

**JOHN SPENDLUFFE**

**TECHNOLOGY COLLEGE**

**CAREERS POLICY**



**Approved by:**  
**Full Governing Body**

**Date:** November 2021

**Last reviewed on:**

**Next review due by:** November 2022

# JSTC – Careers Policy

## Introduction

Through a planned programme of activities, Careers Education, Information, Advice and Guidance (CEIAG) and Employability skills, John Spendluffe Technology College seeks to help all students take their place as suitably qualified and responsible adults within society. The focus is upon career and option choice, raising the aspirations and achievement of individual students and equipping them with skills, attitudes, knowledge and understanding as a foundation for managing their lifelong career and learning.

We are committed to:

- Providing a planned programme of activities to which all students from Years 7 – 11 are entitled which will help them to plan and manage their careers
- Providing IAG which is impartial, unbiased and is based on the students individual needs
- Ensuring that our programme follows local, regional and national frameworks for good practice and other relevant guidance, such as: Section 19 Education Act (2011), The Technical and Further Education Act (January 2017), Careers strategy: making the most of everyone's skills and talents (December 2017), Careers guidance and access for education and training providers: Statutory guidance for governing bodies, school leaders and school staff (January 2018); Updated Statutory Guidance (October 2018 and July 2021) as well as guidelines from Ofsted, the Career Development Institute and the Gatsby benchmarks for good career guidance.

The eight Gatsby benchmarks of good career guidance:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance.

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### **Links with other policies**

The policy for CEIAG supports and is itself underpinned by a range of key school policies especially those for teaching and learning, assessment, stretch and challenge and SEND.

### **Entitlement**

Students are entitled to CEIAG which meets professional standards of practice and is both personalised and impartial. It is integrated into students' experience of the whole curriculum and based on a partnership with students and their parents or carers. The programme is structured to meet the Gatsby Benchmarks of good Careers education, raise aspirations, challenge stereotyping and promote equality and diversity.

The careers programme is designed to meet the needs of the students at John Spendluffe Technology College to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The primary aims of the Careers Education and Guidance programme are to:

- Help young people develop an understanding of their own and others' strengths, limitations, abilities, potential, personal qualities, needs, attitudes and values
- Help young people investigate opportunities for further learning and employment, make decisions and manage transitions across key stages
- Ensure that, wherever possible, all young people leave the school with employment, further education or training

CEIAG at JSTC aims to provide students with the skills, knowledge and understanding to support the 3 core aims for careers, employability and enterprise education:

- Developing yourself through careers, employability and enterprise education
- Learning about careers and the world of work.
- Developing your career management and employability skills.

The CEIAG programme provides students with a wide range of experiences to help them progress effectively through their education and on to successful careers. The intended career learning outcomes for students are based on the National Framework and can be found embedded in the Statement of Entitlement (Appendix 1).

### **Assessment**

Through evaluation following career-related events we assess whether students have achieved these aims. Aims and objectives are shared in PSHE Careers lessons and revisited at the end of lessons to assess whether they have been achieved.

Implementation: Management Responsibilities are spread between the Deputy Headteacher with oversight of CEIAG and the Careers Leader. They plan, co-ordinate and evaluate the careers programme and meet termly to discuss and review actions and future events with the Headteacher. They also plan and implement work experience for Y10 students. Subject leaders and Heads of Year are consulted to ensure appropriate coverage of careers themes in the PSHE programme, tutor time activities and in subjects across the school. All subjects have a focus on and link to career development and employability learning, subjects share and promote a wide range of careers and roles that link to their subject area. This is co-ordinated through the work of the Careers Leader.

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### **Implementation: Staffing**

All staff contribute to CEIAG through their roles as tutors and subject teachers. Heads of Year liaise with the Careers Leader to address needs of all students, including support from teachers and external agencies, such as the independent Careers Advisers. Careers information is available on the school website and resource display area within English.

### **Implementation: The CEIAG Programme**

The careers programme includes careers lessons (within the school's Enrichment programme), tutor time careers sessions, career guidance activities (group work and individual interviews), information and research activities, employability learning (including 1 week of work experience in key stage 4) and yearly individual learning planning/portfolio activities which are recorded in a student Careers folder. Other focused events, including an in-house careers fair for Year 9, 10 and 11, aspiration days, visiting speakers across all year groups (see Programme of activity- Appendix 3. Students are actively involved in the evaluation of activities, including work experience, through lessons and in written feedback.

All students receive at least one careers interview with the Careers Adviser during KS4 and additional intervention strategies are introduced for those students who may find processes such as securing work experience placements particularly challenging. The Careers Adviser is central to providing guidance to students on routes beyond school and those students who are unsure of their destination after Year 11 are given further support in groups or as individuals to provide the best possible guidance. All students are given the opportunity to request an additional careers appointment with an independent careers adviser. In addition, the Headteacher and Deputy Headteachers provide 1 to 1 coaching conversations focusing on next steps, this usually coincides with Mock Exam results.

Careers Education helps young people to develop the knowledge and skills they need to make successful choices, manage transition between key stages and transition between education and the world of work.

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Apprenticeship information is shared with students via Class Charts, assemblies and the careers advisers. In addition, employers offering apprenticeships visit the school to facilitate work-related learning and speak to students about opportunities within their companies and sectors.

Strong links also exist with universities, colleges, apprenticeship providers and training providers, who often come into school to speak with students. Any provider wishing to request access should contact the Careers Leader in the first instance. Our Aspirations Days are the perfect opportunity for education providers to speak to relevant students.

### **Resources**

Funding is allocated in the annual budget-planning round in the context of whole-school priorities and particular needs in the CEIAG area. The Deputy Headteacher with oversight of CEIAG is responsible for the effective deployment of resources.

### **Monitoring, review, evaluation and development of CEG**

Our partnerships are reviewed regularly. The following provision is reviewed by the Careers Leader and the Deputy Headteacher with oversight of CEIAG:-

- Annual review of partnership activities with external providers.
- Review of all careers events by Careers Leader.
- Lesson and tutor observations as part of School Self Evaluation and Quality Assurance process.
- Developmental activity is identified and evaluated annually in the careers programme of activity.
- Feedback on the effectiveness of the CEIAG programme is sought through student focus groups, parent questionnaires. Resulting action points then feed into the following years' planning process to ensure they are addressed.
- Review of the school's adherence to the Gatsby Benchmarks through self-evaluation.

**Policy Reviewed: November 2021**

**Next review date: November 2022**

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## **Appendix 1**

Employability Learning and Careers Education, Information and Guidance Statement of Entitlement

Careers Education Entitlement

As a pupil at John Spendluffe Technology College, you are entitled to receive a programme of career related learning, careers information and impartial advice and guidance, designed to help you to recognise and develop your skills and abilities, know what opportunities are available in the world of work and to make plans to help you achieve your education and career goals.

At all Key Stages you can expect to ...

- access a planned programme relevant to your year group
- access a qualified impartial and independent careers adviser for personalised advice and guidance
- recognise your likes, dislikes, influences, strengths and preferences in relation to career decisions
- have information about the world of work and how the labour market is changing
- be given information about further and higher education, training and apprenticeships and employment routes
- take part in activities which challenge stereotyping and raise your aspirations
- develop skills and qualities to improve your employability
- develop enterprise skills
- be well prepared for different transitions
- help to develop financial capability skills
- develop and strengthen your personal presentation skills for selection processes
- signposting to relevant up-to-date and impartial sources of careers information and advice
- not have limitations imposed on your aspirations based upon your social, economic or ethnic background.

ALL STUDENTS WILL:

By the end of Key Stage 3:

- begin to develop an awareness of your individual skills and strengths in relation to post 16 pathways and future career goals
- be signposted and directed to access careers resources
- set targets and review your progress through Careers reflection and planning programme and parents evenings
- receive careers information via assemblies, tutor time, interviews and workshops/lessons
- receive Careers information and on-going support from staff such as your Tutor, Year Lead, Careers Leader, Careers advisor, Senior Leadership Team

- take part in Careers events where you can access information about different careers, future education, curriculum areas and the implications of studying specific subjects in Key Stage 4
- have been given the opportunity to have a meeting with a qualified, independent, and impartial careers guidance adviser through lunch time drop in meetings

**By the end of Key Stage 4:**

- experience careers education, focused on your development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through Enrichment, tutor group time and through Aspirations Days.
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser
- devise an action plan towards your career goals
- have listened to talks on different careers
- have been given the opportunity to speak to representatives from various sectors of the world of work
- have developed financial capability skills
- have produced and reviewed a curriculum vitae
- have written a formal letter, e.g. covering letter
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options
- develop presentation and interview skills
- be able to access careers information and resources
- be offered the opportunity to take part in taster days/ sessions
- have opportunities to evaluate individual achievements e.g. SLT interviews, Careers interviews and rewards assemblies

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## **Appendix 2**

### **Provider Access Policy**

#### Introduction

In accordance with the requirements of the Statutory Guidance, 'Careers guidance and access for education and training providers' (October 2018) and the obligations placed upon schools by Section 42B of the Education Act 1997, this policy statement sets out John Spendluffe Technology College arrangements for managing the access of education and training providers to students at the school.

#### **Pupil Entitlement**

All students in years 7-11 are entitled to:

- planned careers provision which provides information about the full range of education and training options, including technical and apprenticeship routes, at each transition point
- information from a wide range of education and training providers about the opportunities they offer– through options events, assemblies and aspirations events
- to understand how to make applications for the full range of academic and technical courses.

#### **Opportunities for Access**

- We actively seek to build partnerships with outside agencies, to broaden our students' horizons and to provide them with exposure to a range of education and career pathways.
- We would encourage providers to contact the school office to find a suitable event to access students.
- We run a wide range of careers and options events throughout the year, and we have the capacity to offer ad-hoc events. We would particularly welcome providers' attendance at year assemblies, where a whole year group is assembled in a hall environment and you can tailor your presentation to specific age-groups.

#### **Facilities**

- The school can offer a variety of hall and classroom spaces for use by providers.
- Audio-visual equipment is available.
- Providers are welcome to leave copies of their prospectus, or other relevant literature, for distribution.





## JSTC Careers – Programme of Activity

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Activities and Opportunities</b>	<ul style="list-style-type: none"> <li>Form time activity- <b>I Discover</b></li> <li>Subject Futures- Careers and advice displays</li> </ul> <p><b>Tr</b></p> <ul style="list-style-type: none"> <li>Lincoln University</li> <li>Grimsby Institute</li> <li>QEGS Alford (activity days)</li> </ul> <p><b>Visiting Speakers:</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Aspirations/Motivation</li> </ul> <p>Trips and visits:</p> <ul style="list-style-type: none"> <li>Lincoln University</li> <li>Grimsby Institute</li> <li>QEGS Alford (activity days)</li> </ul>	<ul style="list-style-type: none"> <li>Form time activity- <b>I Explore</b></li> <li>Subject Futures- Careers and advice displays</li> </ul> <p><b>Trips and visits:</b></p> <ul style="list-style-type: none"> <li>Lincoln University</li> <li>Grimsby Institute</li> <li>QEGS Alford (activity days)</li> </ul> <p><b>Visiting Speakers:</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Aspirations/Motivation</li> </ul> <p>Trips and visits:</p> <ul style="list-style-type: none"> <li>Lincoln University</li> <li>Grimsby Institute</li> <li>QEGS Alford (activity days)</li> </ul>	<ul style="list-style-type: none"> <li>Form time activity- <b>I Focus</b></li> <li>Engagement Evenings: Options- Making the right choice for your future</li> <li>Subject Futures- Careers and advice</li> <li>Careers Fair</li> </ul> <p><b>Trips and visits:</b></p> <ul style="list-style-type: none"> <li>Lincoln University</li> <li>Grimsby Institute</li> <li>QEGS Alford (activity days)</li> </ul> <p><b>Visiting Speakers:</b></p> <ul style="list-style-type: none"> <li>Mental Health</li> <li>Aspirations/Motivation</li> </ul> <p>Trips and visits:</p> <ul style="list-style-type: none"> <li>Lincoln University</li> <li>Grimsby Institute</li> <li>QEGS Alford (activity days)</li> </ul>	<ul style="list-style-type: none"> <li>Form time activity- <b>I Plan</b></li> <li>Independent advice meetings with external Careers advisor</li> <li>Interview Practice with Community Leaders</li> <li>Careers Fair</li> <li>Work experience opportunity week</li> </ul> <p><b>Visiting Speakers:</b></p> <ul style="list-style-type: none"> <li>Apprenticeships</li> <li>University aspirational trips</li> <li>College aspirational trips</li> <li>Business leader presentations</li> <li>Engagement Evenings: Revision and supporting your child during Y10</li> <li>Subject Futures- Careers and advice</li> </ul>	<ul style="list-style-type: none"> <li>Form time activity- <b>I Decide and I Apply</b></li> <li>Careers Independent advice meetings with external Careers advisor</li> <li>Next Step Review Meetings (SLT, Parent and Student)</li> <li>Interview Practice with Community Leaders</li> <li>Careers Fair</li> </ul> <p><b>Visiting Speakers:</b></p> <ul style="list-style-type: none"> <li>Apprenticeships- Business Leaders</li> <li>All 6<sup>th</sup> form and College Providers that are accessible to our students</li> <li>Engagement Evenings: Revision and supporting your child during Y11</li> <li>Subject Futures- Careers and advice</li> </ul>

# Student Leadership Opportunities

- Form Representative
- House Leader
- Sports Captains
- Restorative Leader
- Anti-Bullying Ambassador
- School Council Member
- Sports Captains
- Transition Buddies

- Form Representative
- House Leader
- Sports Captains
- Restorative Leader
- Anti-Bullying Ambassador
- School Council Member
- Sports Captains

- Form Representative
- House Leader
- Sports Captains
- Restorative Leader
- Anti-Bullying Ambassador
- School Council Member
- Sports Captains

- Form Representative
- House Leader
- Sports Captains
- Restorative Leader
- Anti-Bullying Ambassador
- School Council Member
- Sports Captains

- Form Representative
- House Leader
- Sports Captains
- School Leadership Ambassadors
- Restorative Leader
- Anti-Bullying Ambassador
- School Council Member
- Sports Captains