

# Lacon Childe School

## Careers Policy



First issue: July 2020

Staff responsible: Matt Stinson, PSHE and Careers Lead, PE & Maths Teacher

To next be reviewed: July 2022

## Introduction

### Rationale for the Careers Programme:

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The government's **Careers Strategy (Dec 2017)** 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 school endeavours to follow the guidance in this Careers Strategy and in the document: **Careers Guidance & Access for Education & Training Providers (October 2018)**, the National Curriculum programmes of study for PSHE and citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4 to provide a first class Careers Education, Information, Advice and Guidance programme for all pupils (CEIAG).

We believe that effective careers education and guidance not only contributes to the well-being of our young people, but also to the well-being of their families, the communities to which they belong, wider society, businesses and the economy.

### Commitment from the school:

Lacon Childe is committed to providing an impartial and planned programme of careers information, advice and guidance for all year groups. All pupils currently in year 9-11 will have access to and receive guidance from our impartial, independent Careers Adviser, Colin Dickerson.

### National and local expectations

We are committed to meeting national and local expectations in relation to careers by:

- Securing independent and impartial careers guidance for Y8-11 as required by the 2011 Education Act.
- Fulfilling our duties under the Equality Act 2010 to promote equality of opportunity, foster good relations across all people, eliminate harassment and discriminatory practices and support children with protected characteristics

### Aims and Objectives

The Lacon Childe School Careers Programme aims to:

- Encourage students to be ambitious, broaden their horizons and explore and develop their own career aspirations throughout their life at school. ***Within this approach, we encourage students to become gradually more independent in taking personal ownership for their career development***
- Ensure students' readiness to take their next step in their learning or career.
- We provide students with the opportunities to explore the various avenues which they can take when progressing into the working world. We feel it is vital that we not only provide the students with the subject specific knowledge that they need to pursue a career of interest, but to also develop the skills and knowledge that they need to be an employable individual upon leaving education.
- Our aim is to develop student employability skills, resilience and career management skills that will help guide students to explore and develop their own career ideas and maintain high aspirations.

Lacon Childe School follows the principles of the Gatsby Benchmarks

[www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

***The objectives for the careers programme are as follows:***

- Helping students to understand the changing world of work
- Supporting positive transitions post-16 and post-18
- Enabling students to develop the research skills to find out about opportunities
- Helping students 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

**Meeting students' needs**

All students are entitled to be fully involved in an effective CEIAG programme. Students 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 students can expect:***

- The support they need to make the right choices in Year 9 for their options selection and in Year 11 to help with post 16 options.
- Access up-to-date and unbiased information on future learning and training, careers and labour market information.
- Support to develop the self-awareness and career management skills needed for their future.
- Career lessons during PSHE (Careers Education days) from Year 7 to Year 11 covering; options after school, the world of work, the job market and the skills needed for future employment.
- A series of meaningful encounters with employers and employees
- A series of meaningful encounters with further and higher education and training providers.
- The opportunity to talk through their career and educational choices with staff including form tutors and to have the opportunity to receive personal guidance from our external Careers Adviser, by appointment, referral and drop-in. This is available to all pupils however will be focussed on years 9-11.
- The school to keep parents/carers of Key Stage 4 students, informed of their child's progress and students' career planning and decision-making from Careers Adviser meetings.
- Parents/carers to have information to support their child's career choices through appropriate websites and guidance.
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students.

- To be regularly informed about up to date and new post 16 opportunities both locally and nationally through updates on the school website and regularly visiting the 'Life after Lacon' board in the common area.

### **Events for Parents and Carers**

Parents are invited into school every year to discuss their son/daughter's progress. During the year 9 options evening and year 11 parent's evenings the Careers Adviser is also present to offer extra support to pupils and parents/carers.

Parents and pupils are invited to attend a Post 16 Evening to learn about a wide range of post 16 opportunities available for pupils.

### **Delivery of the Careers Programme**

Students will be exposed to the careers programme at Lacon Childe School via Careers Education days, which they will experience in each year that they are at school. These are progressive and forward-thinking days where staff and professional external providers, deliver sessions to the students with relevance to the year group they are in. Ranging from basic employability skills (i.e. communication and teamwork) in year 7, through to visits to and from further education destinations at the end of key stage 4.

**Year 7 & 8** – By the end of year 7 and 8, students will have:

- Had sessions delivered to them regarding basic employability skills that are required in a workplace such as communication, teamwork, resilience, adaptability and independent thinking.
- Had the opportunity to take part in the 'BeReady' programme to begin to start developing these personal skills required in the world of work.
- Had the opportunity to research any potential careers that they may be interested in through 'Start Profile'
- Had talks from professionals and companies from outside of school detailing their career paths and how they have progressed into the job that they are in.
- Been made aware of the potential career paths that they can pursue and the potential areas of work which may be in particular need around the local and surrounding areas.

**Year 9** - By the end of year 9, all students will have had the opportunity to:

- Be introduced to career resources to help them understand their preferences and the options open to them. This will be via form tutor and on Careers Education days.
- Attended several careers fair trip/events to help introduce them to a wide range of post 16 opportunities.
- Attend the annual post 16 evening in the Autumn term to interact with potential post 16 destinations and to help inform their decision making for GCSE options.
- Speak to subject staff at our annual options evening to gain further information about what each course entails and guidance on how choosing particular subjects will help inform their career path.
- Receive support to make the right KS4/GCSE choices, including assemblies, parents' events and the option of a careers meeting with our external Careers Adviser, Colin Dickerson.

- Continue to personally research career pathways and opportunities via 'Start Profile' as well as the use of the 'BeReady' programme to continue to progress their personal skill set.

**Year 10** – By the end of Year 10, all students will have had the opportunity to:

- Develop their self-awareness and career management skills, including writing a CV.
- Experience 'mock interviews' and be educated on how best to conduct themselves during an interview for either a college or a job.
- Write a personal statement which is either relevant to a College, University or job that they wish to apply for.
- Take part in the 'Colleges Week' at the end of the Summer Term which will help to inform their personal decision making when deciding their post 16 destination and course.
- Have regular appointments with our Careers Adviser, Colin Dickerson, to discuss their options moving into post 16 education and receive personal and impartial advice and guidance.
- Listen to talks from alumni (graduates and current university students) on life at university and how choosing to go to university has helped toward their overall career goals and aspirations.
- Revisit the annual post 16 evening in the Autumn term to further inform their decision making on post 16 opportunities, which will help in making fully educated decisions regarding their next steps after year 11.
- Interact with Universities at the post 16 evening to discover more about how they may be able to progress into higher education from the options they take at college.
- Be made aware of other potential post 16 opportunities such as training courses or apprenticeships.
- Refer back to their 'Start' profile so that they can look at the specific courses and relevant qualifications they may need to undertake in order to progress into a career they want.

**Year 11** - By the end of Year 11, all students will have had the opportunity to:

- Develop and progress their personal statement for post-16 applications, dependent on changes in their circumstances or choices.
- Attend assemblies discussing the different post-16 pathways and key considerations when choosing post-16 options.
- Find out about the courses and opportunities offered by Universities and employers post 18, and how they contribute to a successful career pathway.
- Discuss with current students and graduates about their life in University and their justifications for choosing to go into higher education.
- Apply for Post-16 options, including attending the interviews for the College of their choice.
- Continue to develop the personal skills needed for a successful transition into post 16 education.
- Continue to meet regularly with our external Careers Adviser, Colin Dickerson, to gain personal and impartial advice and guidance on their career plans.

## Additional Support for SEND students

- Development of 'Moving on Plan' for students identified as needing additional post 16 support. MOPs prepared in conjunction with student/family/carers/SENCO/Head of Year/Head of Pastoral Team.
- Attendance at SEND review meeting with careers being an integral part of the discussion and supported with an action plan.

## Careers Education Programme of Study 2019-2020 (PSHE/Careers Days)

<p><b>Year 7 &amp; 8</b></p> <p><b>Intent:</b> To expose students to a range of the potential jobs that are available, with a view to broadening horizons and raising aspirations. To start to develop self-awareness and key employability skills.</p>	<p><b>'A day in the life of...'</b> <i>These sessions are delivered by members of staff and external volunteers who talk to the students for 15 minutes about their career path and a day in the life of their jobs. Students have the opportunity to ask questions to the person delivering the session to clarify the qualifications needed to get their jobs and anything they wish to know.</i></p> <hr/> <p><b>Careers Quiz</b> <i>In this session, students are quizzed and questioned on their perceptions of careers and what qualities are required in order to become employable.</i></p> <hr/> <p><b>'Start Profile'</b> <i>An interactive online website which students will be able to score themselves on a range of individual qualities as well as recording their likes and dislikes. After these results are collated, the students will be presented with a range of jobs that match their interests and skills and educate them on what they need to do in order to have a career in that particular job. Students will then select one of the jobs that is suited to them and research what they need to do in order to obtain that particular job/career. This is not about encouraging students to pick out a future career at this stage, but to gain the research skills needed to find out about careers later, as it is recognised that interests will change over time.</i></p> <hr/> <p><b>Team Challenge – making a game</b> <i>Students will work as a team of 4 to create a board game for 5-10 year olds in a time of 30 minutes. Students must use the 'PACT' (Planning, Application, Creativity and Teamwork) strategy to create the game and use key skills such as communication, teamwork, listening and consideration in order to be successful.</i></p>
<p><b>Year 9</b></p> <p><b>Intent:</b> To introduce students the concept of university study. To show the relevance of different subjects to different careers as part of preparation for option choices.</p>	<p><b>'Start Profile'</b> <i>As above, students will continue to research different careers based on their interests. They will begin to create a 'Journey Path' towards a particular career or group of careers. In these sessions, there will be more of a focus on the options they need to take in GCSE and further education to inform their College or training choices.</i></p> <hr/> <p><b>Crazy Courses</b> <i>A session delivered by a university, which exposes students to the potential courses which they can access post 18. The students will discuss and debate reasons for going into employment and benefits of having a degree from a University. Students will then have the opportunity to work in groups to create their own course which suits them</i></p> <hr/> <p><b>Team Challenge – problem solving</b> <i>Students will work as a team of 4 to create a board game for 5-10 year olds in a time of 30 minutes. Students will reinforce the 'PACT' (Planning, Application, Creativity and Teamwork) strategy to create the game and use key skills such as communication, teamwork, listening and consideration in order to be successful.</i></p>

	<p><b>University life</b>  <i>A session delivered to the students by an ex-student, based around their experiences whilst living and studying at a University. Discussion points include common misconceptions, social opportunities, timetable, teaching styles and independent reading.</i></p>
<p><b>Year 10</b></p> <p><b>Intent:</b>  <b>To make students aware of apprenticeship opportunities and the skills required to obtain one.</b></p> <p><b>To coach the students in making strong applications to courses and apprenticeships and to give them experience of the recruitment processes.</b></p>	<p><b>Mock Assessment Centre</b>  <i>Through interactive group exercises, students explore new recruitment methods that students might expect to be included when they attend an assessment centre for either a job or an apprenticeship. Workshops are tailored to the students' level of ability, confidence and areas of interest.</i></p> <p><b>Careers Aspects and Journey Assembly</b>  <i>An expert speaker presents to groups of students and raises their awareness of career pathways, apprenticeships, including higher and degree apprenticeships. This also includes an apprentice from a Young Apprentice Ambassador Network so that they can share their inspirational story with the students.</i></p> <p><b>Mock Interview Scenarios</b>  <i>The students are put in certain scenarios in an interview process and taught how to respond and conduct themselves during this time. The aim of the session is to give the students the confidence to be able to go through an interview phase confidently as well as allow them to be aware of what to expect regarding interviews.</i></p> <p><b>CV &amp; Personal Statement Writing</b>  <i>Students are tasked with writing their own CV and personal statement. Throughout the process, they are educated on what is relevant to put into each of these and why. The session includes College, University and job applications. Students will be shown how to analyse the college/job description and advert in order to adapt their CV and personal statement accordingly.</i></p>
<p><b>Year 11</b></p> <p><b>Intent:</b>  <b>To give students the opportunity to learn more about University, so they can make informed choices.</b></p> <p><b>To support the students in making strong applications to courses and apprenticeships and give them experience of the recruitment processes.</b></p>	<p><b>University life</b>  <i>A session delivered to the students by an ex-student, based around their experiences whilst living and studying at a University. Discussion points include common misconceptions, social opportunities, timetable, teaching styles and independent reading.</i></p> <p><b>Mock Interviews</b>  <i>A session delivered to the students whereby they are made aware of the scenarios that they may face when it comes to a job or college interview. They will experience mock interviews in groups and taught how to respond to certain questions and how they need to conduct themselves during the interview process.</i></p> <p><b>Applications</b>  <i>How can I make my application form stand out? The students will be given advice from a trained professional in this particular area. Students will engage in the process of filling in an application form, questioned on what they would include in their personal statement and why, along with being taught what to include in an application form/CV depending on what the job description or advertisement states.</i></p> <p><b>Student Finance</b>  <i>An interactive and group activity which educates the students on the matters of student finance, should they want to progress onto higher education. With student finance being the biggest barrier to students applying for University, this session puts the students' mind at ease and ensures they are aware of all of the financial support that is offered. This activity includes a fun quiz which links to a budgeting game at the end.</i></p>

**Prospectus and Course Relay game**

*A fun and engaging activity where the students are exposed to the many types of courses that are available to them at University. The relay activity challenges students to answer questions based on information in the prospectus. This teaches the students what a prospectus is, what information they can gain from a prospectus and ultimately gives the students chance to experience what opportunities are on offer to them in post 18 education and the contribution it can make to a career.*

**Other activities and events not in the Programme of Study.**

Year group	Autumn Term	Spring Term	Summer term
Year 7 & Year 8	<ul style="list-style-type: none"> <li>• Delivery of 'BeReady' programme</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of 'BeReady' programme</li> </ul>	<ul style="list-style-type: none"> <li>• Delivery of 'BeReady' programme</li> </ul>
Year 9	<ul style="list-style-type: none"> <li>• Visit to NEC skills show</li> <li>• Post 16 open evening</li> <li>• Meeting with the schools level 6 careers advisor.</li> <li>• Options talks/ options evening</li> <li>• Delivery of 'BeReady' programme</li> </ul>	<ul style="list-style-type: none"> <li>• Big bang event- young people's scientist and engineers fair</li> <li>• Review of current progress, reflection and action planning.</li> <li>• Option choices</li> <li>• Delivery of 'BeReady' programme</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting and introduction to the schools level 6 careers advisor.</li> <li>• Delivery of 'BeReady' programme</li> </ul>
Year 10	<ul style="list-style-type: none"> <li>• Post 16 open evening</li> <li>• Regular meeting with level 6 careers advisor</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to national apprenticeship show.</li> <li>• KS4 options event (talks from subject staff)</li> <li>• Meeting with the schools level 6 careers advisor.</li> <li>• KS4 options evening/parents evening.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment week- post 16 college and providers visits.</li> <li>• Careers and post 16 workshops in school.</li> </ul>



Year 11	<ul style="list-style-type: none"> <li>• Post 16 open evening</li> <li>• Meeting with the schools level 6 careers advisor. (Interview preparation and college application support.)</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with the schools level 6 careers advisor. (Interview preparation and college application support.)</li> </ul>	
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**Additional support provided by the independent School Careers Adviser-**

Current staffing- Colin Dickerson

- School Careers Adviser has ongoing dialogue with all members of staff to support school CEIAG.
- Target priority students for careers guidance identified as SEN/LAC/PP/FSM in addition to using Choices Checklist/Where Next Forms/What Next Forms.
- School CEIAG policy developed with reference to School Careers Adviser, who is integral to the development of the programme.
- Introduction to pupil of the following programs/websites -UCAS/UNISTATS/Apprenticeship Service/College and Training Provider websites as well as encouraging applications through this format/National Apprenticeship Service.

**Careers information**

Careers information is available through and within the careers section of the common area in school called 'Life after Lacon' which displays relevant and recent open events, apprenticeship opportunities and potential employment opportunities in the local area. This includes a range of university and college prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Each subject classroom has a poster which displays potential careers for students to progress into, should they have a passion or interest for that particular subject.

The 'Careers' section of the school website is regularly updated with open event information, career opportunities and apprenticeships. Up to date opportunities are also shared with parents via parent mail.

**Management**

Careers is not just the responsibility of the Careers Leader, Matt Stinson. It is also supported by the following staff:

Link governor: Gaynor Gosling

A Member of the senior leadership team: Darren Reynolds

The school SENCO: Tim Stiles

Enterprise Adviser: Lyndsey Denning, Reconomy

External Careers Advisor (Level 6, Registered member of the CDI): Colin Dickerson

### **Development:**

This policy was developed July 2020 and is reviewed every two years through discussions with teaching staff, the school's Careers Adviser, students, parents and Governors.

The Careers Leader (Matt Stinson) also attends regular meetings with the Shropshire Enterprise Coordinator, Shelley Robinson to discuss action plans and areas for development moving forward. This process has included the introduction of a volunteer Enterprise Adviser from a local business called Reconomy, Lyndsey Denning. Her role is to support the school with advice on preparing students for the world of work and by using her business contacts to open up opportunities for them to meet with employers.

We are continuing to use the Gatsby Benchmarks to assess and develop our CEIAG provision in school. The Gatsby Benchmarks allow us to assess the current careers guidance programme provided within Lacon Childe School, and review and plan for improvements to ensure to that we fully meet the requirements of our pupils, and those expected by Ofsted.

### **Areas for immediate development**

- Facilitating and organising meaningful encounters with employers for all students by liaising with the school's new Business Enterprise Adviser.
- Developing a way to help year 10 students gain some experience of the workplace, whether through a visit or actual experience of work.
- Analysing any work experience that pupils obtain outside of the school environment through working with parents or part time jobs.

### **Resources**

Funding is allocated in the annual budget. The budget supplied is intended to cover the cost of guest speakers, subsidise educational trips, source materials needed for in house careers advice, admin and printing cost, pay for outside workshop providers, support planned events such as the post 16 enrichment week and the autumn post 16 evening. The total budget to support years 7-11 (approximately 550+ pupils) with Careers education and is £500 (Figure from Sept 2019).

### **Approval and review**

Approved by Governors:

Date: July 2020

Next review: July 2022

Signed chair of Governors:

Signed Head teacher: