



Careers Policy

Hylands School



Principles

Hylands School was built to serve the community in which it is placed. Accordingly, we are a comprehensive, community school with a clearly defined catchment area and cater for pupils of all abilities.

Introduction

This policy is designed to incorporate:

- ▶ To challenge and inspire every individual to achieve their best
- ▶ To cultivate a stimulating environment where everyone feels valued and success is celebrated
- ▶ To work collaboratively to ensure high standards of behaviour, teaching and learning across the school
- ▶ To provide a range of opportunities so that all students can achieve their full academic potential

Purpose

The school is committed to providing a planned programme of careers education for all students in Years 7 to 13. Offering impartial information, advice and guidance (IAG).

The school endeavours to follow the Careers guidance and inspiration in schools (DFE-00542-2014 and 00111-2015) and other relevant guidance from the DfES, QCA and Ofsted.

The school follows the Gatsby Benchmarks and uses this as our key indicator to meet the statutory requirements with the intention of fulfilling all aspects by 2020.

Guidelines

All of our students are entitled to impartial information, advice and guidance (IAG). This is essential to enable our students to both enjoy and achieve economic well-being. Our students need a planned programme of activities to help them make 14-19 choices that are right for them and to be able to manage their careers throughout their lives.

Schools and Academies have a statutory duty to provide impartial careers advice, information and guidance in Years 8-13 (Education Act 2011 Education Regulations).



All staff have a duty to play their part in students' progress through the careers curriculum, for example:

- Form tutors monitoring the academic progress of their tutee's;
- Subject teachers linking their curriculum subject to careers and ensuring students realise what skills their subject is promoting, as well as the opportunities a qualification in a subject can provide;
- A teacher delivering careers education via PSHE;
- Coordinating or enabling work experience;
- Providing a reference for someone's job application;
- Monitoring progress and conducting one to one interviews to ensure students are on track and assisting them with post-16 or post-18 applications such as UCAS, apprenticeships or employment;
- Senior managers ensuring a whole-school focus on careers education and supporting CEIAG development;
- Coordinating CPD to ensure all relevant staff are trained appropriately with regards to careers.

Careers information is available in the Learning Resource Centre. This is maintained by the Careers Co-ordinator. This external, independent advisor who visits school weekly is level 6 qualified and our service level agreement dictates that her training is kept up to date. Directions who provide out independent advisor are Matrix accredited, this supports our the requirements of independent CEIAG services.

Aims and Objectives

The CEIAG programme is designed to meet the needs of all our students. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Students are entitled to careers education, advice and guidance that meet professional standards of practice and are person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Curriculum

The CEAIG programme includes careers education sessions through the curriculum via planned lesson time, career guidance activities including group work and individual interviews, information and research activities. Our students have access to the Learning Resource Centre where they are able to use a variety of media to research careers.

Work-related learning (including one-week work experience), support the delivery of CEAIG at Key Stage 5. Work experience preparation and follow-up is facilitated through the curriculum during, tutor periods and other appropriate areas of the curriculum.

Our links are constantly being both developed and strengthened. Links currently exist with our IAG Consortium of local Careers Co-ordinators, 14-19 partners; parents and carers, governors, local employers and advisory staff.



The current careers programme is delivered through a combination of methods, including PHSE in Years 7, 8 and 9, for Years 9 to 13 through assemblies, presentations, employer visits, work experience, seminars, workshops, drop down days and 1:1 sessions. Additionally, several special events are held such as the careers fair, 'Rev it up week', UCAS Evening and the Student Finance Roadshow.

Monitoring, Review and Evaluation

A report will be published on an annual basis, including an account of activities, a review of progress and an evaluation of pupil and parental responses to provision. This policy will be reviewed annually as part of the whole-school self-assessment process and will be reviewed by the governors when any additions or amendments are made. Parents are welcome to give feedback on any aspect of the CEIAG programme.

The Careers Coordinator's work is assessed at least annually by the line manager from the SLT via observations. Student voice activities are conducted with students from various year groups at least once a year.