



Adopted:	February 2018
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Next review:	February 2020

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## Harrogate High School

### Careers Education and Guidance Policy (validated by Career Mark, April 2018)

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#### What is Careers Education and Guidance?

In our careers guidance policy our definition of careers education and 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, careers education programmes, taster programmes, work search programmes and transition services.'

#### Purpose of Careers Education and Guidance

We recognise that effective careers education and 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 Education and Guidance. We believe that young people need careers 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, seeks 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. We encourage KS5 students to gain leadership and volunteering skills through their time in the 6<sup>th</sup> form.

Employability Skills: - We recognise the importance of employability skills -the 'transferable skills' needed by an individual to make them 'employable' in diverse and rapidly changing job markets. 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
11. Literacy and numeracy

The school's **Shaping My Future Programme** seeks to enable young people, Years 7-13 to have better life chances throughout their career, playing to their strengths and ambitions. The programme covers career routes, careers meetings, enterprise programmes, personal health and well-being, financial literacy, online safety, risky behaviours and external business speakers.

### **Statutory Responsibilities**

The statutory duty requires all registered students at the school are provided with independent<sup>1</sup> careers guidance from Year 8 (12-13 year olds) to Year 13 (17-18 year olds). The independent careers guidance provided should be:

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<sup>1</sup> 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.

- Presented in an impartial<sup>2</sup> 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 beyond the age of 16. 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 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 and Education Guidance Provision**

School's Careers Education and Guidance provision is based on the eight Gatsby Benchmarks of good Careers Education and Guidance as follows:

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

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

The table below shows a brief overview of our Careers and Education Guidance provision Key Stage 3 – Key Stage 5 (Years 7-13)

Activity	Key stage 3	Key stage 4	Key stage 5
VMG (Vertical Mentor Group)	X	X	X
Widening participation opportunities for eligible students	X	X	X
Individual careers guidance meetings	X (Year 8)	X (Year 11)	X (years 12,13)
Work experience opportunities		X (Year 10 and 11)	X
STEM activities/visits	X	X	X
Enterprise events		X	X
CV writing/mock interviews		X	X
Specialised support for SEND students	X	X	X
Weekly SMF lessons incorporating 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 in year 12, visits to universities, CV writing, personal statement support, and mock interviews			X

In addition each curriculum area identifies careers education elements and includes these in lesson planning and schemes of work. Each department also tracks their provision for careers education against the CDi strands to ensure that we have a clear map of provision. The school displays occupation and progression route information on careers displays within school.

- **GCSE English and Mathematics**

Through our Careers Guidance we highlight to students that if they do not achieve a grade 4 (C) 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 and educational STEM specific visits. 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, apprenticeship providers and inspiring individuals.
- 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 qualified careers adviser. Other appointments are always available on request.
- All students receive a personalised support at key decision making points during their education (Years 8, 11, 12 and 13) to inform them of progression and are made aware of all available learning pathways open to them.
- 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.
- Year 12 parents and students are invited to a university specific open evening.
- 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 and emailed to parents. 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 a careers fair for students and their parents to which 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 6<sup>th</sup> 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 our careers SMF provision. Throughout our SMF 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. Students are provided with career management skills like CV writing, 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 provide 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
- Post-16: A levels, advanced general qualifications, apprenticeships, employment combined with training, supported internships, tech levels and traineeships.
- Post-18: further education courses, higher apprenticeships, undergraduate degrees.

### **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 Education and Guidance Leadership and Management Team**

<b>Team</b>	<b>Name</b>
Nominated governor with responsibility for oversight of Careers Guidance	Mr Guy Winter
Senior Leadership lead	Mr Lee Wilson
Head of Careers Education and Guidance	Mrs Carolyn Merson
STEM activities co-ordinator and Deputy Head teacher	Mr Rickie Wilson
Independent Careers Advisor and NSAT Director	Ms Bev Ashby

### **The Careers Education and Guidance leadership and management team are responsible for:**

- The Careers Education and Guidance action plan, developed each year and which is linked to the school improvement plan
- Careers Education and Guidance Training needs analysis
- The Careers Education and Guidance budget allocation and management
- The management and co-ordination of the various aspects of Careers Education and Guidance
- Ensuring there is an appropriate provision of Careers Education and 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 Education and 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 Education and Guidance policy and information on the school's website and VLE page
- Providing an reports to the governing body on Careers Education and Guidance

### **Monitoring of Careers Education and Guidance Provision**

Provision is monitored through a range of processes including

- Annual audit of Careers Education and Guidance
- Progress monitoring towards maintaining recognised Careers Quality Standard (Career Mark)
- 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

### **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 Education and Guidance**

The effectiveness of Careers Education and guidance activities is evaluated through

- Attainment and achievement of key indicators
- Accurate destination data of our students
- Success is determined by students embarking on the correct destination for them as an individual based on their attainment and ambition.
- 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 a further education college. We will aim to close the gap in destinations between young people from disadvantaged backgrounds and others, students are identified and offered opportunities through programmes such as Next Step York, York Shine, Sutton Trust and Social Mobility Foundation. School is also working with the NCOP Higher York Project to raise aspirations of students from identified postcode areas. We aim to maintain the school's NEET figure to below the national average.

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 (2015) 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. School was awarded the Career Mark Quality Award in 2016 and will be reaccrediting this as required.