

Stevenage ESC

Careers and Work Related Education and Vocational Guidance for Students Policy

Executive Headteacher:

Dan Nearney

Chair of Management Committee:

Emma Flawn

Date of Policy:

September 2022

Date of Review:

September 2023

Intent

Promoting a career development ethos is an essential part of the vision of the Centre. We aim to support the aspirations of all our students and to ensure they gain the understanding, skills and experience required to make progress and succeed in careers learning and the world of work. Effective careers education and guidance contributes to the wellbeing of individuals but also to the wellbeing of their families and the communities to which they belong.

National and Local Expectation

We are committed to meeting national and local expectations in relation to careers as a statutory obligation as part of the Baker Clause.

As part of our commitment to informing our students of the full range of learning and training pathways on offer to them, we will work in partnership, with approved training, apprenticeship and vocational education providers to speak to the students. We will meet this by;

- Securing independent and impartial careers guidance for year 7-11 as required by The Education (Careers Guidance in Schools) Act 2022. In implementing this we particular regard is made to the DfE's principles of good practice and Ofsted's inspection criteria for evaluating careers provision in schools, academies and PRU's. (September 2019)
“Secondary schools prepare students for future success in education, employment and training. They use Gatsby Benchmarks to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8-13. All students receive unbiased information about potential next steps and high- quality career guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.” Ofsted School Inspection Handbook 2019, Personal Development pg 63
- Fulfilling our duties under the Equalities Act 2010, to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics. The policy sets out to actively seek to challenge stereotypical thinking and raise aspirations.
- Meeting the 8 Gatsby Benchmarks supports the Centre to deliver high quality careers and enterprise provision. Compass Evaluation completed by the Careers Leader in the Centre termly, identifies its own strengths and areas for improvement.

Implementation

Management The position of Careers Leader for the Centre is a Senior Leadership role and responsibility for co-ordinating the careers and work related programme is designated to the Assistant Headteacher, Steve Fuller, supported by a Careers

Team and Administrator The Careers Leader works closely with the school's YC Herts Advisor, ELSA and external partners and is responsible to the Headteacher. Work experience is planned and implemented by the Careers Team. Health and Safety checks are undertaken by Hertfordshire County Council for all work experience placements in the Centre

Staffing

All staff are expected to contribute to the careers education and guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Careers Leader, in consultation with the Governor for Careers and Work Related Learning and the Senior Leadership Team. The YC Herts Personal Adviser provides specialist careers guidance on a one to one basis.

Curriculum

The Careers and Work Related Programme includes careers education lessons, careers guidance activities through individual work and use of Compass + software platform mentoring, tutor time and employability skills in KS3 and KS4, external partner's visits and workshops and visits to Careers and Apprenticeship Fairs. All KS4 students participate in work experience placements in the local community or in the Centre. Examples of placements range from construction, retail, hospitality, care industry, supporting chef preparing meals in the Centre, dog walking and equine responsibilities. The Careers Team visit placements to discuss progress with employers and students regularly. ELSA work across both Key Stages to deliver "Get Work Ready Days" where employers set tasks for students and interact through speed interviewing and teamwork activities. Students will meet individually with an employer, career plan and investigate curriculum areas they enjoy with potential career opportunities. The Website is regularly updated to include new resources and information for staff, students and their families.

Partnerships

A Service Level Agreement is negotiated between the school and YC Herts and ELSA, identifying areas of careers related learning they will contribute to. Other partnerships are forged with The Careers and Enterprise Company, the Enterprise Adviser for the Centre, The Computer Centre in Hatfield and local businesses in Stevenage that offer work experience placements for Key Stage 4 students. They also come into Centre to work on planning and delivering lessons with staff within their subject that are career focused.

Resources

Funding is allocated in the annual budget planning round. Funding for work based learning and career developments in Centre's Development Plan are considered in the context of whole school priorities. Sources of external funding are actively sought.

Current priorities

Our careers strategy is informed by these current priorities:

- Supporting individual aspirations, improving attainment and ensuring positive destinations
- Meeting the needs of specific groups of students included children looked after, young carers, children from economically deprived backgrounds and children with SEND and disabilities.
- Develop learners career management skills, especially those with career adaptability, resilience, enterprise and employability
- Improving young people's working lives by supporting them to identify the values that are important to them such as contributing to the wellbeing of others through their paid and voluntary work in greener ways
- Developing the use of digital technologies to meet young people's career development needs alongside face to face support.
- Working with parents/carers, community, business and enterprise partners and alumni and education to meet student's career needs.

Strategy

To achieve the objectives of this policy, we will:

- Ensure that Governing Body is actively involved in shaping careers policy and strategy through its committee structure. A Governor for Careers and Work Related Learning is appointed. Jane Shipley is the Governor with this responsibility.
- Commission independent careers guidance services from organisations or individuals that meet the standards set by the Quality in Careers Standard.
- Set out clearly the contribution expected of all staff including subject teachers and tutors for career learning and planning
- Use PHSCE/Mentoring/Employability Skills/Tutor Programme lessons to develop relevant skills and knowledge to inform and support the aspirations of all students
- Ensure a rigorous options process is available for all students where they participate in interviews and are supported regarding their future plans.
- Involve parents/carers in information afternoons, Careers Fairs and Apprenticeship talks so they are informed of all opportunities available for their son/daughter.
- Forge close working relationships with local businesses and colleges to be able to provide current and relevant information relevant to the community and local area.
- Raise the aspirations all students through mentoring, group sessions and assemblies, visits to University of Hertfordshire, Enterprise events and the Apprenticeship Show.
- Support key policies for teaching learning, assessment, recording and reporting achievement, equality and diversity, health and safety, able and talented and inclusion.

- Continue to use the Gatsby Benchmarks to plan and evaluate, identify strengths and areas for improvement in careers provision offered by the Centre. Seven of the eight Gatsby Benchmarks are achieved fully at 100% but evaluations will continue to ensure the best career, advice and guidance is offered to all students and updated termly.

Impact

Through evaluation of Destination Data for Year 11 students, the Careers Leader is able to identify strengths and areas for further improvement in the Careers Curriculum. Year 2021-2022 saw 100% of full time Year 11 students reach destinations:

- Apprenticeships – 6.25%
- Employment – 0%
- College – 81.5%
- Other – 12.5%

Compass+ will be used to monitor and track and evaluate experiences, tasks and workshops participated in and career aspirations. This will be used across all Key Stages to monitor all interaction and lessons.

Through continuing to offer a robust and unbiased career curriculum, based on high, individual aspirations, opportunities, improving attainment and ensuring positive destinations, we will ensure our students are prepared for a world of work equipped with resilience and a positive work ethic.