

Washwood Heath Academy

Draft Careers Policy

This is a draft policy and is currently under consultation

Staff Responsible: Kelly Poulton

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Next Review: September 2019

Careers Policy

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Washwood Heath Academy. 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 school curriculum.

This policy sets out how career activities are delivered at the Academy and explains what stakeholders can expect from the careers programme.

Aims and objectives

The Washwood Heath Academy careers programme aims to:

- encourage students to be ambitious, 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.

Washwood Heath Academy 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
- enabling students to develop the research skills to find out about opportunities
- 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.
- Providing all students with a meaningful experience of the world of work.

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 emphasizes student participation with a focus on self-development; learning about careers and the world of work; as well as developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices in Year 8, Year 11 and in sixth form
- access up-to-date and unbiased information on future learning and training, careers and labor market information
- support to develop the self-awareness and career management skills needed for their future
- career related workshops and guidance during tutor time from Y7 to Y13 covering options after school, the world of work, the job market and the skills needed for the future.
- at least four meaningful encounters with representatives from the world of work; this could be through work experience, workshops, extra-curricular activities, assemblies, careers talk (in or outside lessons), projects and educational visits.
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organizations; 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 tutors, pastoral teams and the careers team.
- access to one-to-one guidance with a trained, impartial careers adviser. This is available to key stages 4 and 5, by appointment.
- 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 also 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. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school at annually to discuss their son/daughter's progress, on Parents Evening and progress reports are sent home termly. In readiness for these events, students' career aspirations are collected by form tutors to allow discussions around progress relating to next steps, career ideas and (in KS4 and 5) career planning, as well as how these relate to current academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Year 8 Options Evening (Year 8 parents), Year 11 Information Evening (Year 11), Alternatives to Sixth Form Evening (Year 11 parents) and Post-18 information Evening (Year 12 parents).

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media. Following their

meetings, 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 Team at school, should they have any questions or concerns.

Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

Years 7, 8 & 9

Key activities: Year 8 options choices

Displays and workshops might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs in different subject areas, the skills needed for working in those areas, jobs of the future and the geography of jobs.

Activities will support the options process which takes place in Year 8.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parent's events, meeting with senior staff at school and the option of support from other organisations.

Year 10

Key activities: Work experience and workshops on CV writing and interview techniques.

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. These activities are supplemented with after-school and lunch time support sessions with PC access.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV
- Experience at least one week in the workplace
- Be interviewed by someone from the world of work
- Learn about the different Post-16 pathways.

Year 11

Key activities: Post-16 applications and employer mock interviews

Students will learn how to write a personal statement for post-16 applications; get support to apply

for next steps; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with support sessions from academic mentors and the careers team.

By the end of Year 11, all students will have had the opportunity to:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting (small group or one-to-one) with a careers adviser.

Year 12 & Year 13

Key activities: Post-18 Applications, mock interviews and work experience

In Year 12, workshops and form time lessons include post-18 options, covering both university and alternatives to university. Students have the option to take up work experience placements as part of the school's enrichment programme, with the support of the careers team.

In Year 13, students will have a mock business interview, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of sixth form, all students will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace (optional)
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

World of Work experiences

Each year, the school's World of Work Week gives students of all year groups chance to meet and talk to employers, learn more about what work is like and what it takes to be successful in the workplace. This includes speakers in assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talk and a career fair.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with a careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service.

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

Needs-based referral

The referral procedure works as follows:

- Heads of House, Guidance Managers, 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/EAL; 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, form tutor's 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.
- Students complete their own careers questionnaire in Year 7 and year 10 where they're asked about their career and post-16 ideas. Students are also seen in small groups in Year 10/early Year 11 to discuss and explore the different progression routes where the careers team can identify students who might need further support.

The outcome of all these activities allows the careers team to priorities students for interviews, helping to ensure that pupils of all abilities can access the support they need. It also allows for workshops and world of work visitors to be aligned to the needs of each cohort of students.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include additional careers advisor appointments, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the careers office or via a Form Tutor, Guidance Manager or Head of House. An appointment with the adviser will then be arranged at the earliest convenience. Students are made aware of the careers support available through assemblies and via form tutors.

The careers adviser will record action plans and ensure that this is passed onto the 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 away or fails to attend, an alternative time will be arranged.

Career information

Career information is available through the careers library (in the Information Centre), through relevant displays, cascaded via form tutors or through year group assemblies. The careers library 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 and a range of appropriate websites advised by the careers team.

External providers

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

Management and staffing

The named Senior Leader for Careers and Independent Guidance is responsible for taking a

strategic lead and direction for careers work in the school, working under the direction of the Deputy Head with responsibility for careers and employability, and working with the Heads of House and Head of P16.

The school also contracts a qualified independent Careers Adviser to offer career guidance for a period of time each year.

Due to the whole-school remit of careers work, the range of staff involved in supporting careers activities is large and includes Form Tutors, the Librarian and the School Partnership development officer. The CIAG administrator, Sajida Somani takes a key role in supporting and administering career-related activities and events.

Staff Development

Form Tutors are introduced to the concepts, aims and programme for CEIAG at Washwood Heath Academy via staff training. This staff development is further enhanced at Year Team meetings. The Senior Leader for Careers and Independent Guidance attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

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

Employer links

Links with employers, businesses and other external agencies continue to grow through the Washwood Heath Multi Academy Trust; by building on local community connections; as well as in the future through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

Equal opportunities

The school 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 or relevant member of the careers team for support. The careers advisers may work with the SENCO to support Education, Health and Care planning and the Safeguarding team 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 Washwood Heath Academy, while a range of traditional and non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

Monitoring and evaluation

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.

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, World of Work 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 was formally approved by the Governing Body on: _____

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded

Chair of Governors _____

Date _____

Head teacher _____

Date _____

Review Date _____