

# Careers Policy



## *Sandwell Home and Hospital Tuition Service*

Signed by Chair of Governors:



Date ratified by Governing Body: 08.09.2020

Date of Review: 08.09.2023





## **INTRODUCTION**

### **Rational for CEIAG**

A young person's career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their careers, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in years 7 – 11 access to careers education, information, advice and guidance. The service endeavours to follow the guidance in the National Framework for CEIAG 11 – 19 in England, the National Curriculum programmes of study for PSHE and Citizenship, and the QCA guidance on Work Related Learning for All at Key Stage 4.

### **Commitment**

Sandwell Home & Hospital Tuition Service is committed to providing a planned programme of careers education, information advice and guidance for all students in years 7 – 11 in partnership with the local Connexions Service.

## **OBJECTIVES**

### Students' Needs

The Centre's careers programme is designed to meet the needs of students at Albright Education Centre and on home tuition by

- Developing aspirational paths into the workplace
- Developing a broad understanding of the world of work and an ability to respond to changing opportunities
- Developing independent research skills so that they can make good use of career information and guidance
- Developing and use their self-knowledge when thinking about and making choices
- Developing and use labour market information when thinking about and making choices
- Developing the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Being able to anticipate the differences between school, college, university and work
- Become aware of their individual abilities, skills qualities, needs and values and explore how these might relate to different occupations
- Develop a positive self-image and feel enthusiastic about their own employment prospects

## **Entitlement**

A principal aim of Albright Education Centre is to prepare young people for life beyond school and college. It is important therefore that all pupils leave the centre aware of themselves as individuals, aware of the opportunities available to them and able to make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond.

A planned progressive programme of lessons and activities throughout all years will support them in choosing 14 – 19 pathways that suit their interests and abilities and help them to follow a career path and sustain employability throughout their working lives.

Students are entitled to careers education and guidance that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. The programme promotes equality of opportunity, inclusion and anti-racism.

## **IMPLEMENTATION**

### **Management**

Mrs S Long is responsible for co-ordinating the careers programme. The careers leader works closely with the Centre's Connexions Personal Adviser and is responsible to the Head teacher of the centre.

### **Staffing**

All staff are expected to contribute to the Careers Education and Guidance programme through their roles as tutors and subject teachers. Careers education is planned, monitored and evaluated by the Careers Leader in consultation with Connexions Personal Adviser. The Careers Leader delivers the programme with support from the Work Skills Tutor. The Connexions Personal Adviser provides specialist careers guidance.

### **Curriculum**

The careers programme includes a timetabled lesson within Key Stage 4 completing the Work Skills programme, careers guidance activities (group work and individual interviews), information and research activities where pupil(s) have the opportunity to question employers from a variety of fields, action planning and recording achievements.

The Careers programme is also delivered to Key Stage 3 through PSHE lessons, specific areas of careers are highlight to the different year groups dependent upon need for example Year 7 careers emphasis will be concerning transitions, Year 9 career emphasis will be option choices.

### **Teachers, support staff and dedicated careers staff will:**

- Encourage students to achieve and to be ambitious in their choice of career.
- Work to ensure that no student is disadvantaged in gaining access to education, training or work
- Ensure the advice they give is accurate, up to date and impartial
- Provide resources and advice to enable students to understand and develop career choices.
- Promote an understanding of the world of work and the ability to respond to changing opportunities at all ages
- Link curriculum learning to careers
- Enhance independent research skills so that students can make good use of information and guidance
- Encourage students to use their self-knowledge and knowledge of the labour market when thinking about and making choices
- Help students to develop the skills they need to review achievements, plan future actions, make decisions, present themselves well and cope with change and transition.
- Ensure students have access to, and be able to use, a variety of careers information
- Ensure students know who can, and will, help them make decisions
- Ensure students are able to complete an application form and prepare a Curriculum Vitae
- Offer a meaningful encounter with at least one employer a year
- Offer students encounters with further and higher education providers
- Provide Personal guidance via a suitably qualified careers professional

### **Careers Leader will:**

- Ensure all students receive unbiased careers education that prepares them for the workplace.
- Ensure that students have access to an external and independent source of guidance.
- Involve students, parents and carers in the further development of careers work.
- Provide sustained contacts with employers, mentors and coaches who can inspire pupils with a sense of what they can achieve and help them understand how to make this a reality.
- Prepare and implement a career guidance development plan.
- Provide access to a range of activities that inspire young people, including meaningful encounters with employers, motivational speakers, visits and encounters with further and higher education providers
- Measure the Academy careers programme against the eight Gatsby benchmarks of good careers guidance
- Advise SLT on policy, strategy and resource for careers guidance and demonstrate how the Gatsby Benchmarks and statutory guidance are met
- Ensure compliance with the legal requirements to provide independence guidance and give students access to providers of further higher and technical education

and apprenticeships including the publication of the provider access policy on the academy website.

- Monitor, review and evaluate the range and quality of personal guidance delivered

### **Resources:**

Funding is allocated annually and budgeted for pupil's access to employer engagement and transport to and from college and university visits.

### **Monitoring Review and Evaluation:**

The careers programme is monitored by the Compass audit against the Gatsby Benchmarks. Feedback is also gathered from employers, pupils and parents to ensure constant improvements are made within the careers programme.