

WARBLINGTON
SCHOOL

Policy on Careers Education and Guidance

Current document may be accessed under the policies tab at: www.warblington.hants.sch.uk

Document Control

Baseline Document	Comments/ Scheduled Review Date	Action/ Reviewed by	Approved by the Governors/SLT
2014		Careers, Information and Guidance Manager	Full Governing Body March 2014
	Spring 2016	Careers, Information and Guidance Manager	Full Governing Body Spring 2016
	Autumn 2018	Careers Leader	Full Governing Body Autumn 2018
	Autumn 2020		

Document Owner: The Governing Body

Leadership Team member responsible: Assistant Headteacher

Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Careers Policy around these rights and to reflect on the rights of our students within the policy.

We believe that our Careers Policy is a supportive document which enables us to put the education of our students at the forefront of our practice.

Background and Ethos

At Warblington we believe strongly that giving the students good support with Careers Education is vital to ensuring that they are on the right career path for them to progress within their life. The careers policy that is embedded throughout the school has clear guidance as to how it fits through the whole school curriculum.

Context

Leaving school at 16 can be intimidating for the students, therefore in line with The Education Act and our statutory requirements our aim is to give students a full careers curriculum following The Gatsby Benchmarks including independent, impartial guidance and support when moving into further education or training.

Commitment

We are fully committed to ensuring that the support is offered from Years 7-11 and is consistent with statutory guidance in the Careers guidance and access for education and training providers January 2018. We are guided with creating the curriculum from the Gatsby Benchmarks:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Warblington School has achieved the Investors in Careers Award which is fully supported by the Senior Leadership Team and by the Full Governing Body and is valid until June 2019.

Aims

The aims of this policy is to ensure that Careers Education is embedded throughout the whole school and that we are working in line with 'Every Child Matters'.

- Self-Development – Students during KS3 and KS4 will grow in confidence and understand how the world of work will impact them in the future. They will understand how to get the most out of the support available and how to progress within their chosen field.
- Career Development – Students will gain an understanding of how the core subjects are vital to gaining a successful career and at Year 9 they will take options that are appropriate to their interests and ability.
- Progression to further education and training – The school has strong links with further and higher education and local training providers to ensure that the students are fully supported for a smooth transition.

Investors in Careers

The school are very proud to have achieved the full Investor in Careers Award, please see appendix 1 for the full report.

Delivery and Content

Following consultation with the students we are focusing across curriculum to link subjects with the reality of life as 57% of students felt that this was an area that would benefit them.

Whole School – Once a year the school will have an Enrichment Day focused on Careers and the Wider World. This day will be used to educate the students on what is available to them after school and will have motivational guest speakers to support them to understand all their options.

Year 7 – Students are focusing on the transition from Junior School to Senior School and are looking at how the timetable works, this is a key time to introduce how the subjects can fit into career pathways. Year 7 will have taster days from Universities focusing on team building as working with others is the first step to building their confidence. CIAG lessons will focus on personal development and the working world around us.

Year 8 – Students will start to have a better understanding of how the working world affects them, including money and the economy. More Able students will attend taster days at Universities to try and inspire them to work to their full potential. CIAG lessons will focus on personal development and the option process, including career pathways. The process of choices/options is as follows:

- Students will be prepared for their options through assemblies and dedicated tutor time will look at what they are able to choose.
- Options booklets and letters go home to parents and information added to the school website.
- Parents and students will then attend an options evening where the process will be explained to them and they will have the option to talk to the course leaders.

- The students make their final choices
- Throughout all of this process support is offered from teachers/tutors, Year Head, CIAG Co-ordinator.
- Students will have the option of a careers interview and students/parents have the full use of websites such as Fast Tomato and National Careers Website.

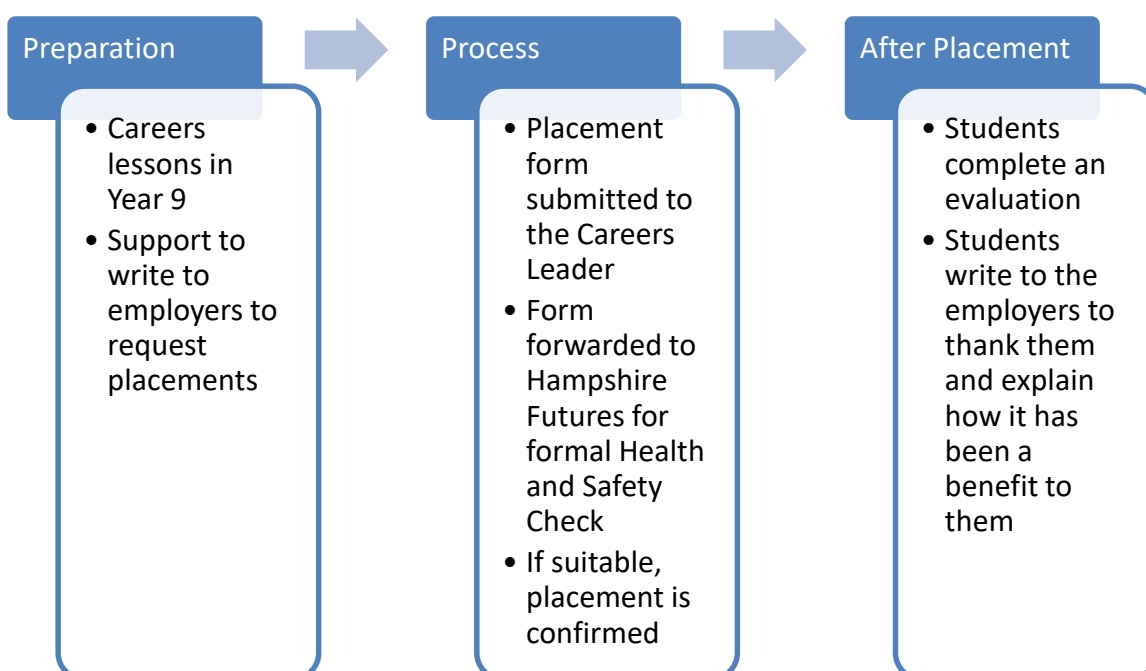
Year 9 – The main focus is of the CIAG is preparing for work experience that is undertaken in year 10, looking at the process of work experience and how to get the best from the opportunity.

Year 10 – Students will engage in various tasks during year 10 which is part of the build up to the transition into further education or training, these include:

- Tutor lessons focused around CV building, interview techniques, work experience and personal development.
- Taster days at local colleges/universities and training providers
- Attend careers fairs
- Impartial careers interviews
- Mock interview with local employers
- 2 weeks block work experience

Work Experience

Work experience is an important part of year 10 and forms the basis of meeting benchmark 6, however there are always limitations when it comes to work experience due to funding implications. The work experience process:



Support – Part of developing the students' independence is about sourcing their own placements, where they need to research the options available to them. However, we do understand that some students will need more support to enable their confidence to grow and this will be provided by tutors and the careers leader.

Funding – There is no additional funding for work experience, however to ensure safeguarding a health and safety check must be completed. The cost of this will be part funded by the school with a parental contribution of £25. Pupil Premium students may be eligible to have the full cost covered, this can be discussed with the Careers Leader. Without this check the student will be unable to attend the placement during school time.

Year 11 – Students are now at the other end and focusing on the transition from school to college/training. During Year 11 the students will have the following:

- Full careers interview with an impartial careers advisor
- Support from CIAG Co-ordinator to complete any application forms for college/apprenticeships and to prepare for college/apprenticeship interviews
- Tutor lessons on application form filling, interview techniques, CV writing, employment law and money management
- Taster days at universities/colleges/training providers
- Presentations from universities/colleges/training providers

Roles and Responsibilities

The Careers Leader is responsible for ensuring that the school is working within the guidelines set by OFSTED and The Careers Education Framework, however the role is supported by various other members of staff. CIAG is a very important role within the school and is fully supported by the SLT and the Governors.

Resources

There is a fully operational careers library available to the students within the school, this has prospectuses for college/training providers/university available as well as books on different careers, careers profiles and information on where to gain different types of support. One and half days per week a contracted impartial careers advisor is on site in a separate careers interview room offering careers guidance to students from years 9 – 11, extending to doing group work with the younger years. All students have access via the school computers to careers websites and Fast Tomato where they can complete a questionnaire to find some suggested careers paths to follow. CV creator is available to the students. A full time Careers Leader is available to the students to offer support and guidance.

Partnerships

Partnerships are essential to support all of the students to progress. The biggest partnership that the school are working on building is the partnership with the parents as this is key to offering full support. The school have built up partnerships with the local federation schools working together to share good practice. The school has strong links

with the colleges/universities and training providers to enable a smooth transition for the students. The school use outside agencies to provide specialist services (e.g. Hampshire Youth Services, Education Business Partnerships and National Apprenticeship Service). The Solent University Network (SUN) have a strong relationship with the school and fund various projects that are used enhance the opportunities of the student that live in a National Outreach Collaboration Programme (NCOP) area.

Alumni

Warblington School have an Alumni Facebook Page to keep in touch with students who have progressed onto further education and employment and this is used to get first-hand information and to support with in school events e.g. Mock Interview Day.

Differentiation

All students are different and various factors will be taken into account when planning the support offered to the students including (but not limited to) the following:

- Pupil Premium
- SEN
- Personal and Social Issues

Various additional support will be put in place including Mentoring and financial support.

Monitoring and Evaluation

The development plan will be monitored and evaluated on an annual basis to enable the school to develop and build on what is currently in place. Questionnaires are completed by the students in year's 10 and 11 to gain an understanding on how the CIAG is impacting the students and how this can then evolve for the future. Current provision for work experience and impartial advice will be monitored and evaluated for effectiveness and value to the students. The school are currently working through the Gatsby Benchmarks and this will be evaluated to see the impact that this has on the students and their parents. Student destinations will be monitored via links with local providers and then used to inspire and motivate the current students.