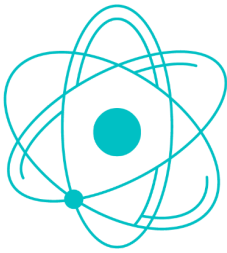


## CAREERS POLICY



# HARDWICK HOUSE SCHOOL

**Date:** September 2023

**Review Cycle:** Annual

**Next Review Date:** September 2024

Hardwick House School is part of Newcome Education, which is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in Hardwick House School's documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility September 2018](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- Peninsula BrightHR
- LRB (Health and Safety)
- Atlantic Data (DBS)
- SchoolPro (data protection)
- Marsh Commercial (insurance)

Hardwick House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Hardwick House School.

The policy documents of Hardwick House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

- 

## **1 Rationale and Vision**

Hardwick House School is committed to ensuring all of our learners have access to impartial careers advice and to a range of employers who can support them in considering their future. To help us do this we align our CEIAG Plan to the Gatsby Benchmarks which have been explicitly referenced throughout the DfE's Careers Strategy (December 2017) the Statutory Guidance for careers (January 2018) and to the delivery of independent careers guidance to year 9-13 learners in accordance with section 42A of the Education Act 1997.

**The 8 Gatsby benchmarks are outlined below:**

1. A stable careers programme

2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experience of work places
7. Encounters with further and higher education
8. Personal guidance

The vision for the development of CEIAG at Hardwick House School is to provide the very best opportunities to enable our students to make informed decisions throughout, and beyond, their school life. By using the Gatsby benchmarks as a framework of best practice, we have a CEIAG programme that meets the needs of our learners, CEIAG providers and labour market landscape. Our plan promotes equality of opportunity, celebrates diversity and challenges stereotypes whilst inspiring, raising aspirations and giving our students an optimistic outlook on life and their place in the world of work.

## 2 Intent

Our CEIAG programme is both bespoke and unique to our school. It is reviewed on an annual basis to meet our learners' needs based on our monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our school context and core values. Our programme is designed to help all learners to develop their knowledge, skills, understanding and cultural capital they need to go on to destinations that meet their aspirations and interests.

With this in mind, we aim:

- To provide impartial and independent advice for all pupils (Gatsby Benchmark 1 - 8)
- To prevent pupils leaving and becoming NEET (Gatsby 1 - 8)
- To contribute to strategies for raising achievement, especially by increasing motivation, attitude to learning and attendance (Gatsby 3)
- To support inclusion, challenge stereotyping and promote equality of opportunity (Gatsby Benchmark 3,4)
- To encourage participation in continued learning including higher education, further education and apprenticeships (Gatsby Benchmark 7,8)
- To develop enterprise and employment skills (Gatsby 2, 3)

- To reduce drop out from and course switching in education and training (Gatsby 3, 5, 6, 7, 8)
- To contribute to the economic prosperity of individuals and communities (Gatsby 2, 5, 7)
- To meet the needs of all our pupils through appropriate differentiation (Gatsby 3)
- To focus students on their future aspirations and opportunities (Gatsby 3, 4, 8)
- To involve parents and carers (Gatsby 1, 2, 5, 6, 7)
- To support the raising of the participation age and assist with positive destinations for all pupils' post 16, (Gatsby 1, 4, 8)
- To meet the needs of our current cohort of students in each year group (Gatsby 1, 3)
- To use current LMI to enable students, staff and parents to engage actively with local and national CEIAG information so that they can increase their knowledge and understanding about the world of work. (Gatsby 1, 2, 3)
- To use students, parents, staff and employer feedback to reflect on our current provision in order to develop our future CEIAG programme (Gatsby 1, 2, 3)
- To provide additional support to our vulnerable learners due to SEND and pupil premium (Gatsby 1-8)
- All stakeholders have a clear understanding of CEIAG and rationale and vision (Gatsby 1)
- To monitor and evaluate current provision in order to ensure our programme is quality assured in line with other curriculum areas (Gatsby 1)

### 3 Implementation of the careers Programme

Throughout all subjects, learners will have the opportunity to participate in activities that use the context of work to develop the knowledge, skills and understanding that will be useful in future workplaces. Furthermore, subject teachers will inform students about how their learning in the classroom relates to the world of work and future careers.

#### KS2

- Throughout KS2, learners take part in a broad variety of community visits linked to their curriculum. They visit different workplaces such as local businesses, engage with the local community and learn what it means to be socially responsible and part of a global community.
- Every Friday afternoon we offer a broad menu of on and off-site activities that pupils can select as a reward and enrichment opportunity. The options are pupil driven and therefore change each half term based on pupil selection. Choices may include climbing, beach volleyball, gymnastics, boules, parkour,

baking, craft, art, music, drama, robotics, forest school, film, tec, tennis, athletics, chess and much more.

- Weekly social communication lessons focus on the skills that will underpin employment skills, such as turn taking, working together, listening and sharing ideas.

### KS3

- During PSHE lessons students will learn what work is, how salaries relate to different jobs, how to find out about jobs, the skills needed for work and jobs of the future. All activities will support the options process, which takes place in Year 9.
- In Social Communications lessons, learners begin to take part in visits to local colleges and/or university, focusing on the social element by visiting campus, café and coffee shop, student shops and sports facilities to begin to understand the college and university student experience.
- In addition to the Friday afternoon enrichment activities offered in KS2, KS3 learners have access to a wealth of curriculum enriching activities during the week. Many of these activities are annually recurring themes based on religious, cultural and political events which are built into the curriculum in a cross-curricular way. Some are one-off special events to develop community engagement, social skills and broaden experiences, such as visiting authors, holocaust survivor visits, theatre trips and working with local community groups. Some are longer term such as links with a school in Canada, House charity activities, lunchtime clubs and alternative PE curriculum.
- Year 9 learners will take part in skills based activity days twice a year, led by a qualified and suitably experienced Careers Advisor. The first day will consider Employment Skills and the second is bespoke to STEM careers.
- The annual Careers Coffee Morning provides learners a meaningful interaction with a range of local employers and colleges in a non-threatening and accessible manner. Learners are able to engage one-to-one with the attendees to discover new career, extra-curricular and training opportunities.

### KS4

- Year 10 and Year 11 learners receive a minimum of 2 x one to one careers interviews each year, a total of 4 opportunities in KS4. In addition, the careers advisor is available on 2 other occasions each year for follow up discussion if requested. The careers advisor is highly qualified not only in careers but also extremely experienced in working with vulnerable and Autistic young people. Interviews are bespoke to each student's needs, but every interview will cover in depth their options on finishing school, including apprenticeships and technical and academic further education. Learners are provided their Career Action Plan as an outcome of each meeting which is also shared with parents.

- In Social Communications lessons, learners begin to experience more meaningful interactions with colleges and/or University with more formal visits and taster events.
- During each learner's Annual Review in Year 10 and Year 11, our careers advisor is able to provide advice and feedback regarding local college provision as required to meet the needs of each learner following their outcomes of their 1:1 interviews.
- Learners continue to take part in the Friday afternoon Enrichment activities as they did in KS2 & 3.
- Learners continue to attend the annual Careers Coffee Morning as they did in KS3.
- During ICT lessons, learners learn how to create CV's and covering letters and write job applications.
- Where possible, work based experiences are created to enable learners to experience their area of interest in a work based setting.
- During Year 11, all learners not staying at Hardwick will apply for a College/Apprenticeship placement for Post 16. We provide guidance and support to every learner and their parents, to ensure that every learner has secured a place in a Further Education setting on a course that interests them and is at the appropriate level. We work closely with the LA to ensure support is in place and appropriate transition can take place to meet learner needs.
- Travel Training sessions will take place regularly to support learners in developing the independent skills required to find their way around the local community safely. This involves walking to different areas and businesses, taking the bus and perhaps visiting the local railway station.
- Following GCSE examinations, learners stay at Hardwick House until the end of the school year. In this time, a bespoke package is created annually to meet the needs of the given year group and their interests. This program of personal development activities is based on individual interests, and often involves choice of activity, but designed to build employability and social skills alongside developing self confidence in a fun and interactive way, much of which includes community based activities. Learners are encouraged to plan and organise a number of these activities themselves, with support.

#### **4 Impact**

Measuring the impact of our CEIAG programme supports us to develop it on an annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to amendments in our future planning.

We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. We measure impact in the

following ways:

- Positive destinations data for all
- Tracking of Compass termly
- No NEET learners
- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance / reduction in PA over time
- Reduction in behaviour incidents over time
- Increase in progress / attainment over time
- Reviewing progression data over time i.e. take up of Apprenticeships, entry into FE at higher level courses where appropriate to the individual learners

## 5 Useful Websites

### Useful websites

FE colleges:

<https://www.loucoll.ac.uk>

<https://www.homefieldcollege.ac.uk>

<https://college.sense.org.uk/>

Apprenticeships:

<https://www.gov.uk/apply-apprenticeship>

<https://www.apprenticeships.gov.uk/#>

<https://www.prospects.ac.uk/jobs-and-work-experience/apprenticeships>

<https://allaboutapprenticeships.co.uk/>

Universities:

<https://www.ucas.com/corporate/news-and-key-documents/news/new-ucas-hub-encouragesstudents-shoot-stars>

<https://universitycompare.com/rankings/>

**LMI:**

<https://www.lmiforall.org.uk/>

**Parents:**

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>

<https://www.careeralchemy.co.uk/choosing-career-paths.html>

**Other:**

<https://nationalcareers.service.gov.uk/>

<https://www.careersbox.co.uk/>

<https://icould.com/>

<https://www.gov.uk/government/publications/careers-of-the-future>

<https://successatschool.org/>

<http://www.talkingjobs.net/>