

Kings Langley School



Careers Education and Guidance Policy

Review Date: January 2014

A: POLICY TITLE: Careers Education and Guidance Policy

Character Development: Commitment to Equality and Diversity

This school is founded on a set of fundamental values designed to enable all students and adults connected with our community to flourish and succeed, regardless of background or circumstances. We are determined to be open to people, places, methods and ideas—and as such, equality and diversity are at the heart of everything we do. Our continued dedication to social justice and equality of opportunity is embodied in everything we do.

We are creating an **inclusive** school community where:

- People are treated with dignity and respect
- Inequalities are challenged
- We anticipate, and respond positively to, different needs and circumstances so that everyone can achieve their potential
- We value diversity and we recognise that different people bring different perspectives, ideas, knowledge and culture, and that this difference brings great strength.
- We believe that discrimination or exclusion based on individual characteristics and circumstances, such as age; disability; caring or dependency responsibilities; gender or gender identity; marriage and civil partnership status; political opinion; pregnancy and maternity; race, colour, caste, nationality, ethnic or national origin; religion or belief; sexual orientation; socio-economic background; trade union membership status or other distinctions, represents a waste of talent and a denial of opportunity for self-fulfilment.
- We recognise that patterns of under achievement at any level and differences in outcomes can be challenged through positive intervention activities designed to bridge gaps.
- We respect the rights of individuals, including the right to hold different views and beliefs. We will not allow these differences to be manifested in a way that is hostile or degrading to others.
- We expect commitment and involvement from all our staff, students, partners and providers of goods and services in working towards the achievement of our vision.

B: RATIONALE

To provide careers education in Years 7-11 (1997 & 2011 Education Act, 2003 Education Regulations, Education and Skills Act 2008) and to give students access to careers advice, information and guidance.

At Kings Langley School, a commitment is made to the achievement of all students and to helping them with their future plans.

Careers education contributes to preparing young people for adult life by providing them with the knowledge and skills to enable them to plan and manage their journey through learning, training and into work.

It is vital that young people have the knowledge and skills they need to make informed decisions. The School aims to ensure that students are as well informed as possible about the choices open to them and the ways in which they can manage their transitions:

- Providing impartial information and advice which promotes the best interests of pupils
- To promote self development, opportunity awareness and careers management skills.
- To make available a range of guidance and reference materials relating to careers education and career opportunities.
- To ensure that all students have access to up to date resources that present them with a full range of options.

Delivering a well-planned careers education programme will ensure that young people have the knowledge and skills to use and apply impartial careers guidance effectively. It will also ensure that careers guidance is seen as an integral part of an ongoing process of career development.

The school endeavours to follow the National Framework for Careers Education and Guidance ('CEG') 11-19 in England (DfES, 2001) and other relevant guidance from the Department for Education and Skills (DfES), Qualifications and Curriculum Authority ('QCA') and Ofsted.

This policy exists to provide a framework for supporting our stated aim of "ensuring the happiness of every individual in our community", to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

C: PURPOSE

To provide a planned programme of Careers Education and Guidance ('CEG') for all students in Years 7-13 in partnership with Hertfordshire Youth Connexions Service (Years 9-13) which:

- **Promotes equality of opportunity, inclusion and anti-racism.**
- Ensures students are as well informed as possible about the choices open to them and the ways in which they can manage their transitions.
- Meets professional standards of practice and is person-centred, impartial and confidential.
- Is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers.
- Is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.
- Emphasis placed on experiential learning to inform students' understanding of learning and work opportunities, through the careers education, work related learning, enterprise and financial capability elements of the 'Economic Wellbeing and Financial Capability' strand of PSHE education.

Links with other policies

The Careers Education and Guidance Policy supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement; this Policy links into Personal, Social, Health Education ('PSHE' Economic Wellbeing), work-related learning, enterprise education and financial capability, to include equal opportunities and diversity, health and safety, Citizenship, gifted and talented, and special needs.

D: GUIDELINES

- **Management:** Currently the Information Advice & Guidance (IAG) Co-ordinator, is responsible to the Senior Leadership Team ('SLT') line manager.
- **Implementation:** The IAG Co-ordinator is responsible for developing and implementing Careers Education across all Key Stages, within the relevant strand of the Personal, Social, Health Education (PSHE - Economic Wellbeing) programme and reports to the responsible member of the SLT. The IAG Co-ordinator is responsible for other work-related learning programmes.
- **Staffing:** All staff contribute to Careers Education & Guidance and to the full Personal, Social and Health Education ('PSHE') through their roles as form tutors and subject teachers. The 'whole school' PSHE programme, which is designed to integrate Careers Education & Guidance, Citizenship, Personal, Social and Health Education, Work Related Learning, Enterprise Education and Financial Capability is planned and co-ordinated by the IAG Co-ordinator and delivered by form tutors during designated PSHE lessons. The IAG Co-ordinator also contributes to and supports the programme across all Key Stages. In addition to the Youth Connexions team, the CEG programme is also supported by a number of external agencies including the University of Hertfordshire, West Herts College and Herts Chamber of Commerce & Industry. The University has funding through the 'Hertshigher' outreach programme to help raise aspirations among young people.

The IAG and Student and Family Services teams work closely with the Youth Connexions team and meet regularly as a guidance forum. Youth Connexions Personal Advisers provide specialist careers guidance, by offering individual interviews for targeted Year 9, 10 & 11 students. However they also offer specialist guidance at key transition points, (Years 9, 11 and 6th Form) and provide a 'drop-in' service for all KS4 & KS5 students. Support is also offered at various parent consultation evenings and information sessions that are held during the year.

Careers information resources are available in the Youth Connexions Resource Centre situated in the main library, as well as in the 6th Form Personal Study area. The resources are ordered and updated to meet the Hertfordshire Youth Connexions Quality Standards. The School Librarian maintains the Youth Connexions Resources in the main library. Computerised guidance packages (Careerscape, Kudos and Chanel Mogo) are available on the school intranet under 'Careers'.

- Curriculum

The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities and work-related learning, which include a one week work experience programme for all Year 10 students, individual learning planning/portfolio activities. Careers education is part of the school's Personal Development programme. Other focused events, e.g. Higher Education Conventions, University visits, College information sessions, Apprenticeship talks and Careers Fairs are offered at various times. Preparation for work-related learning and follow-up are delivered as part of the PSHE programme and within other appropriate parts of the curriculum, i.e. Business Studies students have visits to organisations who offer specialised talks which support the various elements of their course. Year 10 students take part in a 'Work Experience Preparation' day which is delivered by a professional outside agency. They also have a relevant de-brief session on their return.

Students are actively involved in the planning, delivery and evaluation of activities.

- The 'September Guarantee'

Whilst the majority of young people make a successful transition into Post 16 learning, there is a small but significant minority who do not and are at a greater risk of becoming NEET (not in education, employment or training)

The 'September Guarantee' aims to ensure that all young people have an offer of a suitable place to continue their learning after completing Year 11, either in school, college, with a training provider or employer. Although the requirement is that the offer must be made by the end of September, the majority of Year 11 learners will have made application and received offers for Post 16 opportunities before they leave school in May/June. The 'Guarantee' will form part of a wider process that includes making sure that all young people have 'intended destinations' Kings Langley School will ensure that Year 11 learners know that they are entitled to an offer, regardless of their attainment at school, and that students who are 'undecided' are identified and given further advice and referral to specialist services where appropriate.
- Assessment and accreditation

Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques. The Oxford, Cambridge and RSA examinations ('OCR')
- Partnerships

An annual Partnership Agreement is negotiated between the school and Hertfordshire Youth Connexions Service which identifies the contributions to the programme that each will make and the menu of services that are available from Hertfordshire Youth Connexions Service.
- Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEG area.
- Staff development

Staff training needs are identified as part of the Partnership Agreement process with Hertfordshire Youth Connexions Service and in conjunction with the school inset co-ordinator.

Staff training can be supplied through Hertfordshire Careers Service. Funding is accessed from school funds. The school will endeavour to meet training needs within a reasonable period of time.
- Monitoring, review and evaluation

The Partnership Agreement with Youth Connexions is reviewed twice a year. The service provided by Youth Connexions is reviewed each term. The CEG programme is reviewed and evaluated annually through the Personal Advisers, using Hertfordshire Youth Connexions Quality Standards for CEG, to identify desirable improvements; a report is submitted to the Senior Leadership Team

and Governors. This report will recommend priorities for CEG.

- CEG Mapping

There are PSHE mapping documents in place showing a table of delivery across all year groups which include a relevant CEG programme.