



Cumberland
School

Careers Policy

Last Update: September 2019

Next Update: September 2020

Rationale

Careers education helps young people to develop the knowledge, confidence and skills that they need to make well-informed, carefully considered choices and plans that enable them to progress smoothly into further learning and employment, help them manage their aspirations/careers and sustain employability throughout their lives.

Schools have a statutory duty to provide access to independent and impartial careers education and guidance. This (Careers) education is delivered within programmes of Personal, Social, Health Education(PSHE), assemblies, provision of Independent Careers advice in Y9, Y10 and Y11, the study of qualifications such as Preparation for Working Life/Employability, Careers visits and through the wider curriculum, particularly with aspects of work experience.

At Cumberland School we aim to raise aspirations, challenge stereotypes and encourage pupils to consider a range of career options. Through careers education and guidance, it is hoped that pupils will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs, knowledge, understanding and potential.

Pupils can only fulfil their potential if they understand themselves, their abilities and the possibilities available to them both now and in the future.

In particular we will ensure our pupils:

- *Develop a broad understanding of the world of work and an ability to respond to changing opportunities.*
- *Develop independent research skills so that they can make good use of information and guidance.*
- *Develop and use their self-knowledge when thinking about and making choices.*
- *Develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.*

As a school we aim to baseline ourselves in accordance to the Gatsby Benchmark model, incorporating the following benchmarks of carers guidance.

- *An embedded careers programme of careers guidance and education that is known and understood by pupils, parents, teachers.*
- *All pupils parents/carers to have access to quality career information, future study options and labour market opportunities.*
- *Opportunities for advice and support will be tailored to the needs of each pupil, embedding both equality and diversity throughout.*
- *Curriculum linked learning to careers*

- *Pupils to have multiple opportunities to learn from employers about work, employment and skills valued in the workplace.*
- *Pupils to have first-hand experiences in work shadowing, work visits and work experience placements.*
- *All pupils to have a meaningful understanding of academic and vocational routes into colleges and workplaces.*
- *Every pupil to have had the opportunity for guidance interviews with a career advisor.*

Learning at Key Stage 3 and 4

Information, advice and guidance (IAG) refers to the personalised support on learning and work pathways and on other key issues that impact on the ability of students to develop and progress. Effective personalised IAG enhances and complements careers education and advice is available in Years 8, 9, 10 and 11.

Careers Education combined with effective information, advice and guidance is critical to young people's educational career in:

- Avoiding disengagement during Key Stage 3
- Choosing KS4 options
- Helping to avoid underachievement or disengagement during Key Stage 4
- Choosing appropriate post-16 destinations.

Careers education also draws on and contributes to the whole school curricular development of students' employability skills as defined by the CBI, which are listed below;

- Self-management
- Team working
- Business and customer awareness
- Problem solving
- Communication and literacy
- Application of numeracy
- Application of information technology

Careers guidance is supported by the work by iTAC. This work focuses on:

- Positive self-esteem – understand themselves and the influences on them and how best to manage these influences to maximise their potential.
- Career exploration - investigate opportunities in learning and work through a wide range of resources (computer programmes, internet, books, leaflets and impartial careers guidance).

- Career management - make and adjust plans, to manage change and transition in learning, work and career choices.

All staff are involved in guidance to an extent e.g. support during selection of KS4 options and post 16 applications. Careers guidance interviews takes place on a one to one basis. Our CEIAG programme aims to guarantee all students who leave Cumberland School at the end of Year 11 have an offer of a place to move onto.

Key stage 3 provision includes:

- Allotted time through PSHE lessons for self-development focussing on lifestyle and progression.
- Access to careers software on 1-1 sessions with careers advisor
- Assemblies and other information on KS4 options
- Taster sessions for all KS4 option subjects that they have not previously studied at KS3.
- Individual pathway/options interviews with a member of form team.
- Targeted offsite provision where appropriate.

By the end of key stage 3 all students will have:

- An awareness and understanding of their strengths, achievements and weaknesses and support to evaluate how these might inform future choices in learning and work.
- An increased understanding of the full range of 14-19 opportunities for progression.
- An awareness and understanding of some of the qualities, attitudes and skills needed for employability.
- Had the opportunity to access and use online careers resources to research information about opportunities and apply their findings to help make informed choices for KS4 options.
- Received detailed and appropriate support, advice and guidance on KS4 options.
- Been supported in their application to their chosen KS4 options.
- Had an individual options interview from careers advisor.
- Individualised plans for progression and transition between key stages with liaison with school/home and any other agencies e.g. social worker

Key stage 4 provision includes:

- College visits
- Careers interview.
- Information and attendance to college open days.
- Apprenticeship website registration
- Supported writing of application forms
- Parent / Carer meetings are supported by external, independent careers advisor.
- Close and continued monitoring and support
- Individualised plans for progression and transition between key stages

- Individual mentoring
- Targeted academic intervention to support achievement for those identified.
- Independent careers support, guidance and awareness through PSHEE and other subject areas across the curriculum.
- Post 16 opportunities evening involving college and other external providers.
- Targeted work experience where appropriate.
- Targeted offsite vocational placements where appropriate.
- Completion of Education Health Plan (EHCP) for SEND students to aid progression.

By the end of key stage 4 all students will have:

- Enhanced self-knowledge, career management and employability skills.
- Effectively used ICT software and other sources of advice to investigate and explore future choices and progression routes.
- Experienced the world of work through work experience.
- Been given direct access to employers, colleges and training providers.
- Been given guidance to help identify a range of post 16 options and careers advice and support networks that they can use to plan and negotiate their career pathways.
- Used the Careers Information, to investigate future choices and explore alternative routes to their goals.
- Made a back-up plan in case things go better or worse than expected.
- Had the opportunity to develop their interviewing skills with employers.

Premises and facilities

The school will make available the hall, classrooms and conference room available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available specialist equipment to support the provider presentations. This will be agreed and discussed in advance of the visit.

Provider documentation and prospectuses will be available to all pupils during break and lunch times in the Pastoral office.

Equal opportunities

Cumberland School is keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated.

Relationship to other parts of the curriculum and other policies Careers education is conducted in accordance with the School's equal opportunities policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed

alongside that of other areas so that careers education is an integral part of the whole school curriculum.

Links to other policies

The policy for CEIAG supports and is itself underpinned by a range of key school policies, including;

- Curriculum
- Teaching and Learning
- Safeguarding
- SEND
- Equal Opportunities

Evaluation

The quality of careers education is evaluated by;

- The analysis of the destinations of students after they have left the school and, where available, information about their progress in further or higher education, training and employment.

Parents and Carers

Parental involvement is encouraged and involved where possible, at all stages. Parents are kept up to date with careers related information through telephone calls and meetings. Parents are welcome at careers interviews and where necessary invited.

Management

- Head of Education is responsible for the overview of Careers Education and the coordination of Information Advice and Guidance at KS3 and KS4
- Head of Vocational Learning will ensure appropriateness of any alternative provision/ Work Experience placement by ensuring all safeguarding checks and requirements are in place and that the 'provider' is fit for purpose and can meet the needs of our pupils
- Head of Vocational Learning is responsible for the organisation and administration of work experience at Key Stage 4
- Head of Vocational Learning and SENCo will liaise with students, the Independent Careers Adviser, tutors, parents and LA;
- Head of Vocational Learning and SENCo facilitates the provision of Information, Advice and Guidance making best use of available time and resources;
- Head of Vocational Learning manages the provision of extended work experience plans, for appropriate individuals, in conjunction with others e.g. Leadership Team, Heads of Education, tutors, parents,
- iTAC organises visits to local colleges.

- ITAC source and maintain an effective collection of published material, including training provider prospectuses, and computer based resources, to assist students in making informed career choices.

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