

Careers Policy



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1 Introduction

- 1.1 This policy sets out how career activities are delivered at school.
- 1.2 Careers Education, Information, Advice and Guidance (CEIAG) is an essential part of the support we offer to students at Wade Deacon High School. Effective careers helps to prepare our young people for the opportunities, responsibilities and experiences of life and helps them to make informed decisions about their future steps. The careers curriculum, as part of students' wider Personal Development, is sequenced to ensure progression through activities that are appropriate to students' age, stage of learning and context.

2 Purpose of a Careers Policy

- 2.1 This policy enables all stakeholders to be fully aware of the Careers curriculum in school and to share the aims and objectives of the policy.
- 2.2 Wade Deacon High School delivers a curriculum aligned with the principles of the Gatsby Benchmarks.
- 2.3 In order to achieve this purpose, the objectives for the careers programme are as follows:
 - Helping students to understand the changing world of work
 - Facilitating meaningful encounters with employers for all students
 - Supporting the transition to post-16 education, employment or training
 - Enabling students to develop the research skills to find out about opportunities
 - Helping students to develop the skills, attitudes and qualities ready for the world of work
 - Inspiring participation in continued learning, including further and higher education and apprenticeships
 - Supporting inclusion, challenging stereotyping and promoting equality of opportunity
 - Contributing to strategies for raising achievement, particularly by increasing motivation.

3 Delivery of the Careers Curriculum

3.1 The Careers curriculum is a key element of the school's wider Personal Development curriculum and addresses the following topics:

- Careers pathways
- Educational pathways
- The labour market (local, regional, national and international)
- The nature of work in the 21st Century
- Applications and employability
- Experience of the workplace
- Challenges in the workplace
- Professional bodies and Trades Unions
- Health and Safety in the workplace
- Financial literacy
- Economic literacy

3.2 From Year 7, students' knowledge and understanding of careers is supported through a blend of discrete and cross-curricular learning activities, including Personal Development lessons and extended 'Focus Mornings', a structured programme of form-time activities and assemblies led by senior staff and selected external speakers. Additionally, all subjects actively promote relevant careers information and enrichment opportunities, allowing students to experience diverse provision. Within lessons, teachers use the context of work to develop the knowledge, skills and understanding that will be useful in future workplace. Furthermore, subject teachers inform students about how their learning in the classroom relates to the world of work and future careers.

3.2 Students will be provided with opportunities to:

- Learn through work, from direct involvement in, for example, work experience placement and enterprise activities.
- Learn about work, by developing knowledge and understanding through careers education.
- Learn for work by demonstrating skills for employability in different problem-solving activities, work simulations and mock interviews.

3.3 During Year 9, students are supported through the GCSE Options process, receiving personalised guidance about subject choices which helps them to access an appropriate and ambitious Key Stage 4 curriculum.

3.4 In Year 10 all students complete a two-week work experience placement, ideally in a field that they wish to pursue their future career. Work experience provides our students with a taste of the world of work, by experiencing interviews, applications, time keeping, health and safety and much more. The purpose of work experience for the student is to:

- Develop their understanding of the world of work
- Inform decisions about potential careers and occupations
- Build their confidence and self-esteem

In addition, Year 10 students are provided with opportunities to attend sample days at local FE Colleges and have a one-to-one interview with the school's independent Level 6 qualified careers adviser.

3.7 In Year 11 students have further opportunities to meet employers, apprenticeship providers and further and higher education institutions from across the borough and the region. Students are able to engage one-to-one through events such as an annual Careers Fair to discover new careers, extra-curricular and training opportunities. In addition, each student will have a one-to-one interview with the school's independent Level 6 qualified careers adviser, who will provide guidance and support in students' career paths. Interviews are bespoke to each student's needs, with further guidance and support provided as required.

4 Resources

4.1 Students are encouraged to access up to date careers and labour market information from the National Careers Service, as well as a range of other online resources.

4.2 Careers information is also available through the Career's Library, which includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-searching.

4.3 The school website is used to share and promote relevant careers information and guidance.

5 Monitoring, review and evaluation

5.1 The Careers curriculum is reviewed and updated regularly, reflecting the dynamic nature of the provision required.

5.2 When monitoring the success of the careers programme, the school considers formal and informal measures, both qualitative and quantitative data. The impact of the Careers curriculum is evaluated in a number of ways, including:

- Destination and NEET statistics provided by the local authority
- Student and parent/carer voice
- External feedback from formal reviews
- Feedback from employers via the school's work experience organiser, Halton Borough Council's Careers Education Service.