



Wirral Academy Trust

# School Careers Guidance Policy

---



THE BIRKENHEAD PARK SCHOOL

Adopted by LGB: June 2017  
Review Period: 2 years  
Review Date: June 2019  
Person responsible for policy: Clerk



## 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", April 2014 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.'

### 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 student is challenged appropriately and acquires the knowledge, skills and attitudes for lifelong learning and that employers 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:

- Communication and interpersonal skills
- Problem solving skills
- Using your initiative and being self-motivated
- Organisational skills
- Working under pressure and to deadlines
- Team working
- Ability to learn and adapt
- Numeracy
- Valuing diversity and difference
- Negotiation Skills

### **Statutory Responsibilities of the Local Governing Body**

The statutory duty requires the local governing body to ensure that all registered students at the school are provided with independent careers guidance from year 8 (12-13 year olds) to year 11 (15-16 year olds).

The local governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is 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 beyond the age of 16. Young people who left Year 11 in summer 2013 are expected to remain in education or training for a further year after the compulsory school leaving age and students starting year 11 or below in September 2013 will need to continue 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;
- 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 the 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 the 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**

Careers Education is delivered through the daily tutor programme and assemblies for both KS3 and 4. At The Birkenhead Park School we also hold an annual Make Me Employable Week for students in Year 10 and A What Next Fair in Year 11. This is delivered in conjunction with school staff and outside agencies. The topics covered are age appropriate to the year group. In addition, all subjects in school identify careers education elements and include these in lesson planning.

### **GCSE English and Mathematics**

Through our Careers Guidance we highlight to students that if they do not achieve a grade 5 (Grade 4 in 2017) or better in GCSE Maths or English by the end of KS4 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 maths and English. This is because of the vital importance and powerful labour market value of a good GCSE in Maths and English.

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

- Independent and impartial careers information, advice and guidance can be accessed by any student through Career Connect and is supported by our Achievement Mentor and Assistant Heads of Year.
- Students are given the opportunity to explore career ideas through face to face discussions with a range of people including role models and inspiring individuals, alumni from universities and colleges and mentors and coaches.
- All Year 11 students receive at least one face-to-face careers interview with a trained careers adviser.
- All students receive careers advice at key decision making points during their education (in Years 8 and 11) to inform progression and are made aware of all available learning pathways open to them.
- During a careers interview in Year 11, all students are helped to develop a careers action plan.
- There is a system in place for centrally storing, distributing and following up student action plans and this is coordinated by the achievement mentor.
- 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 information events 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.
- The school organises visits to further and higher education institutions from Year 7 onwards.
- The school is an active member of the Wirral Chamber of Commerce and all students have access to this service.
- Students are made aware of the National Apprenticeship Service, National Citizen Service and National Careers Service and there is a link to those websites on the school's website.
- Learner views are sought on the best way to offer provision.
- Provide information to students about the financial support that may be available to help them stay in education post-16.

## **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. This includes:

- Build strong links with employers by taking part in the 'Young Chamber' initiative, delivered by the Wirral Chamber of Commerce. Through this programme, the school has the opportunity to provide students with taster sessions at some of the leading businesses on Wirral including Unilever, Typhoo, Cammell Laird, Park Group Plc and Tranmere Rovers.
- Mentoring and coaching through alternative curriculum provision.
- Speakers from the world of work in schools (school is part of the Speakers for School project)
- Careers and Enterprise drop down days
- Careers fairs and career networking events
- Access to open days at further and higher education institutions
- Access to creative online resources and labour market intelligence
- Help with basic career management skills like CV writing, CV building, job searches and job interviews.

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

We Commission Career Connect and employ an Achievement Mentor who provides 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:

- Post-13: GCSEs; options provided by alternative curriculum providers in the community; opportunities for 14 year old enrolment at local colleges
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.

### **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**

<b>Team</b>	<b>Name</b>
Nominated governor with responsibility for oversight of Careers Guidance	TBC
Senior Leadership Lead	Deputy Headteacher
Careers Guidance <ul style="list-style-type: none"> <li>• Careers education</li> <li>• Employer engagement</li> <li>• Make Me Employable co-ordinator</li> </ul>	Achievement Mentor

The Careers Guidance leadership and management team are responsible for:

- Achieve the Quality in Careers Standard Award
- The Careers Guidance action plan, developed each year and which is linked through Raising the aspirations of students
- Careers Guidance Training needs analysis and keeping a record of training (Staff CPD)
- 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 student 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 including Make Me Employable Week (Safeguarding Policy, Behaviour Policy and guidance for Educational Visits)
- Assessment, Monitoring and Evaluation of the Careers Guidance provision
- Liaison with parents and partners (e.g. commissioned IAG providers, local learning providers, Local Authority, local Employers and business community.)
- Updating the school's Careers Guidance policy and information on the school's website

### **Monitoring of Careers Guidance Provision**

Provision is monitored through a range of processes including:

- Careers activity observations (for example lessons, individual careers interviews, career guidance activities/events, work experience)
- Scrutiny of sample careers interview action plans
- Feedback discussions with focus groups of students, parents, staff, employer representatives
- Use of student survey

- Annual audit of Careers Guidance.

## 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 of our students.
- Students being guided on to the correct options pathway in KS4
- The school's NEET figures
- Our Destinations data
- Student questionnaires

We use the Destination Measures data, published by the Department for Education, to assess how successfully our students make the transition into the next stage of education or training, or into employment and data provided to us by Wirral Local Authority e.g. Year 11 Leavers destinations.

## References:

CDI (2013) The ACEG Framework for Careers and Work-related Education: A practical guide  
<http://www.cegnet.co.uk/uploads/resources/ACEG-Framework-final.pdf>

DfE (2013b) Careers: Inspiration Vision Statement

<https://www.gov.uk/government/publications/careers-inspiration-vision-statement>

DfE (2014b) Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302422/Careers\\_Statutory\\_Guidance\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302422/Careers_Statutory_Guidance_-_9_April_2014.pdf)

DfE (2014c) Careers guidance and inspiration in schools: Non-statutory departmental advice for governing bodies, school leaders and school staff.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/302424/Careers\\_Non-Statutory\\_Departmental\\_Advice\\_-\\_9\\_April\\_2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/302424/Careers_Non-Statutory_Departmental_Advice_-_9_April_2014.pdf)

DfE (2013a) The Equality Act 2010: Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/269341/Equality\\_Act\\_2010\\_-\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/269341/Equality_Act_2010_-_advice.pdf)

Ofsted (2013) Going in the Right Direction? Careers guidance in schools from September 2012

<http://www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schoolsseptember-2012>

STEMNET: Top 10 Employability Skills

<http://www.nationalstemcentre.org.uk/elibrary/resource/887/top-10-employability-skills>

North Yorkshire Careers Guidance Materials can be found on Fronter in the PSE room, or access through the Health and Wellbeing Room – (Vision and Policy: electronic version of this Careers Guidance sample policy template. Policy into practice, Secondary PSHE and Citizenship section, then Economic wellbeing section for further Careers guidance materials) on Fronter

<https://fronter.com/northyorks/>

Safeguarding audit <http://cyps.northyorks.gov.uk/index.aspx?articleid=21016>

Child Protection Policy and Safer Working Practices/Staff Behaviour Policy

<http://cyps.northyorks.gov.uk/index.aspx?articleid=13496>

Learning beyond the Classroom <http://cyps.northyorks.gov.uk/index.aspx?articleid=21018>

