

## CAREERS EDUCATION AND GUIDANCE POLICY

<b>RESPONSIBILITY:</b>	<b>LEARNING &amp; ACHIEVEMENT COMMITTEE</b>
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<b>PROPOSED BY:</b>	<b>SEAN DOWNEY</b>
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<b>TYPE OF POLICY:</b>	<b>RECOMMENDED</b>
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<b>DATE AGREED BY LEARNING &amp; ACHIEVEMENT COMMITTEE:</b>	<b>20 NOVEMBER 2014</b>
<b>FREQUENCY OF REVIEW:</b>	<b>THREE YEARLY</b>
<b>NEXT REVIEW:</b>	<b>JULY 2017</b>

<b>APPROVED BY:</b>	<b>FULL GOVERNING BODY</b>
<b>DATE APPROVED AND ISSUED:</b>	<b>15 DECEMBER 2014</b>
<b>SIGNATURE:</b>	 <span style="float: right;"><b>CHAIR OF GOVERNORS</b></span>

In reviewing this policy, the Learning & Achievement Committee has taken into account the provisions of the Equality Policy (December 2012)



## **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, benefits from a range of enterprise and work-related learning opportunities.

We believe that our students are entitled to a programme which prepares them for the opportunities, challenges, responsibilities and experiences of education, training and employment. 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.

## **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, 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 how job applicants are selected and how they can market themselves effectively through CV design and interview coaching
- appreciate the reasons why people work and identify sources of job satisfaction and dissatisfaction
- 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
- 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 designed to encourage the development of opportunity awareness, self awareness, decision-making and managing change.

### ***Work-Related Learning***

Our students benefit from a range of activities and experiences which build their knowledge of the demands of the workplace and develop their portfolio of transferable skills. These include visits to university/FE Colleges, workplaces, access to external speakers, Learn 2 Learn, apprenticeship workshops, work experience and volunteering opportunities.

## **Outcomes**

By the end of the following key stages all students will:

Key Stage Three	formulate links between qualifications and career opportunities  recognise the key skills necessary in the workplace  explain why careful consideration of Year 10 Options is so crucial to their future career pathways  have utilised ' <b>Fast tomato</b> ' software program in order to support Year 10 options  have identified their own unique personal qualities, and reflected on what it takes to be a successful learner  have an awareness of their personal qualities and different learning styles  have accessed and used resources from the Careers Resource Centre
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Key Stage Four	<p>have completed a practice application form and produced a letter of application for a job</p> <p>have created a CV which markets their attributes, skills and experience</p> <p>understand RPA and its importance</p> <p>recognise the key points regarding Health and Safety in the workplace</p> <p>appreciate the variety of options available Post 16</p> <p>assess the reasons for and benefits of Higher Education</p> <p>develop an awareness of their own capabilities, skills and personal qualities</p> <p>describe the importance of budgeting and have completed a personal financial budget</p> <p>have visited a College or University</p> <p>have had access to a Aim Higher/Careers Convention at school</p> <p>have consulted with a 4YP adviser as necessary/appropriate</p>
Key Stage Five	<p>consult with a 4YP adviser regarding Post-18 career opportunities</p> <p>attend work experience as part of their vocational course</p> <p>attend a presentation on Higher Education</p> <p>attend a Higher Education Conference</p> <p>attend a presentation on 'Opportunities Post-18'</p> <p>visit a University</p> <p>take part in a mock interview</p> <p>complete a UCAS form and write a personal statement</p> <p>complete an application form</p> <p>complete voluntary work in school and the community</p> <p>understand student finance for Higher Education</p> <p>have developed a range of employability skills such as communication, time-management, teamwork and organisation</p> <p>have secured a career pathway post-18 in either university, college or employment</p>

## **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. Regular meetings are held in order to discuss new initiatives and for development purposes.

Work Experience/placements are organised by the Careers Coordinator who, along with the nominated Sixth Form representative, is responsible for forging links with employers, colleges, training providers and universities.

The Careers Resource Centre is managed by the Librarian, who is responsible for the checking, updating and filing of resources.

## **Delivery of Careers Education and Guidance**

Careers Education and Guidance is delivered within Life Skills lessons and tutor-time. 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. (See Strategic Career Plans for each year group.)

Students in Years 10-11 have two Life Skills lessons per fortnight. In Year 9 they have one, which is supplemented by a Year 9 tutorial programme. Each unit of Careers Education and Guidance delivered within Life Skills consists of approximately six lessons. In the Sixth Form, students have three periods of mentoring/tutoring support per fortnight in Year 12 and two lessons in Year 13. 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**

The Careers Resource Centre provides access to all students during break and lunchtime. The Centre includes careers resources in a range of formats, including software packages, printed materials, CD-ROMS and videos. Students are able to access a range of online programmes, to encourage independence and support their decision-making. There is a dedicated Careers Office, which is used by Personal Advisers during student interviews.

## **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. Their team of personal advisers (previously part of the Connexions team) have worked with Vandyke successfully for a number of years. Regular meetings are held with 4YP personnel and the Head of Careers and Life Skills. In addition, liaison meetings are held with 4YP personnel and other key staff – SENCO, Assistant Headteacher, Director of Sixth Form, and the Year teams. 4YP's advisers 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 Librarian.

## **Involvement of Parents and Governors**

Parent(s)/Carer(s) and Governors are informed about key events through Vandyke Voice. 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, mock interviews, the Aim Higher Convention and professional workshops.

## **Working with the Community**

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

- work experience
- Aim Higher Convention
- mock interviews
- workshops (with Academy Partners)
- Year 12 Volunteering Week
- volunteering placements
- professional workshops and visits
- Assembly presentations
- Higher Education visits

## **Training and Development**

4YP offer specialist training programmes and other events in order to keep staff up-to-date on developments.

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.

## **SEN Students**

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**

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

## **Potential High Achievers**

The Head of Careers and Life Skills works with the PHA Coordinator, in order to plan and organise activities designed to meet the needs of this cohort of students.

## **Monitoring, Review and Evaluation**

The Head of Careers and Life Skills will monitor, review and evaluate activities. The Head of Careers and Life Skills will observe Life Skills lessons during Team Reviews. Feedback from students and Life Skills staff will be requested half-termly, in order to continually improve and develop the Careers Education and Guidance programme. Amendments to the programme will be made where appropriate.