Policy Name: Careers Education and Guidance Policy
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SLT Responsible: Assistant Principal
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Careers Education

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1. **Introduction**

The Careers Education, Information, Advice and Guidance 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 Education, Information, Advice and Guidance Programme which will encourage them to see careers development as a lifelong process. A planned programme of activities will help students choose 14-19 and Post-18 study pathways, training and employment options that are appropriate for them and gain the basic knowledge and skills to begin to navigate their way successfully through career choices and changes and sustain employability throughout their lives. Working in conjunction with teachers, Bromley Careers, parents/carers, representatives from local industry and other partners such as the National Careers Service, the school aims to give all students in Years 7-13 access to careers information and impartial advice and guidance. We are committed to providing a high quality, planned Careers Education, Information, Advice and Guidance Programme, which supports the Government's plan to raise the age of participation.

Hayes School endeavours to follow the National Framework for Careers and Work Related Education (ACEG) 7-19 (DfE, April 2012); Careers Guidance and Inspiration for young people in schools (March 2015) Statutory Guidance and Non-Statutory Departmental advice; and other relevant guidance from external bodies. It is committed to providing a planned programme of Careers Education, Information, Advice and Guidance (IAG). Most recently, we have commenced an ongoing review of our CEIAG against the recommendations that are set out within the Ofsted publication: “Getting ready for work” (November 2016).

1.1 **Principles underpinning Careers Education, Information, Advice and Guidance**

- Individuals are treated without prejudice and have an entitlement to Careers Education, Information, Advice 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 free from bias and stereotyping.
- Individuals’ personal aspirations are the most important factor in any activity and should be treated with respect.
- Careers guidance is an integral part of the ACTIVE programme
- Independent careers advice is targeted and impartial.
- Careers Education, Information, Advice and Guidance underpins and runs through the whole curriculum, as well as through a range of key school policies and practice especially those for teaching, learning and assessment, Citizenship and PSHE Education and students with Special Educational Needs and Disabilities. This is evidenced through the ACTIVE materials, lessons and CDS records (Curriculum review as part of IIC).
1.2 Moral, Spiritual and Cultural Education
Careers Education, Information, Advice and Guidance will contribute to students’ moral, spiritual and cultural education by helping them to understand the meaning and value of different types of work to individuals, communities and the country as a whole. This element is covered in ACTIVE Careers sessions and within some subjects (i.e. Economics and Geography).

2. Aims
Careers Education, Information, Advice and Guidance has an important role to play in recognising and raising the aspirations of students. As part of a broad and balanced education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development. Careers Education, Information, Advice and Guidance should enable them to:

- Develop knowledge of themselves: strengths, weaknesses, personal qualities, and have a balanced view of their self-worth and potential.
- Be aware of education, training and careers opportunities both academic and experiential, and the many alternative routes for them after their school years.
- Demonstrate the relevance of the knowledge and skills learnt in subjects to future opportunities in learning and work.
- Deal with ongoing career choice and change in lifelong career planning and development and to give them the survival skills they need to grasp opportunities, manage change and deal with success, disappointment and the unexpected.
- Experience real opportunities and experiences within the world of work and assist them in developing a full understanding of their roles, rights and responsibilities as citizens.
- Develop attitudes of self-reliance and responsibility for their own decisions now and in the future.
- Prepare for adult responsibilities, including effective relationships with colleagues, and related issues such as health, finance, education and personal development.
- Develop a realisation of their own potential and realistic prospects.
- Continue to develop a broad skills base needed for future careers success and flexibility including reasoning skills, literacy and numeracy skills, competence with ICT and discussion skills.
- Be aware of the latest thinking and reporting upon careers education, particularly in relation to our statutory requirement, whilst also learning from the recommendations set out in the Gatsby Foundation report and the London Ambitions report (both 2015).

3. Organisation and Content (Statement of Entitlement)
A programme of Careers Education, Information, Advice and Guidance, 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. Our curriculum shows connections between subjects and careers work through activities that
help students to plan for and work towards a successful future in learning and work. This is evidenced through the ACTIVE materials and lessons and the Curriculum review, which was completed as part of IIC. The delivery of Careers Education, Information and Advice Guidance can be seen in more depth in Appendix 1.

**All students have access to:**
- A planned Careers Education, Information, Advice and Guidance 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 8 onwards, Careers Guidance from Careers Bromley and staff in school, is provided, or offered. See Appendix 1 for more details.
- Help and advice from the Student Futures Co-ordinator and a Careers Bromley Personal Advisor when available.
- Information on how to access independent, impartial IAG from external sources. This is given at parent forums for appropriate year groups.

**Appendix 1** – shows additional information students will receive.

4. **Assessment**
The intended career learning outcomes for students are based on the National Framework. The purposes of assessment in Careers Education, Information, Advice and Guidance support the whole school assessment policy. Assessment will be principally in the form of students’ self-assessment supported by discussion with tutors, teachers and careers advisors.

5. **Implementation**

5.1 **Management**
The Student Futures Co-ordinator leads the careers programme and is responsible to the Assistant Headteacher (KS5). This area is supported by a link Governor. The Student Futures Co-ordinator responsibilities include:
- The planning, monitoring, and the evaluation of the CEIAG programme in consultation with Careers Bromley Personal Advisors who provide specialist careers IAG. The evaluation of WE&Ex is undertaken at the start of Year 13, whilst individual events are evaluated by attendees on completion.
- The running of the Resources Centre and Careers Library with the help of 6th Form Prefects.
- The implementation, organisation and administration of an effective work experience programme in the school.
- The organisation and administration of work related learning activities
- Teaching staff contribute to CEIAG through their roles as tutors and subject teachers.
5.2 Curriculum
The careers programmes include careers education sessions, career guidance activities (group work and individual interviews), information and research activities (in the Resource Centre and through resource programmes), preparation for working life course, work related learning activities (including two weeks’ work experience), and individual learning planning activities. Careers lessons from year 8 are part of the school’s ACTIVE programme.

5.3 Teaching and Learning
A variety of teaching, learning styles and guidance are employed in lessons. These activities support the career aims of self-development and career management. They help students to assess themselves and, over time, develop attitudes (e.g. willingness to learn) and skills (e.g. time management) that increase their employability. Subject teachers also motivate students’ career learning and future prospects by making links between learning targets and career goals plus highlighting transferable skills and knowledge that can be used in later life. The creation of links is driven through the use of U-Explore, where records can be created.

There are opportunities for individual research, group activities, drama activities, videos, speakers and visits. Differentiation is provided through the variety of resources used, tasks provided and through support to individuals and small groups. Recording of achievement is integrated into the learning process in all year groups.

5.4 Review and Evaluation
The Student Futures Co-ordinator will carry out an evaluation at the end of each year:
- To see if what was planned actually happened.
- To assess the effectiveness of Careers Education, Information Advice and Guidance provision.
- To identify short and long term goals for development.

The evaluation will be carried out using:
- Questionnaires to students.
- Year group tutor meetings to gather staff views.
- Meetings with Senior Leadership Team.
- Conversation with students.
- Feedback from Careers Bromley.
- Review of interviewer reports created during interviews.

Following these evaluations, the Student Futures Co-ordinator considers the findings and makes modifications to the programme if appropriate, and considers future developments in conjunction with any new guidelines.
5.5 Governors
The Governing Body of the school has agreed this policy and will review it annually. The Governing Body will receive progress reports from the Principal and other school staff on a termly basis, as part of the Principal’s report to Governors.

One member of the Governing Body will have responsibility for monitoring this policy, acting as designated Governor for careers.

6. Equal Opportunities
Careers Education, Information, Advice 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.

7. Special Educational Needs and Disability
Careers Education, Information, Advice and Guidance will promote the school’s policy on SEN and disability by:

- Providing additional support for students with learning difficulties and / or a disability.
- Year 9: Students with a Statement of Special Educational Needs, Education and Health Care Plan will be given an initial one hour appointment with the Careers Bromley Personal Advisor, where parents are invited to attend.
- Year 10: Students with a Statement of Special Educational Needs, Education and Health Care Plan meet with a Careers Bromley Personal Advisor in the Summer Term which gives the students the opportunity to discuss any concerns and also begin to consider appropriate Post 16 courses.
- Year 11: In the Autumn term, Students with a Statement of Special Educational Needs, Education and Health Care Plan, Pupil Premium and Looked After Children are invited to an hour appointment along with their parents with the Careers Bromley Personal Advisor providing a range of opportunities to match individual needs. SEN students who do not have a Statement are also offered a half 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.

8. Looked After Children and Pupil Premium students
- As part of the Personal Education Plan of a Pupil Premium or Looked after Child, careers advice will be provided and Careers Bromley Interviews arranged from year 9 onwards.
9. Resources

Resources are regularly updated. Current resources include:

- Careers Library with a range of resources (a full list is available to staff).
- Computer packages for Careers Education, Information, Advice and Guidance including Unifrog and U-Explore
- Careers Office with DVDs and teaching resources.
- A full set of University and College Prospectuses is available online, as well as some hard copies in the library.
- Notice boards in the 6th Form Common Room and H6 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 Power Point presentation to 6th form tutor groups highlighting career opportunities.

*Unifrog – is a web based package that 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.

*U-Explore – a web based package that allows students in KS3 and KS4 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.

9.1 Finances

The Student Futures Co-ordinator manages the Student Futures budget. This budget is for both Careers and Work Experience expenditure. It is allocated at the start of the financial year and supports the purchase of equipment; resources; and training needs for the year.

10. Partnerships

We will work in partnership with:

10.1 Careers Bromley to support and complement careers education and provide guidance to individuals. A formal statement, of the working arrangements between the school and Careers Bromley 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.

10:1.1 The Partnership Agreement with Careers Bromley and the overall programme is reviewed annually by the Student Futures Co-ordinator.
10.2 **Local and other employers** who will be involved with work experience placements and Work Related Learning projects. This covers employers of varying scale, local to international. This can also include workplace visits, open days and guest speakers.

10.3 **Bromley Educational Business Partnership (BEBP)** enabling facilitation of financial and personnel support with Careers Education, Information, Advice and Guidance, Work Related Learning. Local relationships also help us provide impartial advice through; careers fairs, CV reviews and mock interviews.

10.4 **Institutions of Further and Higher Education** to exchange up-to-date information and advice.

10.5 **Parents and Carers** to exchange information, enrich the Careers Education, Information, Advice and Guidance 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 and Carers are invited to attend the Year 9 Options Evening and a Higher Education Evening for those in Years 12/13. They are fully involved in the preparation for the Work Experience Scheme in Year 12. They are given the opportunity to attend guidance interviews and provided with a written summary of the outcomes.

10.6 **Linked In alumni** are invited to speak to students (particularly during KS5 Futures day and Futures First) and often correspond through email, dispensing advice to like-minded students.

**APPENDIX 1**

Students will be entitled to the following:

**3.1 Year 7**
- Citizenship – in ACTIVE sessions students consider a range of citizenship issues. One is ‘local citizenship’, where students consider the contributions that a range of people make to local society.
- Enterprise Project – students are working towards understanding the meaning of the brand and the brand of Hayes school. They are designing postcards to celebrate achievement.
- They also have two lessons on personal finance focusing on needs and wants and the personal life cycle.
- ACTIVE DAY – focus on money management.

**3.2 Year 8**
- The ACTIVE Sessions run for 4 weeks from January and focus upon careers aspirations and links to Jobs – U-Explore is used.
• Students are informed about library resources available, including the Careers Library, during tutor time.
• Enterprise Project – students are working towards understanding the meaning of the brand and the brand of Hayes school. They are designing postcards to celebrate achievement. They have 2 lessons on personal finance looking at saving and borrowing.
• Careers appointments could be scheduled upon request.

3.3 Year 9
• The ACTIVE Sessions run for 5 periods from late November and utilise U-Explore. The sessions are recorded on workbooks and focus upon Aspirations, Budgeting, Managing Money and subject decisions.
• Options Process – Hayes School produces an Options Booklet, runs an Options Evening and leads a range of discussions in tutor times to assist students develop their understanding of 14-19 options, including vocational options. The importance of making a carefully planned decision for individuals is considered. This booklet now has greater advice on post-16 options and the Assistant Head KS5 offers advice in the Year 9 options booklet.
• Careers Advice – Personal Advisor attends Options Evening to offer Careers Advice to parents and students. One to one interviews are available for students if requested. This is mandatory for all SEND, Pupil Premium students and Looked After Children, with parents also being asked to attend.
• College/University Visits – Visits are organised for individual students to visit different campuses, particularly through Brilliant Club.
• Year 9 students work on a project called First Give in Citizenship lessons where they research and visit a local charity which address a social issue that is important to them. They then prepare a presentation to campaign for why their charity should receive £3,000. This is co-ordinated by the ACTIVE team.
• Enterprise Project – Designing an ethical drink. Personal finance is about the risk of borrowing and interest rates.

3.4 Year 10
• Career Appointments: Students are offered the opportunity for individual career appointments. These can be requested by students, parents/carers or staff. These are scheduled / take place in June, SEND, Pupil Premium students and Looked After Children are seen again in Year 10, following Year 9.
• The first set of 6 ACTIVE Sessions allows students to use UEXPLORE and focuses upon Aspirations, Job roles, Motivation and Pay.
• The second set of 4 ACTIVE Sessions assists all students in in the writing of a basic CV and application letter applying for a job. These start in late February.
• College/University Visits – Visits are organised for individual students to visit different campuses. The Brilliant Club is part of this initiative.
• Students take part in an Enterprise Activity – Taught lessons on Enterprise take place.
3.5 Year 11

- Career Appointments – Individual and targeted students are offered a careers appointment with follow-ups if required. Students are given a Planning Ahead sheet where personal careers action plans are set following individual interviews. This is mandatory for all SEND, Pupil Premium and Looked After Children students (Parents invited). In addition, anyone who is not coming to our Sixth Form will also have an appointment.

- College/University Visits – Visits are organised for students to visit different campuses, particularly through the continuation of Brilliant Club.

- Industry Visits to widen their experiences of the world of work, although this is targeted, or given through departments.

- 6th Form Guidance – is provided to all students via literature, Tutor Interviews, results days advice, Induction Days, the Open Evening and assemblies

- College Links – Advice is provided to all students considering college entry post 16. A representative from a local college delivers a presentation to interested students in October of Year 11.

- Apprenticeships – Local College is responsible for Apprenticeship information which is delivered alongside the above presentation.

- The ACTIVE sessions are held from mid January and consist of 4 periods investigating Aspirations, post 16 options and applications. The students are able to use both UEXPLORE and UNIFROG.

3.6 Year 12 and Year 13 Advice – In addition please refer to KS5 Destinations Sheet

- In-house team building day at the beginning of Year 12 to incorporate new students into the year group.

- Career Appointments – Students have the opportunity of individual appointments with Careers Adviser.

- Tutor time – students have the opportunity to work closely with a tutor in discussing their next steps, identifying opportunities etc.

- KS5 Futures Day – Leeds University assist with university programme day for students thinking of going onto university plus personal statement tutorials for students to start application. Outside speakers, as well as an option for students during this day to attend a Mock Interview with feedback from local employers. Students can update their CV, apply for a job through a letter of application and are given preparation for their interview.

- Work Experience (WEx) – All Year 12 students are expected to complete 2 weeks of Work Experience during the last 2 weeks of the summer term. They are advised to seek placements in areas they are interested for long term prospects considering carefully what they seek to gain from the experience. At the end of WEx they write an account of their experiences and consider how they have become more ‘employable’ as a result. We believe that this experience can give them first-hand information on the chosen career of their choice.
• Assemblies – A diverse range of businesses/organisations/institutions are invited into the school to speak to the year group
• UCAS Application Support – a full programme is in place to support all students during the UCAS application process eg assemblies, group sessions, and one-to-one appointments.
• Unifrog assists university (and apprenticeships) course choices.
• Careers / Universities board – several prominent display boards in 6th Form Common Room are frequently updated with new information.
• University Visits – visits are self-organised for students to visit a university and we will authorise these absences.
• UCAS – Destinations Evening in Spring Term of Year 12 to explain UCAS process to parents.
• Oxbridge Focus Group – specific help and advice for Oxbridge students, including a bespoke programme of support. This can be run in conjunction with services offered by other schools.
• Year 12 receive 5 ACTIVE lessons in November – these can cover Personal finance and budgeting.

3.7 Year 13
• Students receive information about all options available to them before they leave.
• Career Appointments - Students are targeted for individual appointments.
• Tutor time – students have the opportunity to work closely with a tutor in discussing their next steps, identifying opportunities etc.
• UCAS statements – Help is provided with individual appointments for students to complete their UCAS statements.
• UCAS Application Support – a full programme is in place to support all students during the UCAS application process eg assemblies, group sessions, and one-to-one appointments.
• Employment, Apprenticeships and Training (EAT) Pathway – is clarified on the ks5 Destinations Sheet.
• Next Steps Conference – all non-University students attend a day conference run by the Bromley Education Business Partnership to work with business representatives on CVs, letter writing and interview technique.
• Work Experience and Mock Interviews – available upon request.
• EAT Pathway: Continue preparation for job applications and update their CV.
• Are made aware of employer requirements and the range of employability skills
• EAT Pathway : Use of Linked In, Future First contacts to come in and speak to the students.
• Careers / Universities board – a prominent display board in 6th Form Common Room is frequently updated with new information.
• Oxbridge Focus Group – specific help and advice for Oxbridge students, including a bespoke programme of support. This can be run in conjunction with services offered by other schools.
• Are made aware of the support available after they leave school.
• Enterprise ACTIVE: Personal finance – understanding pay slips and also a session on university finance.
• All students write their reference and ask “Would I hire someone like me?” – see Appendix 2.
Appendix 2 – Would I hire someone like me?

Ref: <………………………………> - <Title of reference request>

Dear <insert name of employer / admission officer>,

Thank you for your request for a reference obtaining to <………………………………>. As part of any reference request, we will always include this general reference, as we feel it meets many of the standard requests.

In terms of attendance, <………………………………> has a <………..> % attendance rate for the time period <………………………………>. Within this attendance rate <………………………………> had a punctuality rate of <………………………………> %. This is to say the student was late to school <………………………………> times during this time period. We would add that where they have not attended school at all, we have authorised this absence for <………………………………> % of the time, whilst <………………………………> % has been unauthorised by the school. We hope that this offers an indication of the student’s level of reliability, consistency and punctuality.

In addition to tracking a student’s attendance we are also able to outline a student’s character through the accumulation of points. ‘Achievements points’, which are attributed wherever a positive impact has been made, totalled <………………………………> for this student. Conversely, ‘behaviour points’ which are given where a student has not meet the expectations of the sixth form totalled <………………………………> for this student. <DH comment on how these points were gained>.

Alongside this statistical evidence, please also find <………………………………> final tutor report, which offers a more qualitative view of the individual from someone who knows the student well.

<insert final tutor report here>

This Hayes Sixth Form reference has been issued in isolation, or it can sit alongside your bespoke reference request.

Yours sincerely

Mr D Hazlehurst
Assistant Head: Sixth Form