

# **BISHOP'S HATFIELD GIRLS' SCHOOL**

## **CAREERS EDUCATION POLICY**

**Date of last review:** Summer Term 2021

**Date of next review:** Summer Term 2024

**School based policy.**

## CAREERS EDUCATION POLICY

### BISHOP'S HATFIELD GIRLS' SCHOOL.

The policy has been developed in line with the following documents:

<b>Inspiration Vision Statement</b> HM Government September 2013	Expectations for best practice in careers education in Schools (non-statutory).
<b>Preparing pupils for a successful future in learning and work</b> DfEE 2000	This guide sets out legal requirements and expectations of good practice for careers guidance.
<b>Education Act 2011</b>	Sets out legal requirements for Careers Education and Guidance
<b>Careers guidance and Inspiration in schools</b> April 2014	Statutory guidance for governing bodies, school leaders and school staff.
<b>YC: Best Practice for Policy Statements</b> September 2014	This advises on the key aspects that a Careers Education Policy should cover.
<b>The School's Vision Document</b>	This outlines the vision and strategic aims of the School.
<b>The Gatsby Benchmark Document 2018</b>	This Statutory Document provides 8 benchmarks which must be met through careers guidance and the wider curriculum.

#### Policy Rationale

The School's approach to careers education is consistent with our mission for our pupils: "*achieving our potential and enjoying the journey*". In particular, it provides strong support for the personal development of our pupils in preparing for the challenges ahead and also allows us to show strong leadership and engage the whole school community and beyond.

The school is committed to a comprehensive careers education offer because it believes that all young people need information, advice and guidance as an essential part of full preparation for an adult life in which they contribute to the country's economic well-being and cope with the rapidly changing labour market.

Young people are increasingly concerned with the role of education in occupational success. They want to see the relevance of education to their future lives, and they want assurance that what they are learning is developing their employability. Careers education provides the connection between learning and earning, which is a strong motivator for many.

#### Statutory requirements for Careers Education

Work related learning is a statutory requirement for every year group following introduction of the Gatsby Benchmarks; and there remains a requirement to provide all registered pupils with careers

guidance from Year 8 to Year 13. The Governing Body must ensure that the independent careers guidance provided:

- is presented in an impartial manner;
- includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.

‘Independent’ is defined as provided by persons other than those employed by/at the school.

### **Strategic Outcomes of Careers Education at Bishop’s Hatfield Girls’ School, within the framework of the Gatsby Benchmarks**

1. *To enable pupils’ personal development to help them to be successful in their future careers including promoting confidence, reflection and self-esteem.*
  - 1.1. To help pupils develop high aspirations and consider a broad and ambitious range of careers.
  - 1.2. To support more vulnerable young people, including those with special education needs and those at risk of becoming NEETs and are at risk of disengaging.
2. *To enable pupils to develop a knowledge of work, careers and training opportunities available to them post-16.*
  - 2.1. To enable pupils to use their experience of work, including work experience, to extend their understanding of work.
  - 2.2. To enable pupils to learn about the way business enterprises operate, workplace roles and conditions and rights and responsibilities in the work place.
  - 2.3. To enable pupils to develop an awareness of the extent and diversity of local and national employment opportunities.
  - 2.4. To enable pupils to have the opportunity of experiencing ideas, challenges and applications from the world of business.
  - 2.5. To provide pupils with real-life contacts from the world of work.
3. *To develop pupils’ skills for employability including how to write CVs, interview skills, financial capability & enterprise skills and teamwork.*

### **Context – management of Careers Provision in the school**

At Bishop’s Hatfield Girls’ School work-related learning is delivered in a range of curriculum contexts including:

<b>Context</b>	<b>Responsible Person</b>
Vocational and Academic subjects	Head of Faculty
Guest speakers related to specific subject areas	Head of Faculty
Work Experience & Work-Shadowing	Work-Related Learning Coordinator
Careers advice and guidance planning, including additional visits, speakers and workshops.	Work-Related Learning Coordinator
Life Skills (which includes Careers Education, Citizenship and PSHE) for all key stages.	Subject Leader for Life-Skills
6 <sup>th</sup> form careers programme	Head of the 6 <sup>th</sup> form, with Assistant Heads of 6 <sup>th</sup> form.
Enterprise and enrichment activities including: <ul style="list-style-type: none"> <li>● Fund-raising activities in the school</li> <li>● Young Enterprise Company Programme</li> </ul>	School Business Manager / Assistant Headteacher - Enrichment Trained volunteer staff
Governor Oversight	Named link governor

## **Key Provision of Careers Education within the school**

The School is committed to membership of the Careers and Enterprise Company, working with the Hertfordshire LEP and advisors and business partners to ensure best practice within school. This includes completion of Compass to ensure adherence to the Gatsby Benchmarks. Materials such as the Hertfordshire Skills Framework will be used comprehensively. The school is a member of the LEP Hub for 2019-20 and one Co-Head is a member of the steering group for the Hub. The Careers Leader will attend regular meetings and workshops to facilitate further developments in best practice, and information and guidance will be disseminated to staff. A dedicated careers notice board is maintained. Pupil working parties are being established to facilitate useful qualitative feedback which will inform future planning.

### **Vocational subjects**

*The School believes that it is essential to engage all pupils in their learning and that our curriculum offer should allow our students the opportunity to achieve excellence in whichever areas their skills and preferences lead them. For many students, a vocational course is the most effective way for them to achieve their career and life goals.*

Strategic Objectives: 1 (1.1, 1.2); 2 (2.1); 3

The school offers some alternative provision for selected students at Key Stage 4, including an afternoon a week at Oaklands College on specialist Level 1 vocational tasters and the Prince's Trust Programme, enabling students to integrate key employability skills into their programme of study.

The school currently offers students BTECs in Sport (Key Stage 4) and Health and Social Care (Key Stage 4 and Key Stage 5). These courses contain mandatory related Work-Experience (at Key Stage 5, this involves 4 separate weeks of work experience).

The school also offers other vocational subjects at Key Stage 5 through the Welwyn-Hatfield Sixth Form Consortium and currently includes BTECs such as Business, Children's Learn, Play & Development and Health & Social Care.

The vocational offer is reviewed on an annual basis and will consider the demand for and cost-effectiveness of offering a specific course.

The school also takes care to give impartial guidance to students in Year 11 about alternatives to progression to Sixth Form should pupils be better suited to a vocational pathway post-16, including wide ranging information about the local Further Education colleges. The partnership with Oaklands is strong, with pupils offered accompanied visits, support accessing Open Days and interview support.

### **Guest speakers related to specific subject areas**

*The School believes that hearing inspiring speakers introduces pupils to a world outside their regular communities and ideas of work.*

Strategic Objectives: 1 (1.1); 2 (2.2, 2.3, 2.4, 2.5)

A range of guest speakers is organised within Faculty areas and school assemblies; Prize and Certificate Evening; Alumna events; Year 11 Taster lessons; and Year 12 preparation for Post-Sixth Form events.

## **Work Experience & Work-Shadowing**

*The School believes that practical experience of the workplace is a cornerstone of its Careers Education programme as it:*

- *Enables pupils to develop and apply key skills important to the workplace.*
- *Improves attainment by making learning more relevant.*
- *Introduces pupils to the knowledge and skills of a particular occupational area and develops pupils' understanding of work in general.*
- *Promotes pupils' personal and social development and motivates pupils towards further education and training.*
- *Allows the school to engage with organisations beyond the school community in a very positive way, enhancing the school's reputation.*

Strategic Objectives: 1 (1.1, 1.2); 2 (2.1, 2.2, 2.3, 2.4, 2.5); 3

The school arranges a Year 8 Work Shadowing day in the spring term. All pupils are expected to take part in this initiative, giving pupils an insight into a working day as part of learning about work. Planned opportunities to learn for work by developing skills for enterprise and employability are provided through the Life Skills curriculum for example through problem solving activities, work simulations and mock interviews.

In Year 10, students take part in a week of non-vocational Work Experience in an adult environment during the Summer Term. This experience is extremely valuable as it gives an insight into the world of work and provides learning opportunities not always available in school.

Pupils find their own placements as this reflects the reality of the job application process, and are supported in this by assemblies and guidance through Life Skills lessons. All private placements are checked by an external verification company. The school emphasises to pupils and parents/carers that the experience is not designed to be vocational, rather an experience of the skills required in the world of work. Work Experience is supported by a coordinated Life Skills' programme that both thoroughly prepares pupils for the week and reviews their learning afterwards.

The SENDCO and Careers Leader work to ensure that vulnerable pupils secure appropriate placements, offering additional support as required on an individual basis. Members of school staff visit each pupil to check on progress as well as collecting evidence to support the future writing of references. Students complete a log of their experience, in which they focus on the work related skills they have had the opportunity to practice during their week.

In Year 12, the school provides a week in the summer term for students to undertake Extended Independent Learning. This activity is primarily designed to help students finalise plans regarding routes to be taken post-sixth form by giving them a real insight into the field they are considering. The student is responsible for making his/her own arrangements and is expected to organise Work Experience, a place at a summer school or participate in World Challenge if offered that year.

## **Careers advice and guidance**

*The School believes that impartial careers advice and guidance is vital to a pupil's personal development and to assist them with preparing for the challenges ahead. The School also believes that timely careers advice is vital to ensure that vulnerable pupils are encouraged to have high aspirations and the support they need to fulfil their potential.*

Strategic Objectives: 1 (1.1, 1.2); 2 (2.3)

The school delivers independent careers advice and guidance primarily to Y10, Y11 and Y12 students through a careers advisor from Services for Young People. All pupils have the opportunity for a

careers interview, and some have 2 or 3 interviews during Years 10 and 11. Vulnerable pupils are identified at the start of the year and given priority. Students and the advisor are able to request additional interviews if further support is needed. Year 12 pupils self-request appointments as needed, or can be recommended for appointments at any time by the pastoral team.

Years 10 and 11 pupils with Special Educational Needs or Disabilities also get additional support from the SENDCO and Learning Support Team in making choices about their post-16 learning, this includes the SENDCO taking appropriate pupils to visit the local Further Education College in the Autumn Term. Advice about local apprenticeship opportunities and how to apply for them is available.

The school arranges for the SYP careers advisor to attend key transition events, including Year 9 Options' evening, Year 9 and Year 11 Parents' Evening, Year 11 Taster Lessons and GCSE and A-Level Results day.

The school has access to a web-based careers service provided as part of the contract with YC. This provides all pupils with an impartial careers guidance and information program that helps young people plan their future and make informed decisions. Pupils are able to access careers web based tools through the YC website.

Year 11, 12 and 13 students are provided with a comprehensive programme to advise them of post-16 and post-18 opportunities through the Life Skills' programme. This includes support with college applications and UCAS / Apprenticeship applications.

Pupils in all years are offered a wide range of employer based experiences which are developed as opportunities arise and come to fruition. This enables pupils to develop a greater understanding of the requirements of local employers, and establishes links with local businesses which can in turn lead to greater opportunities for all pupils. This includes local and national events.

Wider careers based events are published to parents / carers, enabling them to apply directly to the organisations involved if they are suitable for their daughter.

Year 11 pupils have the opportunity to complete the Morrisby Online Careers Assessment at school at cost (the school provides funds for pupils who are eligible for Pupil Premium) in the Autumn Term.

Career, University and Apprenticeship opportunities are advertised on Sixth-Form notice-boards. There is also a comprehensive set of careers resources available in the School Library.

All pupils in Years 7-13 have individual access to highly focused careers platforms including Unifrog and StartProfile. This allows pupils immediate access to highly detailed and continuously updated career pathway and subject information, including labour market information.

### **Life Skills (which includes Careers Education, Citizenship and PSHE).**

*The School believes that Citizenship, Personal, Social and Health education is a key part of our curriculum offer and that the Life Skills' curriculum is one of the main methods of delivering Work-Related Learning within the school. The School believes it is important to have timetabled lessons, delivered by appropriately skilled teachers to deliver core aspects of Personal Development for our pupils. In terms of Work-related learning:*

Strategic Objectives: 1 (1.1, 1.2); 2 (2.1, 2.2, 2.3); 3

The Life Skills' programme provides a comprehensive programme of learning to cover:

- Learning about work - this includes learning about employers' and employees' roles and rights and responsibilities in the workplace; challenging stereotypical views on suitable careers for pupils; understanding the current labour market.
- Learning for work - planned opportunities to learn for work by developing skills for enterprise and employability are provided, for example through problem solving activities, work simulations and mock interviews.

The Life Skills programme is available from the Head of Life Skills.

### **Insight days**

*The School believes that Year 9 is a key-transition year when pupils are making choices about GCSE / vocational KS4 subjects. Extending pupils' knowledge of the different types of roles available in industry in a practical and engaging way to help pupils make their choices in a more considered way.*

Strategic Objectives: 1 (1.1, 1.2); 2 (2.1, 2.2, 2.4, 2.5); 3

All Year 9 pupils take part in a careers education employability skills conference. Pupils work through a range of activities designed to increase their understanding of the world of work and improve their work readiness and employability skills. Employers are involved as guest workshop hosts, running activities and assessing achievement (Summer Term).

### **Enterprise including fund-raising activities in the school**

*The School believes that pupils should have the opportunity to engage in fund-raising activities in order to develop financial capability, enterprise and team working skills. This activity is also a key way of engaging the whole school community and beyond, as well as providing opportunities for extra-curricular activities.*

Strategic Objectives: 2 (2.2, 2.4, 2.5); 3

The school competes in annual Enterprise programmes which challenge against other local school. The Year 12 pupils undertake entrepreneurial activity to earn an income and in doing so experience many aspects of business life.

### **How learning is assessed**

The learning is assessed in a variety of ways, including:

- Student self-assessment, including work experience diary and evaluations
- Feedback from pupil working parties following activities will help determine future plans
- Work experience employer / teacher reports
- Action plans developed in conjunction with advisors
- Teacher assessment and feedback following events / activities
- YC interview records and pupil feedback forms.
- Student records of completion of work related learning
- Tracking of destination measures of school leavers, in terms of numbers progressing to apprenticeships, universities, traineeships and other positive destinations such as employment and Further Education College.
- Use of careers data may be enhanced with the development of Compass + (the Careers and Enterprise Company tool).

## Appendix 1 - Glossary

**Careers Education** is any planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.

**Enterprise education** consists of enterprise capability, supported by financial capability and economic and business understanding. It is an integral part of work-related learning.

**Enterprise capability** is the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and to act on these in one's personal and working life.

**Financial capability** is the ability to manage one's own finances and to become questioning and informed consumers of financial services.

**Business and economic understanding** is the ability to understand the business context and make informed choices between alternative uses of scarce resources.