



## Careers Education Policy

<b>Reviewed by</b>	Josie Payne (Head Teacher)
<b>Review Frequency</b>	January - Annually
<b>Approval</b>	Head Teacher
<b>Approved</b>	January 2025
<b>Next review due</b>	January 2026

## Careers Education Policy

This policy has been compiled in accordance with the statutory guidance for governing bodies, school leaders and school staff published by the Department for Education (DfE) in October 2018 (Careers guidance and access for education and training providers).

The Government's career strategy (December 2017), sets out a long-term plan to build a world class careers system that will help young people and adults choose the career that is right for them. The strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding.

Good careers guidance widens students' horizons, challenges stereotypes and raises aspirations. It provides students with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people, especially those from disadvantaged backgrounds and those with special educational needs and disabilities (DfE,2018).

At Glenwood School, we recognise the importance of preparing students for life beyond Year 11. Our careers provision, consistent with Government guidance, has the school's vision at its heart: Developing independent and successful young people who are ready to take their place in society and who have the resilience to cope within an ever-changing world.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. The benchmarks are not a statutory framework, but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform students about technical education qualifications or apprenticeships and the new duty to publish information about the careers programme on the school website.

### The Gatsby Benchmarks

1. A stable careers programme. Every school and college should have an embedded programme of careers education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information. Every student 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 the best use of available information.
3. Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

4. Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees. Every student 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.

6. Experiences of workplaces. Every student 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 expand their networks.

7. Encounters with further and higher education. All students should understand the full range of learning opportunities available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

8. Personal Guidance. Every student should have opportunities for guidance interviews with a career's adviser, who could be internal or external, provided they are trained to the appropriate level. These should be available whenever significant study or career choices are being made.

## Careers Programme

At Glenwood School we have invested in a careers programme which recognises that for students preparing for Years 10, 11 and beyond, the decision-making process is often lengthy, highly personal and subject to a wide range of influences.

At Key stage 3, careers guidance is taught cross-curricular which supports pupils' understanding of the world around them, their social and emotional development by encouraging them to have the confidence to identify their strengths, acknowledge areas for development and how to improve them as well as promoting their decision making, negotiation, self-presentation skills and the confidence to have high aspirations for the future.'

At key stage 4, pupils explore the world of work through industry visits, a practice interview, and a two weeks' work experience placement. Pupils also have an opportunity to meet professionals from Hampshire Futures to discuss their interests, ambitions and relevant college courses so by the time the pupils reach Year 11 they are clear about the choices available to them. Parents and carers are also involved in the process. Also, the annual Education, Health and Care Plan review provides the formal opportunity to discuss progress, any concerns and also plan for the future.

Lessons are supported with a variety of relevant teaching resources e.g., Barclay's life skills, labour market, careers companion and springpod materials etc. Use is made of external agencies e.g., Job centre plus, Hampshire Futures, Aim higher, Hampshire achieves, ebp and industry links. Access to transport and smaller teaching groups, when necessary, e.g., visits to local businesses and colleges

Lessons encourage students to make their own, informed decisions, with a unique emphasis on developing positive character traits such as resilience and self-awareness and independence.

All students engaged in the careers programme keep a 'Careers File' to store written work, research and individual reflections, all of which can be built upon. Notably, many of the lessons focus on knowledge of self and each student's learning may be of considerable help when writing a CV in year 11. It could be argued that a good CV is the best possible success indicator of the entire programme. The impact of the programme is measured and assessed by evaluating not only the essential elements at each key stage to ensure that key elements have been taught and that these elements have had an impact, but also using the lesson objectives to form the basis for evaluation

#### Hampshire Futures

The school works in partnership with Hampshire Futures which is an organisation that supports and encourages students into further education, employment or training. All students are encouraged to meet with our Hampshire Futures advisor and this happens during the school day at regular times throughout the year. Meetings are tailored to suit individual needs with the objective of helping and supporting students through the decision-making process by:

- Helping them recognise their skills, talents, abilities and ambitions
- Talking about the kind of work they would like to do
- Assessing what they want to do next
- Developing a plan of activities to help them achieve their goals
- Match students to the right opportunities, whether that's education, employment, traineeship, apprenticeship, further training or volunteering opportunities
- Stay on track with that opportunity through continues advice and guidance
- Support with application forms, creating CV's and interview techniques
- Maintaining contact once students have found something to make sure everything is OK

At Glenwood we strive to work with the support of parents/carers in encouraging students to engage with the careers provision and the opportunities available to enable them to make informed decisions relating to career opportunities, through regular tutor contact, EHCP reviews and parent's evenings.

Conversations about a student's future aspirations are also encouraged within tutor group activities and the whole staff team are happy to give advice. All teachers endeavour to link curriculum learning with careers. STEM subject teachers regularly highlight the relevance of STEM subjects for a wide range of future career paths.

#### Work experience opportunities

Students at Glenwood School also have the opportunity to experience working life in their chosen industry with a bespoke work experience placement within their local community. Aside from gaining new skills and experience, work placements provide students with a valuable insight into how a particular industry works, and helps them decide if the role is right for them. Work placements can also give students the ability to expand their network of contacts within an industry, meaning they could gain positive references to use for future jobs, and other roles might become more obtainable. Work experience is a great way for our students to quantify their skills and prove their enthusiasm and dedication to a particular field of work, consequently adding to their developing CVs, and their potential employability. The possibility that a successful placement could eventually result in a full-time job is also a plus.