

# 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, 6<sup>th</sup> 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 2018 Career Strategy and Gatsby Benchmarking.

### 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

Principal – Andy Hunter

Vice Principals – Steve Sumner and Kevin Geall

Careers Practitioner– Jacqui Singleton

Careers Lead/Aspiration and Challenge – Kerrie Cavilla-Perkins

Learning Resources – Angie Lane

STEM Coordinator – Andrew Heinrick

## **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 a number of 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 £2K 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

*(Taken from the ACEG career and work related learning framework 2012)*

### **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](http://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 a number of 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/carers 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

## THE ACEG/CDI Framework for Careers Education and Work Related Learning

### A. Developing yourself through career and work-related learning education

Elements of learning	KS2	KS3	KS4	Post 16
A1. Self-awareness	Describe what you are like, what you are good at and what you enjoy doing	Describe yourself, your strengths and your preferences	Recognise how you are changing, what you have to offer and what's important to you	Assess how you are changing and be able to match your skills, interests and values to the requirements and opportunities in learning and work
A2. Self-determination	Talk positively about what you would like to do	Tell you own story about what you are doing to make progress, raise your achievement and improve your well being	Be positive about your own story and the responsibility you are taking for your own progress, achievements and wellbeing	Create positive accounts of your own story emphasising the responsibility you are taking for managing your own progress, achievement and well being
A3. Self improvement as a learner	Identify what you like about learning from career and work related learning activities and experiences	Explain how you have benefited as a learner from career and work-related learning activities and experiences	Review and reflect upon how you have benefited as a learner from career and work-related learning activities and experiences	Be proactive in taking part in career and work related learning activities and assessing the benefits to you as a learner

### B. Learning about careers and the world of work

B1. Exploring careers and career development	Be aware of different ways of looking at people's careers and how they develop	Describe different ways of looking at people's careers and how they develop	Explain key ideas about career and career development	Explain the impact of changing career processes and structures on people's experience and management of their own career development
B2. Investigating work and working life	Be aware that people feel differently about the kinds of work they do	Identify different kinds of work and why people's satisfaction with their working lives varies	Explain how work is changing and how it impacts on people's satisfaction with their working lives	Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
B3. Understanding business and industry	Describe a local business, how it is run and the products or services it provides	Describe the organisation and structure of different types of businesses	Explain different types of businesses, how they operate and how they measure success	Explain how what businesses do, the way they operate and the way they measure success is changing
B4. Investigating jobs and labour market information	Describe the main types of employment in your area now and in the past	Be aware of what job and labour market information (LMI) is and what it can do for you	Find relevant job and labour market information (LMI) and know how to use it in your career planning	Draw conclusions from researching and evaluating job and labour market information (LMI) to support your future plans
B5. Valuing equality, diversity and inclusion	Be aware you have the same rights to opportunities in learning and work as other people	Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you	Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues	Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
B6. Learning about safe	Know how to keep yourself safe when you are working	Be aware of the laws and by-laws relating to young people's permitted	Be are of your responsibilities and rights as a student, trainee or employee for following	Recognise different levels of risk and understand your responsibilities and rights

working practices and environments	and what the law does to protect child workers from being exploited	hours and types of employment; and know how to minimise health and safety risks to you and those around you	safe working practices	as a student, trainee or employee for observing safe working practices
<b>C. Developing your career management and employability skills</b>				
C1. Making the most of careers, information, advice and guidance	Be aware of the help that there is for you and how to make good use of it	Identify and make the most of your personal network of support including how to access impartial careers information, advice and guidance that you need	Build and make the most of your personal network of support including making effective use of impartial careers information, advice and guidance	Develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
C2. Preparing for employability	Identify key qualities and skills that employers are looking for	Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of school	Show that you have acquired and developed qualities and skills to improve your employability	Explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
C3. Showing initiative and enterprise	Show that you can be enterprising	Recognise when you are using the qualities and skills you need to be enterprising	Show that you can be enterprising in the way you learn, carry out and plan your career	Develop and apply enterprising qualities and skills in your approach to learning, work and career planning
C4. Developing personal financial capability	Show that you can make sensible decisions about saving, spending and giving	Show that you can manage a personal budget and contribute to household and school budgets	Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training	Develop your own personal financial capability to improve the decisions you make that affect your everyday living, further study, training and work
C5. Identifying choices and opportunities	Make good use of information about secondary school options for you	Look systematically at the choices and opportunities open to you when you reach a decision point	Research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals	Research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeship, employment and volunteering options that are open to you
C6. Planning and deciding	Know how to make important plans and decisions carefully	Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need	Know how to make important plans and decision carefully including how to solve problems and deal appropriately with influences on you	Know how to make career enhancing plans and decisions
C7. Handling applications and selection	Know how to make a good impression when you apply to do things	Know how to prepare and present yourself well when going through a selection process	Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen	Know how to prepare for, perform well and learn from your participation in selection processes
C8. Managing changes and transitions	Know how to handle transitions that are challenging	Show that you can be positive, flexible and well-prepared at transition points in your life	Review and reflect on previous transitions to help you improve your preparation for further moves in education, training and employment	Know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions