



WARBLINGTON
SCHOOL

Policy on Careers Education and Guidance

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www.warblington.hants.sch.uk

Document Control

Reviewed by	Approved by the Governors	Scheduled Review Date
Careers Leader	July 2020	July 2022

Document Owner: The Governing Body

Leadership Team member responsible: Assistant Headteacher

Warblington School is a UNICEF Rights Respecting School. By reflecting on the United Nations Convention on the rights of the child and placing it at the heart of everything we do, we believe that our community is working together to enable our students to take an active role in developing their place in society both now and as adults of the future (Articles 28 & 29). We have based our Careers Policy around these rights and to reflect on the rights of our students within the policy.

We believe that our Careers Policy is a supportive document which enables us to put the education of our students at the forefront of our practice.

Background and Ethos

At Warblington we believe strongly that giving the students good support with Careers Education is vital to ensuring that they are on the right career path for them to progress within their life. The careers policy that is embedded throughout the school has clear guidance as to how it fits through the whole school curriculum. Careers Education supports the school's Mission Statement:

'At the heart of our school community are the students. In Warblington School there is a climate of aspiration and mutual respect and a caring, nurturing, inclusive environment, where everyone is treated as an individual; is listened to and encouraged to learn and develop; has high standards; a strong sense of achievement; and pride in the school.'

Context

Leaving school at 16 can be intimidating for students, therefore in line with The Education Act and our statutory requirements our aim is to give students a full careers curriculum following 'The Gatsby Benchmarks' including independent, impartial guidance and support when moving into further education or training.

Commitment

We are fully committed to ensuring that the support is offered from Years 7-11 and is consistent with statutory guidance in the Careers guidance and access for education and training providers We are guided with creating the curriculum from the Gatsby Benchmarks:

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. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Warblington School has achieved the Investors in Careers Award which is fully supported by the Senior Leadership Team and by the Full Governing Body. (Reassessment Autumn 2020)

Aims

The aims of this policy is to ensure that Careers Education is embedded throughout the whole school and that we are working in line with 'Every Child Matters'.

Self-Development – Students during KS3 and KS4 will grow in confidence and understand how the world of work will impact them in the future. They will understand how to get the most out of the support available and how to progress within their chosen field.

Career Development – Students will gain an understanding of how the core subjects are vital to gaining a successful career and at Year 9 they will take options that are appropriate to their interests and ability.

Progression to further education and training – The school has strong links with further and higher education and local training providers to ensure that the students are fully supported for a smooth transition.

Student entitlement

Students in years 8-11 are entitled:

To find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point.

To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.

To understand how to make applications for the full range of academic and technical courses.

Investors in Careers

The school is proud to have achieved the full Investor in Careers Award, please see appendix 1 for the full report. (Autumn 2020 completing the reassessment process)

Delivery and Content

The schools has a detailed careers programme for every year group..(<https://www.warblington.hants.sch.uk/wp-content/uploads/2019/10/Career-Plan.pdf>).

Year 7 – CIAG lessons will focus on personal development and the changing world of work.

Year 8 – Students will start to have a better understanding of how the working world affects them, including money and the economy. More Able students will attend taster days at Universities to try and inspire them to work to their full potential.

Year 9 – CIAG lessons will focus on personal development and the option process, including career pathways.

The process of choices/options is as follows:

Students will be prepared for their options through assemblies and dedicated tutor time will look at what they are able to choose.

Options booklets and letters go home to parents and information added to the school website.

Parents and students will then attend an options evening where the process will be explained to them and they will have the option to talk to the course leaders.

The students make their final choices

Throughout all of this process support is offered from teachers/tutors, Year Head, CIAG Co-ordinator.

Students will have the option of a careers interview and students/parents have the full use of websites such as Fast Tomato and National Careers Website.

Students will also prepare for work experience that is undertaken in year 10, looking at the process of work experience and how to get the best from the opportunity.

Year 10 – Students will engage in various tasks during year 10 which is part of the build up to the transition into further education or training, these include:

- Career lessons focused around CV building, interview techniques, work experience and personal development.
- Taster days at local colleges/universities and training providers
- Attend careers fairs
- Impartial careers interviews
- Mock interview with local employers
- Two weeks block work experience

Work Experience

Work experience is an important part of year 10 and forms the basis of meeting benchmark 6. All students are encouraged to participate. The work experience process: Funding – There is no additional funding for work experience, however to ensure safeguarding a health and safety check must be completed. The cost of this will be part funded by the school with a parental contribution of £20. Pupil Premium students may be eligible to have the full cost covered, this can be discussed with the Careers Leader. Without this check the student will be unable to attend the placement during school time.

Year 11 – Students focus on the transition from school to college/training. During Year 11 the students will have the following:

- Full careers interview with an impartial careers advisor – Hampshire Futures
- Support from Career Leaders to complete any application forms for college/apprenticeships and to prepare for college/apprenticeship interviews
- Career lessons on application form filling, interview techniques, CV writing, employment law and money management
- Taster days at universities/colleges/training providers
- Presentations from universities/colleges/training providers

Provider Access Policy

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purposes of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Student entitlement

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- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options evenings, assemblies and group discussions and taster events.
- To understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should contact Bob Gellett or Lucy Fletcher, Career Leaders Telephone: 02392 475480; Email: r.gellett@warblingtonschool.co.uk or l.fletcher@warblingtonschool.co.uk

Opportunities for access

The school actively encourages partnership work with all providers. The schools has a detailed careers programme for every year group and this offer providers an opportunity to come into school to speak to pupils and/or their parents. (<https://www.warblington.hants.sch.uk/wp-content/uploads/2019/10/Career-Plan.pdf>).

We are keen to explore other opportunities for providers to work with the school to gain access to and to support curriculum learning.

In addition to the curriculum there are other opportunities for providers to gain access these include; parent evenings (subject) and parent information evenings.

Please speak to our named Careers Leaders to identify the most suitable opportunity for you.

The school policy on safeguarding <http://www.warblington.hants.sch.uk/wp-content/uploads/2017/07/Policy-Child-Protection-Safeguarding-1.pdf> sets out the school's approach to allowing providers into school as visitors to talk to our students.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times.

Roles and Responsibilities

The Careers Leaders are responsible for ensuring that the school is working within the guidelines set by OFSTED and The Careers Education Framework, however the role is supported by various other members of staff. CIAG is a very important role within the school and is fully supported by the SLT and the Governors.

Resources

There is a fully operational careers library available to the students within the school, this has prospectuses for college/training providers/university available as well as books on different careers, careers profiles and information on where to gain different types of support. One and half days per week a contracted impartial careers advisor is on site in a separate careers interview room offering careers guidance to students from years 9 – 11, extending to doing group work with the younger years. All students have access via the school computers to careers websites and Fast Tomato where they can complete a questionnaire to find some suggested careers paths to follow. CV creator is available to the students. A full time Careers Leader is available to the students to offer support and guidance.

Partnerships

Partnerships are essential to support all of the students to progress. The biggest partnership that the school are working on building is the partnership with the parents as this is key to offering full support. The school have built up partnerships with the local federation schools working together to share good practice. The school has strong links

with the colleges/universities and training providers to enable a smooth transition for the students. The school use outside agencies to provide specialist services (e.g. Hampshire Youth Services, Education Business Partnerships and National Apprenticeship Service). The Solent University Network (SUN) have a strong relationship with the school and fund various projects that are used enhance the opportunities of the student that live in a National Outreach Collaboration Programme (NCOP) area.

Alumni

Warblington School have an Alumni Facebook Page to keep in touch with students who have progressed onto further education and employment and this is used to get first-hand information and to support with in school events e.g. Mock Interview Day.

Differentiation

All students are different and various factors will be taken into account when planning the support offered to the students including (but not limited to) the following:

- Pupil Premium
- SEN
- Personal and Social Issues

Various additional support will be put in place including Mentoring and financial support.

Monitoring and Evaluation

The development plan will be monitored and evaluated on an annual basis to enable the school to develop and build on what is currently in place. Questionnaires are completed by the students in all years to gain an understanding on how the CIAG is impacting the students and how this can then evolve for the future. Parents are also randomly sent questionnaires for their view on CIAG delivery and teachers, who deliver the schools CIAG programme, are also surveyed. Current provision for work experience and impartial advice will be monitored and evaluated for effectiveness and value to the students. The school is currently working through the Gatsby Benchmarks and this will be evaluated to see the impact that this has on the students and their parents. Student destinations will be monitored via links with local providers and then used to inspire and motivate the current students.