



## Careers Policy

Date last reviewed	Pending Approval
Committee Responsible	FGB
Designated member of staff	M Winpenny /M Coombes
Date of next review:	Sept 2020

### STATEMENT OF INTENT

This policy is written taking into account a number of key policies and statutory guidance, including:

- Career Development Institute Framework (2018) for careers, employability and enterprise education 7-19
- Education Act 2011 and statutory guidance for governing bodies, school leaders and schools staff (DfE, April 2017) 'Careers Guidance and Inspiration in Schools'
- Gatsby Benchmarks of Good Careers Guidance (2014 & 2016)
- Education Inspection Framework (2019)

The careers policy describes the planned provision the school provides to enable young people to learn about careers, learning and employability so that they can manage their own development and make life choices and decisions that will benefit their own wellbeing and contribute to the wellbeing of others.

### The Governing Body

- Ensure that all registered students at the school are provided with independent careers advice from Year 7 to Year 13.
- That the independent careers guidance provided is presented in an impartial manner
- The guidance includes information on the range of education or training options at each key transition point; including sixth forms, colleges, other vocational pathways such as apprenticeships and traineeships.
- That the person giving the guidance is considering the best interests of the individual.

The governing body's advice should take account of the following points:

- To provide sustained contacts with employers, mentors and coaches who can inspire students with a sense of what they can achieve and help them understand how to make this a reality.
- To have a clear strategy for the advice and guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for students rather than an ad-hoc set of activities. This should reflect the school's ethos and meet the needs of all students.
- To provide access to a range of activities that inspire young people, including employer talks, careers fairs, motivational speakers, college and university visits, coaches and mentors. Schools should also consider the needs of students who require more sustained or intensive support before they are ready to make career decisions. High quality mentoring can be an important part of delivering against the duty.
- To seek to provide access to up to date technology as online tools can offer imaginative and engaging ways to encourage young people to think about the opportunities available to them. However schools should note that website access is not sufficient in itself to meet the statutory duty.
- To consciously work to prevent all forms of stereotyping in the advice and guidance they provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes

## Commitment



The school first gained the "Investor in Careers (IIC)" award in 2013. The school is committed to being re-accredited every 3 years and was accredited in 2017 with the next assessment due in 2020/2021.

The Hollyfield School is committed to raising the aspirations and ambitions of all its students, improving their eventual employability and life chances by providing a planned programme of careers education; individual advice and guidance; and work related learning for all students in Years 7-13.

The School is committed to independent and impartial guidance. To address this, the school employs a Careers Adviser. This role is currently shared with The Hollyfield School and other local schools including Grey Court and Waldegrave as part of a joint agreement between the schools to deliver impartial careers information, advice and guidance.

The aims of Careers and employability at the school address three areas of learning:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work
- Developing your career management and employability skills

The school is committed to ensuring that all students at The Hollyfield School have an entitlement to develop their skills and knowledge to make informed and ambitious choices about their future career pathways at all key transition points.

- In Year 7 as students make the transition to secondary school
- In Year 8 and 9 at the end of Key stage 3
- In Year 10 and 11 at the end of Key Stage 4
- In Year 12 & 13 at the end of Key Stage 5

This policy will be reviewed annually to take into account any changes through discussions with teaching staff; the school's Careers Adviser, students, parents, governors, advisory staff and other external partners such as the Kingston and Richmond Education Business partnership.

### **Links with other policies**

Careers and employability supports and is underpinned by key school policies including those for learning and teaching, literacy and numeracy, assessment, recording and reporting achievement, citizenship, PDW (Pupil Development and Wellbeing), work related learning and enterprise; equal opportunities, inclusion and diversity, health and safety and special educational needs, safeguarding children. Students in their education should seek to go beyond their potential and through a combination of an outstanding education and good careers education and individual guidance will go on to be successful and fulfilled citizens committed to lifelong learning and improvement.

### **Objectives**

#### **Students' needs**

The Careers and Employability programme is designed to meet the needs of all students at Hollyfield School. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development.

Equal Opportunities- Work-related learning will help to promote the schools policy on equal opportunities by providing a range of resources which match individual needs, helping students recognise the importance of equal opportunities in working life and monitoring resources to ensure the absence of stereotyping.

Moral, Spiritual and Cultural Education - Work-related learning will contribute to each student's moral, spiritual and cultural development by helping them to recognise the meaning and value of different types of work to individuals, communities and the country as a whole.

Special Educational Needs- Work-related learning will promote the schools policy on SEN by ensuring that the Director of Access and Inclusion complements the work of Careers Co coordinator and together will provide support and a range of resources to match individual needs. As a part of our commitment to inclusion, special care is taken to ensure students with an Education, Health and Care Plan and other disadvantaged students have access to advice at guidance at each stage of their education.

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## **Entitlement**

(See Appendix 2) Students are entitled to careers education and employability learning that meets the professional standards of practice and are person-centred, impartial and confidential. It will also be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity. This is provided through PDW, enrichment, activities days and tutor time. Student experiences are recorded in their PDW folders to enable monitoring and evaluation.

## **Implementation**

### **Line Management**

The Deputy Headteacher manages the Careers Adviser.

### **Staffing**

All staff, through the tutorial system and in PDW, contribute to careers education and employability through their roles as tutors and subject teachers.

Tutors at designated points deliver careers related sessions during the academic year.

The Careers Co-ordinator has overall responsibility for the provision for Careers and employability learning in the school. She works in conjunction with the Heads of Year, Head of PDW and SENCO.

The careers and employability programme is planned, monitored and evaluated by the Careers team.

### **Curriculum**

The school seeks to ensure all students acquire the core skills of numeracy, literacy and ICT as well as a wide-ranging curriculum across Key stage 3 to 5. The school provides a broad and balanced curriculum, which develops the skills, concepts and knowledge necessary for future learning.

All staff, including support staff, work to remove barriers to learning and support the individual needs of students. We believe all our students deserve access to a high quality programme of careers education and impartial information, advice and guidance in a learning environment where young people can excel.

Staff will contribute to the development of this ethos and inform students of their choices about future careers and educational progression routes. The school will provide a balanced and broadly based curriculum, which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. The school is committed to maximising the benefits for every student, in the development of a whole school approach to work-related learning. The school recognises that there needs to be work-related learning for all students, and more for some. Students at risk of underachieving are identified; support and intervention are provided for those who require more support. The careers and employability programme includes careers guidance activities appropriate to the 3 key stages. This is delivered through a series of PDW lessons, tutor time and activities days during the year. Additionally, Year assemblies regularly address careers and employability topics. An overview of CEIAG is available in Appendix 1.

Students are actively involved in the monitoring, review and evaluation of activities.

### **Partnerships**

Partnership Agreements are negotiated between the school and other service providers where appropriate e. g Richmond & Kingston EBP, STEMNET, Achieving for Children, local employers and national universities (see appendix 3).

### **Resources**

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the Careers and Employability area. The Careers Coordinator is responsible for the effective deployment of resources. Sources of external funding are actively sought whenever available.

Careers information is available in the School Library; we have a Careers library with a range of literature including; books, leaflets, FE and HE prospectuses and guides. Reading books on topical careers IAG and skills required for the world of work.

Computer access to school website with a linked careers section to numerous websites displaying videos, podcasts, posters and careers guidance on the School website and through links on the careers section to numerous specific websites.

### **Staff Development**

Staffs training needs are identified and training is put in place, led by appropriate individuals in conjunction with Deputy Head i/c of Learning and Teaching. Training is put in place to ensure the Careers adviser and other staff, with responsibility for careers, is kept up to date. Teachers are regularly updated and trained through Staff and Middle Manager Meetings.

Funding for training is accessed through school funds. The school will endeavour to meet training needs within a reasonable period of time.

### **Monitoring, review, evaluation and assessment**

The school has been an Investor in Careers since 2013 and maintains the award through reaccreditation every three years. As a part of this process the school goes through a rigorous process of self-evaluation and review. Hollyfield's policy on work-related learning will be monitored and reviewed. The key priorities of the review are incorporated into our school development and vision plan annually to identify any improvements.

Evaluation takes place in a variety of ways:

- Students are issued with individual reflection and evaluation forms after PDW sessions.
- Monitoring of entitlement and employability skills.
- Opportunity and feedback through the school collegium.
- Staff involved provide feedback on the strengths and areas for development verbally and through evaluation forms.
- Tutors talk to tutor groups and ask for feedback.
- The Careers Adviser asks for feedback.
- Feedback from Staff, Parents and Governors.
- Any external volunteers are regularly asked for feedback after events.

- Destination data is looked at by SLT to inform future planning. We monitor and track intended and actual destinations of learners to ensure progression and as part of our 'Not in employment, education or training' (NEET) prevention strategy.
- We are committed to obtaining the Investor in Careers quality accreditation.

## Approvals

- *Signatures: Headteacher and Chair of Governors*
- *Date of approval by Governors*
- *Date of review*

## APPENDIX 1

### Overview of Key Elements of The Hollyfield School Careers and Employability provision

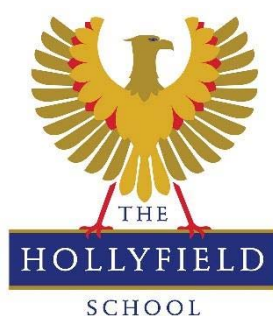
Year Group	Provision
Year 7	The principles of good Careers education are embedded in the school's induction programme for all new students arriving at Hollyfield School. Students receive a thorough induction, which supports their transition from primary school to secondary school. A part of this is to begin a programme of self-development in which students can discover more about themselves; their strengths and weaknesses. They can discover what inspires and motivates them to be successful and begin to plan their future careers ahead. Students are encouraged to think about future career aspirations and what it is like 'to be in your element'. Students produce posters in PDW about the things that make them feel in their element and discuss links to careers.
Year 8	Students look at careers and employability skills and begin to investigate and explore different career and business opportunities. Students learn about money and finance and create posters about what they aspire to be in the future.
Year 9	During this year student's focus on their choices at Key stage 4, subject specific assemblies are delivered and the careers adviser and careers coordinator runs workshops on making choices and careers research on computers. A subject fair is organised where the older students taking their GCSEs talk to younger students about their chosen subjects and what helped them make those choices.
Year 10	Students receive guidance on beginning their Key stage 4 from the Head of Year and tutors and then later in the year in the summer they have one to one careers interviews. Some students on vocational courses or with particular needs are also identified to take part in work experience during Year 10 whilst the remainder will complete their placements in Year12. Students also have the opportunity to take part in a public speaking workshop organised by Jack Petchey called the Speak Out challenge. Students also receive input on employability skills such as mock interviews, writing CVs and letters of application for work and college. Students start to think about their post 16 options, which might include staying on at Hollyfield's Sixth Form; applying to one of the many local Colleges or School Sixth forms or doing an apprenticeship. Post 16 options evening for parents and students.
Year 11	By Year 11 students will be making decisions about Further Education or Apprenticeships and whether they are staying on at Hollyfield Sixth Form or leaving to study or work elsewhere. Students are encouraged to attend a number of open evenings to make an informed choice and some students will attend events such as 'Skills London' and the 'World of Work Roadshow'. As part of the Careers and employability programme all students will be offered an individual careers interview as well as an interview with a senior member of staff and their tutor through the Academic Tutor day. There are also opportunities to visit local colleges such as Richmond and Kingston College as well as take part in an apprenticeship roadshow.

	<p>Students not applying to Hollyfield Sixth form receive advice and support on their applications to college and apprenticeships.</p> <p>Year 11 have an aspirational talk from Cambridge University.</p>
Year 12	<p>All year 12 students at The Hollyfield School Sixth form will attend a UCAS convention. They will also receive an action plan from 6th form staff based on their A level choices. As a part of the Year 12 programme they will be introduced to the UCAS process and begin their UCAS applications with a clear expectation and focus on continued education at university. They will look at other opportunities open to students such as apprenticeships, internships, gap years and other careers vocational opportunities in business and industry.</p> <p>All students will use Unifrog, which is a university and apprenticeship finder tool. Students will also use Unifrog to draft personal statements.</p> <p>The school will seek to guide and support the students through providing a variety of mentors and coaches through the school's external partnerships and alumni.</p> <p>Work experience is compulsory for all year 12 students who have to prepare a CV before their work experience. The students are encouraged to find their own work placements but the school will help with finding placements for students that require support. WEX happens in July and is a key part of developing students' employability skills.</p> <p>We work with Future First and have run employability workshops specialising in how to present yourselves and interview skills in conjunction with IGD (Institute of Grocers Distribution) for year 12s. In July we have an interviews day for all year 12s with mock interviews with Goldman Sachs.</p> <p>We have designated staff member supporting with applications for Oxbridge and Medical school. We work with Surbiton High School who provides outreach support with Oxbridge and Medicine.</p> <p>A range of career workshops (e.g. Careers in Medicine; Law, Journalism) will take place during the Year 12 enrichment programme to facilitate the students' decision-making process and applications to university. The students will each have a personal mentor who will provide detailed guidance and support so students can research their possible options, post Hollyfield.</p> <p>A programme of financial awareness education will also be provided, alongside other life skills.</p> <p>Students participate in University visits and the school has a link with Somerville College Oxford, Kingston University amongst others. NCS come in to promote their summer programmes of activities 'The Challenge' which develops their skills and resilience and is good for their UCAS application.</p> <p>Careers and HE interviews with the Careers Adviser or Higher Education Officer.</p> <p>Year 12 Parents HE and student finance information evening.</p>
Year 13	<p>Students will be mentored through the UCAS application process. Students to do a final review of UCAS application prior to submission. Students applying through UCAS will receive help and support from their mentors in completing their application forms.</p> <p>All students will continue to use Unifrog, which is a university and apprenticeship finder tool.</p> <p>Students applying for work or other Higher Education routes will be supported and advised appropriately. Invited to the World of Work road show in March to talk to local and national providers.</p>



	<p>Students applying for employment at 18+ or considering Higher apprenticeships or other vocational pathways will receive advice and guidance</p> <p>A continued series of events and workshops providing 'life skills and social responsibility' as well as employability will be offered in conjunction with academic support.</p> <p>Careers and HE interviews with the Careers Adviser or Higher Education Officer.</p> <p>Any Oxbridge candidates receive mock interviews.</p>
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## APPENDIX 2 – STUDENT ENTITLEMENT



### **The Hollyfield School Careers Education & Employability Learning Student Entitlement Statements**

The Hollyfield School is committed to raising the aspirations and ambitions of all our students, appropriate to their individual needs. The aim of Careers education and employability learning is to ensure that all young people who come to Hollyfield become confident and successful and the provision they receive will help to improve their eventual employability and life chances by providing a planned programme of careers education; individual advice and guidance; and work related learning.

All students will be entitled to impartial and independent Careers Education, Information, Advice and Guidance (CEIAG) programme that;

- Is inclusive and centred on the student and their individual needs
- Is integrated in to the students' experience of the whole curriculum
- Encourages all students to consider their career throughout all Key Stages
- Encourages all students to develop decision making skills
- Equips all students for independent learning and lifelong learning
- Prepares all students for future employability
- Prepares all students for personal financial management skills.
- Provides each student with careers guidance from an external independent careers adviser.
- Raises aspirations and promotes equality and diversity
- Encourages all students to set SMART targets and review progress

All Hollyfield School students are entitled to:

- A range of activities and opportunities that promote self-development, career planning and career management
- Access to up to date, relevant and comprehensive external impartial advice from a Careers Adviser and other specialist careers websites
- Individual careers advice from their Tutors, Heads of Year, Student Support Officers, careers adviser, careers coordinator and a member of the Senior Leadership Team (SLT).
- Appropriate support from staff to enable them to attain and achieve an appropriate school/college/university course, apprenticeship or training
- Careers support which is personalised to their own specific needs and abilities
- Have parents/carers informed about CEIAG updates and events

## **STUDENT LEARNING OUTCOMES**

**By the end of Key Stage 3 you will:**

- Experience a PDW programme focused on your personal development.
- Begin to develop an awareness of your individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals
- Be able to access careers resources e.g. the Careers library, iCould, and the National Careers Service
- Set targets and review your progress through the Academic Tutoring day
- Receive careers information and on-going support from staff such as your Tutor, Head of Year and Student Support Officer, Careers Adviser and Careers Coordinator
- Take part in the Year 9 careers and options day and be given the opportunity to speak to various employers and representatives from the world of work and learn about money management skills and financial planning.
- Investigate choices and opportunities available to you in the world of education and work
- Know how to make decisions about your choice of GCSE options at Key Stage 4 and the implications for your future
- Have taken part in an enterprise activity
- Where more interview support is needed to provide access to mentoring/coaching.
- Have access to an appointment with the school's impartial Careers Adviser.

**By the end of Key Stage 4 you will:**

- Experience a PDW and tutorial programme focused on your personal development
- Be given the opportunity to apply to sixth form, colleges, training providers and apprenticeships
- Develop presentation skills and be given the opportunity to participate in mock interviews
- Receive information and advice regarding post 16 options and opportunities for e.g. Open days and taster sessions
- Make realistic and informed choices about all the options available to them post 16
- Be given the opportunity to take part in work experience or other work related and enterprise activities.
- Have guidance in money management skills and financial awareness.
- Have an opportunity for an interview with an impartial and independent Careers Adviser.
- Where more intensive support is needed to provide extra help and guidance from mentoring/coaching.
- Be able to access careers information and resources e.g. the Careers library, the National Careers Service, plus other careers links via the school website.
- Access to annual events for Year 10/11 students i.e. Careers fairs, apprenticeship workshops, college open days & university trips
- Have opportunities to evaluate individual achievements e.g. Academic Tutoring Day, Record of Achievement ceremony, End of Term award assemblies

**By the end of Key Stage 5 you will:**

- Participate in an enrichment and tutorial programme focused on your personal development
- Opportunity to set targets and review your progress through Progress Review weeks and on-going support from your tutor and subject teachers
- Develop independent research skills
- Have taken part in a Higher Education day
- Have received information about and attended a university/college open day
- Have received information about alternatives to HE such as advanced apprenticeships and employment options including self-employment and volunteering
- Have spent one week in Year 12 on work experience or in work related learning
- Have access to careers advice and guidance with our independent Careers Adviser

- Understand the UCAS process and be able to research different universities and courses using online resources
- Have information and support with financial planning for university, work and training
- Have been given guidance and support to help write a personal statement
- Have access to information on how to apply for internships, sponsorships or Gap Year placements
- Have been given the opportunity to take part in enterprise and challenge activities
- Evaluate your experience and share with younger students

### APPENDIX 3 – PARTNERSHIPS

Below are a list of a number of external agencies and organisations we have worked with to deliver impartial and independent careers Information, guidance and advice.

We aim to engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of our careers strategy.

<b>Provider</b>	<b>Activity</b>
Richmond and Kingston Education Business Partnership	Work experience placements and organising of enterprise activities World of Work road show
Alumni	Talks and presentations
AfC (Achieving for children) Way to Work 14-19 team	Apprenticeships Presentations SEN Next steps interviews & also termly meetings
Kingston College	Careers fair and open events
Nescot College	Careers fair and open events
Unilever	Careers related activities in school and visit to local office
Kingston University	Engagement activities
STEMNET	Involvement with Careers events and STEM subjects
Speakers for schools	Inspirational talks
Surrey University	Aspirational Visit
Oxford University	Talks and visits
Cambridge University	Talks and visits
Jack Petchey	Speak out Challenge
Army Navy, Police	Career Networking
Rotary Club	Mock interviews
NHS	Presentations/talks
HM Prison Service	Presentations/talks
RNLI	Presentations/talks
MIND	Mental Health awareness and stress
London Ambulance service	CPR and first aid skills