Hayes School
(Part of the Impact Multi Academy Trust)

Policy Document

Policy Name: Careers Education and Guidance Policy
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SLT Responsible: Assistant Principal
Other staff: Careers Leader
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1. Introduction

The Careers Education 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 and Guidance 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 navigate their way successfully through career choices and changes and sustain 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, Careers & Enterprise Company, Future First, the school aims to give all students in Years 7-13 access to careers information and impartial guidance. We are committed to providing a high quality, planned Careers Education and Guidance Programme.

Hayes School endeavours to take inspiration from the National strategy: ‘Preparing-success 2015-2020: careers education and guidance’ (DfE, March 2016) and the more recent: Government’s careers strategy: making the most of everyone’s skills and talents (Dec 2017); the Careers guidance and access for education and training providers (October 2018) Statutory Guidance and Non-Statutory Departmental advice; and in particular the Gatsby Benchmarks other relevant guidance from Careers and Enterprise Company, the National Careers Service and Ofsted. It is committed to providing a planned programme of careers education and information, advice, and guidance (IAG), and contributes to the National Curriculum in England Programme of study at KS3 and 4.

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

1.1. The impact of COVID-19 upon our Careers programme

We recognise that the implementation of our programme will adapt if we are to retain the ambitions, as prescribed within our curriculum intent. At the time of review, students have been supported in their uptake of virtual opportunities; through the direct promotion of such schemes and via the adoption of technology and, in particular, online communication platforms that will enable students to communicate and stay engaged with employers, universities and training companies. We will continue to stay abreast of a broad and balanced number of providers and their adapted provision.
Our proactive response to this national crisis has ensured that we have built links with new apprenticeship firms, such as White Hat, whilst also maintaining our contacts at colleges, like the London South East Colleges – all of which has ensured that the next steps of our Year 11s and 13s are ambitious and communicated. We have also promoted more online tuition packages, such as Be Ready and Eton x, to complement the online provision already in place and offered through our comprehensive START programme.

Our belief is that we can maintain our curriculum intent and in doing so, ensure the very best of outcomes for Hayes students.

2. Intent

2.1 Ambition

- Broad and balanced Futures curriculum that is well matched to student career aspirations and key choices across Key Stages Three, Four and Five.
- Futures Curriculum is personalised and allows Tutors to utilise their Coaching skills.
- 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 curriculum maps attributed to each subject area and classroom pedagogy.

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 experience, 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 its relevance to careers.
- The use of labour market information provides students with exposure to real work contexts.
- Programmes provide the opportunity to conduct further personalised research, alongside parents and independent of the teacher.
• Experience real opportunities and experiences within the world of work and assist them in developing a fuller understanding of their roles, rights and responsibilities as citizens.

2.6 **Skills & Personal Attributes**
• As part of the wider PSHE and ACTIVE curriculum, the Careers programme works to grow a sense of each students’ social, moral and personal responsibility, underpinned by sound moral values.
• Students are given the opportunity to develop their career thinking and to acquire important career management ad employability skills.
• The Hayes Learner, explicitly the attribute and characteristics defined within it, prepares students to tackle any challenges they may face in future life.

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 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 WEx is undertaken at the start of Year 13, whilst individual events are evaluated by attendees following completion.
- The running of the Resources Centre and Careers Library with the help of 6th Form Prefects.
- The school is compliant with the Gatsby benchmarks and statutory responsibilities.
- The implementation, organisation and administration of an effective work experience programme.
- The organisation and administration of work related learning activities
- Teaching staff contribute to the Careers programme through their roles as tutors and subject teachers.

3.2 **Curriculum**
The Careers programme, which is visible in Appendix 1 and within Subject curriculum maps, includes Futures learning, career guidance activities (group work and individual interviews), information and research activities (in the Resource Centre and through resource programmes), work related learning activities (including two weeks’ work experience, work shadowing and trips which incorporate experience of the workplace and employers), and individual learning planning activities. Futures lessons are part of the school’s ACTIVE programme. In Key stage 5, visible in Appendix 2, the Careers 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 Futures lessons and subject lessons. They help students to assess themselves and, over time, develop attitudes (e.g. willingness to learn) and skills (e.g. time management) and attributes and characteristics (through the Hayes Learner) 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. Teachers are also able to award house points linked to the Hayes Learner.
There will be opportunities for individual research, group activities, videos, speakers and visits. Differentiation will be 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.

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. Assessment will be chiefly in the form of student’s self-assessment supported by discussion with tutors, teachers and careers advisors.

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 effectiveness of the Careers Programme.
- To identify short and long term goals for development.
- To identify if and why students are NEET.

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 ICA, parents and students.
- A Review of interviewer reports created during interview.
- A Review of Work experience data
- Trip documentation.
- A Review of START and BeReady student records.
- A Review of official 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.

All students should have access to:
- A planned Careers Education 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 7 onwards, impartial independent Careers Guidance from an ICA, which is supplemented by the use of impartial Careers technology (START and BeReady) and staff in school, is provided, or offered.
• Help and advice from the Careers Leader and an ICA when available.
• Information on how to access independent, impartial IAG from external sources. This is given at parent forums for appropriate year groups.

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 and Subject-specific materials, technologies and curriculum maps. The delivery of Careers Education through subject areas can be seen in more depth within each subject’s Curriculum Map.

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.

7. Special Educational Needs and Disability
Careers Education 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 an Education, Health and Care Plan within the mainstream and SpALD will be given an initial 1 hour appointment with the Careers Bromley Personal Advisor, where Parents are invited to attend.
• Year 10: Students with an Education, Health and Care Plan within the mainstream and SpALD students meet with a Careers Bromley Personal Advisor in the Summer Term which gives the students the opportunity to discuss their concerns and also begin to consider appropriate Post 16 courses.
• Year 11: In the Autumn term, Students with and Education, Health and Care Plan, PP and LAC students 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 an EHCP are also offered a 30 minute 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 included and ICA 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 can be found in Q/Common).
• Computer packages for Careers Education Guidance including Unifrog, START and BeReady.
• Careers Office with DVDs and teaching resources.
• A central folder of Careers Resources for the delivery of Careers Programme and Subject-specific resources.
• A full set of University and College Prospectuses is available online, as well as some hard copies in the library.
• 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 e.g. National Careers Service, Not going 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.

*START* – 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. This programme utilises labour market information.

*BeReady* – A microsite which allows students and their parents to access labour market information of current and potential careers and apprenticeships. In edition there is also a feature will facilitates students in developing their skills.

9.1 Finances
The Careers Leader 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 **ICA** 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. The Partnership Agreement with ICA and the overall programme is reviewed annually by the Careers Leader.

10.2 **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 also include workplace visits, open days and guest speakers.

10.3 **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.

10.4 **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).

10.5 **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 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 and Work Shadowing in Year 10. They are given the opportunity to attend guidance interviews and provided with a written summary of the outcomes.
10.6 **Alumni** are invited to speak to students (particularly during KS5 Futures day) and often correspond through email, dispensing 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.

10.7 **Local Enterprise Advisor (part of LEAN) regularly meets with us** to discuss statutory requirements and intentions to further develop our Careers education provision.

10.8 **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.
APPENDIX 1

Students will be entitled to the following:

3.1 Year 7
- Citizenship – in PSD 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 Jan 2016 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. The 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 2015 and utilise UEXPLORE. 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 at 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 SEN, SPaLD, PP, and LAC students, 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 Assistant Principal.
- 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. This can be requested by students, parents or staff. These are done in June, SEN, SPaLD, PP and LAC 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 the writing of a basic CV and application letter applying for a job. These start in late Feb 2016.
• College/University Visits – Visits are organised for individual students to visit different campuses. The Brilliant Club is part of this initiative.
• Take part in an Enterprise Activity – Taught lessons on Enterprise.

3.5 Year 11
• Career Appointments – Individual and targeted students are offered 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 SEN, SPaLD, PP, and LAC 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 contemplating 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 Jan 2016 and consist of 3 periods investigating Aspirations, post 16 options and applications. The students are able to use both UEXPLORE and UNIFROG.

3.6 Year 12 & Year 13 advice – 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 – All Year 12 students are expected to complete 2 weeks 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 arrange 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 e.g. assemblies, group sessions, and one to one appointments.
• Use Unifrog to assist 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 – this can cover Personal finance and budgeting.

3.7 Year 13
• Will have received 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 e.g. assemblies, group sessions and one to one appointments.
• EAT Pathway – is clarified on the addendum.
• Next Steps Conference – all non-University students attend a one day conference at the Bromley EBP 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.
• Be aware of employer requirements and the range of employability skills
• EAT Pathway: Use of Linked In 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.
• Be aware of the support available after they leave school.
• ENTERPRISE ACTIVE: Personal finance – understanding pay slips and also a session on university finance.