

Highcliffe School Careers Policy

1. Statement of Intent

1.1 This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has due regard to the DfE's statutory guidance, 'Careers guidance and access for education and training providers', which was last updated in January 2018 and the Careers strategy: making the most of everyone's skills and talents December 2017. At the forefront of the policy is the implementation of the eight Gatsby benchmarks of Good Career Guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the need of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal guidance

Highcliffe School adds two more benchmarks;

9. Student Career Development Skills and Self Awareness. (Via the My Aspirations Strategic Framework: GCSE Ready (KS3) Pathway Ready (KS4) Life Ready (KS5))
10. Parental engagement

2. Context

2.1 Highcliffe School's vision is '*We value the power of education to change lives.*'

The Careers department works collectively across the school in relation to CEIAG to raise the aspirations, promote equality of opportunity, celebrate diversity, challenge stereotypes and prepare learners for their future careers.

2.2 It is recognised that effective careers guidance is about an entitlement for every student and contributes to raising aspirations, improving motivation and overcoming barriers to success. Highcliffe School has a critical role to play in preparing all young people for the next stage of their education or training or beyond. Expectations are high, including for our vulnerable and those with SEND. Through the careers programme students are challenged appropriately and acquire the knowledge skills and attitudes for lifelong learning so they become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well with applications and interviews. This will help every young person to realise their potential and enhance their employability



2.3 Entitlement

Students are entitled to careers education, advice and guidance which is:

- Impartial and confidential
- integrated within their whole curriculum, and structured to provide help at transition and progression points and to meet their continuing needs
- Based on the principle of equal opportunities, inclusion and diversity

2.4 Aims

The following objectives cover a series of planned and progressive careers education and development activities will enable students:

- Develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values;
- To raise aspirations and increase awareness of the world in which they live and the wide range of education, training, employment and other careers opportunities that are available. This will include awareness that gender should not limit career choices;
- To make informed choices about their own continuing progression and development in education or employment;
- To cope with change and manage effectively the transition across the key stages and from school to continuing education, working and adult life;
- Work towards ensuring that students leave the school with employment, further education or training.

2.5 Intent

All students to become effective independent careers learners, fully prepared for their transition into adult life and the ever-changing world of work

The intent of our Careers Curriculum at Highcliffe School is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into future life and the evolutionary world of work. We intend to raise their aspirations, improve social mobility, develop employability skills, and enhance knowledge of labour market information whilst providing them with the access to all career pathways. Students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

A Career describes our journey through life, learning and work.

2.6 Career Development Skills

The following six career development sets out what students should know and be able to do by the time they complete their education at Highcliffe:



1. **Explore Possibilities** open to them and learn about the recruitment processes and the culture of different workplaces
2. **Manage Career** actively, make the most of opportunities and learn from setbacks
3. **Create Opportunities** by being proactive and building positive relationships with others
4. **Balance life and work** as a student/worker/entrepreneur with their well being, other interests and involvement with their family and community
5. **See the big picture** by paying attention to how the economy, politics and society connect with their own life and career
6. **Grow throughout life** by learning and reflecting on themselves, their background and their strengths

At the end of each key stage in preparation for their progression and smooth transition we will ensure students undertake a reflective exercise to ensure they are 'ready' for their next stage of education or life: GCSE Ready, Pathway Ready and Life Ready.

3. Implementation: Career related learning programme

3.1 CEIAG at Highcliffe School addresses careers education as part of the PSHE programme, within a tutor time 'My aspirations' programme, subject curriculum time and in dedicated Sixth Form Enrichment lessons; students also have open access to impartial careers advice and guidance from an independent careers adviser and access to various different trips, visits and opportunities.

The School will work towards the Quality in Careers Standard to support the development of their careers programme, ensuring the programme is reviewed termly to ensure it is in line with the required standards.

3.2 It is the policy of Highcliffe School that students should have access to:

- A planned programme of Careers Education (Year 7 to 13) which provides opportunities to develop and apply the knowledge, understanding and skills necessary to make realistic careers decisions. The programme is progressive and focuses on key end points: GCSE Ready (Ks3), Pathway Ready (KS4) Life Ready (KS5)
- Individual guidance from the School's Careers adviser as well as from tutors, UCAS co-ordinator and teaching staff, where appropriate, including advice on best combinations of subjects for different careers
- Support for the processes of job search, preparing effective CVs and job applications, developing interview skills via mock interview programme, building a portfolio of skills evidence through the Pixl edge programme, presentation and employability skills and graduating as 'GCSE Ready' when transitioning from Key Stage 3 to Key Stage 4
- Opportunities to experience the world of work through work experience
- Access to careers guidance software though Unifrog which provides job ideas, university, apprenticeship and careers information. Students can also access careers information via the National Careers Service website, and other sites which are signposted for students
- Opportunities to engage with further and higher education providers. A Provide Access Policy is available on the School's website



'We value the power of education to change lives.'

- Open days, courses, curriculum seminars, careers fairs and events, including the Oxbridge programme and other vocational opportunities are also offered throughout the year
- Access to 'Aspirant Student Programmes' and the 'Futures' Enrichment course in Key Stage five. All students have access to the school's careers library
- Comprehensive, quality controlled support for university applications, including careers support provision on exam results days

*Please refer to our Careers Learning Journey for an overview of our careers provision

4 Equal Opportunities

- 4.1** School policy is to take particular care to foster equal opportunities and to see that aspirations are not constrained by stereotypes and traditional patterns of employment.

5 Roles and Responsibilities

The school has in place a range of resources and key elements of delivery to bring careers objectives and students' entitlements to successful fruition. The Careers Team pays regard to the relevant guidance on improving outcomes for your people which is published by the Department of Education (DfE), OFSTED, Gatsby Benchmarks, and other relevant agencies. The School also makes use of the support provided by the Careers Enterprise Company and advice and signposting of the local Careers and Enterprise Adviser

- 5.1** The Assistant Headteacher for Student Aspirations and Ambition, sets the strategic direction of the career aspirations programme.

- 5.2** The Director of Learning for Careers, Ethical and Personal development has the overall responsibility for the quality and impact of Careers Advice and Guidance:

- To coordinate the overall careers advice and guidance programme in Years 7 to 13 delivered by other staff, to improve the overall quality, coherence and impact of the programme, in line with government guidelines, the Gatsby Benchmarks and Investors in Career kitemark requirements:
 - The content of the careers modules in EPD
 - The delivery of careers fairs/employer events at KS3, KS4 and Post-16
 - The planning and delivery of the Careers element of PSHE
 - The provision of careers-related information at subject level
 - The provision of careers guidance/interviews to all students at key transition points
 - The provision of careers advice/guidance updates to subject staff
 - The provision of career/progression guidance to non-university applicants in the Sixth Form and non-Sixth Form students in Year 11
- Ensure accurate and prompt collection of destinations data for Year 12 and 11 annually which is analysed as a measure of school effectiveness
- Provide a development (or RIP) plan with appropriate success criteria, reviewed termly, which takes forward the relevant aspects of the whole-school development plan
- Implement a MER programme evaluating the quality and impact of Careers provision in relation to success criteria and relevant national targets or statutory guidance, referencing for example the Gatsby benchmarks
- Line manages the Careers Adviser

5.3 The Careers Adviser is responsible for:

- Conducting student-focused, impartial, personal career guidance interviews which challenge and support them to make informed, realistic and adaptable career decisions based on self and opportunity awareness, aspirations, motivation, confidence and approach to learning and which, if necessary, broaden their horizons.
- Generating and maintaining records electronically in support of personal guidance interviews, including a summary of agreed actions/action plan.
- Using expert knowledge of careers information and labour market information and Intelligence to enable students to identify, access, interpret and utilise valid and current information that is relevant to them, including the appropriate use of information technology, e.g. social media and web-based information sources.
- Organising careers fairs, mock interviews and other relevant activities in conjunction with the Careers Leader
- Helping to secure alumni connections and engagement in activities that support students
- Providing advice to the Careers Leader on the range of resources and the role of opportunity providers, other education, training and employment providers and relevant others e.g. Enterprise Co-ordinator/Adviser in the development and delivery of the career guidance programme in school and the achievement of the Gatsby Benchmarks.
- Facilitating career-related learning activities in groups with students.
- Working with the Careers Leader, monitor, evaluate and report on the effectiveness of the career guidance programme in achieving the Gatsby Benchmarks and the Quality in Careers Standard.
- Referring to specialist services if required to support specific needs of students e.g. young people with SEND.
- Communicating with relevant external agencies and networks for the benefit of students and the enhancement of the career guidance programme.
- Involving parents and carers, where relevant, in the career guidance programme and support provided to their child and attend parents' evenings as required.
- To negotiate Service Level Agreements, where relevant.

Other roles:

- The Careers Administrator supports the work of the careers team and work placement experiences
- The UCAS Co-ordinator supports the university application process
- The Sixth Form Study Mentor supports early entry Oxbridge programmes and completion of the Students Highcliffe challenge, developing their self-awareness

5.4 Governing Body

The governing body and staff are committed to:

- Ensuring that all registered students at the school are provided with independent careers guidance from Year 7 to Year 13.
- Ensuring that arrangements in place to allow a range of education and training providers to access all students in this range and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships, technical and vocational education routes.
- Ensuring that the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedure Policy.
- Providing clear advice and guidance to the SLT Lead on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

5.5 Checklist for Careers Related Learning Governor:

1. Are the details of the Careers Leader and Careers Programme published on the school website and are these up to date?
2. Does the school comply with its statutory responsibilities for Careers Education and are these reflected in the School Careers Policy?
3. Has the school published a provider access policy?
4. Do all students have an interview with a Level 6 trained Careers Adviser by the age of 16 and the opportunity for a further interview by 18?
5. Does the Governing Board have strategic oversight of Careers? Is the Governing Board fully aware of the Careers Programme that is offered in the school, how it is delivered and evaluated?
6. Is Careers discussed at Governing Board meetings and a written record is kept of these discussions?
7. Has the Careers Leader/Careers Adviser carried out a Compass evaluation to measure the school's performance against the Gatsby Benchmarks?
8. Has a careers development plan been developed to address any weaknesses?
9. Does the Careers Leader or SLT lead present regularly to the Governing Body?
10. Is the Governing Board aware of the destinations of students? Is a plan and system in place to collect, analyse and improve destination data?
11. Does the Governing Board know how the curriculum promotes progression to further education, training, apprenticeships and employment.
12. How does the Governing Board ensure the school uses labour market intelligence to inform decision making and promote progression?
13. Are Governors invited to attend careers events at the school?



5.6 Teaching Staff (Including Subject Leadership, Head of Year/Achievement)

All teaching staff contribute to CEIAG through their role as form tutors and subject teachers. Pastoral staff including Heads of Achievement, Heads of Year 12/13, Form tutors, SENDCO, Sixth Form Study Mentor and Pupil Premium Champion are responsible for ensuring that students receive CEIAG to which they are entitled having regard for their individual needs. In addition, teachers are responsible for:

- Ensuring careers education is planned to their lessons and schemes of work, which educate students on: the broad range of careers opportunities available; explore the purpose on why they study what they do and how it supports their own personal development
- Ensuring any mentoring schemes include reference to supporting their future pathways and reflecting upon their career development skills
- Attending any relevant in school PPD/CPD or training to ensure they are up to date with the school's careers plan
- Promoting careers guidance and alumni success in the classroom through visual aids e.g. wall displays
- Creating a learning environment that allows and encourages students to tackle real life challenges, manage risks and develop skills that can be applied to the workplace

5.7 Work Placement Experiences

Highcliffe School will ensure that all students have had at least one experience of a workplace by the age of 18. 16-19 study programmes will require high-quality and meaningful work experience. Opportunities include:

- Workplace visits
- Work Experience (1-2 weeks)
- Job Shadowing
- Career related volunteering and social action

5.8 Staff Training

The School is committed to professional development and training for all those involved in Careers Education. Assessment of careers training needs will be undertaken annually during the performance management process. There will be training input each year for those staff involved in supporting university applications.

6 Annual careers education and guidance programme

Please see separate 'working' Highcliffe School Careers Learning Journey document and Year group overview which outlines each key stage aims and objectives and annual planned events

7 Policy monitoring and quality assurance

7.1 An evaluation of student retention, course swaps and drops, destinations data such as students progressing to first choice universities, degree apprenticeships, apprenticeships and training courses. Other forms of data include attendance on trips, attendance at advertised talks and careers fairs, student and parent voice feedback will enable a measure of success.

7.2 The following evaluation framework will be implemented to ensure effective standards of monitoring and quality assurance. After each efficacy evaluation is undertaken, we aim to keep on improving our approach by then refreshing our programme. The Careers Administrator will support the collation of feedback from staff and students, including destinations data.

POLICY ELEMENT	MONITORING INDICATOR/PROCESS
Whole policy including objectives	The Assistant Headteacher (Student Aspiration and Ambition) will share the policy and recommendations for improvement with the School Senior Leadership Team (SLT) annually, reporting to the Governors at appropriate points in partnership with the Director of Learning for Careers and Ethical and Personal Development.
Quality and Impact of Careers Advice and Guidance	The Director of Learning for Careers and Ethical and Personal Development will report termly to the Assistant Headteacher (Student Aspiration and Ambition) on the careers programme and planned activities, including interim summaries during Line Management meetings and reporting to the Governors when required.
Key Stage 3 and 4 programmes	Curriculum leads via an audit and the Assistant Heads of Achievement for Year 8 and 9 and 10 and 11 will be asked to analyse and discuss careers progress with a representative group of students and the school council to check that Learning Outcomes are being achieved. This will also be reviewed during KS4 Progression Guidance Meetings and students portfolios, when reviewing GCSE Ready Data and Highcliffe Challenge achievement data
Sixth Form programme	The Heads of Year 12 and 13, Study Mentor and UCAS Co-ordinator will analyse and discuss careers progress with students during student voice groups and Student Leadership Team Meetings to check that learning outcomes are being achieved
Careers and enterprise events, trips and visits, including WEX	The Director of Careers and Ethical and Personal Development in partnership with the Careers Adviser will acquire feedback from students after attending careers fairs, mock interviews, WEX, alternative pathway day and trips, visits
Careers interviews	Students attending careers interviews will be asked to complete a quality monitoring questionnaire
Feedback from parents	Feedback on the schools careers provision will be sought from parents in the annual questionnaire and from students using online questionnaires and feedback forms, where appropriate
Gatsby Benchmarks	Use of and regular reflection of the Careers and Enterprise company compass tool in partnership with the local enterprise adviser
Destinations Data	Annual outcomes will be reviewed by the careers leader in terms of: Progression routes and trends. Attainment and progress – identifying where careers can be part of a solution. Skills, Knowledge and attitudes

7. Funding and Resourcing

Funding for careers will be allocated in the school budget at approximately £500 per annum to be reviewed annually. The school will explore sources of external/other funding to help support the software packages used and other careers related learning projects, such as NCOP funding.

Annexes:

This policy should be read in conjunction with:

- PSHE and RSE Policy
- Gatsby Benchmark Compass Report
- Provider Access Policy