

## **CAREERS EDUCATION AND GUIDANCE POLICY**

Version 3.0

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Reviewer:	Chris Drugan
Governor Link:	Chair of Learning

# CAREERS EDUCATION AND GUIDANCE POLICY

East Barnet School, Chestnut Grove, East Barnet, EN4 8PU

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## A. Principles

1. East Barnet School's Careers Education and Guidance Policy has been developed and informed by the DfE document: Careers Guidance and Inspiration in Schools, Statutory guidance for governing bodies, school leaders and school staff, April 2014. It also incorporates the minor updates detailed in the Careers guidance and Inspiration in schools review document (Statutory guidance for governing bodies, school leaders and school staff, March 2015).
2. Careers education is an integral part of school life and is founded on the principle that every student is entitled to good quality impartial careers education and guidance and that it can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and throughout their adult lives.
3. The policy is in accordance with the school's statutory duty to ensure all registered students at the school are provided with independent careers guidance from Year 8 to Year 13.
4. The school, in partnership with the Independent Careers Advisor, Local Authority Youth Support Service, Further Education colleges and Higher Education institutions, as well as work based learning providers, aims to provide a planned programme of activities that enables students to:
  - enjoy learning, make progress and achieve success in education
  - become confident individuals who are able to live safe, healthy and fulfilling lives
  - be responsible citizens who make a positive contribution to society
  - become empowered young people who can plan and manage their own futures.
5. The school will actively promote equality of opportunity for all students and seek to challenge perceived stereotypes that may cause barriers to future career options.

## B. Requirements

6. The school will provide comprehensive information and advice about options available to them at different points in their academic life, particularly at key points of transition.
7. At key stages 3, 4 and in the sixth form students will:
  - follow a programme of study that includes teaching resources with learning outcomes to enable them to make informed decisions about the learning pathways that are appropriate for them
  - have the opportunity to attend, with their parents, Key Stage Transfer events where they will have access to information to enable them to make informed choices about their future educational pathway
  - through PSHEE / form time as well as Student Coaching Day, have access to an academic tutor/coach who will help them to manage their personal career development
  - have the opportunity in PSHEE to reflect on their learning and to complete an Individual Learning Plan, setting personal targets and planning a programme for achieving them
  - have access to both the school's qualified Careers Officer and an impartial Careers Advisor who between them will provide good quality, confidential and impartial careers advice

- be given copies of written outcomes and suggested courses of action resulting from careers interviews, with a copy kept on file for future reference and/or further interviews
- have the opportunity to explore the world of work and develop their work-related learning, enterprise and careers awareness through a variety of activities
- develop an understanding of their own strengths and limitations, abilities, potential and personal qualities, needs, attitudes and values
- develop an awareness of the availability and value of employment, education and training beyond the key stages at 16+ and 18+
- have the opportunity to develop entrepreneurial skills for self-employment and understand that working for themselves is a viable career option.

### **C. Procedures**

8. The Director of Person Centred and Communities Education is responsible for the implementation and monitoring of Careers Education and Guidance.
  - 8.1. They report to the Deputy Head and the Learning Committee of the Governing Body.
  - 8.2. They coordinate with the Careers Officer and the Careers Advisor to ensure that all students, including those with specific and additional educational needs, receive their entitlement to impartial careers guidance and advice.
9. The provision of Careers Education and Guidance is reviewed and evaluated annually.
  - 9.1. Work that is undertaken in PSHEE sessions as well as the quality and relevance of internal and external events and initiatives such as Year 8 Soap Challenge, Year 10 Work Experience and Year 12 Interview skills are also evaluated.
  - 9.2. Staff and students views are sought on the quality of what is delivered and provided, and if necessary, relevant changes are made to the programme of study.
10. The school will use destination data at the transition between key stage four and post 16 provision of education to evaluate the effectiveness of the work undertaken to prepare students for this stage in their educational pathway and when necessary, make appropriate changes to the programme of study.
11. External Partnerships:
  - 11.1. The school aims to work closely with external organisations to ensure the best careers provision. These will include local colleges and other accredited organisations that provide education, training and support to students at post-14 and post-16 levels.
12. The school recognises the role that parents and carers play in providing good careers education and actively seeks opinion and feedback on the school's programme and delivery.

### **Appendices:**

- Appendix 1 Specific provision for each Key Stage
- Appendix 2 Learning Outcomes at each Key Stage

## Specific provision for each Key Stage

Appendix 1

### 1. Key stage 3

- 1.1. Within the PSHEE programme of study there are dedicated Careers Education and Guidance modules for each year group at KS3 and these are delivered by the form tutor.
- 1.2. The school's Careers Officer liaises with local and national employers to arrange and co-ordinate career themed assemblies and talks which involve bringing students into contact with visitors from various different industries, colleges, universities and other career information providers. Students and parents/carers are also directed to the school's Careers and Guidance Education page on Fronter which contains contact details of organisations that provide independent advice and information.

### 2. At Key Stage 4

- 2.1. Within the PSHEE programme of study there are Careers Education and Guidance modules.
- 2.2. Year 10 students prepare for and undertake a 2 week work experience placement. Care is taken to ensure that students have either found their own or been allocated an appropriate placement. Support and guidance is provided to ensure that all students experience in the workplace is positive and valuable.
- 2.3. All students will also have the opportunity to attend talks from different industries, colleges, universities and other career information providers.
- 2.4. They also have a dedicated career interview with an impartial Careers Advisor, which generates an individual action plan. This will be made available to both the student and parents/guardian.

### 3. At Post 16:

- 3.1. All students undertake involvement in the 6th Form Enhancement Programme which is delivered by tutors and includes an Interview Skills module.
- 3.2. Every student has access to careers advice as well as financial guidance from the school's qualified professional Careers Officer.
- 3.3. The school's Careers Officer will:
  - provide careers advice and financial guidance for each student;
  - notify students of Careers Conferences, University Open Days as well as Subject Taster Days, and advise them on their suitability and support them in their application to attend such events;
  - organise and co-ordinate visits to school from employers as well as visits to potential employers.

## Learning Outcomes at each Key Stage

The Careers Education and Guidance programme aims to provide students with a wide range of experiences to help them progress through their education and on to successful careers.

The main learning outcomes for each Key Stage are as follows:

Key Stage 3	Key Stage 4	Key Stage 5
<ul style="list-style-type: none"><li>• Identify which subjects they are good at.</li><li>• Discuss their strengths and weaknesses with their tutor.</li><li>• Know what subjects they can study at KS4 and the implications of their choices.</li><li>• Discuss their choices with their tutor and parents/carers and feel confident that they have made the correct choices at KS4.</li></ul>	<ul style="list-style-type: none"><li>• Confidently plan for their options at Post 16 and understand the different routes and providers available to them.</li><li>• Know the options available to them and where to get information.</li><li>• Know which subjects, skills and qualities are useful for the career options they are considering.</li><li>• Identify skills and experience gained from their work experience placement.</li><li>• Know their strengths and weaknesses.</li></ul>	<ul style="list-style-type: none"><li>• Identify the range of options available to them and where to get further information.</li><li>• Know how to capitalise on strengths and improve upon weaknesses.</li><li>• Apply for further courses or employment and prepare effectively for interviews.</li></ul>