



Careers Education Policy

Last Reviewed:	March 2019
Reviewed by (SLT Lead):	Careers Co-ordinator (VF) (AHT Student Development ADL)
Governor Sub Committee Link:	David Thompson
Adopted by Governing Body on:	
Displayed:	Website / HR & Personnel Handbook / Staff Handbook / Learning & Teaching Handbook
Next Review:	November 2020

1. Purpose:

To demonstrate that Gosford Hill is committed to providing Careers Education, Advice and Guidance to all students through the curriculum and organised activities. It is currently improving provision for students from year 7 – 13. Our Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. We aim to provide current and relevant information to enable each student to make informed decisions about their future, and present this in an impartial manner, be confidential and differentiated to suit the requirements of each individual student.

2. Aim:

- For all students to leave the schools with the skills and knowledge required to support their entry into further education or employment.
- Actively promote parent/carer involvement through events, forums and ensuring access to information throughout the year
- Students will receive impartial and confidential careers education and guidance, integrated into their experience of the whole curriculum, based on partnership with their parents or carers
- Promote equality of opportunity, diversity and inclusion, whilst also promoting the best interests of the students to whom it is given
- Differentiate activities to ensure any SEND students have access to the same opportunities/resources

3. Procedures and Practice

Careers Education, Information, Advice and Guidance (CEIAG) will promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will understand themselves and the influences on them.
- Career exploration through the provision of a wide range of resources: computer software, books and leaflets, posters and access to impartial careers guidance, including technical and apprenticeship pathways.
- Work place experience through the Year 10 Work Experience week.
- Independent investigation.

- Progression planning through the provision of Information and Guidance (IAG) from external careers advisors (*'Adviza'*), support across the curriculum, organised progression activities and events e.g. S.T.E.M. and parent forums, and association with local colleges and businesses e.g. EBP Alliance, 'business breakfasts' and work experience. Developing understanding of the changing nature of work, learning and career choices, including the full range of post-16 education or training options, including apprenticeships.

4. Roles and Responsibilities:

- The careers programme is overseen by the SLT lead for CEIAG; delivered by staff and co-ordinated by the Careers Education Co-ordinator. Clear links are made with the school's wellbeing/PHSE programme, Equal Opportunities, Health and Safety and Students with SEN and Disabilities.
- Careers resources, available in the careers library and learning centre for all students, are relevant and up- dated regularly by the careers co-ordinator. Access to the internet is easily available. Participation in activities, both in school and off-site, provide employer contact and further information.
- The programme varies between each year group and the school works with a local provider (*'Adviza'*) to ensure that there are individual careers interviews for targeted Year 11 and 12 students and also careers information, advice and guidance within RPE (PHSE) lessons and student development time for every Year 11 and sixth form student.
- Careers focused activities delivered through the PSHE curriculum are provided and managed by the Curriculum Leader responsible for PSHE/Citizenship and CEIAG. This will include activities about work to develop knowledge and for work to develop skills.
- The SLT lead and curriculum leader will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.
- Governors have a crucial role to play in connecting their school with the wider community of business and other professional people in order to enhance the education and career aspirations of pupils. This includes helping secure speakers, mentors and work experience placements, all of which can help engage employers in the school and in turn potentially lead to them providing new skilled governors.

The board should:

- Ensure that the advice and guidance provided is impartial, includes information on the range of options (including apprenticeships and other vocational pathways) and promotes the best interests of the pupils to whom it is given.
- Provide clear advice to the Head Teacher on which a strategy for advice and guidance can be based that is part of a clear framework linked to outcomes for pupils
- Consider the importance of providing pupils with access to inspiring activities through sustained contacts with employers, mentors and coaches.

- The board can refer to departmental advice, which sets out some common features of inspirational, high quality advice and guidance. Source: *Governance Handbook November*

5. Monitoring and Review:

By the end of year 7:

1. I will be able to describe myself, my strengths, and preferences
2. I will be able to tell positive stories about my wellbeing, my progression and achievements
3. I will be able to explain how I have benefited as a learner from careers, employability and enterprise activities and experiences
4. I will be able to describe the different ways of looking at people's careers and how they develop
5. I will be able to identify and make the most of the support around me
6. I will be aware of work placed career opportunities such as apprenticeships, and academic career development such as technical training and university

Monitored and reviewed through academic tutor time, regular reports, parents evening.

By the end of year 8:

1. I will be able to explain how I have benefited as a learner from careers, employability and enterprise activities and experiences
2. I can identify different types of work and why people's satisfaction with their working lives can change
3. I will be able to describe the organisation and structure of different types of businesses
4. I will be aware of what labour market information is and how it can be useful to me
5. I will recognise the qualities and skills that can make me employable and will have evidence of those I have demonstrated both in and out of school
6. I will know how to look at the choices and opportunities open to me when I reach a decision
7. I will be aware of work placed career opportunities such as apprenticeships, and academic career development such as technical training and university

Monitored and reviewed through academic tutor time, regular reports, parents evening

By the end of year 9:

1. I will be able to explain how I have benefited as a learner from careers, employability and enterprise activities and experiences
2. I will identify and make the most of the of support around me, including how to use careers information, advice and guidance and know the difference between being objective and bias
3. I will know how to look at the choices and opportunities open to me when I reach a decision
4. I will know how to negotiate and make plans and decisions carefully to help me get the qualifications, skills and experience I need
5. I will have a better understanding of the full range of 14-19 opportunities for progression
6. I will show that I am able to be positive, flexible and well-prepared at transition points in my life
7. I will be aware of work placed career opportunities such as apprenticeships, and academic career development such as technical training and university

Monitored and reviewed through academic tutor time, regular reports, parents evening

By the end of year 10:

1. I will be able to review and reflect on how I have benefited from careers, employability and enterprise activities and experiences, including the one week block work experience placement
2. I will recognise how I am changing, what I have to offer and what is important to me
3. I will be able to show how I continue to develop the qualities and skills I will need to improve my employability
4. I will be able to research my education, training, apprenticeship, employment and volunteering options and looking at the best progression options
5. I will know my rights and responsibilities in a selection process and the strategies I can use improve my chances of being chosen
6. I will be aware of work placed career opportunities such as apprenticeships, and academic career development such as technical training and university

Monitored and reviewed through academic tutor time, regular reports, parents evening

By the end of year 11:

1. I will be able to review and reflect on how I have benefited from careers, employability and enterprise activities and experiences and show that I have acquired and developed qualities and skills to improve my employability
2. I will be able to research my education, training, apprenticeship, employment and volunteering options and looking at the best progression options
3. I will be able to find relevant labour market information and know how to use it when planning my career
4. I will build on and make the most of the support around me, including how to use careers information, advice and guidance and know the difference between being objective and bias
5. I will know how to make plans and decisions carefully including how to solve problems and deal with influences on me appropriately
6. I will review and reflect on previous transitions to help me improve my preparation for future moves in education, training and employment
7. I will be aware of work placed career opportunities such as apprenticeships, and academic career development such as technical training and university

Monitored and reviewed through academic tutor time, regular reports, parents evening

6. Sources and References

Year	Outline of provision
7	<ul style="list-style-type: none">• Introductory Assembly on Careers Provision/Careers Web• Sign posting to careers web during academic tutor time• Careers co-ordinator and or Advisor attendance at parents evening• Access to careers library• Careers interviews - self referral / tutor request
8	<ul style="list-style-type: none">• January and June progression -understanding of self/awareness evaluation• Key Stage 4 Preference Evening• Assemblies• Careers interviews - self referral / tutor request• Tutor mentoring• Human Library events• Sign posting to careers web during academic tutor time

	<ul style="list-style-type: none">• Introductory Assembly on Careers Provision/Careers Web• Access to careers library• Careers co-ordinator and or Advisor attendance at parents evening
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9	<ul style="list-style-type: none"> • Local Education and Business Alliance projects • Progression routes and careers revisited through individual evaluation plan • Assemblies • Careers interviews - self referral / tutor request • Tutor mentoring • Careers visits/University visits eg BME day, Brookes University, Girls into Stem day, Birmingham University • Sign posting to careers web during academic tutor time • Introductory Assembly on Careers Provision/Careers Web • Access to careers library • Careers co-ordinator and or Advisor attendance at parents evening
10	<ul style="list-style-type: none"> • Work Experience + preparation and debrief • Careers interviews , 1:1 and group, self referral / tutor request • Assemblies • Careers interviews, 1:1 and group to support Work Experience • Sixth Form introduction • PSHE / RPE lessons on WExp focussed • Summer Careers Enrichment activities • University visits eg Physical Sciences at Birmingham • Passport days • Tutor mentoring • Career Fair Visits • Sign posting to careers web during academic tutor time • Introductory Assembly on Careers Provision/Careers Web • Access to careers library • Careers co-ordinator and or Advisor attendance at parents evening
11	<ul style="list-style-type: none"> • Careers interviews , 1:1 and group target to specific students (RONI, HOH requests/self- referrals + those not secure in centre of Venn) • 6th Form Information Evening • 6th Form interviews , Taster Day and Introduction Day • Leaving Home module & money skills • Assemblies • Tutor mentoring • Introductory College visits • Careers Fair visits • Introductory Assembly on Careers Provision/Careers Web • NCS Activities • Sign posting to careers web during academic tutor time • Access to careers library • Careers co-ordinator and or Advisor attendance at parents evening
12	<ul style="list-style-type: none"> • Careers interviews , 1:1 and group, self referral / tutor request • Visit to universities, Year 12 Conference at Brookes University, Ucas Conference • Community service • UCAS and work advice • Enrichment programme-Programme of Career/university related talks • Young Enterprise • Enrichment week activity • Assemblies • Tutor mentoring • Introductory Assembly on Careers Provision/Careers Web • Sign posting to careers web during academic tutor time • Access to careers library • Careers co-ordinator and or Advisor attendance at parents evening

13	<ul style="list-style-type: none">• Careers interviews , 1:1 and group , self referral /tutor request• Visit to universities• Community service• UCAS and work advice• Enrichment programme- Programme of Career/university related talks• Assemblies• Assemblies• Tutor mentoring• Introductory Assembly on Careers Provision/Careers Web• Sign posting to careers web during academic tutor time• Access to careers library• Careers co-ordinator and or Advisor attendance at parents evening
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