



# Roundwood Park School

## Careers Education, Information, Advice & Guidance

**Reviewed: January 2023**

**Next review: September 2024**

**(Standards & Curriculum Committee)**

### **Vision, Values and Aims**

This policy is underpinned by our long term vision and core values of Roundwood Park School being a place to flourish, our teaching and learning vision of ASPIRE and our aspirations for the Roundwood Park Leaver. We are committed to implementing a careers programme that raises aspirations and maximises the potential of all students.

In practice, this translates to every student being able to make appropriate and informed choices for their futures. 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.

### **Statutory requirements and expectations**

The school is committed to fulfilling its statutory duties in relation to Section 45A of the Education Act 1997. Roundwood Park School will ensure that there is an opportunity for a range of providers to access pupils to inform them about technical education and apprenticeships. We will also provide pupils with independent careers guidance throughout their secondary school life.

### **Learner Entitlement**

The careers programme is designed to meet the needs of all students at different stages of their learning journey through school. It ensures progression through activities that are appropriate to students' stages of career learning, planning and development.

Consideration for SEND learners is taken into account and activities are adapted to ensure an inclusive approach and equality of access.

All students receive information, advice and guidance at key stages of their secondary education in order to make informed decisions about their options.

### **Key Stage 3 Provision:**

- Careers modules within PSHCE lessons
- Introduction to Unifrog as a career pathway research tool
- Assemblies to raise awareness of academic and vocational pathways
- Year 9 GCSE Options process
- Career guidance appointments

By the end of Key Stage 3, students will understand the different career options available to them. They will understand the different types of working patterns. Students will have begun to develop key employability skills such as teamwork and communication. They will be able to communicate in a professional and appropriate manner through conversations, email and letter. They will understand how to conduct a future study or job search using the internet. They will understand the importance of a positive, professional online presence as well as the advantages and disadvantages of social media in the world of work.

### **Key Stage 4 Provision:**

- Year 10 work shadowing day
- Year 10 Careers PSHCE drop-down day
- Careers module within form time
- Year 11 Careers PSHCE drop down day
- Year 11 Careers guidance appointments with qualified adviser
- Post-16 options evening
- Assemblies to raise awareness of academic and vocational pathways
- Competitive universities sessions

By the end of Key Stage 4, students will understand the different post-16 options available to them. They will understand the different routes and pathways into higher education and/or careers. They will be able to evaluate their own personal strengths and areas for development and to use this to inform goal setting as well as how their strengths, interests, skills and qualities are changing and how these relate to future employability. They will be able to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence). They will develop an understanding of the changing patterns of employment (local, national, European and global). They will have the opportunity to research, secure and take full advantage of any work experience that may be available. Develop an awareness about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) and about confidentiality in the workplace, when it should be kept and when it might need to be broken. Students will also be given the opportunity to develop their career identity, including how to maximise their chances when applying for education or employment opportunities.

### **Key Stage 5 Provision:**

- Year 12 future options lessons
- Careers learning within Year 12 and 13 tutorial lessons
- Y12 Future Options day
- Guidance appointments with qualified adviser

- Work experience week
- Visit to University and Apprenticeship Fair
- Assemblies to raise awareness of academic and vocational pathways
- Competitive universities sessions

By the end of Key Stage 5, students will understand the different post-18 options available to them. They will further understand the different routes and pathways into higher education and/or careers to enable them to make informed choices about their next steps. They will be able to evaluate their own personal strengths and areas for development and to use this to inform goal setting as well as how their strengths, interests, skills and qualities are changing and how these relate to future employability. They will be able to further develop study and employability skills (including time management, self-organisation and presentation, project planning, team-working, networking and managing online presence). They will develop an understanding of the changing patterns of employment (local, national, European and global). They will have the opportunity to research, secure and take full advantage of any work experience that may be available. Develop an awareness about rights and responsibilities at work (including their roles as workers, and the roles and responsibilities of employers and unions) and about confidentiality in the workplace, when it should be kept and when it might need to be broken. Students will also be given the opportunity to develop their career identity, including how to maximise their chances when applying for education or employment opportunities.

### **Management and delivery**

We recognise the importance of putting in place effective arrangements for the management and delivery of the programme.

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

The 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 subject leader for careers is 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.

Roundwood Park 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 are expected 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.

### **Staff Development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will ensure that internal and external training is arranged as necessary and provide regular updates to staff with regard to statutory requirements and legislation.

The subject leader for careers regularly attends careers meetings and networking events in order to ensure they are up to date with the latest developments in industry and the labour market. The subject leader also updates colleagues through subject leader meetings where careers is a regular item on the agenda.

### **Teaching, learning and assessment**

We recognise the importance of basing our approach to teaching, learning and assessment on evidence of what works in career education and guidance. It is important to create rich learning environments for students to fully understand their future options. First hand experiences, encounters with employers and reflective learning are an important part of this.

The careers curriculum includes career education lessons, assemblies, group or individual guidance opportunities, access to Unifrog as a pathway research tool, work-related learning and events.

Gatsby Benchmark 4 (linking curriculum to careers) is delivered through subject lessons, with a particular focus during National Careers Week.

### **Information, advice and guidance**

We will ensure that all students have access to independent and impartial career guidance delivered by a qualified careers adviser. These appointments are compulsory for students in the autumn term of Year 11 and the spring term of Year 12. All other students are able to access guidance by appointment via the careers office.

### **Work Experience**

We recognise the importance of creating opportunities for students to learn about the world of work. Every student should have first-hand experiences of the workplace through visits, work shadowing or work experience to help exploration of career opportunities and expand networks.

Although specific opportunities exist within the school calendar in Year 10 and Year 12, work experience should be seen as an ongoing process with additional placements being undertaken during school holidays or virtually through their school career. The dept share opportunities through newsletters and the 'Careers corner' section of the school newsletter 'Roundup'.

Each Spring, we allocate a professional placement week to the Year 12 calendar. Students are expected to secure their own work placement by using their existing networks or contacting employers directly. The workplace must hold the appropriate employer liability insurance to enable the placement to proceed. This will be checked by the Careers department before the placement is approved.

Once a placement is found, the process for approval is as follows:

- Student to enter the placement details in Unifrog
- Employer to confirm placement arrangements
- Parent/Carer to authorise attendance at the placement
- Roundwood Park School to confirm details provided and approve placement

During the placement, a member of school staff will visit or telephone to check the student's progress. Feedback will be gained from the student and the employer and the success of the placement evaluated.

If a student is unable to attend their placement for any reason, the school and employer should be informed by telephone or email. If a student does not attend the placement as expected, the employer should inform the school as a matter of urgency.

The school is able to support students with securing a placement or shadowing opportunity where necessary through our own network of contacts or via the Herts County Council Link2 system. If a student needs support or advice, they should seek this as soon as possible through the careers office, located in the library or via email to [careers@roundwoodpark.co.uk](mailto:careers@roundwoodpark.co.uk)

Any student unable to secure a placement during this week will be required to attend school and undertake virtual work experience activities unless prior written agreement is sought from the Head of Year.

In the Summer term, we allocate a work shadowing day to the Year 10 calendar. We expect all students to shadow a parent, family member or close contact for the day to gain a greater understanding of the world of work. If attending a place of work, the school will require parental confirmation that the employer holds appropriate insurance.

### **Monitoring, reviewing, evaluating and reporting**

The implementation of the careers programme will be monitored and reviewed by the subject leader for careers on a termly basis using Compass. The subject leader will evaluate and report on the programme to the senior leadership team and governors at regular intervals. Student, staff, employer and parent feedback will be sought each year to enable this.

### **Stakeholders and partners**

The school has an annual agreement with Services for Young People and other qualified advisers for the provision of independent guidance, information and support as well as work experience placements. The school meets with Services for Young People in advance of each academic year to plan for the effective delivery. Regular meetings are also held to monitor and evaluate the provision.

The school has a strong relationship with its Alumni and many of our external speakers for careers events are previous students of the school.

We are supported by the Careers and Enterprise company in the planning and delivery of our careers programme and termly meetings are held to monitor and evaluate the programme against the Gatsby benchmarks.

Roundwood Park school seeks to actively engage parents and carers in the development of the careers provision and welcome feedback on events, work experience opportunities and the information provided on our website.

### **Provider Access Policy Statement**

Under Section 42B of the Education Act 1997, as of 2 January 2023, we have a duty to provide students in Years 8-13 with access to providers of post-16 and post-18 education and training. This policy statement sets out how we manage access requests from these providers.

Students will have the opportunity to:

- find out about technical education qualifications and apprenticeships opportunities, as part of our careers programme which provides information on the full range of education and training options available at each transition point;
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events;
- to understand how to make applications for the full range of academic and technical courses.

The updated provider access legislation (PAL) specifies schools must provide at least six encounters for all their students:

- Two encounters for pupils during the 'first key phase' (year 8 or 9) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'second key phase' (year 10 or 11) that are mandatory for all pupils to attend
- Two encounters for pupils during the 'third key phase' (year 12 or 13) that are mandatory for the school to put on but optional for pupils to attend.

We are committed to ensuring that these requirements are met and will deliver these opportunities through assemblies and careers drop-down days.

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

Mrs Natalie Patel - Employer and Liaison and Events Coordinator

n.patel@roundwoodpark.co.uk

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

Date Approved:

Review Date:

### **Appendices**

This policy should be read in conjunction with the following documents:

Careers Education and Guidance Curriculum Maps

Careers Programme and Events Overview

Gatsby Benchmarks