



Batchwood School

Passion Belief Courage

CAREERS POLICY

Signed – Governor

Date: June 2020

Print Name D Laverick-Brown

Review: June 2021

Vision and Values

At Batchwood we seek to inspire all students to have the highest expectations about the careers they may enter and preparing them for their future career pathway. Careers education and guidance programmes make a major contribution in preparing young people for the opportunities, responsibilities, and experiences of life. Careers information, advice and guidance are a central part of the whole school ethos. Our goal is to provide students with the qualifications, skills, and confidence to achieve life-long aspirations for success in their career.

Statutory requirements and expectations:

Batchwood School complies with the terms of the Education Act 2011 and endeavours to follow best practice guidance in publications such as the DfE's "Careers guidance and inspiration in schools" (April 2017), and the statutory guidance: Careers guidance and access for education and training providers (DfE, 2018). We are committed to ensuring that all students are provided with independent careers guidance from year 8 to year 11, as well as providing information on the range of education or training options, including apprenticeships and other vocational pathways. Batchwood School is committed to meeting the Gatsby benchmarks and is working in conjunction with YC Hertfordshire to achieve the Quality in Careers Standard through Investors in Careers.

The eight Gatsby Benchmarks are:

1. A stable careers programme
2. Learning from career and Labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

This policy is communicated to:

- Governors through meetings between the Careers Lead and Governor with responsibility for Careers, presentations at Governors meetings and Governor visits within the school
- Staff through the Policy folder and staff meetings
- Students via tutors in form time and RSHE/Careers lessons
- Parents/carers via website and ABC Careers newsletter

Learner entitlement:

Every student is entitled to high quality career education and guidance as part of their overall education which with the CDI Framework for Careers, Employability and Enterprise Education (Jan 2020). The framework presents end of key stage learning outcome statements for learners across 17 important areas and can be broadly split into three areas:

1. Developing yourself through careers, employability and enterprise education
2. Learning about careers and the world of work

3. Developing your career management, employability and enterprise skills

The details of this entitlement can be viewed on the Batchwood School website by parents & carers, employers / opportunity providers and staff. Students will be made aware of this entitlement during tutor-times and Careers lessons.

A full copy of the CDI Framework for Careers, Employability and Enterprise Education (Jan 2020) is contained in the Appendix

Management and Delivery:

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

All members of staff contribute to careers information, advice and guidance through their roles as tutors or subject teachers. Specialist sessions are delivered by trained staff or approved agencies. The Headteacher has an overall responsibility for the provision of Careers education, with the day to day running of provision managed by the Careers Lead.

At Batchwood School we aim for the following across Key Stages 3 & 4:

- To prepare all students for the next stage in their education or training
- To promote a culture of high expectations in students and inspire students at Batchwood School to think independently and ambitiously about their future career options
- To liaise with and secure access for students to all relevant other sources of Careers provision, including local employers from the Careers and enterprise data base
- To make Careers resources available on the School website
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including Further Education and Higher Education
- To deliver Careers guidance during tutor time, RSHE lessons and provide real-life contacts and experiences from the world of work
- To focus students on their future aspirations

Roles & Responsibilities:

- **The Governing Body** is responsible for ensuring that it provides a Governor with responsibility for Careers. The Careers governor is responsible for liaising with the Careers Lead and ensuring that there is a careers curriculum in place which satisfies the Gatsby benchmarks and Careers guidance as specified by the DFE.
- **The Senior Leadership team** is responsible for ensuring that the Careers curriculum is in operation and maximising any opportunities that occur during the school year.
- **The Careers Lead** is responsible for the Careers curriculum, monitoring it and ensuring that it is implemented by the staff at a day-to-day level. They attend regular meetings/networking events as well as industry specific events to ensure they are up to date with all industry and labour market information. They liaise with the following:

Head of RHSE to affect the delivery of Careers in the school; The Careers Advisor & SENCO for individual student support, Work Experience and post-16 destinations.

- **The Careers Advisor** is responsible for working with students to plan work experience and applications for Post-16 destinations. The school has an annual agreement with YC Hertfordshire for the provision of independent guidance, information, curriculum support. The school meets with YC Hertfordshire in advance of each academic year to plan for the effective delivery of support to students and meets regularly through each year to monitor and evaluate the provision.
- **Subject Leaders** are responsible for ensuring that they promote potential careers whenever possible within their subject area.
- **Heads of Year** are responsible for ensuring that the tutors in the year group are catering on a one to one basis giving tailored support to the tutee's individual needs.
- **Tutors** are responsible for working with their tutees on a one to one basis giving tailored support to the student's individual needs and helping them at different stages of their learning journey through school as they make plans for the future and post-16.
- **All staff** are responsible for helping to meet the needs of all students at different stages of their learning journey through school. This will include taking students to visit colleges/universities and a wide variety of potential employers with possible work experience placements, graduate schemes, traineeships or apprenticeships.

Staff development:

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this we will monitor training needs with staff completing a training needs analysis.

Funding and resourcing:

Funding for careers will be allocated in the school annual CPD budget which will be held by the Careers Lead.

Teaching Learning and assessment:

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. The Careers programme is designed to deliver our vision statement to meet the needs of all students at different stages of their learning journey through school. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. Consideration for SEN learners is taken into account and activities are differentiated to ensure an inclusive approach and equality of access. The Careers curriculum includes career education lessons, group and individual mentoring opportunities, on-line resources, work-related learning and events. There are aspects of the curriculum which are delivered to all students and opportunities which are provided where individual students needs have been identified, or where students opt to be included. Students will receive an introduction to the Careers resources and awareness of academic and vocational pathways in RSHE lessons and tutor times. All students receive information, advice and guidance at key times in their secondary education in order to make informed decisions about their options. Year 9-11 are catered on a one to one basis giving tailored support to the student's individual needs including Year 9 GCSE Options Information. Visits to

colleges/universities and a wide variety of potential employers with possible work experience placements, graduate schemes, traineeships or apprenticeships. These will lead to students having a better understanding of the full range of 14-19 opportunities for progression. They will understand their strengths and areas for development and how these might inform future choices in learning and work.

Work Experience:

Batchwood School recognises the importance of creating opportunities for students to learn about the world of work. Work experience placements have great value in providing a student with the opportunity to gain insights into the world of work and to develop the skills for which further Education pathways or employers are looking. Although work placement is the generally used term, it is important to recognise that it is not the same as a temporary job, as by definition it is a period of unpaid work. It is an arranged opportunity for a student to gain an insight into the variety of work carried out in any given enterprise, to see the way the enterprise is managed and ideally to participate in some aspects of the work. The work experience scheme should seek ways to improve and develop quality links with local industry and commerce and to be able to share ideas on the changing nature of work and how it affects the local economy and labour market. In line with DfE guidance for Post 16 Programmes of Study, every Year 11 student will have the opportunity to participate in one week of work experience. The careers leader and the school's YC Hertfordshire advisor will oversee the arrangement of Year 11 work placements

Work experience should be an integral part of a young person's development and should prepare them for the transition from life at school to work and adult life, and will:

- Enable students to experience the demands and expectations of the adult world of work and provide the opportunity to put into practice and see the relevance of skills learned at school.
 - Promote the development of the 'whole person' by providing an insight into the nature and discipline associated with the working environment.
 - Stimulate a more mature and positive attitude to learning and education and enhance academic achievement.
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- Information, advice and guidance:
We will ensure that all students have
 - An understanding of some of the qualities, attitudes and skills needed for employability
 - Access to employers and colleges/universities
 - Knowledge of where to find useful and reliable online careers resources
 - Ability to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 Options
 - Received appropriate advice and guidance on Key Stage 4 options
 - Help in covering letter writing, CV writing, revision skills
 - Form tutor time to raise awareness of careers, information on college open dates
 - Transition support into College life
 - YC Hertfordshire Personal Advisor one to one sessions

 - Monitoring, reviewing, evaluating and reporting:

The careers programme will be evaluated against the Gatsby Benchmarks through the annual completion of the Careers and Enterprise Company's Compass and tracker toolkits. The implementation of the careers programme will be monitored and reviewed by a Careers Committee consisting of three members of staff, the link Governor, Careers Lead, and the Enterprise Advisor.

We will evaluate and report on the programme termly. This will be reported back to SLT and the School's Governing Body and will be included in the school's SEF. The Evaluation and Feedback will be gathered from a number of places;

- Evaluation forms from staff and students after each unit taught, internal event or trip
- Work Experience feedback from employers, staff mentors and students
- Lesson Observations of Careers lessons
- Student Council – annual discussion of readiness for their next steps
- Destination data
- Alumni feedback
- Annual Parent Survey to engage feedback for improvement in terms of careers provision
- CIEAG questionnaire to show impact of CIEAG provision

Stakeholders and partners:

- Parents/Carers:
We recognise the important role that parents have in their child's career development. The school seeks to actively engage parents/carers in the formulation and development of careers provision with feedback requests on events the provision of work shadowing placements and experience. The careers updates are passed to parents/carers during information evenings, the school newsletter, ABC newsletter, emails, and other social media. The school website has a dedicated Careers section with information on the local Labour Market, copies of ABC and links to Careers websites.
- Career support agencies:
The school has an annual agreement with YC Hertfordshire for the provision of independent guidance, information, and curriculum support. The school meets with YC Hertfordshire in advance of each academic year to plan for the effective delivery of support to students and meets regularly through each year to monitor and evaluate the provision. The school works with The Hertfordshire Careers and Enterprise Company and our Enterprise Advisor.
- Employers, community partners and learning providers:
We are committed to collaborative working with employers, HE, local learning providers, apprenticeship providers, LEP, etc. and to building our network to enhance our careers provision. We are in the process of building an alumni network and enabling past students to be a part of our careers program for our current students.
- Read in conjunction with Provider Access Policy 59a

Appendix

*CDI Framework for Careers, Employability and Enterprise
Education (Jan 2020)*