

LEARNING FOR EMPLOYMENT (Careers Policy)

Named Learning for Employment (Careers) Coordinator: Mr M Jensen

Other relevant documents:

Careers guidance and access for education and training providers, DfE, October 2018

Friendship
Integrity Benevolence
Honesty **Equality**
Respect Community
Tolerance Aspiration
Our values
Humility Personal responsibility
Justice Dignity Ambition
Co-operation **Humanity**
Excellence Embracing diversity
Belief Empathy Kindness
Understanding Charity
Compassion

This policy was adopted
by the Curriculum and Student Welfare Committee in June 2021
Next review due Summer Term 2023, or earlier if the need arises

1. Introduction

Good career guidance is critical if young people are to raise their aspirations and capitalise on the opportunities available to them. Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for delivering technical education reforms and is a vehicle for social justice: those young people without social capital or home support suffer most from poor career guidance. The Good Career Guidance Report identifies a set of eight benchmarks, known as the Gatsby benchmarks, that schools can use as a framework for improving their careers provision.

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 pupils, parents, teachers and employers.
2. Learning from career and labour market information: Every pupil, 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 pupil: Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. 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. For example, 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 pupil 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 pupil 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
7. Encounters with further and higher education: All pupils 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 pupil should have opportunities for guidance interviews with a careers 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 pupils but should be timed to meet their individual needs

2. Our Vision

The Policy and programme set out in this document aims to fulfil our vision of:

“To create confident, ambitious and resilient individuals, prepared for life”

From this vision we have derived 3 main strategic objectives we aim to meet over the next 3 years:

Objective 1	Objective 2	Objective 3
Further Embed learning for employment across the curriculum with all staff being aware of their role and taking an active part in preparing our students for their future careers. With explicit mentions in lessons and PoLs	Students are having experiences of both employers and workplaces through all years at the academy. (Benchmarks 4 and 5)	To further develop, embed and evaluate a sustainable Learning for Employment CEIAG curriculum that is fit for purpose. (Benchmarks 1, 2, 3 and 4)

3. Aims

KESH Academy aims to create a secure and caring environment in which children can experience success and are prepared for the opportunities, responsibilities and experiences of adult life; Academy staff work to provide a relevant and engaging careers' curriculum which meets the differing needs and requirements of all students.

The Academy's core aim is to create confident, ambitious and resilient individuals, well prepared to navigate through the opportunities and demands of life after KESH. Learning for Employment aims to support students in making an effective transition from learning at the academy to adulthood and the world of work through the development of knowledge, skills and understanding essential for future training and employment. The core aim of Learning for Employment is to ensure that young people fulfil and exceed their potential, are proud of who they are, are committed to lifelong learning and leave well-equipped to navigate their way through the challenges of the 21st Century; positively contributing to society both economically and socially.

The Academy's aims include:

- improving educational standards through using contexts that improve motivation and attainment for all students;
- ensuring that students follow courses and programmes which are appropriate to their longer-term aspirations and needs;
- supporting students in making informed decisions which are appropriate for them;
- providing students with well-rounded experiences;
- developing personal characteristics known as "Soft Skills", such as social skills, communication, independence and resilience;
- inspiring and motivating students to develop themselves as individuals and live as independently as is possible;
- learning about the world of work and thus being better prepared for the transition from education and training to work;
- improving students' understanding of the world of work and its demands;
- improving the quality of provision and guidance by providing an insight into the factors which can inform career choice;
- improving the quality of transition from school to adult and working life; and
- Improving students' awareness of the different career paths available to them.

These aims will be met by:

- meeting all the Gatsby benchmarks; and
- meeting all statutory requirements for careers education.

4. Curriculum Provision

The Academy provides a balanced and broadly-based curriculum which prepares students for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life. The Academy offers a range of activities to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities.

Learning for employment enables each curriculum area to make a full contribution through:

- the development of programmes of learning that recognise the importance of preparing students for adult and working life;
- ensuring that all students have access learning for employment activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies; and

- ensuring maximum understanding for students of the various aspects of working life.

5. Roles and responsibilities

The Governors and the Principal are responsible for ensuring that the aims of this policy are effectively met.

The Vice Principal (Curriculum) is responsible for:

- ensuring a curriculum provision that meets the aims of this policy;
- for the monitoring and evaluating of the curriculum provision and its impact on student outcomes.

The named Learning for Employment Coordinator is responsible for:

- the management and co-ordination of the various aspects of Learning for employment including our Aspirations Lead (Careers Advisor);
- the range of activities and opportunities available in each key stage;
- measuring, monitoring and evaluating the effectiveness and benefits of the Learning for Employment action plan;
- the assessment procedures and strategies for student evaluation of activities and learning outcomes;
- the systems to secure balance, progression and continuity; and
- ensuring appropriate channels of communication at senior management level.

Individual subject staff are responsible for:

- ensuring that their programmes of learning contribute to Learning for Employment;
- identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them;
- clarifying how the activities help progression and learning about, for and through work; and
- indicating the scope for students to set their own learning objectives.

Monitoring and Evaluation

This policy will be reviewed and monitored at various levels and at different times by key groups on an annual basis. The key priorities from the review are incorporated into the Learning for Employment Development Plan on an annual basis. The following provision is reviewed by the Learning for Employment Coordinator:

- Annual review of partnership activities.
- Review of all careers events.
- Provision within PSHE/ SMSC lessons
- The effectiveness of the overall careers programme.

The Academy's adherence to the Gatsby Benchmarks through Compass, an online self-evaluation tool for schools on a termly basis.

Appendix 1: Statement of student entitlement

a) At all Key Stages students can expect to ...

- access a planned programme relevant to their year group;
- access a qualified impartial and independent careers adviser for personalised advice and guidance;
- recognise their 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, traineeships and apprenticeships and employment routes;
- take part in activities which challenge stereotyping and raise aspirations;
- develop skills and qualities to improve their employability;
- develop enterprise skills;
- be well prepared for different transitions;
- help to develop financial capability skills;
- develop and strengthen their 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 their aspirations based upon their social, economic or ethnic background.

b) Key Stage 3

- begin to develop an awareness of their individual skills, strengths and preferred learning styles in relation to post 16 pathways and future career goals;
- be able to access careers resources via the Academy's SharePoint;
- set targets and review their progress;
- receive Careers information and on-going support from staff such as their form tutor;
- take part in a Pathways event where you can access information about different curriculum areas and the implications of studying specific subjects in Key Stage 4;
- 1:1 interviews about subject options at Key Stage 4; and
- have been given the opportunity to have a meeting with a qualified, independent and impartial careers guidance adviser.

c) Key Stage 4 (in addition to KS3 ongoing provision)

- experience careers education, focused on their development, labour market awareness, educational pathways and employability skills, as part of a Spiritual, Moral, Social and Cultural education programme, through tutor group time.
- be offered at least one individual appointment with a qualified, independent, impartial careers adviser;
- devise an action plan towards their 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;
- been given impartial advice and guidance on post-16 education, employment and training and apprenticeship options;
- develop presentation and interview skills;
- be offered the opportunity to take part in taster days/ sessions;
- have visited or spoken to representatives of further or higher education institutions, such as universities;
- have opportunities to evaluate individual achievements;
- be given the opportunity to partake in interactions with various employers.

d) Sixth Form

- be offered at least one individual appointment with a qualified, independent, impartial careers adviser;
- participate in an enrichment and tutorial programme focused on their personal development
- be given the opportunity to set targets and review their progress with on-going support from their tutor and subject teachers;
- develop independent research skills;
- meet university representatives;
- have the opportunity to meet apprenticeship providers;
- be given the opportunity to visit universities;
- have the opportunity to volunteer or take part in work experience;
- receive information on higher education taster days, apprenticeship vacancies and job opportunities;
- understand the UCAS process and be able to research different universities and courses using online resources;
- receive information and support with financial planning for university, work and training;
- write a personal statement for a UCAS, apprenticeship or job application;
- have been mentored through the university application process or supported with job or training applications;
- have access to information on how to apply for internships, sponsorships or Gap Year placements; and
- be given the opportunity to take part in enterprise and challenge activities.