



# HEBDEN GREEN COMMUNITY SCHOOL



## CAREERS EDUCATION, INFORMATION AND GUIDANCE POLICY

Written by	Reviewed by	Ratified by	Ratified on	To be reviewed	Status
Paula Bill	Danielle Lamb	Chair of Governors	November 2023	November 2024	Statutory

### Introduction

Hebden Green School has a comprehensive and high-quality transition, careers advice and guidance programme to support our high achieving and ambitious students. This is developed throughout a student’s time at the school and is supportive of their aspirations, strengths and skills. Staff work with pupils to identify and develop key areas of strength and skills for the future.

The Careers programme at Hebden Green School adheres to the Gatsby Benchmarks and strives to equip young people with the best opportunities to make informed decisions for the future.

Hebden Green School work with the Cheshire and Warrington Pledge to enhance opportunities for students and keep up to date with Local Market Information (LMI) and forge links with local employers.

### Aims and purpose:

- Prepare students for the transition to life beyond secondary school (higher education and the world of work)
- Support students in making informed decisions which are suitable and ambitious for them
- Provide students with well-rounded experiences, including encounters with employers and experiences of the work place
- Develop transferable employability skills and personal characteristics e.g. social skills, communication, innovation, resilience and leadership
- Support high achieving students in the curriculum and in their careers
- Inspire and motivate students to develop their aspirations

This policy summarises the statutory guidance and recommendations. It then outlines the provision of careers education, work experience and provider access.

## Statutory requirements and recommendations

The careers provision at Hebden Green School is in line with the statutory guidance developed by the Department for Education, which refers to:

- Section 42A and 45A of the Education Act 1997.
- Section 72 of the Education and Skills Act 2008
- Schedule 4 (15) of the School Information (England) Regulations 2008

It also responds to the impact of the COVID 19 pandemic and the impact on the economy and workforce and the Department for Education's white paper, 'Skills for Jobs: Lifelong Learning for Opportunity and Growth'

This states that all schools should provide independent careers guidance from Years 8 -13 and that this guidance should:

- be impartial
- include information on a range of pathways, including university options or apprenticeships
- be adapted to the needs to the student

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to students about approved technical qualifications and apprenticeships.

Further information relating to this is set out later in this document, under **Provider Access**.

The Government recommendations include:

- to ensure that young people have a better understanding about career choice, subsequent progression and its impact on their long term earnings
- to assist young people in developing an understanding of the responsibilities and choices associated with parenthood
- to develop better, and more carefully planned opportunities for young women to meet professionals working in non-stereotypical roles, and to learn more about what such work entails
- to strengthen the knowledge and understanding of staff about the wide range of progression routes available so that girls and young women can make informed choices
- to consider how to link the contents of lessons and skills to be developed more frequently to career opportunities

## **Careers Provision**

All students have access to the following:

- Extra-curricular trips support pupils in developing their understanding of a range of different subjects
- High quality impartial advice through their Local Authority YPS Service and a L6 Careers Adviser
- High quality outside speakers (in person and virtually)
- Opportunity to participate in Vocational courses and develop Employability skills
- High quality externally accredited curriculum linked to Careers and preparation for life and living

### **Students with Special Educational Needs or Disabilities (SEND):**

All pupils have an EHCP and therefore transition from one key stage to another and onto careers is an integral part of the action planning for a student with SEND. Annual reviews of the EHCP will set out plans for effective transitions at all ages and stages.

Hebden Green School adheres to the guidance laid down by the Good Careers Guide, issued by the National Careers Service, The Gatsby Foundation and Disability Rights UK.

### **Careers Adviser**

There is an independent Careers Advisor (Level 6), who works alongside the Deputy Headteacher and PFA teachers. The Careers Advisor will work with the Lead Teacher to develop a Careers Development Plan for the school. This is in line with the Gatsby Good Careers Guidance. 12.

### **Key Stage 3**

Students develop essential key and employability skills through a range of ASDAN programmes and a curriculum allied to need. Students work in pathways, which are outcome driven, yet flexible. Where appropriate, class teachers make links to the world of work in curriculum lessons, making learning relevant for life beyond school.

Where appropriate, one-to-one careers discussions with the school Careers Advisor in Year 9/ 10 inform individual Careers Plans that each student and their teacher use. Annual reviews assess progress towards the outcomes of the EHCP, which form an IEP detailing key priorities for future success and transition.

Representatives from a range of local businesses, industries and agencies are welcomed into school to broaden students' understanding of the working world and where possible, students are offered meaningful encounters with places of work, where they are encouraged to find out about the jobs that people do and the skills they need to do them.

## **Preparation for Adulthood**

In the 14-19 (PfA) department, careers and vocational learning underpins all learning. Curriculum areas focus on functionality and transferable skills. Pupils learn about the skills necessary for future success and employment and gain opportunities to learn about design, development, enterprise and entrepreneurialism.

Pupils in PfA often undertake Work Experience, either in school, in a suitable placement or virtually. This involves preparation for the placement, including the development of a personal profile, CV writing, applications and interview skills.

The pastoral curriculum in KS4 covers economic well-being, active citizenship and enterprise. It encourages students to learn about themselves and their own skills, strengths and areas for development. Students are encouraged to attend careers interviews and input into their annual and transition reviews, taking greater responsibility for their own future choices and actions.

College visits, taster days and short courses are run throughout Year 12, 13, and 14 where applicable, and pupils may undertake a longer period of work experience in readiness for a Supported Internship or Apprenticeship.

Students are made aware of the choices available to them, including admissions criteria and there is preparation for and support with aptitude and pre-admissions tests and applications where required.

The pastoral curriculum for KS5 includes lessons on independent living, including financial well-being and safety. Where appropriate, students are taught about budgeting, taxes and health and safety in the workplace. They learn about rights and responsibilities and how this applies to employers and employees.

Charity fundraising and enterprise activities are encouraged e.g. the Young Enterprise competitions, volunteering and work experience to support applications for further education or provision. A range of opportunities are advertised throughout the academic year, as appropriate to specific pupils.

Students are encouraged to access national skills-based programmes, including the NCS programme and the Duke of Edinburgh Award.

## **Alumnae**

Alumnae are encouraged to maintain contact with school, be speakers and share their profession, career path and further education with current pupils. They regularly visit and share experience at informal sessions, such as PfA cafe, end of year Prom. Visits to colleges often include tours by ex-students who share their perspective of transition.

## **Experience of the Workplace**

The aim of work experience is to provide an opportunity for all pupils to learn in the work place; an experience that cannot be replicated in school.

All pupils are offered the opportunity of work experience where appropriate. The Job Coach who liaises with the Deputy Headteacher undertakes the overall organisation of work experience.

The school has links with many large businesses and organisations e.g. Cheshire Police, The Lyceum Theatre, Cheshire Resource Library, Wyevale Garden Centre.

Parents are informed and communicated with throughout the process and a work experience agreement and information form are completed.

The Job Coach checks that the placement meets with the schools requirements, the students will be treated fairly and they will undertake meaningful work.

All students on placement are covered by the employers' insurance and places of work are risk assessed.

This statement sets out the school's arrangements for managing the access of Providers to students at the school for the purposes of giving them information about the Provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Students in Year 8-14 are entitled:

- To find out about technical education qualifications and apprenticeship opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point
- To hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships
- To understand how to make applications for the full range of academic and technical courses

## **Monitoring and Evaluation**

The Deputy Head and PfA lead Teacher will work alongside the School Careers Lead to develop, maintain and monitor the school careers provision.

The Pledge Partnership Enterprise Coordinator works with the school Careers lead to ensure monitoring of the Careers Programme and adherence to the Gatsby benchmarks via Compass Plus. This process is carried out termly.