

## Hornchurch High School – Careers Policy

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### *Broadening horizons and career aspirations for the future*

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#### **Introduction**

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 14-19 choices that are right for them and to be able to manage their careers throughout their lives. Schools have a statutory duty to provide careers education to Years 7-11 and to give students access to careers guidance in Years 8-13 (2018 DfE Statutory Guidance).

Careers education, information, advice and guidance (CEIAG) is an essential part of the support we offer to students at Hornchurch High School. Effective careers support can help to prepare young people for the opportunities, responsibilities and experiences of life; it can help them to make decisions and manage transitions as learners and workers. As options for young people become more varied and complex, it is vital that we support them to develop the knowledge and skills they need to make informed choices for their future. As a result, the careers programme has a whole-school remit designed to complement the rest of the school curriculum.

Careers guidance refers to a coherent programme of activities that inform, inspire and motivate young people, preparing them for work and helping them to understand where different education and training choices could take them in the future.

This policy sets out how career activities are delivered at school and explains what stakeholders can expect from their careers programme

#### **Aims and objectives**

Our aim as a school is:

- To provide an inclusive, effective and stable careers programme which raises our students' aspirations throughout the entirety of their school career.
- To encourage students to be ambitious, broaden their horizons and explore their own career aspirations throughout their life at school.
- To ensure students' readiness to take their next steps in their learning or career

The objectives for the careers programme are as follows:

- Helping students to understand the changing world of work
- Facilitating meaningful encounters with employers for all students

- Supporting positive transitions to post-16 Educational Pathways
- Enabling students to develop the research skills to find out about opportunities
- Helping students to develop the skills, attitudes and qualities to make a successful transition into the world of work
- Encouraging participation in continued learning, including further and higher education and apprenticeships
- Supporting inclusion, challenging stereotyping and promoting equality of opportunity  
Contributing to strategies for raising achievement, particularly by increasing motivation.

The careers programme is designed to meet the needs of the students at Hornchurch High School. It is differentiated and personalized to ensure progression through activities that are appropriate to students' stages of learning, planning and development. It is informed by The 8 Gatsby Benchmarks:

#	Benchmark	Description
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 students, parents, teachers, governors and employers.
2	Learning from career and labour market information	Every student, 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	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. 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. 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 student 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 student 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.
#	<b>Benchmark</b>	<b>Description</b>
7	Encounters with further and higher education	All students 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 student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs

The staff and Governors at Hornchurch High School recognize that Career planning is not limited to just one stage in life. For this reason, careers education and guidance aims to develop career management skills which students can draw on at each stage of their careers planning. The CEIAG programme is continually evaluated to improve effectiveness.

### **Entitlement**

Students are entitled to careers education and guidance that meets professional standards of practice and is person-centered, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity and be fully inclusive.

Our CEIAG programme will:

- Provide explicit links to the curriculum via careers learning within subject areas.
- Provide totally impartial and up to date information through close working links with careers professionals, employers and FE/HE institutions.
- Challenge stereotyping, deal with prejudice and discrimination, use of skills of assertiveness and negotiation and encourage students to widen their careers ideas.
- Reflect the changing nature of today's and tomorrow's world of work.

### **Parental involvement**

Young people do not make career decisions in isolation and parents/carers can have a substantial impact, as well as a clear interest in the right outcomes for their young person. The school is keen to foster parental involvement in the careers programme, wherever possible.

Events for parents include:

Parents/Carers are invited into school to discuss their son/daughters progress at Parents Evenings and Academic Review Day events. Form Tutors collect students' career aspirations annually to allow discussions around progress to be related to next steps, careers ideas and career planning, as well as academic progress.

Representatives of the careers team, as well as education and training providers, attend events for specific year groups.

In addition, specialist events for parents include Key Stage4/GCSE Options Evening, College Transfer/Post-16 Options Evening and Careers Fair.

Parents/carers are kept up to date with career-related events and activities affecting their son/daughter via letters, the school website and social media. Along with the specific student's agreement, copy of the action plan from one to one careers interviews will be sent home. Parents/Carers are welcome to attend careers interviews with Prospects, by prior arrangement and, in some cases, will be asked to attend. They are also welcome to make contact with the Careers Team at school, should they have any questions or concerns.

### **Delivery of Careers Programme**

#### **Leadership and Management**

The Careers programme is managed by the Careers Leader who is middle leader at the school. The Career leader works closely with members of SLT, Heads of Department, Heads of Year and the schools careers advisor to ensure a coherent and joined up approach to CEIAG. This area is supported by a link governor. **Staffing**

All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Additionally, personalized Careers Advice and Guidance is provided by the Schools Careers Advisor in year 11 via one to one interviews. These interviews are impartial, designed to be appropriate for the student's stage stage of career planning, will be provided on a reactive and proactive basis and will complement the other careers activities in school.

#### **Careers Resources**

The School Website has ad dedicated careers area available to students and parents that contains a wide variety of resources and sign posting to specialist information advice and guidance.

#### **External Support**

The school accesses support, expert advice and information form a variety of employers, educational providers and professional organisations through visits by students and staff to workplaces, educational establishments, conferences, workshops, taster days and exhibitions. Additionally, external support is invited into school to contribute to curriculum learning off timetable days and the assembly programme.

#### **Equal Opportunities**

The school is keen to promote equal opportunities, challenge stereotypes and address limiting factors/beliefs. All students can access advice and guidance tailored to their needs with support to

explore options that suit their preferences, skills and strengths. Staff at Hornchurch High School work on early-identification of students requiring additional support, with no limit placed on how many times a student might see a careers advisor. The Careers Team will work with the SENCo to support Education, Health and Care planning and the Pastoral Team to support students whom may be facing other challenges.

### **Monitoring, Evaluating and Review**

When monitoring the success of the careers programme, the school considers formal and informal measures, qualitative and quantitative data and hard and soft outcomes for students.

The careers programme is evaluated in a number of ways, including:

- Student feedback on their experience of the careers programme
- Staff feedback on careers lessons, drop down activities, mock interviews and assemblies □  
Gathering informal feedback from external partners and from parents. □  
Quality assurance of careers lessons as part of the tutor time programme □  
Student destination figures for Post-16.

### **References**

The Gatsby Benchmarks [www.gatsby.org.uk/education/focus-areas/good-career-guidance](http://www.gatsby.org.uk/education/focus-areas/good-career-guidance)

The Career Development Institute Careers Framework [www.thecdi.net/careers-framework-2018](http://www.thecdi.net/careers-framework-2018)

This policy was formally approved by the Governing Body on: (Insert Date)

This policy will be monitored and reviewed on an annual basis, to ensure that current legislation and best practice is recorded

Chair of Governor Signature:

Chair of Governors Name:

Date:

Headteacher Signature: Headteacher:

Ms S Madhvani

Date: