



Holmleigh Park High School Careers Policy and Report 2020-21

Approval and review:

This report is the responsibility of: Careers Coordinator

This report was approved by the Local Governing Body on: December 2020

1. Introduction

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at.

Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole school remit designed to complement the rest of the Greenshaw Curriculum.

This policy sets out how career activities are delivered at Holmleigh Park High School (HPHS) and explains what stakeholders can expect from the careers programme.

2. Aims and objectives

The HPHS careers programme aims to:

- Encourage students to be ambitious, confident, creative, respectful and determined. To broaden their horizons and explore their own career aspirations throughout their life at school
- Ensure students' readiness to take their next step in their learning or career.
- Ensure that the school meets the Gatsby Benchmarks

The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work
- Facilitating meaningful encounters with employers for all students
- Supporting positive transitions post-16 and post-18 (where relevant)
- Enabling students to develop the research skills to find out about opportunities both locally and nationally
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity
- Contributing to strategies for raising achievement, particularly by increasing motivation.
- Ensure all opportunities are inclusive of SEND and EAL students

All work is in conjunction with all relevant parties including SEND and keyworkers

Student entitlement

All students are entitled to be fully involved in an effective CEIAG programme.

Students are encouraged to take an active role in their own career development, so the careers programme emphasises student participation with a focus on self-development; learning about careers and the world of work; and developing career management and employability skills.

During their time at HPHS, all students can expect:

- The support they need to make the right choices in during Key Stage 4 options, Year 11 and in Sixth Form
- Access up-to-date and unbiased information on future learning and training, careers and labour market information
- Support to develop the self-awareness and career management skills needed for their future
- At least seven meaningful encounters with representatives from the world of work from Year 7 to Year 11; this could be through work experience, , assemblies, Ivy League Lectures, projects and visits
- To hear from a range of education and training providers, including colleges, universities and apprenticeship organisations and GROWS; this could include visits and taster days, as well as assemblies , talks and meetings at the academy
- The opportunity to relate what they learn in the Greenshaw Curriculum to their life and career beyond the trust.
- The opportunity to talk through their career and educational choices with staff including form tutors and the careers team
- Access to one-to-one guidance with a trained, impartial careers adviser, by appointment; this is available to students of any year group. A meeting with an adviser independent of the academy can also be requested
- HPHS are to keep parents/carers informed of their progress and provide parents/carers with information to support students' career planning and decision-making via parentmail and the school website. Parents/carers can attend careers meetings, by prior arrangement
- To be asked their views about the service they have received to ensure that the service continues to meet the needs of the students

Parental involvement

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person.

HPHS is keen to foster parental involvement in the careers programme, wherever possible.

Parents/carers are invited to discuss their son/daughter's progress, on parents' evenings/academic review events or by appointment.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters and texts home, the academy website and social media. With the student's agreement, a copy of the action plan from one-to-one careers meetings will be sent home. Parents/carers are welcome to attend careers meetings, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the careers lead at the relevant school, should they have any questions or concerns.

Delivery of the Careers Programme

Careers education

The content of the taught careers education programme is based around the learning outcomes outlined in the CDI Careers Framework (see references). This will be delivered through PSHE, drop down days and career events.

Year 7

Learning outcomes:

- Learn how to use Unifrog (our careers VLE) to research careers and different routes
- Explain how you have benefited as a learner from career and work related learning activities and experience
- Describe yourself, your strengths and preferences
- Identify and make the most of your personal network of support including how to access the impartial careers information, advice and guidance you need
- Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
- Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of the school environment

Year 8

Learning outcomes:

- Continue to use Unifrog to research careers and appropriate options
- Explain how you have benefited as a learner from career and work related learning activities and experience.
- Describe different ways of looking at people's careers and how they develop
- Identify different kinds of work and why peoples satisfaction with their working lives varies
- Describe the organisation and structure of different types of business
- Be aware of what job and labour market information (LMI) is and what it can do for you
- Identify how to stand up to stereotyping and discrimination that is damaging to you and those around you

- Be aware of the laws and by-laws relating to young people's permitted hours and type of employment; and know how to minimise health and safety risks to you and those around you
- Recognise when you are using the qualities and skills you need to be enterprising

Year 9

Learning outcomes:

- Receive support to make the right KS4/GCSE choices, including assemblies, parents events, meeting with senior staff and the option of a careers meeting.
- Continue to use Unifrog, with a sharper focus on selecting GCSE options
- Explain how you have benefited as a learner from career and work related learning activities and experience
- Tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing
- Recognise the qualities and skills needed for employability and provide evidence for those you have demonstrated both in and out of the academy
- Recognise when you are using the qualities and skills you need to be enterprising
- Show that you can manage a personal budget and contribute to household and academy budgets
- Look systematically at the choices and opportunities open to you when you reach a decision point
- Know how to negotiate and make plans and decisions carefully to help you get the qualifications, skills and experience you need
- Know how to prepare and present yourself well when going through a selection process
- Show that you can be positive, flexible and well-prepared at transition points in your life

Year 10

Key activities: work experience and mock business interviews

Lessons include preparing to find and carry out work experience placements; CVs, applications and interview technique in preparation for mock business interviews; understanding post-16 options. These activities are supplemented with after-the academy support sessions with PC access.

Learning outcomes:

- Continue to use Unifrog with an additional focus on work experience and selecting sixth form options
- Recognise how you are changing, what you have to offer and what's important to you
- Be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing

- Explain key ideas about career and careers development
- Explain different types of business, how they operate and how they measure success
- Find relevant job and labour information (LMI) and know how to use it in career planning
- Recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion, and know your rights and responsibilities in relation to these issues
- Build and make the most of your personal network of support including parents, Head of Year, mentor and careers adviser, making effective use of impartial careers information, advice and guidance
- Show that you have acquired and developed qualities and skills to improve your employability
- Show that you can be enterprising in the way you learn, carry out work and plan your career
- Research your education, training, apprenticeships, employment and volunteering options including information about the best progress pathways through to specific goals
- Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you
- Know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen
- Review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment

Year 11

Key activities: Mock business interviews and sixth form interviews

Sessions include preparing to find and carry out work experience placements; CVs, applications and personal statements and interview technique in preparation for mock business interviews; understanding post-16 options. These activities are supplemented with Champions Hour support sessions with PC access.

Learning outcomes:

- Continue to use Unifrog with a primary focus on post 16 options
- Recognise how you are changing, what you have to offer and what's important to you
- Be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing
- Review and reflect upon how you have benefited as a learner from career and work related learning activities and experience
- Explain how work is changing and how this impacts on people's satisfaction with their working lives

- Be aware of your responsibilities and rights as a student, trainee or employee for following safe working practices
- Show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals
- Know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you
- By the end of Year 11, all students will have had the opportunity to explore Post-16 options using a range of sources of information (with support, as required).

Year 12

Key activities: Post-18 Applications, mock interviews and work experience

In Year 12, lessons include post-18 options, covering both university and apprenticeships. Students take up work experience placements as part of the academy's enrichment programme, with the support of the careers team.

Learning outcomes:

- Continue to use Unifrog with a focus on researching university courses and degree-level apprenticeships
- Be proactive in taking part in career and work-related learning activities and assessing the benefits to you as a learner
- Recognise the personal, social and economic value of different kinds of work and be critically aware of key debates about the future of work
- To have an understanding of what businesses do, the way they operate and the responsibilities and rights of the employer
- Draw conclusions from research and evaluating relevant job and labour market information (LMI) to support your plans
- Reflect critically on the ethical, legal and business case for equality, diversity and inclusion in the workplace and the implications for your behaviour and others
- Recognise different levels of risk and understand your responsibilities and rights as a students, trainee or employee for observing safe working practices
- Develop and make the most of your personal network of support and show that you are a proactive and discerning user of impartial careers information, advice and guidance
- Develop and apply enterprising qualities and skill in your approach to learning, work and career planning
- Research and evaluate progression pathways and return on investment for the higher and further education, training, apprenticeships, employment and volunteering options
- Know how to make career enhancing plans and decisions

Year 13

In Year 13, students will have a mock apprenticeship or UCAS interview where appropriate, so lessons will help prepare students for this and explore how to get the most out of the experience. Students are supported through the post-18 application processes, including UCAS and apprenticeship, work-related or college options.

Learning outcomes:

- Continue to use Unifrog, with a focus on preparing and applying for university and/or apprenticeships
- Assess how you are changing and be able to match your skill, interests and values to requirements and opportunities in learning and work
- Create a personal statement emphasising the responsibility you are taking for managing your own progress, achievement and wellbeing
- Explain what you are doing to improve your employability and to meet the expectations of employers and co-workers
- Develop your personal financial capability to improve the decisions you make that affect your everyday life, further study, training and work
- Know how to prepare for, perform well and learn from your participation in the selection process
- Know how to develop and use the strategies you will need to cope with the challenge of managing your career transitions

Ivy League Lectures

Each year, Ivy League Lectures and guest speakers give students of all year groups chance to meet and talk to employers and learn more about what work is like and what it takes to be successful in the workplace.

Career guidance meetings

Students are entitled to appropriate guidance to meet their individual needs. All students within HPHS can request an appointment with the careers adviser but, in practice, Key Stage 4, 5 and vulnerable students will have priority access the service.

Needs-based referral

The referral procedure works as follows:

Heads of Year, Tutors, Senior Leadership Mentors, Sixth Form Team or the SENDCO identify students who would benefit from early intervention, for example students with lack of direction or lack of motivation; students with SEND; certain students receiving pupil premium funding; or those who have potential to become NEET (Not in Employment, Education or Training).

At the end of Year 10, the Head of Year and Senior Leadership Team will prioritise students based on their readiness to make post-16 decisions and the support they might need throughout the post-16 options process.

Students complete their Sixth Form application form early in Year 11 where they're asked about their career and post-16 ideas. Students who are not intending to go to sixth form are given guidance sessions to help them with post-16 decisions. Also in Year 10/early Year 11 small groups are seen to discuss and explore the different career paths where the careers adviser can identify students who might need further support.

The outcome of all these activities allows the careers advisers to prioritise students for interviews, helping to ensure that pupils of all abilities can access the support they need.

For those students identified as being at risk of NEET, further interventions are arranged as appropriate for each student. This support could include personalised curriculum in KS4, visits to colleges and training providers, contact with parents, support from other agencies and ongoing contact as the student leaves the academy.

Self-referral

Students may refer themselves for a careers meeting at any point, directly via the school careers lead or via a Head of Year. An appointment with the adviser will then be arranged. Students are made aware of the careers adviser through assemblies and PSHE drop down days.

The careers adviser will record sessions and outcomes on a student's individual career plan. Students and parents/carers will receive a copy and staff have the option to see this information so they can support the process.

Careers information through the Notice Boards and Libraries

Career information is available through the careers notice board and school library through relevant displays, email or assemblies. The careers noticeboard includes a range of University and College prospectuses, career guides, apprenticeship and employer information, as well as guides on job-search activities.

Online resources include – career web, career pilot and SACU.

Management and staffing

The Careers Guidance & Development leader is responsible for taking a strategic lead and direction for careers work in the academy; working under the direction of the Senior Leadership Team lead with responsibility for careers and employability and working with the Head of Year & Deputy Head of Year.

The Careers Guidance Development Leader must be, as a minimum requirement, a Level 6-qualified Careers Adviser. It is also advisable they become a member of the UK Register of Career Development Professionals.

Staff Development

All staff are introduced to the concepts, aims and programme for CEIAG at the academy during INSET days. This staff development is further enhanced at Year Team meetings, CPD Hubs and Line Management meetings. The Careers & Guidance Development Leader

attends conferences and network meetings to keep up to date with best practice and legislation.

Resources

HPS is committed to providing the resources to enable an effective careers programme, including adequate staffing, staff training and budget for resources.

Employer links

Links with employers, businesses and other external agencies continue to grow through HPS; by building on local community connections; as well as through the support of the academy's Enterprise Advisor and apprenticeship coordinator.

Equal opportunities

Greenshaw Learning Trust is keen to promote equal opportunities, challenge stereotypes and address limiting beliefs. All students can access advice and guidance tailored to their needs with support to explore options that suit their preferences, skills and strengths. The team work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers adviser. The careers advisers work with the SENDCO to support Education, Health and Care planning to support students who may be facing other challenges.

Role models including alumni, current apprentices and university students are brought in to raise aspirations and demonstrate what is possible after Beaufort, while non-traditional routes are supported and encouraged.

The destinations of the academy-leavers are monitored and trends identified.

Monitoring and evaluation

When monitoring the success of the careers programme, the academy considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme and what they gained from it
- Staff feedback on careers lessons, Inspired Industries week activities, mock interviews etc
- Gathering informal feedback from external partners and from parents
- Quality assurance of careers lessons as part of the tutor time programme
- Student destination figures post-16 and post-18.

References

- The Gatsby Benchmarks: www.gatsby.org.uk/education/focus-areas/good-career-guidance
- The Career Development Institute Careers Framework: www.thecdi.net/New-Careers-Framework-2015

APPENDIX A: Careers Activities 2019-20

| Term 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---|---|---|---|---|
| Week 1 | Bank Holiday | INSET | Yr7 & 12 Only | | |
| Week 2 | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | |
| Week 3 | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | |
| Week 4 | Staff Training Unifrog Induction | My Futre Career exploration Drop in clinic | Yr7 Talk the Talk Transition x8 classes all day GROWS | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Week 5 | Yr7-11 Unifrog Induction DEAR time X 1 all Yr groups so it is completed in a week | Yr7-11 Unifrog Induction DEAR time X 1 all Yr groups so it is completed in a week | Yr7-11 Unifrog Induction DEAR time X 1 all Yr groups so it is completed in a week | Yr7-11 Unifrog Induction DEAR time X 1 all Yr groups so it is completed in a week | CEIAG Assembly GROWS Assembly Yr9 to fit in with Yr Group assembly |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Week 6 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 |
| | | My Futre Career exploration Drop in clinic | Yr12 Sepping up to success GROWS | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Week 7 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 |
| | | My Futre Career exploration Drop in clinic | Yr11 Exams MADE easy 2 x session 2hr TBA GROWS | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Week 8 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 | Yr7-10 Careers lesson 1 |
| | | My Futre Career exploration Drop in clinic | Yr10 Lighthouse Aspirations MADE easy 2xsession 3rd TBA GROWS | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Term 2 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams |
| | | My Futre Career exploration Drop in clinic | Yr10 Talk the Talk All day in English classes GROWS | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Week 2 | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | CEIAG Assembly Work Experience |
| Week 3 | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams |

| | | | | | |
|---------------|--|--|--|--|--|
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Week 4 | Yr7-10 Careers lesson 2 | Yr7-10 Careers lesson 2 | Yr7-10 Careers lesson 2 | Yr7-10 Careers lesson 2 | Yr7-10 Careers lesson 2 |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Week 5 | Inspired Industries DEAR 2.30-2.55 talks 20- 30mins Rooms dependant on size of group | Inspired Industries DEAR 2.30-2.55 talks 20- 30mins Rooms dependant on size of group | Inspired Industries DEAR 2.30-2.55 talks 20- 30mins Rooms dependant on size of group | Inspired Industries DEAR 2.30-2.55 talks 20- 30mins Rooms dependant on size of group | Inspired Industries DEAR 2.30-2.55 talks 20- 30mins Rooms dependant on size of group |
| Week 6 | | My Futre Career exploration Drop in clinic | Yr9 Insight RAU GROWS | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Week 7 | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | |
| Term 3 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | INSET | Yr13 Internal Exams | Yr13 Internal Exams | Yr13 Internal Exams | Yr13 Internal Exams |
| Week 2 | Yr13 Internal Exams | Yr13 Internal Exams | Yr13 Internal Exams | Yr13 Internal Exams | Yr13 Internal Exams |
| Week 3 | | | | | |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Week 4 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Week 5 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 | Yr7-10 Careers lesson 3 |
| | | My Futre Career exploration Drop in clinic | Yr12 Talk the Talk Future x8 classes all day GROWS????? | My Futre Career exploration Drop in clinic | CEIAG Assembly Work Experience |
| Week 6 | | | | | |
| | | My Futre Career exploration Drop in clinic | Yr9 Talk the Talk x8 classes all day GROWS????? | My Futre Career exploration Drop in clinic | Yr10 Work Ex Guidance sessions P1-2 MLo Office |
| Term 4 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Week 1 | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Week 2 | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams |
| | National Careers week 2020 | National Careers week 2020 | National Careers week 2020 | National Careers week 2020 | National Careers week 2020 |
| | Inspired Industries DEAR 2.30-2.55 talks 20- | Inspired Industries DEAR 2.30-2.55 talks 20- | Inspired Industries DEAR 2.30-2.55 talks 20- | Inspired Industries DEAR 2.30-2.55 talks 20- | Inspired Industries DEAR 2.30-2.55 talks 20- |

| | 30mins Rooms dependant on size of group | 30mins Rooms dependant on size of group | 30mins Rooms dependant on size of group | 30mins Rooms dependant on size of group | 30mins Rooms dependant on size of group |
|---------------|---|---|---|---|--|
| Week 3 | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams |
| | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | Yr11 Destination Guidance sessions P1-4 MLo Office |
| Week 4 | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams | Yr11 Internal Exams |
| | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 | Yr7-10 Careers lesson 4 |
| | | My Futre Career exploration Drop in clinic | | My Futre Career exploration Drop in clinic | |

Note – this academic year was cut short due to COVID-19 and the school being placed in lockdown.