

Kesgrave High School



Careers Policy

Policy Approval

Where	Chair	When
EE Committee	David Bevan	12.10.21

Chair of Governors	Sue White
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Policy History

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1 Introduction and Commitment

Careers education, information, advice and guidance (CEIAG) is an essential part of the support offered to students at Kesgrave 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.

Kesgrave High School is committed to providing a planned programme of careers education, information and guidance for all students in Years 7 – 13.

As options for young people become more varied and complex, it is vital they are encouraged and supported 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 school curriculum.

Kesgrave High School will support students to help them achieve their best intended outcomes by raising aspirations and providing access to differentiated, impartial and independent information and guidance about the range of options available.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from a careers programme aligned with the Gatsby Benchmarks¹.

2 Aims and Objectives

The Kesgrave High School careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school;
- differentiate to ensure progression through activities that are appropriate to students' stages of career learning, planning and development, and
- ensure students' readiness to take their next step in their learning or career.

The objectives for the careers programme are to:

- encourage participation in continued learning, including further and higher education and apprenticeships;
- support positive transitions post-16 and post-18;
- help students to understand the changing world of work;
- enable students to develop the research skills to find out about opportunities;
- facilitate meaningful encounters with employers for all students;
- help students to develop the skills, attitudes and qualities to make a successful transition into the world of work;
- support inclusion, challenging stereotyping and promoting equality of opportunity, and
- contribute to strategies for raising achievement, particularly by increasing motivation.

¹ <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

3 Kesgrave High School Careers Education 2019-2022

All students will:

- receive a planned programme of Careers Education as an integral part of their PSHEE programme;
- have access to the Careers Library and will receive guidance on how to access information from year 9 onwards;
- have access to computer based careers information and training on its retrieval;
- receive guidance on their GCSE Option choices in Year 9;
- have the opportunity to take part in “Take Our Sons/Daughters To Work Day” in Year 9;
- take part in ‘A Day in the World of Work’ in Year 9;
- take part in a two-week block placement of Work Experience in the summer term of Year 10;
- be given the information to receive information and guidance from the Careers Advisor in Years 9, 10, 11, 12 and 13 through individual and/or group interviews;
- have access to a Careers Advisor at Years 11, 12 & 13 Parents’ Evenings, with parents;
- have access to a Careers Advisor at Year 9 Options Evenings, Year 10 Work Experience Evening and 6th Form Open Evening, with parents;

receive information and guidance on Options Post 16 and Post 18, and be informed of job vacancies, where relevant, in Years 11, 12 and 13.

4 Engagement

4.1 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 at school, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Year 11 and after Year 13;
- 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;
- career lessons during PSHEE from Year 7 to Year 13 covering options after school, the world of work, the job market and the skills needed for the future;
- meaningful encounters with representatives from the world of work. This could be through work experience, A Day in the World of Work activities, assemblies, careers talks (in or outside lessons), projects and visits;
- to have access to a range of education and training providers, including colleges, universities and apprenticeship organisations. This could include visits and taster days, as well as assemblies, talks and meetings at school;
- the opportunity to relate what they learn in lessons to their life and career beyond school;
- the opportunity to talk through their career and educational choices with staff including Form Tutor and the Careers team;
- access to one-to-one guidance with a Level 6 qualified, impartial Careers Advisor, by appointment; this is available to students of any year group;
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement, and
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

4.1.1 Career Guidance Meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the Careers Adviser but, in practice, Year 9-13 students are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

4.1.2 Needs-based Referral

The referral procedure works as follows:

- Form Tutors, Head of Year, Pastoral Team, Sixth Form Team or SENCo Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; children in care; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training) or
- In Year 11, Form Tutors priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process, or
- Students complete their own careers questionnaire in Year 11 where they're asked about their career and post-16 ideas. Students are also seen in small groups early in Year 11 to discuss and explore the different progression routes where the Careers Advisor can identify students who might need further support.

The outcome of all these activities allows the Careers Advisor 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 school.

4.1.3 Self-referral

Students may refer themselves for a careers meeting at any point, directly via the Careers Office or via their Form Tutor, the Pastoral Team or Head of Year. An appointment with the Advisor will then be arranged. Students are made aware of the Careers Leader through assemblies and via Form Tutors.

The Careers Advisor will record action plans on the system at school. Students will receive a copy and parents and staff have the option to see this information so they can support the process.

If a student is absent or fails to attend any meeting, irrespective of referral source, an alternative time will be arranged.

4.2 Parent/Carer Engagement

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. The school is keen to foster parental involvement in the careers programme, wherever possible.

4.2.1 Events for Parents/Carers

Parents/carers are invited into school to discuss their son/daughter's progress at Parents Evenings. Form Tutors will assess students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

The Careers Advisor, as well as education and training providers, attend events for specific year groups including Year 11, 12 & 13 Pathways Evenings.

In addition, specialist events for parents include Key Stage 4/GCSE Options Evenings, Year 10 Work Experience Evening and 6th Form Open Evening.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters home. With the student's agreement, a copy of the action plan from one-to-one careers meetings can 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 Team at school, should they have any questions or concerns.

4.3 Equal Opportunities

Kesgrave High School promotes equal opportunities, challenges stereotypes and addresses 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.

Kesgrave High School works on early identification of students requiring additional support, with no limit placed on how many times a student might see the Careers Advisor. The Careers Advisor works with the SENCo to support Education, Health and Care planning and 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 Kesgrave High School, while non-traditional routes are supported and encouraged.

The destinations of school leavers are monitored, and trends identified, with an annual report to the Local Governing Body.

5 Delivery of the Careers Programme

5.1 Management and Staffing

- 5.1.1 The Careers Leader is responsible for taking a strategic lead and direction for careers work in the school and is responsible for leading, co-ordinating and delivering the careers programme, careers advice and guidance, and work experience.
- 5.1.2 The Careers Leader holds a Level 6 qualification in Careers Leadership and offer independent career guidance as required. The Careers Leader works with the Senior Leadership Team, Assistant Headteachers and Heads of Year. The Careers Leader reports to a Deputy Headteacher who also oversees Year 9 Options and the Sixth Form.
- 5.1.3 Clerical support for work experience administration is provided and reports to the Careers Leader.
- 5.1.4 All staff are expected to contribute to the careers education and guidance programme through their roles as Form Tutors, Heads of Year and subject teachers.
- 5.1.5 There is a Liaison Governor who meets regularly with the Careers Leader to understand and monitor activity.

5.2 Staff Development

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

- 5.2.1 Staff CPD is offered to the relevant staff as opportunities arise. The Careers Leader maintains knowledge of best practice and legislation and attends local careers meetings to share good practice with other local secondary schools. Kesgrave High School is a founder member of the East Anglian Careers Hub.
- 5.2.2 Form Tutors are introduced to the concepts, aims and programme for CEIAG at training days or year team meetings to ensure execution of PSHEE curriculum and ongoing monitoring of student career aspirations and progress.

5.3 Career Information

Careers information is available in the Careers Library which is maintained by the Careers Leader, through relevant displays and cascaded via Heads of Year and through year group assemblies. The Careers Library (in the Careers Centre) 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 'Unifrog'² and a range of reliable websites collated by the Careers team.

² <https://www.unifrog.org>

5.4 Employer Links

Links with employers, businesses and other external agencies are managed by the Career Leader and will continue to grow through the East Anglian Schools Trust. The Trust will seek to build on local community connections, as well as through the support of external agencies.

5.5 External Providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

5.6 Resources

Funding is allocated from the annual budget. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.

5.7 Other Policies

This policy is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work-related learning, equal opportunities, health and safety and special needs.

The school has a separate Provider Access Policy.

6 Monitoring and Evaluation

The careers programme is monitored and evaluated in several ways, including:

- student feedback on their experience of the careers programme and what they gained from it, including 'A Day in the World of Work' (Year 9) and Work Experience (Year 10);
- staff feedback on careers education as part of the PSHEE programme, mock interviews, work experience etc;
- gathering informal feedback from external partners and from parents/carers;
- quality assurance of careers education as part of the PSHEE programme, and
- student destination figures post-16 and post-18.

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

An evidence folder mapping the school's careers provision against the Gatsby Benchmarks is held by the Careers Leader and is continually being updated.

Appendix 1: Gatsby Benchmarks

In 2014, Lord Sainsbury's Gatsby Charitable Foundation published a report by Professor Sir John Holman, Adviser in Education at the Gatsby Charitable Foundation, titled "Good Career Guidance." The report identified eight benchmarks that are the core dimensions of good careers and enterprise provision in schools:

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

The Gatsby Benchmarks have a key role in:

- raising young people's aspirations and promoting access to all career pathways;
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience, and
- underpinning the Department for Education guidance to schools on meeting their statutory responsibility for careers guidance.

Each benchmark comprises a number of key criteria against which schools can assess performance. Specifically, these criteria are outlined over:

Benchmark 1: A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, teachers, governors and employers.

Key Criteria:	Achieved?
Your whole-school careers programme:	
1 • Is written down	
2 • Is approved by the board of governors	
3 • Has the explicit backing of senior leadership	
4 • Has resources allocated to it	
5 • Has systematic monitoring in place	
6 • Has both strategic and operational elements	
7 • Is published on your school's website	
Is on the school's website with information aimed specifically at:	
8 • Students	
9 • Teachers	
10 • Employers	
11 • Parents/Carers	
12 Is evaluated for effectiveness at least every 3 years	
Is evaluated using systematic feedback from:	
13 • Students	
14 • Teachers	
15 • Employers	
16 • Parents/Carers	
17 Has an identified lead individual with strategic responsibility for overseeing the programme	

Benchmark 2: Learning from career & labour market information

Every pupil, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed advisor to make best use of available information.

Key Criteria:	Achieved?
Your school:	
1 Ensures the majority of students have used up-to-date career & labour market information to help inform study/career decisions.	
2 Encourages parents and carers to use career path and labour market information to aid the support given to their children.	

Benchmark 3: Addressing the needs of each pupil

Advice and support should be tailored to the needs of each pupil. Keeping good records of pupils and their destinations after school will help.

Key Criteria:		Achieved?
Your school:		
Provides a careers programme that:		
1	• Raises aspirations of all students	
2	• Challenges stereotypical thinking (In terms of gender etc)	
3	Keeps systematic records on each pupils' experiences of career and enterprise activity	
4	Enables pupils to access accurate record about their careers and enterprise experiences	
5	Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school	
6	Shares above mentioned data with the local authority	
7	Works pro-actively with the local authority and careers advisers to provide careers guidance to vulnerable pupils and special educational needs and disability (SEND) students.	

Benchmark 4: Linking curriculum learning to careers

Careers and enterprise education should be part of and included in a pupil's standard lessons, linking curriculum to real-world career paths.

Key Criteria:		Achieved?
Your school:		
All/the overwhelming majority of students by the time they leave school, have meaningfully experienced career learning as part of:		
1	• English lessons	
2	• Maths lessons	
3	• Science lessons	
4	• PSHE lessons	

Benchmark 5: Encounters with employers & employees

All pupils should have encounters with employers and employees that result in a better understanding of the workplace and the potential career paths open to them.

Key Criteria:		Achieved?
All/the overwhelming majority of pupils:		
1	• Have at least one meaningful encounter with an employer every year they are at your school	

Benchmark 6: Experiences of workplaces

It's important for pupils to experience the workplace environment to understand the context in which they could one day be working.

Key Criteria:		Achieved?
All/the overwhelming majority of students:		
1	• Have had a meaningful experience of a workplace by the end of year 11	
2	• Have obtained a meaningful experience of a workplace during years 12 and 13	

Benchmark 7: Encounters with further and higher education

Careers provision should cover further and higher education as well as potential professions. Pupils should have encounters with these organisations whilst at school.

Key Criteria:

Achieved?

By the time they leave school all/the overwhelming majority of pupils:

- | | | |
|---|--|--|
| 1 | • Have had meaningful encounters with sixth form colleges | |
| 2 | • Have been provided with information about the full range of apprenticeships, including higher level apprenticeship | |
| 3 | • Have had meaningful encounters with general further education colleges | |
| 4 | • Have had meaningful encounters with independent training providers | |
| 5 | • Have had meaningful encounters with Higher Education Providers | |
| 6 | • Have had at least two meaningful visits to universities to meet staff and students | |

Benchmark 8: Personal guidance

Every student should have opportunities for guidance interviews with a career advisor, who could be internal or external, provided they are trained to an appropriate level.

Key Criteria:

Achieved?

All/the overwhelming majority of students:

- | | | |
|---|---|--|
| 1 | • Have had an interview with a professional and impartial careers adviser by the end of year 11 | |
| 2 | • Have had at least two interviews with a professional careers adviser by the end of year 13 | |