

# Roundwood Park School



## Careers Education, Information, Advice & Guidance

**Reviewed: May 2022**

**Next review: May 2023**

**(Standards & Curriculum Committee)**

The Roundwood Park School careers goal is to raise aspirations and maximise the potential of all students.

In practice this translates to every student making the appropriate and informed choices for their own progression. We support students in identifying career paths which may suit them and by providing access to differentiated, impartial and independent information and guidance about the range of options that are most likely to help them achieve their ambitions.

By helping students with decisions at each stage, informing them of all their options and introducing them to various industries, we aim to prepare them for the world of work, whichever pathway they choose.

The careers programme is guided by, and meets the requirements of the eight Gatsby Benchmarks:

### **Gatsby Benchmark 1 - Stable careers programme**

The careers programme will be reviewed termly against the benchmarks to ensure it remains on target.

The Careers Leader (Subject Leader for Careers) will ensure the leadership and coordination of a high-quality careers programme. The Employer Liaison and Events Coordinator will work with the Subject Leader for Careers to organise and deliver careers encounters, events and work experience for students. The name and contact details of the Careers Leader will be published on the school website.

The subject leader will work with enterprise coordinators to build careers and employer engagement plans to broaden the range of guidance that students have access to. Enterprise co-ordinators are assigned to us through the Careers Development Company, an organisation that works alongside schools helping them to achieve the Gatsby Benchmarks.

The subject leader will work with the PSHCE Co-ordinator and subject leaders across the school to ensure careers education is embedded within the curriculum.

## **Gatsby Benchmark 2 - Learning from career and labour market information**

The school will ensure every student, and their parents, has access to good quality information about future study options and labour market opportunities.

Students will be encouraged to use Unifrog, a complete destinations platform. Unifrog is the one-stop-shop for destinations, allowing students to explore every university course, apprenticeship and college course in the UK plus other around the world opportunities, such as European and US courses.

Students can make applications using Unifrog, for example by linking straight to a work experience application. They can create their personal statement and CV and receive feedback from teachers along the way. They can also record any career-related encounters and save any future pathway searches to review later.

The school will ensure that all students, by the age of 14, have accessed and used information about career paths and the labour market to inform their decisions on study and career options.

Through the PSHCE curriculum the school will provide students with the necessary time, links and information that will enable them to access this.

To support social mobility, the school will work to raise students' aspirations and tackle stereotypical assumptions. Interventions will be used to tackle a range of stereotypes and arrangements made for students to talk to employers, to raise awareness of the range of careers available to all.

One example of this is addressing gender stereotypes in science, technology, engineering and maths (STEM) subjects and careers.

## **Gatsby Benchmark 3 - Addressing the needs of each learner**

The school's careers programme will aim to raise the aspirations of all students regardless of background, whilst being tailored to individual needs. The programme will inform students of the range of opportunities available to them, encouraging them to aim high and make choices relevant to what they feel they can achieve.

Stereotyping will be prohibited in the careers advice and guidance that is provided, to ensure students from all backgrounds, gender and diversity groups, and those with special educational needs and disabilities (SEND), can consider the widest possible range of careers.

The school will collect and analyse destination data to assess how well the careers programme is countering stereotypes and raising aspirations. The data will be reviewed by the Headteacher and subject leader on an annual basis, who can then further develop the school's career guidance plan based on the results of this data.

**Targeted Support:**

The school will work with 'Services for Young People' to identify students who are in need of targeted support or those who are at risk of not participating in post-16 pathways. Agreements will be made over how these students can be referred for support drawn from a range of education and training support services available locally.

The school will ensure that students understand the programmes available to support them and any costs associated with staying in post-16 education.

To support students who are likely to need help with post-16 participation costs, such as those with SEND, the school will work with Services for Young People and local post-16 education or training providers to share student data and ensure these students receive such support.

The school will ensure that students are aware of the 16-19 Bursary Fund, which has been devised to support those individuals with a financial hardship. Students will be advised of how to access this funding and who they should speak to in order to find out more information.

**Students with SEND:**

The school will ensure that careers guidance is differentiated, if appropriate, and based on high aspirations and a personalised approach.

All staff working with students will support them to develop the necessary skills and experience to succeed and fulfil their potential.

The school will work with families of students to help them understand what career options are available.

Careers guidance and experience will be tailored to students based on their own aspirations, abilities and needs. Surveys will be conducted to find out individual students' aspirations; the results will be used to personally tailor careers guidance.

Careers guidance will take account of the full range of relevant education, training and employment opportunities. It will inform students about the ways employees with SEND are supported in the workplace, and how jobs can be adapted to fit a person's abilities.

The school will build partnerships with businesses and other employers, employment services, and disability and other voluntary organisations. Students will be prepared for encounters with employers and provided with any special support that will allow them to benefit fully from the experience.

Careers guidance will focus on each student's career aspirations and the post-16 options which are most likely to give the student a pathway into employment or Higher Education.

The SEND Local Offer will be utilised; annual reviews for a student's education, health and care plan (EHCP) will be informed by good careers guidance.

When arranging work experience for students, the school will work with the employer to determine any additional support that will be needed during the work placement.

#### **Gatsby Benchmark 4 - Linking curriculum learning to careers**

The school will work to encompass careers education and guidance into subjects across the curriculum, using National Careers Week as a vehicle for this.

All teachers will be asked to support the career development of young people in their role and through their subject teaching. The school will ensure that every student is exposed to the world of work by the age of 14.

Students will be informed that if they do not achieve a grade 4 or higher in GCSE maths and English by the end of KS4, they will be required to continue working towards this aim as part of their 16-19 study programme.

#### **Gatsby Benchmark 5 - Encounters with employers & employees**

The school will engage with local employers, businesses and professional networks, inviting visiting speakers, particularly alumni with whom students can more easily relate.

Every year, from the age of 11, students will participate in at least one meaningful encounter with an employer; at least one of these encounters will be with a STEM employer or workplace. These encounters will include:

- Careers events such as careers talks, careers carousels and careers fairs.
- Transitions skills workshops such as CV workshops and mock interviews.
- Mentoring and e-mentoring.
- Employer or Employee delivered employability workshops.
- Business games and enterprise competitions.

#### **Gatsby Benchmark 6 - Experiences of workplaces and work**

The school will ensure that all students have had at least one experience of a work place by the age of 16 (Work Shadowing Day), and one further such experience by the age of 18 (Work Placement Week).

16-19 study programmes will require high-quality and meaningful work experience. A flexible approach will be adopted for younger students, such as the following:

- Workplace visits
- Work experience
- Job shadowing
- Career-related volunteering and social action

### **Gatsby Benchmark 7 - Encounters with Further & Higher Education**

Students are required to remain in education or training until their 18th birthday. The school will provide students with a range of information and opportunities to learn about education, training and career paths throughout their school life, to prevent last minute decision-making.

Students will be encouraged to use information tools, such as websites and apps, which display information about opportunities.

The school will ensure that there are opportunities for providers to access students in Years 8 to 13 by maintaining connections with providers of Further and Higher Education and apprenticeships, and arranging regular visits, presentations and workshops.

A range of opportunities for visits from providers offering other options, such as Further Education and apprenticeships will also be provided.

### **Gatsby Benchmark 8 - Personal guidance**

All students will be provided with opportunities for personal guidance interviews with a qualified careers adviser. Such interviews will take place by the time the student reaches age 16, with the opportunity for a further interview by the age of 18.

The school will integrate personal guidance interviews within the pastoral system so that they can be followed up by the form tutors or equivalent.

Careers advisers working with students with SEND will use the outcome and aspirations in the EHCP to focus discussions.

### **Information sharing**

The school will provide the relevant information about all students to Services for Young People support services (part of Hertfordshire County Council) and any other external careers-related service providers we employ including:

- Basic information, such as the student's name or address.
- Other information that is required to support the student to participate in education or training to track their progress.
- The school's privacy notice will offer students and their parents the opportunity to ask for personal information not to be shared.

Services for Young People will be notified, as early as is possible, whenever a 16 or 17-year-old student leaves an education or training programme before completion. The school will agree on local arrangements for ensuring these duties are met.

## **Provider Access Policy Statement**

Under Section 42B of the Education Act 1997, as of 2 January 2018, we have a duty to provide students in Years 8-13 with access to providers post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

What are students entitled to? Students must be allowed to:

- Learn more about technical education qualifications and apprenticeship opportunities, as part of a careers programme which informs students of the full range of education and training options available to them at each transition point.
- Hear from a range of local providers about the opportunities on offer, e.g. technical education and apprenticeships – this can be achieved through options evenings, assemblies, group discussions, taster events and online prospectuses.
- Understand how to apply to the full range of academic and technical courses available to them.

## **What opportunities are provided to allow access to students?**

Via our school careers programme, we offer providers numerous opportunities throughout the school year to speak to students and/or their parents.

For example, we attend the Sir John Lawes Careers Fair which includes local, regional and national employers. Further and Higher Education partnerships, mock interviews and industry lead talks during National Careers Week all feature. More examples can be found in the Careers Activity Spreadsheet that accompanies this document.

All students will have access to the Careers Library each break and lunchtime and have a Unifrog account. We also have access to a qualified Careers Advisor who can be available for drop in sessions at the request of students.

We actively support and encourage students to be prepared for the next stage of their learning.

## **Who should providers contact to discuss events and options?**

We are always keen for parents, local businesses, training providers or alumni to support our careers programme in a variety of ways.

If you can provide meaningful encounters for our students such as participating in our careers fair, participating in mock interviews, giving talks to small groups of students or year group assemblies, or even to discuss any resources you think would be of benefit to the school's careers programme, please get in touch with any member of staff below.

Ms Sarah Hilliard – Subject Leader for Careers

[s.hilliard@roundwoodpark.co.uk](mailto:s.hilliard@roundwoodpark.co.uk)

Mrs Natalie Patel - Employer and Liaison and Events Coordinator

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*This policy has undergone an equality impact assessment in accordance with the school's Public Sector Equality Duty under the Equality Act 2010.*