

Heathlands School

Careers Information and Guidance Policy

Approved by Governors PWC committee 7.11.16

Review due: November 2018

1. Introduction

A principal aim of education is to prepare young people for life beyond school and college. It is important that students leave school aware of themselves as individuals, aware of the opportunities available to them and able to make decisions about their life in the future. Students will not be restricted in their choices and will be inspired to make a full and active contribution to society once leaving school.

2. Background

2.1 The policy follows the statutory guidance from the Department for Education document 'Careers Guidance and inspiration in schools' published March 2015.

2.2 Secondary Schools have a legal responsibility to secure independent careers guidance for young people.

"All registered pupils at a school must be provided, during the relevant phase of their education, with a programme of careers education." (Section 43 Education Act 1997.)

"Persons attending an educational institution to which this section applies must be provided with access to both—

(a) guidance materials, and

(b) a wide range of up-to-date reference materials, relating to careers education and career opportunities." (Section 45 Education Act, 1997)

2.3 '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 courses take them in the future.

2.4 Young people who are uncertain or unrealistic about their career ambitions are three times more likely to spend significant periods of time not in education, employment or training (NEET).

2.5 Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers.

2.6 The overwhelming majority of young people with SEN and disabilities are capable of sustainable paid employment, with the right preparation and support.

2.7 Ofsted has been giving careers guidance a higher priority in school inspections since September 2013 taking into account how well the school delivers advice and guidance in judging its leadership and management.

3. Responsibilities

- 3.1 Support from Heathlands' staff must be combined with advice and guidance from independent and external sources to meet the school's legal requirements.
- 3.2 Heathlands will work closely with local employers and other education and training providers.
- 3.3 Heathlands will make it clear to students that if they do not achieve a grade C or better in GCSE Maths or English by the end of key stage 4 they will be required to carry on studying these subjects.
- 3.4 Heathlands will ensure that students understand that a wide range of career choices require good knowledge of Maths and Sciences.
- 3.5 Heathlands will offer students the opportunity to develop entrepreneurial skills for self-employment and make it clear that working for themselves is a viable option.
- 3.6 Heathlands will ensure that students are aware of out of school opportunities that could help them with career aspirations (voluntary and community activities)
- 3.7 Heathlands will provide the local authority support services with the relevant information they require to support the young person after they leave the school.
- 3.8 All student EHC Plan or Statement Reviews (Years 9-11) will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- 3.9 Heathlands will ensure that Youth Connexions advisors are invited to attend Annual Review meetings of students in Years 9-11.

4. Strategy

- 4.1 Heathlands has a clear strategy for careers guidance linked to outcomes for pupils.
- 4.2 The school provides access to a range of activities that inspire our young people, including employer talks, careers fairs, motivational speakers and college visits that will inspire students to think beyond their immediate experiences.
- 4.3 Staff will develop and encourage strong links with local and national employers.
- 4.4 Students will complete at least one week of work experience in key stage 4.

- 4.5 Staff will ensure that students play an active part in work experience placements and aim to provide a range of different placements which suit their interests, aspirations and abilities.
- 4.6 Staff will work closely with Youth Connexions to ensure all students receive face-to-face guidance and advice in Year 9 and Year 11.
- 4.7 Staff will help facilitate meetings between vulnerable young people and Connexions staff, but are not expected to attend these meetings in any capacity (e.g. interpreting).
- 4.8 Staff will prevent all forms of stereotyping in the advice and guidance they provide to ensure all students are able to consider the widest possible range of careers available to them.
- 4.9 Staff will work closely with parents to ensure expectations about the future are suitable, appropriate and aspirational for the individual student.
- 4.10 Staff will ensure students and or parents/carers know how Personal Budgets can be used to help them access activities that promote greater independence and learn important life skills.

5. Practice

- 5.1 Visitors from business and educational establishments both within the deaf community and the wider population will be encouraged to visit the school to motivate students to think beyond their immediate experiences.
- 5.2 The learning environment allows and encourages students to tackle real life challenges which require them to manage risk and develop their decision making, team building and problem solving skills.
- 5.3 Students will be made aware of the current labour market and how opportunities may change in the future.
- 5.4 Students will be prepared for a level of competition in gaining access to courses or employment.
- 5.5 Visits to local colleges and schools for post 16 will be arranged to help students make informed decisions about their next steps.
- 5.6 Students will be informed of all the options available to them post 16.
- 5.7 Students will be involved in compiling their own records of achievement which will be presented to them at the Leavers' Assembly in their final term.
- 5.8 A dedicated careers area holds up to date college prospectuses and employment directories for students to refer to. Wall displays are designed to inform and inspire students of their options.

6. Curriculum

6.1 Careers Education within the curriculum is delivered in PSHCE lessons.

6.2 However, it is noted that much of the Advice, Guidance and Inspiration of Careers Education will be delivered through enrichment activities.

6.3 Students at Heathlands follow a curriculum based on the PSHCE Association Scheme of Work.

6.4 At key stage 3 students will learn.

- *To recognise, clarify and if necessary challenge their own core values and how their values influence their choices*
- *The knowledge and skills needed for setting realistic and challenging personal targets and goals*
- *To recognise that they have the same rights to opportunities in learning and work as all other people; to recognize and challenge stereotypes; and/or family or cultural expectations that may limit their aspirations*
- *To identify own strengths, interests, skills and qualities as part of the personal review and planning process, including their value to future employability*
- *Different types of work, including employment, self-employment and voluntary work; that everyone has a 'career'; their pathway through education and work*
- *About the laws and by-laws relating to young people's permitted hours and types of employment and how to minimise health and safety risks*
- *About different work roles and career pathways, including clarifying their own early aspirations*
- *About the labour market (including the diversity of local and national employment opportunities), about learning options, skills, occupations and progression routes and about self-employment*
- *About the choices available to them at the end of Key Stage 3, sources of information, advice and support, and the skills to manage this decision-making process*
- *The benefits of being ambitious and enterprising in all aspects of life*
- *About the skills and qualities required to engage in enterprise, including seeing opportunity, managing risk, marketing, productivity, understanding the concept of quality, cash flow and profit*
- *About different types of business, how they are organized and financed*
- *to assess and manage risk in relation to financial decisions that young people might make*

6.5 At Key Stage 4 Students will learn:

- *To evaluate their own personal strengths and areas for development and to use this to inform goal setting*

- *How their strengths, interests, skills and qualities are changing and how these relate to future employability*
- *About the information, advice and guidance available to them and how to access it*
- *To further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence)*
- *About the range of opportunities available to them for career progression, including in education, training and employment*
- *About changing patterns of employment (local, national, European and global)*
- *To take full advantage of any opportunities for work experience that are available*
- *About rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions)*
- *About attitudes and values in relation to work and enterprise (including terms such as 'customer service' and 'protecting corporate or brand image')*
- *About confidentiality in the workplace, when it should be kept and when it might need to be broken*
- *To develop their career identity, including how to maximise their chances when applying for education or employment opportunities*

6. Evaluation and Monitoring

- 6.1 The planned destinations of our school leavers are analysed and compared to previous years to monitor the range and appropriateness of courses and providers.
- 6.2 The Curriculum Lead Teacher with responsibility for Careers and the Deputy Head will conduct an annual self-assessment in line with the Quality in Careers Standard to assess the Careers provision at Heathlands.
- 6.3 Monitoring of activities, whether provided by school staff, volunteers or external providers will happen in line with the Monitoring and Evaluation Policy.
- 6.4 The Curriculum Lead Teacher will gather student opinions, both informally and formally, following activities or PSHCE lessons.