

Saltash Community School

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY



Approved by the Local Governor Committee at their meeting on 4th October 2022

Careers Education, Information, Advice and Guidance Policy

Rationale and Context

The careers programme in Years 7 – 13 makes a significant contribution to preparing our students for the opportunities and experiences of life. As adults, our students will need to be able to adapt to changing employment patterns so that they are able to operate in a climate of competition and be willing to develop new knowledge, transferable skills and competences throughout their working lives. They will need to be flexible self-starters, with multi-faceted skills, willing and able to participate in a world in which they find themselves 'in' and 'out' of work. An environment of continuing education and re-training is likely to be the norm and the notion of a 'lifelong' career will be more and more diminished. This is increasingly important as all pupils have to be in education or training until 18. The careers programme enables our students to develop the skills, knowledge and attitudes to make effective choices specifically related to their decision-making and career planning. As a school we teach the careers programme using the CDI's six principles:

- Grow throughout life by learning and reflecting on yourself, your background, and your strengths
- Explore possibilities that are available, learn about recruitment processes and the culture of the different workplaces
- Manage career, making the most of opportunities and learn from setbacks
- Create opportunities by being proactive and building positive relationships with others
- Balance life and work with your wellbeing, other interests and your involvement with your family and community
- See the big picture by exploring all opportunities open to them and the culture of different workplaces

Principles

The careers programme operates under the following principles

- Individuality: the most appropriate outcome will differ for each student and there is no one 'best route'
- Neutrality: we offer all options to students and give other post-16 providers equal access to our own students

Gatsby Benchmarks

The Gatsby Benchmarks are a key measure of the effectiveness of careers provision, they define what world class careers provision should look like within education settings. With the support of our careers enterprise co-ordinator for South East Cornwall we work together to ensure that our careers provision meets the needs of all our learners and continues to meet the Benchmarks. We frequently complete the online compass evaluations to check that our programme and provision meets the expected benchmarks:

Gatsby Benchmark 1 – A stable careers programme

Gatsby Benchmark 2 – Learning from career and labour market information

Gatsby Benchmark 3 – Addressing the needs of each pupil

Gatsby Benchmark 4 – Linking curriculum learning to careers

Gatsby Benchmark 5 – Encounters with employers and employees
Gatsby Benchmark 6 – Experiences of workplaces
Gatsby Benchmark 7 – Encounters with Further and Higher Education
Gatsby Benchmark 8 – Personal guidance

Objectives

Through a planned, structured and progressive programme from KS3-KS5, teaching the 6 careers principles students will learn how to:

(a) Grow throughout life.....

- Being aware of the sources of help and support available and responding positively to feedback
- Being aware that learning, skills and qualifications are important for career choices, linking to our TEAM values
- Being willing to challenge themselves and try new things
- Recording achievements using the Children’s University passport scheme, school ambassador scheme and Unifrog
- Being aware and reflecting on their heritage, identity, and values
- Positively engaging in learning and taking action to achieve good outcomes
- Considering what learning pathway they should pursue next at different life stages

(b) Explore possibilities through.....

- Being aware of the range of possible jobs and considering which ones are of interest to them-using a range of methods to find them
- Identifying common sources of information about the labour market and be able to research the labour market
- Being aware of the main learning pathways and how to access them (e.g. university, college and apprenticeships)
- Being aware that many jobs require learning, skills and minimum qualifications as well as researching qualifications needed for different career routes
- Being aware of the range of different sectors and organisations where they can work and understand what it would be like to work there
- Understanding what recruitment is and the range of ways that organisations undertake recruitment and selection

(c) Manage career through.....

- Being aware that career describes their journey through life, learning and work
- Building confidence and optimism for the future
- Imagining a range of possibilities for themselves and being able to make plans and develop pathways and career
- Being aware and considering that different jobs and careers bring different challenges and rewards

- Managing the transition into secondary school and preparing for choosing their GCSEs as well as taking steps to achieve in their GCSEs and make a decision about their post-16 pathway
- Thinking about how they deal with and learn from challenges and setbacks

(d) Create opportunities through.....

- Developing friendships and relationships with others
- Being aware that it is important to take initiative in their learning and life taking responsibility for making things happen in their career
- Being aware that building a career will require them to be imaginative and flexible
- Developing the ability to communicate their needs and wants
- Being able to identify a role model and being aware of the value of leadership and develop these skills
- Being aware of the concept of entrepreneurialism and self-employment and be able to research it
- Being able to reflect on and change their career ideas and the strategies that they are pursuing to achieve them
- Being willing to speak up for themselves and others

(e) Balance life and work through.....

- Being aware of the concept of work-life balance and reflect on the different ways in which people balance their work and life
- Being aware that physical and mental wellbeing are important and can reflect on their physical and mental wellbeing and considering how they can improve these
- Being aware of the ways that they can be involved in their family and community being aware of different life stages
- Recognising the injustices caused by prejudice, stereotypes and discrimination in learning and workplaces and be able to identify what they can do, individually and with others, to challenge prejudice, stereotyping and discrimination in learning and workplaces
- Recognising and understanding the role that money and finances will play, in the decisions that they make and, in their life and career
- Considering how they want to move through different life stages and manage different life roles
- Developing knowledge of rights and responsibilities in the workplace and in society

(f) See the picture and.....

- Being aware and exploring a range of different media, information sources and viewpoints
- Being aware and exploring that there are trends in local and national labour markets
- Being aware and exploring that trends in technology and science have implications for career
- Being aware and exploring the relationship between career and the natural environment
- Being aware of the relationship between career, community, and society
- Being aware and exploring the relationship between career, politics, and the economy

Delivery

The full careers programme in Year 7-13 is delivered via Personal Development lessons, once a week in Years 7-9, fortnightly in Y10-11 and weekly in Years 12-13. The scheme of work covers the six key areas outlined in the policy. In addition to the discreet delivery, careers is also delivered through tutor time and within our reading programme, the Children's University Passport scheme, assemblies, employer interactions, including a large parent and student Careers Fair, employer visits, TEAM week, careers guidance appointments, the use of programmes such as Unifrog as well as specific career lessons within subject areas. We also ensure that we support our students by hosting parental information evenings to ensure that parents are also part of the process. All information is updated regularly on our school website.

Equal Opportunities

- All students have an entitlement to Careers Education regardless of race, gender, religion, ability, disability, background, and sexual orientation
- All students have equal access to accurate, current, impartial and independent information, advice and guidance, free from bias and stereotyping
- Students' personal needs and aspirations are the most important factor in any activity and will be treated with respect
- The programme will continue to reflect the changing nature of occupational patterns and trends and will be unbiased in its delivery
- All students have access to a range of resources which match individual need
- The careers programme will help students to understand the importance of equal opportunities in working life
- We aim to challenge stereotyping and demonstrates how to deal with prejudice and discrimination of all types

Partnerships – Who is involved?

- Within school – All staff are responsible for contributing to students' Careers Education and every opportunity should be taken to engage students in conversations about their futures. In addition to this, the careers team, Head of Careers (Emma Gue) and the Careers Co-ordinator (Tracey Parry) have the responsibility of co-ordinating and monitoring the impact of the overall CEIAG programme
- External provision – Careers Enterprise Co-ordinator, Ground works, Real Ideas Organisation and Careers South West
- At home – parents, carers, siblings
- Agencies – Social Services, EWOs, YOT
- Education/training providers – colleges, training providers, universities, employers, UCAS, Armed Forces
- Future First, the alumni organisation and Unifrog

Monitoring and Evaluation

The careers policy and programme is regularly monitored and evaluated through a variety of techniques such as through the use of Compass plus to assess the meeting of Gatsby benchmarks,

student completion of the Future Skills survey, stakeholder feedback where appropriate and effective links with local businesses, industry, educational establishments, and training providers to ensure:

- Its relevance to students' needs
- Effective links to the PD Department, Sixth Form and School Development plans;
- Effective response to change, both locally and nationally, and to education and employment trends
- Effective links to our Partnership Agreement with Careers South West as well as the Careers Enterprise Network
- That parents are kept informed of the opportunities, events, and information relevant to their child(ren)

Monitoring includes learning walks and lesson observations, analysis of annual destinations information, Future First surveys, compass plus, internal student surveys and questionnaires, work sampling and contact with parents, mainly through parental evenings.

Emma Gue, Head of PD (Careers responsibility for Years 7-11)

Nick Evans, Head of Sixth Form (Careers responsibility for Years 12-13)

September 2022