

# Hazel Grove High School

## Careers Policy & Careers Programme



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## **Careers Policy**

### **Introduction**

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Hazel Grove High School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from the careers programme.

### **Our Mission “Aspiring our learners to make informed choices about their own future”**

#### **Our Goals**

- To provide learners with opportunities to engage with employers, colleges, universities during each year of school within school and through experiences of the workplace
- To provide each individual learner with appropriate guidance based on their own aspirations including the provision of Impartial Advice and Guidance, ensuring all learners have had opportunity for ICAG interviews, by 16 and 18
- To provide access to relevant and updated Careers and Labour Market Information within the curriculum and at home

Hazel Grove High School follows the principles of the Gatsby Benchmarks (see references).

#### **The objectives for the careers programme are as follows:**

Help students to understand the changing world of work

- facilitating meaningful encounters with employers for all students
- supporting positive transitions post-16 and post-18
- enabling students to develop the research skills to find out about opportunities
- helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- encouraging participation in continued learning, including further and higher education and apprenticeships
- supporting inclusion, challenging stereotyping and promoting equality of opportunity
- contributing to strategies for raising achievement, particularly by increasing motivation

#### **Student entitlement**

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

**During their time at school, all students can expect:**

- the support they need to make the right choices for Key Stage 4/GCSE, after Y11 and after Y13
- access up-to-date and unbiased information on future learning and training, careers and labour market information
- support to develop the self-awareness and career management skills needed for their future
- meaningful encounters with employees and business representative or owners through assemblies, projects, drop down day, visits, careers fairs, practice interviews and curriculum community links
- to hear from a range of education and training providers, including colleges, universities and apprenticeship organisations; this could include visits and taster days, as well as assemblies , talks and meetings at school
- the opportunity to relate what they learn in lessons to their life and career beyond school and the opportunity to talk through their career and educational choices with staff including Form Tutors and the careers team
- access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group
- the school to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement
- to be asked their views about the service they have received to ensure that the service continues to meet the needs of the students

**Parental involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible. We will actively involve our parents through 'UniFrog' Careers software and our "Give an hour" programme.

**Events for parents and carers**

Parents/carers are invited into school to discuss their son/daughter's progress at Parents Evenings. Form Tutors collect students' career aspirations annually to allow discussions around progress relating to next steps, career ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the school website/portal and social media.

## **Delivery of the Careers Programme**

### **Careers education**

The content of the taught careers education programme is taught during drop down days, assemblies, events such as practice interviews and subject specific information (as can be seen on the department overview sheet – via the website)

#### **Key activities: KS4/GCSE options choices**

*By the end of Year 9, all students will have had the opportunity to:*

- be introduced to career resources to help them understand their preferences and the options open to them – focussing on UniFrog software
- develop their self-awareness
- hear from or talk to representatives from the world of work
- receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff at school and the option of a careers meeting
- attend the careers fair

### **Year 10**

Key activities: Mock interviews

Lessons include writing CVs, applications and interview technique in preparation for mock business interviews; an introduction to post-16 options. These activities are supplemented with after-school support sessions with PC access.

*By the end of Year 10, all students will have had the opportunity to:*

- develop their self-awareness and career management skills, including writing a CV
- experience presentations from different employers
- be interviewed by someone from the world of work
- be introduced to the different Post-16 pathways.

### **Year 11**

Key activities: Post-16 applications and pathways

Students will learn how to write an application for post-16 applications; get support to apply through UCAS Progress; hear from guest speakers in assembly about Sixth Form, college and apprenticeships; attend group sessions discussing the different post-16 pathways and key considerations when choosing post-16 options. These activities are supplemented with after-school support sessions with PC access.

*By the end of Year 11, all students will have had the opportunity to:*

- use a range of sources of information (with support, as required) to explore Post-16 options
- attend events where they can speak to employers, colleges, training providers and universities
- take part in the Sixth Form taster day or College trip
- develop their self-awareness and career management skills
- apply for Post-16 options and back-up plans, as necessary
- continue to develop the skills needed for a successful transition
- have at least one meeting (small group or one-to-one) with a careers adviser

## **Year 12 & Year 13**

Key activities: Post-18 applications, mock university interviews and work experience.

In Year 12, lessons include post-18 options, covering both university and alternatives to university. Students will take up one week's work experience. In addition, a range of other enrichment activities are available to support students to develop additional skills and knowledge. Attend the UCAS convention and a range of trips to different universities. Learn about apprenticeships through the apprenticeship store (Stockport).

In Year 13, students will have a mock interview lead by universities, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

*By the end of Sixth Form, all students will have had the opportunity to:*

- use a range of resources (Unifrog) to explore Post-18 options
- develop their self-awareness and career management skills
- develop further experience in the workplace
- have had the opportunity to visit at least two Universities
- attend events in school and out of school where they can speak to employers, colleges, training providers and universities

## **Careers week**

We are looking to develop further Careers Weeks in 2020 to give students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace. We will look to include a range of activities including speakers in assemblies, employer input in lessons, visits from alumni working in a range of sectors, careers talks and a Careers Fair.

## **Career guidance meetings**

Students are entitled to appropriate guidance to meet their individual needs. All students at school can request an appointment with the careers adviser but, in practice, Year 10s, Year 11s, Year 12s and Year 13s are most likely to access the service. All Year 11 students have a careers appointment with some disadvantaged students having two.

Students are identified for careers meetings based on need and through self-referral.

## **Needs-based referral**

The referral procedure works as follows:

- Heads of Year, Pastoral Managers, Sixth Form Team or SENCO/Inclusion Team identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving Pupil Premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).
- In Y11, Form Tutors priority rate any students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process. Students complete their own careers questionnaire in Y11 where they are asked about their career and post-16 ideas. Students are also seen in small groups early in Year 11 to discuss and explore the

different progression routes where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers adviser to prioritise students for interviews, helping to ensure that students of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents/carers, support from other agencies and ongoing contact as the student leaves school.

Information recording ALL students' progress towards applications is recorded and monitored to avoid future problems securing post-16 places.

### **Career information**

Career information is available through relevant displays and Year Group noticeboards or cascaded via form tutors or through year group assemblies. Displays includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities. Information for teachers and parents will be provided via the school website – careers section.

### **External providers**

A range of external providers are invited into school to support the careers programme. These might include local colleges, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects. In all cases, such staff and organisations will be vetted for suitability by the relevant staff at school. We particularly encourage support during National Apprenticeship Week, our HGHS Careers Fair and through the "Give an Hour" programme.

### **Management and staffing**

The Head of Business and Careers is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Deputy Head with responsibility for careers and employability.

Careers support is provided by Changing Education who provide a Level 6 qualified Careers Adviser and a member of the UK Register of Career Development Professionals.

A broad range of staff support careers activities and careers learning at school including Heads of Year, Form Tutors and subject teachers. The school Office Manager and Admin Support Team take a key role in supporting and administering career-related activities and events.

### **Staff Development**

Form Tutors are introduced to the concepts, aims and programme for CEIAG at Hazel Grove High School at training days or Year Team meetings. Careers leaders attend conferences and careers network events where possible to keep up to date with best practice and legislation.

### **Resources**

The school is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

## **Employer links**

Links with employers, businesses and other external agencies continue to grow through the Hazel Grove High School, by building on local community connections as well as through the support of the school's Enterprise Advisor (brokered through Careers & Enterprise Company) and the "Give an Hour" programme.

## **Equal opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENCo to support Education, Health and Care Planning and the inclusion team to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Hazel Grove High School, while non-traditional routes are supported and encouraged.

The destinations of school-leavers are monitored and trends identified.

## **Monitoring and evaluation**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- student feedback on their experience of the careers programme and what they gained from it
- staff feedback on careers lessons, drop down days, mock interviews etc
- gathering informal feedback from external partners and from parents/carers
- quality assurance of careers lessons as part of the tutor time programme
- student destination figures post-16 and post-18.

## **References**

The Gatsby Benchmarks [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

The Career Development Institute Careers Framework <http://www.thecdi.net/Careers-Framework-2018>

## **Further guidance and information**

This policy should be read in conjunction with:

- The Gatsby Benchmarks
- The CHHS CEIAG program,,
- CHHS Pupil Premium strategy
- Laurus Trust Secondary Teaching and Learning Policy
- Special Educational Needs and Disability (SEND) Policy for Laurus Trust Secondary Schools and Sixth Form colleges
- Laurus Trust Curriculum Policy Secondary
- Laurus Trust Single Equality Policy Secondary