

SIR CHARLES PARSONS SCHOOL
Policy for careers education and guidance.

Rationale for CEG
Curriculum Intent

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in Years 9-11 access to careers education, information and guidance. At Sir Charles Parsons School, we endeavour to follow the guidance in The National Framework for CEG 11-19 in England, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4.

It is important that our students have access to accurate, impartial and objective advice and guidance to inform choices about their future.

Sir Charles Parsons School must be able to help all individual pupils, irrespective of ability, to make informed decisions at all stages of their experience and development. Sir Charles Parsons School takes the view that IAG (Information Advice and Guidance) must:

- Empower young people to plan and manage their future pathways (irrespective of whether this is within the labour market or not)
- Respond to the needs of the learner
- Provide appropriate and practical information and advice
- Raise aspirations
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- Actively promote equality of opportunity and challenges of stereotypes
- Help young people progress

Effective IAG will provide opportunities for pupils to:

- investigate and implement career/post school prospects.
 - experience the working world and personalised opportunities
 - have the skills, knowledge and attitude to make well-informed, realistic decisions. Students should be able to plan their future choices and understand how to access IAG to improve their life chances.
 - understand how educational achievements are linked to maximising their potential future choices.
 - make imaginative, creative and innovative use of new technologies to raise the quality of learning within the subject and the wider school curriculum.
 - give pupils opportunities to understand and explore values, beliefs and their own cultural and social values through curriculum links to SMSC.
- enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding to equip them for the working world or their personalised pathway
give updated IAG on further educational facilities, work experience opportunities and LMI to parents

Implementation:

Careers Provision at Sir Charles Parsons School

All pupils from year 8-11 have access to the following:

- Sir Charles Parsons Towards Independence/skill for Life curriculum - Careers and preparing for life after Sir Charles Parsons is a fundamental aspect of our careers curriculum.
- Access to meaningful work experience opportunities.
- Consolidation of skills needed for life and learning in every lesson throughout the school day through our reference to behaviours for life and learning.
- Visitors in to school and offsite visits support pupils in developing their understanding of a range of different post 16 pathways.
- Regular communication with families and Board of Governors with regards to careers provision and its impact
- School partnership with external providers to talk about work related learning opportunities and careers talks and experiences
- Enrichment within the curriculum that will help students to develop an understanding of social and cultural differences.

Key Stage 3

- Pupils take part in Enterprise projects across the school year, which includes supporting coffee mornings at various times across the year.
- Year 9 pupils and their families invited to relevant careers and skills fairs such as the annual Transition Careers Event

Key Stage 4 (in addition to KS3 ongoing provision)

- EHCP meetings with families in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities
- The Skills for Life cohort at KS4 pupils take part in the Duke of Edinburgh Award and Art Award.
- Pupils in Year 11 undertake Work Experience and work based placements and opportunities.
- Pupils in Year 10 and 11 have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways
- Opportunities to develop their independent travel skills with a focus on getting to and from placement (where appropriate).

The overall organisation of work experience is undertaken by the school Careers Leader who liaises with the Upper School team to ensure the most relevant and engaging opportunities are taken.

Families are informed and communicated with throughout the process and a work experience agreement form and work experience information form are completed.

All pupils on placement are covered by the employers' insurance and places of work are risk assessed by the Careers Leader.

Key Stage 5

- Preparation for Adulthood curriculum with a focus around the world of work
- On-site café, which gives students opportunities to develop their employability skills within their own setting.
- EHCP meetings with families in Year 10 and Year 11 informs individual routes into Post 16 provision and appropriate and meaningful work experience opportunities.
- Opportunities within the curriculum for students to encounter different industries- i.e. nursing team, dental nurses etc.
- Opportunities to develop their independent travel skills with a focus on getting to and from placement (where appropriate).
- 6th form students to undertake Work Experience and work based placements and opportunities.
- Pupils in 6th form to have the opportunity to access different training providers to develop the variety of experiences they have to support informed choices about future education, training and employment pathways

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The **Careers Leader** will ensure that:

- Guidance is followed in line with an annual appropriate careers audit using the Gatsby career benchmarks and update when necessary throughout the year.
- They attend the termly Careers Leader conferences in order to gain ideas and network amongst other schools
- Annual NELEP and CEC audits are completed to monitor achievement of benchmarks and quality of careers learning
- **Students have access to a deep learning careers week?**
- Appropriate accredited courses are followed where applicable
- All long and medium term plans for the subject are kept up to date on the school portal
- Students have the opportunity for individual, impartial careers guidance interviews with experienced staff at key decision points.
- Subject resources are kept up to date and available for all staff
- Teaching of careers is relevant across all stages in school
- Students from year 8-14 have access to encounters with a variety of employers and businesses

The **teacher** will ensure that:

- Students gain an understanding of the world of work and will understand their entitlement to continued learning.
- Students know and understand how to access sources of career/post school information and decision making support.
- Students work is assessed and their progress tracked.
- Assessment informs pupils of their next steps in learning.
- Students have access to a variety of opportunities in investigating other careers, e.g self-employment
- Pupils have an awareness of a variety of paths that they can follow in order to achieve success in a chosen employment area.

The **teaching assistants** will ensure that:

- They assist teachers in the delivery of the lesson and support pupils in their learning.
- Use specific skills and assist where necessary in vocational learning lessons

The **governing body** will ensure that:

- It considers advice from the head teacher when approving this curriculum policy
- The progress of pupils is monitored and evaluated
- The breadth, balance and financing of the curriculum is regularly monitored
- Assessment data is monitored
- Parents and carers receive regular reports regarding the progress of their child for each subject area.
- **A person is named as governor link (Alex) for careers and IAG to monitor effectiveness of provision**

IMPACT

Arrangements for Monitoring and Evaluation

Evaluation has a crucial role to play in ensuring that the pupil's needs are being met and in determining the extent to which the IAG programme is meeting its declared aims and outcomes. The aims and outcomes are defined by the Gatsby Benchmark scheme the school is currently involved with. An audit is carried out annually and an action plan put in place to monitor any improvements that need to be made to careers education.

Evaluation of the IAG programme is an on-going and cyclical process and all aspects are regularly reviewed and monitored to inform future policy planning.

Evaluation also includes the views of work experience employers, training providers, meeting with the designated governor, pupils and parents.

The success of this policy and the school's curriculum provision for its pupils will be evident in the school self-evaluation process and reporting activities such as:

- Bi-Annual review/evaluation
- Subject audits and policies
- Visits from the School Improvement Partner and Ofsted inspection arrangements.
- The governing body will receive an annual report from the head teacher with information on the curriculum on offer at Sir Charles Parsons School
- Standards achieved by pupils and their progress over time
- Standards reached by different cohorts of pupils
- Changes to statutory requirements

Approval and review

Date established by governing body:

Date for full implementation:

Immediately

Date for review:

Signed

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