



Hayes School
(Part of the Impact Multi Academy Trust)

Policy Document

Policy Name:	Careers Education and Guidance Policy
Date of Last Review:	Summer 2023
Date of Next Review:	Summer 2024
SLT Responsible:	Assistant Principal
Other staff:	Careers Leader

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Careers Education

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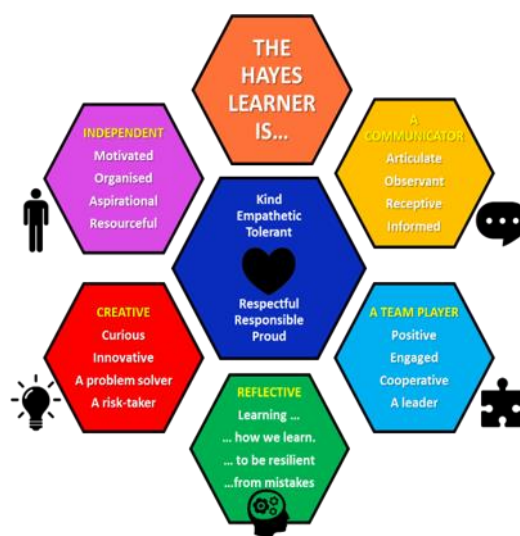
1. Introduction

The Careers education, information, advice and guidance programme (the 'careers programme') is an important means of motivating students to raise aspirations and attainment. Hayes School believes that all students have a formal entitlement to a careers programme which will encourage them to see careers development as a lifelong process. A planned programme of activities will help students lead themselves through each transition in a way that is appropriate for them and allows them to gain the basic knowledge and skills to begin to successfully navigate their way through career choices, a changing employment landscape and ultimately, to sustain their employability throughout their lives. Working in conjunction with teachers, an Independent Careers Advisor (ICA), parents, representatives from local industry and other partners such as the National Careers Service and the Careers & Enterprise Company, the school aims to give all students in Years 7-13 the opportunity to access careers information and impartial guidance.

Hayes School endeavours to take inspiration from national strategy, including 'Skills for Jobs (Jan 2021) and the Government's Careers strategy : 'Making the most of everyone's skills and talents' (Dec 2017). We also recognise the legislative framework underpinning much of what is prescribed above, as presented in the Skills and Post-16 Education Bill. The Careers guidance and access for education and training providers (July 2021) details the statutory requirements and non-statutory guidance, in particular, the use of the Gatsby Benchmarks and the requirement to meet the 'Baker clause'.

We have also established and developed a relationship with our Enterprise Advisor and LEAN representative, which will grow and be supported by our membership of the London Careers Hub throughout the 2023/24 academic year.

The Hayes Learner is a model encapsulating the skills and character attributes of a successful lifelong learner and is regularly referred to.



1.1. The impact of COVID-19 and the Government's future plans upon our Careers programme

We recognise that whilst the impact of COVID-19 has been seen more significantly through national attendance rates and a mental health crisis amongst young people, in careers education, we have benefitted through the enforced growth of virtual platforms and see little impact upon the ability of workplaces to offer relevant, face-to-face 'shadowing', or longer experiences for our students.

We also remain aware of the experimental work of the local skills improvement trailblazers, the continued investment in apprenticeships and the growth in post-16 technical education ([QCA update](#)), as all of these could affect the opportunities available for our students.

2. Intent

Our careers curriculum is conceptual and aims to facilitate self-exploration and development of skills, vision and through transition. Our curriculum is inclusive as outlined in our Statement of entitlement (Section 5), and particular focus upon SEND (Section 7) and Disadvantaged students (Section 8), whilst retaining equality of opportunity for all (Section 6). The careers curriculum is responsive to changes in the labour market, to the needs of the students (as identified through surveys and Unifrog) and to the results arising from evaluation of the Gatsby Benchmarks and the destinations of our students. In addition, we have mapped our programme against the latest CDI framework. We remain committed to providing a planned, coherent and personalised Careers programme which contributes to each student's preparedness for their next step, regardless of year group or need. Our careers programme forms an integral part of our wider Personal Development curriculum.

2.1 Ambition

- Broad and balanced careers programme that supports student career aspirations and informs their key choices across Key Stages three, four and five.
- The Careers programme is personalised and allows Tutors to utilise a coaching approach to develop student's understanding of self.
- The Careers programme develops knowledge of themselves: strengths, weaknesses, personal qualities, and have a balanced view of their self-worth and potential.
- Careers and the Hayes Learner attributes will be woven into the subject curriculum through the long-term curriculum plans attributed to each subject area and classroom pedagogy.
- The Careers programme recognises the intentions of the Government by providing opportunities for learning about technical education and apprenticeships.

2.2 Integrity

- A flexible and personalised approach to best match student need to our careers programme to best prepare them for the next step.
- The Careers programme is inclusive and accessible, allowing all learners to make outstanding progress personally.
- Individuals are treated without prejudice and have an entitlement to careers education and guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation.
- Individuals have equal access to accurate, up to date and impartial information and independent careers advice, all of which is free from bias and stereotyping.

2.3 Academic Rigour

- Exposure to challenging words and work-related jargon, which is underpinned by the use of the Hayes Learner across subject disciplines.
- Opportunities for careers links are made across the subject curriculum and across each of the three key stages.

2.4 Inspiration & Opportunity

- An extensive platform of speakers, trips and work-related experiences, which are relevant to our students.
- Subject learning is rooted in the real world with links to careers.
- Be aware of education, training and careers opportunities both academic and experiential, and the many alternative routes for them after their school years.

2.5 Core Knowledge & Core Understanding

- Regular opportunity for students to consider their own key skills and it's relevance to careers.
- The use of labour market information provides students with exposure to real work contexts.
- The use of extensive online platforms provide opportunity to conduct further personalised research, alongside parents and independent of the teacher.
- An experience of real opportunities within the world of work will assist students in developing a fuller understanding of their roles, rights and responsibilities as citizens.

2.6 Skills & Personal Attributes

- As part of the wider Personal Development (including ACTIVE) curriculum, the careers programme works to grow a sense of each student's moral and personal responsibilities.
- Students are given the opportunity to develop their career thinking and to acquire important career management and employability skills.
- The development of each student into a Hayes Learner, explicitly the attributes and characteristics defined within it, prepares students to tackle any challenges they may face in future life.
- Students are increasingly aware of their own strengths and skills, which can be related to the management of their own career.

3. Implementation

3.1 Management

The Careers Leader (Mrs C Stewart) and the Senior Leader overseeing Careers (Mr D Hazlehurst) facilitate the Careers programme. This area is supported by a link Governor.

The Careers Leader's responsibilities include:

- The planning, monitoring, and the evaluation of the Careers programme, with particular emphasis upon the Gatsby Benchmarks and a review of the destinations of our students. The evaluation of WEx and Work Shadowing is undertaken, whilst individual events are evaluated by attendees following completion.
- Completing the Compass+ tool to self-evaluate the careers provision.
- The running of the Resources Centre and Careers Library with the help of 6th Form Prefects.

- The school is guided by the Gatsby benchmarks, the CDI framework, our statutory responsibilities and the needs of our students.
- The implementation, organisation and administration of effective work experience and work shadowing programmes.
- The organisation and administration of work-related learning activities
- Teaching staff contribute to the Careers programme through their roles as tutors and subject teachers.
- Careers Weeks allow for a high-quality facilitation of learning activities.

3.2 Curriculum

The Careers programme, which is visible in Appendix 1 and added to within each Subject's long-term curriculum plan; includes Careers learning, career guidance activities (group work and individual interviews), information and research activities (in the Resource Centre and through online learning platforms such as UNIFROG), work related learning activities (including a week of work experience, work shadowing and trips which incorporate experience of the workplace and employers), and individual learning activities. Careers learning is part of the school's Personal Development programme, specifically through Careers Weeks. In Key stage 5, the ACTIVE programme becomes more specific to guiding students towards the variety of next steps that are available to them.

3.3 Teaching and Learning

A variety of teaching, learning styles and guidance will be employed in Careers education and subject lessons. They help students to assess themselves and, over time, develop attitudes (e.g. willingness to learn), skills, attributes and characteristics (through the Hayes Learner) that increase their employability and meet employer needs. Subject teachers also motivate students' career learning and future prospects by making links between subject curricula and careers learning. Teachers are also able to award house points linked to the Hayes Learner, so our Learners are able to track their development.

Inclusivity will be provided through the variety of resources used, resources provided and through support to individuals and small groups. Recording of achievement is being developed and integrated into the learning process, specifically through UNIFROG, across all year groups.

3.4 Assessment

The intended outcomes for students are guided by the Gatsby Benchmarks and Careers Development Institute's Framework (January, 2020). The outcome for each student is; *to be fully prepared, informed and enthused about the careers decisions that they face at each key stage transition*. Ultimately, Hayes School aims to have no NEET students and an increase in sustained destinations. Formal assessment will not take place in careers learning, but students will have the opportunity to reflect on their own development.

4. Impact

4.1 Review and Evaluation

The Careers Leader will carry out an evaluation at the end of each appropriate activity:

- To see if what was planned, actually happened.
- To assess the engagement and effectiveness of the Careers Programme.
- To identify short and long term goals for development.
- To identify if and why students are NEET or unable to sustain destinations.

- To have supported the retention of students, where it is in their best interests and appropriate to their needs (internal statistics, Sept 2021)
 - 2022 intake Year 12 into 13 : 98%
 - 2022 intake Year 11 into 12 : 72%
 - 2022 retention rate (from start of Year 12 to end of Year 13) : 94.6%
- Destinations: October 2022 (*January 2023 revision*) release tracking the 2018/19 cohorts:
 - 97% of Year 11s sustained their education, employment or training destination.
 - 89% of Year 13s sustained their education, employment or training destination.

The evaluation will be carried out using:

- Online Questionnaires to students.
- Teacher feedback to gather staff views.
- Meetings with Senior Leadership Team
- Conversation with students.
- Feedback from our ICA, parents and students, utilising Parent Evening meetings.
- A Review of interviewer reports created during interview.
- A Review of Work experience data from employers
- Trip documentation.
- A Review of UNIFROG student records.
- A Review of official and internal Destination statistics
- A review of House Points awarded according to Hayes Learner attributes

Following these evaluations, the Careers Leader considers the findings and makes modifications to the programme if appropriate, and considers future developments in conjunction with any new guidelines

5. Organisation and Content (Statement of Entitlement)

A Careers programme, appropriate to students of all abilities will be provided. Hayes School students have an entitlement to be adequately prepared for their future, and the provision in the school reflects this entitlement. This programme is detailed in Appendix 1 .

Students can use this programme to identify how their school supports their careers development and their preparedness for the next stage of their education, or working life. It is important for students to utilise our online programmes and the links hosted on our Hayes school website.

All students should have access to:

- A planned Careers programme.
- A tutorial programme which supports their personal and careers development.
- Careers information about opportunities in education, training and employment.
- Opportunities for recording achievement, planning, reviewing and target setting.
- Opportunities to develop team work and communication skills.
- From Year 7 onwards, impartial independent careers guidance from an ICA could be offered, but is always supplemented by the use of impartial Careers technology (UNIFROG) and staff in school, is provided, or offered. In
- Help and advice from the Careers Leader and an ICA where appropriate.
- Information on how to access independent, impartial IAG from external sources. This is also shared with parents via the Parent forum for appropriate year groups.

Our Careers programme shows connections between subjects and careers work through activities that help students to plan for and work toward being successful as a lifelong learner and an economically active member of society. The delivery of Careers learning through subject areas can be seen in more depth within each subject's long-term curriculum plans.

This policy, including Appendix 1, plus the long-term curriculum plans are available on our website. This is so that we can keep students, parents, teachers and employers informed about the Careers programme available at Hayes School.

6. Equal Opportunities

Education and Guidance will help to promote the school's policy on equal opportunities by:

- Providing a range of resources which match individual needs.
- Helping students to understand the importance of Equal Opportunities in working life
- Monitoring resources to ensure the absence of stereotyping and an inclusive approach to learning is adopted.
- Our programme is impartial and is inclusive for all.

7. Special Educational Needs and Disability

The Careers programme will promote the school's policy on SEN and disability by:

- 7.1 Providing additional support for students with learning difficulties and / or a disability. For Careers learning sessions, accessibility is enhanced through the use of Teaching Assistants, introductory videos tailored to each year group, 'smart' links on Unifrog which enable ease of exploration and through scaffolded language. Students are able to access support with the language of careers through the introductory video, TA support, or more advanced themes through MOOCs or 'Geek out' sections in Unifrog.
- 7.2 Year 7 Appointments with our ICA are offered and also available upon request.
- 7.3 Year 8: Appointments with our ICA are offered and also available upon request.
- 7.4 Year 9: Students with an Education, Health and Care Plan within the mainstream and SpALD will be given an initial 1 hour appointment with our ICA, where Parents are also invited to attend.
- 7.5 Year 10: Students with an Education, Health and Care Plan within the mainstream and SpALD students meet with our ICA in the Summer Term, which gives the students the opportunity to discuss their concerns and also begin to consider appropriate Post 16 courses.
- 7.6 Year 11: In the Autumn term, Students with and Education, Health and Care Plan, PP and CLA students are invited to an hour appointment, along with their parents, or carers, with our ICA, where they are provided a range of opportunities to match individual needs. SEN students who do not have an EHCP are also offered a ½ hour careers appointments with follow up as requested. This Autumn Term allows us to meet those that we could not see in the previous summer.
- 7.7 Sixth Form : Students with an Education, Health and Care Plan or are disadvantaged will meet with our ICA in the Spring Term, of either year, whilst always having the opportunity made available to them at any key moment of their journey.
- 7.8 Ongoing support throughout this process is provided by the Careers Leader.

8. Disadvantaged Children

- As part of the Personal Education Plan for a LAC student, or the consideration of need for a Pupil Premium, or Post-LAC student, careers advice will be included and ICA Interviews arranged with student and parent/carer, from year 9 onwards. Therefore, points 7.2 to 7.8 can equally be applied to a disadvantaged child, where appropriate.
- Working with the Local Authority to identify learners in need of support and potentially at risk of not participating in a post-16 pathway.
- Our programme reflects the research of *Mark Rowland (PP adviser, Unity Schools Partnership)* and as a result, our programme:
 - Is Personalised to each individual student,
 - Avoids any form of labelling and treats all as equal,
 - Is aspirational and impartial, offering incentive and inspiration, regardless of socio-economic disadvantage.

9. Resources

Resources are regularly updated. Current resources include:

- Careers Library with a range of resources.
- Virtual resources (UNIFROG, SpringPod) to support the Teacher delivery and associated pedagogy with respect to Careers learning during Careers Weeks.
- The employment of an ICA.
- Subject Teachers will supply resources that link their subject to careers and skills, where appropriate.
- A full set of University and College Prospectuses is available online, as well as some hard copies in the library. PC suites allow for virtual work experience and university visits.
- Use of Notice boards in the 6th Form Café/Silent Study and H6, plus wider email lists, with job adverts, information about university and college courses and applications and work related opportunities, signposting to external IAG resources *eg* National Careers Service, Notgoing to uni, Apprenticeships.org.
- Regular presentation to 6th form tutor groups highlighting career opportunities.
UCAS – is web-based and enables students to search and filter real-time apprenticeships and UCAS options – it is aimed a 6th Formers. Students can save choices and create a profile, which is shared amongst tutors. There are also useful resources to support personal statements and CV creation.
**UNIFROG* – an online package that allows students in KS3, KS4 and KS5 to explore career aspirations and the possible routes into them. Students can create a profile and share their findings, which they can then access at a later date. This programme utilises labour market information.
- *Teachers can use this programme to see how their delivery of the careers aspect of their subject curriculum fits into, or alongside, the wider Careers programme and therefore, how they may best inform and motivate their students.*

9.1 Finances

The Careers Leader manages the Careers budget. This budget is for the facilitation of the Careers programme. It is allocated at the start of the financial year and supports the purchase of equipment; resources (physical or online); and training needs for the year. The funding for the ICA is now drawn from a separate budget, however we also draw from other budgets such as Personal Development and Pupil Premium.

10. Partnerships

We will work in partnership with:

- 10.1 ICA** to support and complement careers education and provide guidance to individuals. A formal statement, of the working arrangements between the school and the Independent Careers Advisor is contained in an annual Partnership Agreement. This is to ensure that the activities are co-ordinated and complementary. They provide individual careers interviews and attend parents' evenings and other specialist school events. The Partnership Agreement with our ICA and the overall programme is reviewed annually by the Careers Leader.
- 10.2 Impact Multi-Academy Trust schools** each have Careers Leaders and meet to discuss better practices, share local contacts and support in the evaluation of careers programmes
- 10.3 Local and other employers** who will be involved with work experience placements and the Careers programme. This covers employers of varying scale, local to international. This can include workplace visits, open days and guest speakers. *Employers can use this programme and associated policy to identify aspects of our provision where they could support delivery, or support with opportunities for our students.*
- 10.4 Bromley Educational Business Partnership (BEBP)** link enabling facilitation of finances and personnel support within Careers Programme. Local relationships also help us provide impartial advice through; careers fairs, CV reviews and mock interviews.
- 10.5 Institutions of Further and Higher Education** to exchange up-to-date information and advice on Traineeships, Apprenticeships and Academic and Technical qualifications. Further contact details can be found on our Careers Provider Access Policy (available on our Hayes School website).
- 10.6 Parents / Carers and Guardians** to exchange information, enrich the Careers programme by contributing to careers education where appropriate e.g. as guest speakers, work experience providers and mentors and helping to evaluate the provision. Parents / Guardians are invited to attend the Year 9 options evening and Destination Evening for those in Years 12/13. They are fully involved in the preparation for the Work Experience scheme in Year 12 and Work Shadowing in Year 10. They are given the opportunity to attend guidance interviews and provided with a written summary of the outcomes. We also request that this stakeholder responds to requests for evaluation, particularly; surveys following Careers weeks and where appropriate, the Parent Survey. *Parents can use this programme to identify our provision for their child and in reference to our Unifrog programme and links hosted online, how they can support their child's careers development.*
- 10.7 Alumni** are invited to speak to students (particularly during KS5 Futures day) and dispense advice to like-minded students. The records of Future First and a Linked In account allow us to track students for a period of time after they have left Hayes School.
- 10.8 Local Enterprise Advisor (part of LEAN) regularly meets with us** to discuss statutory requirements and intentions to further develop our Careers education provision. Our Local Enterprise Advisor is our link into the London Careers Hub.
- 10.9 Apprenticeship and Traineeship providers** have joined with us to link up and provide information on and the realisation of apprenticeship and traineeship placements. Our partnership allows us to take students to industry-specific seminars in London, whilst also conducting talks in school.