

Southlands School



Careers Policy

Updated: September 2023

Review date: September 2024

What is Careers Guidance?

In this policy we define Careers Guidance as “a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future”.

As a school, we have a statutory duty to provide independent and impartial careers guidance to all students from Year 7 to Year 11. As a whole school approach, Southlands School staff have an active role in connecting school with the wider community of business and other professional people in order to inspire pupils through greater contact with the world of work.

Our School’s Philosophy and Aims

All students are entitled to careers education and guidance that is independent, impartial and confidential. This will be integrated into their own experience of the curriculum; so that every student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning which are valued by employers. This will help every young person to realise their potential and enhance their employability.

A young person’s career is their pathway through learning and work and we recognise that effective career guidance contributes to raising aspirations, improving motivation and overcoming barriers to success and we are committed to achieving all of the Gatsby Benchmarks.

The careers programme will promote equality of opportunity and inclusion. We feel that every student, regardless of need, is capable of making a valuable contribution to society and the workplace.

Aims:

- To prepare students for the ever changing opportunities, responsibilities and experiences of adult life and equip them with the skills to manage the choices, changes and transitions ahead of them.
- To provide a curriculum that encourages the development of problem-solving and decision-making skills.
- To help pupils develop a positive self-image, increase self-confidence and raise personal aspirations.
- To ensure that all students have an equal opportunity to develop the necessary skills, knowledge and awareness of the working world.
- Provide regular and structured contact with the world of work through formal business links, inspirational employer activities, employer talks, industry visits and college visits.

As a school we recognise that work related learning is a key priority to ensure that our pupils achieve their full potential.

The main objectives of the careers provision at Southlands school are:

- To ensure that students develop the skills and attitudes necessary for success in adult and working life.
- To make students aware of the full range of opportunities which are realistically available to them in continued education and training at 14+, 16+ and 18+.
- To equip students with the necessary decision making skills to manage these transitions.
- To develop in students an awareness of the wide variety of education, training and career opportunities both locally and nationally.
- To provide appropriate guidance, up-to-date information and a range of opportunities to support students’ development at key points throughout their education.

- To foster links between the Trust, local businesses and further education establishments.
- To enable students to experience the world of work and develop transferable skills.
- To ensure that wherever possible, all young people leave school to enter further education or training.
- To maintain a culture of high aspirations.
- To promote equality of opportunity, celebrate diversity, challenge stereotypes.
- To ensure all students who require any extra assistance and guidance to reach their potential receives it.
- To give information on the range of education or training options, including apprenticeships and technical education routes.
- To ensure all guidance given will promote the best interests of the pupils to whom it is given.
- To ensure that there is an opportunity for a range of education and training providers to access all pupils in Year 7 to Year 11 for the purpose of informing them.

Careers Education

The current careers programme is delivered through a combination of methods, including 2 lessons each half term, assemblies, presentations, careers open days, employer visits, work/ employer experience and participation with STEM North East and NUFC events.

Careers Impartial Advice and Guidance

- Careers information, advice and guidance can be accessed by any student on request.
- All students receive independent and impartial advice through a variety of activities detailed in the careers programme.
- All students receive a face-to-face interview at key decision points either with a member of school, staff or the Connexions Adviser, and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11 all students are helped to develop a careers action plan.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The Trust organises information events for students and their parents to which local providers of education and training are invited and actively engaged in offering advice.
- As a school, we advertise open days and evenings featuring local education providers to all students and their parents.

Directors / Governors recognise that to meet this statutory requirement we must ensure that the independent careers guidance provided:

- Is presented in an impartial manner.
- Includes information on the full range of education and training options, including apprenticeships and vocational pathways.
- Will promote the best interests of each individual student

The governing board is responsible for:

- Ensuring that all registered pupils at the school are provided with independent careers guidance from Year 7 to Year 11.
- Ensuring that arrangements in place to allow a range of education and training providers to access all pupils in this range and inform them about approved technical education qualifications and apprenticeships.
- Ensuring that the independent careers guidance is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option.
- Ensuring that the guidance includes information on the range of education or training options, including apprenticeships and technical education routes.

- Ensuring the Careers Policy does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Providing clear advice and guidance to the head teacher on which they can base a strategy for careers education and guidance which meets the school's legal requirements.

The careers leader – **Joanne Hall** is responsible for:

- Managing the provision of careers information.
- Liaising with the deputy head teacher and the careers adviser from Connexions to implement and maintain effective careers guidance.
- Ensuring careers education is planned into the PSHE curriculum.
- Liaising with form tutors and the SENCO.
- Referring pupils to careers advisers.
- Establishing, maintaining and developing links with further education colleges, apprenticeship providers and employers.
- Negotiating an annual service level agreement with the Connexions for support for vulnerable and disadvantaged pupils.
- Providing pupils with effective careers guidance and supporting social mobility by improving opportunities for all young people.
- Supporting teachers of careers education and tutors providing initial information and advice.
- Monitoring teaching and learning in careers education, and the access to and take up of career guidance.
- Advising senior leadership on policy, strategy and resources for careers education, information, advice and guidance (CEIAG).
- Preparing and implementing a development plan for CEIAG.
- Reviewing and evaluating the programme of CEIAG.
- Encouraging the training of school staff to promote careers guidance to their pupils.
- Using the [Gatsby Benchmarks](#) to improve the school's careers provision and ensure compliance with legal duties, with an ultimate aim to meet all benchmarks.
- Allowing pupils to have access to providers of technical education, such as colleges, and apprenticeships to ensure every pupil is well-informed about their future options at every stage.
- Publishing details of the school's careers programme and a policy statement on provider access on its website.

The careers adviser – **Diane Goddard** is responsible for:

- Reporting regularly to the careers leader, regarding pupil progress and the effectiveness of the school's career plan.
- Providing a thorough, personalised career service throughout the school.
- Staying up-to-date with relevant CPD and developments in the CEIAG sector.
- Producing careers information and guidance through online and hard copy literature, and visual displays in school.
- Organising workshops for pupils and actively promoting the careers service in-house at open evenings, presentation days, assemblies and parents' evenings.

- Developing incentives and initiatives which actively encourage pupils to sign up to the school's career service.
- Attending regular meetings with the careers leader to discuss the school's career plan.
- Providing an open-door service for pupils to drop in and discuss their options.
- Arranging meetings and follow-up appointments with pupils who are interested in the careers service.
- Offer services to past pupils for up to a year after their departure from compulsory education.

Teaching staff are responsible for:

- Ensuring careers education is planned into their lessons and shown on the scheme's of work, highlighted in **turquoise**.
- Attending any relevant CPD or training to ensure they are up-to-date with the school's careers plan.
- Promoting careers guidance in the classroom through visual aids.
- Creating a learning environment that allows and encourages pupils to tackle real life challenges, manage risks and develop skills that can be applied to the workplace.

A stable careers programme

- Southlands School will have its own careers programme in place which meets the requirements of the eight Gatsby Benchmarks. The programme will be reviewed termly against the benchmarks to ensure it remains on target.
- The name and contact details of the careers leader will be published on the school website.
- A careers adviser will be appointed to support the careers leader and to provide individual, tailored careers guidance to pupils. The careers adviser is Diane Goddard.
- Details of the school's careers plan will be published on the school website inviting pupils, parents, teachers, governors and employers to provide feedback.
- The **head teacher (AN) and careers lead (JH)** will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that pupils have access to.
- The school will work towards the [Quality in Careers Standard](#) to support the development of their careers programme, ensuring the programme is reviewed yearly to ensure it is in line with the required standards.

Labour market information

- The school will ensure every pupil, and their parents, has access to good-quality information about future study options and labour market opportunities.
- Pupils and their parents will be referred to the National Careers Service which offers information and professional advice via a website, helpline and web chat.
- The school will ensure pupils and their parents understand the value of finding out about the labour market, and support them in accessing this information.
- The school will ensure that all pupils, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study options.

- The school will provide pupils with the necessary links and information that will enable them to access this.
- The school will make use of local enterprise partnerships to provide pupils with presentations and workshops on the local labour market and employer expectations. The information provided through the partnership will be used to shape career guidance and workshops in schools.
- To support social mobility, the school will work to raise pupils' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle gender stereotypes; arrangements will be made for pupils to talk to employees who work in non-stereotypical jobs to raise awareness of the range of careers that science, technology, engineering and maths (STEM) qualifications lead to where appropriate in relation to their academic ability.

Addressing the needs of pupils

- The school's careers programme will aim to raise the aspirations of all pupils whilst being tailored to individual needs. The programme will inform pupils of the range of opportunities available to them, encouraging them to aim higher and make choices relevant to what they feel they can achieve.
- All forms of stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure pupils from all backgrounds, gender and diversity groups and can consider the widest possible range of careers.
- Comprehensive and accurate records will be kept to support the career development of pupils. The school will allow access to this information, should a pupil or their parent request it.
- The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the **head teacher – Angela Noble** and **careers leader- Joanne Hall** on a **yearly** basis who can then base further development of the school's career guidance plan on the results and areas of success or failure.

Targeted support

- The school will work with the LA to identify pupils who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these pupils can be referred for support drawn from a range of education and training support services available locally.
- Southlands School will work with Jobcentre plus under their 'Support for Schools' programme.
- The school will ensure that pupils understand the programmes available to support them and the financial costs associated with staying in post-16 further education.
- To support pupils who are likely to need support with post-16 participation costs, such as those with SEND, the school will work with the LA and local post-16 education or training providers to share pupil data and ensure these pupils receive such support.
- The school will ensure that pupils are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Pupils will be advised of how to access this funding and who they should speak to in order to find out more information.

- The careers leader will engage with the designated teacher for LAC and PLAC to ensure they know which pupils are in care/are care leavers, to understand their additional support needs and to ensure that any personal education plans can inform careers advice.

Pupils with SEND

- The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.
- All staff working with pupils will support them to develop the necessary skills and experience to succeed and fulfil their potential.
- The school will work with families of pupils to help them understand what career options are available. This is done through the annual review process of EHCP.
- Careers guidance and experience will be tailored to pupils based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual pupils' aspirations; the results will be used to personally tailor careers guidance.
- Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform pupils about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.
- The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Pupils will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.
- Careers guidance will focus on a pupil's career aspirations and the post-16 options which are most likely to give the pupil a pathway into employment or higher education.
- The SEND local offer will be utilised; annual reviews for a pupil's education, health and care plan (EHCP) will be informed by good careers guidance.

Curriculum

- The school will work to encompass careers education and guidance into subjects across the curriculum. All teachers will be asked to support the career development of young people in their role and through their subject teaching. The school will ensure that every pupil is exposed to the world of work.
- The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom pupils can relate to.
- Every year, from the age of 11, pupils will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:
 - Careers events such as careers talks, careers carousels and careers fairs.
 - Transitions skills workshops such as CV workshops and mock interviews.
 - Mentoring and e-mentoring.
 - Employer delivered employability workshops.
 - Business games and enterprise competitions.

Work experience

- **Southlands School** will ensure that all pupils have had interactions with work place providers in careers which are accessible to our students.

Personal guidance

- All pupils will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will start taking place from the age of 14 in Year 9 and continue until Year 11.
- Careers advisers will meet the professional standards outlined by the [Career Development Institute](#). The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.
- Careers advisers working with pupils with SEND will use the outcome and aspirations in the EHCP to focus discussions.
- Careers advisers working with LAC or care leavers will use their personal education plan to focus discussions. These pupils will have a named adviser who will build a relationship with them to better understand their individual needs.

Information sharing

- The school will provide the relevant information about all pupils to the LA support services including:
 - Basic information, such as the pupil's name or address.
 - Other information that the LA requires to support the pupil to participate in education or training to track their progress.
- The school's privacy notice will offer pupils and their parents the opportunity to ask for personal information not to be shared.
- LAs will be notified, as early as is possible, whenever a 16 or 17-year-old pupil leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

Monitoring and review

- 1.1. The **governing board**, in conjunction with the **deputy head teacher (Samantha Hall) and careers leader (Joanne Hall)**, will review this policy on an **annual basis**, taking into account the success of supporting pupils in accessing post-16 education and training.
- 1.2. The **head teacher (Angela Noble)** will make any necessary changes to this policy, and will communicate these to all members of staff.
- 1.3.

Last review date:	September 2023
Next Review date	September 2024
Person Responsible:	Joanne Hall (Careers Lead)