

Careers Guidance and Inspiration Policy



SAMUEL WARD

Careers Guidance and Inspiration Policy

Rationale for Careers Guidance and Inspiration

Careers Guidance makes a major contribution in preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

High quality Careers Guidance provision should include the following elements:

- A planned progressive programme of career and employability education from age 11 onwards that is firmly embedded in the curriculum
- Opportunities for every young person to have information of, and experience of, the full range of pathways at key transition points, engage with a range of employers and learning providers. (This should include Further Education Colleges, 6th Form colleges, Apprenticeships, Higher Education Institutions, employers and other learning providers. These opportunities should provide young people with a variety of experiences that could inform and inspire their ideas)
- Access to a wide range of careers and labour market information in a variety of formats
- Opportunities to have tailored support at key transition phases
- Access to a specialist career guidance professional for personal guidance

Good careers provision should support the wider agendas of attainment, achievement, and participation in learning (RPA).

Aims: Our aim is to help learners, through careers and work-related activities and interventions, to be able to:

- Develop their understanding of themselves in relation to future learning and employment opportunities
- Encourage parent/carer engagement in events and activities
- Learn and experience careers and the world of work
- Develop their career management and employability skills

The academy has a statutory duty to secure independent and impartial careers guidance for all students from Year 7 – Year 13, in line with the Career Strategy and Gatsby Benchmarking and CDI Framework (See Appendix 3).

Links with other policies

The Careers Guidance and Inspiration policy is linked to the following policies:

- ✓ Personal, social and health education policy
- ✓ SEN/ Learning support policy
- ✓ Able, Gifted and Talented policy
- ✓ CPD policy
- ✓ Equalities policy
- ✓ School improvement plan
- ✓ Recording achievement policy
- ✓ Curriculum policy

Commitment

Careers guidance is seen as playing an important role in motivating our students, promoting equality of opportunity, and maximising their academic and personal achievement whilst at school and beyond and has a high priority in this academy

Organisation, management, and staffing

Governors

Executive Headteacher – Andy Hunter

Head of School – Kevin Geall

Careers Practitioner– Jacqui Singleton

Careers Lead/Aspiration and Challenge – Kerrie Cavilla-Perkins

Learning Resources – Angie Lane

STEM Coordinator – Andrew Heinrich

Staff development and CPD

All relevant staff has access to a range of professional and locally run courses. The Careers Practitioner holds a level 6 IAG qualification.

The school are represented at several meetings and forums such as: Western Area IAG Group, County Careers Development days, One Haverhill Board, Haverhill Youth Action Group and attendance at resource fairs/career days.

Resources

Health and Safety checks for work experience placements.

An independent and impartial qualified staff member

WRL budget of £1500 includes Work Experience

Curriculum Opportunities

The curriculum includes planned learning, which is undertaken through:

A Careers education programme for Years 7 -13 linked to a careers scheme of work

Work related learning activities for Years 7 -13 (see Appendix 2)

The careers education and work-related learning curriculum should meet the following learning outcomes:

Developing themselves through career and work-related learning education

- Self awareness

- Self determination

- Self improvement as a learner

- Making the most of career and work-related learning activities and experiences

- Showing initiative and enterprise

Learning about careers and the world of work

- Understanding careers and career growth

- Understanding work and working life

- Understanding business and industry

- Investigating career and labour market information

- Respecting equality of opportunity and diversity

- Maintaining health and safety

Developing career management and employability skills

- Making the most of guidance and support

- Preparing for continuing learning and employability

- Developing personal financial capability

- Investigating choices and opportunities

- Planning and deciding

- Handling applications and selection

- Managing changes and transitions

Personalised Opportunities

Access to individual information, advice and guidance and careers guidance for Years 7-13 through internal staff, external visitors, mentors, and through email, telephone, web chat and forums via websites such as www.thesource.me.uk and the National Careers Service

Access to a qualified specialist source of impartial careers guidance

Employer Engagement

We work closely with employers through a range of activities including:

- Work experience placements
- Shadowing placements
- Class talks
- Assemblies
- Mock interviews
- Employer visits
- Careers Fairs
- Aspire Workshops

Monitoring, review, and evaluation

Our Careers provision is monitored, reviewed, and evaluated in the following ways:

- Verbal feedback and discussions during meeting time
- Work experience diaries
- Employer feedback forms
- Year group questionnaires and surveys
- Lesson Observations
- Mock interview employer to student feedback forms
- Destinations data
- Parents' forum

Partnerships

We work in partnership with several organisations to ensure learners receive specialised and impartial advice when needed:

- Suffolk County Council Early Help Team
- Cambridge University
- Anglia Ruskin
- University of Suffolk/NEACO
- West Suffolk College
- Cambridge Regional College
- One Haverhill – Youth Skills Manager
- One Haverhill Board

Engaging with Parents / carers

Parental/carer involvement is important in ensuring learners receive support at home. We include parents/carers and keep them informed of what we/learners are doing within Careers guidance and inspiration in the following ways:

- Options evenings
- Year 7 induction evenings
- Year 9 Options evenings
- Year 9 out to work day
- Work experience placements
- Parents' forums
- Sixth form open evenings

**This policy is reviewed bi-annually by
Kerrie Cavilla-Perkins and Jacqui Singleton**

Appendix 1 Definitions of terms used in this policy

Careers Education - planned progressive provision by learning providers for all young people that enables them to learn about careers, learning and work so that they can manage their development, make life choices and decisions that will benefit their own personal and economic well being.

Work Related Learning – a series of opportunities and experiences for learners to develop knowledge and understanding of work and enterprise, to develop skills for enterprise and employability and to learn through direct experiences of work and enterprise.

Careers Guidance – a personalised service, delivered by a specialist and qualified careers guidance practitioner that assists young people make educational, training and occupational choices and manage their careers. This would usually be in a 1:1 interview but may take place in small groups.

Information, Advice and Guidance (IAG)

Information – up to date, impartial data on career and learning opportunities conveyed through different media.

Advice – activities or further discussions that help young people understand and interpret information. This can individually or in groups.

Guidance – in-depth, individual support to help young people understand themselves and their needs and overcome barriers to progression, learning or achieving their career ambitions.

It is important to remember that **IAG** is three separate elements, though it often overlaps as one activity or intervention. For the purposes of this document, IAG can be delivered by a number of people in and out of the school/college environment – for example;- careers co-ordinators, tutors, teachers, mentors, external visitors or agencies and employers.

Appendix 2 Learners Entitlement

Please see document 'Learners Entitlement to Careers Guidance and Inspiration at Samuel Ward Academy' for the full details of what students can expect as part of our offer.

A brief overview:

Your Career & work-related programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers and / work-related lessons, activities, or opportunities
- Guided tutor time
- Access to the career & work-related resources via a range of media
- Guidance interviews – from a qualified specialist.
- A range of experiences of work inside and outside of the classroom
- Other subject lessons linked to careers and work-related learning

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the career & work-related programme
- Given extra help if you have additional / special needs

Appendix 3 – CDI Framework

	Key Stage 3	Key Stage 4	Post-16
 <p>Grow throughout life</p>	<ul style="list-style-type: none"> • being aware of the sources of help and support available and responding positively to feedback • being aware that learning, skills and qualifications are important for career • being willing to challenge themselves and try new things • recording achievements • being aware of heritage, identity and values 	<ul style="list-style-type: none"> • responding positively to help, support and feedback • positively engaging in learning and taking action to achieve good outcomes • recognising the value of challenging themselves and trying new things • reflecting on and recording achievements, experiences and learning • considering what learning pathway they should pursue next • reflecting on their heritage, identity and values 	<ul style="list-style-type: none"> • actively seeking out help, support and feedback • taking responsibility for their learning and aiming high • seeking out challenges and opportunities for development • reflecting on and recording achievements, experiences and learning and communicating them to others • planning their next steps in learning and work • discussing and reflecting on the impact of heritage, identity and values
 <p>Explore possibilities</p>	<ul style="list-style-type: none"> • being aware of the range of possible jobs • identifying common sources of information about the labour market and the education system • being aware of the main learning pathways (e.g. university, college and apprenticeships) • being aware that many jobs require learning, skills and minimum qualifications • being aware of the range of different sectors and organisations where they can work • being aware of the range of ways that organisations undertake recruitment and selection 	<ul style="list-style-type: none"> • considering what jobs and roles are interesting • researching the labour market and the education system • recognising the main learning pathways and considering which one they want to follow and how they will access and succeed in it • researching the learning and qualification requirements for jobs and careers that they are interested in • researching the range of workplaces and what it is like to work there • researching how recruitment and selection processes work and what they need to do to succeed in them 	<ul style="list-style-type: none"> • developing a clear direction of travel in their career and actively pursuing this • actively seeking out information on the labour market and education system to support their career • having a clear understanding of the learning pathways and qualifications that they will need to pursue their career • actively researching and reflecting on workplaces, workplace culture and expectations • analysing and preparing for recruitment and selection processes
 <p>Manage career</p>	<ul style="list-style-type: none"> • being aware that career describes their journey through life, learning and work • looking forward to the future • imagining a range of possibilities for themselves in their career • being aware that different jobs and careers bring different challenges and rewards • managing the transition into secondary school and preparing for choosing their GCSEs • learning from setbacks and challenges 	<ul style="list-style-type: none"> • recognising the different ways in which people talk about career and reflecting on its meaning to them • building their confidence and optimism about their future • making plans and developing a pathway into their future • considering the risks and rewards associated with different pathways and careers • taking steps to achieve in their GCSEs and make a decision about their post-16 pathway • thinking about how they deal with and learn from challenges and setbacks 	<ul style="list-style-type: none"> • being able to describe the concept of career and say what it means to them • building their confidence and optimism about their future and acting on it • actively planning, prioritising and setting targets for their future • considering the risks and rewards of different pathways and career and deciding between them • managing the transition into the post-16 learning context and preparing for post-18 learning • being proactive about being resilient and learning from setbacks
 <p>Create opportunities</p>	<ul style="list-style-type: none"> • developing friendships and relationships with others • being aware that it is important to take initiative in their learning and life • being aware that building a career will require them to be imaginative and flexible • developing the ability to communicate their needs and wants • being able to identify a role model and being aware of the value of leadership • being aware of the concept of entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • developing friendships and relationships and reflecting on their relationship to their career • starting to take responsibility for making things happen in their career • being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them • being willing to speak up for themselves and others • being able to discuss roles models and reflect on leadership • researching entrepreneurialism and self-employment 	<ul style="list-style-type: none"> • building and maintaining relationships and networks within and beyond the school • being proactive about their life, learning and career • being creative and agile as they develop their career pathway • representing themselves and others • acting as a leader, role model or example to others • considering entrepreneurialism and self-employment as a career pathway
 <p>Balance life and work</p>	<ul style="list-style-type: none"> • being aware of the concept of work-life balance • being aware that physical and mental wellbeing are important • being aware of money and that individuals and families have to actively manage their finances • being aware of the ways that they can be involved in their family and community • being aware of different life stages and life roles • being aware of rights and responsibilities in the workplace and in society • recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • reflecting on the different ways in which people balance their work and life • reflecting on their physical and mental wellbeing and considering how they can improve these • recognising the role that money and finances will play, in the decisions that they make and, in their life and career • recognising the role that they play in their family and community and considering how that might shape their career • considering how they want to move through different life stages and manage different life roles • developing knowledge of rights and responsibilities in the workplace and in society • identifying what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces 	<ul style="list-style-type: none"> • planning for the kind of balance of work and life that they want • taking action to improve their physical and mental wellbeing • beginning to manage their own money and plan their finances (e.g. thinking about student loans) • actively shaping their involvement in their family and community as part of their career planning • planning for different life stages and considering the different life roles that they want to play • being aware of their role in ensuring rights and responsibilities in the workplace and in society • taking action to challenge prejudice, stereotypes and discrimination in learning and workplaces when they encounter them
 <p>See the big picture</p>	<ul style="list-style-type: none"> • being aware of a range of different media, information sources and viewpoints • being aware that there are trends in local and national labour markets • being aware that trends in technology and science have implications for career • being aware of the relationship between career and the natural environment • being aware of the relationship between career, community and society • being aware of the relationship between career, politics and the economy 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints • exploring local and national labour market trends • exploring trends in technology and science • exploring the relationship between career and the environment • exploring the relationship between career, community and society 	<ul style="list-style-type: none"> • evaluating different media, information sources and viewpoints and reflecting on the best way to get information for their career • exploring and responding to local and national labour market trends • exploring and responding to trends in technology and science • exploring and responding to the relationship between career and the environment • exploring and responding to the relationship between career, community and society • exploring and responding to the relationship between career, politics and the economy