



Careers Policy and Plan

Aims and Commitment

Date: December 2017

Review Date: December 2019

White Spire School is committed to providing high quality careers education, advice and guidance that meets the needs of our students. We aim to develop their understanding of the world of work, prepare them for the next step in their education, employment or training journey and to encourage them to aspire to reach their full potential.

Context

The careers policy and plan for White Spire School draws upon several pieces of statutory guidance, government reports and recommendations for best practice; relating to careers advice and guidance and careers education. The key reports and publications that have been used to inform this policy and our underlying careers plan are:

- *Good Careers Guidance - The Gatsby Report - (2014)*
- *Framework for careers, employability and enterprise education - CDI - (November 2015)*
- *Careers Guidance and Inspiration in Schools - statutory guidance (March 2015)*

We also take account of other key reports and publications including those produced by the DfE and Ofsted as they are produced, and consider how they can inform and enhance our work.

Student Needs and Entitlement

The Gatsby Benchmarks

The Gatsby report has identified eight benchmarks of good careers guidance namely:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of work places
7. Encounters with further and higher education]
8. Personal guidance

Within each benchmark Gatsby outlines a set of key indicators that schools can use to measure themselves against and these can be found below. All of the recent statutory guidance and publications underline the importance of employer engagement as a key way in which we can help to prepare young people for the future. In addition we need to ensure that they have access to impartial advice and guidance which allows them the opportunity to explore a wide range of possible options for the future. Schools must also look for ways to inspire young people to be positive and aspirational about their future. Inevitably, the way in which we do this at White Spire will be different to that in other schools, as the needs of our school and the individual young people within it are paramount.

Benchmark and Indicator	Current and Planned Activity at White Spire School
1 A STABLE CAREERS PROGRAMME	
1.1 Every school should have a structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person of authority responsible for it.	This policy is the drawing together of much of the careers work that has been taking place in the school for the past few years and has had input from the work experience co-coordinator, PSHCE co-coordinator, impartial and independent careers advisor and members of the SLT. Our key person of authority, responsible for the careers policy and plan is our Assistant Head: Curriculum.
1.2 The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to understand the school's offer in this area.	This policy is made available on the school website and we also plan to provide easy to access information sheets for all key stakeholders on the website.
1.3 The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.	We plan to seek feedback from all of the named stakeholders after any large scale activity and each year as the policy and plan are evaluated and modified.
2 LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	
2.1 By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options.	All students have access to the Job Explorer Database in school. We have purchased a site licence for First JED which meets the particular needs of our students, with reduced text, lots of visual imagery including videos and pictures and support such as text to read for those students that need this additional support. This resource is used in PSHCE/PSD lessons from Year 9 upwards and is embedded into the scheme of work. Tutors for KS3, 4 and 5 are also encouraged to use this more widely in all appropriate lessons. First JED provides information about career paths, study options and the labour market in simple format.
2.2 Parents and carers should be encouraged to access and use information about labour markets and future study options to inform their support to their children.	Our careers advisor attends the EHCP meeting of all Year 11 and sixth form students to ensure parents and carers are aware of the options and provision available at post 16 and post 18/19 and supports

	<p>parents as well as young people in transition. We also have at-home access for JED and will promote this to our parents so that they can use this resource with their children.</p>
<p>3 ADDRESSING THE NEEDS OF EACH PUPIL</p>	
<p>3.1 A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations.</p>	<p>We take all opportunities to challenge stereotypical thinking especially with regards to gender bias and career choice. When we invite employees and employers into school this is a key consideration. We are also taking steps to ensure that this facet is embedded into our PSHCE and assembly programme.</p>
<p>3.2 Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions.</p>	<p>We keep records of all the individual careers guidance appointments that students undertake. Going forward we are keen to ensure that all records of career related learning are held for students in a central file that students and parents can access. These records will be sent to tutors and to our work experience co-ordinator so that they can discuss them with students in more detail.</p>
<p>3.3 All pupils should have access to these records to support their career development.</p>	<p>Students are given a copy of their careers action plan as part of their EHCP, but we are working on ways to ensure that this record is kept full and up-to-date throughout the course of the year.</p>
<p>3.4 Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations after they leave school.</p>	<p>We collect intended destinations data for all of our Year 11, 12, 13 and 14 students and share this with the local authority as per our partnership agreement. We also work closely with them and other external agencies to support those students that we think may be at particular risk of becoming NEET. We recognise that there is an increased risk of this for students with learning difficulties and disabilities and work hard to ensure transition is as supported as possible.</p>
<p>4 LINKING CURRICULUM LEARNING TO CAREERS</p>	

<p>4.1 By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>	<p>We are looking at ways in which we can link STEM subjects with more practical applications.</p>
<p>5 ENCOUNTERS WITH EMPLOYERS AND EMPLOYEES</p>	
<p>5.1 Every year, from the age of 11, pupils should participate in at least one meaningful encounter with an employer.</p>	<p>This is an area that we continue to develop. For example earlier this year and employability charity called Work tree brought in a number of local employees from a range of industries to network with our sixth form students. We also have had support from Santander to offer money management courses to our sixth form students. We are working on ways to extend this provision more widely, which is likely to include our assembly and PSHCE programme.</p>
<p>6 EXPERIENCES OF WORKPLACES</p>	
<p>6.1 By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have.</p>	<p>Many of our Year 10, 11 and sixth form students take part in work experience. The length and variety of work experience is determined by the age of the student, the employers that are able to work with us to provide supported work placement opportunities and the readiness of the young person to engage. We are looking at other options such as workplace visits to increase the exposure that our young people have to the working world.</p>
<p>6.2 By the age of 18, every pupil should have had one further such experience, additional to any part-time jobs they may have.</p>	<p>Students that stay onto sixth form will undertake a work experience placement each year. Our current sixth form students partake in one day of work placement for a period of approximately 4 months on a weekly basis.</p>
<p>7 ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION</p>	
<p>7.1 By the age of 16, every pupil should have had a meaningful encounter with providers of the full range of learning opportunities, including Sixth Forms, colleges, and apprenticeship providers.</p>	<p>We tailor the opportunities for students to engage with other providers as appropriate to our students. This means that we may not provide opportunities for students to access sixth form colleges or universities, but would provide access to Foundation Learning</p>

<p>This should include the opportunity to meet both staff and pupils.</p>	<p>providers, and supported care provision. We invite a number of post 16 and post 18 providers to parent's evenings to support parents and carers as they begin to think about transition and arrange visits and tasters for students as they prepare to leave. Going forward, we may look to provide other opportunities for all Year 10, 11 and sixth form students, although we need to consider the wide range of provision, not all of which would be funded for all learners.</p>
<p>7.2 By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils.</p>	<p>This route is unlikely to be relevant for most of our young people, who will leave with entry level or level 1 qualifications, however, we continue to provide extensive tailored support for our sixth form students with transitions, and so if it were relevant for an individual learner would be able to provide this support.</p>
<p>8 PERSONAL GUIDANCE</p>	
<p>8.1 Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p>	<p>All of our Year 11 and sixth form students receive a personal guidance interview at least once a year, and much more often in the case of young people planning to leave. This is conducted by an impartial careers advisor, qualified to Level 6, as per government the recommendation.</p>

Curriculum

Career Development Institute Framework

The CDI framework has been developed by the professional body of the careers sector to provide a clear set of learning outcomes, mapped across key stages to ensure the planning, delivery and evaluation of a high quality careers education programme for all young people. The three main areas are identified as:

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

Each area is further broken down into a total of 17 explicit areas of learning (see below) and outcomes are mapped against these as relevant to the key stage. Although it is not mandatory, it is recommended as good practice and so we plan to begin an audit of our current curriculum offer to identify areas where we can continue to enhance the excellent work we already do in this area through PSHCE, Enterprise and other related subjects.

- Developing yourself through careers, employability and enterprise education
- ❖ Self-awareness
- ❖ Self-determination
- ❖ Self-improvement as a learner
 - Learning about careers and the world of work
- ❖ Exploring careers and career development
- ❖ Investigating work and working life
- ❖ Understanding business and industry
- ❖ Investigating jobs and labour market information (LMI)
- ❖ Valuing equality, diversity and inclusion
- ❖ Learning about safe working practices and environments
 - Developing your career management and employability skills.
- ❖ Making the most of careers information, advice and guidance (CEIAG)
- ❖ Preparing for employability
- ❖ Showing initiative and enterprise
- ❖ Developing personal financial capability
- ❖ Identifying choices and opportunities
- ❖ Planning and deciding
- ❖ Handling applications and interviews
- ❖ Managing changes and transitions

Implementation, Resources and Partnerships

Careers education and inspiring our young people to achieve their full potential after they leave school are a whole school commitment and all staff contribute to this. However, the responsibility for ensuring that we strive to meet the demands of the statutory guidance and work towards best practice in this area lies with our identified member of SLT, Assistant Head: Curriculum, the heads of the relevant key stages, our PSHCE and work experience co-ordinator and our independent and impartial careers advisor. We are also aware of the responsibility of our governing body in this area.

We are currently in the process of auditing our current provision against the Gatsby benchmarks and have identified areas for development, as well as developing our curriculum in line with the CDI framework. We recognise that this will be an ongoing process.

Funding for careers education, advice and guidance is allocated in the annual budget planning process in the context of whole school priorities. Sources of external funding are sought where possible and shared provision or access to free-of-charge services are utilised where possible - for example provision provided by companies under their CSR remit.

We have close partnerships with many of the providers that our students progress onto. We work closely with local colleges, foundation learning providers and other specialist provision. We also work closely with various departments of the local authority including the SEN team, the Youth Advice and Guidance Service and the Social Care team - all with the common goal of making the transition for our young people and their families as smooth as possible.

We have a partnership agreement with the local authority to provide destinations information, which we supply in a timely manner and work closely with the team to identify and put early support in place for any students at risk of NEET.

Monitoring, Review and Evaluation

We have begun a robust process of review of our current offer against the Gatsby benchmarks and the CDI framework to identify gaps and support improvement. On an annual basis we will need to reevaluate our offer against these and subsequent government issued guidance or careers sector recommendations. We also seek to gain feedback from key stakeholders such as our students, parents and carers and other external agencies with which we work to improve the service and ensure it meets current needs.

Supporting Policies and Related Information

This policy and plan supports, and is underpinned by a range of school policies such as those for Teaching and Learning, Equal Opportunities etc. We also take due consideration of other

policies and relevant legislation - for example the Data Protection Act (1998) when sharing information with other providers and organisations such as the local authority.

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