



School Policies

Policy title	Careers, Education & Guidance Policy
--------------	--------------------------------------

Written on	March 2012	Reviewed on	May 2017	Next review due	May 2018
SLT link	FOS	Governor link	Frances Rippin		

Copies in	Policies folder ✓	Handbook	Student planner	Website
-----------	-------------------	----------	-----------------	---------

This policy is informed by:

- Education Act 2011
- Statutory Guidance 2017 updated
- The ACEG/CDI framework
- DfES National Framework for CEG 11-19, 2003
- Non-statutory framework for PSHE, 2000
- Programme of study for Citizenship
- QCA Work Related Learning for all at Key Stage 4, 2004

It is also written in conjunction with the equalities policy.

Crown Hills is a busy inner-city community college serving a multi-ethnic area of the city. It is an 11 - 16 school and approximately 94% of pupils are of South Asian origin belonging to various ethnic groups. The overall aim of Careers Education and Guidance (CEG) within Crown Hills Community College is to inspire and equip all students, regardless of ability, gender or ethnicity, with the skills, knowledge and understanding to allow them to prepare for adult and working life in modern Britain, preparation for making the appropriate choices and relevant decisions, based on a sound knowledge of the options available, in order to enable them to fulfil their potential and realise their ambitions. This is delivered by a range of high quality staff (both internal and external), is done impartially and leaves our students well informed to make career decisions

Career education at Crown Hills aims to help students to:

- Understand themselves, their capabilities and the influences on them
- Develop a range of character attributes such as resilience
- Investigate opportunities in learning and work
- Make and adjust plans to manage change and transition leading to the implementation of their career plans
- Be self-aware. Students need an understanding of:
 - What they want from education/training/work
 - What abilities/skills/qualities they have/need to develop
 - What attitudes shape their view of work
 - What satisfaction they seek from work
 - What impact they want work to have on their lifestyle
- Have opportunity awareness.



Students need knowledge and understanding of the range of opportunities available locally and nationally.

- What is available and where
- The demands/entry/course requirements
- How to apply for/secure a place/position
- Make good decisions. Students need:
 - To identify/prioritise the criteria important in work
 - Establish clear personal priorities to be established and matched to a range of careers
 - To compare and contrast potential career needs to expectations, ambitions, characteristics and limitations
 - To work towards forming career preferences by investigating/testing out assumptions about job/career ideas and reviewing in the light of experience
- To smoothly engage in transition from KS4 to 5. Once a decision has been made, plans should be developed that must involve
 - An awareness and exploration of alternative routes (that lead to)
 - The formulation of contingency plans/"back up" careers

Personal advice

The college is firmly committed to providing every student with personal advice with reference to Careers. Vulnerable students in Year 11 have the entitlement to an impartial and confidential Connexions Guidance Interview to aid and facilitate appropriate career decision making supported by the Local Authority. The Connexions Personal Adviser also interviews "target" students in year 10 and supports vulnerable students in Year 9. These targeted students, identified as in need of extra and continued guidance, will be tracked and supported throughout the remainder of their school life. All Connexions interviews involve the completion of an action plan which is stored within the college.

To support this work, the school also employs a Student Support Officer in Careers who ensures that all non-vulnerable Y11 receive an individual careers interview and all Y10 have a small group interview. Some Y9 students are also given careers interviews though this is more responsive to need. In addition, the Students Support Officer for Careers also supports the delivery of careers within the curriculum and facilitates careers related activities such as work experience, UCAS completion and college interviews.

The Connexions Personal Adviser and Student Support Officer in Careers are also available to meet with parents at the Year 9, 10 and 11 Parental Consultation meetings. The 4 main colleges are also invited to attend the years 10 and 11 Parental Consultation meetings. Currently, a service level agreement is maintained with Connexions and negotiated on a yearly basis.

The college also works with the local authority to provide information about vulnerable students who are at risk of not participating post 16.

Careers Information

The provision of Careers information is part of the Careers library and is overseen by the Student Support Officer for Careers and Connexions PAs and audited annually by Connexions Leicester Shire to ensure Connexions standards are met. ICT access is available in the library for the NC service and other careers based websites.

In addition, a careers information board is maintained by the careers office where information about upcoming events, courses and in school activities can be found.



Work related learning

Work Experience, a main element of Work Related Learning (WRL), takes place in June of Year 10. Placements are provided through the Leicestershire Education & Business Cooperative (LEBC) and through private contacts with local employers who we have built strong links with and of course parents. Students requiring alternative careers provision are also offered external WRL via Future Pathways courses.

A Y11 interview day is held early in the autumn term and, through local employers visiting the college, allows Y11 to experience an authentic interview experience. Feedback is given which allows students to consider their interview technique prior to their college interviews.

Students also receive a reference reality experience and a mock results assembly in Y11 both designed to engage students with their expected outcomes from college and encourage further progression in their last few months. It is made clear to students that if they do not achieve a grade C or better (4 in new GCSE grading) in GCSE Maths or English by the end of KS4 then they will need to continue to work towards this.

Curriculum

The statutory requirement to deliver Careers Education to all students, years 7 to 11 is met through the Life Skills faculty curriculum for Careers (& aspects Citizenship, Enterprise and PSHEE). All students in KS3 receive 2 lessons per week on a modular basis (each module being 6 - 8 weeks). Students in Year 10 receive 1 lesson a week. In Y11, Life Skills delivery is facilitated through Independent study lessons with a particular focus during UCAS completion during the autumn term. For Work Related Learning the curriculum includes planned learning which is undertaken through work, for work and about work and is part of the delivered curriculum.

The Colleges' Careers Education and Guidance programme covers:

Year 7: Careers Education - this is a careers education and citizenship programme that helps students to begin to discover the realities of the adult world, identifying direct links between school and their future life and work roles

Year 8: Careers Education - to extend what has been done in year 7 and develop an understanding of the importance of learning and its impact on future choices

Year 9: Careers Education - to further develop what has been done in year 8 by exploring work roles and career paths, CVs, Personal Statements, letters of application and interview simulations.

Key Stage 4 Options - a short course that prepares students for, and takes them through, the Key Stage 4 courses, choices and decisions, covering:

- Self awareness
- Opportunity awareness
- Career and subject matching and developing in the students the skills of research, investigation and evaluation.
- ICT packages such as Kudos, Cascade and enhance this work.

Year 9/10: Citizenship -

The new Citizenship GCSE course contains a module based around employment. This module covers all statutory aspects of Careers teaching at KS4. However, this GCSE is optional.

Careers education is still maintained as pupils investigate the role of police officers, community support officers, MP's, The Speaker of the House, Black Rod etc.



Year 10: Work Experience - initial preparation and placement application, including:

- Self assessment
- Occupational research and evaluation
- Placement choice and application form completion
- Health and Safety
- Interview preparation
- Learning outcomes (general, job specific and Key Skills)
- Health and Safety
- Rights and responsibilities at work

Completion of work experience is followed by a short debrief including:

- Assessment/review/evaluation of the learning experience
- Administration - 'thank you' letter to placement provider, draft RoA statement

Year 10/11: Reference Reality - a short course to facilitate students' understanding of the reference process and the crucial part it plays in college and training applications, covering:

- Self assessment (of student year 10 performance)
- Reference analysis (of past student references)
- Own reference analysis/evaluation
- Action planning for year11

STEM

The discovery zone in the college is made up of then STEM subjects and this allows them to work closely with each other to promote the wide range of career choices. Visiting speakers have attended the college to promote careers in STEM. Each year we have a full STEM week in which a range of activities are completed by most year groups as well as strong links to careers being promoted. Both the boys and girls have equal opportunity to this and female role models are promoted eg in assembly

Aspiration

Students are exposed to range of activities such as talks from colleges and universities, talks from ex pupils who have gone on to have successful careers (doctor, actor, sports commentator, lawyer) and visits to workplaces (Lexus garage) as well as universities. Our MA students are supported to make informed choices about university and where possible we include visits. Each year the NCS are invited in to promote their service and explain the value to helping students with their future careers (each year some students take part)

Careers Education at 16 - to prepare students and make the choices for their post 16 education/training/employment. Students

- Review current performance and plans
- Investigate academic, vocational and occupational qualifications
- Research the courses on offer at the local IVth Form and Further Education colleges
- Explore the alternatives - employment and training (Modern Apprenticeships, "work start" courses, etc)
- Learn about C.V. and write a Personal Statement and a letter of application for a job.
- Learn how to complete an application form
- Complete the UCAS progress application for their chosen courses at the local colleges and/or for employment or training courses
- Put into place contingency plans



We believe that this combination of aspects provides students with the best chance of making informed and realistic plans about their future, both in the short and long term. The significant changes placed upon careers education by recent national directives have presented an opportunity to embrace careers education into KS3 & 4 and we believe that our programme has fully utilised this opportunity for the benefit of all our students.