



Careers Policy

Careers education is:

- ❖ A process, which empowers young people to make, informed educational, vocational and training choices.
- ❖ An essential part of each student's curriculum, which contributes to his/her personal and social development, and supports their learning.
- ❖ A range of experience and activities which help students to prepare for the opportunities, responsibilities, and choices of adult life.

It will help students to:

- ❖ Develop and awareness of themselves and how they interact with others.
- ❖ Learn how to make realistic decisions, make choices, and be flexible and adaptable in relation to opportunities available locally, nationally, in Europe and worldwide.
- ❖ Manage personal changes within and between education, training and work, including the possibility of unemployment.
- ❖ Challenge those local and traditional attitudes, which encourage stereotyping and prevent the promotion of equal opportunities.
- ❖ Enhance their own skills, performance, learning and achievement in order to give them the widest possible foundation for life-long career development.

Students are entitled to:

- ❖ A planned and realistic programme of careers education in years 10 and 11.
- ❖ A curriculum, which relates to adult life, but acknowledged current experiences, trends and needs.
- ❖ An individual interview in year 11 with a careers advisor or tutor to discuss progressions for the school and post 16 provision.
- ❖ A programme of work in year 10 or year 11(following the summer exams) to prepare students for progression.
- ❖ Access to non-stereotyping careers and training information.
- ❖ Access to unbiased Careers guidance
- ❖ An individual interview with a Careers Officer or tutor in year 9 to discuss and explore options
- ❖ Access to personal skill training and self-development workshops.
- ❖ Opportunities to work place visits, work shadowing and mentoring.
- ❖ Direct and accredited experience of work.
- ❖ Opportunities to meet representatives from local businesses and community enterprises.



- ❖ Visits to further education fairs and career exhibitions.
- ❖ Information of employment rights, benefits and awards for continuing education.
- ❖ An integrated approach to the recording of achievement and individual action planning.

How will these happen?

- ❖ During timetabled careers lessons in years 10 and 11.
- ❖ In specific programmes or activities delivered during tutorial and study skills time, by form tutors and career teachers.
- ❖ By contributions to assemblies and parents evenings.
- ❖ Through workshops delivered by careers advisors, local training and enterprise councils and other partners.
- ❖ Through a work experience placement in key stage 4.
- ❖ Through departmental work- related activities.
- ❖ Through liaising with young enterprises, projects and with mentoring partners.
- ❖ Through liaising with FE colleges to maximise students access to higher education.
- ❖ Through regular monitoring and evaluating of all aspects of careers education and guidance.

Who will help?

All teachers, supported by:

- ❖ Specialist careers teachers/tutors.
- ❖ Post 16 SEN Advisors from some Local Authorities.

What can parents do?

- ❖ Encourage students to work hard to gain the best possible qualifications.
- ❖ Talk to students about their future plans and ideas.
- ❖ Help students with realistic target setting and deadlines as part individual plans.
- ❖ Help students to put together their personal educational profile for their profiles of achievement at the end of year 11.
- ❖ Attend careers interviews and talk to the Careers officer at parents evening.
- ❖ Encourage students to use the schools career library and Local Careers Service resources.
- ❖ Look out for possible Work Experience placements!
- ❖ Help with interview practice.

What can students do?

- ❖ Be positive and go for it!



- ❖ Take any opportunity to get new experiences or skills. Collect certificates of evidence of what you did. Use them in your National record of achievement.
- ❖ Make the most of all lessons. Work hard and get the best possible qualifications you can!
- ❖ Use the Careers Library, computer software, and Careers advisors/tutors to research ideas.
- ❖ Start writing to a wide range of employers, colleges and training organisations for information, early on.
- ❖ Practice telephone and interview techniques.
- ❖ Practice filling in application forms and apply for jobs.
- ❖ Prepare a C.V. that outlines your education, experience and interests.
- ❖ Draw up action plans. Set yourself targets and deadlines.

- **Homework**

Regular homework will be expected, as this is essential for the raising of pupil grades.

Homework will generally be the continuation of class or project work. In order to help this we will provide homework on regular basis and its completion monitored.

- **Literacy and Numeracy**

Throughout their time at the school pupils will be encouraged to study independently and to progress at a pace appropriate to their abilities.

Using information provided by IEP's/ISP's teachers and teaching assistances will individually target pupils in need and address these needs.

Examples include using texts pupils can read and understand using alternative and augmentative communication, including signs and symbols.

- **EHCP**

Students with an EHCP will be set short term, subject specific, targets. These need to be reviewed on a regular basis and will be incorporated into their ISP.

The targets will be reviewed at regular intervals, where an assessment will be made both on the progress of the student and the relevancy of the target in light of any improvement made.

Work will be differentiated to meet specific need and where applicable extra assistance will be given to the student both from the teacher and the LSA.



Date: January 2023

Review Date: January 20-24