



## **Introduction**

In January 2018 the Department for Education reviewed and updated its careers guidance policy to be in line with the Gatsby Charitable Foundation's benchmarks which are:

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

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. Aldercar High School endeavours to follow the guidance in The National Framework for CEIAG 11-19 in England.

The school is committed to providing a planned programme of careers education, information and guidance for all students in Years 7-13 in partnership with the local careers and guidance services.

Our Careers & Guidance Policy is informed by the following documents:

- *DFE 'Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff,' January 2018.*
- CDI & The Careers & Enterprise Company
- The Gatsby Benchmarking Toolkit: Practical signposting tools for the Enterprise Adviser Network
- Framework for careers, employability and enterprise education 7-19 (CDI Framework 2015)
- Good careers guidance (Gatsby, 2014)
- Section 29 Education Act 2011: Revised Guidance March 2013

This policy was developed and is reviewed annually through discussions with teaching staff, students, parents, governors, advisory staff and other external partners. It is underpinned by the school's policies for teaching and learning, assessment, recording and reporting achievement, PSHE and citizenship, enterprise and work related learning, equal opportunities, health and safety, and special needs.

## **Objectives**

We aim to ensure all our students develop the skills required to review achievements, plan future actions, make decisions and handle the transition process to life beyond secondary school (higher education and the world of work). We want them to develop self-knowledge and be confident in making decisions and career choices which are suitable and ambitious for them

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### Students' needs

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

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

### Implementation

A named teacher is responsible for co-ordinating the careers programme. Work experience is planned and implemented by the work experience co-ordinator, who works with the careers co-ordinator.

Specialist advice and guidance is provided by CareersTorch and careers information – maintained by the school Librarian - is available in the new Careers Room. Administrative support is available to the careers co-ordinator as resources allow.

The careers programme includes careers education, careers guidance activities (group work and individual interviews) and work related learning (including two weeks' work experience). Careers lessons are part of the school's PSHE programme.

Other focused events, e.g. a Higher Education Fair are provided from time to time. Work experience preparation and follow-up take place in careers lessons and other appropriate parts of the curriculum.

The school is part of the Derbyshire and Nottinghamshire Collaborative Partnership (DANCOP) through which sources of external funding can be sought.

### Provision

| Year | Activity   | Gatsby Benchmark |
|------|--|------------------|
| 7    | Careers Education: PSHE Lessons / Tutor time / Subject curriculum  | 1, 2, 4          |
| 8    | Careers Education: PSHE Lessons / Tutor time / Subject curriculum  | 1, 2, 4          |
| 9    | Careers Education: PSHE Lessons / Tutor time / Subject curriculum<br><br>Pupils start discussion with members of staff regarding future career possibilities and these are recorded. Through notice boards and staff interactions/lessons pupils are given insight into different subject sectors<br><br>DANCOP interventions start to take place: meaningful school events with staff and outside agencies take place in order to broaden the experiences of pupils.<br><br>Unifrog access: researching potential careers and options needed to pursue them.<br><br>Careers Torch – short interviews discussing potential option choices recorded for reference | 1, 2, 4, 8       |

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|----|--|------------------|
| 10 | <p>Careers Education PSHE Lessons / tutor time / Subject curriculum</p> <p>Reasons for and benefits of work experience are discussed in PSHE lessons</p> <p>Careers Torch – full length careers interviews and action plans created.</p> <p>Work Experience Students undertake one weeks’ work experience</p> <p>DANCOP interventions taking place: meaningful school events with staff and outside agencies take place in order to broaden the experiences of pupils.</p> <p>Opportunity to attend World Skills Live and other careers based events both in school and externally.</p>          | 1, 2, 4, 5, 6, 8 |
| 11 | <p>Careers Education PSHE Lessons / tutor time / Subject curriculum. Support with CV and application writing skills.</p> <p>Sixth Form Information Evening Careers Leader providing CEIAG to students and parents</p> <p>Careers Torch – full length interviews where action plans are discussed and amended based on current aspirations.</p> <p>DANCOP interventions taking place: meaningful school events with staff and outside agencies take place in order to broaden the experiences of pupils.</p> <p>NCS: Regular visits from NCS concerning 1 or 4 week residential opportunities</p> | 1, 2, 3, 4, 5, 8 |
| 12 | <p>Opportunity to attend World Skills Live and other careers based events both in school and externally.</p> <p>Opportunity to visit university campuses.</p> <p>DANCOP interventions taking place: meaningful school events with staff and outside agencies take place in order to broaden the experiences of pupils.</p> <p>Post-18 options looked into via Careers Torch and use of Unifrog in tutor time.</p> <p>Support with CV writing or personal statement</p>   | 1, 2, 3, 6, 7, 8 |
| 13 | <p>DANCOP interventions taking place: meaningful school events with staff and outside agencies take place in order to broaden the experiences of pupils.</p> <p>Pupils encouraged to seek part time work or voluntary work experience.</p> <p>Tutor time tailored to students’ post-18 aspirations with relevant members of staff</p>  | 1, 3, 5, 7, 8    |

| Contact  | Further Information   |  |
|--|---|--|
| <p>Careers Leader<br/>Miss K Tyrrell<br/>ktyrrell@aldercarhigh.co.uk</p> | <p><a href="#">Aldercar High School Sixth Form Centre</a><br/><a href="#">Find an Apprenticeship</a><br/><a href="#">Careers Torch</a><br/><a href="#">DANCOP</a></p> | <p><a href="#">Prospects</a><br/><a href="#">Target Jobs</a><br/><a href="#">World Skills Live</a></p> |