



Careers, Education and Guidance Policy

Heathlands School



Policy Review

This policy will be reviewed in full by the Governing Board.

The policy was agreed by the Pupil Welfare and Curriculum Committee on 2.3.21.

Next Review due March 2023.

Signature Date
Co-Head Teacher

Signature Date
Governor

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 their individual strengths as well as 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 and become the best they can be.

2. Background

2.1 This policy follows:

The Department for Education's '*Careers Guidance and Access for Education and Training Providers; Statutory guidance for governing bodies, school leaders and school staff*' (October 2018).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The Careers strategy: making the most of everyone's skills and talents (December 2017)

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

The Department of Education's '*Skills for Jobs: Lifelong Learning for Opportunity and Growth*' (January 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/953514/skills-for-jobs-lifelong-learning-for-opportunity-and-growth_print-ready_pdf.pdf

The above legislation refers to the following pieces of legislation:

- Sections 42A1, 42B and 45A of the Education Act 1997
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

The aim of the Statutory Guidance is to set out in the strategy to make sure that all young people in secondary school get a programme of advice and guidance that is suited to individual students, well-structured and delivered by individuals with the right skills and experience.

2.2 To achieve this aim, Heathlands will use the Gatsby Benchmarks to develop and improve our careers provision. By adopting these benchmarks we will be fulfilling our legal duty to:

a. secure independent careers guidance and provide opportunities to a range of providers

b. inform pupils about technical education qualifications or apprenticeships

c. publish information about the careers programme on the school website.

2.3. The 8 Gatsby Benchmarks are:

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

2.4 Heathlands use Compass (an online self-evaluation tool) to assess our careers support against these benchmarks and the national average. This takes place at least annually.

2.5 Heathlands will liaise closely with the Careers & Enterprise Company who provide support and coordinate collaboration between employers, schools, colleges, Local Enterprise Partnerships and careers and enterprise organisations.

2.6 The aim of the Heathlands Careers Education and Guidance programme is to:

- ensure all our students progress to positive destinations after leaving Heathlands.
- increase motivation to raise standards of achievement
- encourage participation in continued learning after leaving Heathlands
- develop enterprise and employability skills
- reduce the likelihood of students leaving Heathlands with no clear destination (NEET – not in education, employment or training)
- involve all school stakeholders in careers education

3. Responsibilities

3.1 The Careers Leader will coordinate the delivery of the careers programme across all 8 Gatsby Benchmarks.

3.2 The Careers Leader will be named on the website and contact details provided so that employers and education providers can contact them.

3.3 Heathlands will provide independent careers guidance from year 7 to year 11.

3.4 Heathlands will ensure there is an opportunity for a range of education and training providers to access all students on a rolling programme.

- 3.5 This policy will be published on the Heathlands website, including the Provider Access Plan (Appendix 1).
- 3.6 Heathlands will provide an average of at least of one encounter with employers each year to each student in Year 7 and above.
- 3.7 The Careers Lead will liaise with the Enterprise Adviser and the SEN Enterprise Coordinator for the Careers and Enterprise Company to enhance Careers Education at Heathlands.
- 3.8 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.
- 3.9 Heathlands will ensure that students are aware of out of school opportunities that could help them with career aspirations (voluntary and community activities)
- 3.10 Heathlands will provide the local authority support services with the relevant information they require to support the young person after they leave the school.
- 3.11 All student EHC Plan Reviews (Years 9-11) will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- 3.12 Heathlands will keep a record of destinations of students for 3 years after leaving.

4. Strategy

- 4.1 Heathlands has a clear strategy for careers guidance linked to outcomes for pupils.
- 4.2 Students will be regularly asked about their aspirations and these will be discussed with parents and monitored by the Careers Lead to inform planning.
- 4.3 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.
- 4.4 Staff will develop and encourage strong links with local and national employers.
- 4.5 Students will complete at least one week or equivalent of work experience in key stage 4.

- 4.6 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.
- 4.7 Heathlands will provide access to individual, independent careers advice in year 9 and Year 11 with an external qualified advisor who is knowledgeable about deaf post 16 provision and the needs of deaf children.
- 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 throughout their school career 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.
- 4.11 The Careers Lead Teacher is **Nicola Jackson** (Curriculum Lead Teacher for Humanities and Arts). **Jason Hazrati**, Deputy Head Teacher maintains links with YC Hertfordshire to support transition into post 16 education.
- 4.12 Heathlands Careers staff can be contacted via the school office on 01707 807807 or admin@heathlands.herts.sch.uk. Or emailed directly: nicola.jackson@heathlands.herts.sch.uk and jason.hazrati@heathlands.herts.sch.uk

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. (See Appendix 1 - Heathlands School Careers Provider Access Plan)
- 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 as well as appropriate national specialist provision will be arranged to help students make informed decisions about their next steps. Staff will assist parents and students in organising visits to colleges and schools local to their home.

- 5.6 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.
- 5.7 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 and includes information about former students' destinations.

6. Curriculum

- 6.1 Careers Education within the curriculum is delivered in PSHCE lessons (See Appendix 2 – Long Term Careers Planning Years 7-11) which follows the PSHCE Association Scheme of work (Appendix 3).
- 6.2 A programme of enrichment activities will support the curriculum and be adapted to meet individual/group requirements and interests.

7. Evaluation and Monitoring

- 7.1 Students leaving Year 11 will complete a Careers and Destinations survey which will be analysed and compared to previous years.
- 7.2 An alumni survey for students who left Heathlands in the previous 3 years will be sent out annually to help us to monitor the range and appropriateness of courses and providers.
- 7.3 The Curriculum Lead Teacher with responsibility for will conduct an annual self-assessment using COMPASS with support from the SEN Careers and Enterprise Coordinator to assess the Careers provision at Heathlands against the Gatsby Benchmarks.
- 7.4 This self-assessment will be reported to the SLT and the Governing Board with the KS4 progress tracking.
- 7.5 Monitoring of activities, whether provided by school staff, volunteers or external providers will take place in line with the Monitoring and Evaluation Policy.
- 7.6 The Curriculum Lead Teacher will gather student opinions, both informally and formally, following enrichment activities or PSHCE lessons.
- 7.7 Students will complete a questionnaire following 1:1 Careers Guidance interviews to monitor their effectiveness.

Appendix 1: Heathlands School Careers Provider Access Plan

This information complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

- To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme that 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 group discussions and taster events;
- To understand how to make applications for the full range of academic and technical courses available.

Management of provider access requests

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:

The school will make the hall, a classroom or meeting room 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.

Providers are welcome to leave a copy of their prospectus or other relevant course literature which will be displayed in the Careers' section of the library. The library is available to all students at designated lunch and break times.

A provider wishing to speak to or offer visits to students at Heathlands should contact:

Nicola Jackson (Curriculum Lead Teacher for Humanities and Arts)

Telephone: 01727 807807;

Email: nicola.jackson@heathlands.herts.sch.uk

Appendix 2: Long Term Careers Planning Years 7-11

	PSHCE Topics	Examples of X-Curricular Links	Enrichment Activities
KS1	Strengths and Interests; Jobs in the Community Different jobs and skills; job stereotypes; setting personal goals	All subjects highlight links to future jobs/careers within their subject areas Examples: English: newspaper reporting; jobs in the media; subtitling and in vision signing. ICT/media: coding lessons relevant to skills required by the technology industry; Into film project Maths: importance of maths in the Space Race; RAD money workshops; STEM day to use problem solving and presentation skills Science: Jobs related to renewable energy; Forensic Science jobs Heath House: Passports for Life	Visits to and from people in different jobs.
KS2	Identifying job interests and aspirations; what influences career choices; workplace stereotypes		Year 6 Careers Day
KS3	Transition and Target Setting The World of Work (changing jobs; skills needed) Ready for work (expectations of employers; career pathways; options) Being an active citizen (volunteering)		Regular visits from a range of employers linked to student survey. Red Bee Media Studios Visit (year 9) Sky Academy Studio project
KS4 Year 10	Work Expectations and Laws (H&S; Confidentiality) Skills for employment audit Labour market information (local and national job opportunities) Preparing for college visits; Discussing support needs Work Experience planning		1:1 Career Planning Interviews with Connections Bedford College Information Day/Taster Visit
KS4 Year 11	Applying for jobs and courses; Organising support needs Work Experience planning Portfolio Building		College Presentation (at Heathlands – dependant on cohort home area) Work Experience Week Dacorum Schools Careers Fair

Throughout the year students have careers visits linked to their topics or to their individual/group interests.

Every two years the Heathlands Careers Fair will showcase successful Deaf people in the workplace.

Appendix 3: Learning objectives linked to Careers Education from PSHCE Association Scheme of Work

At Key Stage 1 students learn:

- *that everyone has different strengths*
- *that jobs help people to earn money to pay for things*
- *different jobs that people they know or people who work in the community do*
- *about some of the strengths and interests someone might need to do different jobs*

At key stage 2 students learn.

- *to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes*
- *that there is a broad range of different jobs/careers that people can have;*
- *that people often have more than one career/type of job during their life*
- *about stereotypes in the workplace and that a person's career aspirations should not be limited by them*
- *about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)*
- *that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid*
- *about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation*
- *to identify the kind of job that they might like to do when they are older*
- *to recognise a variety of routes into careers (e.g. college, apprenticeship, university)*

At key stage 3 students 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*

At Key Stage 4 Students 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*