


## CAREERS EDUCATION AND GUIDANCE POLICY

<b>RESPONSIBILITY:</b>	<b>LEARNING &amp; ACHIEVEMENT COMMITTEE</b>
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<b>PROPOSED BY:</b>	<b>DAVE COOKSEY</b>
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<b>TYPE OF POLICY:</b>	<b>RECOMMENDED</b>
<b>ON WEBSITE:</b>	<b>YES</b>

<b>DATE AGREED BY LEARNING &amp; ACHIEVEMENT COMMITTEE:</b>	<b>17 JANUARY 2019</b>
<b>FREQUENCY OF REVIEW:</b>	<b>THREE-YEARLY</b>
<b>NEXT REVIEW:</b>	<b>JANUARY 2022</b>

<b>APPROVED BY:</b>	<b>FULL GOVERNING BODY</b>
<b>DATE APPROVED AND ISSUED:</b>	<b>4 FEBRUARY 2019</b>
<b>SIGNATURE:</b>	 <b>CHAIR OF GOVERNORS</b>

**In reviewing this policy, the Learning & Achievement Committee has taken into account the provisions of the Equality Policy 2016**



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## **Statement of Principle**

We are committed to providing a Careers Education and Guidance Programme which will motivate and inspire all students to 'Aim High' and achieve their potential. We believe that all students are entitled to impartial and, where necessary, confidential advice in order to manage their own lifelong learning and career development. The careers team at Vandyke work alongside the curriculum and pastoral teams to promote achievement and enable young people to follow their aspirations. Every student at Vandyke has access to a high quality Careers Education and Guidance Programme and, in addition, more focused and targeted support where needed.

We believe that our students are entitled to a careers programme which prepares students for the opportunities, challenges, responsibilities and experiences of not only post-16 education, training and employment, but for life-long career planning. Our Careers Education and Guidance Programme is designed to support students to feel positive about their future, to improve their motivation, raise their aspirations and take responsibility for their career plans.

At Vandyke, the Gatsby Career Benchmarks are at the heart of our Careers Education and Guidance Programme.

## **Overall Objectives**

To enable students to evaluate their strengths and weaknesses, abilities, personal qualities, attitudes, values and skills.

To develop knowledge and understanding of the world in which they live and an awareness of opportunities in employment, education and training that are available locally and further afield.

To provide students with the skills, understanding and knowledge to help them make well-informed, sensible decisions about their future.

To develop students' abilities to explore the way in which they can fulfil their potential in regard to equal opportunities and gender stereotypes, releasing them from all forms of discrimination.

To enable students with special educational needs to receive the support necessary for them to identify and access appropriate and fulfilling career opportunities.

To provide students with the skills and knowledge to help them to manage the transition from school to further education, higher education, or the workplace. This includes promoting an understanding of the difference between school, further and higher education and employment, in addition to acquiring the skills to lead successful and healthy lives.

## **Knowledge and Understanding**

To help students to:

- develop an understanding of the working world, in order to prepare them for the demands that will be made upon them and so that they can take advantage of the opportunities open to them

- comprehend the responsibilities and commitments of employees and employers
- evaluate the options open to them in relation to Post 16, Further and Higher Education, employment and Apprenticeship/training opportunities
- compare the benefits of paid work, training, education and volunteering
- recognise the competitive nature of the world of work
- explain the links between academic achievement and economic success

## **Skills**

To enable students to:

- collect and assess information on a range of career opportunities
- research the local labour market and work with employers and providers in the local area (Gatsby Benchmark 2)
- identify the various factors involved in making subject choices
- recognise other sources of help and advice which are available and their relative strengths and limitations
- use and evaluate careers information and resources available
- equip themselves with the skills required for effective decision making
- develop the transferable skills necessary for obtaining employment and/or training opportunities on leaving full-time education
- develop skills for the outside world, allowing our students to communicate effectively, to be assertive, to work alongside and lead others, to solve problems and to take the initiative

## **Attitudes and Personal Qualities**

To help students to:

- assess their interests, aptitudes and attainments and to assess their personal characteristics, values and social circumstances
- appreciate aspects of self which are relevant to career choice
- build self-confidence and a sense of personal worth
- equip themselves with the attitude necessary to become a lifelong learner, by encouraging them to feel positively about acquiring new skills, knowledge and understanding

- develop a determination to make the most of their talents and opportunities through showing initiative
- enhance positive attitudes towards working effectively as part of a team

## **Definitions**

### ***Careers Guidance***

Careers Guidance is the preparation and support for young people who are making decisions and plans which have career implications. The aim of Careers Guidance is to help young people to make more informed decisions and choices about their next steps.

### ***Careers Education***

This is a coordinated provision of activities concerned with choices about different life roles. Careers Education is a series of planned experiences taught through the Life Skills programme, designed to encourage the development of opportunity awareness, self-awareness, decision-making and managing change.

## **Outcomes**

### **The Gatsby Benchmarks**

#### ***1. A stable careers programme***

The school has an embedded programme of career education and guidance that is known and understood by students, parents, teachers and employers, through publication on the school website. This programme will be evaluated on an annual basis through feedback from relevant stakeholders.

#### ***2. Learning from career and labour market information***

Every student and their parents, will have access to good-quality information about future study options and labour market opportunities to help inform their decisions when selecting study options in Years 9, 11 and 13.

#### ***3. Addressing the needs of each student***

The school's careers programme will embed equality and diversity considerations throughout, actively challenging stereotypical thinking and raise aspirations. There will also be the systematic keeping of records of the individual advice given to each student and subsequent agreed decisions. Opportunities for advice and support need to be tailored to the needs of each student.

#### ***4. Linking curriculum learning to careers***

All subjects will link their curriculum areas to possible future career paths and provide opportunities to develop key skills that are required within the 21<sup>st</sup> century labour market. There will be a particular focus on STEM subject teachers highlighting the relevance of STEM subjects for a wide range of future career paths.

### **5. Encounters with employers and employees**

Every student will have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This will take place through a range of enrichment activities, including visiting speakers, mentoring and visits to employers.

### **6. Encounters with further and higher education**

All students will understand the full range of learning opportunities that are available to them at both post 16 and post 18. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

### **7. Personal guidance**

Every student will have opportunities for guidance interviews with a careers 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. They should be expected for all students, but should be timed to meet their individual needs.

## **Management of Careers Education and Guidance**

The Head of Careers and Life Skills is responsible for the coordination and delivery of the programme. He/she is responsible to an Assistant Headteacher. Fortnightly meetings are held in order to discuss new initiatives and for development purposes.

The Head of Careers is supported by the Careers Coordinator who is responsible for the tracking and monitoring of intentions, arrangement of external visits and making and sustaining links to the local labour market.

## **Delivery of Careers Education and Guidance (Gatsby Benchmark 1, 3, 4, 8)**

Careers Education and Guidance is delivered within Life Skills lessons. The Head of Careers and Life Skills works closely with a highly experienced team of Life Skills teachers to deliver high-quality lessons which are designed to meet students' needs at appropriate times in the school calendar.

Students in Years 9-11 have one Life Skills lesson per fortnight. In the Sixth Form, students have regular inputs through assemblies, workshops and visits in Year 12, whilst in Year 13 the input takes place through the two tutor time lessons per fortnight. During the second half of the summer term, Year 12 students have 4 hours per fortnight to support the UCAS and Post-18 Options process.

All staff within the Life Skills team are supplied with lesson plans and resources which clearly outline and meet the targeted outcomes. This ensures consistent and accomplished delivery of the Careers Education and Guidance Programme.

## **Resources**

Students and staff can access careers resources, including hard copies of prospectuses in the library and the sixth form centre. Vandyke Careers also has a twitter platform which is used to communicate tips, guidance and vacancies to all followers. Students can also use Show My Homework to access guidance and resources from the Life Skills lessons, in order to support them further with independent research for post-16 options.

## **Working in Partnership - External Agencies**

The school has a Service Level Agreement with 4YP, a local company who provide a range of services to schools. Termly meetings are held with 4YP personnel and the Head of Careers and Life Skills, the careers Coordinator and the Assistant Head, to allow for regular evaluation and reflection of the Careers Programme. 4YP's advisers also support group work and active careers guidance with students in Years 9-13.

Students requiring interviews with 4YP are identified by Year Heads/Directors, tutors and Life Skills teachers. The interviews are organised through the Careers Coordinator.

## **Involvement of Parents and Governors (Gatsby Benchmark 1 & 2)**

Parent(s)/Carer(s) and Governors are informed about key events through Vandyke Voice, the school website and the twitter platform. Parent(s)/Carer(s) and students are briefed about Careers Education and Guidance through Information Evenings held annually and a variety of written publications.

Parent(s)/Carer(s) and Governors are also invited to be involved in events such as Year 12 Volunteering Week, the Aim Higher Convention and professional workshops.

Parent(s) and Carer(s) can also access the careers programme on the school website.

## **Working with the Community (Gatsby Benchmark 5, 6, 7)**

We have strong links with the local and wider community who support us with many activities, in particular the following:

- Aim Higher Day and Evening – Whole School
- Mock Interviews - Y12
- Year 12 Volunteering Week
- Volunteering placements as part of Health & Social Care and Travel & Tourism (BTEC)
- Assembly Presentations
- Higher Education visits

## **Training and Development**

The Schools Leadership Group is kept informed of new developments through regular meetings between the Assistant Headteacher and the Head of Careers and Life Skills, and through other meetings when necessary.

Whole staff training slots are used to inform staff of careers developments when necessary. All teaching staff have a responsibility for careers guidance through specific subjects. (Gatsby benchmark 4)

## **SEN Students (Gatsby Benchmark 8)**

The Head of Careers and Life Skills works with the SENCO and 4YP in order to meet the needs of individual students. Extra help is provided to students when considering options for Year 10 and Post 16, to ensure that choices are suitable.

## **Pupil Premium Students (Gatsby Benchmark 8)**

All Pupil Premium/disadvantaged students are given a priority impartial careers interview with 4YP and any follow-up action to support them in their career choices.

## **Monitoring, Review and Evaluation**

The Head of Careers and Life Skills will monitor, review and evaluate activities with the support of the Assistant Head. The effectiveness of careers lessons will be monitored through team reviews and student voice feedback in order to continually improve and develop the Careers Education and Guidance programme. Amendments to the programme will be made where appropriate.