs – these have been cancelled by organisers under the existing government guidelines regarding large gatherings. The Careers Leader will promote virtual careers fairs to pupils and parents via letters home, the school website and assemblies.
- Independent Careers Advice will continue to be offered by observing the correct social distancing rules.
- University and College Tours – a virtual tour and opening evening of the 6<sup>th</sup> Form will be presented to year 11 pupils and external candidates and year 13 pupils will be sign posted to virtual university tours.
- 6<sup>th</sup> Form Applications – the Careers Leader will meet with pupils to discuss 6<sup>th</sup> form options and appropriate pathways and continue to assist with applications. This will

take place in in the year 11 bubble area and in small groups. Records will be kept to ensure adequate track and trace.

- Careers presentations will continue to be delivered through appropriated time slots in the timetable and during tutor time.