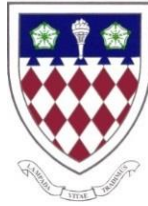


SPALDING HIGH SCHOOL



CAREERS EDUCATION POLICY

HEADMISTRESS:	Mrs M K ANDERSON
SCHOOL CAREERS LEADER:	Mrs D BUSHELL
SCHOOL CAREERS COORDINATORS:	Mrs L O'BRIEN (KS3&4) Mrs D BUSHELL (KS5)
LINK GOVERNOR:	Ms A Bailey
DATE AGREED:	25th January 2022
REVIEW FREQUENCY:	Biennial

Executive Summary:

This policy sets out the statutory regulations and school procedures for careers education and guidance. As a maintained community school, SHS follows the Lincolnshire County Council agreed practices and regulations. This policy has been written to ensure compliance with Section 42A and Section 45A of the 1997 Education Act and in response to the Department for Education statutory guidance 'Careers guidance and access for education and training providers' (October 2018 and the update in July 2021) and full credit is given to this document.

Related Policies:

Child Protection
Confidentiality
Equal Opportunities/Inclusion
PSHCE and Citizenship
Assessment, recording and reporting
Provider Access Policy

Chair of Governors

Date

Headmistress

Date

SECTION 1: Introduction

- 1.1 A young person's career is their pathway through learning and work. Schools have a statutory responsibility to provide a programme of careers education for pupils in Year 8 to Year 13. At Spalding High School (SHS) our careers education programme is delivered from Year 7 to Year 13 and in collaboration with a range of external organisations.
- 1.2 The current programme has been developed using 'Careers guidance and inspiration in schools', statutory guidance from the Department for Education (March 2015) and we are currently developing our provision in line with 'Careers guidance and access for education and training providers' (October 2018 and in July 2021).

SECTION 2: Aims

- 2.1 Careers Education at Spalding High School provides a planned, progressive programme of learning activities to help young people to:
 - Learn about the structures, systems and factors that guide, shape and influence people's career prospects and career development;
 - Explore how these could affect their future choices, why they need to consider them when making their own career decisions and plans and how they can do so;
 - Develop and practise the self-help skills they need to progress their own career plans and development, including making discerning use of careers information, advice and guidance;
 - Develop high aspirations and consider a broad and ambitious range of careers;
 - Make real life contacts from the world of work and understand how these contacts and experiences can help them make decisions about their own futures;
 - Leave school prepared for life in modern Britain.
- 2.2 Whilst much of the delivery and content of the programme is applicable to whole year groups, there are a wealth of opportunities for small groups with similar needs or interests to be supported (for example within the programme of specific talks from employers) or to respond to the distinct needs of individual pupils (for example, the Senior Staff interviews or 1:1 Careers Meetings).

SECTION 3: Delivery

- 3.1 Careers education at Spalding High School is taught as a module of lessons within the Personal, Social, Health & Careers Education (PSHCE) programme for each year group in Years 7 to 11 and through dedicated Careers Lessons in the Sixth Form. See the careers area of the website for the programme of content. We are working towards achieving the eight Gatsby Benchmarks (see Appendix 1) as expected by the Department for Education.
- 3.2 The careers education programme aims to prepare young people for the opportunities, responsibilities and experiences of life, so that they can make and implement well-informed and realistic decisions about their future. Pupils are encouraged to take part in enrichment activities such as work experience, enterprise activities, careers fairs, university visits and attend talks by visiting speakers.
- 3.3 Careers staff are available to talk to parents and pupils during some Parents' Evenings and Curriculum Evenings. Discussions cover option choices, higher education, further education and career options. We work collaboratively with external agencies to ensure pupils have access to appropriate and independent advice. Interviews and drop-in sessions are available with an external careers advisor as part of the careers plan initiated in Year 9 and developed through Years 10-13. The Careers Leader and Careers Co-ordinator are available on national results days in August.
- 3.4 The School buys in the services of an independent careers adviser to assist with the development of resources and provide independent advice and support for pupils and parents. The School also works very proactively with the National Citizenship Service and has a track record of high student participation. The Duke of

Edinburgh Scheme is also successful and highly supported within the School and provides further opportunities for pupils to engage in careers related initiatives.

SECTION 4: Resources

4.1 Resources are provided by the Careers Coordinators and regularly reviewed for age and content suitability. The programme of content has been devised with reference to the eight Gatsby Benchmarks.

SECTION 5: Monitoring and Evaluation

5.1 Lessons are regularly reviewed by the Careers Coordinators. Evaluations are collected from form tutors based on pupil feedback after each lesson. These comments are used to refine and develop the programme, which is reviewed annually by the Careers Coordinators.

SECTION 6: Assessment, Recording and Reporting

6.1 Pupils are involved in self-monitoring using reviews and action plans. Questionnaires completed during self-evaluation weeks include careers focused questions to inform planning to offer bespoke support to individuals or groups. Years 9-13 have careers 'Teams' where useful information and opportunities are shared with students and tutors.

SECTION 7: Those with Medical Needs, Special Educational Needs and Disabilities

7.1 Careers Coordinators work closely with the SEND Manager and SENDCo to ensure that relevant advice and support is given to students with special needs, medical needs or disabilities. This is included within Pupil Learning Passports (PLPs), Medical Needs Plans or Educational Health Care Plans (EHCPs).

SECTION 8: Gifted and Talented

8.1 Careers Coordinators, staff and Heads of Year work to ensure that relevant advice and support is given to students identified as gifted and talented, for example, students wishing to apply for competitive courses.

SECTION 9: Reporting to the Local Authority and Department for Education

9.1 SHS tracks and reports destination data to both the Local Authority and the Department for Education. Destination data is scrutinised and used as a tool to both inspire younger students and reduce the number of students vulnerable to NEET (not in education, employment or training). This data is also presented to the Governing Body.

SECTION 10: Responsibility of the Governing Body

10.1 The Governing Body of SHS ensures that the careers guidance provided:

- 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;
- Achieves statutory compliance;
- Promotes best practice.

10.2 There is an annual meeting between the Link Governor and Careers Coordinators on the Governors' Training Day.

Appendix 1 – The Gatsby Benchmarks

Benchmark 1

A stable careers programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.

Benchmark 2

Learning from career and labour market information

Every pupil, 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.

Benchmark 3

Addressing the needs of each pupil

Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4

Linking curriculum learning to careers

All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Benchmark 5

Encounters with employers and employees

Every pupil 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.

Benchmark 6

Experiences of workplaces

Every pupil 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 to expand their networks.

Benchmark 7

Encounters with further and higher education

All pupils 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.

Benchmark 8

Personal guidance

Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level.