

MEADOWCROFT SCHOOL POLICY

Career policy

Date Approved	September 2023
Next Review	September 2024
Owner Name	Darren Singh
Owner Job Title	Head of Service

CONTENTS	Page
1.0 INTRODUCTION.....	2
2.0 COMMITMENT	2
3.0 AIMS	3
4.0 STUDENT ENTITLEMENT	3
5.0 DEVELOPMENT	3
6.0 LINKS WITH OTHER POLICIES	3
7.0 IMPLEMENTATION OF CAREERS ADVICE	3
8.0 EQUALITY AND DIVERSITY	3
9.0 YEAR 7 AND 8	4
10.0 YEAR 9 AND 10	4
11.0 YEAR 11+.....	4
12.0 WORK EXPERIENCE	4
13.0 IMPLEMENTATION OF CAREERS ADVICE	6
14.0 PARENTS AND CARERS	6
15.0 MANAGMENT.....	7
16.0 STAFFING.....	7
17.0 CURRICULUM.....	7
18.0 PARTNERSHIPS	7
19.0 MONITORING, REVIEWING AND EVALUATION	7
APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT	7

1.0 INTRODUCTION

The Careers Lead for Meadowcroft is **Scott Bedford**.

Careers education and guidance programmes make a major contribution to preparing young people for the opportunities, responsibilities and experiences of life. A planned progressive programme of activities supports them in choosing 11–19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

2.0 COMMITMENT

Meadowcroft is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 9–13 which is impartial and effective. We also begin careers education via indirect working as of Year 7. We aim to support the aspirations of our students and ensure that they gain the understanding, skills and experience to make progress and succeed in learning and work.

Meadowcroft endeavours to follow the Careers guidance and access for education and training providers and other relevant guidance from QCA and Ofsted as it appears.

Meadowcroft has a member of staff dedicated to careers education and IAG. We provide pupils with the knowledge, information and skills to make informed choices about suitable courses at school, college and other providers. The service enables students to receive accurate information, advice and guidance about the options open to them and the progression routes to which those options lead.

3.0 AIMS

Meadowcroft Careers Education and Guidance policy has the following aims:

- To contribute to strategies for raising achievement, especially by increasing motivation and providing access to accreditation pathways
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To encourage participation in continued learning including higher education and further education
- To develop enterprise and employment skills
- To reduce drop out from and course switching in education and training
- To contribute to the economic prosperity of individuals and communities
- To meet the needs of all our students through appropriate differentiation
- To focus students on their future aspirations
- To involve parents and carers

4.0 STUDENT ENTITLEMENT

Careers Education and guidance (CEG) is an important component of the 13-19 Curriculum and at Meadowcroft, we fully support the statutory requirement for a programme of careers education in Years 7–13. Students have access to an external CIAG, Fay Buckley, who specialises in SEN provision. This gives them the opportunity to explore the different careers, qualifications and learning routes.

5.0 DEVELOPMENT

The policy was developed and is reviewed every year by the Careers Lead and his/her Line Manager based on current good practice guidelines by DfE/Ofsted, CEG Framework.

6.0 LINKS WITH OTHER POLICIES

The Careers Advice and Guidance Policy supports and is underpinned by key school policies including those for Teaching and Learning, Assessment, Equality Statement, Health and Safety, and Special Needs and curriculum policy's for relevant key stages

7.0 IMPLEMENTATION OF CAREERS ADVICE

Careers Education is delivered via the ASDAN employability course, completion of careers portfolios and Careers interviews.

8.0 EQUALITY AND DIVERSITY

Careers education is provided to all students and provision is made to allow all students to access the curriculum. Students are encouraged to follow career paths that suit their interests, skills and strengths with the absence of stereotypes. All students are provided with the same opportunities and diversity is celebrated. Due to us having our own on-site careers lead, we provide excellent knowledge of our students needs and can tailor our approach in line with EHC needs.

9.0 YEAR 7 AND 8

The focus is about introducing careers and thinking about the vast number of careers/jobs available. How a business runs, qualities and skills that employers look for as well as rights and responsibilities in the world of work.

10.0 YEAR 9 AND 10

The focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14.

11.0 YEAR 11+

The focus is post 16 options and the Application process. There will be visits to other educational/training providers, places of work, career fairs and also job centres and business enterprise specialists.

12.0 WORK EXPERIENCE

The value of work experience

- **Social Skills**

Students will be able to experience working as part of a group and learning to work with new people and adults in a work situation.

- **Personal Development**

Work experience will help students understand the different roles and respond to different routines.

They can practice decision-making skills, be responsible for their own actions and the effect these actions have on others.

Students will develop communication skills in different contexts.

Work experience can play an important role in the development of student's self-image and maturity.

Work experience should enable students to experience the success and frustrations of seeing a project through to completion.

- **Knowledge and Understanding**

Students will be aware of the disciplines of work and the differences that exist between school and work.

Students will see the effect of new technology and gain knowledge of Health and Safety issues.

- **Qualification**

Students will complete ASDAN work experience qualification that allows them to self-reflect on their experiences in work and support future decisions.

Aim of Work Experience:

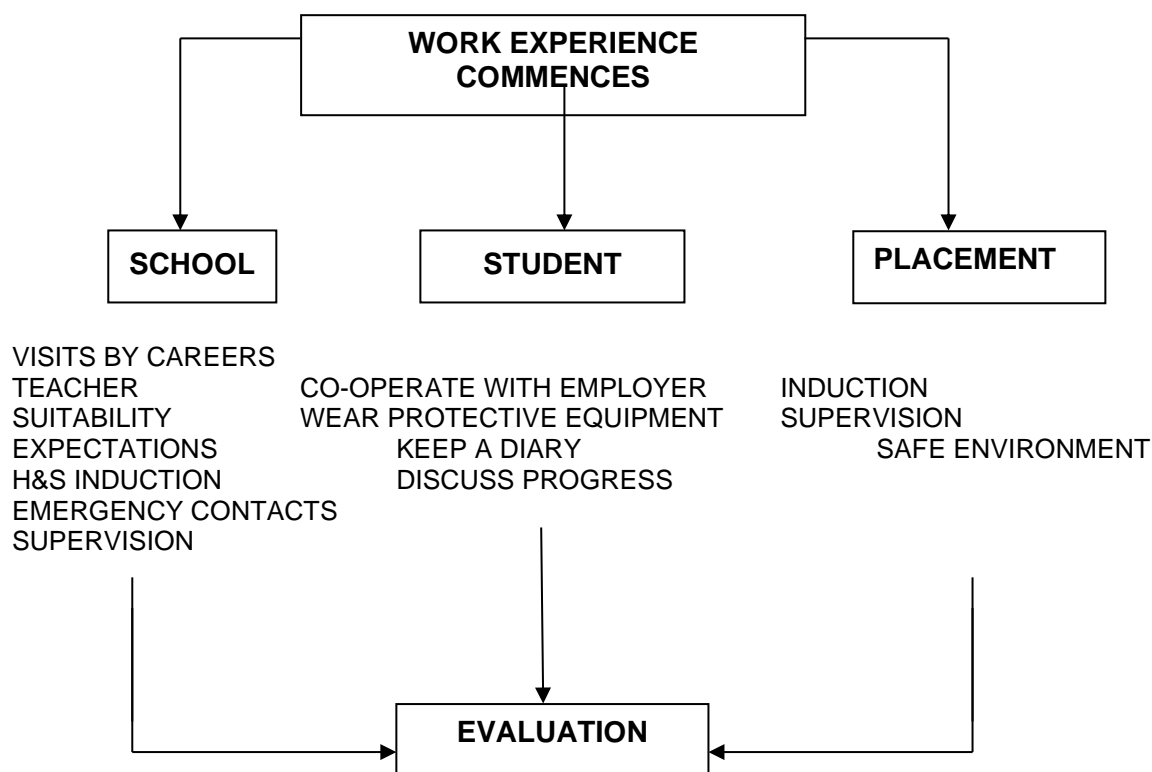
- To support and encourage an integrated work experience programme
- To enable the development and learning of students
- To provide students with records/documents to provide evidence of their experience
- To ensure all placements are safe and secure
- To provide students with direct experience of the world of work
- To give students the experience of relationships, routines and processes that are part of a working environment
- To develop work related skills
- To contribute towards approved vocational and academic qualifications where necessary
- To prepare students for adult and working life
- To encourage students to widen their horizons by viewing work experience as an opportunity to sample non-traditional areas of work
- To prepare students by discussing equal opportunities
- To make clear the roles and responsibilities of all involved in work experience
- Work experience can provide an excellent opportunity for students to develop an understanding of what an employer will expect of them and so enhance their employability.
- Various patterns and length of work experience placements need to be flexible to ensure that the learning needs of our students are met.
- The work will be appropriate to the student's capabilities.
- There will be an adequate level of supervision provided throughout the placement.
- Placements are assessed for risks and insurance checked. These checks will be carried out by Shropshire, Telford and Wrekin Business Partnership prior to commencement of a placement.

Stages of Work Experience Programme

Preparation – the focus may be the careers programme, PHSE programme, CEG booklet or Employability programme.

1. Student to meet with Careers Teacher to discuss and identify a student's choice of placement.
2. Meeting with school staff and care staff. Risk assessment carried out.
3. Careers Teacher to make contact with suitable establishments, insurance checks and risk assessment to be carried out by Careers lead with relevant qualification of assessment (IOSHH), Signed off by head teacher
4. Attendance – students may benefit from a block week/week's attendance. Some students may benefit from several one day placements over a period of time to build their confidence and to prepare them for an extended period. For others the most appropriate way to meet their needs may be a pattern of one day a week over several weeks.
5. Diary/logbook to be kept by the student, showing what tasks are carried out each visit.
6. Career Teacher to visit a student in placement.
7. **Evaluation** – we need to evaluate the placement. We should discuss with the student what they did, identify skills they have improved and acknowledge what they have learned.
8. **Follow up** – letter of thank you to be sent to employers.
9. **Evaluation** – evaluate the success of the placement.

Supporting Young People on Work Experience



13.0 IMPLEMENTATION OF CAREERS ADVICE

i) Careers resources

- These are available from the careers teacher
- Accessible on request and during sessions for careers guidance

ii) External IAG (C&K)

- Used for individual interviews with all year 9,10,12, 13 and other targeted pupils throughout the year

iii) Extra support where appropriate

- Pupils in Year 9, Year 10 and Year 11 are targeted for extra help by SENCO

iv) Career events

- All Key stage 4 & 5 students are given the opportunity to attend off site careers events and college open evenings / events. Visits will also be arranged to other training providers so students are aware of as many options as possible. Where a student pathway is to attend a provision in a different local authority links will be made at the earliest opportunity with the relevant people and organisations.

v) IT

Software products are available for pupils to use. This will be facilitated by the ICT teacher and careers teacher. These include:

- Jobs4u

14.0 PARENTS AND CARERS

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Parents / carers are welcome at careers interviews and where necessary are invited. Regular updates are also given at reviews (EHCP, PEP, and LAC)

15.0 MANAGEMENT

A named member of staff coordinates the Careers programme and is responsible to her senior management line manager. Work Experience is also the responsibility of the careers teacher.

16.0 STAFFING

All staff contribute to CEG through their roles as tutors and subject teachers.

The Careers programme is planned, monitored and evaluated by the Careers Teacher.

The careers teacher will liaise and consult with the external agencies to ensure that specialist career guidance is available when required.

17.0 CURRICULUM

The Careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work related learning and individual learning activities.

Careers lessons are part of the schools Personal Development Programme. Other events and activities are planned and organised separately throughout the year.

18.0 PARTNERSHIPS

A partnership agreement is ongoing with C&K Careers.

Other links with local 14-19 Providers are made when required. As are links with the local EBP, Aim-Higher, Post 16 and 18 destinations. Links with parents/carers are maintained using a variety of methods (parental leaflets, letters, options evenings and parent's evenings).

19.0 MONITORING, REVIEWING AND EVALUATION

Careers Education is monitored and evaluated annually via the Deputy and Headteacher. Careers Guidance is monitored and evaluated annually through discussion with key staff and pupils and appropriate observation of activities by the Line Manager.

The programme is reviewed annually by the Careers Coordinator and his/her Leadership Team Line Manager. Changes and improvements to the programme are entered into the Subject Improvement Plan (SIP), and where appropriate the School Development Plan along with timescales for completion.

When reviewing the programme, the School Development Plan (SIP) is used to ensure that the Careers provision is fully supporting whole school aims.

APPENDIX 1 – DEFINITIONS AND STATEMENT OF ENTITLEMENT

Definitions

- Careers Education – helps young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work

-
- Careers Guidance – enables young people to use the knowledge and skills they develop to make the decisions about learning and work that are right for them.
 - C&FE – Careers and Further Education

Statement of entitlement

As a pupil of Meadowcroft you are entitled to receive a programme of careers education, advice, information and guidance

Your CEG programme will help you to:

- Understand yourself, your interests, likes and dislikes, what you are good at and how this affects the choices you make
- Find out about different courses, what qualifications you might need and what opportunities there might be
- Develop the skills you may need for working life
- Make realistic, but ambitious, choices about courses and jobs
- Develop a plan of action for the future
- Understand the different routes after Year 11 including training, further and higher education and jobs
- Be able to make effective applications for jobs, training and further and higher education
- Develop your interview skills
- Improve your confidence

You will receive:

- Careers lessons
- Guided tutor time
- Access to the careers interviews
- Interviews with the external IAG where appropriate
- Work experience where appropriate
- Other subject lessons linked to careers

You can expect to be:

- Treated equally with others
- Given careers information and advice that is up to date and impartial
- Treated with respect by visitors to the school who are part of the careers programme