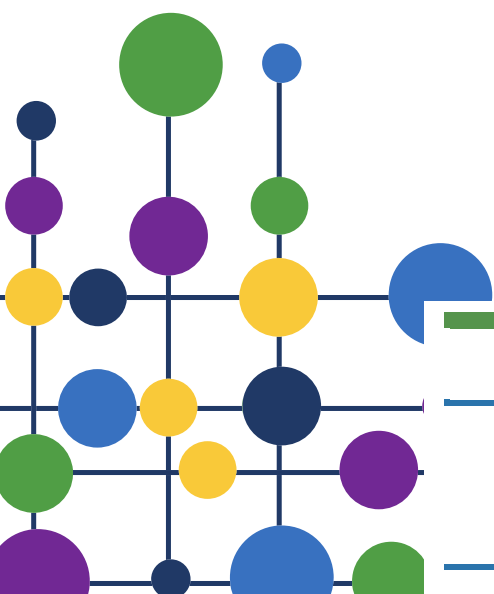


# CAREERS POLICY

## ROYDS HALL



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Name of policy writer	Tracy Woodhead
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## OVERVIEW

Careers Education and Guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. At Royds Hall, a planned progressive programme of activities supports them from year 7 - 11 to develop an awareness of employability skills and understanding of opportunities in the working world that suit their interests and abilities and help them to follow a sustainable career path.

CEIAG (Career Education Information Advice and Guidance) refers to a range of activities and interventions that help young people to make the right choices. This includes independent and impartial advice and guidance at key transitional times for young people and access to up-to-date information on careers and other issues affecting their well-being and staying on in learning.

CEIAG aims to help students develop skills, attitudes and abilities which will enable them to be effective in a variety of adult occupations and roles. Effective careers education, information, advice and guidance raises aspirations, enables students to make informed choices and helps them achieve their potential. It can help young people and their parents make informed decisions about the number of opportunities available. All young people need information, advice, guidance and support in making informed and realistic choices regarding their future life and the many roles they will take.

At Royds Hall we have developed and continue to implement a clear strategy for careers guidance and we make good use of well-trained staff, careers guidance professionals, employer networks and local colleges and other providers to ensure that students are well supported in making decisions about career pathways. This includes completion of Compass to ensure adherence to the Gatsby Benchmarks.

## CONTEXT

From September 2022, The Education Act placed schools under a statutory duty to ensure that all registered students in Years 7 – 13 have access to independent, accurate and impartial information, advice and guidance. A further addition to the Technical and Further Education Act 2017 states that schools in England “must ensure that there is an opportunity for a range of education and training providers to access registered students during the relevant phase of their education, for the purpose of informing them about approved technical education qualifications or apprenticeships”. At each point of ‘transition’ we strive to ensure that our students are purposefully provisioned in terms of advice and guidance, including information and support regarding options, apprenticeships, employment or further study with another provider.



## AIMS AND VALUES

Careers Education, information, advice and guidance (CEAIG) at Royds Hall aims to encourage students to consider a wide range of options and opportunities and ultimately to go into courses and jobs which suit their needs, skills, ambitions, interests and qualities. Careers Education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned and progressive programme of activities supports students in choosing pathways from 14 years old. Within this programme, students will:

- Develop a broad understanding of the world of work and an ability to respond to changing opportunities
- Make best use of the Information, Advice and Guidance (IAG) both independently and with support.
- Develop essential careers skills.
- Raise their aspirations, broaden their horizons and challenge stereotyped thinking about what they and others can achieve within our society.
- Learn from career and labour market information -Every student, and their parents, should have access to good-quality information about future study options and labour market opportunities.

The Government's careers strategy, published on 4 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. 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. Under the Government's Careers Strategy (2017) students are entitled to careers education and guidance which follows the policy above and is therefore independent and impartial, integrated within their overall education and structured to provide help at decision points and to meet their continuing needs. Students are also entitled to access a range of providers of technical education and apprenticeships to inform them about technical education qualifications or apprenticeships.

## COMMITMENT

The Governing Body, Headteacher, Senior Leadership Team and staff are committed to:

- meeting our statutory careers-related responsibilities and principles of good practice in CEIAG.
- providing resources and advice to enable students to understand and develop career choices, including securing independent and impartial careers guidance.
- ensuring that careers education is a key part of the overall curriculum and learning framework for all years, with a planned programme of CEIAG activities that meet students' needs.
- ensuring that careers advice provided is both independent and impartial, and is offered equally to all students regardless of gender, ethnicity or disability.
- involving students, staff, parents and carers in the further development of careers work
- working with a range of external partners and organisations, including providers of careers advice and guidance, local education-business partnerships and former students, and especially collaborating more fully with local and national employers.
- measure and assess the impact of the careers programme on students



## **STATUTORY DUTIES / THE BAKER CLAUSE**

Section 42A of the Education Act 1997 requires governing bodies to ensure that all registered students at the school are provided with independent careers guidance from Year 8 – Year 13

The governing body must ensure that the independent careers guidance provided: - is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option; - includes information on the range of education or training options, including apprenticeships and technical education routes; - is guidance that the person giving it considers will promote the best interests of the students to whom it is given.

The Baker Clause means that all establishments will give direct access to FE, apprenticeship and alternative 14-16 providers, so that they can have access to speak with students from years 8-13 about their offer at 14-16, post-16 and post-18.

The following information sets out Royds Hall, A Share Academy arrangements for managing the access of providers to every student in Years 7 – 11 to discuss both academic and non-academic routes that are available to them as part of a holistic careers programme enabling all our students to make an informed choice about their post 16 provision. This is also measured regularly against the careers standards of the Gatsby benchmarks using a Compass Assessment framework and evaluation with students, teachers and SLT as part of a progressive careers programme.

Royds Hall proactively seeks to build relationships with 6<sup>th</sup> form schools, colleges, apprenticeship providers, universities and employers as we plan our careers programme throughout the school year to ensure all our students have access to the most current and up to date careers information at key transition points and that providers have multiple opportunities to speak to students and their parents across Years 7 -11 to offer information on vocational, technical and apprenticeship qualifications and pathways.

Royds Hall ensures that their staff involved in personal guidance and pastoral support and are up to date with their knowledge through a programme of Continuing Professional Development.

## **MANAGEMENT OF PROVIDER ACCESS REQUESTS**

Providers wishing to request access should contact Tracy Woodhead Careers Leader

Telephone: 01484 463366 or email [tracy.woodhead@sharemat.co.uk](mailto:tracy.woodhead@sharemat.co.uk)

## **STUDENT OFFER AND OPPORTUNITIES FOR ACCESS**

Any provider is welcome to contact us to discuss what they can provide for our students and how we can best accommodate your support. Example activities include: Big Bang Careers Fair, World of Work Preparation, I Love my Job, and Mock Interviews

Any provider wishing to access or provide IAG to our students as part of our careers programme will be supported by our teaching staff throughout their visit and never left unattended. We will make available appropriate resources to support provider presentations, which will be discussed and agreed in advance to ensure material meets our quality assurances and security measures.

Providers are welcome to leave copies of their prospectus' or course literature and we will distribute them to relevant students and have them available in our careers library.



Students can drop in to our careers library to access this information or will be provided relevant information in their careers guidance interviews.

We can promote and distribute details of careers and apprenticeship literature and vacancies to all relevant students and parents through direct Email, parent-mail or promotion in our newsletter.

## **ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The MAT Directors/governing body must ensure that the independent careers guidance provided:

- is presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- includes information on the range of education or training options, including apprenticeships and technical education routes;
- will promote the best interests of the students to whom it is given.

The Directors/governing body should provide clear advice and guidance to the head teacher on which he/she can base a strategy for careers education and guidance which meets the school's legal requirements, is developed in line with the Gatsby Benchmarks and informed by the requirements set out in this document. Every school should have a member of their governing body who takes a strategic interest in careers education and guidance and encourages employer engagement.

The Directors/governing body must make sure that arrangements are in place to allow a range of education and training providers to access all students to inform them about approved technical education qualifications and apprenticeships, and that a policy statement setting out these arrangements is published. This should be part of a broader approach to ensuring that young people are aware of the full range of academic and technical routes available to them at each transition point.

### **The Headteacher**

The Headteacher is ultimately responsible for all aspects of the school curriculum and ensuring the CEIAG policy is effectively managed and implemented and that appropriate provision for CEIAG is made within the school budget.

The School is required to publish information about the school's careers programme and must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how students, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on students
- the date of the school's next review of the information published



The careers strategy (DfE, 2017) sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. The named member of staff is Tracy Woodhead along with support from Dan Hall Assistant Headteacher with responsibility for CEAIG.

A named member of staff co-ordinates the CEAIG programme for Key Stage 3 and Key Stage 4 during the academic year 2019-2020, this is Tracy Woodhead.

**The careers leader will ensure Royds Hall:**

- has a good careers programme that meets the expectations set out in the Gatsby Benchmarks
- has published details on the school website of our careers programme and arrangements for providers
- provides technical education and/or apprenticeships talk to students
- The destinations of young people from Royds Hall are tracked and that this information is used to improve the effectiveness of the school's career programme
- Attend external careers event(s) and/or skills training programs each year.

All staff contribute to the CEAIG programme through their roles as form tutors and subject teachers.

Other staff with the responsibilities for CEIAG: Mrs Natalie Schofield: School Careers Advisor

We are part of the Kirklees Careers Hub where CPD and resources are available.

## **PARENTS AND CARERS**

Parental involvement is encouraged at all stages. Details of our careers programme is published on our website so that it is known and understood by students, parents/carers, teachers, governors and employers. Parents are kept up to date with careers related information through school website, letters, newsletters, and at open evenings. Parents are welcome at careers interviews and, where necessary, are invited.


## **ORGANISATION AND CONTENT**

The Careers education programme is delivered in Personal Development lessons in Years 7 – 11 in assemblies and during tutorial time. All students in Years 7-11 have individual access to the highly focused careers StartProfile platform. This allows pupils immediate access to highly detailed and continuously updated career pathway and subject information, including labour market information.

### **Year 7 – Skills for life**

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to introduce students to setting personal goals, raising aspiration and empowering them to make informed choices. To start to look at local labour markets and build skills and resilience.

### **Year 8 – Employable Me**

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- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to encourage all students to fully explore the pathways available to them and how to achieve their aspirations.

#### Year 9 – Your route to success

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to allow students to make informed choices for their GCSE options based on an understanding of FE and industry requirements as well as their own strengths.
- Specific assemblies outlining the options process and the importance of this for future decisions

#### Year 10

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. The aim is to encourage all students to refine their career aspirations and recognise the next steps. Students will develop their knowledge and employability skills, so they make smart choices about their post-16 career pathways making plans for colleges, training providers and apprenticeships.
- Access to individual guidance interviews/advice for vulnerable students and those students (and parents/carers) who ask for such.
- Students choose to visit New College, Kirklees and Greenhead College at the end of year 10 in set taster days in which they can pick specific subject areas to explore.

#### Year 11

- A careers and enterprise programme will be delivered during Personal Development lessons, during the tutor programme and through assemblies. Students will focus on post-16 routes and how to apply, the importance of a back-up option and 'what to do if...'
- Number of assemblies given at strategic times to emphasise and inform about pathways.
- Students given information on all open events for all pathways through notices, form tutors, assemblies, e-mail.
- Preparatory lessons in tutor time for mock interviews including the completion of a mock application form.
- Students choose activities and group sessions led by local colleges giving experience and information about the different pathways
- Every student takes part in a mock interview from an external individual and receives written feedback
- Access to training providers during lunchtime drop-in sessions after February half-term for information and advice about apprenticeships.
- Access to individual guidance interviews/advice.





## **INSIGHT DAYS**

The School believes that Year 9 is a key-transition year when students are making choices about GCSE /vocational KS4 subjects. Extending students' knowledge of the different types of roles available in industry in a practical and engaging way to help students make their choices in a more considered way.

All Year 9 students take part in a careers education employability skills day. Students work through a range of activities designed to increase their understanding of the world of work and improve their work readiness and employability skills. Employers are involved as guest workshop hosts, running activities and assessing achievement.

## **START**

We use the START online platform which allows student to explore the different career opportunities open to them. It is accurate, relevant and easy to use. START motivates students to consider career options they may not have considered previously. START offers a wealth of career, high education and independent advisor support. The website uses appropriate psychometric assessments to highlight each young person's interests, attitudes and motivations, START suggests individualised and personally tailored careers and courses. Students are given accurate and highly relevant career and subject information.

## **CROSS – CURRICULAR LINKS**

Careers Education and Guidance are made with appropriate departments and enhanced by enterprise activities. All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion, disability, age and sexual orientation. The school actively promotes personalised learning approaches in order to raise aspirations and to breakdown cultural and economic barriers in order to fulfil potential.


## **RESOURCES**

There is an annual allocation of money for Careers and Careers resources. Relevant resources are available. Professional development is emphasised and provided in line with the school's commitment to CPD. In house training is ongoing for newly-appointed staff and designated bespoke training is delivered for specific issues related to the CEIAG curriculum. The Careers co-ordinator and the Careers Advisor ensures that staff are updated and given the appropriate training either through formal requests or informal sessions.

## **PROVISION FOR LEARNERS WITH LEARNING DIFFICULTIES AND/OR DISABILITY (LLDD)**

The designated careers lead will engage with the school's designated teacher for vulnerable, looked after and previously looked after children to

- 1) ensure they know which students are in care or who are care givers;
- 2) understand their additional support needs;
- 3) ensure that, for looked after children, their personal education plan can help inform careers advice.



Royds Hall aims to ensure that careers guidance for students with special educational needs and disabilities (SEND) is differentiated where appropriate and based on high aspirations and a personalised approach. We endeavour to work with parents and carers or students with SEND to help them understand what careers options are possible. This guidance will take account of the full range of relevant education, training and employment opportunities. Where students have EHC plans, their annual reviews must, from Year 9 at the latest, include a focus on adulthood, including employment.

## **STAFF TRAINING AND PROFESSIONAL DEVELOPMENT**

Staff training and professional development needs are identified through an annual needs assessment and appropriate arrangements are made to meet this needs within a reasonable time frame.

## **REVIEW AND EVALUATION**

CEAIG provision is monitored regularly and amended following annual review by the Careers Leader and the member of the Senior Leadership Team with responsibility for CEAIG. Students' opinions are sought via student voice group interviews, the School Council and via online surveys following a series of careers interviews or events. Evaluation of other aspects of CEIAG is undertaken regularly. Monitoring activities used to ensure that the careers programme is being implemented as planned include: Learning walks, Lesson observations, termly completion of Compass, tracking data, Work scrutiny and tracking of student destinations. The effectiveness of our careers guidance will be reflected in the higher numbers of students progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges and other further education colleges. Destination data (Dfe) is used to assess how successfully students make the transition into the next stage of education or training, or into employment and to inform future careers provision.

Destination measures are analysed closely and used to ensure that the school is providing the right advice and guidance to head students in the right directions so that they are successful.

## **STUDENT ENTITLEMENT TO CEAIG**

Careers Education and guidance (CEG) is an important component of the 11-16 Curriculum and at Royds Hall, we fully support the statutory requirement for a programme of careers education.

As a student of Royds Hall, your CEAIG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make.
- Find out about different courses, what qualifications you might need and what opportunities there might be.
- Develop the skills you may need for working life.
- Make realistic, but ambitious, choices about courses and jobs.
- Develop a plan of action for the future.
- Understand the different routes after Year 11 including training, further and higher education and employment.
- Be able to make effective applications for jobs, training and further and higher education.
- Develop your interview skills.

- Gain access to relevant labour market information, skills for working life and financial wellbeing.

You will receive:

- Careers sessions through Tutor Time.
- A range of careers activities through extra-curricular provision.
- Access to the careers library – information is available in books, videos, leaflets and on computer.
- Interviews with a Careers Adviser.
- Careers focused lessons through ERIC.
- Relevant information in form time and assemblies specific to year group and time of year including open events for all pathways.
- Access to the schools Careers Advisor and/or a representative from C&K Careers for careers guidance through individual interviews or group sessions
- Careers workshops from external visitors including colleges, universities, training providers and employers
- A mock interview in Year 11 with an external employer.
- Access to good-quality information about future study options and labour market opportunities which will be available on the school website.

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial.
- Treated with respect by visitors to the school who are part of the careers programme
- Given extra help if you have require it

## **EQUALITY AND DIVERSITY**

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.

The school ensures that careers guidance is impartial through employing a dedicated careers guidance professional. The Careers Advisor targets support to students at certain key strategic points during the school year to meet students' needs (e.g. preparation for GCSE or A Level options subjects, or offering advice regarding next steps). Core groups and those at risk of NEET are targeted for intensive support.

## **LINKS WITH OTHER POLICIES**

The CEIAG policy supports and is underpinned by key school policies including: Equal Opportunities, Special Educational Needs, Teaching and Learning and Curriculum, Provider Access Policy.

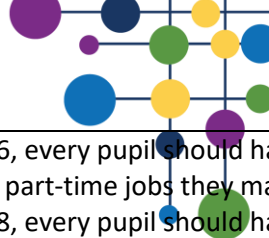
Appendices 1: Gatsby benchmarks





## Appendices 1: Gatsby benchmarks

<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.	<ul style="list-style-type: none"> <li>• Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</li> <li>• The careers programme should be published on the school's website in a way that enables students, parents, teachers and employers to access and understand it.</li> <li>• The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.</li> </ul>
<b>2. Learning from career and labour market information</b>	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 best use of available information.	<ul style="list-style-type: none"> <li>• By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options.</li> <li>• Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</li> </ul>
<b>3. Addressing the needs of each student</b>	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.	<ul style="list-style-type: none"> <li>• A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</li> <li>• Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</li> <li>• All students should have access to these records to support their career development.</li> <li>• Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations for at least three years after they leave the school.</li> </ul>
<b>4. Linking curriculum learning to careers</b>	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.	<ul style="list-style-type: none"> <li>• By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</li> </ul>
<b>5. Encounters with employers and employees</b>	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.	<ul style="list-style-type: none"> <li>• Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer.</li> </ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.</p>



<b>6.Experiences of workplaces</b>	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.	<ul style="list-style-type: none"><li>• By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</li><li>• By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</li></ul>
<b>7.Encounters with further and higher education</b>	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"><li>• By the age of 16, every pupil should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students.</li><li>• By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.</li></ul> <p>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</p>
<b>8.Personal guidance</b>	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"><li>• Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</li></ul>