

THE KING'S C of E SCHOOL



Careers Policy

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CAREERS POLICY

Mission Statement

'Aspire, Believe and Achieve Together'

So that all members of the School community can...

- Learn and worship in the name of God - Father, Son and Holy Spirit - revealed in the life, death and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- Believe in themselves and become successful adults – developing their vision, faith, ambition and aspirations.
- Develop a resilience and inner strength to overcome life challenges.
- Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- Develop thinking skills and transferable skills, working in partnership to become life-long learners.

Introduction

There has never been a time when careers guidance has been as important for young people as it is today. The landscape of education, training and employment opportunities that students need to navigate is more complex and more challenging than that faced by previous generations. While the economy is beginning to recover from the recent recession, levels of youth unemployment and under-employment are still high. The raising of the age or participating in learning means that young people face a wider range of choices of courses and places to study.

Qualifications such as GCSE and A level are changing, and opportunities in higher education extend now beyond the UK to other parts of Europe and further afield. Students need help to make choices and manage transitions: they need good quality careers education, information, advice and guidance.

The school careers plan sets out how the school intends to provide a fit for purpose careers programme with the available resources which will provide our students with the knowledge, inspiration and ability to take ownership of their own career action plans which will enable them to succeed in their chosen career paths.

The school Careers Plan is based on the DfE document "Careers Guidance and Inspiration in Schools" dated March 2015.

Careers education does not just mean informing students about their options after school but also how their school career will affect their futures. It is our statutory duty to ensure that all pupils receive independent, impartial advice and guidance regarding all options within school and how they will affect their options after school and which careers pathways will become available to them. By helping students with decisions at crucial stages, informing them of all their options and introducing them to the world of work, we aim to prepare them for life after school whichever path they choose.

Student Entitlement Statements

Year 7 Careers Entitlement

- Students are encouraged to identify personal traits, strengths and skills and develop confidence and have high expectations of themselves.
- Students are introduced to careers resources and informed how to use them.
- Grofar Student Passports created on which academic progress and notes from careers sessions are recorded.
- Students have optional access to independent and impartial advisers via drop in sessions.
- By beginning careers education early students can make better informed decisions at transition stages and are more motivated in school in order to follow a particular pathway.

Year 8 Careers Entitlement

- Students build on personal strengths and begin to link skills to specific careers enabling realistic and informed decisions at transition stages.
- Students introduced to the world of work and how it is constantly changing.
- Students introduced to other careers software and websites available in school.
- Students encouraged to think about what they might like to achieve after school.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 9 Careers Entitlement

- Students encouraged to reassess personal strengths with a focus on transferable skills.
- What is important in a career? Students encouraged to investigate different jobs and careers and what they mean in terms of lifestyle, budgeting and a good work/life balance and develop economic awareness.
- Students encouraged to challenge stereotypes within the world of work and traditional job roles.
- Students should begin to think about GCSE option in terms of career pathways and plan future within school.
- What is a CV, what is a cover letter and why do people applying for jobs need them?
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 10 Careers Entitlement

- Students begin to explore 6th form options and interview techniques.
- Economic awareness developed further and students encouraged to think about employability, which careers appeal and to identify and set themselves realistic future goals.
- Students agree personal action plans with careers adviser for future and identify what specific action is required to achieve goals.
- Students begin CV and cover letter writing.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Students visit The Skills Show at the NEC and explore various careers opportunities and pathways.
- Academic and careers progress is recorded on Student Passport.
- Students complete work experience and record progress on Grofar Work Experience Log.

Year 11 Careers Entitlement

- Students are helped with post 16 choices and encouraged to consider all their options including further study in 6th form and apprenticeships. Interview techniques further developed.
- Students should use careers interviews to help understand different career pathways and entry requirements and encouraged to make contingency plans should results be better/worse than expected and set personal targets for development.
- Specific mock interviews for those with a particular career path in mind also available.
- Students are encouraged to think about the kind of behaviour potential employers look for.
- Students are encouraged to attend careers talks, fairs, college open days and taster days with employers.
- Students are assisted further with CV writing and encouraged to have a completed a CV and cover letter
- Students are kept up to date with post 16 deadlines.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 12 Careers Entitlement

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students visit The Skills Show at the NEC and explore various careers opportunities and pathways.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

Year 13 Careers Entitlement

- Students are given specific help with preparing UCAS/applying for apprenticeships.
- Sessions on understanding school leaver and graduate job markets and how to look and apply for jobs.
- Students should start to understand how world of work is changing and how it might affect individuals.
- Students learn how to manage a career in terms of progression, budgeting and planning for the future.
- Students are reminded of different options including higher education, jobs, gap years, apprenticeships etc.
- Students are encouraged to attend university open days, mock interviews, careers interviews and meet potential employers to discuss future options.
- Students have optional access to independent and impartial advisers via drop in sessions. They are also encouraged to use careers resources available and informed where to find out more about specific courses/careers.
- Academic and careers progress is recorded on Student Passport.

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Careers Service Goals

Careers Service Goals

Our Careers Service Goals set out the key areas where we will focus our efforts this year. These are the things that we have identified as being the most important to help prepare our students for their next steps after leaving school. We aim to achieve or better all the points set out in the DfE statutory guidance and focus attention on some specific goals.

Goal	Description	Resources Required	Success Criteria	Target Date
Provide a broad range of careers information.	We will provide broad information sources for students to use which will help them choose and develop their career plans.	Information from a wide range of career paths, sectors and skills required. As well as employer expectations, up to date prospectors and application forms.	Resource library and noticeboard stocked with up-to-date careers information.	30 Oct 2018
Provide additional careers guidance to vulnerable students.	We will work closely with the local authority to ensure that a good level of career guidance is provided to our vulnerable students.		Vulnerable students are identified and receiving additional provision.	23 Jul 2019
Ensure we understand the needs of the local community and local businesses.	We will consult with representatives of the local community and local businesses to establish their needs and aim to include activities which will contribute to meeting their needs.	Up to date labour market information, focusing on the local area.	Feedback forms completed by business and community representatives.	23 Jul 2019
Every Student to be provided with a Careers Action Plan.	Through our school-wide integrated careers approach we will ensure that every student is supported and inspired to develop their own careers action plan and that this is used as a key stimulus for their learning.	Careers passport to be created or sourced	Every student furnished with a Careers Action Plan.	23 Jul 2019

Activities and Events

Careers Events and

Year group	Autumn	Spring	Summer
8		Students have access to impartial and independent drop in sessions. Students have access to the Careers fair.	
9	KS4 options event.	Students have access to impartial and independent drop in sessions. Students have access to the Careers fair.	
10	Parents evening with careers focus. Visit to The Skills Show at NEC	Students have access to impartial and independent careers advice through 1 on 1 interviews and intervention. Students have access to the Careers fair.	Work experience.
11		Students have access to impartial and independent careers advice through 1 on 1 interviews and intervention. Apprenticeship information session. Students have access to the Careers fair.	
12	UCAS support. Visit to The Skills Show at NEC	Students have access to the Careers fair.	Work experience.
13	UCAS support.	Apprenticeship information session. Students have access to the Careers fair.	

Information & Self Help

Self-Help Resources

A broad range of information sources are available in the careers library. These resources are updated regularly and students can request additional resources, which we are happy to investigate and obtain if financially prudent. Students will be encouraged to visit the library and will be provided with guidance on the use of the resources where necessary.

Resource	Description
Virtual Learning Environment (VLE)	Our VLE page will provide the links and information for various online tools to help students identify career paths and further their knowledge of what is available to them.
Learning Resource Centre	The school careers centre, contains information on a range of learning providers and required expectations. As well, as support with accessing online portals, that will further knowledge in the area of careers.
Noticeboard	An allocated careers notice board, updated regularly covering the range of options and opportunities available to students when they leave education or are considering entering higher education.

Careers Providers

Independent Providers

The school will secure independent careers information, advice and guidance (CEIAG) that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This should help inform a pupil's decision about their 16-19 study programme and beyond. Guidance will encompass good, appropriate local further education, apprenticeships, and vocational education opportunities and pupils should individually make their own choice about what is the best next step for them. In good time before decision points we will ensure that pupils are informed about the options available, including:

- Post - 14: GCSEs; options offered by local university technical colleges and studio schools; opportunities for 14 - year - old enrolment at local colleges.
- Post - 16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post - 18: further education courses, higher apprenticeships, undergraduate degrees.

Please refer to Provider Access Policy for details about how to work with us and our students at Kings.

Access to Independent Careers Guidance

The school's careers education programme adheres to the ACEG/CDI framework for careers education and work-related learning and also complies with the Education Act 2011 by securing independent and impartial careers guidance. Access to advice is determined by the Careers Leader in consultation with the senior leadership team, the head of sixth form, and other personnel including outside agencies as appropriate. A detailed "needs analysis" ensures all students with barriers to progression are seen first. Any other pupils who self-refer are accommodated and the adviser has an open door policy at lunch time and at the end of the day.

Access to Internal Careers Guidance

The careers leader will provide impartial guidance and advice to students and will ensure that the external independent advisor is suitably briefed to ensure their time is effective when visiting the school.

Stakeholder Engagements

Engagements

The service aims to provide a broad range of information and updates to students, parents, providers and the school leadership team throughout the year. The updates will help to engage the service with the wider school community and provide information about the careers education, information, advice and guidance provided.

Engagement	Description	Month	Leadership	Parents
Governors update meeting	Present draft career plan to governors. Review progress termly.	Ongoing	✓	
Options evening's	Sessions are provided to parents, to inform them of the options available for their children once they are in year 9 and need to select GCSE subjects. This session will provide parents with the information they need to further support their children in meeting their career goals.	Ongoing		✓

Provision Allocation

Provision Allocation

We want all of our students to be prepared for life after school. We will provide in-school guidance and independent advice from external consultants to ensure our students receive the impartial advice that they need. We will help our students develop high aspirations and consider a broad and ambitious range of careers. We hope that by inspiring every pupil through more real-life contacts with the world of work, they will be able to put in context other areas of their education and increase their motivation to learn.

In School Guidance Provision

Year Group	Students In Year Group	Basic Provision (per student per year)	Students for Additional Provision	Additional Provision (per student per year)
Year 7	92	5.5 Hours	0	0 Hours
Year 8	100	5.5 Hours	0	0 Hours
Year 9	112	8 Hours	0	0 Hours
Year 10	121	6 Hours	0	0 Hours
Year 11	134	7.5 Hours	0	0 Hours
Year 12	56	6 Hours	0	0 Hours
Year 13	55	5.5 Hours	0	0 Hours

Curriculum Provision

Year Group	Careers and Work related curriculum activities (per student per year)	Of which involving contact with "inspirational employees and other" (per student per year)
Year 7	9.5 hours	3 hours
Year 8	9.5 hours	3 hours
Year 9	13.5 hours	4.5 hours
Year 10	12 hours	12 hours
Year 11	10 hours	5.5 hours
Year 12	8 hours	6 hours
Year 13	8 hours	6 hours

Careers, Employability and Enterprise Education

The school aims to follow the CDI Framework for Careers, Employability and Enterprise Education 7-19. A formal Careers, Enterprise and Employability Education Strategy is in place indicating the importance of employability, careers & enterprise education as part of overall school policy and a clear understanding of the national and regional drivers. The Strategy is clearly linked to the School Improvement Plan and there is a clear vision for employability and enterprise education. There is a shared definition of 'Employability, Careers & Enterprise' for students, staff, governors and parents/carers. Local employers advise on the employability, careers & enterprise strategy to ensure the programmes enable children and young people to achieve the schools employability goals before they leave school.

Staffing & CPD

Staffing

Every single staff member in the school is responsible for creating a positive learning environment where our students can prepare themselves for their future careers. Our teachers are in no doubt about the role that they can play in inspiring students and developing their ambitions.

Staff Member	Description
Alice Arnold	Manage careers programme across key stages in line with the Gatsby Benchmark, enhancing careers knowledge and destinations of the students
James Ludlow	Senior Leader of Careers Black Country Headteacher representative for the CEC

Roles and Responsibilities

Roles and Responsibilities

To maintain and run an effective Careers Service several groups and individuals within the School are identified along with their roles and responsibilities in order to provide support and guidance to the service.

Governors & SLT responsibilities

- The governing body has a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum in order to promote high standards of educational attainment (DfE, 2014a). Effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success.
- Ensure there is a named member of the SLT and a Governor who have primary responsibility for CEIAG.
- The Board of Governors should identify a link governor such as a local employer governor to support and challenge the careers staff (where the school has a policy of linking individual governors with different departments).
- Ensure the annual Careers Plan is completed and signed off by the end of September.
- Ensure that the agreed careers objectives are understood and implemented across the school.
- Ensure the Careers Leader is prepared for OFSTED inspections.
- Ensure school meets and exceeds the statutory careers requirements.
- Provide support to the Careers Leader and ensure that the agreed resources are made available during the year.
- Review progress and achievements versus the careers plan and make adjustments as necessary.

Senior Leader with overall responsibility for careers provision

- Ensure the careers programme is adequately resourced to deliver the agreed careers plan.
- Recruit, retain and support the careers leader.
- Chair monthly reviews of progress against the careers plan and ensure that any problems preventing completion of any elements are resolved.
- Act as the 'careers champion' to ensure that whole school acceptance of the careers plan is achieved!

Head of Sixth Form responsibilities

- Ensure all Y12 students have prepared draft CVs and/or personal statements.
- Support the careers manager to deliver interview, business game and other work readiness activities during the year.
- Support the careers leader to deliver interview, business game and other work readiness activities during the year.
- Visit at least 3 local businesses during the year to understand how the school could best serve its business community.
- Support the students with their individual career action plans, paying particular attention to those in the NEET Risk group.
- Work with the Curriculum leader for careers education to ensure students make a smooth transition to year 12 and are supported onto the right pathway.

SENCO responsibilities

- Ensure that the careers plan complements objectives and activities set out in the school's special education policy.
- Provide support to SEN students to help them generate their individual careers action plans.
- Review SEN student career action plans with their parents to ensure they are engaged and supportive of the plans.
- Ensure the careers leader understands the school's statutory responsibility to students with SEN.
- Generate individual career action plans as part of the Education Health and Care plan.

Curriculum leader for careers education responsibilities

- Take responsibility for the curriculum strands within the careers plan, inputting objectives to the plan and ensuring the curriculum resources are made available as necessary.
- Understand what defines 'best practice' for integrating career readiness activities into the curriculum and ensure the school works towards and ultimately achieves these high standards.
- Audit current teaching practices (in relation to careers) against the NFER good practice and strategies and the CDI Framework for careers, employability and enterprise.

Careers leader responsibilities

- Prepare and deliver the careers plan.
- Recruit, retain and develop the support staff needed to deliver the careers plan.
- Report monthly progress to the SLT.
- Work closely with the Governor with primary responsibility for careers to ensure they are able to support and guide you as required.
- Bring any problems that you are unable to resolve to the attention of the careers senior leader.
- Ensure you engage with all your stakeholders including, Local Authority, Local Colleges and Universities, SLT, teachers, support staff, Governors, students, parents, local businesses and guest speakers.
- Put systems in place to ensure that you deliver measurable year on year improvements to the careers programme.
- Ensure you get best value from the agreed budget reviewing each of your annual contracts and other discretionary spend.
- Be the school expert on all matters relating to careers education and training and ensure the SLT are kept informed of industry or legislative changes which may impact their responsibilities.
- Ensure you are accessible to your stakeholders by as many means as possible.
- Conduct and report on annual surveys to measure stakeholder satisfaction with the careers programme and identify affordable improvements that can be made

Teachers and teaching support staff responsibilities

- Ensure you are familiar with the school careers plan and its objectives.
- Ensure that career readiness and careers education are embedded in your lesson plans.
- Review your lesson plans in relation to the CDI Framework and the resources on its website.
- Monitor the effectiveness of your embedded activities and improve as necessary.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Pastoral and pastoral support staff

- Ensure you are familiar with the school career plan and its objectives.
- Working with the Careers Leader provide additional support for the NEET risk group.
- Contribute towards the development of an atmosphere (within the school) of learning, confidence and ambition.
- Where and when you have the opportunity, encourage students to think positively about their career prospects and what they could be doing to enhance their life chances.
- Feedback specific student needs (or opportunities) to the Careers Leader.

Careers Service Evaluation

Evaluations

The school believes that it is important that robust measurement, monitoring and review procedures be put in place

to provide a framework for on-going improvements. These will form the foundations for not only what we do, but how we do it and what we must endeavour to improve.

	Focus	Methods	Due Date
1.	Mock Interviews	End of day paper survey to find out how volunteers found the process and what we could do better.	31 Dec 2018
2.	Destination Data	The school will use destination measures provided by the DfE to assess how successfully their students make the transition into the next stage of their education or training, or into employment.	30 Jan 2019
3.	Student Needs	End of year survey to understand how well we met our students needs and to identify improvements.	30 Jun 2019
4.	Careers Programme Review	Year end review of how well the school has delivered the careers programme, summarising the feedback from stakeholders.	30 Jun 2019
5.	Staff Needs	End of year survey to measure careers integration and identify changes for next academic year.	30 Jun 2019
6.	Business Engagement	End of year survey to understand how we can improve our relationships with local businesses.	30 Jun 2019