

HITCHIN GIRLS' SCHOOL CAREERS GUIDANCE AND EDUCATION POLICY



Introduction and Overview

At Hitchin Girls' School we aim to develop each student's full potential and prepare them for their future lives as happy and successful adults. We support our young people so that they are inspired, motivated and equipped to fulfil their potential. **CAREERS GUIDANCE AND EDUCATION** plays an important role in helping to maximise the achievement of students both academically and personally. It is our aim to provide impartial careers advice and guidance which is inclusive for all students, regardless of their background, gender, ethnicity or abilities. Our Careers Programme is built around this vision and uses the expertise of our independent careers guidance provided by David Ritchies Associates Ltd and Connexions and is continually reviewed and modified in line with current Government legislation. We hold the Investors in Careers Quality Mark for the excellent offer we provide.

The new Careers Statutory Guidance (published Jan 2018) outlined that all schools must ensure that students are provided with independent careers guidance from Year 7 to Year 13. We use The Gatsby Benchmark framework and the Compass Careers analysis tool to meet our statutory obligations (please see appendix).

Our Aims

- To provide advice on the best training routes and up-to-date information on the jobs market, helping our students to make informed decisions about their future.
- To support and develop students through careers and work-related education and promote learning about careers and the world of work.
- To equip students with the necessary skills, knowledge and understanding so that they can use and apply career management and employability skills.
- To create an inspirational and consistent Careers Programme that prepares all students for opportunities, responsibilities and experiences throughout their education and into employment.
- To provide careers, enterprise and work-related activities in an established year long Careers Programme that motivates all year groups and is embedded in the curriculum i.e. through Learning for Life.
- To help students make informed decisions that will enable them to cope with an ever-changing and challenging labour market.
- To develop student motivation, support attendance and attainment expectations for all students and promote 'social mobility' benefits.

Responsibilities - Our Careers Programme is a fully integrated element of the education we provide and is effectively communicated with and understood by students, parents, teachers, governors and employers:

- The Careers Programme features on our school website providing relevant links to students, their families and other stakeholders and is promoted via our school social media platforms.
- Our Careers Programme has its own designated Google Site within our G Suite Drive ensuring that all resources and information is available for students and those teaching/delivering or supporting Careers activities/events.
- Our Careers Programme is regularly evaluated with feedback from students, parents, teachers and adapted/amended when necessary.
- Working in partnership with E.L.S.A employers are a regular feature in our Careers Programme supporting key events such as our Careers Fair in October so that students know what to expect and what skills and attributes employers are looking for; therefore identifying what their contribution could be as well as how they will benefit.

- Our Careers Programme is an integrated element of our SIP and is regularly discussed at SLG meetings.
- Our programme develops to meet the ever changing needs of our students and school community. .
- Our Careers Programme is securely embedded into the structure of the school; with a Careers Leader who is responsible and accountable for the delivery of our programme of Careers Education and Guidance.

It is our intention that the students in our care will:

- *Understand themselves and the influences on them:*
 - by assessing and having an understanding and awareness of themselves and by developing their personal qualities and skills
 - by clarifying and discussing their values, attitudes and preferences in relation to work
 - by developing key skills
 - by developing career management skills including resilience, self-reliance and self-presentation
- *Investigate opportunities in learning and work:*
 - by investigating the knowledge and skills which people need at work
 - by having an awareness and investigating the opportunities available to them in education, training and possible careers through use of occupational and labour market information
 - by considering the changing patterns of work and careers
 - by being capable, after finding out about post-16 choices of education, training and work, of making choices about their own continuing education and training, and about career paths
- *Make and adjust plans to manage change and transition:*
 - by using the results of self-assessment in their career planning
 - by making decisions concerning their own post-16 choices
 - by use of action planning and the recording of achievement to support their career development
 - by being able to use the information and guidance to manage the transition to new roles and situations that they will meet, both in school and in their future at work

Careers Team Structure

Assistant Head - Ruth Cooper leadership of team
Careers Coordinator - Andy Whittle and Careers Adviser - Ruth Ward (David Ritchie Associates)
(YC Herefordshire) - Lesley Ayres
Director of Sixth Form - Tina Stokjo - Sixth Form Careers lead alongside Head of Year 12/13

Our contracted Careers Co-ordinator is a qualified ‘Careers Advisor’ who delivers careers guidance to students at key transition points in their education with the support of our Careers Advisor. Students with specific, additional needs are supported by our Youth Connexions Advisor. This team offers one-to-one and small group sessions to students to enable them to make fully informed and appropriate decisions about their future.

The Assistant Head Teacher will have the responsibility of ensuring that the students of Hitchin Girls’ School receive their entitlement to **CAREERS GUIDANCE AND EDUCATION.**

Career Education is a process of learning, designed to help students to develop the knowledge, confidence and skills they need to make informed, relevant choices and plans for their future, so they can progress smoothly into further learning and work including the skills to:

- Develop personal awareness around likes, dislikes, strengths and weaknesses.
- Gather, interpret and analyse career, learning and labour market information.
- Explore options in learning and work and relate this to personal priorities and strengths.
- Take proactive and appropriate actions to build a successful career pathway.

Career Guidance is a provision, delivered individually or in groups (with reference to printed or electronic resources) which helps students to gain a clearer understanding of their career development needs and potential, an appreciation of the process of career planning and decision making. It also helps students to clarify and attain their career objectives through the successful understanding and application of their career management skills.

During personal guidance interviews and drop in sessions advisors and students use career and labour market information (LMI) to identify the best possible learning, training and employment opportunities relevant to their aspirations. All students and parents have access to the resources used in order to further support from home. We ensure our resources are up to date, purchasing new, relevant materials whenever needed.

We are committed to giving high quality Careers Education opportunities and Careers guidance to students about all possible progression choices and ensuring that these choices are realistic and attainable for each student. The provision offered includes the following:

- Personal Guidance and how to use relevant Labour Market Information
- Promoting use of resources selected available
- Supporting student's transition to their next destination, for example CVs and applications for apprenticeships, higher education and employment
- Engagement with Careers and Enterprise Company
- Providing Work Encounter programmes available to students in Year 8, 9, 11 and Year 12
- Monitoring and tracking careers enrichment and engagement so that all career link activities and skills have been captured on Unifrog
- Ensuring that Careers education is embedded into the curriculum through use of Unifrog and working with the Learning for Life lead teacher
- Engaging 'old girls' (alumCareers lessons are arranged in tutor time for students in Key Stage 3, Key Stage 4 and the Sixth Form. In Years 12 and 13 our A Level students are encouraged to organise targeted work experience. Some university degree courses positively encourage this and may even in some cases insist upon it, e.g. veterinary degrees.

We deliver **CAREERS GUIDANCE AND EDUCATION** through our Learning4Life programme, tutor period and Enrichment Day programme for all Key Stage 3, Key Stage 4 and Sixth Form students.

- Appointments can be made for students to receive one-to-one or small group guidance with the Careers Co-ordinator by arrangement. All students in Y9, Y11 and Y12 are offered a careers interview carried out by the Careers Co-ordinator and the Connexions Advisor.
- The Connexions Advisor offers careers guidance to selected students in Y9, Y10 and Year 11. Students who are in Years 8-13 and who are 'Looked After' have termly meetings with the Connexions Advisor. The Connexions Advisor is available to students during break and lunchtime. We recognise that staff, within each curriculum area, have a wealth of knowledge and expertise and we encourage them to integrate careers linked learning opportunities within lessons.

We provide a wide range of events and activities to promote, support and inspire students including:

Careers Fair/Week October - A highlight of our school calendar, these events enable students to work face to face with employers and working adults.

Work related learning days - Year 8, 9 and 11 undertake days run by E.L.S.A where they work on a range of activities and develop key skills required for their futures.

Take Your Daughter To Work - day for all Year 8 students who either undertake 1 day work shadowing or attend our bespoke E.L.S.A 'Getting ready for work' workshop.

Consultation/Options Evenings and A Level/GCSE results days - The Careers Co-ordinator and Connexions Advisor are present throughout the year and in addition parents are welcome to contact the school in order to speak with the Careers Co-ordinator about their child.

Apprenticeships Week - where we provide information about the vast range of excellent apprenticeships available to our students nationally but more importantly in our immediate area (of which there are many).

Morrisby - offered to all Year 10 and Year 12 students to undertake Morrisby Assessments which provide them with a detailed analysis and comprehensive personalised feedback as to which careers they may be best suited. (There is an associated cost for families who wish to participate in this. Students in receipt of Pupil Premium funding may use some of their allocation for this).

Destinations and Evaluation

The school collects: *“data on student destinations and this information is widely available and easily understandable by people of all ages.”*

We evaluate the quality of our careers provision and its impact on our students in a variety of ways including line management meetings with the Assistant Head drawing on student feedback and exit questionnaires from student interviews. We monitor and evaluate the destinations of students to help inform our future decisions and to support our curriculum development. The provision and evaluation of the **CAREERS GUIDANCE AND EDUCATION** programme is part for the yearly School Improvement Plan.

Our evaluations focus on a variety of matters including:

- whether our students are developing their knowledge about further education, training and employment?
- whether our students are making appropriate and informed decisions about their future and work opportunities. what benefits students gain from particular CIAG activities
- to extent to which students and their families are engaging in the programme on offer and how best to adapt processes if needed
- whether students have proper access to the programme
- whether we are making the best use of time and other resources

Date of Policy: April 2020

Appendix:

The Gatsby Benchmarks (*January 2018*)

BENCHMARK	REQUIREMENT	DETAILS
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.	Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it. The careers programme should be published on the school's HGS site in a way that enables students, parents, teachers and employers to access and understand it. The programme should be regularly evaluated with feedback from students, parents, teachers and employers as part of the evaluation process.
2. LEARNING FROM CAREER AND LABOUR MARKET INFORMATION	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.	By the age of 14, all students should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. ADDRESSING THE NEEDS OF EACH STUDENT	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.	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each student, and subsequent agreed decisions. All students should have access to these records to support their career development. Schools should collect and maintain accurate data for each student on their education, training or employment destinations.
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.	By the age of 14, every student should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
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.	Every year, from the age of 11, students should participate in at least one meaningful encounter* with an employer. *A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
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.	By the age of 16, every student should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every student should have had one further such experience, additional to any part-time jobs they may have.
7. ENCOUNTERS WITH FURTHER AND HIGHER EDUCATION	All students should understand the full range of learning opportunities that are available to students. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	By the age of 16, every student should have had a meaningful encounter in which the student has an opportunity to explore what it is like to learn in that environment with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and students. By the age of 18, all students who are considering applying for university should have had at least two visits to universities to meet staff and students.
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.	Every student should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.