

LUTTERWORTH HIGH SCHOOL



CAREERS POLICY

Reviewed by: Achievement & Attainment Committee

Adopted by: Full Governing Board

Date: 05/10/2021

Signed: Chair of Governors: Janet Price - Jones

Date: 05/10/2021

Signed: Head Teacher: Julian Kirby

Date: 05/11/2021

Review: Autumn 2023

LHS Policy for Careers Education, Information, Advice and Guidance (CEIAG)

Introduction and Entitlement

Students are entitled to CEIAG that meets professional and ethical standards of practice and which is student-centered, impartial and confidential. Lutterworth High School's programme is integrated into student's experience of the whole curriculum and is based on the partnership between the school, the student and their parents/carers. The programme aims to raise aspirations and broaden horizons, challenge stereotyping and promote equality and diversity.

Commitment

To support the school's curriculum there is a planned programme of careers education. CEIAG is available for all students and the school works in partnership with external independent providers. Lutterworth High School is guided by the principles of impartial careers education and the associated statutory guidance including The Education Act 2011 (section 42A); The Equality Act 2010 as it applies to CEIAG; and the statutory guidance, 'Careers strategy; making the most of everyone's skills and talents' – December 2017 and Careers guidance and access for education and training providers (January 2018).

The school's policy is informed by published reports from a range of sources including: Careers Education Framework 7-19 – Statutory Guidance: Impartial Careers Education (2010); Ofsted – Going in the right direction? (Sept 2012); Russell Group – Informed Choices (2013/4); The Gatsby Foundation – Good Career Guidance including the Gatsby benchmarks for career guidance (Apr 2014); National Careers Council – An Aspirational Nation (Jun 2013); DEMOS – The Forgotten Half (Mar 2011).

Links with other policies

This policy has been written with reference to the following school policies:

Assessment Policy
Child Protection Safeguarding Policy and Procedures
Curriculum Policy
Equal opportunities policy
E-safety Policy
Provider Access Policy
Race Equality Policy
Relationship and Sex Education Policy
School Development Plan
SEN Policy
Staff development Policy

Implementation

The head teacher and governors have overall responsibility for CEIAG provision. The appointed careers lead is an assistant head teacher and has responsibility for CEIAG at Lutterworth High School. The name of the careers leader and their contact details are published on the school's website. They have responsibility for all strategic aspects of delivering the programme. Progress leaders have operational responsibilities for delivering the programme in their year groups and the SENDCO and the Pupil Premium Co-ordinator have responsibility in their areas for delivering the programme to identified students with different entitlements.

Partnerships

An annual agreement is negotiated between Lutterworth High School and various partner organisations which identify the contributions that each will make to the programme. Agreements are in place with REACH, Leicestershire Cares and Leicestershire Local Authority for the contributions that they make to the programme. The school works with Leicester and Leicestershire and Enterprise Partnership (LLEP) and an Enterprise Advisor who volunteers to support the school through the LLEP.

Staffing

All staff contribute to CEIAG through their roles as tutors and subject teachers. Specialist sessions are delivered through the PSHE curriculum and lessons as well as through off-timetable sessions at appropriate times. The careers programme is planned, monitored and evaluated by the careers leader and overseen for each year group by their progress leader. Careers information is available in the careers resource section in the Learning Hub which is managed by the school's Learning Hub Manager. The school's website has comprehensive links to a range of websites offering independent advice.

Curriculum

The programme is planned and evaluated using the Gatsby Benchmarks these are reviewed using the Compass Tool developed by the Careers and Enterprise Company (CEC).

The school is committed to:

Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers.

Helping students develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values.

Helping young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages.

Working in partnership with Leicestershire Local Authority, LEBC Education Business Partnership, Leicestershire Cares and other providers of associated services to ensure all students access education, employment or training at the relevant transition points.

Ensuring that the CEIAG and Employability programme follows local, regional and national frameworks for good practice and other relevant guidance and takes regard of relevant published information about local and regional employment patterns and trends.

Offering appropriate opportunities for all students to attend and visit further and higher education institutions to support them developing their aspirations.

The outcomes for students are based on the Gatsby Benchmarks.

The benchmarks are:

Benchmark 1 – A Stable Careers Programme

Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.

Benchmark 2 – Learning from Career and Labour Market

Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.

Benchmark 3 – Addressing the Needs of Each Pupil

Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.

Benchmark 4 – Linking Curriculum Learning to Careers

All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

Benchmark 5 – Encounters with Employers and Employees

Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.

Benchmark 6 – Experiences of Workplaces

Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

Benchmark 7 – Encounters with Higher and Further Education

All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.

Benchmark 8 – Personal Guidance

Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

Providing access to our students

The school recognises the new duty to provide opportunities to a range of providers of technical education and apprenticeships to access pupils to inform them about technical education qualifications or apprenticeships. The arrangements for access to our students are covered in the Provider Access Policy.

The careers programme is published on the school's website with details of the programme for each year group.

Resources

Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the CEIAG area. The careers lead is responsible for the effective deployment of resources.

Training

Staff training needs are identified as part of the yearly planning cycle and agreement process. Funding for this is provided by the school and from external sources where appropriate.

Monitoring, Review and Evaluation

All partnership agreements are reviewed annually by the careers leader. The careers programme is reviewed yearly. Students and parents are actively involved in the planning, delivery and evaluation of activities. Evidence from these reviews informs the school's self-evaluation process.

The career's programme is evaluated each year using the Gatsby Benchmarks and all students, parents and staff are invited to contribute to the evaluation.

Additionally, the effectiveness of the careers programme is evaluated by analysis of students' destinations at post-16 and an evaluation of their career intentions.