

# SOUTH HUNSLEY

## Careers Policy

**This policy is applicable to:** South Hunsley School

**Intended audience:** Parents, Students, Staff

**Version:** 1.2

### POLICY MANAGEMENT

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# Careers Policy

## Contents

<b>SECTION</b>	<b>PAGE</b>
1. Aims	3
2. Content	3 - 4
3. Supporting Policies and Related Information	4

## 1. Aims

Young people are faced with a complex set of demands when making themselves ready for their future careers. South Hunsley School and Sixth Form College aims to ensure that our students are self-confident, skilled and career-ready. This will be achieved through a programme of high quality activities, advice and guidance.

South Hunsley School and Sixth Form College has a number of statutory duties in relation to careers guidance (DfE Careers guidance and access for education and training providers December 2018). This includes the following:

- An obligation to provide independent careers guidance from Years 8 to 13
- Providing all young people with a stable and structured careers programme
- Ensure there is an opportunity for a range of education and training providers to access all students in Years 8 – 13
- Use the Gatsby Benchmarks to improve careers provision
- Appoint a named person to the role of Careers Leader (September 2018)
- To publish details of the careers programme for young people and their parents (September 2018)

Careers Guidance will be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping, actively promote equality and diversity and make effective use of local and national labour market information.

## 2. Content

### Commitment

South Hunsley is committed to providing a high quality impartial careers guidance for all students in partnership with U-explore, East Riding of Yorkshire Council support services and any other appropriate external agency.

South Hunsley endeavours to follow –

- Careers guidance and access for education and training providers (DfE, 2018)
- CDI Framework for careers, employability and enterprise education (2020)
- The Foundation Code (ASCL, AoC, 157 Group, ATL, AELP, SFCA, NFER, March 2015)
- Expectations as laid out in the Quality in Careers Standard
- Any other relevant guidance from DfE, QCA and Ofsted as appropriate.

Following publication of the Good Career Guidance Report in 2014 by the Gatsby Charitable Foundation, and further guidance from the DfE in 2018, the school is committed to ensuring that the eight benchmarks of good practice are in place. These eight 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. Experience of workplaces
7. Encounters with further and higher education
8. Personal Guidance

South Hunsley is committed to maintaining recognition of the quality of our programme through re-designation of our Quality in Careers Standard award.

### **Student needs and entitlement**

Students at South Hunsley School will benefit from:

- Access to a range of activities that inspire them, including employer talks, careers fairs, motivational speakers, college and university visits and access to coaches and mentors.
- Links with local employers, to help boost attitudes and employability skills, learn about the range of roles and opportunities available.
- Work experience provision where it is appropriate and beneficial.
- Meaningful encounters with employers, helping all students learn about what work is like or what it takes to be successful at work.
- Access to advice on options available at Post-16 including apprenticeships and entrepreneurialism, and opportunities available from other post-16 providers.
- Face to face advice and guidance to build confidence and motivation.
- Coordinated support from external agencies including the local authority where students are vulnerable, have special educational needs or are at risk of becoming NEET.
- Information on the financial support available to them post-16.
- Information, including local Labour Market Information from a range of agencies to develop a smoother pathway between education and work.
- 24 hour access to careers advice from trained specialists at U-explore.
- The opportunity to book a careers appointment with a trained specialist at school. This opportunity is available to all students in every year group.
- Activities during form time in all year groups that promotes awareness of a wide range of career opportunities and progression routes.
- Tailored support for all statemented and EHCP students through progression and transfer reviews, and individual meetings for all students in Year 9 and above.

### **Implementation**

The House Leader for Personal Development coordinates the careers programme and is responsible to the senior leadership team. Work experience is planned and implemented by the Corporate Services team alongside the Deputy Head of School with responsibility for Student Experience, who liaises with the House Leader for Personal Development or the relevant subject leader.

All teaching staff contribute to Careers Guidance through their roles as tutors and subject teachers. Specialist sessions are delivered by the personal development team. The Careers programme is planned, monitored and evaluated by the House Leader in consultation with the Deputy Head of School and U-explore who provide specialist and impartial careers IAG. Administrative support is available to the subject leaders.

### **Curriculum**

Careers guidance is part of the school's Personal Development programme. The careers guidance programme includes careers education sessions, career guidance activities (group work and individual interviews), information and guided research activities, work-related learning, and individual learning planning/portfolio

activities. Visits from outside agencies provide guidance in specialist areas such as Health and Enterprise. Other focused events such as access to Higher Education IAG are provided at appropriate times. Work experience preparation and follow-up take place in tutor time and PSE days and other appropriate parts of the curriculum. Students at South Hunsley School have access to 'SMART profile' resources for use from KS3 to KS5. Young people are encouraged to visit the START website for further guidance. Student Voice is used in the planning, delivery and evaluation of activities.

The school provides a Post 16 employer-led programme for sixth form students. This is a unique pathway for students who want to strengthen their employability skills whilst studying an A Level or AQA Baccalaureate programme. This programme of study has been developed in consultation with employers and offers students work-related opportunities that are not available in any other Sixth Form College.

### **Additional Opportunities**

Students in KS4 and 5 will benefit from a range of further opportunities to help support their progression to further study or employment. These are subject to regular review, but will include the following key elements:

- Access to an alumni network (currently over 300 contacts) to support current students through career talks and through personalised information on specific career paths
- Parent and student workshops for sixth form students and parents to increase and knowledge and awareness of local and national career opportunities
- Access to, and support with START for all students and parents on Year 9 and 11 parents evenings and pathways evenings.
- Industry mentoring scheme where professionals work one to one with a small cohort of students, offering support and advice, and access to contacts for work experience or wider information
- Academic mentoring in partnership with providers including Hull University. Degree students meet with sixth form students over time to share subject knowledge, exam and study skills and HE guidance, or have regular email contact.

### **Partnerships**

South Hunsley School works in partnership with U-explore to tailor delivery of careers guidance. U-explore provide all students and parents with personalised access to their internet based information portal. This service incorporates a tracking system that allows students, parents and staff to build a profile of areas of interest for students. This is supplemented by the locker facility in START, which allows students and staff to record careers guidance received by students, tailored individualised support for students, and monitor provision for impact.

The school also works closely with a large number of local employers, and with other educational establishments to ensure a broad and balanced range of information and opportunities are available to students.

### **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the careers guidance area. The Deputy Head of School is responsible for the effective deployment of resources. Sources of external funding are actively sought, and shared provision is used where appropriate and efficient, particularly in conjunction with our local network of partnership schools.

## **Staff Development**

Staff training needs are identified in conjunction with the administrator for training, with U-explore, and with a continual awareness of local and national careers agendas. The Training Manager carries out a Training Needs Analysis on an annual basis (this is informed by the Self Evaluation Audit, including provision of careers guidance completed by the school). The school will endeavour to meet training needs within a reasonable period of time.

## **Monitoring, Review and Evaluation**

The Partnership Agreement with U-explore, and any other partner institutions is reviewed annually. The school's careers programme is reviewed annually by the Deputy Head of School and the House Leader for Personal Development. The focus is to identify gaps and support improvement. Action research evaluation of different aspects of Careers guidance is undertaken regularly, incorporating Student Voice.

### **3. Supporting Policies and Related Information**

The policy for Careers Guidance supports, and is itself underpinned by, a range of key school policies such as those for Teaching and Learning, Assessment, Recording and Reporting Achievement, Equal Opportunities and Diversity.