



# **ESTABLISHMENT**

# **Careers policy**

<b>Date of Policy:</b>	September 2018
<b>Member of Staff Responsible:</b>	Katie O'Sullivan, Head of Personal Development and Sport
<b>Date policy was previously approved:</b>	February 2020
<b>Review Date:</b>	February 2021

**Approved by SLT on Thursday 23 January 2020**  
**Approved at the Managing and Organising Committee on 10 February 2020**  
**(Min No: 27/2019-20.12)**

**'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'**

# Careers Policy

## Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Parkside Community School. 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

The Parkside 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 the next step in their learning or career.

Parkside School follows the principles of the Gatsby Benchmarks.

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
- 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 in Y9 and Y11
- 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.
- career lessons during PD time from Y7 to Y9 and drop down days in Y10 and Y11 covering options after school, the world of work, the job market and the skills needed for the future.
- at least four meaningful encounters with representatives from the world of work over their time at Parkside. Examples of this include; work experience, World of Work activities, assemblies, careers talks (in and outside of lessons), enterprise 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 through enterprise projects and work experience.
- the opportunity to talk through their career and educational choices with staff including mentors 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 but KS4 students will be targeted and prioritised. A meeting with an advisor who is independent of the school can also be requested.
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement

## **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can and must 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. A member of the careers team will be available to speak to parents at every progress evening.

## **Events for parents and carers**

Y11 parents/carers are invited into school twice a year to discuss their son/daughter's progress on Parents' Evening. All other year groups have one parents evening per year. In addition, specialist events for parents include Y9 Options Evening and careers events for Y11 students. A member of the careers team will be available to speak to parents at every progress evening.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters home and the school newsletter and website. With the student's agreement, a copy of the careers plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Advisor 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 Gatsby Benchmarks. **The schemes of work are planned using this framework and also using knowledge of the local area and pupils.**

### **Years 7, 8 & 9**

A six week block is allocated during Personal Development lessons to delivery of careers and enterprise lessons. Lessons 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, including labour market information, and how students should work towards their chosen careers. The enterprise lessons allow students to develop their own business skills through a range of practical challenges.

All activities undertaken in KS3 Personal Development lessons will underpin the options process which takes place in Y9.

By the end of Y9, 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.
- Attend the Big Event – a careers event aimed at promoting choice amongst Y9 students.

### **Year 10**

Key activities:

In Y10, all students will complete a two week block of work experience, alongside mock business interviews including a meeting with an employer to critique their CV. Students will also have timetabled drop down days in order to find and carry out work experience placements. Students will have guidance in writing CVs, applications and improving their interview technique in preparation for mock business interviews. Support will be offered in understanding Post-16 options.

By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV through a timetabled drop-down day.

- Experience two weeks in the workplace.
- Be interviewed by someone from the world of work on a timetabled drop-down day.
- Experience a taster day in a sixth form or college setting.
- Learn about the different Post-16 pathways through visits to institutions and visits from college providers.

## **Year 11**

Key activities:

Students will learn how to write a personal statement for post-16 applications; get support to apply for provision; 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:

- Use a range of sources of information (with support, as required) to explore Post-16 options
- 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 (small group or one-to-one) with a careers adviser.

## **World of Work**

Each year, our Year 11 students complete their CVs during targeted sessions. CVs are then critiqued by local employers during a CV critique day, which usually takes place immediately after work experience. Students are then given time in a PD drop down day to make any alterations suggested by the employers. During November, year 11 students will take part in a **World of Work day at CASA Hotel**. Beforehand, students will apply for a virtual job and during the day they will be interviewed for this job by local employers. They will also take part in psychometric tests during the day and develop a range of employability skills.

## **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, Y10 and Y11 students 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:

- A member of the senior leadership team or the careers lead identifies 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 are at risk of becoming NEET (Not in Employment, Education or Training).
- At the end of Y10, mentors prioritise students based on their readiness to make Post-16 decisions and the support they might need throughout the Post-16 options process.
- Students complete their own careers questionnaire late in Y10 where they are asked about their career and Post-16 ideas. Students are also seen in small groups in Y10/early Y11 to discuss and explore the different progression routes where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that students 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.

## **Self-referral**

Students may refer themselves for a careers meeting at any point, directly via the careers office or via the senior leadership team. An appointment with the adviser will then be arranged. Students are made aware of the careers service through assemblies and via mentors. The careers adviser will record action and students will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged.

## **Career information**

Career information is available through the careers library (in the Careers room next to D3), through relevant displays and subject noticeboards or cascaded via mentors or through year group assemblies. The careers library includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. There is also a collection of links on the Parkside website.

## **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.

## **Management and staffing**

The Head of PD, is responsible for taking a strategic lead and direction for careers work in the school. As of September 2019, the school is engaged with a CEIAG project designed and delivered by the Derbyshire Education and Business Partnership, which provides two members of external qualified careers staff who work in the school for two days a week. There are two employability careers advisors and one employability worker. Alongside offering impartial careers advice to all students, the careers staff run intervention projects across all year groups to ensure that their impact is maximised. The Experiences Administrator, takes a key role in supporting and administering career-related activities and events.

## **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 through the Parkside Community Learning Trust; by building on local community connections; as well as through Chesterfield Borough Council and Derbyshire County Council.

## **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 multi-agency 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 Parkside Community School, 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, World of Work week activities, mock interviews etc
- gathering informal feedback from external partners and from parents
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16.

Parkside is committed to achieving the Careers Mark, which is a dedicated quality award for careers programmes and are beginning the process of working towards this award. The careers lead began work on this award in December 2019.

### **Baker Clause statement**

As part of our commitment to informing Parkside Community School students of the full range of learning and training pathways on offer to them, we are happy to consider requests from training, apprenticeship and vocational education providers to speak to our students. Parkside Community School proactively seeks to build on close working relationships with providers in order to invite them to attend school assemblies, employer and provider engagement events or to speak with students and parents on a one-to-one basis supporting post 16 choices. In the first instance, requests by providers should be sent to the school's Careers Lead, Mrs K O'Sullivan ([kosullivan@parkside.derbyshire.sch.uk](mailto:kosullivan@parkside.derbyshire.sch.uk)) with a minimum of 6 weeks' notice. All requests will be considered on the basis of: staffing availability to support the activity, clashes with other planned activities, trips or visits to the school, interruption to examination preparation or rooming and space availability to host the activity.

## References

### ***The Gatsby Benchmarks***

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

### ***The Career Development Institute Careers Framework***

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

Monitoring and review:

Document created – January 2020 - KOS