



Adopted:	November 2015
Last Reviewed:	January 2017
Next review:	January 2018

Harrogate High School

Careers Guidance Policy

What is Careers Guidance?

In our careers guidance policy our definition of careers guidance is aligned to those provided by DfE and Ofsted.

Careers guidance and inspiration in schools, DfE Statutory guidance for governing bodies, school leaders and staff, March, 2015 defines Careers Advice and Guidance as:

‘Careers advice and guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.’

DfE 2012 and definition used by Ofsted in their thematic report ‘Going in the Right Direction? Careers guidance in schools from September 2012’, published September 2013

‘Careers guidance refers to services and activities intended to assist individuals of any age and at any point throughout their lives to make education, training and occupational choices and to manage their careers. The activities may take place on an individual or group basis and may be face-to-face or at a distance (including help lines and web-based services). They include careers information provision, assessment and self-assessment tools, counselling interviews, careers education programmes, taster programmes, work search programmes and transition services.’

Purpose of Careers Guidance

We recognise that effective careers guidance contributes to raising aspirations, improving motivation and overcoming barriers to success. Our school has a critical role to play in preparing our young people for the next stage of their education or training and beyond. Our expectations are high, including for our most vulnerable and those with special educational needs and disabilities, so that every pupil is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employer’s value. This will help every young person to realise their potential and enhance their employability.

Careers Skills: - We recognise the importance of developing the careers skills of our young people through our provision for Careers Guidance. We believe that young people need career skills to manage their own careers and to contribute to the well-being of themselves, their families, the communities and the wider society of which they are a part and the environment and the economy. The school's careers provision, therefore, needs to help students to develop their self-efficacy, raise their aspirations, carry out career exploration, become more adaptable and resilient, make decisions and transitions, be more enterprising and be able to present themselves well in applications and interviews.

Employability Skills: - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable'. The top 10 skills that employers want and seek in potential employees (ref STEMNET, Science, Technology, Engineering and Mathematics Network, working with a range of UK companies) are:

1. Communication and interpersonal skills
2. Problem solving skills
3. Using your initiative and being self-motivated
4. Organisational skills
5. Working under pressure and to deadlines
6. Team working
7. Ability to learn and adapt
8. Numeracy
9. Valuing diversity and difference
10. Negotiation Skills

Statutory Responsibilities

The statutory duty requires all registered students at the school are provided with independent¹ careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds).

The independent careers guidance provided should be:

- Presented in an impartial² manner
- Include information on the range of education or training options, including apprenticeships and other vocational pathways
- Guidance that the person giving it considers will promote the best interests of the students to whom it is given.

Duty to participate in education or training after 16

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training until their 18th birthday.

The school recognises that young people need to be clear about the duty and what it means for them. In particular students must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;

¹ Independent is defined as external to the school. External sources of careers guidance and inspiration could include employer visits, mentoring, website, telephone and helpline access. Taken together, these external sources could include information on the range of education and training options, including apprenticeships.

² Impartial is defined as showing no bias or favouritism towards a particular education or work option.

- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time accredited study.

Working with the Local Authority

The Education Act 2011 and the new statutory guidance require us as a school to work with North Yorkshire local authority to provide data on our students' destinations. There are three sets of data that are reported annually to the DfE: Intended Destinations, September Guarantee and the Activity Survey.

We also recognise our statutory duty to work with North Yorkshire local authority to support our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging.

Careers Guidance Provision

- **Careers Education**

Key Stage 3: The annual Pathway Planning day and careers fair, Vertical Mentor Group programme, assemblies and selection for York SHINE programme and the Barclays Life Skills Programme. Year 8 students also receive a personalised VMG programme linked to careers and subject choices, this takes place in January when students are first engaged in selecting Key Stage 4 optional courses. School has established a cross-curricular Careers Education provision incorporating core subjects delivering the 17 CDi strands.

Key Stage 4: The annual Pathway Planning day and careers fair, Vertical Mentor Group programme, assemblies, continuation of the York SHINE programme including a residential, individual career guidance meetings, Army Insight programme offered, individualised work experience placements as required, STEM stop the clock events, the Barclays Life Skills Programme, CV writing, mock interview practice and assistance with Post-16 applications for colleges, apprenticeships and/or Sixth Form. We also work with North Yorkshire local authority to provide personalised provision our more vulnerable young people including those with special educational needs, and those who are disengaged or at risk of disengaging. The cross-curricular Careers Education provision incorporating core subjects delivering the 17 CDi strands continues into KS4.

Key Stage 5: Weekly guidance lessons as part of student timetable include a range of external guest speakers from universities, employment and apprenticeships, individual career guidance meetings, support with the UCAS applications, college and apprenticeships applications, work experience for all students, visits to universities, visit to the annual UCAS convention, CV writing, personal statement writing, mock interviews, Next Step York residential programme, Durham Insight programme, Social mobility programme, Sutton Trust applications for qualifying students and the Building My Skills employability programme.

In addition each curriculum area identifies careers education elements and includes these in lesson planning and schemes of work, the school displays occupation and progression route information on displays in two areas within school. The school uses the North Yorkshire Key Stage 3 and 4 PSHE entitlement framework and the ACEG Framework for Careers and Work Related Education to guide its provision.

- **GCSE English and Mathematics**

Through our Careers Guidance we highlight to students that if they do not achieve a grade **C/level 4** or better in GCSE maths or English by the end of key stage 4 they will be required to carry on studying these – at school, college or as an apprentice – as no institution will receive public funding to teach them up to the age of 19 unless they continue to work towards achieving Level

2 in English and maths. This is because of the vital importance and powerful labour market value of a good GCSE in English and maths.

- **STEM (Science, Technology, Engineering and Maths)**

We work to ensure that students understand that a wide range of career choices require good knowledge of maths and the sciences. We aim to expose students to a diverse selection of professionals from varying occupations which require STEM subjects. This is achieved through our stop the clock days, educational visits and Building My Skills Programme. We recognise that there is a need to do this for girls, in particular, who are statistically much more likely than boys to risk limiting their careers by dropping STEM subjects at an early age.

- **Careers Impartial Advice and Guidance (IAG)**

- Students are given the opportunity to explore career ideas through face to face discussions with the Head of Careers Guidance and other mentors including local employers, inspiring individuals and coaches.
- Independent and impartial careers information, advice and guidance can be accessed by any student on request. All students receive at least one face-to-face careers interview with a suitably qualified careers adviser. These typically happen in the Autumn term.
- All students receive a face-to-face support at key decision making points during their education (Years 8, 9, 11, 12 and 13) to inform progression and are made aware of all available learning pathways open to them. These typically take place between February and April.
- Impartial Careers Advice and Guidance is available at all parent's evenings and curriculum options evenings.
- University specific advice and guidance is provided to all Sixth Form students.
- During a careers interview, all students are helped to develop a careers action plan and this meeting is recorded and a copy placed on their file. There is a system in place for centrally storing, distributing and following up pupil action plans.
- Those most at risk of becoming NEET (not in employment, education or training), and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews. Those most at risk of disengaging from learning, and the reasons why, are identified, targeted and prioritised when scheduling one to one careers interviews.
- The school organises an annual careers fair for students and their parents to which all local providers of education and training are invited and actively engaged in offering advice.
- The school advertises the open days and evenings for all local education providers to all students and their parents throughout education phases and transition between key stages.
- Students are made aware of the National Apprenticeship Service and National Careers Service and there is a link to both websites on the virtual learning environment (VLE).
- Review of GCSE results with all students to plan for sixth form studies.

- **Employer engagement**

We are committed to engaging with our local employers and professional community to ensure that our students have access to high quality employer engagement activities to enhance their careers guidance provision. Throughout our guidance programme we utilise speakers from the world of work in schools and use workplace visits and work experience placements to enhance students' knowledge. We use information from the National Careers Service and Local Enterprise Partnership to learn about labour market and the needs of employers. At our annual careers fair we have around 40 business partners exhibiting. All students are provided with basic career management skills like CV writing, CV building, job searches and job interviews. We are also proud to be selected to be part of the ESH Building My Skills Programme, during which AECOM, LEAP, the Army, Yorkshire Water and WYG will work closely with Sixth Form students to develop their employability skills.

Access to information on the full range of education and training options and active engagement with other local learning providers

We have provided independent guidance that includes information on the full range of education and training options, including apprenticeships and vocational pathways. This includes local further education, apprenticeships, and vocational education opportunities.

We provide in good time before decision points information about the options available, including:

- Key Stage 4; vocational courses offered by Harrogate College, Veloheads and Intuitions.
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships at a wide range of institutions across the county.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees at a range of colleges and higher education institutions.

The National Careers Service

We signpost our students and their parents to the National Careers Service which offers information and professional advice about education, training and work to people of all ages. (<https://nationalcareersservice.direct.gov.uk>, or National Contact Centre 0800 100 900). This includes how to access, and what support is available through their website, helpline and web chat.

Careers Guidance Leadership and Management Team

Team	Name
Nominated governor with responsibility for oversight of Careers Guidance	Guy Winter
Senior Leadership lead	Lee Wilson
Head of Careers Guidance	Carolyn Merson
STEM activities co-ordinator	Rickie Wilson

The Careers Guidance leadership and management team are responsible for:

- The Careers Guidance action plan, developed each year and which is linked to the school improvement plan

- Careers Guidance Training needs analysis
- The Careers Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Guidance
- Ensuring there is an appropriate provision of Careers Guidance activities across all key stages to meet the full range of pupil needs and abilities
- Enabling students to have access to career resources and drop in careers sessions, and a careers section on the school's website
- Ensuring that all safeguarding arrangements, including risk assessments, are in place and monitored for careers guidance activities.
- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with delivery partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community, NYBEP)
- Updating the school's Careers Guidance policy and information on the school's website and VLE page
- Providing reports to the governing body on Careers Guidance

Monitoring of Careers Guidance Provision

Provision is monitored through a range of processes including

- Annual audit of Careers Guidance
- Progress monitoring towards achieving recognised Careers Quality Standard
- Observations of guidance lessons
- Reviews of stop the clock days, events and guest speakers presentations
- Scrutiny of sample careers interview action plans
- Feedback from students, parents/carers and staff
- Use of pupil surveys including the North Yorkshire Growing Up in North Yorkshire

Equalities

The school consciously works to prevent all forms of stereotyping in the advice and guidance we provide, to ensure that boys and girls from all backgrounds and diversity groups consider the widest possible range of careers, including those that are often portrayed as primarily for one or other of the sexes.

Evaluating the effectiveness of our Careers Guidance

The effectiveness of guidance activities is evaluated through

- attainment and achievement key indicators
- destinations data of our students
- analysis of monitoring information as above

We will know we have been successful when we have higher numbers of students progressing to apprenticeships, universities, traineeships, and other positive destinations such as employment or further education colleges. As a consequence of this we aim to reduce and maintain NEET to below the national average. We aim to close the gap in destinations between young people from disadvantaged backgrounds and others.

We use the Destination Measures data, published by the Department for Education, to assess how successfully their students make the transition into the next stage of education or training,

or into employment and data provided to us by North Yorkshire Local Authority. We acknowledge that the **DfE** (20 IS) recommends that all schools should work towards a quality award for careers education, information, advice and guidance as an effective means of carrying out a self-review and evaluation of the school's programme. Our school is working towards the quality mark with Career Mark.