

COGNITA

Careers
Guidance
Policy



HYDESVILLE
TOWER SCHOOL

September 2022

1 Introduction

- 1.1 The purpose of this policy is to provide details about our careers guidance programme.
- 1.2 The Department for Education (DFE) makes statutory guidance available on careers guidance. This does not apply to independent schools. However, this policy incorporates many elements of the statutory guidance in order to benchmark against the most effective practice.
- 1.3 This guidance applies to all pupils from Year 7.

2 Regulations

- 2.1 The statutory regulations relating to independent schools states that pupils receiving secondary education should have access to accurate, up-to-date careers guidance which:
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential.

3 Overview and oversight

- 3.1 Effective careers guidance enables pupils to be well informed, well supported, know where to find information and choose a career or next step which is right for them.
- 3.2 We view careers guidance as connecting learning to the future for our pupils. We aim to motivate our pupils by giving them a clearer idea of the routes to jobs and future careers that they will find engaging and rewarding. We believe that good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life.
- 3.3 The member of staff with responsibility for oversight of careers guidance is Miss Danni Fairbrother.
- 3.4 The delivery of the careers education programme is a shared responsibility of the staff team.

4 Elements of our programme

- 4.1 Our careers guidance programme is carefully planned and can be found in annex 1. Our guidance is intended to be woven into the educational programme and provide inspiration so that our pupils are empowered to make their own evidence based decisions.
- 4.2 Details of external resources for staff, pupils and parents can be found in annex 2.

5 Evaluation and review

- 5.1 It is the responsibility of the Headteacher with the staff responsible for oversight to keep the programme under review.
- 5.2 The proprietor will evaluate the impact of the programme through a range of methods including discussion with pupils, discussion with staff and scrutiny of key data.

Annex 1: Careers Programme

Careers programme

Year 7	<p>Pupils understand how to manage their homework timetable effectively.</p> <p>Pupils learn strategies to help them cope in lessons if they are struggling or feel they are not being pushed.</p> <p>Pupils are involved in individual target setting and reflect on their learning in reviewing their progress.</p> <p>How can we be aspirational students?</p> <p>Pupils look at different revision techniques to improve their study skills.</p> <p>Pupils will also have the opportunity to attend a number of careers talks/workshops from different employers throughout careers week.</p> <p>Pupils analyse own strengths and interests, considering possible career paths through the fast tomato platform.</p>
Year 8	<p>Pupils understand that identity is affected by a range of factors, including positive self-esteem.</p> <p>Pupils will also have the opportunity to attend careers talks from different employers (based on the careers/jobs which are the most popular amongst that Year group, where possible)</p> <p>Pupils are made aware of a wide range of Revision Techniques and the most appropriate methods for their own personalised learning</p> <p>Pupils assess and examine the best ways of presenting their work in a variety of subjects and formats</p> <p>Pupils should gain an understanding of how they learn and their own individual preferred learning styles</p> <p>Pupils will also have the opportunity to attend a number of careers talks/workshops from different employers, as part of the school's careers provision.</p> <p>Pupils develop skills needed in the workforce such as communication, teamwork etc and learn about what makes a great entrepreneur through the PSHE program.</p> <p>Pupils complete the 'Fast Tomato' online careers profiling activities, to help identify career interests and map these against aptitudes/skills.</p>
Year 9	<p>Pupils reflect on and evaluate their achievements and strengths in different areas of their lives.</p> <p>Year 9 pupils are introduced to the GCSE options and will start to consider what choices will be right for them/what they would require to complete the GCSE at HTS.</p> <p>Year 9 pupils visit Walsall College for presentations on different career routes that are available such as T-Levels, Apprenticeships, BTECs etc.</p> <p>Year 9 pupils also attend a GCSE Options evening with their parents and are given a GCSE options booklet containing advice and information to help them to make the best choices</p> <p>Pupils receive information on future careers patterns in the UK, linking to GCSE choices and challenging them to consider how their GCSE choices may help or hinder them in their future career path choices.</p> <p>Pupils will also have the opportunity to attend a number of careers talks/workshops from different employers, as part of the PSHE programme and careers week.</p> <p>Pupils identify the main qualities and skills needed to enter and thrive in the working world and are helped to build some of these skills during PSHE, curriculum lessons, extra-curricular clubs and other activities such as Duke of Edinburgh</p> <p>PSHE program focuses on employability – application and preparation skills, workplace skills, enterprising qualities and self-discipline to achieve.</p> <p>Pupils complete the 'Fast Tomato' online careers profiling activities, to help identify career interests and map these against aptitudes/skills</p>

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	<p>All Year 9 pupils complete a questionnaire which enable a bespoke careers pathway to be planned for them.</p> <p>Year 9 pupils visit 'What Career Live?' at NEC</p> <p>Pupils complete a work experience style provision via Walsall College for a day that includes a range of vocational skills.</p>
Year 10	<p>Pupils reflect on and evaluate their achievements and strengths in different areas of their lives, linking this to possible career pathways</p> <p>Pupils are involved in critical thinking and lateral thinking exercises</p> <p>Pupils complete the 'Fast Tomato' online careers profiling activities, to help identify career interests and map these against aptitudes/skills</p> <p>Young people are involved in thinking about their future career opportunities and the requirements of different employers. Finding the right career for me? delivered through extended form time within the PSHE program.</p> <p>Why pursue a STEM career?</p> <p>What are employers looking for in a CV?</p> <p>Pupils will also have the opportunity to attend a number of careers talks/workshops from different employers, as part of the school's careers provision, including the use of extended form time on Thursday mornings.</p> <p>Year 10 and 11 pupils receive an introduction to post-16 Sixth Form/College Education, where info and talks are provided and local colleges/6th forms/apprenticeship providers will be present for pupils/parents to talk to</p> <p>All Pupils in Year 10 have a one to one careers interview from a trained careers advisor from outside school to prepare them for post 16 and post 18 destinations.</p> <p>Year 10 pupils attend the 'Skills Show' careers show at the NEC in November, to gather information and ideas for future careers and educational pathways</p> <p>Work experience assembly launched to Year 10 giving the pupils the skills and preparation from finding placements to going out to placements.</p> <p>Pupils learn the rights and responsibilities in the workplace</p> <p>Year 10 and 11 pupils go out Easter, Summer, October half term or Christmas for 5 days work experience supported by SIPs Education and pupil's family and friends workplaces.</p>
Year 11	<p>Pupils in Thursday extended form time review progress and set SMART targets, including their Post-16 options and grades needed.</p> <p>Pupils should update or produce a CV and form a letter of application for post 16 within Thursday extended form time.</p> <p>Applying to college and university and how do we prepare for Job interviews?</p> <p>Pupils taught through the PSHE program on how trade unions protect us at work and health and safety at work?</p> <p>Year 10 and 11 pupils receive an introduction to post-16 Sixth Form/College Education, where info and talks are provided + local colleges/6th forms/apprenticeship providers will be present for pupils/parents to talk to.</p> <p>Year 11 pupils have the opportunity throughout the year to have a follow up interview by Miss Fairbrother regarding post 16 applications and destinations.</p> <p>Pupils will also have the opportunity to attend a number of careers talks/workshops from different employers, as part of the school's careers provision.</p> <p>Pupils complete the 'Fast Tomato' online careers profiling activities, to help identify career interests and map these against aptitudes/skills</p> <p>Year 11 pupils have the opportunity to continue their work experience through SIPs Education or family and friends until they leave Hydesville.</p>

	GCSE revision and study skills given to pupils through the PSHE program during Thursday extended form time.
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Access to external, impartial advice

In addition to the work we undertake as part of our planned programme, we make pupils and parents aware of the following sources of information:

National Careers Service

<https://nationalcareersservice.direct.gov.uk> Tel: 0800 100 900

Labour market information

We actively encourage our pupils to access labour market information as this can help each pupil and their parent understand the salaries and promotion opportunities for different jobs. Labour market information (LMI) can be accessed from different sources. We signpost our pupils to the National Careers Service <http://www.lmiforall.org.uk>

Addressing the needs of each pupil

In order to ensure bespoke advice, pupils in Years 10 and above complete a questionnaire and then are guided according to their preferred pathway. Our approach provides equal access to support regardless of background. All years can also access guidance from form tutors, subject teachers, careers lead.

Linking careers guidance to the curriculum

There are links made to careers guidance throughout our curriculum, for example:

Subject	Example
Business	Self-employment v working as an employee – studying the pros and cons and types of industry, including franchises. Methods of recruitment and the selection process
English	Support provided with writing CVs and personal statements, and general application process for Sixth Form applications and apprenticeships. Creative and factual writing challenges – linking to journalism careers

Encounters with employers and employees

We recognise the value of our pupils having access to both employers and employees to receive first-hand information about careers and next steps. We ensure that in every year group from Year 7 upwards, pupils participate in at least one meaningful encounter with one or more employers, as described above, especially through careers week.

Experiences of workplaces

In addition to school-based encounters, pupils have first-hand experiences of workplaces. There is evidence that work experience gives pupils a more realistic idea of the expectations and realities of the workplace. We provide this in the following way:

Year 10 and 11 have work experience throughout the two years collating as much hours as possible through SIPs Education, Virtually and through family and friends work places. All Pupils will complete a minimum 5 days work experience before they leave Hydesville in Year 11.

Encounters with further education

We encourage every pupils to think proactively about their next stage of education. We believe that every pupils should realise that all of their educational choices have implications on their longer term career. Under the raising the participation age requirements (RPA), all young people in England are required to continue in education or training until at least their 18th birthday. We provide access to information in this area in the following way:

Year 10 and 11 pupils attend the 'Skills Show UK' careers show at the NEC in November, to meet employers, colleges and universities and gather info and ideas for future careers and Post-16 educational pathways.

Year 10 and 11 pupils receive an introduction to post-16 Sixth Form/College Education, where information and talks are provided + local colleges/6th forms/apprenticeship providers will be present for pupils to talk to.

A local college, and apprentice provider are also invited in to offer information/advice on the different Post-16 educational options

Annex 2: Useful resources

Statutory guidance from DFE: Note that this is statutory for maintained schools and not for independent schools. It can be used as a useful source of information

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672418/Careers_guidance_and_access_for_education_and_training_providers.pdf

Gatsby Good Career Guidance: A report on improving career guidance in secondary schools which includes the Gatsby Benchmarks.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Gatsby Good Practice: A website which shares good practice from the North East pilot of the Gatsby Benchmarks, and other information and support for schools.

<http://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Compass: A self-evaluation tool to help schools to evaluate their careers and enterprise provision and benchmark against the Gatsby Benchmarks and compare it with other schools.

<https://schoolshub.careersandenterprise.co.uk/login>

State of the Nation 2017: A report on the careers and enterprise provision in secondary schools in England in 2016/17. It examines how schools are performing in relation to the Gatsby Benchmarks, based on data from responses to the Compass tool.

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/state_of_the_nation_report_digital.pdf

Careers & Enterprise Company: The Careers & Enterprise Company brokers links between employers, schools and colleges in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life.

<https://www.careersandenterprise.co.uk/>

Careers & Enterprise Company: Schools and Colleges. Connects schools to businesses volunteers and careers activity programmes.

<https://www.careersandenterprise.co.uk/schools-and-colleges>

National Careers Service: The National Careers Service provides information, advice and guidance to help people make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. This is supported by qualified careers advisers.

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

Baker Dearing Educational Trust: Information on University Technical Colleges.

<http://www.utcolleges.org/>

Career Development Institute: The Career Development Institute is the single UK-wide professional body for everyone working in the fields of careers education, career information, advice and guidance, career coaching, career consultancy and career management. It offers affiliate and individual membership to schools which includes free CPD webinars, regular digital newsletters, a quarterly magazine, online networking groups and training at a preferential rate.

<http://www.thecdi.net/>

Career Development Institute Framework for careers, employability and enterprise Education: A framework of learning outcomes to support the planning, delivery and evaluation of careers, employability and enterprise education for children and young people.

http://www.thecdi.net/write/Framework/BP385-CDI_Framework-v7.pdf

UK Register of Career Development Professionals: The single national point of reference for ensuring and promoting the professional status of career practitioners.

<http://www.thecdi.net/Professional-Register->

Quality in Careers Standard: The Quality in Careers Standard is the national quality award for careers education, information, advice and guidance.

<http://www.qualityincareers.org.uk/>

Find an Apprenticeship: Search and apply for an apprenticeship in England.

<https://www.findapprenticeship.service.gov.uk/apprenticeshipsearch>

LMI for All: An online data portal, which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. This data is made freely available via an Application Programming Interface (API) for use in websites and applications.

<http://www.lmiforall.org.uk/>

STEM Ambassadors: A nationwide network of over 30,000 volunteers from a wide range of employers, who engage with young people to provide stimulating and inspirational informal learning activities in both school and non-school settings

<https://www.stem.org.uk/stem-ambassadors>

Studio Schools Trust: The organisation that unites all Studio Schools, acting as a linking point between Studio Schools, enabling the sharing of best practice as well as providing advice and curriculum support.

<https://studioschoolstrust.org/>

Unistats: The official website for comparing UK higher education undergraduate course data. The site includes information on university and college courses, Teaching Excellence and Student Outcomes Framework (TEF) ratings, student satisfaction scores from the National Student Survey, employment outcomes and salaries after study and other key information for prospective pupils.

<https://unistats.ac.uk/>

Your Daughter's Future: A careers toolkit for parents.

<https://www.gov.uk/government/news/your-daughters-future>

Ownership and consultation	
Document sponsor (role)	Group Director of Education
Document author (name)	Simon Camby
Consultation – April 2018	<p>Consultation with Heads from the following senior schools: Akeley Senior School, Colchester High School, Huddersfield Grammar School, Hydesville Tower School, Long Close School, Meoncross School, NBH Senior School, NBH Canonbury, Quinton House School, Southbank International Westminster Campus, St Clares School.</p> <p>Consultation with Heads from the following 13+ schools: Cumnor House School, Downsend Prep School, Milbourne Lodge School, NBH Prep School.</p> <p>Consultation with the following members of the education team: Danuta Tomasz (ADE), Robin Davies (ADE), James Carroll (ADE), Marian Harker (QA Officer)</p>

Audience	
Audience	Heads and staff in Cognita schools with pupils in Year 7 upwards

Document application and publication	
England	Yes
Wales	Yes
Spain	Yes

Version control	
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Related documentation	
Related documentation	School schemes of work