

Careers Education Advice and Guidance and Work-Related Learning Policy

Review Period: Annually – Summer Term

Review By: Leadership Group & P&R



Studley High School Careers Education and Guidance and Work-Related Learning Policy

What is Careers Guidance?

In our careers guidance policy 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.'

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 independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds). Our programme runs for years 7-11. The governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial 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 Warwickshire local authority Prospects 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.

We also recognise our statutory duty to work with Warwickshire and Worcestershire 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.

CAREERS GUIDANCE PROVISION

Careers Education is delivered through lessons at KS3 and through the daily tutor programme for both KS3 and 4. It is also delivered through the 4 drop down days per year to all pupils in Years 7 to 11. At Studley High School we have an annual Careers Fair. This is delivered in conjunction with school staff and outside agencies. The topics covered are age appropriate to the year group.

In addition, all subjects in school identify careers education elements and include these in lesson planning.

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, business leaders and mentors and coaches.
- Independent and impartial careers information, advice and guidance can be accessed by any pupil on request and is available 3 days a week by the Careers Coordinator.
- 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 (in years 9 and 11) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11, 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 and this is coordinated by the Careers Coordinator.
- 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 advertises the open days and evenings for all local education providers to all pupils and their parents throughout education phases and transition between key stages.
- 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.
- 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 through alternative curriculum provision.
- Speakers from the world of work in schools (school is part of the Speakers for School project).
- An insight from our Local Enterprise Partnership (Studley In Business and Stratford Business Forum) into the labour market and the needs of employers.
- Workplace visits and work experience placements (one week for all Year 10 pupils).
- Work 'taster' events such as games and competitions through drop down days and the tutor programme.
- Careers fairs and career networking events.
- Access to open days at further and higher education institutions.
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.
- Access to information on the full range of education and training options and active engagement with other local learning providers.

We employ a part time Careers Advisor who provides independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local Post 16 education, further education, apprenticeships, and vocational education opportunities.

We provide in good time information about the education options available, including:

- Post-14: GCSEs; options provided by alternative curriculum providers in the community; opportunities for 14 year old enrolment at local colleges for more vulnerable learners.
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships. We also host Post 16 information evenings annually.

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. (<https://nationalcareersservice.direct.gov.uk> , or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

Careers Guidance Leadership and Management Team

Nominated governor with responsibility for oversight of Careers Guidance-Mrs S Stephenson

Senior Leadership lead- Mr L Gray

Work Experience co-ordinator – Mrs S Little

Careers Advisor- Mrs A Sienna

Business and partnerships lead- Mrs M Hatfield

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 development plan.
- Careers Guidance Training needs analysis and keeping a record of training (Staff CPD).
- 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 drop in careers sessions, 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 including Work Experience).
- 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).
- 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 Assessment of pupil progress
Assessment is aligned to our school's teaching, learning and assessment policy. There are Systems in place to effectively track pupils' progress through our Careers Guidance provision.
- Baseline assessment to determine pupils' starting points, including: what pupils already know and understand, what they have misunderstood, what gaps they have in their knowledge and skills, what preconceptions may have to be challenged.
- Assessment for Learning (formative assessment) - regular assessment of pupils' progress against the intended learning outcomes of our range of Careers Guidance activities to ensure that pupils are making expected progress, to provide feedback for pupils on how to improve, and to inform planning for subsequent Careers Guidance activities and units of work in the Careers Education programme in PSHE / tutor programme and subject cross-curricular delivery.
- Assessment of Learning (summative assessment) – Opportunities to report to parents on progress in Careers Guidance is offered at Parents' Evenings (year 9 – 11) and during specific work experience and expectations evenings (Year 10). Assessment is also recorded through review meetings with pupils.
- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience).
- Scrutiny of sample careers interview action plans and documentation (CVs etc).
- Feedback discussions with focus groups of pupils, parents/carers, staff, employer representatives.
- Use of pupil surveys.

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.

Evaluating the effectiveness of our Careers Guidance The effectiveness of guidance activities is evaluated through:

- Attainment and achievement key indicators.
- Destinations of our pupils.
- Pupils being guided on to the correct options pathway in KS4.
- Our NEET figures remaining at 0%.
- Our Destinations data.
- Pupil questionnaires.

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