



# Careers Policy

Review: July 2021

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## **1. Context**

Rastrick High School is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2018.

The Gatsby Benchmarks:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance In July 2018 EGS obtained a 'Careers Quality Award' with Prospects, which is valid for three years.

## **2. Aim**

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. Objectives to ensure that pupils:

- Develop the skills and attitudes necessary for success in adult and working life
- Are aware of the range of opportunities which are realistically available to them in continued education and training at 14+ and 16+
- Are equipped with the necessary decision-making skills to manage those same transitions
- Develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally 2019-2020
- Use effectively the paper-based, virtual and staff resources available so they can make informed and appropriate choices throughout their school journey
- Benefit from links fostered between the school, local businesses and further education establishments
- Experience the world of work and develop transferable skills
- Wherever possible leave the school to enter employment, further education or training
- Experience a culture of high aspirations, equality of opportunity, in which diversity is celebrated and stereotypes are challenged
- Receive extra assistance and guidance to reach their potential, where this is necessary provision is mapped against the Gatsby benchmarks.

### **3. Delivery**

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHCE programme in Years 7 through to Year 11, which is predominantly form tutor led. Careers information is available both in the library and in digital format via platforms promoted by the school.

Assemblies and a parent and pupil information evening on choosing options are provided. In targeted events for Key Stage 3 and Key Stage 4, pupils meet with industry and university partners through careers events. At Key Stage 4, pupils continue research into careers and pathways into sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews.

In Key Stage 4 individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships.

### **4. Roles and responsibilities**

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to KS4.

Careers team: SLG Lead and Strategic Lead for Careers - Kieran Wilson

Independent Careers Advisor C&K Careers

Link Governor: Andrew Tatham

### **5. Monitoring, Recording and Evaluation**

Leavers' destination information is analysed by the Senior Team. CIAG is an annual area of development for the senior team, with NEET figures used to adapt and improve provision.

### **6. Careers and SEND provision**

Every pupil with SEND follows the same programme of careers as their peers, with adaption and additional support from the SEND team where appropriate. Pupils with SEND have an interview with their parent and SENCo before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National Careers Service.

### **7. Entitlement**

Please see Appendix A outlining pupil and parent entitlement.

### **8. Partnerships**

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of careers talks, the annual careers fair, workplace visits and mock interviews. In addition, we work closely with universities and the

local FE Colleges. We always strive to expand and improve our contacts. Directors are regularly updated on the careers programme and there is an active link governor.

**Policy statement for provider access**

A provider wishing to request access to the school for more information should contact [rhs@calderdale.sch.uk](mailto:rhs@calderdale.sch.uk).

## **Appendix A:**

### **Careers Entitlement Pupils attending the School are in their careers programme entitled to:**

- Receive a stable careers programme from Year 7 that continues until they leave school (or attend University, if taking a gap year)
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment
- Be equipped with the necessary skills to prosper in HE and employment
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements
- Receive up-to-date information about careers and skill-development opportunities
- Understand how different subjects help keep different options open
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs
- Have meaningful and helpful encounters with employers and other education providers

### **Pupils are expected to:**

- Fully engage with careers lessons and activities
- Utilise the available careers resources, including the on-line platform/s
- Record careers-related skills, participation and research, reflect upon what has been learnt
  - Identify and set goals for the future
- Actively participate in workshops, presentations and visits from external employers or providers
- Attend informative events such as Options Evening and the Careers fair
  
- Use study and research spaces such as the careers library appropriately and with respect for other users
- Take advantage of opportunities offered outside school, such as school trips and projects

### **Parents are entitled to have:**

- Access to links to the National Careers Service information and other independent websites and resources via the school website
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator
- Access to information and guidance through parent information evenings including choosing options, UCAS, work experience and pupil finance.