



Careers Education Policy

2019-2020

This policy has been compiled in accordance with the statutory guidance for governing bodies, school leaders and school staff published by the Department for Education (DfE) in October 2018 (*Careers guidance and access for education and training providers*).

The Government's career strategy (*December 2017*), sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them.

The strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities (*DfE, 2018*).

At Prospect School, we recognise the importance of preparing students for life beyond Year 11. Our careers provision, consistent with Government guidance, has the school's vision at its heart: ***Developing successful young people who are ready to take their place in society and who have the resilience to cope within an ever changing world.***

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the ***Gatsby Charitable Foundation's Benchmarks*** to develop and improve their careers provision. The benchmarks are not a statutory framework, but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform students about technical education qualifications or apprenticeships and the new duty to publish information about the careers programme on the **school website**.

The Gatsby Benchmarks

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.</p>
<p>2. Learning from career and labour market information</p>	<p>Every student and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make the best use of available information.</p>
<p>3. Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.</p>
<p>4. Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.</p>
<p>5. Encounters with employers and employees</p>	<p>Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.</p>
<p>6. Experiences of workplaces</p>	<p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.</p>
<p>7. Encounters with further and higher education</p>	<p>All students should understand the full range of learning opportunities available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.</p>
<p>8. Personal Guidance</p>	<p>Every student should have opportunities for guidance interviews with a careers adviser, who could be internal or external, provided they are trained to the appropriate level. These should be available whenever significant study or career choices are being made.</p>

Careers Programme

At Prospect School we have invested in a careers programme which recognises that for students preparing for Years 10, 11 and beyond, the decision making process is often lengthy, highly personal and subject to a wide range of influences.

The programme '**Indigo**, from Trotman' (*Crimson Publishing Ltd, 2018*) provides a rich bank of careers lessons, with over 60 detailed lesson plans and activities providing opportunities for students to reflect and ask the question 'what does this mean for me?'; enabling us to prepare students for different progression routes and employability. Lessons encourage students to make their own, informed decisions, with a unique emphasis on developing positive character traits such as resilience and self-awareness. The lessons also address the broad targets for careers work outlined by the *DfE* in their 'Careers Strategy', namely that students should be enabled to develop positive attitudes towards themselves, their plans and employment.

The 'Indigo' programme has allowed us to adapt learning from a framework of lesson plans from *KS3* through to *KS5*, and we have begun to create a bespoke programme that meets the needs and learning abilities of our students at the school. This bespoke programme is currently be delivered to all students at *KS4*.

A copy of the 'Indigo' framework is attached at '**Appendix A**'.

All students engaged in the careers programme keep a 'Careers File' to store written work, research and individual reflections, all of which can be built upon. Notably, many of the lessons focus on knowledge of self and each student's learning may be of considerable help when writing a CV in year 11. It could be argued that a good CV is the best possible success indicator of the entire programme.

The impact of the programme is measured and assessed by evaluating not only the essential elements at each key stage to ensure that key elements have been taught and that these elements have had an impact, but also using the lesson objectives to form the basis for evaluation. A focus on the lesson objectives not only enables evaluation of a particular lesson, but in addition can help determine the degree to which the programme has engendered less tangible objectives such as valuing positive influences or the motivation to plan (*Indigo, 2018*).

An example of a *KS4* evaluation is attached at '**Appendix B**'.

Hampshire Futures

The school works in partnership with **Hampshire Futures** which is an organisation that supports and encourages students into further education, employment or training. All students are encouraged to meet with our Hampshire Futures advisor and this happens during the school day at regular times throughout the year.

Meetings are tailored to suit individual needs with the objective of helping and supporting students through the decision making process by:

- Helping them recognise their skills, talents, abilities and ambitions
- Talking about the kind of work they would like to do
- Assessing what they want to do next
- Developing a plan of activities to help them achieve their goals
- Match students to the right opportunities, whether that's education, employment, traineeship, apprenticeship, further training or volunteering opportunities
- Stay on track with that opportunity through continuous advice and guidance
- Support with application forms, creating CV's and interview techniques
- Maintaining contact once students have found something to make sure everything is OK

At Prospect we strive to work with the support of parents/carers in encouraging students to engage with the careers provision and the opportunities available to enable them to make informed decisions relating to career opportunities, through regular tutor contact, EHCP reviews and termly academic review days.

Conversations about a student's future aspirations are also encouraged within tutor group activities and the whole staff team are happy to give advice. All teachers endeavour to link curriculum learning with careers. STEM subject teachers regularly highlight the relevance of STEM subjects for a wide range of future career paths.

Work experience opportunities

Students at Prospect School also have the opportunity to experience working life in their chosen industry with a bespoke work experience placement within their local community. For some students in years 10 and 11 this can be a weekly provision.

Aside from gaining new skills and experience, work placements provide students with a valuable insight into how a particular industry works, and helps them decide if the role is right for them.

Work placements can also give students the ability to expand their network of contacts within an industry, meaning they could gain positive references to use for future jobs, and other roles might become more obtainable.

Work experience is a great way for our students to quantify their skills and prove their enthusiasm and dedication to a particular field of work, consequently adding to their developing CV's, and their potential employability.

The possibility that a successful placement could eventually result in a full-time job is also a plus.

Achieve (Further education and training)

We recognise that moving on from secondary education is a difficult time for students with SEND, particularly SEMH. Here at Prospect School, students have the chance to

attend a local college, or suitable alternative provider placement from Year 10 onwards, which can form part of their personalised timetable.

Staff work hard to ensure students experience day to day college life, as well as having the chance to achieve external accreditation linked to the course. This contributes to students achieving success in different learning environments, as well as helping to alleviate anxieties related to the transition process.

In conjunction with a work experience placement, this can improve self-confidence, pride and self-worth - all key qualities for navigating the workplace.

Prospect School Careers Leaders

Leader of learning: **Colin Piper** (cpiper@prospectschoolhavant.com)

Work Experience Coordinator / Hampshire futures Liaison: **Sarah Foley**
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Prospect School telephone contact **02392 485140**.

This policy is available on the Prospect School Website.

This policy will be reviewed by March 2010

Appendix A – Indigo careers programme framework

The framework attempts:

- A high degree of specificity
- To capture the ‘essentials’ of each key stage
- To ensure that a theme is covered before higher-level understanding is attempted later on.

These taught elements are underpinned by 8 core values, one or more of which are developed in every lesson:

1. Valuing self
2. Valuing honest self-reflection
3. Valuing positive influences
4. Valuing qualifications
5. Valuing planning ahead
6. Valuing being open-minded
7. Valuing aspiration
8. Valuing careers support (CEIAG).

The Framework KS3 / 4 (adaptable to meet specific needs)

	Students will be taught to:
1.	Define skills and personal qualities
2.	Be able to express what they are good at and interested in
3.	Understand why qualifications are important
4.	Recognise the link between school conduct and employability skills
5.	Understand that subjects will develop skills that employers value
6.	Understand the importance of presenting yourself in a positive way
7.	Know that the content of KS4 courses should be considered when choosing options
8.	Know that some options post GCSE require a GCSE in that subject and that others do not
9.	Be able to explain progression routes post-16
10.	Understand what is meant by the EBacc
11.	Use the school's careers resources to research, and be able to interpret job generating software (where available)
12.	Know that jobs may be 'grouped' and how this categorisation can be used
13.	Be able to ask employers questions
14.	Identify different kinds of work and that people enjoy jobs for different reasons
15.	Be able to recognise stereotypes and how they can limit choice
16.	Be able to recognise bias in those providing advice on option choices
17.	Know sources of impartial advice and guidance

The Framework KS4 (adaptable to meet specific needs)

	Students will be taught to:
1.	Know the skills and attitudes that employers commonly value
2.	Understand the benefits of work experience and other extra-curricular activities in developing employability skills
3.	Understand the value of career exploration (looking at a range of learning and job options)

4.	Give an account of their plans and what they hope to achieve
5.	Understand what is meant by entrepreneurship
6.	Understand that some jobs are competitive to get, and others less so
7.	Understand that the future of work is unpredictable
8.	Understand the importance of work in terms of personal health and wellbeing
9.	Understand Health and Safety issues in the workplace
10.	Know the key features of all post-16 opportunities
11.	Know how to find out more about post-16 opportunities
12.	Understand that post-16 providers offer different learning experiences
13.	Know the advantages and disadvantages to them as individuals of the different post-16 qualifications (vocational/A levels)
14.	Understand the importance of looking beyond the next step (student destination information, progression routes from apprenticeships)
15.	Know how to apply for a course or apprenticeship
16.	Know how to prepare for a job interview
17.	Write a CV/application form
18.	Be aware of the barriers to successful choices (e.g. prejudice about certain jobs/options, negative influence of friends)
19.	Know the role of a careers adviser and the purpose of a careers interview
20.	Seek out people who can help (know the importance of networking)

Appendix B – Indigo KS4 evaluation example

1. How sure are you about your choices for the end of year 11?

0	1	2	3	4	5	6	7	8	9

Very unsure

Very sure

2. How confident are you that you know your skills and qualities?

0	1	2	3	4	5	6	7	8	9

Very unconfident

Very confident

3. How positive do you feel about your future plans?

0	1	2	3	4	5	6	7	8	9

Very negative

Very positive

4. How aware are you of sources of help and advice in planning your future?

0	1	2	3	4	5	6	7	8	9

Very unaware

Very aware

5. To what extent do you agree with the statement 'my career planning is my responsibility?'

0	1	2	3	4	5	6	7	8	9

Do not agree at all

Totally agree

6. How aware are you of biased advice?

0	1	2	3	4	5	6	7	8	9

Very unaware

Very aware

7. Do you have an understanding of skills and qualities employers' value?

0	1	2	3	4	5	6	7	8	9

No Understanding

Good understanding

8. Does the motivation 'to be the best I can be' influence you?

0	1	2	3	4	5	6	7	8	9

No influence

Strong influence

