



FIVE ACRES HIGH SCHOOL

Five Acres High School Careers Policy

This policy is the responsibility of: Careers Advisor

This policy was approved by the Local Governing Body on: November 2019. This policy is due for review by: November 2020.

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Five Acres High School.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole school remit designed to complement the rest of the Greenshaw Curriculum.

Aims and objectives

Our careers programme aims to:

Encourage students to be ambitious, confident, creative, respectful and determined. To broaden their horizons and explore their own career aspirations throughout their life at school
Ensure students' readiness to take their next step in their learning or career.

FAHS follows the principles of the Gatsby Benchmarks (see references).

The objectives for the careers programme are as follows:

Helping students to understand the changing world of work

Facilitating meaningful encounters with employers for all students

Supporting positive transitions post-16 and post-18 (where relevant)

Enabling students to develop the research skills to find out about opportunities both locally and nationally

Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work

Encouraging participation in continued learning, including further and higher education and apprenticeships

Supporting inclusion, challenging stereotyping and promoting equality of opportunity

Contributing to strategies for raising achievement, particularly by increasing motivation.

Ensure all opportunities are inclusive of SEND, disadvantaged and EAL students



Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time with us, all students can expect:

The support they need to make the right choices during Key Stage 4 options and Year 11.

Access up-to-date and unbiased information on future learning and training, careers and labour market information

Support to develop the self-awareness and career management skills needed for their future.

Several meaningful encounters with representatives from the world of work from Year 7 to Year 11; this could be through work experience, assemblies, Ivy League Lectures, projects and visits

To hear from a range of education and training providers, including colleges, universities, apprenticeship organisations and GROWS; this could include visits and taster days, as well as assemblies, talks and meetings at the academy

The opportunity to relate what they learn in the Greenshaw Curriculum to their life and career beyond the trust.

The opportunity to talk through their career and educational choices with staff and the careers advisor.

Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the academy can also be requested

We aim to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making via PS Connect (parent text/app and email) and the school website. Parents/carers can attend careers meetings, by prior arrangement

To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person.

We are keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited to discuss their son/daughter's progress, on parents' evenings/academic review events or by appointment.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the academy website and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the careers lead at the relevant school, should they have any questions or concerns.

Delivery of the Careers Programme

Year 7



Learning outcomes

Explain how you have benefited as a learner from career and work related learning activities and experience

Describe yourself, your strengths and preferences

Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance you need

Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need

Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of the school environment

Year 8

Learning outcomes

Explain how you have benefited as a learner from career and work related learning activities and experience.

Describe different ways of looking at people's careers and how they develop

Identify different kinds of work and why peoples satisfaction with their working lives varies

Describe the organisation and structure of different types of business

Be aware of what job and labour market information (LMI) is and what it can do for you

Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you

Be aware of the laws and by-laws relating to young people's permitted hours and type of employment; and know how to minimise health and safety risks to you and those around you

Recognise when you are using the qualities and skills you need to be enterprising

Year 9

Learning outcomes

If relevant: Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff and the option of a careers meeting.

Explain how you have benefited as a learner from career and work related learning activities and experience

Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing

Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of the academy

Recognise when you are using the qualities and skills you need to be enterprising

Look systematically at the choices and opportunities open to you when you reach a decision point

Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need

Know how to prepare and present yourself well when going through a selection process

Show that you can be positive, flexible and well-prepared at transition points in your life

Year 10

Learning outcomes

Key activities: work experience and mock business interviews

Lessons include preparing CVs, applications and interview technique; understanding post-16 options. These activities are supplemented with after-the academy support sessions with PC access.

Recognise how you are changing, what you have to offer and what's important to you

Be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing

Careers Policy

FIVE ACRES HIGH SCHOOL



Explain key ideas about career and careers development
Explain different types of business, how they operate and how they measure success
Find relevant job and labour information (LMI) and know how to use it in career planning
Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion, and know your rights and responsibilities in relation to these issues
Build and make the most of your personal network of support including parents, Head of Year, mentor and careers adviser, making effective use of impartial careers information, advice and guidance
Show that you have acquired and developed qualities and skills to improve your employability
Show that you can be enterprising in the way you learn, carry out work and plan your career
Research your education, training, apprenticeships, employment and volunteering options including information about the best progress pathways through to specific goals
Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you
Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen
Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Year 11

Learning outcomes

Key activities:

Understanding post-16 options. These activities are supplemented with Champions Hour support sessions with PC access.

Recognise how you are changing, what you have to offer and what's important to you

Be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing

Review and reflect upon how you have benefited as a learner from career and work related learning activities and experience

Explain how work is changing and how this impacts on people's satisfaction with their working lives

Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices

Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals

Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you

By the end of Year 11, all students will have had the opportunity to explore Post-16 options using a range of sources of information (with support, as required).

Ivy League Lectures

Each year, Ivy League Lectures and guest speakers give students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace.

Career guidance meetings



Students are entitled to appropriate guidance to meet their individual needs. All students within Greenshaw Learning Trust South West can request an appointment with the careers adviser but, in practice, Key Stage 4, 5 and vulnerable students will have priority access the service.

Needs-based referral

The referral procedure works as follows:

Heads of Year, Tutors, Senior Leadership Mentors, Sixth Form Team or the SENDCO identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

At the end of Year 10, the Head of Year and Senior Leadership Team will prioritise students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.

Students complete their Sixth Form application form early in Year 11 where they're asked about their career and post-16 ideas. Students who are not intending to go to sixth form are given guidance sessions to help them with post-16 decisions. Also in Year 10/early Year 11 small groups are seen to discuss and explore the different career paths where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers advisers to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves the academy.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the school careers lead or via a Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and PSHE drop down days.

The careers adviser will record sessions and outcomes on a student's individual career plan. Students and parents/carers will receive a copy and staff have the option to see this information so they can support the process.

Careers information through the Notice Boards and Libraries

Career information is available through the careers notice board and through relevant displays, email or assemblies. The careers noticeboard includes a range of University and College prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Online resources include – career web, career pilot and SACU.

Management and staffing

The Careers Guidance & Development leader is responsible for taking a strategic lead and direction for careers work in the academy; working under the direction of the Senior Leadership Team lead with responsibility for careers and employability and working with the Head of Year.

The Careers Guidance Development Leader must be, as a minimum requirement, a Level 6-qualified Careers Adviser. It is also advisable they become a member of the UK *Register of Career Development Professionals*.



Staff Development

All staff are introduced to the concepts, aims and programme for CEIAG at the academy during INSET days. This staff development is further enhanced at Year Team meetings, CPD Hubs and Line Management meetings. The Careers & Guidance Development Leader attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

Greenshaw Learning Trust South West is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and budget for resources.

Employer links

Links with employers, businesses and other external agencies continue to grow through Greenshaw Learning Trust South West; by building on local community connections; as well as through the support of the academy's Enterprise Advisor and apprenticeship coordinator.

Equal opportunities

Greenshaw Learning Trust is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENDCO to support Education, Health and Care planning to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after FAHS, while non-traditional routes are supported and encouraged. The destinations of the academy-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the academy considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

Student feedback on their experience of the careers programme and what they gained from it

Staff feedback on careers lessons, Inspired Industries week activities, mock interviews etc

Gathering informal feedback from external partners and from parents

Quality assurance of careers lessons as part of the tutor time programme

Student destination figures post-16 and post-18.

References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework

www.thecdi.net/New-Careers-Framework-2015

Monitoring, Evaluation and Review

This policy to be formally approved by the Governing Body at meeting 2 in November 2019