

# THOMAS HARDYE SCHOOL

## Careers Policy



**Adopted By:** Governing Body

**Signed:** Chair of Governors

A handwritten signature in black ink, appearing to be 'M. H.', is written over a horizontal line.

**Date:** 05/02/20

**Review Date:** 05/02/21

## **The Thomas Hardy School: CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE POLICY**

This guidance has been adopted as a mark of the importance Governors place on education that will prepare students for the challenges of their future lives. It recognises that in a world of rapidly changing employment opportunities students need to be given equally wide information, experience, and understanding of the world of work. It also recognises that students need to be given assistance in recognising their own abilities and aptitudes so that they can develop high and realistic aspirations for their own futures. This will give each student a personalised impartial programme of Careers Education and Guidance to allow successful transition and preparation to lifelong learning and achievement beyond school.

The Thomas Hardy School endeavours to follow the statutory guidance provided by the DfE: **Careers guidance and access for education and training providers 2018** **This includes the development of a Provider Access policy published on the school website and a named careers leader.**

As well as the statutory requirements the school will also endeavour to fully meet the Gatsby benchmarks detailed in the government document.

The eight Gatsby benchmarks of Good Career Guidance

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

### **Aims**

The aims of this policy are:

- Self Development to include preparation for the world of work
- Career Exploration
- Career Management
- Transition

### **Entitlement**

All students at Thomas Hardy School will undergo a personalised Careers Education, Information, Advice and Guidance programme, the CEIAG framework is designed to meet the individual needs of every student.

### **Responsibilities**

#### **Governors**

It is the responsibility of governors to establish and review the policy on careers education and guidance; to monitor the application of the policy and in particular to ensure that activities undertaken by students are safe; and to review outcomes of the policy regularly and up-date it as appropriate. The governing body will review the school's progress towards fully achieving the 8 benchmarks and where appropriate offer advice and guidance to assist in fully achieving the benchmarks. The governors can offer a valuable link between the school and the working world.

#### **Head Teacher/ Senior Leadership Team/Named Governor/Careers Leader**

It is the responsibility of the Head Teacher /Senior Leaders to establish an impartial framework for CEIAG and to ensure that it develops in the school; to monitor and review its effectiveness; and to report regularly to governors on the application and outcomes of the policy and progress towards the benchmarks. The Careers leader will use the Compass tool to evaluate to what extent each benchmark is being achieved.

#### **Organisation and Assessment**

The school has developed a framework to deliver CEIAG throughout Years 9, 10 and 11 with emphasis on different areas for each year group. Year 9 focus on OPTIONS; Year 10 focus is on PREPARATION and in Year

11 the focus is on Post 16 CHOICES. Year 12 and 13 follow a separate careers programme which focuses on application and interview in Year 12 and on UCAS applications or alternative pathways in Year 13. Each year group follows a separate programme but throughout the year there are many other opportunities to access careers education on offer, from subject areas to all 5 year groups (Whole School Audit Sept 15 update). The school also provides WRL and Enterprise opportunities for post-16 students.

### **Destination Data and LMI**

The school obtains and shares destination data using INSIGHT+. Information is used to ensure all pupils receive the support they need and to prepare for future options. Data is also shared with current students in conjunction with LMI data to provide current labour market opportunities.

### **Teaching and Learning**

The framework includes:

- both year group and college assemblies
- support and visits from external employers in structured careers activities
- a focus on soft skill identification and development where appropriate, for example, group discussion and problem solving and enterprise activities
- a wealth of career related opportunities offered as extra curricula choices
- a supportive and challenging environment will be created in lessons to ensure that students develop high and realistic aspirations for their futures.

### **EforE**

The school ensures adequate support for pupils with special educational needs and/or disabilities. Independent and impartial advice for young people with SEN and disabilities includes information about all of the education, training and employment opportunities available. EHC plans include a focus on preparing for adulthood, including employment, independent living and participation in society. Links with employers help young people with SEN raise their aspirations and develop their career plans.

### **Monitoring and Evaluation**

The school monitors and evaluates the activities taking place whether it involves school staff, volunteers or external providers. Feedback from parents, students and employers is used to inform future provision

### **Resources**

Careers has an annual budget and staff training needs are identified and met as part of the school improvement plan. Students have access to ICT for careers exploration. Ansbury provides independent individual and group guidance to Years 9 – 13 by appointment and EBP is used regularly as part of the work experience programme in the Sixth form.

Careers Policy to be reviewed every three years.

### **Glossary**

CEIAG – Careers Education Information, Advice and Guidance

EBP – Education Business Partnership

## Amendments

01/20: Updated to reflect latest best practice

