

**THE CROSSLEY HEATH SCHOOL ACADEMY TRUST  
8225755**



## **The Crossley Heath School**

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# **CAREERS POLICY December 2019**

**Careers Policy**  
**December 2019**

**Responsibility:** Executive Leader  
**Date of Review:** December 2023

**1. Introduction**

CEIAG refers to a range of activities and interventions that help young people to make the right choices. This includes impartial advice and guidance at key transitional times for young people and access to up to date information on careers and other issues affecting their wellbeing and continuation of their learning and future pathways. The Crossley Heath School is committed to providing all students in years 7-13 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby Benchmarks for ensuring best practice to meet the requirements of the Department for Education's statutory guidance 2018. The school obtained the Careers Quality Award in December 2016 which is valid for three years and demonstrates an ongoing commitment to providing a comprehensive CEIAG programme for students.

**2. Aims**

The Crossley Heath School Careers Education aims to:

- Work towards achieving the 8 Gatsby Benchmarks as part of statutory duties.
- 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 them 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.

**3. Provision**

Careers provision is mapped against the Gatsby Benchmarks.

The Gatsby Benchmarks are:

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

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The current careers programme is delivered through a combination of methods, including a through a PSHCE programme, 'drop down' days and form tutor time. Careers information is available on The Zone (student VLE) and via Unifrog, a platform which provides access to information on apprenticeships, universities, the labour market, career pathways and UCAS applications. Physical information can be found in the 6<sup>th</sup> form study zone to which students in other years have planned access throughout the year.

In Key Stage 3 – activities include careers library research with an aim to raise student aspirations, exploring stereotypes in the workplace, researching the history of the workplace and developing an understanding of the world of work. Assemblies and additional information is provided for students and parents for year 8 when they choose their options. A careers day is also provided for year 8 students in advance of the options deadline.

In Key Stage 4 – students continue research into careers and pathways into Post 16 and Post 18 education or training. They develop skills in CV, letter writing, presentations and interviews. Activities include careers days, A level options information, Taster Days and visits to the 'Get Organised' event aimed at year 11 students in the local region and at which many university, apprenticeship providers, 6<sup>th</sup> form colleges and employers are represented. Individual interviews are held with an independent careers practitioner (C&K Careers). During activities which include enterprise and citizenship sessions, students develop work related skills including finance, teamwork, negotiation, presentations and trading.

In Key Stage 5 – information sessions are delivered to students by universities, apprenticeship providers and employers throughout the year in both year 12 and 13. There is a great deal of support for the UCAS application process by our UCAS and Oxbridge Co-ordinator. An information evening is held for parents and students in year 12 and 13 which covers common themes such as finance and clearing, information about apprenticeships for those who wish to consider this route, and up to date labour market information to help students and parents keep abreast of developments and trends. There are visits to an Oxbridge conference and to Cambridge University to raise aspirations. All year 12 students visit a UCAS Fair and have a week of work experience in the Spring term, in addition to enrichment activities to broaden skills and experience. Year 13 students have mock interviews carried out by local business contacts and individual careers interviews are held with an independent Level 6 qualified careers practitioner (C&K Careers) in year 12 and again in year 13. A bulletin containing up to date labour market information and apprenticeship and other vacancies is distributed on a regular basis to year 11, 12 and 13 students.

- 4. Inclusion – Provision for Learners with Learning Difficulties and/or Disability or other Particular Needs**  
Close links with the SENCO and the Pastoral team ensure that equal opportunities and inclusion are considered at all times and that there is equality of opportunity and access to the activities and resources. Learning support staff provide support and suitable materials for identified students. All students are encouraged to develop an understanding and awareness of equality in relation to gender, ethnicity/religion and disability.
  
- 5. Partnership Activities**  
The C&K Careers Service supports the school in enhancing the careers 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

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support for work experience, mock interviews, careers days, assemblies, group presentations and work related learning/enterprise activities.

**6. Roles and Responsibilities**

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between higher and further education providers, apprenticeship providers and employers help support the curriculum throughout the key stages.

The Careers Lead, a member of the school's senior leadership team drives the policy and ensures provision is mapped against the School Improvement Plan. The Careers Coordinator devises the programmes for careers education. Pastoral staff provide information to ensure appropriate support and guidance is available to all students.

**7. Monitoring, Recording and Evaluation**

As part of the careers programme, students have the opportunity to self-evaluation and reflect on their learning at key points such as following careers days, mock interviews or work experience. Students develop a profile on Unifrog through which their activities and skills development can be recorded and monitored by staff including form tutors and the careers co-ordinator. All participants in the programme complete surveys following key events including students, parents and employers. To ensure quality, the school will actively work towards the C&K Quality Standard, nationally validated against the Quality in Careers Standard.

**8. Links to Other Policies/Documents**

Please refer to the following:

The Careers Area Action Plan

The C&K Partnership Agreement

The Gatsby Benchmarks/Compass Tracking Tool

Good Career Guidance: Teaching the Gatsby Benchmarks, The Gatsby Charitable Foundation 2018

**9. 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. We welcome such visitors to enhance the CEIAG programme and experience for students. Full details are available on the school's website.