



HILBRE HIGH SCHOOL HUMANITIES COLLEGE

CURRICULUM POLICY CAREERS EDUCATION INFORMATION ADVICE AND GUIDANCE

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INTRODUCTION

- 1.1 The aims of the IAG or Careers Education and Guidance Department are to enable students' to:
- Develop knowledge and understanding of themselves and others as individuals, their strengths and limitations, their abilities, skills, personal qualities, potential, needs, attitudes and values (*Self Awareness*) and (*Self Development*).
 - Develop knowledge and understanding of the world of work and the training, employment and careers opportunities available at local level, as well as being aware of the current national trends (Opportunity awareness) (*Career Exploration*).
 - Learn how to make considered choices in relation to continuing education and anticipated careers and occupations (decision making) (*Career Exploration/Decision making*).
 - Manage the transition from school to adult and working life effectively (transition skills) (*Career Management*).
 - Inspire young people about their future prospects.
 - Help them to make progress and achieve.
 - Meet their career development needs.
 - Enable them to make realistic and well informed career decisions and transitions.
- 1.2 Careers Education and Guidance will endeavour to deliver a program of study which will equip students' with both the skills and knowledge to help them make better informed choices about their transition from school into adult life.

SUBJECT OVERVIEW

- 2.1 Careers Education and Guidance is an important subject within the school curriculum. In order to prepare students' for making the most of their choices, it is important for them to be equipped with the knowledge and skills to make good use of the information, advice and guidance available. This is the role of Careers education. It enables them to make considered and better informed choices about their futures. Developing an understanding of themselves and how to adapt to different environments both socially and emotionally is paramount.
- 2.2 Careers Education and Guidance promotes self-development, self-awareness, opportunity awareness and decision making to assist students with the transition from school into adult life.
- 2.3 Careers Education and Guidance has cross curricular links with all subjects. All aspects of this subject filter into other curriculum areas to assist and reinforce the importance and relevance of what they are being taught can be transferred into Post-16 environments such as employment, training, further and higher education.

CONTEXT

3.1 Section 29 of the Education Act 2011 and September 2013 revisions places schools under a duty to secure access to independent careers guidance for their students' in school Years 8 to 13. Careers guidance secured under the new duty must:

- Be presented in an impartial manner.
- Include information on the full range of Post-16 education or training options, including apprenticeships and promote the best interests of the students to whom it is given.

This is in line with the Department for Education's published revised statutory guidance (January 2018) for the duty of maintained schools to provide careers guidance.

The school Careers Education and Guidance programme is delivered in line with the 8 Gatsby benchmarks as outlined below:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each student.
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.

(Ref: DfE, Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff October 2018).

3.2 The Governing Body will 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 students to whom it is given.

ENTITLEMENT

4.1 The Careers Education and Guidance Department supports every child irrespective of their background or circumstances. As stated in 'The Department for Education published statutory guidance October 2018' all students' irrespective of race, gender, creed or special educational should have careers guidance provided in the following way:

- 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 students to whom it is given (DfE, statutory guidance, para 16, 2014b).

4.2 The Careers Education and Guidance policy will strive to work towards these goals and, in so doing, help to prepare students for the world of work.

The aim of a good careers programme is to encourage young people to exploit to the full, their skills, whether academic, vocational or both: and to maximise their post school opportunities for work, pay and independence. Careers lessons will ask students to strive to investigate for themselves the options that best suit their needs.

COMMITMENT

- 5.1 The school is committed to providing a planned programme of careers education and information, advice and guidance (CEIAG) for all students' in Years 7-13 by employing their own full time professional Careers Adviser.

The school is also committed to achieving a range of outcomes for young people in line with the 8 Gatsby benchmarks and including the framework for careers, employability and enterprise education (November 2015) as well as practical outcomes, such as positive destinations, successful transitions and on-going development of employability skills.

We will also pay regard to relevant guidance on improving outcomes for young people that appears from DfE, Ofsted and other agencies, as appropriate.

- 5.2 All students are entitled to receive career guidance interviews and these are facilitated and supported through a full time Careers Adviser employed by the school. Interviews are tailored to meet individual need and may cover the area of careers in the broadest of terms. In this respect recognition is given to students' individual circumstances in terms of life situation, academic, social and vocational preferences.

Strong support and background information is provided by pastoral staff, including House staff, Learning Mentors, Pupil Premium Champions and Special Need support staff to ensure the guidance provided by the Careers Development and Guidance Co-ordinator and other support staff is tailored to the needs of each individual student.

- 5.3 The school works closely with a wide range of colleges, universities, employers and appropriate agencies and a strong working relationship has developed with these organisations who provide group session support to assist with Careers Education and Guidance in the school.
- 5.4 The school host twice termly Team Around the Family (TAF) support meetings, which are convened with the permission of the parent/carer, to support students' in the broadest of senses, who show signs for concern. These meetings reflect the view that students' with significant issues can only best be supported by our local agencies working closely together to provide a joined up and systematic approach to providing the support that students' may need. Our feedback has shown that, for a small minority of students', the TAF approach has proven extremely effective in providing joined up support for young people.

DELIVERY, TEACHING AND LEARNING

- 6.1 The school recognise the importance of the delivery of Careers Education focusing on supporting students' as they approach the key transition points in their development, and in particular as they near completion of their Key Stages 3, 4 and 5. The components of the school's Careers Education programme are given greater weight towards the build up to these key transition points. However, recognition is given to the fact that students' career planning will mature at different rates. Thus a 'skills based' approach to learning is promoted.

6.2 Years 7 and 8

In Year 7 students focus on the transition from primary school and on understanding their own skills and abilities. This is delivered via assemblies delivered by the Careers Development and Guidance Co-ordinator, via Form Tutors as part of the PSHE programme once per fortnight and via software, such as 'Start Profile'.

Year 8 students attend assemblies outlining the role of the Careers Development and Guidance Co-ordinator, useful web based resources and group work on informed decision making and GCSE/BTEC options choices.

All of Year 8 attend the Wirral Skills Show to explore employment and further study options and have a series of external employers talking to them during Year 8 Careers Week in February.

6.3 Year 9

In this year, work is conducted to allow students to recognise the importance of self, their skills, qualities and achievements, and the importance of these in relation to others. Tutorial time is set aside for 2 lessons dedicated to 'Start Profile' exploring interests, strengths and preferences and linking these to occupational areas. The summer term sees students' exploring labour market trends and new technology.

The Careers Development and Guidance Co-ordinator interviews and attends all Education and Health Care Plan reviews for students with EHCPs as a matter of course recognising the fact that these students are likely to need more in-depth support and guidance. Additionally, Year 9 students' can request individual interviews.

6.4 Year 10

These themes are developed and more comprehensive work is carried out using 'Start Profile', 'Plotr' and 'My Careers Springboard's in Year 10. The aim is to enable students' to become more self-aware, become familiar with job families and the world of work and to have a better understanding of the opportunity structure. Separate careers lessons are delivered on these themes along with looking at wages rates, employability and where they see themselves in relation to their abilities and ideas for the future.

Specialised group work on preparing for working life, rights and responsibilities is delivered in Year 10 along with group work looking at labour market trends.

In July, Year 10 Careers Week takes place with a range of external speakers exploring employment options, apprenticeships, higher education and labour market trends.

A number of students choose to undertake an alternative curriculum spending 2 days with an employer and 1 with a training provider.

6.5 Year 11

Clear recognition is given to students' where they show that they respond more positively to a more vocational approach to learning at Key Stage 4. Thus for some students', up to 3 days a week alternative curriculum provision is made available with recognised providers in a range of occupation areas, including at present: hairdressing, construction and motor vehicle work. A balance is struck to ensure students' have access to key GCSE

provision whilst providing them with the chance to develop the more vocational skills, which are so often valued by employers.

An Apprenticeship Evening is organised each year in January to enable students to focus on their career choices Post-16. All students from Years 10 and upwards are encouraged to attend and to seek advice on their future plans from a wide range of invited training providers and colleges.

In the spring term, students are made aware of college and training provider Open Days in addition to the schools Sixth Form Evening. In order to assist students' in exploring all their options, especially those planning on leaving school after Year 11, specific group work is delivered via the Careers Development and Guidance Co-ordinator on apprenticeships and how to use the 'gov.uk apprenticeship' website.

During the summer term a programme of mock interviews takes place focussing on students' most likely to be looking for employment and or training after Year 11.

Significant work is put in to cover Post-16 options, and sessions are covered on the range of careers software on the careers page of the school website. From January onwards, students are kept informed of the apprenticeships and training programmes available to them and group sessions are conducted with them to help with this. Where relevant, employers are invited in to give occupational talks to interested students'. Support is also given on compiling CV's and completing application forms.

During the summer term, students attend a Sixth Form Induction group session outlining how this differs from Year 11, subject tasters and available careers support.

LJMU additionally delivers group work on Post-16 option choices.

Every Year 11 student is given the opportunity to have at least one 45 minute careers interview with our School Careers Development and Guidance Co-ordinator, upon which a detailed action plan is produced aimed at detailing the content of the interview and the action that the young person and/or others need to take, to enable the young person to achieve their future goals.

Education and Health Care Plan review meetings are attended for all students' with EHCPs and individual guidance is provided prior to these meetings.

6.6 Year 12

The school offer a comprehensive range of level 2 and 3 Post-16 options enabling students to work towards A levels or BTEC qualifications. Early work is conducted at the end of Year 11 for those applying to stay on, to prepare students for the demands of Post-16 study with the school. Similarly, specific evenings are also arranged with parents/carers, both at the end of Year 11 and at the beginning of Year 12 again, to alert them of the demands and expectations required of their child/ward at this level of study.

Level 3 qualifications are available to Sixth Form students', including A levels and BTEC provision. The school recognise that success in both these areas, along with effective and realistic career planning, requires students to become more self-reliant than was necessary at Key Stage 4. As a result, careers education Post-16 is more skills based than ever before and centres on the students' themselves taking responsibility for planning

their own futures. It is the role of Careers Education to give them the opportunities and tools to be able to do so.

A 1-year Foundation Year is also offered by the school for students' who wish to study a range of level 2 qualifications and would like the option of resitting English and/or Mathematics GCSEs. In order to prepare these students for employment and training, they undertake work experience 1 day a week through the year.

During the spring term, Year 12 students are strongly encouraged to attend the Apprenticeship Evening in order to explore their careers options further. The summer term sees all Year 12 students' given the opportunity to attend the Higher Education University Careers Fair. Here students can elect to attend talks delivered by University Lecturers on degree courses available to them. They can also gain a brief taste of University life.

All Year 12 students are also shown how to use the careers software on the careers page of the school website in the Christmas term. These programmes can help students' to both broaden and focus their career knowledge and provides them with yet another career planning tool. Information and guidance sheets are also made available to students' covering University courses and general careers website information.

In order for students to use their 'enrichment time' effectively external speakers come into school to discuss the benefits of voluntary work, for personal development, to gain relevant work experience and to assist with UCAS applications. Additionally, a wide range of employers and universities deliver a range of occupational and higher education talks throughout the year.

Students' who are considering Medicine as a career are assisted in applying for the 'Intromed' Programme, run by Wirral University Teaching Hospital in the summer term. This programme provides 5 days of lectures and work experience in all the key areas of medicine.

In the summer term, significant help is given to those wishing to apply to University, including attendance at The Higher Education Fair in late June.

Support is also provided by the School Careers Advisor and Sixth Form UCAS Support Adviser, Steve Davies, on course choice at University and long-term careers advice.

Towards the end of the summer term, all Year 12 students undertake tailored work experience for 1 week and have group sessions on higher education and UCAS applications.

Education and Health Care Plan review meetings are attended for all students' with EHCPs and individual guidance is provided prior to these meetings.

6.7 Year 13

- Differentiation is considered for each student or cohort.
- Access to information is made available about the world of work and educational, vocational and training opportunities in the form of:
 - ✓ Printed information (via the careers library) is made available.
 - ✓ Computer software is available and updated, as required.

- ✓ Students' signposted to online careers databases such as 'Atart Profile', National Careers Service Job Profiles, 'Plotr' and 'My Career Springboard'.
 - ✓ Group work (usually conducted by the teacher and supported by the school's careers advisor) is encouraged.
 - ✓ Visiting speakers from all walks of life, industry and commerce are invited into school regularly.
 - ✓ Special events and contacts with other informed people both inside and outside of school.
- Will be given experience of the world of work - this could include "taster" courses, work experience and may also include:
 - ✓ Work visits, work-shadowing, application of industrial processes within the academic subjects in the classroom will be promoted.
 - Access to individual guidance - individual careers guidance will be given by the schools own Careers Advisor. There will also be occasions when advice given, generally on a wide range of topics as part of the CEG programme, will be found relevant by individuals and subsequently followed up at their own request.
 - Education and Health Care Plan review meetings are attended for all students with EHCPs and individual guidance is provided prior to these meetings.
 - In order for students to use their 'enrichment time' effectively, external speakers come into school to discuss the benefits of voluntary work, for personal development, to gain relevant work experience and to assist with UCAS applications. Additionally, a wide range of employers and universities deliver a range of occupational and higher education talks through the year.
 - Year 13 students are encouraged to attend the Apprenticeship Evening in January, which includes a high number of degree level apprenticeship providers.
 - Opening and closing lessons are employed such as 'warm up quizzes', alphabet games, names and jobs graffiti wall.
 - Learning Rounds are used "I now know.....that I didn't know before".
 - Discussion/debate/role play.
 - DVD/Video.
 - Questionnaires and quizzes.

7.1 Differentiation is considered for each student of cohort

In Careers Education and Guidance, we need to offer a programme of learning which will not only be appropriate for the students' ability level, but will also take into account of the students' thoughts and feelings about themselves and the world of work (Gatsby benchmark 3).

The process of enabling them to recognise their preferences and work is encouraged so they can work towards achieving their goals.

Each student is encouraged to find their freedom and flexibility within the programme so as to help them follow their individually defined path.

Teacher and Teaching Assistant support.

By task and outcome.

- 7.2 Learning styles are identified by use of the questionnaires and quizzes used in lessons. Consideration is given to methodology and activities suited to the needs of the individual student.
- 7.3 Teaching Assistants are positively employed to assist individual students' and also contribute to the introduction and plenary sessions of the lessons. TAs are included in the planning, delivery and evaluation of Careers Education and Guidance lessons
- 7.4 ICT is used in Careers Education and Guidance to support the delivery of the subject. Students' will use ICT to present their work, research careers and relevant information. A variety of software packages such as 'Start Profile', 'UCAS Careers', 'National Careers Service Job Profiles', 'Plotr' and 'Careerbox' are used in current lessons. The internet is used to support students' career research. Students' are additionally shown how to access support and vacancies via the careers page of the school website, via the Gov.uk apprenticeship website and other useful websites.

8.1 Literacy in Careers Education and Guidance

Language is the principal medium of learning in school and every teacher needs to cultivate it as the tool for learning in their subject. In careers education, teachers have a genuine stake in their students' having strong language skills because language enables thought. At Key Stage 3, thinking about their careers becomes increasingly important for most students' and they seek to make sense of their understanding of the world in which they live, and in particular, the meaning of their experiences of work in their lives as a whole. The Careers Education and Guidance curriculum aims to support and develop students' learning of language by following the school's Literacy Plan, wherever appropriate.

- 8.2 Homework is occasionally given to support work in the classroom. It tends to be an extension of the careers research where the student will be asked to continue research of a particular career or possible Post-16 destination, ie. college, employment, training.
- 8.3 Health and Safety of staff and students' is always of paramount importance and this is reinforced by consistent expectations and delivery of effective behaviour management. All staff and students are encouraged to treat each other with respect. This is also employed when using equipment and resources in teaching areas. Attention is drawn to the school's protocol for educational trips and visiting speakers. The Careers Education and Guidance Department follows this protocol implicitly. Health and Safety is stressed in preparatory group work sessions for students', prior to work experience placements.

In order to ensure student welfare, all work experience placements are risk assessed and checked prior to the placement taking place. This is undertaken via the school's Careers Development and Guidance Co-ordinator.

9.1 Assessment and Analysis

As with other subject areas, students' progress needs to be monitored and recorded. In this way you will be able to differentiate students' work and outcomes to help each individual student to achieve their true potential. Monitoring will also enable the effectiveness of teaching and learning to be evaluated.

Assessment of students' learning, when applied to students' work and achievement, in careers education, may be a new requirement for staff. Therefore, when considering the purpose of assessment in this subject, the aim should be:

- To ensure that all students' reach a specified level of achievement.
- To ensure that each student works towards fulfilling their own potential.
- To recognise students' achievement and help them to recognise it.
- To give students' increased confidence, self-esteem and motivation.
- To check the effectiveness of teaching.

Some of the ways by which these purposes are more likely to be achieved in Careers Education and Guidance are:

- Students' recording of their learning and achievements.
- Recording teacher observations of the class and individuals as they carry out tasks.
- Recording peer assessment.
- Providing a class monitoring checklist.
- Providing individual self-monitoring checklists to students'.
- Providing a system of in-house rewards for individual activities.

9.2 Students' who under achieve are identified and given support by:

- Individual attention.
- Group work, including mock interviews.
- Target setting.
- Differentiated work.
- Discussions with staff and parents/carers, if necessary.

9.3 Each student is given an attainment and effort grade each half term. These grades are seen within the context of the whole school attainment and effort grades to assist in tracking progress of students'.

9.4 Goal testing is not used in Careers Education and Guidance. Not all the areas of this programme is assessed but students are actively encouraged to reflect on their previous learning, experiences to date, current progress and aspirations for their futures.

9.5 Evaluation of the Careers Education and Guidance Programme is reported to the Senior Management Team annually. The Headteacher receives a written report and representation to the Governing Body is made, as and when requested. A termly review is carried out between the Deputy Headteacher, Jane Whisker and the school's Careers Development and Guidance Co-ordinator.

9.6 Careers Education and Guidance contributes to the holistic development of students' and in common with the school promoting and celebrating achievement it fosters a sense of worth and pride in everything they do. Achievement is rewarded by:

- Sharing of good practice.
- Verbal praise.
- Affirmation.
- Marking of work.
- Display of work.
- Participation in work related experiences, as and when appropriate.

10.1 Leadership and Management

Careers Education and Guidance is considered to be of paramount importance, particularly for students at Key Stage 4. The subject is given credibility and status within the school and deemed to be vital in assisting students with preparation for the transition into Post-16 environments and adult life.

The Careers Education and Guidance Co-ordinator's Line Manager is on the senior management team. The Co-ordinator is responsible for assisting the students' career learning, planning and development of Careers Education and Guidance in the school. The Co-ordinator, working in conjunction with the Deputy Headteacher, Jane Whisker, can advise senior colleagues, Trustees, facilitate the contribution of colleagues and partners, develops the programme, organises resources and secures high standards of teaching, learning and guidance.

The development of the subject is in line with the school's development plan. The delivery of the subject is in line with the Gatsby benchmarks and QCA framework. Progress of students' is monitored through the school's assessment scheme. Teaching and Learning is monitored by the school's performance cycle and by liaising with other subject Co-ordinators to ensure that elements of careers education is evident in other subjects, eg. PSE, Citizenship and Humanities.

10.2 Provision of resources is monitored and managed by the Careers Education and Guidance Co-ordinator in conjunction with the Deputy Headteacher, Jane Whisker.

11.1 Background Documentation

Careers Education is offered as part of a balanced curriculum adhering, wherever possible, to National Targets and guidelines. Programmes of study at Key Stage 4 are covered to varying depths dependant on the constraints of time. Students' only attend a proportion of the time allocated to mainstream schools. We have a varying population of students', ie. Students' may join Wirral Hospital School at any time during the school year and may be re-integrated into full time provision on the same basis.

All students' follow national guidelines. Reference is made to the Department for Education's published statutory guidance (January 2018) for the duty of maintained schools to provide careers guidance and Section 29 of the Education Act 2011 and September 2013 revisions. These documents provide the framework for our programmes of study (in line with Gatsby benchmarks) and also serve as a benchmark for providing evaluation and future planning. They provide valuable information but are now supported by the following online resources:

- <http://www.gatsby.org.uk/education/programmes/good-career-guidance>
- <https://www.nfer.ac.uk/research/education-to-employment/foundationcode-ceiag.pdf>
- www.cegnet.co.uk
- www.everychildmatters.gov.uk

- www.iagworkforce.co.uk
- <http://iagworkforce.lpgdigital.co.uk/site/iag/home>
- https://www.thecdi.net/write/Careers_guidance_and_access_for_education_and_training_providers.pdf

11.2 Review

Review of this policy will be in summer 2021 or sooner depending on developments and new legislation.

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