



Rastrick

High School

Policy:	Careers Policy
Adopted by the Governing body	September 2022
Date of review:	September 2023
Date of next review:	September 2024
Lead professional:	Head of School / SENCO
Status:	Statutory

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1. Context

Rastrick High School is committed to providing all pupils in Years 7-11 with a careers programme which is embedded into the curriculum and includes a variety of enrichment activities. The programme has been developed in line with the eight Gatsby benchmarks for ensuring best practice and to meet the requirements of the Department for Education's statutory guidance 2022.

The Gatsby Benchmarks:

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

2. Aim

We aim to support pupils to make realistic and informed decisions about their future, by raising aspirations and providing impartial and independent information and guidance. Our objectives are to ensure that pupils:

- Develop the skills and attitudes necessary for success in adult and working life
- Are aware of the range of opportunities which are realistically available to them in continued education and training at 14+ and 16+
- Are equipped with the necessary decision-making skills to manage those same transitions
- Develop an awareness of the wide variety of education, training and careers opportunities both locally and nationally 2022-23
- Use the paper-based, virtual and staff resources available effectively so they can make informed and appropriate choices throughout their school journey
- Benefit from links fostered between the school, local businesses and further education establishments
- Experience the world of work and develop transferable skills
- Wherever possible, leave the school to enter employment, further education or training
- Experience a culture of high aspirations and have equality of opportunity in which diversity is celebrated and stereotypes are challenged
- Receive extra assistance and guidance to reach their potential where necessary. Provision is mapped against the Gatsby benchmarks.

3. Delivery

The current careers programme is delivered through a combination of methods, including explicit lessons provided within the taught PSHE programme in Years 7 through to Year 11, which is predominantly form tutor led. Careers information is available both in the library and in digital format via platforms promoted by the school. There is also an annual careers fair for students to meet employers and HE providers.

Assemblies and parent and pupil information on choosing options are provided. In targeted careers events for Key Stage 3 and Key Stage 4, pupils meet with industry and university partners. At Key Stage 4, pupils continue research into careers and pathways into sixth form and higher education. They develop skills in CV, letter writing, presentations and interviews.

In Key Stage 4 individual interviews are held with an independent careers practitioner, who also provides guidance on apprenticeships.

Premises and facilities: The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or a member of their team. Providers are welcome to leave a copy of their prospectus or other relevant course literature at the Careers Resource Centre, which is managed by the school librarian. The Resource Centre is available to all students at lunch and break times

4. Roles and responsibilities

All staff contribute to the implementation of this policy through their role as tutors and as subject specialists. Subject specialists embed careers into their subject area. A range of connections between Higher education providers and employers are forged and developed to support the curriculum through KS3 to KS4.

Careers team: SLG Lead and Strategic Lead for Careers: Melanie Barnard

Independent Careers Advisor C&K Careers: Ruth Evans

Link Governor: Andrew Tatham

5. Monitoring, Recording and Evaluation

Leavers' destination information is analysed by the Senior Team. CIAG is an annual area of development for the senior team, with NEET figures used to adapt and improve provision.

Student voice is also used to evaluate the programme within school. Impact of guidance forms are completed at the start and the end of each student's careers guidance appointment. Students also all complete an end of Year 11 survey to evaluate the provision from C and K Careers throughout the year.

6. Careers and SEND provision

Every pupil with SEND follows the same programme of careers as their peers, with adaption and additional support from the SEND team where appropriate. Pupils with SEND have an interview with their parent and SENCo before the options process to enable early identification of any necessary adaptations or interventions according to need to support their career aspirations. Pupils can self-refer and form tutors are also able to raise concerns. If current provision cannot fully address a pupil's additional need, advice will be sought from the National

Careers Service.

7. Entitlement

Please see Appendix A outlining pupil and parent entitlement. Please see Appendix B outlining the current careers overview within the PSHE curriculum.

8. Partnerships

The CEIAG programme is greatly enhanced through links which help to ensure that pupils' learning is current and relevant. A number of events, integrated into the school careers programme, offer providers an opportunity to come into school to speak to pupils and/or their parents. This involvement enhances the provision of careers talks, workplace visits and mock interviews. In addition, we work closely with universities and the

local FE Colleges. We always strive to expand and improve our contacts. Directors are regularly updated on the careers programme and there is an active link governor.

Policy statement for provider access

A provider wishing to request access to the school for more information should contact rhs@rastrick.polarismat.org.uk

Appendix A: Careers Entitlement

Pupils attending the school are in their careers programme entitled to:

- Receive a stable careers programme from Year 7 that continues until they leave school
- Receive relevant careers guidance and have access to independent careers information and guidance, including labour market data where relevant
- Receive personal advice that helps pupils to achieve their individual careers goal – whether this is Higher Education, an apprenticeship or employment
- Be equipped with the necessary skills to prosper in FE and employment
- Have the relevant knowledge to make realistic and achievable goals based on their own interests and skills, whilst taking into account local job market information and relevant entry requirements
- Receive up-to-date information about careers and skill-development opportunities
- Understand how different subjects help keep different options open
- Have access to additional help, whether this need is generated from a change of decision, personal circumstances or additional needs
- Have meaningful and helpful encounters with employers and other education providers

Pupils are expected to:

- Fully engage with careers lessons and activities
- Utilise the available careers resources, including the on-line platform/s
- Identify and record future careers aspirations
- Record careers-related skills, participation and research, reflect upon what has been learnt
- Actively participate in workshops, presentations and visits from external employers or providers
- Attend informative events
- Use study and research spaces appropriately and with respect for other users
- Take advantage of opportunities offered outside school, such as school trips and projects

Parents are entitled to have:

- Access to links to the National Careers Service information and other independent websites and resources via the school website
- The opportunity to contact the independent careers advisor, careers lead and careers coordinator
- Access to information and guidance through parent information documents and events, including choosing options

Appendix B:

Careers through the PSHE curriculum

	Year 7	Year 8	Year 9	Year 10	Year 11
Overview of careers provision within PSHE lessons	Different types of careers, teamwork and enterprise skills, and raising aspirations.	Equality of opportunity in careers and life choices, goal setting and different types and patterns of work.	Learning strengths, career options and goal setting as part of the GCSE options process.	Opportunities in STEM careers, what employers are looking for online and responsibilities in the workplace.	Application processes, and skills for further education, employment and career progression.
Additional careers provision	STEM career focused activities and opportunities	STEM career focused activities and opportunities	Detailed options guidance through booklets, assemblies and a careers fair. STEM career focused activities and opportunities	Mock interviews with employers. STEM career focused activities and opportunities	Access to a range of experiences and information from HE providers. STEM career focused activities and opportunities