

Hornsea School & Language College



Careers, Education & Guidance Policy

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Careers, Education and Guidance Policy

Background

The duty on schools to secure independent Careers guidance for all year 8 -13 pupils is intended to expand advice and guidance for young people so they are inspired and motivated to fulfil their potential.

High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well informed when making subject and career decisions.

Introduction

Careers education and guidance make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 14-19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Expectations are set high, including for the most vulnerable and those with special educational needs and disabilities, so that every pupil is stretched and acquires the attributes that employers' value. This will help every young person to realise their potential and so increase economic competitiveness.

Provision is made for all pupils from Year 7 onward for Careers Education and Guidance to be delivered within the framework of PSHE during Years 7 to 9 with continued opportunity of more specialised assistance within discrete Careers Education and Guidance lessons (and or PSHE) during Years 10 – 13.

Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choice and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.

All staff contribute to CEIAG through their roles as tutors and subject/course teachers. The CEIAG programme is planned, monitored and evaluated in consultation with the Youth Support Service personal advisers who provide specialist careers IAG and impartial careers advice.

The Careers Education and Guidance syllabus will aim to help pupils to:-

- a) understand themselves better
- b) be aware of education, training and career opportunities
- c) make choices about their own continuing education, training and career route ways
- d) manage transitions to new roles and situations
- e) acquire knowledge and skills useful to further study, training and employment

These aims will help to promote five strands in pupil development:

Self knowledge of self-qualities, attitudes, values, abilities, strengths, limitations, potential and needs. Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.

Roles	position and expectations in relation to family, community and employment. Find out about different courses, what qualifications you might need and what opportunities there may be. Develop your interview skills, Improve your confidence
Work	application of productive effort, including paid employment and unpaid work in the community and at home; coping with unemployment. Develop the skills needed for working life.
Career	sequence of roles undertaken through working life and the personal success, rewards and enjoyment it brings. Make realistic but ambitious choices about courses and jobs. Develop a plan of action for the future.
Transition	development of qualities and skills which enable pupils to adjust to and cope with change, e.g. self-reliance, adaptability, flexibility, decision-making, problem-solving. Understand the different routes after year 11 including training, further and higher education and jobs. Be able to make effective applications for jobs, training and further and higher education.

Careers Education and Guidance will include strands taken from other cross-curricular themes: Economic and Industrial Understanding, Education for Citizenship, Health Education, Environmental Education and Work-Related Education.

Careers Education and Guidance will include the following six components, all of which will meet the expectations within the learner entitlement across all key stages:

1. Careers Education

A planned programme of activities to achieve the aims across the whole curriculum that will help pupils to know themselves better, understand changing roles they will have in life and aid them to make informed career choices.

Attention will be paid to pupils who have special educational needs. Extra help will be given via the youth support Service as well as teaching staff. The careers syllabus will involve a variety of 'teaching approaches' and encourage students to consider non-traditional as well as traditional careers and to make and adjust plans to manage change and transition.

2. Access to Information

Information about the world of work and educational, vocational and training opportunities, including printed information, audio-visual materials, computer software, careers conventions and contacts with other informed people both inside and outside school. The school will provide a wide range of resources including access to CEG software and resources accessible from the Youth Service and in the 6th form library.

3. Work Experience

This may include, at various stages: work visits, work simulations (e.g. design and make exercises, mini-enterprises, business games); work shadowing; application of industrial processes in the classroom; and a week of Work Experience in Year 10 and Year 12.

4. Access to Guidance

Careers information and advice is up to date and impartial. Information on applying for Apprenticeships and college applications will be given. Where appropriate, other sources of advice as part of an overall programme of personal, educational and vocational guidance will be available, particularly for students with special educational needs. All guidance will emphasise equal opportunities. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

5. Recording Achievement and Planning for the Future

The careers education and guidance process derives purpose and direction from recording achievement and, in key stages 3 and 4, the development of individual action plans, worked out with the teacher and Careers PA, as a basis for progression post-16. The log on move on program will be used. In year 9 all students use 'plotr' and the National Careers Service programme within the options programme and a separate options evening for students and their parents is held. Other focused events include Hull University ACE day and presentations by FE and HE colleges. A Careers exhibition will also be held for all year groups.

Choices made at school should be based on a clear view of current labour market information and how opportunities may change in the future. In this aspect our school provides access to a range of activities that inspire young people. High quality mentoring can also be an important part of instigating achievement and planning.

6. Parents and Carers

Parental involvement is encouraged at all stages. Parents are kept up to date with careers related information through letters, newsletters and at open evenings. Parents are welcome at careers interviews and where necessary are invited.

A detailed programme of CEG may be gained by reading the all age Careers Agreement Plan and the planned programme of work in years 7-11.

HSLC Careers Education Learner Entitlement for careers education, advice and guidance:

By the end of **Year 7** students will have:

- Had opportunities to reflect on your personal qualities and the way you relate to your peers
- Begun to identify your strengths and how you can make the best use of them
- Started finding out about different career areas and that might interest you in the future, through careers sessions in PSHCE

- Had optional access to impartial information, advice and guidance from the school's Careers Advisor.
- Participated in HSLC's annual Careers Exhibition where you will have had the opportunity to meet with and talk to a number of local employers, businesses and organisations representing a range of industry sectors.
- Developed an understanding of Enterprise and Entrepreneurs through sessions delivered in PSHCE

By the end of **Year 8** students will have:

- Built upon the self-development skills you worked on in Year 7
- Spent time 'as an adult' through playing 'The Real Game', where you will explore future lifestyle choices and learn about the realities of managing time and budgets and responding to external influences in a particular job role
- Started to develop your financial management skills, including budgeting and banking and learned about rights & responsibilities at work, discrimination and stereotyping.
- Participated in 'Prison Me? No Way' Day
- Used your developing knowledge of yourself and various career pathways to help you choose GCSE options.
- Participated in HSLC's annual Careers Exhibition where you will have had the opportunity to meet with and talk to a number of local employers, businesses and organisations representing a range of industry sectors.
- Had optional access to impartial information, advice and guidance from the school's Careers Advisors.
- Next year Year 8 will follow the option choices that Year 9 do currently as they are now choosing options to do GCES's over 3 years.

By the end of **Year 9** students will have:

- Continued with your career exploration and self-development by taking part in careers sessions delivered through PSHCE. Particular sessions will focus on developing transferable skills; choosing a career; recognising what is important to you in a career and rights and responsibilities at work.
- Undertaken half a term's work on HSLC's Options Booklet with your Group Tutor and complete careers software questionnaires to identify your skills and interests related to the world of work and explore career ideas that might interest you. Take part in the Careers Options Evening and Careers Exhibition to build on the options process that is covered within PSHE lessons.
- Attended presentations from Hull University on 'Steps to Success' and a visit to the University campus on an ACE Day (Accessing College Education).
- Had optional access to impartial information, advice and guidance from the school's Careers Advisors

By the end of **Year 10** students will have:

- Produced a CV and cover letter that focuses on their skills and qualities
- Taken part in a Mock Interview with local employers where you will be interviewed on a letter and CV that you will have written as part of your preparation for work experience.
- Taken part in an Enterprise Activity presented and delivered by the organisation 'Bright Futures', which will include problem solving, team building and leadership skills. This will help you develop your employability skills such as problem solving, team work, working with budgets, creativity and innovation, presentation skills and working to deadlines

- Gained first-hand experience of the world of work by undertaking a week of work experience, in a working environment, arranged by HSLC, This will help you learn about employability skills and the job market
- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics
- Participated in HSLC's annual Careers Exhibition where you will have had the opportunity to meet with and talk to a number of local employers, businesses and organisations representing a range of industry sectors.
- Received a written Action Plan as a result of your careers interview, outlining your future plans and action points needed to achieve these
- Had additional optional access to impartial information, advice and guidance from the school's Careers Advisors.

By the end of **Year 11** students will have:

- Attended a session with the Careers Advisor where you will review careers software and websites available in school, in order to help you make your decisions about Post-16 options.
- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics including apprenticeships and post-16 FE colleges.
- Been made aware of all the Post-16 Choices available to you, through presentations in assembly; Year 11 Curriculum evening and attending taster sessions on your potential 6th Form (or college) subject choices.
- Made your application for Post-16 courses through the Log-on Move-on online area prospectus for all local post-16 provision following preparation sessions in school to guide you through the process.
- Participated in HSLC's annual Careers Exhibition where you will have had the opportunity to meet with and talk to a number of local employers, businesses and organisations representing a range of industry sectors.
- Had an individual interview with a member of the SLT to discuss your choices of Post-16 subjects and courses.
- Had optional access to impartial information, advice and guidance from the school's Careers Advisors.

By the time students leave the **Sixth Form** they will have:

- Had the opportunity to undertake a minimum of one week's work experience in a company of your choice. You will be responsible for arranging the placement, with support from family, friends and the school
- Attended a Year 12 'Futures Day', with sessions on apprenticeships, further/ higher education, gap years, student finance etc. This day will also include the opportunity to speak to a number of representatives from a variety of industry sectors, some of which will be HSLC Alumni members to increase your understanding about specific career paths
- Had the opportunity to attend careers talks during the school year from visiting speakers on a variety of topics. This includes sessions delivered by Beverley Job Centre.
- Attended a session with the Careers Advisor where you will review useful careers and higher education software websites available in school, in order to help you make your decisions about Post-18 options.
- Been guided through the UCAS application process and made an application through UCAS, if you intend to go to university.
- Had the opportunity to attend university and college open days.

- Had the opportunity to request a mock interview for employment or university admission.
- Participated in HSLC's annual Careers Exhibition where you will have had the opportunity to meet with and talk to a number of local employers, businesses and organisations representing a range of industry sectors.
- Had optional access to impartial information, advice and guidance from the school's and Sixth Form's Careers Advisor for support with university and college applications (both in the UK or abroad) and alternative options such as seeking employment, apprenticeships, voluntary work, taking a gap year etc.