

Hurworth School Careers Education and Guidance Policy

Accepted by: Leadership Team Lead Reviewer

Review Cycle: 2 Years

Last reviewed: July 2021

Date for next review: July 2023

Statement of intent

This policy is underpinned by Sections 42A and 45A of the Education Act 1997, and has regard to the DfE's statutory guidance, 'Careers guidance and inspiration in schools', and DfE's 'Careers Strategy :making the most of everyone's skills and talents' issued in December 2017 and updated July 2021

The main objectives of careers provision at Hurworth School are to:

- Prepare students for life post-education.
- Develop an understanding of different career paths.
- Develop an understanding of the differences between school and work.
- Inspire students to chase and achieve their dreams.
- Help pupils to access information on the full range of post-16 education and training opportunities.
- Support students after leaving school.
- Offer targeted support for vulnerable and disadvantaged young people.
- Instil a healthy attitude towards work.

Hurworth School has achieved the Investors in Careers Award and is committed to maintaining this quality status. Hurworth School is currently in the re-accreditation process. We will use the eight Benchmarks of good career guidance, developed by the Gatsby Charitable Foundation, to set a standard of excellence.

Development

This policy was developed and is reviewed annually through discussions with teaching staff, students, parents, governors, advisory staff, and other external partners.

Links with other policies

The policy for CEIAG supports and is itself underpinned by the school's policy for teaching and learning, equality and diversity, citizenship, special educational needs, looked after and gifted and talented and links in with the whole school development plan.

The Provider Access Policy ensures that pupils have access to a range of information regarding post 16 choices and Technical Education offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Implementation

Key roles and responsibilities

The governing body has overall responsibility for the implementation of the Careers Policy at the school. The governing body has overall responsibility for ensuring that the Careers Policy, as written, does not

discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

The governing body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.

Management: The Leadership Team will....

- Express the contribution of careers education and guidance in the school, in policy form.
- Review, monitor and evaluate the quality of provision.
- Provide adequate physical and financial resources for the implementation of the programme, including employment of a careers advisor.
- Establish development needs and plan for them to be met.
- Clarify relationship of careers education to other areas of the curriculum.

The Careers Leader will.....

- Advise Leadership Team on policy and approaches and promote support for the programme.
- Work with Raising Achievement Coordinators, Gifted and Talented Coordinators, SENCO and tutors to develop materials and manage resources.
- Help to identify staff development needs and organise training.
- Work closely with the local FE colleges and education / training providers to ensure impartiality.
- Work with the PSHCE Coordinator to support teaching, assessment, recording and reporting systems.
- Deliver careers lessons and workshops in line with the annual career plan.
- Liaise with the local authority regarding multi agency support for vulnerable pupils making the transition to post 16 education.

The Teaching staff will..... engage with a variety of employers and arrange educational visits and inspirational guest speakers throughout the academic year. Continue to embed careers within individual curriculum areas.

Entitlement: Statutory duties

Hurworth School ensures that all registered students are provided with independent careers advice and guidance from Year 8 to Year 11.

The school's careers strategy is shaped by the needs of individual students, and, therefore, developing a strong dialogue with students is at the heart of the policy.

The school will ensure that the independent careers advice provided is:

- Presented impartially by a qualified career advisor
- Is given in the best interest of the individual student receiving the guidance, taking into account their personal aspirations and needs.

- Consists of a wide range of information on the availability of further education and training options, including apprenticeships and vocational pathways.

The school will make it clear to students that they will be required to continue studying GCSE English and maths post-16 if they do not achieve a grade 4 or better at GCSE in these subjects.

The school will make it clear to students that although they must remain in education or training beyond the age of 16, they are not required to stay in school.

The school will also ensure that students understand the wide variety of opportunities available in the job market, including the fact that many careers require a good knowledge of the science, technology, engineering and maths (STEM) subjects.

The school will ensure that the opportunities created by studying STEM subjects are particularly emphasised for female pupils, who are statistically much more likely to limit their careers by dropping STEM subjects at an early age.

The school will ensure that opportunities for students to develop an entrepreneurial spirit are accessible, e.g. through Enterprise challenges and links with the Careers and Enterprise Company.

The school will ensure that both high attaining students and those with special educational needs and disabilities (SEND) are supported to make an informed choice about whether to aim for university or an equally high calibre apprenticeship.

Students will be made aware of extra-curricular opportunities, such as the National Citizens Service, that will help them achieve their careers aspirations.

Curriculum Delivery: The full offer

This is fully detailed in the booklet "Careers Education Advice and Guidance at Hurworth School." This can be viewed on the school website. (See appendix A)

Hurworth School will use the following methods to deliver a strong, well-rounded careers provision:

- Providing a range of opportunities that enhance the curriculum.
- Promoting awareness of the world of work.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement, including those that are often portrayed as primarily for one or other of the sexes, e.g. encouraging girls to pursue STEM-related careers.
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attitudes and knowledge learned in school to the wider world.
- Developing students' personal and social skills to relate to the world of work.
- Providing informed and impartial guidance.
- Enabling students to make considered decisions with regard to future choices.
- Maintaining and developing effective links with key partners, such as Jobcentre Plus (including disability employment advisors), the National Careers Service and the Careers and Enterprise Company.
- Preparing students for the transition to further education (FE) or employment with training.

- Helping students with basic career management such as CV writing, CV building, job searches and job interviews.
- Visiting open days at further and higher education institutes.
- Providing access to online creative resources and labour market intelligence.

The programme will be delivered through timetabled careers lessons, careers guidance activities (group work and individual interviews), tutorial work, workshops, work related learning (including one week work experience) , information and research activities, action planning and enrichment days. The activities will be relevant and appropriate to the ages and abilities of the students and will be designed to prepare them for the opportunities, responsibilities and experiences of working life. Students are encouraged to attend appropriate sessions at local universities. In addition, all students experience specific information days around the World of Work and local post 16 possibilities.

Targeted support

The school will work closely with the Local Authority (LA) to identify students who are in need of targeted support, or who are at risk of not participating in post-16 education/training.

In collaboration with the LA, the school will establish ways of referring identified students for intensive support from a range of education and training support services available locally.

The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

The school will work closely with the LA and local post-16 education and training providers to support with post-16 participation costs, such as care leavers or those entitled to free school meals (FSM).

The school supports the vision that all students with SEND are capable of paid employment, with the right preparation and support.

The school will ensure that they support students with SEND in developing the skills, qualifications and experience needed to pursue their careers.

Independent and partial advice provided to students with SEND will include all the education, training and employment opportunities available to them.

The school will provide advice on study programmes that will support a student with SEND in their transition into paid employment – this includes support internships for students with education, health and care (EHC) plans, traineeships and apprenticeships.

For students with EHC plans, the school will ensure that these plans, from Year 9 at the latest, include a focus on preparing for adulthood, including employment, independent living and participation in society.

Staff Development

All tutors/staff involved in delivering the Careers Education and Guidance programme are entitled to comprehensive training. Ongoing development needs are identified and appropriate training organised.

Information sharing

The school will provide the LA support services with relevant careers-related information about all our students, including:

Students' names, addresses and dates of birth.

Other information that the LA requires in order to support the young person to participate in education or training and to track their progress, including information to help identify those at risk of not being in education, employment or training post-16.

Resources

Funding is allocated in the annual budget planning round. Funding for developments in the school's improvement plan are considered in the context of whole school priorities.

Sources of external funding are actively sought.

Monitoring and review

The governing body, in conjunction with the head teacher, will review this policy on an annual basis, taking into account the success of supporting pupils in accessing post-16 education and training.

The head teacher will make any necessary changes to this policy, and will communicate these to all members of staff.

Auditing

The Careers Leader / Head Teacher will liaise with heads of departments on an annual basis, in order to evaluate and audit the school's careers provision, having special consideration for the three aspects of quality assurance:

The quality of the school careers programme.

The quality of independent careers providers.

The quality of careers professionals working with the school.

The school will take account of feedback from students, parents/carers and link employers engaged in our careers activities, as well as data from the DfE's destination measures, as part of this evaluation.

The school will use the outcomes of our audit to identify areas for improvement, with the ultimate aim of creating a careers programme that meets the needs of all of our pupils .



Careers Education, Information, Advice and Guidance at Hurworth School



This booklet outlines pupil entitlement to careers education, information, advice and guidance (including work related learning and enterprise) at Hurworth School.

This starts with transition activities in Year 7 and continues as they progress through school to Year 11 and beyond.

Parental / guardian involvement is crucial in helping you support your child in making an informed choice for their future. We would welcome your support with attendance at parents' evenings, option/pathway events and career conventions/information sessions to support your child's progression.

Swift Academies has a comprehensive careers website to support this offer and we work in collaboration with several national initiatives. This can be found at careers.swiftacademies.org.uk

Hurworth School aims to embed careers education within the curriculum. Individual subject leaders engage with a variety of employers and arrange educational visits and inspirational guest speakers throughout the academic year. In addition, we have a careers programme for each year group, the details of which are contained in this booklet.

Regards

Penny Hudson

School Contacts:

Penny Hudson Careers Lead.

Careers advice is provided by Penny Hudson, a fully qualified Careers Advisor
phn@hurworth.swiftacademies.org.uk

Careers Information Advice and Guidance

Careers Education Advice and Guidance at Hurworth School has clear objectives. We look to enable our students to:

- **Develop themselves and their aspirations through careers and work related education**
- **Find out about careers and the world of work, building strong connections with employers**
- **Develop skills for career well-being and employability**

We are proud of our Investors in Careers accreditation and are committed to providing the highest quality careers education and guidance.

Our whole school approach to careers is guided by the eight [Gatsby benchmarks of Good Career Guidance](#).

Hurworth School adopts the CDI Framework FOR CAREERS, EMPLOYABILITY AND ENTERPRISE EDUCATION 7-19 (2015) full details can be found at <http://www.thecdi.net>

Hurworth School are involved with several local initiatives that enrich the Careers programme within school: For example

- Is part of the Careers Hub within Tees Valley Combined Authority and the Careers and Enterprise Company
- Engaging with employers through world of work initiatives
- Engages with FutureMe Programme with local Universities. The school has a named Higher Education Champion within the school
- Job Centre Plus: School advisor support
- Apprenticeship Support from the ASK Project (Tees Valley Learning Provider Network)
- Darlington Borough Council Transition Support Scheme

We welcome feedback from students, parents, guardians and all our partners. Online surveys will be made available on the careers website. www.careers.swiftacademies.org.uk

Year 7

Year 7 receive 6 one hour sessions during the academic year focusing on self-awareness and self determination

- All about Me – skills and qualities Seal Day
- All about Me – personality styles and learning styles Seal Day.
- Careers software introduction: Kudos Account
- LMI: LMI in a box Occupational Job Sectors (LMI in a box) (Geography)
- LMI : The key nine employment sectors in Tees valley (Geography)
- LMI : Tees Valley insight Geography

They attend the following ‘drop down’ days.

- Future Choices Day – one hour
- World of Work – one hour (meet with 4 different local employers)
- Enterprise Challenge – Half Day (Business challenge)
- PSHCE (SEAL Day)
- National Careers Week: Assemblies focusing on Labour Market Information.

Year 8

Year 8 receive 6 one-hour sessions during the academic year focusing on self-awareness and self- determination / learning about careers.

- LMI: Employment Challenge 1 (Geography)
- LMI Employment Challenge 2 (Geography)
- LMI Employment Challenge 3 (Geography)
- Workshop 1: Kudos Careers software
- Workshop 2 Dream Job research
- Workshop 3 Action Planning

They attend the following ‘drop down’ days.

- Future Choices Day – one hour
- World of Work – one hour
- Enterprise Challenge –Half Day
- PSHCE (SEAL Day)

National Careers Week: Assemblies focusing on Labour Market Information. & PSHE : Workplace Risks (6 sessions)

Year 9

Year 9 receive 4 one-hour sessions during the academic year focusing on

- Decision Making:
- KS 4 Qualification framework. Decisions and pathways
- Kudos Exploring Careers linked in with subjects
- LMI : Tees Valley sectors / skills levels (Geography)

They attend the following ‘drop down’ days /Evenings (many supported by FutureMe ambassadors)

- Future Choices Day
- World of Work Day – one hour
- Year 9 STEM Day – whole day event
- Year 9 Parents’ information evening and options evenings
- Enterprise Challenge – Half Day
- Tees Valley Stem and Skills Show – whole day event
- Future Me visit to Teesside University
- FutureMe Buzz Performance (FutureMe)
- FutureMe Destination Success (FutureMe)

National Careers Week : Assemblies focusing on LMI

- Advice and Guidance includes a 1:1 Interview with Careers Advisor
- PSHE Wider World Careers (6 sessions)
- FutureMe (Raising aspiration programme): This offer starts in Year 9

Year 10

Year 10 receive 5 one-hour sessions during the academic year focusing on Employability Skills and Career Management Skills.

This is done on Preparing for Work Day

- Workplace behaviour including: Equality and diversity in the workplace / your digital footprint
- How to find a part time job and regulations for part time work
- How apprenticeships work
- Get CV ready: benefits of work experience / volunteering
- Health and safety in the workplace

Year 10 attend the following 'drop down' days.

- Future Choices Day – one hour
- World of Work – one hour
- Taster Day :Visit to 6th Form: Whole day
- Taster Day: Visit to College of Further Education: Whole day
- Assemblies focusing on LMI / Apprenticeships/Work Experience/ Introduction to post 16 choices.

Work Experience: 1 week.

Year 11

Year 11 receive 6 one-hour sessions during the academic year focusing on

- Employability Skills (CV workshop) 2 hours delivered in intervention lessons the first half term of year 11 and supported by FutureMe.
- Understanding A Levels /Vocational Diplomas / T Levels / Apprenticeships: Delivered by form tutors during PSHE lesson in the first term of Year 11
- Making the right Post 16 Choice delivered by Penny Hudson
- Understanding Student Loan Finance /part of Mock interview day / Student Finance debate supported by FutureMe

Year 11 attend the following 'drop down' sessions

- Series of post 16 talks delivered by a variety of Providers, including Apprenticeships
- 1:1 Guidance with a qualified careers practitioner
- College Application Day – one hour
- ASK Apprenticeship workshop
- Mock Interviews and Feedback
- NCS Assembly

PSHE Success in the workplace

PSHE Future Proofing

