



What is Careers Guidance?

Our definition of careers guidance is aligned to those provided by DfE and Ofsted.

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff', April 2014 defines Careers Advice and Guidance as:

'Careers Advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.'

DfE 2012 and definition used by Ofsted in their thematic report 'Going in the Right Direction? Careers guidance in schools from September 2012', published September 2013

'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 choices 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.'

Purpose of Careers Guidance

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our school has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every pupil is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employers value. This will help every young person to realise their potential and enhance their employability.

Careers Skills: - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school's careers provision, therefore, needs to help pupils to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

Employability Skills: - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'. The top 10 skills that employers

want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

Statutory Responsibilities of the Governing Body

The statutory duty requires the governing body to ensure that all registered pupils at the school are provided with independent¹ careers guidance from year 8 (12-13 year olds) to year 13 (17-18 year olds).

The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial² manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and pupils starting year 11 or below in September 2013 will need to continue until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular pupils must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our pupils' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

¹ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

² Impartial is defined as showing no bias or favouritism towards a particular education or work option.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Careers Guidance Provision

The school uses national guidance and ACEG Framework for Careers and Work Related Education to inform our planning (see provision map for details).

Developing self-awareness and resilience underpins our careers provision. Students in all years are supported through tutorial activities to evaluate regularly their strengths and weaknesses, and to tackle any obstacles to progress. As a result of challenging teaching and an appropriately matched curriculum they develop employability skills.

Students begin to develop an awareness of the world of work and enterprise from year 7 onwards through enrichment activities as part of focus days. Engagement with employers from various sectors continues in year 9, where students give greater consideration to the range of employment options available, and explore opportunities in more depth. More challenging enterprise activities bring students into contact with local businesses as well as promoting employability and entrepreneurial skills. At Key stage 4 a range of careers fairs and events allow students to explore sectors of specific interest to them as they make choices for post 16 education and training.

Students are supported through all transition phases to set realistic aspirational targets, and make plans to meet them. Specific careers related activities are planned for year 9 to support the options process, and parents are engaged in this process through options evening and face to face meetings with tutors.

At key stage 4, students are monitored and supported to ensure they investigate relevant options for post 16 education and employment. Students in year 11 are surveyed to ensure guidance is tailored to the needs of individuals and groups with shared interests, including visits to, or visits from local colleges, and opportunities to experience the world of work with local businesses.

Students at risk of NEET and other vulnerable groups are identified by tutors, heads of house and the KS4 Pupil Premium coordinator in liaison with the careers adviser. These students are prioritised for support. All students are given advice to ensure they make successful applications for colleges or apprenticeships. Our MEA Team provide additional practical support and family liaison to break down cultural barriers to further and higher education, securing placements for students

All these activities are supported by on-line resources including a dedicated careers section on the VLE.

Provision is mapped across all year groups. This is reviewed annually and adapted to meet needs and take advantage of new opportunities. Significant changes have been made for 2014 –15 in the light of student feedback.

In addition it is planned for each curriculum area to identify careers education opportunities to highlight and display subject links to occupations and progression.

- **GCSE English and Mathematics.-**

Through our Careers Guidance we highlight to pupils that if they do not achieve a grade C or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level 2 in maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in maths and English.

- **STEM (science, technology, engineering and maths)**

We work to ensure that pupils understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to expose pupils to a diverse selection of professionals from varying occupations which require STEM subjects, and emphasise in particular the opportunities created for girls and boys who choose science subjects at school and college. We recognise that there is a need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

- **Careers Impartial Advice and Guidance (IAG)**

- In our school pupils are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from universities and colleges and mentors and coaches.
- Independent and impartial careers information, advice and guidance can be accessed by any pupil on request.
- All pupils receive at least one face-to-face careers interview with a trained careers adviser.
- All pupils receive a face-to-face interview at key decision making points during their education (years 9, 11, 12 and 13) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview, all pupils are helped to develop a careers action plan.
- There is a system in place for centrally storing, distributing and following up pupil action plans.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The school organises information events for pupils and their parents to which all local providers of education and training are invited and actively engaged in offering advice.
- The school makes students aware of the open days and evenings for local education providers
- Pupils are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the school's website or virtual learning environment (VLE).

- Learner views are sought on the best way to offer provision.

- **Employer engagement**

We are committed to engaging with our local employers and professional community to ensure that our pupils have access to high quality employer engagement activities to enhance their careers guidance provision. This includes:

- Mentoring and coaching
- Speakers from the world of work in schools
- An insight from Stokesley Business Partnership, Jobcentre Plus, or the National Careers Service into the labour market and the needs of employers
- Workplace visits and work experience placements
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews
- The use of the NYBEP STEM Ambassador network

Access to information on the full range of education and training options and active engagement with other local learning providers

We have secured independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities. We provide in good time before decision points information about the options available, including:

- Post-14: opportunities for 14 year old enrolment at local colleges
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees.

The National Careers Service

We signpost our pupils and their parents to the National Careers Service which offers information and professional advice about education, training and work to people of all ages.

Careers Guidance Leadership and Management Team

Team	Name
Nominated governor with responsibility for oversight of Careers Guidance	Stewart Brennan
Senior Leadership lead	Chris Dolby for 11-16 phase Maura Stanley for 16-19 phase
Careers Adviser	Janine Harrison-Henry
Bridge subject leader and work experience co-ordinator	Caroline Byrne

The Careers Guidance leadership and management team are responsible for:

- The Careers Guidance action plan, developed each year and which is linked to the school improvement plan
- Careers Guidance Training needs analysis and keeping a record of training
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of pupil needs and abilities
- Enabling pupils to have access to career resources and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities (ref Child Protection policy, Staff Behaviour Policy, North Yorkshire Safeguarding audit, North Yorkshire Guidance for Educational Visits)
- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents/carers and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP)
- Updating the school's Careers Guidance policy and information on the school's website
- Providing an annual report to the governing body on Careers Guidance

Accreditation

Elements of the Careers Guidance programme are accredited through:

- ASDAN Certificate of Personal Development Level 1 and 2(CoPE) Certificate-sized NQF qualification at Levels 1 and 2

Monitoring of Careers Guidance Provision

Provision is monitored through a range of processes including

- Careers activity observations (for example individual careers interviews, career guidance activities/events, work experience)
- Scrutiny of pupils' progress management records
- Scrutiny of sample careers interview action plans
- Feedback discussions with focus groups of pupils, parents/carers, staff, employer representatives, as appropriate
- Annual audit of Careers Guidance

Evaluating the effectiveness of our Careers Guidance

The effectiveness of guidance activities is evaluated through

- attainment and achievement key indicators
- destinations of our pupils.
- analysis of monitoring information as above
- Use of pupil surveys including the North Yorkshire Growing Up in North Yorkshire survey

We will know we have been successful when we maintain very low numbers of NEETs and high numbers of pupils progressing to apprenticeships, universities of their choice, traineeships, and other positive destinations such as employment or a further education college. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others.

We will know our provision is effective when students tell us that the CIAG they receive positively influences their choices.

We use the Destination Measures data, published by the Department for Education, to assess how successfully their pupils make the transition into the next stage of education or training, or into employment and data provided to us by North Yorkshire Local Authority e.g. Year 11 Leavers destinations.

This policy is reviewed annually

Date of policy review _____

Next Policy review date _____

Signed:

Appendix – Careers provision map

Key Concepts		Year 7	Year 8	Year 9	Year 10	Year 11
Career <i>From 2007 PSHEE Economic Wellbeing 1.1 'Career'</i>	Understanding that everyone has a 'career'.	Tutorial programme, Stokesley Baccaureate and attitude to learning: Tutorial and Stokesley Baccaureate develop self-awareness of personal qualities, strengths and weaknesses, and provide a framework for personal development. Regular progress management helps students maintain motivation and to aim for high levels of achievement, identifying and overcoming barriers to progress and developing resilience. As students progress through school progress management increasingly focuses on working towards specific goals for post 16 transition. The Attitude to Learning ladder provides a further framework for developing positive attitudes and qualities relevant to the work place and life-long learning. Tutor and house activities develop teamwork, mutual support and cooperation.				
	Developing a sense of personal identity for career progression.					
	Understanding the qualities, attitudes and skills needed for employability.					
<i>From ACEG Framework</i>	identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	PSHE / Drama unit 2 discrimination	Citizenship units 1, 2 and 3	Options guidance process explicitly states no 'boys subjects' or 'girls subjects'	All CIAG challenges discrimination. Active promotion of women in Science and engineering. Bridge course & college courses made available to boys and girls. Sixth form interviews and careers fairs challenge race & gender preconceptions	
	know how to prepare and present yourself well when going through a selection process				Careers Education/Interviews develop CV building skills & interview techniques Mock interviews – local businesses	
	* rigorous insistence on smart school uniform reinforces pride in personal appearance and appropriate standards for a work environment					
<i>Stokesley Priorities</i>	Understanding Labour markets – local, national and global	: Enterprise project Students run a business with real money. Hold trade fair. Contact with Rotarians. Taking on different roles with a company. Students are introduced to people from different		Focus Day. Pathways Explores employment sectors. Includes NYBEP Speed Networking (meeting people from different employment sectors), U-Explore (Exploring work places). Enterprise day		Careers Support, careers fairs, U-Explore / fast tomato / higher ideas & other web resources
	Understanding the world of work, Public and Private sectors, and self employment.					NEW: Work readiness programme , developed through Stokesley Business Partnership. Experience of different work places. Includes support with CV and presentation.

	employment sectors	Competition running businesses, run as part of Stokesley Business Partnership	Careers in engineering evening (January) Engineering day (Enrichment week) Employment sectors day (Enrichment week) Mentoring Professional – New and developing programme engaging local businesses with short visits to targeted groups.
Planning for and ensuring effective transition		Options guidance process inc. Options evening F2F, subject ambassadors etc.	Careers Interviews tailored to need. Students consulted, group and individual needs identified and addressed. Access to group support and visits to local colleges as required. Sixth form open evening Sixth form interviews Careers fair for all year 11 & visits to careers fairs for Pupil Premium and vulnerable NEW: Sixth form students mentor year 11 students through transition
	Additional targeted provision: On the ILE - Dedicated careers section with advice, contact numbers and links to online resources. Includes access to software used in focus days and advice sessions (U-Explore, fast tomato etc)		Careers interviews by referral for vulnerable students Targeted priority interviews for Y11 intervention groups
	Bridge provision:		Minimum 6 days work experience in year 10 NCFE Developing skills in the workplace Planning for future (wider Key Skills module) College visits and taster days at all local FE colleges All apply for and secure FE placements

References

- CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide <http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>
- DfE (2013b) Careers: Inspiration Vision Statement <https://www.gov.uk/government/publications/careers-inspiration-vision-statement>
- DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf
- DfE (2014c) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf
- DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf
- Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012 <http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012>
- STEMNET: Top 10 Employability Skills <http://www.nationalstemcentre.org.uk/elibrary/resource/887/top-10-employability-skills>
- North Yorkshire Careers Guidance Materials can be found on Fronter in the PSE room, or access through the Health and Wellbeing Room – (*Vision and Policy*: electronic version of this Careers Guidance sample policy template. *Policy into practice*, Secondary PSHE and Citizenship section, then Economic wellbeing section for further Careers guidance materials) on Fronter <https://fronter.com/northyorks/>
- North Yorkshire Safeguarding Materials can be found on North Yorkshire cypsinfosite
- Safeguarding audit <http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>
- Child Protection Policy and Safer Working Practices/Staff Behaviour Policy <http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>
- Learning beyond the Classroom <http://cyps.northyorks.gov.uk/index.aspx?articleid=21018>