



Careers Policy

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Ownership and Control

History

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01	C Herron	07/10/15	Approved	Approved by Student and Curriculum Committee 7 October 2015
02	A Myers	November 2016	Approved	Approved by Development and Standards Committee 16 November 2016
03	C Herron	December 2017	Approved	Approved by LGB 31 January 2018
04	C Herron	March 2019	Approved	Approved by LGB 14 March 2019

Intended Audience

Intended Audience	Intended Method of Distribution
Staff, Students, Parents and Carers	Sharepoint Drive, website

AMENDMENT TRACKER

Name of reviewer: Chris Herron

Date of review: March 2019

Policy checked and is compliant with regards to current statutory careers guidance. The statutory guidance takes effect from 1st January 2020.

Only change is for this policy to be amended from annual to a 2 year review in line with Sigma guidance.

POLICY FOR CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE (CEIAG)

Rationale for CEIAG

Careers Education and Guidance & Work-Related Learning make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life, in order to help them make a successful transition to adulthood.

To provide all students with high quality, impartial careers guidance which helps pupils make informed choices about which courses suit their academic needs and aspirations. Information, Advice and Guidance in line with the Statutory Advice 'Careers Guidance and Inspiration in Schools' March 2015 will be provided to students to ensure they are prepared for the next stage of their education, employment, self-employment or training.

Students will understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.

This will be done through a planned, tailored and progressive programme of activities which supports learners in choosing pathways that are suited to their interests and abilities, helping young people to follow a career path and manage transitions throughout their working lives.

Aim

To provide students at the Harwich and Dovercourt High School with the knowledge, advice and understanding to make informed decisions at each transition and ultimately achieve their employment goals and aspirations.

This will allow them to:

Develop their understanding of themselves in relation to future learning and employment opportunities.

Learn and experience careers and the world of work.

Develop their career management and employability skills.

Objectives:

- Contribute to the school strategies to raise achievement by increasing motivation
- To support inclusion, challenge stereotyping and promote equality of opportunity

- To develop a broad understanding of the world of work and an ability to respond to changing opportunities
- To focus students on their future aspirations
- To support the development of enterprise and employability skills
- To meet the needs of all of our students

Commitment

The Harwich and Dovercourt High School is committed to providing our students with careers education, information, advice and guidance for all students in years 7 -13.

- The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum for all years
- Encourage students to achieve and to be ambitious
- Motivate our students, promoting equality of opportunity and maximising their academic and personal achievement whilst at school and beyond.
- Involve employers, parents/carers, staff and students in the further development of careers information and advice
- Provide advice and guidance by a qualified professional in an impartial manner
- Achieve the Recognition of Quality Award in Careers

Provision

- Identify ways of engaging a wide range of local organisations in careers and enterprise activities at the school.
- Provide opportunity for guidance interviews to all Year 10 and 12 students
- Provide a series of guidance interviews to all students from disadvantaged backgrounds and those with special educational needs.
- Provide small group advice and guidance workshops with Year 8 and 9 students – to raise awareness in Apprenticeships, Traineeships, A Levels and Vocational Pathways
- Provide advice and guidance to Year 11, 12 and 13 students when they are making decisions for progress Post 16/17/18

- Provide students/mentors and parents/carers with the means for independent research (a Careers Library and Careers Planning programs)
- Co-ordinate and support integrated Careers information provision within Faculties
- Work with Faculties to provide each year group with interactive Information Activities

Year 7 – Learning2Learn Skills development. Delivered through careers “Being Brilliant” Day.

Year 8 – The Real Game (a Web based program aimed at this age group which shows how lifestyle ambitions can be related to Career choices); Enterprise Activity – ‘What’s my line’ and other employer led activities

Year 9 – Skill recognition and advice on making choices in preparation for Options, PSHEE Careers Day, involving outside speakers

Year 10 – Work Experience and Mock Interviews to include basic CV preparation)

Year 11- Year 11 Conference and Workshops – Apprenticeship Roadshow, Workshops provided by Post 16 providers; Careers Convention, Careers interviews

Year 12 – College Open Days, Apprenticeship Roadshow, Guest Speakers from local providers and Job Centre Plus, University Preparation and Open Days, UCAS Fair

Year 13 – Outside speakers – Finance and University; Job Centre Plus; Apprenticeships

- Visits to Universities and Colleges for Year 10 and 12 and subject specific visits encouraged where appropriate
- Careers is also delivered through departmental Schemes of Work
- Liaise with STEM Ambassadors to promote STEM subjects by involving students in STEM activities and talks by Guest Speakers from STEM involved organisations
- Provide support and advice to students and parents/carers on Results Days and Information Evenings

Organisation, management and staffing

At HDHS we show a commitment to careers education for all of our young people. This is reflected in having a named member of the senior leadership who has line management responsibility for and oversight of all aspects of careers provision. Careers education forms a key part of the curriculum and is delivered alongside PSHE and Citizenship to give a holistic perspective on planning and preparing for their immediate and long term future. IAG is offered within the school but also in partnership with a range of external providers including employers and FE providers.

Staff development and CPD

Each year staff are given information about IAG and careers education through targeted training sessions appropriate to their tutor group ages. The senior member of staff with responsibility is also given access to training and collaborative working opportunities throughout the year to remain fully informed in their role of coordinating IAG and careers education within the school

Resources

An annual budget is set for careers education and IAG provision and this is based on an informed spending plan put together by the senior member of staff responsible. This budget is supported by other funding streams including Pupil Premium.

Engaging with parents and carers

The school involves parents and carers with Careers Education and Guidance and Work Related Learning provision through Parents evenings, Information evenings, discussion with tutors and Year Leaders.

Review and evaluation

Provision at the school will be subject to evaluation and review annually in an aim to continually improve the quality of the provision and include any further advice provided by the DFE, Ofsted or CPD providers.

The review and evaluation will also take on board the opinions of students, staff and providers and adapted accordingly.

Harwich and Dovercourt High School will continue working towards attaining and then maintaining the Recognition of Quality Award to ensure high standards are maintained.

Provider access

This states the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

Students in years 8-13 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of the careers programme which provides information on the full range of education and training options available.
- To hear from a range of local providers about opportunities they offer, including technical education and apprenticeships - through options evenings, assemblies, group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Provider Access Requests

A provider wishing to access the school should contact Chris Herron in his role leading careers: james.herron@hdhs.school

The school may also be contacted by telephone to organise an initial meeting.

The school's safeguarding policy sets out the school's approach to allowing providers into school as visitors to talk to our students: <https://www.hdhs.org.uk/parents/policies/>

Premises and Facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to an agreed activity. The school will also make available AV equipment to support provider presentations, if requested. This will all be discussed and agreed in advance of the visit with the Careers leader or member of the team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the school for student use.



Employer involvement

Aim

Employer involvement in the delivery and/or assessment of technical qualifications provides clear 'line of sight' to work, enriches learning and raises the credibility of qualifications.

Students are required, where appropriate, to undertake meaningful activity involving employers during their study. If learners are involved with employers, there must be a record of this for the learner. This contribution of meaningful activities to the qualification must be significant and relate to the qualification.

Employer involvement will prepare our learners to engage positively with opportunities of employment presented to them. It is important that all stakeholders understand the importance of meaningful employment, and the positive effect this will have on learners.