



Career Education and Guidance Policy

Last Reviewed	April 2020
Next Review Date	May 2022
Ratified by the Trustee Board	May 2021

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I Aim, objectives, values and ethos.

The aims of the policy are to inform all individuals of Horsforth School content in relation to our Career Education and Guidance Policy. This is often referred to as Careers Education Information Advice and Guidance (CEIAG).

Horsforth School Careers Education and Guidance policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at Year 10 and 12
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

This policy is underpinned by our long-term vision and core values of 'Opportunity and Achievement for all'; ensuring all our students receive the correct guidance and support to enable them to flourish within and beyond their school years. We are committed to implementing a careers programme that allows students to be aspirational in their pursuit of their chosen career paths which helps foster wellbeing, promote success and improve life chances. Horsforth School will use the Gatsby compass which is a self-evaluation tool to help schools evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

2 Context

Horsforth School operates within guidance and procedures set out by the Department for Education (DfE). Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place. These eight benchmarks are:

1. A stable Careers Programme
2. Learning from career and labour market information

3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

- A full summary of the eight Gatsby Benchmarks can be found in the appendix section.

The DfE published a revised Careers Guidance Strategy in December 2017, closely followed by revised statutory guidance 'Careers Guidance and Access for Education and Training Providers' in January 2018.

- Every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The revised statutory guidance is structured around the Benchmarks: "The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties". The Government's expectation is that schools begin to work towards the Benchmarks now and should meet them by the end of 2020.
- Schools should use 'Compass', an online self-evaluation tool, to assess how their careers support compares against the Gatsby benchmarks and the national average. Schools should baseline themselves using this tool, consider the opportunities to improve their careers programme based on their confidential results, and track their progress against the Benchmarks over time.
- The Careers & Enterprise Company (CEC) will provide external support to schools by giving young people more opportunities to connect with employers of all sizes, and from all sectors. It is intended that the CEC will take on a more ambitious role by coordinating support for schools across all of the Gatsby Benchmarks.
- From September 2018, every school should have a nominated Careers Leader, "who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks".
- The way in which careers guidance will continue to be considered during Ofsted inspection is set out in Ofsted's Common Inspection framework⁷ and School Inspection Handbook. Destination measures at ages 16 and 18 will continue to provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training.
- The Technical and Further Education Act 2017 will take effect from 2 January 2018. Section 2 of the Act will insert a new section 42B into the Education Act 1997, and will require schools to give education and training providers the opportunity to talk directly to students in Years 8-13 about approved technical education qualifications and apprenticeships that they may offer. This is intended to ensure that young people hear consistently about the merits of alternatives to academic and school-based routes and are aware of all routes to higher skills and into the workplace.

3 Outcome

The intended outcomes of Horsforth Schools Careers Education and Guidance policy are:

- To contribute to strategies for raising achievement, by increasing motivation to support inclusion, challenge stereotyping and promote equality of opportunity and diversity
- To encourage participation in continued learning including higher education and technical and vocational qualifications
- To develop enterprising and employability skills in students

- To significantly reduce the likelihood of any students leaving our educational establishment as NEET (not in education, employment or training)
- To involve all school stakeholders in the careers education of students, including parents and carers

4 Students

Students at Horsforth School are subjected to a wide range of activities based exclusively on career education, future guidance and subject specific career links which includes:

- Work experience provision in Years 10 and 12
- Access to a range of activities, including employer talks, careers fairs, motivational speakers, college and university visits and access to peer and teacher mentors
- Face to face advice and guidance to build confidence and motivation with the Careers Adviser; every student has at least one appointment in Year 11
- Links with local employers, allowing students to learn about the range of roles and opportunities available within the local community, which helps boost attitudes and employability skills within the local economy including local Labour Market Information from a range of agencies; allowing,
- Meaningful encounters with employers, helping all students learn about what it is like to work in a variety of occupations
- Career specific twitter account @H_forth_Careers
- Individual access to careers advice from Start in Leeds (www.startinleeds.com) and www.Unifrog.co.uk for which every student has a personalised login
- Access to advice on options available at Post-16 including apprenticeships and college application.
- Excellence Programme in Year 12 from students to gain bespoke mentoring from skilled professionals, including Microsoft, General Practitioners and Stephenson's group
- Information on the financial support available at post-16
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Career Specific lessons in Years 7-11 during PSICHE lessons
- Activities during form time in all year groups that promotes awareness of a wide range of character skills linked to career opportunities and life beyond school.
- Year 10 career specific tutor time activities each week based on Start in Leeds activities
- Tailored support for all statemented and EHCP students through progress reviews lead by the SEND team

5 Implementation

The Careers Lead from the Leadership Team and the Careers Adviser coordinate the careers programme and update the senior leadership team. Year 10 work experience is planned and implemented using 'Xperience' a part of Bradford Council who orchestrates health and safety protocol. Mrs. Comisky, Deputy Headteacher oversees this process, ensuring every student in Year 10 has a suitable work experience placement for the duration of the week. Year 12 work experience is embedded through 'Employability week' which involves a variety of activities designed to help students prepare for a life of work. Such activities included a UCAS and Apprenticeship day involving external speakers from Leeds City College, Super Curricular Activities (see appendix for an non-exhaustive list), work experience, careers fair and a communication work shop delivered by 'Talk the Talk'. All teaching staff contributes to Careers Guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by external speakers or middle and senior leaders.

The Careers programme is planned, monitored and evaluated by The Careers Lead from the Leadership Team in consultation with the Senior Leadership Team.

6 Curriculum

Careers guidance is part of the school's curriculum and is embedded into the Personal Development Programme which occurs during registration. Career guidance includes improving skills such as interviews techniques, CV writing, financial awareness careers education sessions, information, online guided research activities (Start in Leeds, Unifrog), external speakers during assemblies and Supported Study sessions in Year 12 (to be replaced by PSCE in year 12 from September 2020). Work experience preparation is conducted through assemblies; drop in sessions with the School's Careers Adviser, PSCE lessons and tutor time (in Year 10) and Supported Study (in Year 12). Access to higher education and post 18 provision occur through tutor time and Supported Study, with guest speakers from universities, colleges and professional sectors; additional special guests are invited to present including the CEO of the bank of England, who spoke to the sixth form in February, 2020. Every student has access to Start in Leeds and Unifrog and are encouraged to explore the activities and job based guidance available on these sites; students in Years 7-10 all spent at least one session on this during the academic year 2019-2020. Horsforth School reflects on the work experience provision offered in Year 10 and 12 through student voice. From September 2020 Key Stage 5 will have bi-weekly PSCE lessons in which there is specific career focus lessons ranging from applications and interviews to financial awareness and insurances. This will provide students with the key skills and awareness to prepare them for life after sixth form.

7 Additional Opportunities

The Careers Excellence programme will be run for Year 12 students who wish to gain bespoke mentoring and experience from sought after industries, including medicine, law and engineering (STEM). Students write an application and are interviewed to gain access onto the programme; all students who apply are given additional career opportunities even if they are unsuccessful in gaining a mentor. Mentors are from local labour markets and a range of businesses utilised to help strengthen community ties. The sixth form team is exploring an alumni network to help support current students and advise them in their future pathways. The School's Career advisor is available to meet with parents as well as students at key events including open evening and parents evenings. Parents can also gain access to Start in Leeds to allow them to support their son/daughter with accurate advice, based on future goals and career paths. Trips to higher education establishments such as Leeds University take place including an event in Year 10 for future medic students called: 'medicine, not just about medics.'

8 Statutory requirements and expectations

The 2002 Education Act requires schools to provide a balanced and broadly-based curriculum which: a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Schools and colleges have a public sector duty to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics (2010 Equality Act).

The statutory career guidance duty (2011 Education Act, subsequently extended) requires schools to ensure that all students are provided with independent careers guidance from Year 8 to Year 11 which is presented in an impartial manner, provides information on the range of education or training options, including apprenticeships and other vocational pathways and is guidance that the person giving it considers will promote the best interests of the students to whom it is given. Statutory guidance: Careers guidance and access for education and training providers (DfE, 2018)

<https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools>

All young people in England are required to continue in education or training between the ages of 16 and 18. They can do this in three ways: full time study in a school, college or training provider; an apprenticeship, traineeship or supported internship; full time work or volunteering (20 hours or more) combined with part time accredited study. 2018 Access to Providers - New legislation (2018, paras 61-69) requires all maintained schools and academies to provide opportunities for a range of education and training providers to have access to pupils from Year 8-13. (For further details and an example of a policy statement see Statutory Guidance 2018, pp. 29-31, 33)

Every school and college is expected to publish information about their careers programme, including the name of their Careers Leader (Statutory Guidance, 2018)

Ofsted

Schools and colleges are expected to be accountable to Ofsted for their performance. In full inspections, inspectors are required to make judgements about careers. Inspectors are legally required to comment on the careers guidance provided to learners at colleges.

The education inspection framework (2019) (See appendix) provides clear evidence of what inspectors expect. Included in the Quality of Education judgement on impact, for example, they are looking for evidence that “learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study”. The Personal Development judgement has much that is implicitly related to personal career development and an explicit statement that inspectors will evaluate the extent to which “at each stage of education, the provider prepares learners for future success in their next steps”. Similarly, the Leadership and Management judgement has much that is implicitly related to careers including the statement that inspectors will evaluate the extent to which “leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services”

Gatsby

The DfE’s guidance to schools and colleges states that all schools and colleges should aim to meet the Gatsby Foundation’s Benchmarks of “Good Career Guidance” by the end of 2020 (para.17, p.14) For further information: Gatsby Good Career Guidance <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

The Careers & Enterprise Company Gatsby benchmark toolkits for schools: https://www.careersandenterprise.co.uk/sites/default/files/uploaded/gatsby_benchmark_toolkit.pdf

9 Evaluation

This policy will be evaluated annually by the Board of Trustees to ensure it is still fit for purpose. Circumstances may require more frequent modifications.

10 Author

This policy has been updated by OWA in April 2021

11 Appendix The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
2. Learning from career and labour market information	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each pupil	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
7. Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff October 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The education inspection framework (2019)

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf)

Oxford Royale Academy – Top 34 Super Curricular Activities

<https://www.oxford-royale.com/articles/super-curricular-activities/#ald=2920cd6-9168-425f-915d-bd8cbf5faa26>

Oxford Royale Academy – 9 ways to improve your chances of getting into a top university without leaving your room

<https://www.oxford-royale.com/articles/improve-chances-top-university/#ald=2920cd6-9168-425f-915d-bd8cbf5faa26>