



## Innovation, Aspiration and Excellence

### Careers Information and Guidance Policy

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<b>School Link</b>	Chloe Buckenham (VP)	
<b>Principal</b>	Michael McCulley	
<b>Chair of Academy Improvement Management (LG) Board</b>	Johanne Thomas	
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<b>Author(s)</b>	Chloe Buckenham (Vice Principal)	
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DRAFT

This policy reflects current practices as of January 2020, which follow the Careers Guidance and Access for Education & Training Providers in schools document (statutory guidance) published by the DfE in October 2018. Houlton School will prepare pupils for the challenges and opportunities of their future lives through a world class curriculum, transformational learning experiences and the promotion of aspiration, innovation and excellence in all aspects of the school experience: once they have joined our Houlton family, pupils will enjoy the proud legacy of being members of our community for life'. Our Alumni family will become an integral network for the Careers Programme in the school

## 1. Rationale

Houlton School will prepare pupils to become confident global citizens, well equipped for their future career journeys. A young person's career is the progress they make in learning and work and pupils will be guided through a planned programme of activities to help them choose 14-19 pathways that are right for them. These programmes will enable to manage their careers and sustain employability throughout their lives. Schools have a statutory duty to provide careers education (1997 Education Act, 2003 Education Regulations) and to give pupils access to careers information and impartial guidance (1997 Education Act, 2008 Education and Skills Bill).

Houlton School offers Careers Support and Guidance through the pastoral system, PSHRE / LORIC syllabus and through outside agencies. The programme is designed to help young people make informed decisions about their future careers and to aid the development of the skills necessary to accept and adapt to change.

## 2. Aims

It is the aim of the school:

- To enable pupils to develop a self-awareness of their capabilities and aptitudes.
- To enable pupils to build the cultural capital that allows them to be active stakeholders in their varying communities.
- To encourage pupils to make decisions based on knowledge and understanding.
- To make pupils aware of the resources, both material and human, which are available to help them make decisions.
- To access knowledge of the skills applicable to different careers.

- To use the Gatsby Benchmarks to ensure the school is meeting the legal duties surrounding careers provision.
- To increase awareness of the world of work through industry links, work experience / shadowing, practice interviews, careers days and events. These will include talks by adults from outside agencies, alumni network groups and other industry link speakers.
- To enable young people to plan for their future economic independence.
- To heighten the awareness of pupils of the opportunities available to them when they complete their education post 16 via, for example:
  - PSHRE Career curriculum
  - Up to date Labour Market information
  - Post 16 Assemblies- from a range of providers
  - Careers Library and updated noticeboards
  - Practice Interviews
  - CV Building
  - Business Breakfast
  - Careers Conventions : Skills Show/STEM/UCAS Exhibition
  - Development of their own unique Pupil Portfolio / Record of Achievement

In order to support pupils with their transition through the key stages and from secondary education to their chosen destination, the school will undertake to provide impartial Information Advice & Guidance as part of the Careers Education Programme.

The school is committed to providing a planned, stable, programme of careers education and information, advice and guidance (IAG) for all pupils. The school endeavours to follow the National Statutory Guidance for Governing bodies, school leaders and school staff (October 2018), as well as other relevant guidance that appears from time to time.

The school will provide CEIAG which meets professional standards of practice and which is person-centred, impartial and confidential. It will be integrated into pupils' experience of the whole curriculum and be based on a partnership with pupils and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. It is differentiated and personalised to ensure progression through activities that are appropriate to pupils' stages of career learning, planning and development.

Pupils can expect to:

- Have advice and support from Tutors and the Pastoral Team.

- Develop an awareness of what cultural capital is and the place it has within the workplace.
- Be shown and have access to the Careers resources in the Careers Area.
- Be directed to online support where appropriate.
- From Year 10 onwards have group/individual access to the Personal Adviser linked to the school.
- Have the opportunity to meet adults other than teachers.
- Take part in a work experience scheme in Year 10 and a work shadowing scheme in Year 12.
- Take part in Careers Events.
- Receive presentations about Post 16 options at Houlton and also from: Colleges, Training Providers and apprenticeship providers.
- Be prepared to make informed decisions about your future is an essential part of the PSHRE Scheme of Work. Such preparation is designed to enable you to:
  - Make decisions about your choice of GCSE subjects.
  - Develop a growing self-awareness of your capabilities and aptitudes.
  - Develop the skills needed to select, apply and be interviewed for jobs.
  - Make use of online support e.g. Career Pilot and Spring Pod.
  - Gain knowledge of a wide range of Further and Higher Education, training and career opportunities.
  - Make decisions about your choice Post 16. Implementation / Procedures Management

Staff will contribute to CEIAG through their roles as tutors and PSHRE facilitators.

### **3. Staff Development**

Staff will be provided with CPD through attendance at careers updates and meetings as necessary. To meet Gatsby Benchmark 4 there will be specific training on how Careers Education can be embedded through curriculum areas.

Curriculum Careers are part of the school's PSHRE programme and bespoke for each year group. In addition to this the PSHRE programme delivers other topics as appropriate.

## 4. The Careers Programme

Houlton School will offer a programme to include, but not limited to:

- Off timetable Careers Days.
- Career guidance activities (group work and individual interviews).
- Information and research activities.
- Work-Related Learning (including one week work experience in Year 10 and one week of work shadowing in Year 12).
- Individual learning, planning and portfolio development activities.
- A range of careers assemblies
- Pupil Premium pupils all receive targeted support. Pupils at Houlton School who are classified as Risk of NEET (Not in Education, Employment or Training) receive targeted continual support for post 16 and post applications.
- HIAS provide a bookable careers interview for support at both Parents Evenings in Year 11.
- A full programme of assemblies from Post 16 advisors is provided for all Year 10 and 11 pupils annually.
- Monitoring meetings are convened annually with the link governor as part of the ongoing monitoring and evaluation processes.
- An annual careers unit in PHSRE
- Development & Review of Policy & Provision also takes place within school, ensuring consistency and development.

## 5. Responsibility

The careers programme is co-ordinated and monitored by Chloe Buckenham, Vice Principal for Personal Development, Behaviour and Safety. This policy will be reviewed annually and ratified by the AIM Board.

## 6. Appendices

### Appendix A – Link Documents

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748474/181008\\_schools\\_statutory\\_guidance\\_final.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf)

## Appendix B – Gatesby Benchmarks

### The Gatsby Benchmarks<sup>12</sup>

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</li> <li>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> <li>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<ul style="list-style-type: none"> <li>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>All pupils should have access to these records to support their career development.</li> <li>Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> <li>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>

<sup>12</sup> Gatsby Charitable Foundation (2014) Good Career Guidance. London: Gatsby Charitable Foundation

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<b>5. Encounters with employers and employees</b>	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> <li>Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>
<b>6. Experiences of workplaces</b>	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.	<ul style="list-style-type: none"> <li>By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li> <li>By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li> </ul>
<b>7. Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> <li>By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils.</li> <li>By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8. Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> <li>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li> </ul>