



**St Hugh's School**

**Career Education Information Advice and  
Guidance (CEIAG) Policy**

This policy should be read in conjunction with the Mission Statement and associated policies, including: PSHE and Equal Opportunities.

Good careers guidance is distinctive to the needs of individual pupils so the school's overall strategy should be shaped accordingly. Schools are expected to work in partnership with local employers and other education and training providers like colleges, universities and apprenticeship providers. This will ensure that young people can benefit from direct, motivating and exciting experience of the world of work to inform decisions about future education and training options.

## **1. INTRODUCTION**

- 1.1 This policy document sets out the school's aims, principles and strategies for the delivery of Career Education Information Advice & Guidance (CEIAG).
- 1.2 The school policy for Career Education Information Advice & Guidance (CEIAG) reflects the consensus of opinion of the whole teaching staff and has been made available to the Governing body. This policy was developed in the Spring Term 2018 and updated in light of current legislation March 2020.
- 1.3 The implementation of this policy is the responsibility of all teaching and non-teaching staff.

## **2. THE NATURE OF CAREERS INFORMATION, ADVICE AND GUIDANCE**

### **INTENT:**

- 2.1 CEIAG is specifically aimed at enabling students to make well informed and realistic decisions about their future opportunities. It is provided through a progressive, differentiated programme that is an integral part of the wider curriculum, and will support inclusion, challenge stereotyping and promote equality of opportunity. The career preparation of students is important not only to students themselves but also to their families, to employers, to Government, to the tax-payer and to the economic prosperity of the country. These various stakeholders are entitled to expect that the provision of CEIAG is quality assured with the same rigour as other aspects of academic provision.

We believe that good quality, objective Careers Education, Information, Advice and Guidance can help young people to develop a sense of purpose, raise their aspirations and assist them to progress through learning into and through their adult lives. We aim to provide our students with a variety of opportunities and experiences in a range of activities. We aim to provide learning possibilities and specialist visits in order to give students opportunities that they may not otherwise experience.

Through Careers Education and Guidance, our students will:

- Develop a positive self-image, in relation to future learning and work roles, based on an accurate assessment and recording of their abilities and aptitudes.
- Acquire aspirations for their future based on a sound understanding of the range of immediate and lifelong opportunities available through learning and work, and

of career progression structures.

- Develop skills to form and implement effective decisions and a reflective approach to learning from experience.
- Access CEIAG resources including in print and online to inform and support current and future learning and choices.

Careers Education and Guidance is viewed as an integral part of school life and pupils have access to a named careers advisor through a commissioned service. The advisor meets with Year 11 and Year 13 students for bespoke 1:1 discussions prior to the students' EHCP reviews. The advisor also meets with groups of students at other times, for example prior to making their Year 9 options choices and when our KS4/5 students with complex needs are thinking about their hopes and feelings for the future.

As part of the curriculum some teachers deliver PSHE lessons dedicated to Careers and Employability. Teachers and teaching support staff are all expected to play a role in helping students to make well informed realistic decisions about future study and employment. The current teaching of CEIAG is being supported in the KS4 curriculum, through weekly PSHE and Skills for Adulthood lessons that aim to develop students' understanding of personal skills and strengths, the importance of work experience, options Post 16 and building confidence and resilience.

St Hugh's School is committed to a planned programme of careers education within the curriculum for ages 11 to 19 that addresses the requirements of the National Quality Standards for Information, Advice and Guidance (IAG). The schools vision is that all learners will continue to access some form of future learning, and where appropriate, to achieve gainful employment. Independence will be facilitated for those who could achieve this and planned participatory dependence for those who would not. The school recognises the importance of every student receiving appropriate and impartial information and guidance. Young people receive information and guidance from many different sources including Parents, Teachers, Learning Support staff, specialist guidance providers and others

### **3. ENTITLEMENT.**

- 3.1 The Schools White Paper 2010, updated April 2012 and changes made by the Education and Skills Act 2008 require schools, in the delivery of their statutory duty to provide careers education to ensure that information about learning options and careers is presented independently, impartially and that advice promotes the best interest of students.

Every child should leave school prepared for life in modern Britain. This means ensuring academic rigour supported by excellent teaching, and developing in every young person the values, skills and behaviours they need to get on in life. All children should receive a rich provision of classroom and extra-curricular activities that develop a range of character attributes, such as resilience and grit, which underpin success in education and employment. High quality, independent careers guidance is also crucial in helping pupils emerge from school more fully rounded and ready for the world of work. Young people want and need to be well-informed when making subject and career decisions

The duty on schools from the Government's careers strategy, published on 4 December 2017, sets out a long term plan to build a world class careers system that will help young people and adults choose the career that is right for them. The aim set out in the strategy is to make sure that all young people in secondary school get a programme of advice and guidance that is stable, structured and delivered by individuals with the right skills and experience.

To achieve this aim, the careers strategy sets out that every school and academy providing secondary education should use the Gatsby Charitable Foundation's Benchmarks to develop and improve their careers provision. Statutory guidance has been restructured around the Benchmarks with information on what schools need to do to meet each one. The Gatsby Benchmarks are not a statutory framework but by adopting them, schools can be confident that they are fulfilling their legal duties: the existing duties to secure independent careers guidance and provide opportunities to a range of providers to inform pupils about technical education qualifications or apprenticeships and the new duty to publish information about the careers programme on the school website.

The Benchmarks go further by defining all of the elements of an excellent careers programme, based on the best national and international research. The careers strategy explains that both co-ordinated external support and an appropriately skilled and experienced leader in school are important to help schools meet the Benchmarks. This statutory guidance explains what support will be made available to schools between now and 2020.

The careers strategy sets out that every school needs a Careers Leader who has the energy and commitment, and backing from their senior leadership team, to deliver the careers programme across all eight Gatsby Benchmarks. Every school will be asked to name this Careers Leader. This requirement was introduced at St Hugh's in September 2018.

A successful careers guidance programme will also be reflected in higher numbers of pupils progressing to positive destinations such as apprenticeships, technical routes, sixth form colleges, further education colleges, universities or employment. Destination measures provide clear and comparable information on the success of schools in helping all of their pupils take qualifications that offer them the best opportunity to continue in education or training.

Schools should have a strategy for the careers guidance they provide to young people. The strategy should be embedded within a clear framework linked to outcomes for pupils. This should reflect the school's ethos and meet the needs of all pupils. Schools should consider the following principles from the Gatsby Foundation (see 3.3), for good practice when developing their strategy.

### **3.2 Responsibilities of Schools**

The careers strategy explains that good careers guidance connects learning to the future. It motivates young people by giving them a clearer idea of the routes to jobs and careers that they will find engaging and rewarding. Good careers guidance widens pupils' horizons, challenges stereotypes and raises aspirations. It provides pupils with the knowledge and skills necessary to make successful transitions to the next stage of their life. This supports social mobility by improving opportunities for all young people,

especially those from disadvantaged backgrounds and those with special educational needs and disabilities. Schools should help every pupil develop high aspirations and consider a broad and ambitious range of careers. Inspiring every pupil through more real-life contacts with the world of work can help them understand where different choices can take them in the future.

The Government has set a clear expectation that the quality of careers education and guidance should be raised in all schools. The statutory framework requires every school to secure independent careers guidance for all year 8 to 13 pupils. This makes sure that all pupils have access to external sources of information on the full range of education and training options.

### 3.3 The Gatsby Benchmarks

The Gatsby Foundation and The Careers & Enterprise Company have launched Compass+, an online self-evaluation tool for schools. Compass works by asking schools to answer a series of questions about what careers provision they offer. On completing the questions, the school will receive a confidential report showing how they compare to the Gatsby Benchmarks. Over time a school can return to the tool, see their previous results and repeat the assessment as provision develops. The Compass report is confidential, but schools may choose to share it with governors, parents/carers, colleagues, and Ofsted. Using the Gatsby Benchmarks to develop and improve careers provision, and putting in place a clear plan that is based around meeting them, will also help schools to ensure they are complying with their legal duties.

In February 2020, Compass was amended for special schools. This amended guidance states that for students in special schools, the Careers Leader should consult with other staff to identify the cohort for whom the Gatsby Benchmarks are appropriate and report on that group. However, all students including those with profound and multiple learning disabilities (PMLD), or highly complex needs should benefit from the careers programme and transition activities.

The Government's expectation is that all schools begin working towards the Benchmarks and meet them all by the end of 2020.

<p>1. A stable careers programme</p>	<p>Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers</p>	<p>Every school should have a stable, structured careers programme that has the explicit backing of the senior management team, and has an identified and appropriately trained person responsible for it.</p> <p>The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it.</p> <p>The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process</p>
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<p>2.Learning from career and labour market information</p>	<p>Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support to make best use of available information</p>	<p>By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.</p>
<p>3.Addressing the needs of each student</p>	<p>Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout</p>	<p>A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations. Schools should keep systematic records of the individual advice given to each pupil, and subsequent agreed decisions. All pupils should have access to these records to support their career development. Schools should collect and maintain accurate data for each pupil on their education, training or employment destinations.</p>
<p>4.Linking curriculum learning to careers</p>	<p>All teachers should link curriculum learning with careers and transition. Where appropriate STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career and progression paths</p>	<p>By the age of 14, every pupil should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.</p>
<p>5.Encounters with employers and employees</p>	<p>Every student, for whom it is deemed appropriate, should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through activities including visiting speakers, mentoring and enterprise schemes, employer visits and experiences. These activities may be delivered in the school setting where students are unable to access settings outside of school. The school should also be considered an employer when planning these activities.</p>	<p>Every year, from the age of 11, pupils, for whom it is deemed appropriate, should participate in at least one meaningful encounter* with an employer. <i>*A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace</i></p>
<p>6.Experiences of workplaces</p>	<p>Every student, for whom it is deemed appropriate, should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience, employer visits and experiences in school as an employing organisation to help their exploration of career opportunities, and expand their networks. Workplace experiences may be delivered within the school setting especially when students are unable to access settings</p>	<p>By the age of 16, every pupil, for whom it is deemed appropriate, should have had at least one experience of a workplace, additional to any part-time jobs they may have. By the age of 18, every pupil, for whom it is deemed appropriate, should have had one further such experience, additional to any part-time jobs they may have.</p>

	outside of school.	
7. Encounters with further and higher education	All students, for whom it is deemed appropriate, should have an awareness of the full range of learning and progression opportunities that are available to them. This includes both academic and vocational routes and learning.	<p>By the age of 16, every pupil, for whom it is deemed appropriate, should have had a meaningful encounter* with providers of a range of learning opportunities, including Sixth Forms, FE colleges, apprenticeship, internship, traineeship and Independent Training or other progression providers. This should include the opportunity to meet both staff and pupils.</p> <p><i>As less than 75% of our students typically take Level 2 / GCSE qualifications, there is no longer the requirement for school to provide at least two visits to universities for pupils.</i></p> <p><i>*A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.</i></p>
8. Personal guidance	Every student should have opportunities for guidance interviews with a career 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 students but should be timed to meet their individual needs. Depending on the needs of the student the arrangements for Personal Guidance meetings for students with SEND should reflect their individual needs.	<p>Every pupil should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.</p> <p>Careers advisers working with young people with special educational needs or disabilities should use the outcome and aspirations in the Education, Health and Care plan, where they have one, to focus the discussion. Similarly, when working with looked after children or care leavers, their Personal Education Plan or pathway plan should be used to help focus the discussion. It is good practice for these young people to have a named adviser who can build a relationship with them and better understand their individual needs</p>

#### 4. IMPLEMENTATION.

- 4.1 The statutory requirement to deliver careers education to all students through the Gatsby Benchmarks is met through a curriculum which has been developed to embrace Statutory Guidance related to CEIAG. All students in Years 7-11 study discreet CEIAG units through the PSHE curriculum as well as access via other subjects/areas (see subject specific statements below). Within Year 10 and 11 students have a specific 'Skills for Adulthood' lesson each week which covers a range of enterprise, action planning, employability, and information and guidance activities. Staff support students to make well informed realistic decisions about future study and employment.

CEIAG includes planned learning, which is undertaken through work, for work and about work. Links are provided and sign posted throughout the curriculum, schemes of work, vocational options of workplace skills and evidenced through PSHE units of work and accreditation. CEIAG is viewed as an integral part of school life. A specially commissioned Careers Guidance service works with all students throughout the school at key transition points for example when deciding upon their Year 9 options or when applying to Post-16 provision. A careers guidance counsellor provides 1:1 interviews for students in Year 11 and Year 13 with the development of an individual careers plan, as well as group sessions for KS4 and KS5 students with more complex needs.

Our careers programme includes employer engagement days, career guidance activities, information and research activities (through the PSHE curriculum), work related learning and individual planning activities. Other focused events, e.g. college taster days, careers fairs, mock-interview days, assemblies and presentations are provided. An essential element of our careers programme is work experience. Year 10 students access work experience placements, in real work environments, appropriate to individual need. Placements are provided through private contacts with local employers and parent/carer links. Students then take part in routines normally carried out by employees. Levels of support in relation to individual student needs are provided where appropriate to ensure access to opportunities on an equitable basis. All work placements are checked for Health and Safety. Further details of our careers programme that is reviewed and evaluated against the Gatsby Benchmarks can be found on our website.

4.2 The Career Education Information Advice & Guidance entitlement at St Hugh's School consists of six elements which when combined together, provide a coherent and progressive programme for all students at each stage of their development.

- Career Education Programme
- Work Related Learning
- Experience of Work
- Information
- Guidance
- Action Planning & review (Assessment and development of personal knowledge, skills and abilities)

The school & governing body must ensure that the independent careers guidance provided:

- Is presented in an impartial manner
- Includes information on the range of education or training options, including apprenticeships and other vocational pathways
- Is guidance that the person giving it considers will promote the best interests of the pupils to whom it is given.



#### 4.3 **Work Related Learning:**

Wolf (2011) described "the unique role that work experience can have in helping young people develop employability skills and the value that employers place on this when they are assessing young people for employment" and the fact that "this is a critical stage for every young person because they are close to entering the labour market. Many young people appreciate the importance of improving their work-related skills in order to pursue their career aspirations"

A main element of work related learning is **work experience**. Work Experience for Key Stage 4 students takes place in year 10. Placements are provided through private contacts with local employers and Parents/Carers and are closely matched to student's individual preferences and aspirations for their future. Year 10 have work experience in real work environments. For more complex students, a programme of vocational or supported work related learning may be more appropriate over a number of weeks. On work placements students take part in routines normally carried out by employees. The school provides a level of support in relation to individual student needs to ensure access to opportunities on an equitable basis. All work placements are checked for Health and Safety.

Experience of work is a key component of our **Post 16 study programmes** and all students are expected to undertake work experience or some form of work-related learning as part of their study programme. This applies to academic, vocational and mixed pathways. The time spent by schools, colleges and training providers in planning, organising and supervising work experience for students is funded at the same level as qualifications taught in the classroom. This provides schools and colleges with the flexibility to assign staff to engage employers and secure high quality work experience placements for their students. (DfE, 2015a).

#### 4.4 **Post 16 Study Programme Principles**

All Post 16 students should be given the opportunity to follow a study programme that:

- Provides progression to a level higher than that of their prior attainment.
- Includes qualification(s) that are of sufficient size and rigour to stretch the student and that are clearly linked to suitable progression opportunities in training, employment or higher levels of education.
- Requires students who do not already have GCSE 9 - 4 in Maths and English to work towards them (or other approved stepping stone qualifications) that will help the student in question to progress towards achievement of these qualifications.
- Includes work experience - this may relate to the student's study programme, develop employability skills and/or create potential employment options for those who cannot do substantial vocational qualifications.
- Includes other activities unrelated to qualifications which develop the character, skills, attitudes and confidence that support progression.
- Students who are not yet ready to study for a substantial qualification can undertake a programme focused on work experience and the development of employability skills.
- New accountability measures will be introduced from 2016 (16-19 study programmes: Departmental advice for senior leadership teams, curriculum planners, teachers, trainers and coordinators on the planning or delivery of 16-19 study programmes - March 2015).

#### 4.5 **Traineeships**

Traineeships are an education and training programme for motivated young people aged 16 to 24 who do not have a level 3 qualification. They consist of work preparation training, a high quality work placement, and English and Maths provision where appropriate, designed to equip young people with the skills and experience they need to progress onto an apprenticeship or other sustainable employment (DfE, 2015b).

#### 4.6 **Supported Internships**

Another strand of study programme, the supported internships programme, is designed to support young people with complex needs who need a higher level of support to access employment. The programme is for young people with a Learning Difficulty Assessment (LDA) or an Education, Health and Care Plan (EHC Plan). A supported internship provides a structured study programme, based at an employer's premises, that is tailored to the individual needs of the young person and equips them with the skills they need for the workplace. This includes on-the-job training, backed by expert 'job coaches', to support interns and employers, and give the opportunity to study for relevant qualifications - where appropriate. The supported internship normally lasts for a year and includes an unpaid work experience placement of at least six months.

#### 4.7 **Duty to Participate in Education or Training Post 16**

The Government has raised the participation age (RPA) so that all young people in England are now required to continue in education or training beyond the age of 16. Young people who left year 11 in summer 2013 were required to continue in education or training for at least a further year. Those who left year 11 in summer 2014 are the first cohort required to continue until at least their 18th birthday.

Schools must ensure that young people are clear about the duty and what it means for them. In particular they must be clear that young people are not required to stay in school; that they can choose how to participate which might be through:

- Full time study in a school, college or training provider;
- An apprenticeship, traineeship or supported internship;
- Full time work or volunteering (20 hours or more) combined with part time

#### 4.8 **Ensuring Adequate Support for Pupils with Special Educational Needs and Disabilities**

The overwhelming majority of young people with Special Educational Needs and Disabilities (SEND) are capable of sustainable paid employment, with the right preparation and support. All professionals working with them should share that presumption, and should help young people to develop the skills and experience, and achieve the qualifications they need, to succeed in their careers. Independent and impartial advice for young people with SEND should include all of the education, training and employment opportunities on offer, and signpost them onto study programmes that will support their transition into paid employment. This includes supported internships for young people with Education, Health and Care (EHC) plans, traineeships and apprenticeships; and qualifications that will enable young people to study in further or higher education, where appropriate.

When a child is very young, or SEND is first identified, families need to know that the great majority of children and young people with SEND, with the right support, can find paid work, be supported to live independently, and participate in the community. Schools should seek to understand the interests,

strengths and motivations of children and young people and use this as a basis for planning support around them from an early age.

Schools should seek partnerships with employment services, businesses, housing agencies, disability organisations and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve. For children with Education, Health and Care plans, Personal Budgets can be used to help children and young people with SEND to access activities that promote greater independence and learn important life skills.

For teenagers, preparation for adult life needs to be a more explicit element of their planning and support. Where a student has an EHC plan or a 'Statement', all reviews of that Plan or Statement from year 9 at the latest, and onwards, must include a focus on preparing for adulthood, including employment, independent living and participation in society. All schools should consider how to link employers with young people, as a critical part of helping young people with SEND raise their aspirations and develop their own career plans.

Schools should make use of the local offer published by the local authority which must set out details of SEND provisions in their area - including the full range of post-16 options. Schools must co-operate with local authorities, who have an important role to play, in particular through the provision of SEND support services and EHC plans. Statutory guidance on the SEND duties is provided in the new 0-25 Special Educational Needs Code of Practice. (Careers guidance and inspiration in schools - Statutory guidance for governing bodies, school leaders and school staff - Jan 2018)

#### **4.9 Careers Information:**

The Careers Library is situated centrally in school and is accessible to students throughout the school day. As part of their Career Education Information Advice and Guidance programme students are given a full introduction to the library which allows them to use career software and paper based materials to research jobs and option choices.

#### **4.10 Guidance:**

Guidance is provided through a specially commissioned service from GP Careers Consultancy Ltd. Our school's named careers advisor has worked with us as part of the Local Authority for many years and has a good understanding of the needs of our students.

#### **4.11 Action Planning:**

Students learn to action plan through independent 1:1 careers guidance interviews, transition plans, programmes of study, Skills for Adulthood lessons and by attending EHCP Annual Review meetings to ensure they have opportunities to express their views and ideas. Students meet professionals and some take part in the discussions using personal and differentiated methods of communication. The Careers Leader keeps a record of students' achievements and participation in careers information and guidance activities which is available to students, staff and parents on request.

#### **4.12 Throughout the whole curriculum opportunities exist to extend and promote CEIAG. Teachers seek to take advantage of all opportunities and are encouraged to incorporate**

activities across their teaching and learning program. Students attend out of school events to build knowledge through experience. (college visits, LA career events)

No particular commercial scheme is used as core material, however a wide variety of commercial resources are available to use as teacher reference and as student material where appropriate to activities that have been planned.

Students are taught in mixed class groupings with appropriate adult support as required.

Designated teachers are responsible for the teaching of CEIAG through PSHE and Skills for Adulthood lessons. Other teachers work hard to link curriculum learning to careers wherever possible. Curriculum leaders ensure these links are made explicit on medium term planning with reference to the Gatsby Benchmarks. This allows students to begin to use and apply skills in a range of real-life contexts.

Activities are planned in such a way as to encourage full and active participation by all students irrespective of ability. Additional support staff are available to support groups or individual students and they work collaboratively with the class teacher.

All staff are encouraged to use ICT and digital literacy within their teaching and are required to identify this aspect within their planning. To this end all teachers are in possession of a laptop and classrooms are equipped with interactive whiteboards, iPads and/or laptops. Further class sets of laptops are available within school and can be booked out when required.

Activities will be planned so they meet the full range of the students' needs, regardless of race, gender or disability. All students should develop an enjoyment of learning and a positive attitude towards the subject is encouraged in both boys and girls. Stereotypes are consistently challenged within lessons.

All activities involving students and staff will be organised within the framework and guidelines of the School Health and Safety Policy.

Parents & Carers are welcome to give feedback on any aspect of the Career Education Information Advice and Guidance (CEIAG) programme to teachers, the Careers Leader, the Careers Advisor and Transition Mentor at the Annual Review or Parents/Carers evenings. Parents/Carers are also asked for their comments on the work experience via a report form. A feedback form for Parents/Carers is permanently available on the careers pages on the school website for completion at any time.

There are a wide range of resources available for the effective teaching of CEIAG and these are stored centrally by subject.

## 5. **IMPACT**

- 5.1 Participation in high-quality CEIAG will provide students with the self-awareness skills to understand their interests, preferences and abilities. This self-awareness will help them to make informed, realistic, but ambitious choices about courses and jobs for their future. By gaining an understanding of the different options available to them for when they leave St. Hugh's School, students will be able to make effective applications for jobs, training and

further education, develop interview skills and improve confidence and communication. As a result, students at St. Hugh's will continue to participate in education, employment and/or training within their own personalised pathways as they enter adulthood.

The schools format for planning; monitoring and scrutiny of work will be used to review curriculum quality.

During Work Related Learning opportunities, students' performance is monitored and reported on by the supporting staff and by placement providers on the work experience report form.

Destinations of students at the end of Year 11 are used to inform the development of the Careers Education Information Advice and Guidance entitlement.

## 6. **LINKING CURRICULUM LEARNING TO CAREERS**

Curriculum leads throughout the school are committed to making subjects relevant "to everyday independent living, future learning and leisure, livelihood planning and employability skills" (CEC, 2019). This is demonstrated throughout individual curriculum subject policies and medium-term planning. How curriculum learning links to careers throughout St. Hugh's can be seen in the statements below:

6.1 **English:** The development of English skills is crucial for post 16 pathways and training and employment as students transition into adulthood. The key workplace skills of communication, creativity, critical thinking, textual analysis and writing apply at all ability levels. Success in English allows access to college courses, traineeships and apprenticeships in all disciplines. At a higher level, English accreditation enables access to specific careers such as administration, journalism, advertising, marketing and public relations.

6.2 **Maths:** At St Hugh's, careers in mathematics and the skills needed are embedded throughout all areas of learning.

The types of skills needed to be successful in a job are made clear, such as team work, record keeping, timekeeping, leadership, communication and data analysis. Pupils have many opportunities to use and practise these skills through the range of activities they participate in. Many elements of the maths curriculum are planned so that students work with a partner or in small groups.

An understanding of the type of careers linked to the maths curriculum are incorporated into learning sequences, such as discussing the handling of money and interacting with members of the public, improving the use of apparatus to accurately measure or draw and discussing how in the hotel and catering industry many mathematical skills have to be used. The more able pupils are given opportunities to develop their abilities to work with formulas in Excel, as it is widely recognised that many employers state this an essential requirement within job descriptions.

Wider learning within the curriculum allows pupils to apply skills in further practical situations such as in DT lessons with the use of woodwork and in science with the measurement of chemicals.

- 6.3 **Science:** At St Hugh's, careers in science and the skills needed are embedded throughout all areas of learning. The types of skills needed to be successful in a job are made clear, such as team work, record keeping, leadership and data analysis. Pupils have ample opportunity to use and practice these skills through the range of activities they participate in.

An understanding of the type of careers linked to the science curriculum are often incorporated into every day learning, such as discussing materials in Chemistry and the types of people who would be involved in using or making these. This encourages pupils to think of the wider selection of jobs which might not be as obvious. The Scunthorpe British Steel is often given as a local example. In Biology, the various careers within Medicine are often introduced to deepen the understanding the type of people our pupils encounter on a daily basis. The more able pupils take part in debates around the ethics of some areas within medicine.

Wider learning within the curriculum allows pupils to utilise skills they may need for future jobs, such as rewiring plugs and testing whether electrical components work in Physics. The practical side of the science curriculum ensures pupils are prepared with a knowledge of Health and Safety. Pupils constantly revisit the idea of using Personal Protection Equipment (PPE) and completing risk assessments to make them feel safe. Students are able to recognise that these skills are part of every career.

- 6.4 **PSHE:** PSHE provides an opportunity for learners to develop an awareness of their community, the world around them and how to live safely within their community. At St Hugh's we aim to further develop their understanding of their local, national and international community by supporting them to consider how they make a positive contribution to these communities. We help them to achieve this by developing their awareness of the different careers in their local community that they can access. This is supported through different teaching methods that help our learners both experience, observe and have access to different careers. Examples of these methods are:

- Role play
- Research
- Trips into our local community
- Trips to specific work places
- Contacting different professions within our national community
- Having visits from our local community within school

- 6.5 **Computing:** At St Hugh's, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever

changing digital world. Knowledge and understanding of computing is of increasing importance for student's futures both at home and for employment.

Digital Literacy is embedded throughout the computing curriculum at St Hugh's. The use of digital literacy helps our students to understand how technology can be used appropriately in the workplace. Using technology to provide real-world learning experiences can help students develop their employability skills. Many skills that employees need to develop consist of writing a CV or sending an email. At St Hugh's, we use many virtual practices to allow our students to gain basic skills and practice in a 'safe' virtual environment. In key stage 4, students use technology to help identify their employability skills through diagnostic tools.

- 6.6 **Humanities:** In their Geography studies, students will develop five workplace skills: data analysis, critical thinking, information technology, research and team work. They will develop data analysis skills, involving the gathering and understanding of different types of information, and subsequent analysis of this data using a variety of approaches. Skills such as data analysis are highly sought after by employees across industries such as marketing and stockbroking. Students will develop critical thinking skills in order to understand information better and test reliability, as well as identifying errors and evaluating findings to draw conclusions. Another vital skill is Information Technology which will build towards use of electronic databases and modelling tools. Students will develop their digital literacy skills in order to identify the best application or website to complete a research task and present findings. Vital research skills will equip students with the ability to know how to gather resources from different sources. Lastly, students will develop team work skills when working on group projects and ventures.

History, students will also develop five workplace skills: critical thinking, time-management, communication, research and argumentation. Just as in Geography, critical thinking skills will mean that students will assess lots of conflicting resources in order to reach a balanced and evidenced conclusion. These are vital skills for job roles in media, publishing, financing and law. Students will continue to develop research skills and how to organise large amounts of information. Time-management skills are developed throughout independent projects, where students will be supported to develop organisational skills. Communication skills are vital when students present findings, either orally, written, or through the use of digital media. The skill of argumentation will further develop communication skills, with students developing the ability to put forward their own ideas and arguments in clear and coherent ways, backed up by evidence.

- 6.7 **DT:** Creativity and the ability to come up with solutions to solve problems can be useful in many jobs and careers. These skills are a key element of DT and are learnt, developed and encouraged throughout our students' DT journey at St Hugh's. As well as working independently in Design and Technology we also promote and encourage working alongside others, which is an important skill employers look for. Considering the quality in our own and others work is another element of DT at St Hugh's which introduces

students to the responsibility of employment and the importance of producing the best work one can.

Working practically is a key skill our students can learn and develop over time, which could lead to a wide range of practical and creative jobs and careers. In DT, students focus on textiles, construction, resistant materials, electronics, cooking, nutrition, hospitality and graphics. Each of these subjects provides grounding for a range of jobs in their respective fields.

Throughout the different subjects within Design Technology, students learn to use a wide range of tools and equipment. In resistant materials/construction they use or experience various workshop hand tools and machinery safely and correctly. As part of this they are shown various techniques to work with a range of materials (especially in plastics and woods). Students are also trained to use computer aided design and manufacture, producing products using a laser cutter. In textiles, students are instructed to sew by hand and machine and again use CAD/CAM to embroider their own designs on material. Students are exposed to basic electronics and some learn to solder as part of their electronics units. As part of students' cooking and nutrition work, they experience and learn to use a wide array of kitchen utensils and equipment and experience preparing and cooking food using a range of techniques. In Hospitality students develop their preparation and cooking skills but also learn and develop hospitality skills and knowledge. Throughout students' DT journey they also develop a wide range of graphical communication skills.

Possible careers; RM: Engineering, Vehicle mechanic, Construction, Technician, Model making, manufacturing, product design. Textiles: Retail, Machinist, Design, Costume maker. Cooking and Nutrition/Hospitality: Café work, Restaurant work, Pub work, Work in kitchens, Hotel work, Care work. Electronics: Electrician, electronics, communications, forces (Electronics or Communications) Graphics: Design, Advertising, craft ...and a great many more.

- 6.8 **P.E:** P.E encompasses numerous opportunities to develop employability skills throughout both key stages. The long term plans enable this development using a variety of activities in sequential learning blocks. Whilst developing fundamental skills across a range of sports, P.E provides the opportunity for students to access employability skills in a practical environment which is of great benefit to our students.

Important teamwork, fairness and resilience skills are embedded into every lesson to ensure students have the opportunity to make positive choices and deal with real-life situations. There is an element of team-regulation when competing in team activities that involves difficult decisions and compromise. Throughout P.E students also have the opportunity to develop their social interaction and communication skills by working collaboratively with their peers in different social situations. Skills that are crucial for future employment and/or independent living.



Outdoor education activities allow students to problem solve and to be creative in order to achieve their outcomes. Students always have access to technology to analyse performances of themselves and their peers. Links are made with the wider world of sport including careers such as coaching and commentating where relevant.

Furthermore, P.E offers the development of leadership skills through explanations, demonstrations and the leading of group activities. This is expanded upon through officiating opportunities, allowing students to make decisions, be in charge of groups and also have an awareness of health and safety of the sport and surrounding environment. Examples in the form of real-life video clips further link the development of these skills, to the wider working world.

Within a sporting context, students are able to further develop their employability skills. The experience of instruction and coaching elements throughout different areas of sport enable links to be made to coaching and leadership opportunities within the working world that students may aspire to.

6.9 **Art:** Art and Design encourages self - expression and creativity and can build confidence as well as a sense of individual identity. It encourages team work through student collaboration and involves different ways of assessment through the analysing and presentation of work. Art and Design gives opportunities to develop student's critical thinking and the ability to interpret other people's ideas. It also embeds skills such as planning, organising resources and being responsible for their own work space.

6.10 **RE:** At St. Hugh's, students' participation in RE provides the opportunity to develop key employability skills including:

- Communication - e.g. finding out and sharing information with a range of others
- Research - e.g. finding and compiling information related to given various social / ethical / faith issues and contrasting the responses of a range of world religions to these issues
- Analysis - e.g. drawing out the salient points within research / sources in order that students are able to advance and justify their own opinions
- Teamwork - e.g. working as a class / in small groups to debate and come to a consensus on a range of topics including: whether fairness and equality are the same; defining what fairness, justice and freedom mean; the importance of forgiveness.
- Cross-cultural understanding - exploring, comparing and contrasting the interpretation various social, ethical and faith issues in different world religions and cultures.

Through considered subject planning and lesson delivery, students have frequent opportunity to use and practice these skills through the range of activities they participate in. Further, St. Hugh's hosts termly diversity days in which students participate in team based activities focusing on a number of key religious celebrations from a range of world of religions. Wherever possible / appropriate, future career

paths related to RE (such as roles within the education, care and voluntary sectors) are shared with students on an ongoing basis within lessons and also through these specific subject days. The school has close links with St. Lawrence's church in Scunthorpe and also Scunthorpe Foodbank where students have the opportunity to visit and participate in some of the activities undertaken by the volunteers that work there.

6.11 **French:** At St. Hugh's, students' participation in MFL provides the opportunity to develop key employability skills including:

- Communication - e.g. finding out and sharing information with a range of others.
- Critical thinking / cross-cultural understanding - e.g. reflecting on similarities and differences between French and British culture.
- Independence - e.g. selecting preferred resources and strategies to aid learning / fulfil a given task.
- Resourcefulness - e.g. drawing on a range of resources (atlases, dictionaries, internet, other peers and adults) to support learning.
- Adaptability - exploring and reflecting on various strategies to help retain key topic vocabulary and grammar.

Through considered subject planning and lesson delivery, students have frequent opportunity to use and practice these skills through the range of activities they participate in. Wherever possible / appropriate, future career paths related to MFL are shared with students on an ongoing basis within lessons and also through specific subject days (such as the annual KS3 French café which relates to employment in hospitality potentially within a foreign country and also the annual KS3 French theatre production which relates to employment in the performing arts sector).

## 7. **Policy Statement on Provider Access**

### **St Hugh's School: Provider Access Policy**

#### **Introduction**

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

#### **Pupil entitlement**

All pupils in Years 8 - 13 are entitled to:

- Find out about technical education qualifications and apprenticeships opportunities, as part of a careers programme which provides information on the full range of education and training options available at each transition point;
- 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;
- Understand how to make applications for the full range of academic and technical courses.

#### **Management of Provider Access Requests**

##### Procedure

A provider wishing to request access should contact: Donna Millward (Assistant Head with responsibility for KS4) or Rachel Brunt (Careers Leader)

Telephone: 01724 842960

Email: [dmillward@st-hughs.n-lincs.sch.uk](mailto:dmillward@st-hughs.n-lincs.sch.uk) OR [rbrunt@st-hughs.n-lincs.sch.uk](mailto:rbrunt@st-hughs.n-lincs.sch.uk)

#### **Opportunities for access**

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers.

#### **Premises and Facilities**

The school will make the main hall, classrooms or private meeting rooms available for discussions between the provider and students, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider

presentations. This will all be discussed and agreed in advance of the visit with the Careers Leader or member of their team.

Providers are welcome to leave a copy of their presentations or other relevant course literature at the Careers Library area which is managed by the school.

The Common Room (Post 16 board) is available to all students at lunch and break.

**Approval and Review:**

Approved by: *Governors at Annual Curriculum and Standards Committee.*

Signed: Emma Smithen - identified *Governor for CEIAG.*

**Review date Spring 2022**

## 8. **CAREERS PROGRAMME**

Details of our careers programme can be found on our school website under the About Us and CEIAG section.

The careers programme is reviewed annually taking into account feedback from staff, students, parents/carers, employers and other agencies, e.g. colleges, careers advisor, etc. This ensures that we are continually improving our careers programme and that it is relevant and meaningful to our students' interests, aspirations and preferences.

## 9. **BACKGROUND DOCUMENTATION**

9.1 This policy was informed by the following:

- CEC (2019). *The Gatsby Benchmark Toolkit*.
- DCSF (2005). *14-19 Education and Skills White Paper*.
- DCSF (2007). *Quality Standards for Young People's Information, Advice and Guidance*.
- DCSF (2009a). *Quality, Choice and Aspiration: A strategy for young people, information, advice and guidance*.
- DCSF (2009b). *Statutory Guidance: Impartial Careers Education*.
- DCSF (2009c). *The Work Related Learning Guide (2<sup>nd</sup> ed.)*.
- DCSF (2009d). *14-19 Reform*.
- DfE (2015a). *Post-16 Work Experience as Part of 16 to 19 Study Programmes and Traineeships: Departmental advice for post-16 education and training providers*.
- DfE (2015b). *16-19 Study Programmes: Departmental advice for senior leadership teams, curriculum planners, teachers, trainers and coordinators on the planning or delivery of 16 to 19 study programmes*.
- DfE (2018). *Careers Guidance and Inspiration in Schools: Statutory guidance for governing bodies, school leaders and school staff*.
- DfES (2003a). *Careers Education and Guidance in England - A National Framework 11-19*.
- DfES (2003b). *14-19 Opportunity and Excellence*.
- *Education White Paper Consultation Document (May, 2016)*.
- *National Guidelines for Work Experience*.
- QCA (2004). *Work Related Learning for all at Key Stage 4*.
- QCA (2008a). *Careers, Work Related Learning and Enterprise 11-19 - A framework to support economic wellbeing*.
- QCA (2008b). *PSHE Education - Economic Wellbeing and Financial Capability Programmes of Study for Key Stages 3 and 4*.
- TSO (2003). *Every Child Matters*.