



Hutton Church of England Grammar School and Sixth Form

Careers Policy and Careers Programme

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Context

Hutton Church of England Grammar School and Sixth Form is a non-selective boys Grammar School aged from 11-18 with a mixed Sixth Form.

As a Church school all we do is underpinned by Scripture, striving to ensure that everyone within our community is supported and encouraged to always make the most of their God-given talents, irrespective of their situation or starting point. Impartial advice and guidance is vital if all within the school are to achieve this goal; this is embodied in Psalm 32:8:

'I will instruct you and teach you in the way you should go; I will counsel you with my eye upon you.'

Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Hutton Church of England Grammar School and Sixth Form. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

Aims and objectives

At Hutton the careers programme aims to:

- encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school
- ensure students' readiness to take their next step in their learning or career.

Hutton Church of England Grammar School and Sixth Form follows the principles of the Gatsby Benchmarks (see references).

The objectives for the careers programme are as follows:

- helping students to understand the changing world of work
- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work

- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation.

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all students can expect:

- the support they need to make the right choices for Key Stage 4/GCSE, after Y11 and after Y13
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- a meaningful encounter with a representative from the world of work each school year; this could be through work experience (specifically in Year 10 and Year 12), assemblies, worship, careers talks (in or outside lessons), projects and visits
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies, talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school
- the opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making.
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students
- Visit the in-school Careers Fair where they can access information and guidance from a number of potential employers

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents and carers

Parents/carers are invited into school to discuss their son/daughter's progress at Parents Evenings.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Key Stage 4/GCSE Options Evening, DELETION

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media.. Parents/carers are invited to participate in any career event where their knowledge and experience is relevant. This can include, Mock Interview Sessions and/or specific career talks. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references).

Years 7, 8 & 9

Key activities: KS4/GCSE options choices

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs. Activities will support the KS4/GCSE options process. All pupils will create their account on Unifrog to support their career education throughout their time at Hutton.

By the end of Year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them.
- Develop their self-awareness
- Hear from or talk to representatives from the world of work
- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting. They will also be given the opportunity to carry out research based activities to help their understanding of skills and qualifications which will help them on specific pathways to training and employment

Year 10 & 11

Key activities: Year 10; Work experience, Year 11; Mock Interviews and post-16 applications

Students will learn how to write a personal statement for post-16 applications; get support to apply through UCAS Progress; attend events about sixth form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.

By the end of Year 11, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a Personal Statement
- Experience a taster day in a sixth form or college setting
- Be introduced to the different Post-16 pathways.
- Use a range of sources of information (with support, as required) to explore Post-16 options
- Engage in a mock interview and other career related events.
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities
- Develop their self-awareness and career management skills
- Apply for Post-16 options and back-up plans, as necessary
- Continue to develop the skills needed for a successful transition
- Have at least one meeting with a careers adviser.

Year 12 & Year 13

Key activities: Work experience and post-18 applications work experience

In Year 12, sessions include post-18 options, covering both university and alternatives to university. Students will take up one week's work experience. In addition, a range of other enrichment activities are available to support students to develop additional skills and knowledge.

In Year 13, students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

By the end of sixth form, all students will have had the opportunity to:

- Use a range of resources (with support, as required) to explore Post-18 options
- Develop their self-awareness and career management skills
- Develop further experience in the workplace
- Attend events in school and out of school where they can speak to employers, colleges, training providers and universities

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service.

Students are identified for careers meetings based on need and through self-referral.

Needs-based referral

The referral procedure works as follows:

- Learning Co-ordinators, Form tutors Sixth Form Team or SENCO/Inclusion Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training) in Year 10; these are prioritised and given individual interviews with an independent careers advisor
- In Y11, all students are given individual interviews with an independent careers advisor
- Priority in Year 12 and 13 is given to those students who are seeking to access work-based learning or employment; these students, once identified, are given individual interviews with an independent careers advisor

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves school.

Career information

Career information is available through relevant displays and Year Group noticeboards or cascaded via form tutors or through year group assemblies. The careers library Centre) includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Online resources include a range of reliable websites collated by the careers adviser.

External providers

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school.

See also School Policy Statement on Provider Access

Management and staffing

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school, working under the direction of the Assistant Headteacher with responsibility for careers and employability and working with the Assistant Heads, Director of Sixth Form and Learning Co-ordinators.

The school also contracts a qualified independent Careers Adviser to offer career guidance.

A broad range of staff support careers activities and careers learning at school including Learning Co-ordinators, Form Tutors and subject teachers.

Staff Development

Staff, including Form Tutors and PD Teachers are introduced to the concepts, aims and programme for CEIAG at training days or pastoral team meetings. The Careers Lead attends conferences and careers network meetings to keep up to date with best practice and legislation as appropriate.

Resources

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer links

Links with employers, businesses and other external agencies continue to grow by building on local community connections; as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company).

Equal opportunities

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care planning and the inclusion team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Hutton, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance
- student destination figures post-16 and post-18.

References

The Gatsby Benchmarks

www.gatsby.org.uk/education/focus-areas/good-career-guidance

The Career Development Institute Careers Framework -

<http://www.thecdi.net/Careers-Framework-2018>