

**Careers Education and Guidance Policy
(including Arrangements for provider access)
2020-21**

Ratified by the Governor's Curriculum Committee: February 2021
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This Policy is due for review Spring 2022

'Making a positive difference to students' achievements and experiences, maintaining the highest expectations and inspiring self-belief'

*Everyone
Matters*

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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 (CEIAG) for all students in Years 7-13. Highgate Wood School endeavours to follow the National Framework for CEG 11-19 in England measured against the eight Gatsby Benchmarks. This policy will be developed and reviewed biennially in discussion with teaching staff; the school's Independent Careers Advisor, students, parents, governors, 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.

Highgate Wood School combines the following elements to provide CEIAG:

1. Careers Education Programme – as part of a Tutor led Pastoral Programme
2. Work Related Learning
3. Work Experience
4. Careers Information
5. Impartial 1:1 and group guidance

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

Student	Tutors
Subject teachers	Learning Support Department
Deputy Head of House/ Head of House	Parents
Mentors	Careers Advisor
Other professional	

Implementation

A. Careers Education Programme – as part of the Tutor led Pastoral programme - Years 7-11

Careers education is delivered as part of the Pastoral curriculum. Students are given chances to explore career opportunities and develop self-awareness through activities during tutor time in a development

program from Year 7 to Year 11. Employability skills will be developed through the same curriculum alongside Employability project days in Years 7 to 10.

B. Work Related Learning (WRL)

Other WRL takes place across the curriculum and is signposted in schemes of work. This work aims to help students to develop skills of working effectively within groups, encourages team building, co-operation, empathy and personal development. Other activities involving the School Council, Model United Nations and Debate Mate also aim to develop learning techniques to solve problems. The Skills Builder Framework will provide for the development and practise of work based skills.

Throughout the school we aim to create an environment where students are aware of their responsibilities as well as rights, so preparing them to become a valued member of an organisation and their community.

The nine key elements identified in the National Work Related Framework Requirement for delivery by the school are:

1. Recognise, develop and apply their skills for enterprise and employability.
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.
3. Learn about the way business enterprise operates, working roles and conditions, and rights and responsibilities in the work place.
4. Develop awareness of the extent and diversity of local and national employment opportunities.
5. Relate their own abilities, attributes and achievements to career intentions and make more informed choices based on an understanding of the alternatives.
6. Undertake tasks and activities set in work contexts.
7. Learn from contact with personnel from different employment sectors.
8. Have experience (direct or indirect) of working practice and environments.
9. Engage with ideas, challenges and applications from the business world.

C. Work Experience

Work experience takes place for all students in Year 12. Students go on work placements for 5 days, the dates will be in the school calendar.

All students are visited or contacted by a member of staff while they are on work experience. Several sessions and an assembly take place to help brief students, including information on health and safety in the work place.

D. Careers information

The Careers section in the LRC contains a range of resource material. The School provides a part time Independent Careers Advisor who carries out face to face work with students on two days during each two-week timetable cycle. This includes group work and individual appointments.

Visits to universities and apprenticeship fairs are set up for students in Key Stages 4 and 5 while an annual Careers Faire allows local Post 16 providers to talk to students about opportunities away from the Highgate Wood Sixth Form.

E. Guidance

An independent careers advisor, who over the course of the year will see all students in years 11, 12 and 13 provides impartial careers guidance. All students can self-refer for an interview with the Personal Adviser. Students in year 9 that are struggling with Options choices are also given the opportunity to attend one on one appointments in the lead up to Options Evening.

One to one help is also available for all students from: Careers Coordinator, form tutors, subject teachers, Deputy Heads of House, Heads of House, SENCo and Senior Leadership team.

Where it is possible, Tutors remain with tutor groups from year 7 through to year 11. A strong students/tutor relationship develops which helps with early identification of individual students needing in depth guidance from the Personal Adviser.

The Independent Careers Advisor attends Year 10/11 and 12/13 Parents' Evenings, Year 9 and 12/13 Options Evening and Year 11, 12 and 13 results days. Advice is offered on the Options process and Further Education.

Any member of staff can refer a student for a 1:1 careers interview, by contacting the CEIAG lead teacher. Parents can also make appointments to meet the Independent Careers Advisor with their child. Vulnerable students, Pupil Premium students, those with an Education and Healthcare Plan and those who may not be able to access the Post 16 Curriculum at Highgate Wood are given priority for appointments with the Independent Careers Advisor.

Towards the end of Year 10 the Head of House, Deputy Heads of House and CEIAG lead teacher, audit student needs to establish which students are likely to need the most help during year 11.

Assessment

Assessment for Careers Education and Guidance uses the following methods:

- Review of the Careers Curriculum and its impact on pupil/student understanding is monitored via student questionnaires.
- Students' performance on work experience is monitored and reported on by teachers during the week of work experience. All students take an assessment booklet with them for the employer to complete. Students approach to work experience may be commented on at Year 10 Parents' Evening.

- Throughout Key Stage 4 and especially in Year 11, tutors ensure individual students are setting their own personal targets and planning for the future. (Where students are not being proactive, they are referred to the Independent Careers Advisor).
- Year 8 and Year 10 students use Fast Tomato to search possible careers and take a test which suggests possible careers that they may be suited to.
- Students meeting with the Independent Careers Advisor for a guidance interview are helped to write an action plan that is reviewed in follow up meetings.
- A number of Key Stage 4/5 students are externally credited for the Duke of Edinburgh Award, which facilitates the use of Key Skills.

Monitoring and Evaluation

- The CEIAG lead teacher with assistance from the Deputy Head teacher with overview of CEIAG, is responsible for ensuring CEIAG is evaluated and reviewed and facilitates the bringing together of formal and informal evaluation. This will include surveys from form tutors, students, Heads of House/Deputy Heads of House, and parents, as well as student focus groups. The process of monitoring and evaluation also incorporates the following elements:
- The Independent Careers Advisor assesses student's career education through their interviews with students. The Independent Careers Advisor regularly reports back to the CEIAG lead teacher regarding the career planning needs of individuals and groups.
- Year 11 progression data (destination information) is used to monitor the number of students who progress into different post 16 routes of education.
- The use of internal surveys to monitor where students are continuing their education.

Appendix 1 - Glossary

CEG	Careers Education and Guidance
IAG	Information Advice and Guidance
CEIAG	Careers Education Information Advice and Guidance
WRL	Work Related Learning

Appendix 2 – Staff Contacts

School Careers Leader:	Nick Charlesworth	nch@hws.haringey.sch.uk	020 8342 7970
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