

Rationale

The Government's careers strategy, published on 4 December 2017, with the aim to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience. The careers strategy sets out that every school and academy should use the Gatsby Benchmarks to develop and improve their careers provision.

The Head teacher and Governing Body of Graham School are committed to providing an independent and impartial programme of Post-16 Information, Advice and Guidance to students in Years 7 to 11.

The overarching aim of the programme is to provide high quality, impartial information, advice and guidance tailored to the needs of individual students in order to support their employment, education and training choices.

To achieve this we are committed to:

The eight Gatsby benchmarks of Good Career Guidance

- A stable careers programme.
 - Learning from career and labour market information.
 - Addressing the needs of each pupil.
 - Linking curriculum learning to careers.
 - Encounters with employers and employees.
 - Experiences of workplaces.
 - Encounters with further and higher education.
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- raising students' aspirations, increasing motivation and challenging stereotypes;
 - providing appropriate, impartial information, advice and guidance to students regarding opportunities and progression routes to post-16 education, training and employment;
 - supporting students to make appropriate choices to enable them to progress successfully on their chosen pathway;
 - Minimising the number of school leavers who are not in education, employment or training (NEET).

Principles

The key principles underpinning the programme are as follows.

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- Students are entitled to receive impartial, professional information, advice and guidance to enable them to make informed choices at key transitional points including in school option choices and post 16 options.
- The structured programme of activities begins in Y7 and continues through to Y11, with appropriate activities planned for each year group. The activities, whenever possible, will involve representatives from local, regional and national employers, post-16 colleges, learning providers and higher education institutions.
- Parents and carers, as key influencers, have access to information, advice and guidance to enable them to support their child in making decisions about their future education, employment or training. This is offered by way of invitation to parents to attend career interviews with their child together with parent evenings and career events.
- All staff in school has the knowledge to signpost students to the appropriate person, organisation or source of information in order to support their choices at school and beyond.
- School strives to maintain and build excellent relations with local businesses, colleges, learning providers and universities in order to give our students the best possible understanding of post-16 options available to them.

Careers Policy

Aims

We aim to raise aspirations, challenge stereotypes and encourage pupils to consider a wide range of careers. 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 and abilities.

In particular, we intend our pupils to:

- 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.

We recognise that the process of making career decisions is a lengthy one and that most of our pupils will make their final choices only after completing exams.

Commitments

The Governing Body and staff are committed to:

- The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years.
- In line with government legislation and The Gatsby Benchmarks increase employer contact by offering one or more meaningful employer experiences.
- Encouraging pupils to achieve and to be ambitious.
- involving pupils, parents and carers in the further development of careers work
- To achieving and retain a Quality Careers Award.

Provision

Section 42A and section 45A of the Education Act 1997

Careers includes both education and guidance. Careers education helps our pupils develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work. Through guidance pupils are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in pupils' self-development and understanding of careers is regularly monitored.

Careers education forms an integral part of the pastoral curriculum and within the Philosophy & Ethics programme. The three main areas of careers learning, identified in the National Framework, form themes throughout careers work from years 7-11.

- Self-development – understand themselves and the influences on them.
- Career Management – make and adjust plan, to manage change and transition
- Career Exploration – investigate opportunities in learning and work

In addition we organise:

- Careers events
- Employer, Post 16 provider visits.
- Raising Aspirations activities

We are well supported by our Careers Adviser who is in school for 2.5 days each week. Careers guidance takes place on a one to one basis and is one aspect of the school's pastoral system. In this respect careers work is supported by the work form tutors do in tutorial time. All staff is involved in guidance to an extent. As a School we endeavour to provide careers guidance that:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given. Our Careers Advisor is a qualified Guidance Professional and a member of the Career Development Institute and abides by their code of ethics which is displayed in the Careers office.

Graham School will aim to engage fully with local employers and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. Different interventions shall include:

- Mentoring and coaching
- Speakers from the world of work in school
- An insight into the labour market and the needs of employers
- Work experience, workplace visits and employer contact
- Work 'taster' events such as games and competitions
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

Equal opportunities

We are keen to promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. In lessons teachers are asked to ensure that pupils work in mixed gender groups and that girls as well as boys are asked to be spokesperson. We monitor careers resources regularly to ensure that they encourage both boys and girls and pupils from minority ethnic groups to enter different careers.

At special events such as Careers fairs we aim to give parents and pupils a view of young, successful career women and men. The destinations of our leavers are

closely monitored and younger pupils informed so that we are aware of trends and opportunities.

Monitoring, evaluation and review

The careers programme is monitored regularly using the Careers and Enterprise Compass evaluation tool and amended after an annual review. Pupils' opinions are actively sought and an evaluation sheet is given after each interview, alongside Student Voice questionnaires.

Relationship to other parts of the curriculum and other policies.

Careers education is conducted in accordance with the School's equal opportunities policy, work experience policy, external visits policy and other relevant policies. The whole school remit of careers is recognised and the Philosophy & Ethics curriculum has been developed alongside that of other areas so that careers education is an integral part of the whole school curriculum.

Management

The overall management of Careers Education and Guidance is with a member of the school's senior management team who is the level 6 qualified Careers Leader. A member of the administrative staff manages careers appointments, with additional clerical and library support in place when needed.

Resources

The School has a careers office, a library, an interview room and a University/College prospectus library and is committed to maintaining it. The careers advisor has an "open door" policy and pupils regularly call in for advice. We recognise the key role that parents and carers play in career choices, and they are welcome to accompany their children to interviews. Past students are a valuable resource and come into help with careers work. We are also grateful for the support we have had from local and national industries and higher education institutions.

CAREERS EDUCATION INFORMATION AND ADVICE POLICY 2022

Delivery of the Programme

The programme is made up of number of coordinated activities set out below.

- Individual and small group career consultations for Y9, Y10 and Y11 students. Career consultations can be requested by students, parents/carers, staff members and external agencies.
- The Individual guidance sessions last approximately 30-40 minutes, and up to an hour for students with additional needs and are carried out by a fully-qualified and experienced Careers Advisor who is in school two days per week. Each student is given a Career Action Plan outlining the action points agreed in the session.
- A regular, half-hour CEIAG session each week for all year groups during registration period. These sessions are planned and delivered by Form Tutors using a structured framework designed specifically for each year group.
- A dedicated careers Interview room where students and parent/carers can have a confidential discussion with the Careers Adviser. Up to date information and resources are stored here and given to the student at the end of their interview as appropriate.
- Up-to-date information and reminders about key events are displayed in the Learning Resource Centre, on noticeboards, the school website and social media. These are also sent to form tutors by email and can now be shared via google classroom.

Subscriptions to a number of online resources, which can be accessed by students/parents from school or home. The key resources Job Explorer Database and e-Clips. In addition we have access to the START careers platform and careers resources from REED. The Careers Office produce a list of useful websites covering careers, colleges, apprenticeships, finance and university study, which is updated and circulated regularly to students, families and staff.

- A planned programme of visits to post-16 colleges, universities and careers events in the region. The visits are intended to raise the awareness and aspirations of the students involved. Year 10 students will have the opportunity to take part in work experience in the spring/summer term.
- Access to information, advice and guidance from the Careers Advisor, colleges and universities at events held in school such as year-group

parents' evenings and options evenings. The Career Advisor attends parent evenings coinciding with key decision making times such as options choices in year 8 and in year 11 when applying to post 16 providers.

- Ad-hoc, subject-based activities involving employers, colleges and universities during timetabled lessons, with the aim of embedding information, advice and guidance within the curriculum organised according to the needs to particular cohorts of students.

Quality Assurance

The following measures are in place to assess the quality and impartiality of the information, advice and guidance given to students.

- In order to maintain quality assurance, The Careers Advisor is qualified to **level 6** and is experienced in the delivery of impartial information, advice and guidance. As a member of the Career Development Institute the Advisor is committed to fulfilling a minimum of 25 hours of continuing professional development per year in order to keep up to date. The senior leader in charge of careers has achieved the level 6 careers leader certificate.
- Written and verbal feedback is sought from parents/carers and students who have a consultation with the Careers Advisor.
- The views of students are represented by members of the Student Council.
- All post-16-related events and activities are evaluated by the staff and students who attend, and, if necessary, are adapted to suit the needs of our students.
- The information sessions delivered by Form Tutors are observed and assessed by members of the senior teaching staff/senior leadership team; any areas of concern are addressed as they arise.

Post-16 Intended Destinations in line with national guidelines

School will track students in Y11 to ensure that they have made plans for when they leave school by keeping records to show students' intended destinations.

In line with the September Guarantee the Careers Advisor makes contact with colleges/training providers and Y11 students to ensure that all students have been offered a suitable place at a college or training provider, or that they have secured an apprenticeship.

The Careers Advisor carries out the above tracking by telephoning students or their families to ascertain their destinations. If any student has not made arrangements or is still unsure as to their next steps the Careers Advisor will offer them advice and guidance over the phone and if necessary, a further consultation in school if they so wish.

Students at Risk of Becoming NEET

School is committed to identifying and supporting students at risk of becoming NEET in order to ensure that they are able to access an appropriate post-16 provision. Students at risk of becoming NEET are supported and mentored by the year team Student Support Officer. In order to support students at risk of becoming NEET, we can also work collaboratively with other staff in school and with external agencies such as the Youth Support Service and complete programmes with NYBEP such as Your Choice Your Voice.

In addition, one-to-one appointments with the Careers Advisor are offered to students considered at risk of becoming NEET. Any recommended actions are followed up by members of staff from the pastoral teams and/or the Careers Office.

Home Visits

Students who do not come to the school site are seen by the Careers Advisor at an appropriate alternative site e.g. The Street, or other Youth Centre. The Careers Advisor does not normally make home visits to see students. However, home visits are considered on a case-by-case basis and may be offered if no other alternative arrangements can be made. If home visits are carried out, the Careers Advisor is accompanied by another professional and a risk assessment is made before the visit takes place.

Students with SEN/Pupil Premium

School is committed to ensuring that students with SEND get the best possible information, advice and guidance in order to ensure that the choices they make are appropriate, and that the correct level of support is in place when they move on.

Students with an Education, Health and Care Plan (EHCP) have regular career consultations as required, usually to coincide with their annual review. Parents/Carers are recommended to attend these sessions which are normally up to one hour. If parent/s unable to attend, then a member of staff who supports and knows the student well would attend. The Careers Adviser ensures that the arrangements are in place to ensure that students make appropriate choices and that students are supported during their transition to their post-16 setting. Career



appointments for students with an EHCP are organised by the Learning Support Office alongside the Careers Adviser.

Vulnerable Students

Vulnerable students, as identified by the SEND department, Form Tutors and Head of Year, are given priority for career consultations and are able to access extra support where necessary. These students will have access to a one-hour advice session.

Gifted and Talented Students

School is committed to ensuring that students who are gifted and talented have access to careers information, advice and guidance to help them with their decision making and support their progress at school and beyond.

School works closely with the The North Yorkshire Coast Higher Education Collaboration (NYCHEC) this is a partnership between the University of Hull, York St John and the University of York. It aims to widen access to higher education through high quality, hands-on, collaborative outreach for pupils in Years 7 to 11. The **High Five program** works with pupils from groups currently underrepresented in Higher Education to inspire, motivate and raise aspirations towards University.

Pupil Premium

Pupil Premium students are given additional support in terms of more regular face to face intervention with the Career Adviser and on-going support to raise aspiration where needed.

Conclusion

Graham School is committed to ensuring that all of our students have access to quality information, advice and guidance to ensure that they make the appropriate choices at key transition points during their time at school, we accept that parents and guardians are key influencers in the lives our students and we endeavour to share information relating to transition choices with the whole family and actively encourage families to participate in the process.

Signed: _____
Chair of the Governing Body

Date: _____

Review

This policy will be reviewed each year.

Policy date: 25.10.22 – edits made by Emma Millican

Policy review date: Sept 2023

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