



Careers Policy

A handwritten signature in black ink, appearing to read 'Parneet Kang'.

Parneet Kang
Principal

A handwritten signature in black ink, appearing to read 'William Holland'.

William Holland
Chair of Trustees

REVIWED: 1st September 2022
- Parneet Kang

The Emscote school aim to increase aspirations, challenge stereotypes and encourage students to consider a wide range of careers. Through careers education, information, advice, and guidance (CEIAG) it is hoped that students will be encouraged to make the most of their talents and to go on to jobs or courses which suit their needs, interests and abilities. We provide all students weekly careers guidance from an independent and impartial careers advisor from Kerry Low careers BA(Hons) QCG.

We aim to provide:

- access to accurate, up to date, impartial careers advice
- advice that enables students to make informed choices about a broad range of career and/or educational or employment options
- careers advice that enables individuals to fulfil their potential
- develop a broad understanding of the world of work and an ability to respond to changing opportunities
- develop independent research skills so that they can make good use of information and guidance develop and use their self-knowledge when thinking about and making choices
- develop their understanding of employability skills and how to enhance these as individuals
- develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
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Our School Careers policy has the following objectives in line with the Eight Gatsby Benchmarks for Careers Excellence when delivering the careers programme in school:

- To plan and provide a stable careers programme for our learners
- To expose students to relevant labour market information
- To address the needs of all students
- To link curriculum learning to careers
- To provide opportunities for student to encounter employers and employees
- To support students to obtain work experience placements at Year 10 and 11
- To provide opportunities for students to encounter further and higher education
- To provide personal guidance to students on careers education

We recognise that the process of making career decisions can be a lengthy one and that many of our students will make their final choices only after completing their GCSE's. We also recognise that the apprenticeship route, including higher apprenticeships, would be most suitable for, and the choice of, a significant proportion of our students. The information and support provided must be without prejudice and with rigour for all post 16 options.

Commitment.

The Board of Trustees and staff are committed to:

- The provision of resources and advice to enable students to understand and develop career choices and to ensure that careers education is seen as part of the overall curriculum and learning framework for all years
- Encouraging students to achieve and to be ambitious
- Involving students, parents, and carers in the further development of careers work
 - Working with Services for Young People so that no student is disadvantaged in gaining access to education, training, or work

Career's education helps our students develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into work or further education. Through guidance students are able to use their knowledge and skills to make the decisions about learning and work that are right for them. Progress in students' self-development and understanding of careers is regularly monitored.

Careers Education is delivered through lessons and our careers advisor Kerry Low. The focus is upon, self-development- understand themselves and the influences on them Career Management make and adjust plans, to manage change and transition. All students will receive a 45 minute lesson once a week from the careers advisor.

The programme includes:

Careers education lessons

Careers guidance (individual planning and interviews, information and research activities)

Action planning and recording achievements

Mock interviews

Raising aspirations activities

Vocational taster sessions

College visits

Extended work placements and volunteering

Visits from and to Post 16 providers

Career guidance includes improving skills such as interviews techniques, CV writing, financial awareness careers education sessions, information, online guided research activities and external speakers.

Work experience preparation is conducted through drop-in sessions tutor time and PSHE.

All our students spend sessions on this during the academic year

Emscote School offers opportunities for work placement in Year 10 and 11 via an external agency called Making LEARNING Work. The work placement will help students to develop the skills being demanded by employers. The placement offers our students the opportunity to work with an employer under a structured programme of work, giving them the opportunity to develop work related skills and gather evidence for their portfolio.

Sept	Anger management, Confidence and self-esteem exercises.
Oct	Wellbeing activities and strategies to implement, Specific workshops relevant to wellbeing of clients : addiction, anxiety, worry, stress etc.
Nov	Assessments for wellbeing and job skills Career exploration and career options
Dec	Career quizzes,
Jan	Job talks videos and national careers service comparisons, Create career plan,
Feb	Compare colleges and courses
March	Apply, CV workshop,
April	Interview skills,
May	How to use job search engines and write applications, How to apply for apprenticeship
June	Wellbeing activities and strategies to implement, Specific workshops relevant to wellbeing of clients : addiction, anxiety, worry, stress etc.

July	Communication and listening as a skill, Life skills – budgeting etc
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In addition, we organise:

- Careers convention for students in Years 10 and 11
- Workshops about the various post 16 options
- Assemblies from colleges and training providers
- Individual Careers guidance takes place on a one-to-one basis and is delivered by an impartial Careers advisor who is in school once a week and uses the Gatsby benchmarks:

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

This guidance is supported by the career’s enrichment work undertaken by form tutors during tutorial time. All staff are encouraged to support careers guidance by promoting their subject, sharing different pathways to future careers, and raising students’ aspirations.

Equal opportunities - we promote equal opportunities and try to use every opportunity to challenge stereotypes and to raise aspirations. Lessons about stereotypes in employment are taught and we monitor careers resources regularly to ensure that they encourage both boys and girls and students from minority ethnic groups to enter different careers.

Monitoring, evaluation and review - the careers programme is monitored regularly and amended after an annual review with the board of trustees and staff. Students’ opinions are actively sought as well as the views of different stakeholders. Relationship to other parts of the curriculum and other policies are routinely sought. Career’s education is conducted in accordance with the school’s equal opportunities policy, external visits policy and other relevant policies. The whole school remit of careers is recognised and the curriculum is developed.

Review

This policy is monitored by the Board of Trustees and will be reviewed annually.

Name

Careers Action Plan date

This is where I am now

School/setting/subjects/predicted grades?

Check personal details with client/student.

Give my details.

Check consent to share the plan with key people who can help to achieve the actions.

Adviser to cover what the student wants from the interview and to what extent this can be met within the interview. Child protection. Purpose and style of interview to be used.

Confirm client engagement, rapport and agreement to probe with questions.

Plan best filled in in "student's own voice 1st person" to allow ownership of discussion and actions.

This is where I want to get to

Summary of discussion including planned route and backup plans.

Internal and external barriers identified and discussed with client/student.

"Locus of Control" assessed to judge how likely the student is to carry out actions alone and what help needed to achieve goal.

Body Language.

Awareness of options?

Client/student's attitude to transition?

Current theory of decision making the client/student is using.

Is this proving effective for the student/client.

Level of self awareness of actions and consequences good and bad and consequence of careers theory being used good and bad.

Highlight and feedback current skill set to client/student for confidence building and self awareness.

Client's view on options.

Reality check for options (review Labour Market Information/current incentive schemes like Kickstarter).

Do we need to break the journey into smaller steps through the qualification levels?

Revisit potential barriers and visualisation of what success may look like.

Summarise action points throughout (best to ask student to encourage and test engagement).

Add action points in student's own words.

How achievable are the actions?

Do they need help? If not set check in date for next review of plan and next step of the journey.

Do they need a referral to extra 1:1 coaching, substance misuse, college staff for additional needs review/hardship funds/bursaries or other additional agencies?

Client consent to share the plan with the educational providers and other professionals.

To do list

- Action points with SMART actions (specific, measurable, attainable, realistic, timely).
- Send copy of this plan to all professionals consented to and client/student.

Page 2 and 3 actual courses/apprenticeships the student might apply for and impartial career descriptions from The Careers National Service Website.

The Gatsby Benchmarks

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 pupils, parents, teachers and employers.

2. Learning from career and labour market information: Every pupil, 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.

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

4. Linking curriculum learning to careers: All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.

5. Encounters with employers and employees: Every pupil 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.

6. Experiences of workplaces: Every pupil 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.

7. Encounters with further and higher education: All pupils 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.

8. Personal guidance: Every pupil should have opportunities for guidance interviews with a careers 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. They should be expected for all pupils but should be timed to meet their individual needs.

Careers guidance and access for education and training providers Statutory guidance for governing bodies, school leaders and school staff October 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748474/181008_schools_statutory_guidance_final.pdf

The education inspection framework (2019)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/801429/Education_inspection_framework.pdf

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Oxford Royale Academy – Top 34 Super Curricular Activities <https://www.oxford-royale.com/articles/super-curricular-activities/#ald=2920c1d6-9168-425f-915dbd8cbf5faa26>

Oxford Royale Academy – 9 ways to improve your chances of getting into a top university without leaving your room

<https://www.oxford-royale.com/articles/improve-chances-top-university/#ald=2920c1d6-9168-425f915d-bd8cbf5faa26>