

**Careers Education,
Information and
Guidance Policy
June 2023**

Statement

A young person's career is the progress they make in learning and work. All young people need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers and sustain employability throughout their lives. Pupils and students at Highgate Wood follow a structured program of activities to develop self-awareness about the choices they face at age 14, 16 and 18 as well as about the world of work and the skills they will need for their futures. Highgate Wood follows a structured approach to Careers Education based on the Gatsby Benchmarks.

Highgate Wood School supports Ofsted's beliefs that:

'Every child should leave school prepared for life in modern Britain. This means ... developing in every young person the values, skills and behaviours they need to get on in life. All children should ... develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions.'

Highgate Wood School is committed to providing a planned programme of Careers' education and information, advice and guidance for all students in Years 7-13. Highgate Wood School endeavours to follow the statutory guidance for schools measured against the eight Gatsby Benchmarks. This policy will be developed and reviewed annually in discussion with students, parents, governors, the careers team, the MAC/SEN team, teaching staff, advisory staff and other external partners.

It is the policy of Highgate Wood School that all students should have access to impartial careers education and guidance throughout their school life.

Students will be encouraged to develop knowledge and understanding of self, roles and opportunities in education, training and employment and to avoid stereotypical choices. Students will be helped to develop the skills necessary to obtain and handle information, be realistic about personal capabilities and aspirations and make informed decisions about future options.

Principles

The aim of the policy is to enable students to experience:

Self-development

- understand themselves so that they are self-aware, have a flexible outlook and high expectations that are realistic;
- develop skills needed for planning and managing their own career development and employability;
- be able to analyse critically existing structures of opportunities in work, training and further and higher education options;
- know and understand the full range of options available from the various sources of information and guidance, both within and beyond the school, on the completion of their courses.

Career exploration

- understand changes in education, training and employment and the impact of these on career patterns;
- understand the importance of 'lifelong career development' and 'lifelong learning' throughout their working life;
- investigate careers and opportunities in learning and work;
- know where and how to access appropriate information, resources, help and guidance.

Career management

- make and implement career plans;
- decide on and take next steps in their career development using appropriate techniques such as action planning and reviewing and recording achievement;
- be able to prepare for further education or work by presenting themselves well through written application and at selection interviews.

Implementation

1. The 8 Gatsby Benchmarks

The benchmarks define excellence in careers provision and are as follows.

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| 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 student | 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 career's adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. |

2. Careers Education Programme

Careers education is delivered as part of the Key Stage 3, 4 and 5 pastoral and life skills curriculum. Students are given chances to explore career opportunities and develop self-awareness through activities during tutor time each Monday in a development program from Year 7 to Year 13. Employability skills will be developed through the same curriculum alongside careers days at Key Stages 3, 4 and 5. The Skills Builder Framework will provide for the development and practise of work-based skills.

Visits to universities and apprenticeship fairs take place for students in Key Stages 4 and 5 while an annual Careers Fair allows local Post 16 providers to talk to students about opportunities away from the Highgate Wood Sixth Form and provide an opportunity for students to meet and talk to people working in various work-related backgrounds.

The level of input is differentiated depending of the students’ needs. Student need is identified by input from any of the following:

Student	Parents/Guardians	Year team
MAC and SEN staff	Subject teachers	Careers team

The careers education programme can be found on the school website.

3. Careers Across the Curriculum

Careers education also takes place across the curriculum and is signposted in schemes of work. This work aims to help students develop their communication, problem solving, creativity, staying positive, aiming high, leadership and teamwork skills, collectively known as their essential skills. The School Council, Duke of Edinburgh, House Charity Representatives, Travel Leader and Debate Mate and a number of ad-hoc trips and workshops also aid students in developing their essential skills.

Curriculum areas identify Career Ambassadors for their curriculum who are supported through CPD and by the careers team. Career Ambassadors will coordinate curriculum career weeks during the course of the academic year where subject related pathways, careers and skills are signposted and discussed, and where outside employers may be asked to discuss their career paths with students either virtually or in school.

4. Work Experience

Work experience takes place for all students in Year 10 and Year 12. The dates will be in the school calendar. Students will reflect upon and record their work experience using a Placement Journal and Unifrog.

5. Independent Careers Guidance

Independent careers advisors will provide impartial careers guidance to students.

The advisor will be available:

- during parents evenings from Year 9 through to Year 13
- during KS4 and KS5 option evenings
- during KS4 and KS5 results days.

All students from KS3 to KS5 can self-refer or be referred by staff or parents for interview by contacting the careers team. All KS4 and KS5 students will be allocated an independent or group interview with an independent career's guidance advisor. Priority is given to students with EHCP's, who are looked after, have SEND, are at risk of being NEET or are PP.

One to one help is also available for all students from the careers team, form tutors, subject teachers, year leads, SENDCo and senior leadership team.

6. Assessment, Monitoring and Evaluation

Assessment for Careers Education and Guidance uses the following methods:

- The Compass+ Evaluation Tool, from the Careers and Enterprise Company, is used to evaluate of our progress in meeting the 8 Gatsby Benchmarks. This results in a clear action plan for improving careers education. This audit/action planning is reviewed on a termly basis with feedback and support from our school Enterprise Partner.
- Review of the Careers Curriculum and its impact on pupil/student understanding is monitored on an annual basis via student, staff and parent questionnaires.
- Students' performance on work experience is monitored and reported on by employers during the week of work experience. All students have the opportunity to complete a reflection booklet during their experience.
- Throughout Key Stage 4 and 5 tutors encourage students to set their own personal targets and plan for the future. Where students are not being proactive, they are referred to the careers team.
- All year groups use Unifrog to research and explore career areas, record their career journey and complete diagnostic tools that suggest possible careers they may be suited to.
- Students meeting with the Independent Careers Advisor for a guidance interview write an action plan that is reviewed afterwards

by tutors. These plans are uploaded to their Unifrog account for future reference. Independent careers advisors regularly report the career planning needs of individuals and groups to the careers lead.

- Some extra-curricular activities such as Duke of Edinburgh, Travel Leader and London Design Challenge facilitate the use of Essential Skills.
- Year 11 progression data (destination information) is used to monitor the number of students progressing into different post 16 routes of education.
- Year 13 progression data (destination information) is used to monitor the post-18 route students take once leaving Highgate Wood Sixth Form.