

Careers Guidance Policy

Beeches School

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Applies to:	<i>Aurora Beeches School</i>
Associated documents:	<i>Safeguarding Policy</i> <i>Curriculum Policy</i>
Approved by:	<i>Principal</i>
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Next review due by:	<i>August 2024</i>
<i>This policy has been reviewed to ensure it promotes safeguarding and does not present barriers to participation or disadvantage any protected groups</i>	

1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to pupils at Aurora Beeches School. It is clear that the careers programme is tailored to the individual needs of each student. All pupils will be supported to progress through the careers programme at a pace which best suits their needs, abilities and aspirations.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as pupils and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole - School remit designed to complement the curriculum.

This policy sets out how career activities are delivered at school and explains what pupils, parents/carers, staff and Executive Directors can expect from the careers programme.

2. Aims and Objectives

The Aurora Beeches School careers programme aims to:

Encourage pupils to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school. Ensure pupils' readiness to take their next step in their learning or career.

The objectives for the careers programme are as follows:

- › helping pupils to understand the changing world of work and engage positively in the local community
- › facilitating meaningful encounters with employers for all pupils
- › supporting positive transitions post-16
- › enabling pupils to develop the research skills to find out about opportunities
- › helping pupils to develop the skills, attitudes and qualities to make a successful transition into the world of work
- › encouraging 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.
- › Embed and deliver the Gatsby benchmarks

Student entitlement:

All pupils are entitled to be fully involved in an effective CEIAG programme. Pupils are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at school, all pupils can expect:

- › The support they need to make the right choices and the development of a bespoke transition plan
- › Access up-to-date and unbiased information on future learning and training, careers and labour market information (External Independent Careers Specialist)
- › Support to develop the self-awareness and career management skills needed for their future
- › Career lessons covering options after school, the world of work, the job market and the skills needed for the future
- › Several meaningful encounters with representatives from the world of work; this could be through work experience, assemblies, careers talks (in or outside lessons), projects and visits
- › To hear from a range of education and training providers, including Schools, universities and apprenticeship organisations; this could include visits and taster days, as well as talks and meetings at school
- › The opportunity to relate what they learn in lessons to their life and career beyond school Careers education, information, advice and guidance (CEIAG)
- › The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- › Access to one-to-one guidance with a trained, external impartial careers adviser, by appointment. (External Independent Careers Specialist)
- › The school to keep parents/carers informed of their progress and provide parents/carers with information to support pupils' career planning and decision-making. Parents/carers can attend careers meetings, by prior arrangement.
- › To be asked their views about the service they have received to ensure that the service continues to meet the needs of the pupils.

Parental Involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Annual review meetings with parents/carers and Local Authorities include discussion and target setting related to Transition / Career pathways and choices, based on the individual choice of each student.

Delivery of the Careers Programme, Key Activities:

It is clear that the Careers programme is tailored to the individual needs of each student. Pupils will be supported to progress through the careers programme at a pace which best suits their needs.

Lessons might include what work is, how salaries relate to different jobs, stereotyping around jobs, how to find out about jobs, the skills needed for work, jobs of the future, the geography of jobs.

Activities will support the options process which takes place. By the end of Year 1, all pupils will have had the opportunity to:

- › Be introduced to career resources to help them understand their preferences and the options open to them.
- › Develop their self-awareness
- › Receive support to make the right 'Transition' choices, including student assemblies, parent-carer events, meeting with senior staff at school and the careers meetings.
- › Volunteering activities in the local community, Internal Work-Related Activities, External Work experience and mock interviews
- › Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options.

All pupils will have had the opportunity to:

- › Develop their self-awareness and career management skills, including writing a CV
- › Experience a challenging period within the workplace
- › Be interviewed
- › Experience a taster day in a sixth form or School setting Careers education, information, advice and guidance (CEIAG)
- › Learn about the different Post-16 pathways
- › Pupils will learn how to write a personal statement for post-16 applications; attend sessions discussing the different post-16 pathways and key considerations when choosing post-16 options.
- › Use a range of sources of information (with support, as required) to explore Post-16 options
- › Attend events in school and out of school where they can speak to employers, Schools, training providers and universities
- › Develop their self-awareness and career management skills
- › Continue to develop the skills needed for a successful transition
- › Pupils have the opportunity to attend Post 16 and Careers Event Each year, giving pupils the chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace.

3. External Careers Guidance

The external careers adviser (External Independent Careers Specialist) will record action plans with individual pupils. Pupils will receive a copy and parents and staff have the option to see this information so they can support the process. If a student is away or fails to attend, an alternative time will be arranged. Any further support identified will be agreed and actioned between the External Independent Careers Specialist representative and the School Careers lead.

A range of external providers are invited into school to support the careers programme. These might include local Schools, universities, training providers, apprenticeship organisations, employers, school alumni, or staff from various projects.

In all cases, such staff and organisations will be vetted for suitability.

4. Roles & Responsibilities

The Careers Lead is responsible for taking a strategic lead and direction for careers work in the school; working under the direction of the Head of Education with responsibility for careers and employability. Due to the whole-School remit of careers work, the range of staff involved in supporting careers activities includes staff from education, care, therapy, administration and facilities management.

Staff Development

Staff are introduced to the concepts, aims and programme for CEIAG at Aurora Beeches School during regular staff meetings.

The Careers Lead attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

Aurora Beeches School is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and resources.

Employer Links

Links with employers, businesses and other external agencies continue to grow; by building on local community connections and engaging with a range of local partners.

Equal Opportunities

Aurora Beeches School is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All pupils can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of pupils requiring additional support, with no limit placed on how many times a student might see a careers adviser. There is a whole team approach to support Education, Health and Care planning.

The destinations of leavers are monitored and trends identified.

5. Implementation

The Principal and Head of School are responsible for the implementation of this policy.

6. Monitoring & Evaluation

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for pupils. The careers programme is evaluated in a number of ways, including:

- › Student feedback on their experience of the careers programme and what they gained from it
- › Staff feedback on careers lessons, mock interviews etc.
- › Gathering informal feedback from external partners and from parents
- › Quality assurance of careers lessons as part of the tutor time programme
- › Student destination figures post-16.

7. Support, Advice & Communication

The Principal and Head of School Team can be contacted for further advice.

8. Review

This Policy is to be reviewed annually by the Principal.