

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755



The Crossley Heath School

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CAREERS POLICY

OCTOBER 2015

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Careers Policy
October 2015

Responsibility: Careers Coordinator
Date of Review: October 2019

1. Introduction

Careers education and guidance should help students develop skills, attitudes and abilities which enable them to be effective in a variety of occupations and roles. Effective careers education enables students to make informed choices and helps them achieve their potential. It can help young people and their parents/carers to make informed choices about the number of opportunities available. It can equip young people to meet challenges positively and to learn throughout life.

The Crossley Heath School offers all students a guidance and support system that will help them plan effectively for the future.

2. Guidance

Guidance is the process of helping young people to make choices and to enable their vocational development. The school makes a significant contribution to the guidance of young people, along with parents and other agencies. The process is developmental and continuous and all staff contribute.

Guidance helps young people focus on their own choices and careers education helps equip them to obtain access to, and make effective use of, the guidance provided within school and from outside agencies such as C&K Careers.

3. Aims

The Crossley Heath School Careers Education aims to:

- Encourage students to recognise and value their own skills and abilities and to appreciate their relationships with, and responsibilities towards other people, the community and environment.
- Develop the skills which will help them to make informed and realistic choices for their future.
- Encourage students to investigate career opportunities both locally and nationally through direct experience of the world of work, work-related learning and enterprise activities.
- Encourage students to implement their career plans, to review and evaluate in order to make improved decisions and manage the transition processes effectively.
- Enable students and parents to be aware of the alternatives and opportunities open to them at different stages of their life and to raise aspirations.
- Encourage understanding and experience of the world of work through work-related learning (WRL) and enterprise activities.
- To promote equality of opportunity in respect of race, religion, gender and special needs disability.

Careers education provides a way of developing knowledge, understanding and experience of opportunities in education, training and employment. It aims to develop the skills needed to make informed decisions and is a way of helping students to apply knowledge, understanding and skills to their own circumstances. Careers education and careers guidance are inter-related. Working collaboratively, the careers service and the school aim to provide an effective Careers Education, Information, Advice and Guidance (CEIAG) programme for all students.

The aims of the CEIAG programme are linked to the key areas/objectives of the School Improvement Plan (SIP), which centres on raising achievement and the quality of teaching and learning across the curriculum.

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8225755

This policy also supports other school policies which enhance the guidance process across the curriculum and pastoral areas.

4. Statutory Guidance

The Education Act of 2011 places school under a duty to secure access to independent careers guidance for their students in Years 9-11. This must be presented impartially and must promote the best interests of students. Whilst providing a programme of careers education is no longer statutory, the school sees it as good practice and uses the ACEG Framework for Careers and Work Related Education to guide its provision. www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf

5. Learner Entitlement

In the light of current changes in the world of work and the raising of the participation age from 2013, students should expect:

- To be informed of key people who can help with education, career and other personal, health or financial issues.
- To get information on the guarantee of an offer of further learning at key points.
- To be informed about any financial support for which they are entitled, so that they can remain in education (e.g. bursaries/student loans/grants).
- To have access to an adult via whom they can request support from/services/helplines etc.
- To know where to get support after aged 19 years (or 24 if they have a disability).
- To be given opportunity to be involved in planning and improving information and advice services.

Help should:

- Be quickly and easily available
- Respect individual needs
- Be confidential (apart from child protection issues)
- Instil confidence in order to plan the next step
- Be impartial and all options should be stated
- Signpost the National Careers Service and local websites where appropriate

Wherever possible, parents/carers are informed and encouraged to take an active part in the careers education of their children. The careers team are present at parents' evenings from Year 8 onwards and access to the careers resources in the learning resource centre and ICT is unlimited during the school day or until school closes. Use of the VLE/internet also allows current information to be provided to both students and their parents/carers.

6. CEIAG Delivery

The careers education programme is followed from Years 7-13. In Year 7 students tackle a range of awareness-raising exercises, including looking at the nature and types of work and the future of employment. In Years 8-9 the focus is directed towards personal aspirations, objectives and developing effective decision-making skills, followed by career planning in Years 10-11. All students are involved in work placements in the autumn term of Year 11. The objectives for the programme are influenced by the school's key objectives; these are contained within the Careers Area Action Plan and the WRL Action Plan, as well as the Careers Service Partnership Agreement, all of which are updated and reviewed annually.

Inclusion

Close links with the SENCO ensure that equal opportunities and inclusion are addressed. Learning support staff provide support and suitable materials for identified students. The careers area in the LRC also has appropriate, differentiated and personalised material. All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion and disability.

Organisation and Content

The careers education programme is delivered through the one-hour PSHCE timetabled lessons in form groups for Years 7- 10. There is also provision for careers during induction time at the beginning of term for some year groups as well as at other times during the year. The CEIAG programme is an important part of curriculum provision and as such regular networking between pastoral/PSHCE staff and the careers team is encouraged.

Post-16 Provision

Post-16 students receive support and guidance for careers throughout their PSHCE lessons. Students also receive talks from visiting speakers on all aspects of university life, preparation for personal statements and UCAS forms as well as tuition for Oxbridge, interview skills and all aspects of progression. Each student has access to the resources in the LRC and can request interviews with the Careers Adviser. Information is also available on the notice boards around the school. Students take part in a variety of work experience and enrichment activities.

Staffing and CPD

The careers education programme is delivered by PSHCE tutors and supported by visiting speakers and form tutors when necessary. The Careers Coordinator ensures that staff are updated and provided with appropriate materials and resources. The Careers Adviser runs a workshop in Year 10 and Year 12 to look at options available to students. Overall responsibility is given to the Careers Coordinator to ensure the CEIAG programme is updated and developed. The Executive Leader has the overview and line manages the Careers Coordinator and links to key governors.

Resources

There is an annual allocation of money for careers and careers resources. Information to support CEIAG is contained in the LRC and on notice boards. Software is available for students and the school holds the Certificate of Excellence in Careers Information 2013. Annual reviews ensure that resources are current and appropriate.

Partnership Activities

The C&K Careers Service supports the school in enhancing the CEIAG provision through Inset, network meetings and advisory sessions. An annual service delivery agreement is drawn up between the school and C&K careers. Links with employers and training providers enhance the programmes through their support for work experience, mock interviews and group presentations and WRL/enterprise activities.

7. Area Self-Review

The Careers Coordinator is committed to the highest possible standards in providing information and guidance for all students. As such, the process of self-review is integral to continual improvement.

The process of Self Review involves a range of staff including Year Group Leaders (YGLs)/Leadership Group (LG)/PSHCE Coordinator and Careers Coordinator. The process will be led by the Careers Coordinator with input from middle and senior leaders. Impact and improvement is measured via continuous feedback, monitoring and assessment.

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8225755

The review of a year group has three strands:

1. **Lesson observations:** The YGL/PSHCE Coordinator/Careers Coordinator will informally observe lessons to ensure effective delivery of careers-related units.
2. **Student Surveys:** the Careers Coordinator is responsible for organising the collection of student feedback and formulating the action required.
3. **Feedback:** the Careers Coordinator will collate feedback from the Careers Adviser/members of LG (e.g. regarding parental feedback)/YGL's (regarding assemblies etc). All feedback will be used to inform future planning.

Teachers of career-related issues in PSHCE are to use the feedback from self review to inform their planning and teaching accordingly. Feedback and reports will be used as evidence to inform the completion of the Department Self Evaluation Form (SEF) and Area Action Plan. Student Voice is encouraged through subject affiliates, who will take forward ideas and suggestions to Student Council.

To ensure the development of quality across the CEIAG programmes, the school is guided by the accreditation outlined by the C&K Careers Quality Standard which is validated against Quality in Careers Standard (QICS).

- **Key Personnel**

The Careers Coordinator devises the programmes for careers education which is then delivered by the PSHCE team. At KS4/5 all students have access to the Careers Adviser and the Careers Coordinator. There are regular links with key personnel to ensure that individual needs are met. Pastoral staff provide information to ensure appropriate support and guidance. Overall responsibility for the provision of careers education in PSHCE is given to the Careers Coordinator; the Department Leader for Economics and Business Studies is responsible for enterprise education, whilst the strategic development and quality provision for WRL/CEIAG is the responsibility of a member of Leadership Group (the Executive Leader, Personnel).

- **Links to Other Policies/Documents**

Please refer to the following:

PSHCE policy

WRL Action Plan

The Careers Area Action Plan

The C&K Partnership Agreement

Websites

www.cegnet.co.uk

www.careersengland.org.uk (for information on QICS)

www.education.gov.uk (for information on raising the participation age)

DfE Statutory Guidance on Careers Guidance in Schools (25.3.15)

Career and Work Related Education Framework ACEG

www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf

8 Policy Statement on Granting Access to Education and Training Providers

This policy statement sets out the school's arrangements for managing the access of providers to students at the school for the purpose 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.

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Student Entitlement

All students in years 8-13 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 – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

Management of provider access requests

Procedure

A provider wishing to request access should, in the first instance, contact Mrs Debbie Gallimore, Executive leader, Telephone: 01422 360272: Email:Debbie.gallimore@crossleyheath.org.uk

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

	Autumn Term	Spring Term	Summer Term
Year 8	Curriculum time (PSHCE)	Careers Day Event Discussions re KS4 options/careers	Assemblies
Year 9	Careers Event	Assemblies	Assemblies
Year 10	Careers Event	Assemblies/ Tutor time	Assemblies University visit
Year 11	Assembly on opportunities at Post 16 Signposting to local event for University/Technical Colleges Post 16 Taster sessions	1:1 Careers interviews	
Year 12	Future Jobs/LMI information Launch of Enterprise company initiative	Work experience Assemblies/small group discussions re apprenticeship opportunities	UCAS Fayre

THE CROSSLEY HEATH SCHOOL ACADEMY TRUST
8225755

	Weekly careers bulletin containing employer, apprentice, education and training opportunities	Weekly careers bulletin containing employer, apprentice, education and training opportunities	Weekly careers bulletin containing employer, apprentice, education and training opportunities
Year 13	Workshops – HE and higher apprenticeship Applications Student finance information for students and parents	Small group discussion and assembly opportunities	

Please speak to Mrs Gallimore, Careers Leader, to identify the most suitable opportunity for you.

Premises and facilities

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team.

Providers are welcome to leave a copy of their prospectus or other relevant course literature which will be displayed in the LRC. The LRC is available to all students at lunch and break times.

(Edit 9/3/18 to incorporate point 8. DG)

(Edit 4/12/15 vp)