



**Outcomes
First
Group**

Careers Policy

2023-24

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1.0 INTRODUCTION

The Careers Lead for The Holden School is Gary Morton.

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.

Our Careers Intent statement.

Our school encourages students to aspire and value lifelong learning and to provide opportunities to develop key employability and enterprise skills, which are highly valued by employers, colleges, universities and apprenticeship providers.

2.0 COMMITMENT

The Holden School is committed to providing our students with a programme of careers education, information, advice and guidance (IAG) for all students in years 9–11 which is impartial and effective. We also begin careers education via indirect working as of EYFS. 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.

The Holden School endeavours to follow the Careers guidance and access for education and training providers (DfE, 2018) and other relevant guidance from QCA and Ofsted as it appears.

The Holden School 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 with the support of our Independent Careers Advisor. 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

The Holden School 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 and life 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 13-16 Curriculum and at The Holden School, we fully support the statutory requirement for a programme of careers education in Years 7–13. Students also have direct careers meetings with our Independent Careers Advisor.

5.0 DEVELOPMENT

The policy was developed and is reviewed every 2 years 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 TEACHING

Careers Education is delivered via the PSHE scheme of work including teaching pupils to aspire, appropriate work experience for some individuals and mini-enterprise events. At Key Stage 1 and 2 the Coram Scarf scheme of work is used. The termly topics of Keeping Safe, Rights and Responsibilities and Being the Best I Can focus on careers skills. In addition, units such as first aid, money matters, and aiming high can be taught as part of the pupils learning journey. Regular mini-enterprise events will encourage pupils to explore the world of work and consider roles such as manufacture, marketing and retail skills. This journey will be evidenced and developed through photos and power points as the pupil's moves through the Holden School.

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

The PSHE focus is Living in the wider world. Pupils will develop skills and aspirations by learning about careers, teamwork and enterprise skills, and raising aspirations. Financial decisions such as making savings, borrowing, budgeting and making financial choices.

10.0 YEAR 8

The PSHE focus is Community and careers. Equality of opportunity in careers and life choices, and different types and patterns of work. Digital literacy, online safety, digital literacy, media reliability, and gambling hooks will be covered.

11.0 YEAR 9

The PSHE focus is self-assessment, considering own strengths, stereotyping and discrimination as well as career paths and options post 14. Setting goals. Learning about our strengths, career options and goal setting as part of the GCSE options process. Employability skills will be considered including employability and online presence. The Reed Virtual work experience can be completed at Key stage 3 in preparation for Key stage 4 work experience.

12.0 YEAR 10

The PSHE focus is financial decision making. The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. Work experience includes preparation for and evaluation of work experience and readiness for work.

The focus is work experience including preparation, implementation and evaluation; this can be used as part of the Duke of Edinburgh Award curriculum. Not all students undertake work experience outside school due to their vulnerability and increased risk. Many will undertake work experience within the school, and this can be part of project work in vocational subjects. Some students will take on voluntary work, which will contribute towards the Duke of Edinburgh award. All work experience placements are risk assessed to ensure suitability and health and safety.

13.0 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 job centres and business enterprise specialists and this will be developed individual basis by interviews with our external and Independent Careers advisor.

14.0 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. This is also part of our off site provision to provide meaningful experiences to pupils who may find it difficult to access a full time school curriculum.

- **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**

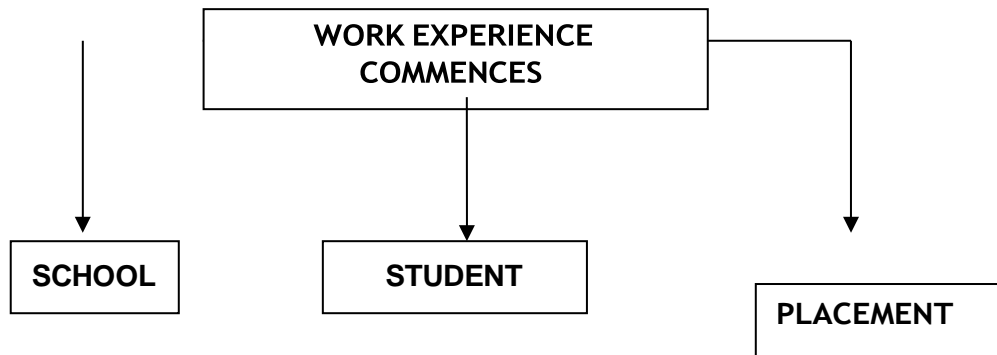
Students will be aware of the disciplines of work and the differences that exist between school and work.

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

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.

Supporting Young People on Work Experience

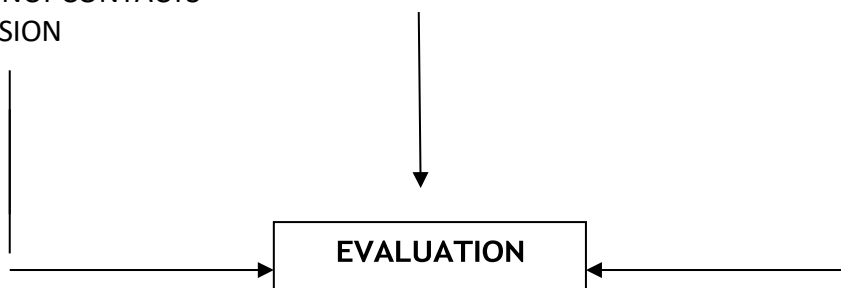


VISITS BY CAREERS

TEACHER
SUITABILITY
EXPECTATIONS
H&S INDUCTION
EMERGENCY CONTACTS
SUPERVISION

CO-OPERATE WITH EMPLOYER
WEAR PROTECTIVE EQUIPMENT
KEEP A DIARY
DISCUSS PROGRESS

INDUCTION
SUPERVISION IF REQUIRED
SAFE ENVIRONMENT



15.0 IMPLEMENTATION OF CAREERS ADVICE

i) Careers resources

- These will be available from the careers teacher and independent Careers advisor.
- Accessible on request and during sessions for careers guidance

ii) Independent Advisor (Careers),

- Available to students from their placing LA's-working in conjunction with on-site CEG
- Used for individual interviews with all year 11's 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, Teachers and Head of Careers

iv) Career events

- All Key stage 4 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. This will be developed with the careers advisor.

16.0 PARENTS AND CARERS

Parental involvement is encouraged at all stages. Online resources have been specifically chosen to help parents become more involved. Regular updates are also given at reviews (EHCP, PEP, and LAC)

17.0 MANAGMENT

A named member of staff from SLT coordinates the Careers programme, supported by OFG Careers lead and network meetings. The external careers advisor will meet individually with pupils to ensure all advice is impartial.

18.0 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 our external careers advisor to ensure that specialist career guidance is available when required.

19.0 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.

20.0 PARTNERSHIPS

Off site providers such as Applecast, Carrington and Music For Young People will provide regular reports and monitor pupil progress.

Duke of Edinburgh will be developed and have a co-ordinator and 3 leaders working with pupils on site. The expedition will have support from our Dof E lead for OFG group.

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).

21.0 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 Careers lead.

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

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 including mini-enterprise opportunities
- Access to the careers interviews
- Interviews with the External Careers Adviser 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

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